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A communicative English-speaking supplementary curriculum: Using WeChat to develop Chinese EFL learners' speaking fluency

Tianxing Yao
University of San Francisco, ytxispretty@gmail.com

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Approved:

_____   _____
Instructor/Chairperson   Date

_____   _____
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ABSTRACT

The development of English communication skills is ignored by most EFL learners in China. This problem attributes to sufficient practice during their English-learning process in class, since most public schools in China, grammar-translation is still the mainstream teaching approach. Which means that Chinese not English is used to give lectures. Students do grammatical analysis and vocabulary memorizing instead of communicating in the target language. However, this approach cannot help the development of students' speaking fluency. The deficiency of English speaking a variety of problems when students need to communicate with English speakers. Besides, the inner shy personality and face-saving culture cause anxiety when Chinese EFL learners speak English.

Thus, this project provides a curriculum for EFL instructors, which aims at increasing more oral practice opportunities to help EFL learners enhance English-speaking skills. The whole curriculum is conducted on WeChat which is the most popular social mobile application in China and all of the lessons are task-based learning. Through completing tasks on WeChat, students can gain English-speaking practice without time and space constraint. What's more, speaking English on social network sites can help Chinese EFL learners reduce anxiety effectively.

CHAPTER I

INTRODUCTION

Statement of the Problem

English speaking has been neglected in English education in China over the years since the traditional teaching mode which is teacher-centered cannot enhance students' speaking ability (Wang, 2014). Bolton and Graddol (2012) investigated that there are over 400 million EFL (English as a Foreign Language) learners in China, and they take English as a compulsory course from a primary level to college graduation. The disadvantage is traditional grammar-translation teaching approach featured with using native not target language to give lectures, emphasizing on grammatical analysis, and less communicating in the target language (Kelly, 1969) is widely employed in most public-school English classes in China. However, this approach is outdated for a long time in the English-teaching field since it cannot satisfy the needs of improving students' speaking fluency. The deficiency of English speaking can result in many problems when learners need to communicate with speakers in English. For instance, when Chinese students pursue higher education abroad, insufficient speaking and academic English competence trigger various troubles (Yang & Duan, 2016). As an international student who studied in the United States, according to my own experience and observation, Chinese international students are reluctant to share their own perspectives during the class or group discussion due to their scarce speaking ability, second language speaking anxiety, and inborn shy personality (Wang, 2014). This situation makes Chinese-international student study and live under huge pressure. Even worse, sometimes it may directly negatively influence their academic performance in universities. Although we have achieved the eligible language requirement to attend courses in the United States because of our qualified TOEFL (Test of English as a Foreign

Language) grades, we still need to prepare for language before a speech or a presentation. Nevertheless, compared with native-language students, we just get half the result with twice the effort. I ask myself about the reason tons of times, finally, I found we rarely practiced using English to express our thoughts or engaged in a sustaining conversation when we learned the English language in China where English is taken as a foreign language.

According to B.B. Kachru (1985), there are three circles used to describe the English culture world. The inner-circle countries refer to countries where English is spoken as a native language. In the outer circle, including countries like India, Kenya, the Philippines, they speak English as a second language. China is divided into the Expanding-circle country, and English is viewed as a Foreign language there. Unlike the inner-circle and outer circle countries with English-speaking context, since people there learn English is to meet life needs, in China, most EFL learners have very limited opportunities to speak English because of the lack of English-speaking environment. I finished almost all my education in China and I also have four- year teaching experience in China. From my own experience, the majority of learners English-learning purpose is passing English tests which mainly examine students' listening, reading, writing skills, but the speaking part is lacking in those tests. As a compulsory course from elementary school to sophomore year, English grades take a big account of students' academic performance. In order to pass the test, students just need to memorize the meaning of content words and be able to apply function words correctly by doing plenty of grammar and reading drills. Speaking practice is usually reciting the dialogue or passages of an English textbook. In addition, a standard English class in China is normally forty-five minutes, which is too short to practice English speaking. Also,with heavy homework load, English speaking practice is always ignored by teachers and students in and out of classes.

Whereas authentic context and communication with partners are necessary conditions to develop Oral English competency (McDonough, 2004; Yashima, 2002), the lack of context and oral practice will have an impact on English-speaking enhancement, especially in Expanding-circle countries (Cheon, 2003; Tsou, 2005). Thus, Communication based English-speaking course is eager to be introduced to Chinese EFL teaching so that Chinese EFL learners can have more chance to practice and finally be fluent in English communication.

Purpose of the Project

The preliminary purpose of this project is to help Chinese EFL learners develop speaking fluency comprehensively, which means learners speaking proficiency will be enhanced from pronunciation, intonation, vocabulary, listening, and grammar aspects. Group learners will acquire normative pronunciation via watching pronunciation-teaching videos based on phonics on section one. Since the target learners whose level is intermediate, which means they have already had some English foundation, watching these series of videos is a better approach to make perfection of their pronunciation. In addition, movie clips -based learning is an authentic source of corpus accumulation. A study suggests that corpus-based activities are an abundant resource for language learning and also can highly motivated learners (A.& Z., 2018). With the help of a mobile application called *English fun dubbing,* students can imitate pronunciation and intonation of movie characters, compared with a traditional speaking assignment, it gains much more fun for English language learners. Interaction activities aimed to pool group members' thoughts together. Both of the activities are designed to activate speakers' speaking desire. Moreover, in the second interaction activity, speaking is elicited by game motivation. These participation activities transfer speakers' attention from the correct form of grammar to meaningful outputs. According to Wang (2014), grammar and vocabulary are essential to

promote speaking fluency. Hence in this project learners' grammar and vocabulary skills are built in the authentic settings and enhanced by oral practice.

Learners in this chat group will learn to express themselves and enhance communication ability. The chat group creates a pure English-speaking environment for group learners. Unlike current English-speaking teaching mode, students are required to recite dialogue mechanically, in this chat group, students feel free to express their thoughts and ideas, ask questions, discuss, and cooperate with other groupmates or instructors after the finished the assigned tasks but only English is allowed.

This project also aims to fill the gap of English-speaking instructions in public school. English educators can employ WeChat as a supplementary tool and assign speaking practice task to students out of class, which can address the practicing time deficiency during the regular English classes in school. Group instructors also need to remember to provide feedback timely so as to arouse the enthusiasm of group speakers and urge them to make progress.

Theoretical Framework

This project is based on the communicative language teaching approach (CLT). It is an approach that learning a language with the purpose of communication which includes sharing their daily routines, experience, preference, or perspectives instead of analyzing the grammar form or doing first language translation (Richards, 2006).

CLT first proposed in the 1970s to satisfy the basic life needs of migrant language learners in actual wording settings (Duff, 2013). Hymes (1971) indicate a social, learner-centered language-teaching approach, which means learners need to use language appropriately in social, academic, occupational, and formal or informal settings. The ability which can language

effectively and appropriate in these contexts are developed by negotiating meanings with others. (Krashen, 1990). In order to language effectively, learners also need to possess sociolinguistic competence, strategic competence, and discourse competence (Canale,1983). This competence requires learners to be able to produce comprehensive speaking and cohesive writing with exact words, clear logic relationship, smoothly connected, not too much repetition about different topics. In addition, they also have abilities to produce and interpret language in different genres or disciplines. Also, CLT also trains learners critical-thinking ability such as problem-solving, undemonstrative assumption evaluation, information analysis (Richards, 2006). These required competences provide all participants with a direction in the target language teaching and learning.

There are four types of curricular programs well-matched with CLT including 1) Content-based language learning 2) Academic/professional purposes language teaching 3) Task-based language teaching 4) Service learning (Richards, 2006).

Content-based language teaching

According to Krahnke (1987), content-based teaching refers to teach content or information by virtue of language as a medium. The crucial principle of the content-based approach is students must use the target language to build knowledge on different topics with supporting of authentic materials. Different from traditional language-focused teaching, learning content is based on language form teaching, here the content is decided first, then take language form into account （Richard, 2006). Generally, this sort of curricular is applied for learners whose target language level is considered an intermediate to advanced level. Especially, it is common to be found in those programs which English is used as an instructional language to speakers of other languages (Richards, 2006).

Academic/professional purpose language teaching

Teaching language for Academic or professional purpose is to satisfy the needs of learners who want to participate in academic programs or working in a professional field like engineers (Richards, 2006).

Task-based language teaching

The task-based approach is to develop a language learning process through interactional activities with designed instructional tasks. These tasks are featured with learners implement a task by using prior language, complete a task while acquiring language, convey meaning based, and stress on interaction with two or more group learners. Students usually work in groups and learn cooperatively. By completing a task in a group, students can capitalize and evaluate the ideas from their group members (Richards, 2006).

Service learning

Service learning is to develop learners' communicative competence by providing service to the community. Learners make use of their existing language to help new arrivals to solve life problems such as housing and job-seeking. Students gain the opportunities to practice authentic language also can receive course credit due to their contribution to society (Wurr & Hellebrandt, 2007).

Communicative teaching approach aims to help learners promote their ability to communicate in the target language. This approach provides strong theoretical support for this project.

The Significance of the Project

Mobile-assisted English language learning provides more practice opportunities for EFL learners whose English-speaking environment is lacking (Sun et al., 2017). According to an article from The New York Times (2019), the number of WeChat registered users in China is more than one billion, and it takes One-third of them above four hours to use WeChat a day

averagely. WeChat has become an inevitable part of Chinese people's life and work. This significant prevalence promotes the acceptability and accessibility of learners.

Taking advantage of the WeChat platform establishes a pure English learning environment for learners. Since in the WeChat chat group, all of the group members are not allowed to send text or voice messages in the native language, and those who break the group rules will be kick out of the chat group. By establishing rigorous group rules, learners are compelled to speak English when they tend to communicate with others. Sequentially, a pure English-speaking context is constituted.

Compared with face-to-face communication, mobile-based English-speaking embrace speakers with a more comfortable, low stressful learning environment. (Mostafavi & Vahdany, 2016; Peterson, 2012). Some studies have suggested that learners feel less anxious when they using target language via social network sites (Chartrand,2012; Lin, Warscha-uer, & Blake 2016; Young, 2003).

This project contributes to improving the deficiency of current English education which English speaking is lost sight. The combination of current English-teaching objectives and appropriately implemented social interaction can positively affect learners' speaking competence (Sun et al., 2017).

Other significance includes plenty of practical benefits. First, social networking-based teaching is time and space unlimited. Both instructors and learners just need smartphone and internet service, which can be easily realized. Second, all of the lessons are five minutes around, which may not increase the burden on Learners. Also, by charging the group membership fee instructors can gain some economic benefits.

Definition of terms

EFL: English as a foreign language.

ESL: English as a Second Language.

Authentic: Natural utterance or writing produced by target language speakers; Regular conversation conducted by speakers of the target language (Richards, 2006).

Social Network Sites (SNS): refer to any web-based and/or mobile technology which takes on many different platforms including weblogs, social blogs, microblogs, wikis, podcasts, videocasts, picture and video sharing, and social bookmarking (Aloraini, 2018).

CALL: Computer Assisted Language Learning (Aloraini, 2018)

MALL: Mobile Assisted Language Learning (Aloraini, 2018)

CMC: Computer-Mediated Communication (Aloraini, 2018)

Formulaic Sequences: reserve and extract from plenty of authentic words, instead generate expression subjectively through the grammar analysis (Liang, 2017).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

A number of students who want to pursue further education abroad have difficulties in English communication, which may directly affect their study performance. The deficiency of speaking practice opportunities is considered as part of the reasons accounting for this problem (Cheon, 2003; Tsou, 2005). Other deep reasons which can affect students' speaking competence including cognitive factors, linguistic factors, and affective factors (Wang, 2014). Cognitive factors cause the imbalance of speaking fluency and accuracy. From the perspective of linguistic angle, it is a challenge for EFL learners to apply correct grammar and appropriate vocabulary to speaking output. Besides, Chinese people are especially concerned about face-saving, so anxiety is an affective factor which makes them coward speak English in front of others (Wang, 2014). English educators from generation to generation put their utmost effort to polish teaching methods. The combination of mobile devices and English education develop a hopeful approach for speaking instruction in China. Mobile devices, such as tablets, mobile phones, are frequently applied in assisting Second and Foreign Language learning (Ahn & Lee, 2016; Casta~ Neda & Cho, 2016; Hwang & Chen, 2013; Hwang, Shih, Ma, Shadiev, & Chen, 2016). In addition, under the support of Internet popularization. SNS-assisted learning can help learners promote their language proficiency from all aspects. The utilization of corpora is also an ideal way to develop students' speaking accuracy because corpora is a collection of a great deal of authentic linguistic information, which can reflect the typical features and certain patterns of language used in real-life settings (Liang, 2017). All in all, word collocations play an important role in the accurate and fluent expression of target language proficiency. (Chung, 2017).

Theoretical analysis to improve Chinese EFL learners' speaking competence

Chinese EFL learners experience difficulties when they speak in English due to the lack of English-speaking competence (Wang, 2014). Speaking competence includes speaking fluency and accuracy. Speaking fluency is evaluated by pausing or hesitation; speaking accuracy is about the correct use of target language norms including pronunciation, vocabulary, and grammar. Cognitive factors, linguistic factors, and affective factors have an influence on producing fluent and accurate spoken language (Wang, 2014). In order to teach speaking effectively, English educators strived to put forward theoretical methods for English-speaking teaching. These methods provide comprehend activity-design guidance to English-speaking classes.

Face-to-face communication is usually filled with "hesitations, false-starts, grammatical inaccuracies, and limited vocabulary (Hughes,2002, p.77). In 1989, Levelt claimed that Speaking process consists of conceptualization, formulation, and articulation. Conceptualization requires the speaker to filter useful information to express themselves in a flash. Formulation refers to choosing exact vocabulary and phrases and make sure they are grammatically correct in the speaking output. Articulation means the speakers need to have the articulacy when they are talking.

According to Wang (2014), English and Chinese are totally different language system, it is a challenge for Chinese EFL learners to use the linguistic norms correctly. Mispronouncing or inexactly intonation and stress can have an adverse effect on English-speaking proficiency. Compared with reading and writing, EFL learners are more likely to make grammatical mistakes in speaking, and they also need a wide range of vocabulary and keep them in mind for a long term so that the target words can jump into mind immediately when they are needed.

Anxiety and self-restriction are considered as the affective factors which hinder speaking practice. In Akkakoson's project(2016), language anxiety includes communication apprehension, which means a shy personality of the speaker to communicate with others; fear of negative evaluation, speakers tend to avoid the evaluative situations out of the expectations that others would have a negative evaluation to them; test-anxiety roots in the fear of failure. Due to the Chinese culture of "silence is gold", many Chinese people are reluctant to speak in public. Plenty of Chinese EFL learners are afraid of speaking English in class without any preparation (Liu,2006). The lack of practice influences their English-speaking improvement adversely.

In order to help students improve English-speaking proficiency, English educators delicate in finding effective methods to achieve this goal. Wang (2014) indicated Willis' Three-stage Model (1996) which is three steps in the process of speaking teaching. They are the input stage, a rehearsal stage, and a performance stage. In the first stage, students are given a good model of speaking output with standard pronunciation, correct grammar structure, and exact vocabulary to imitate. Then, by doing teamwork or group project, students can have more chance to speak English with less anxiety. The last step is before the class, students are required to perform the task, by doing this, students' learning motivation in class is activated (Wang, 2014).

Florez (1999, p.17) indicated that "preparation, presentation, practice, evaluation, and extension" are five stages in English speaking teaching. Students come up with a topic randomly and collect related information about this topic. Then they imitate an explicit output example. After a small discussion with their group members, they compare their oral produce with the teacher's standard version. After class, they are also required to record a conversation in the authentic context and report their findings in the next class.

In Goh's Four-Stage Model (2007), pre-speaking support used to activate speakers' prior knowledge so as to alleviate the stress and anxiety when they are speaking. Moreover, meaning-oriented activities help learners produce a semantically accurate expression. Language-focused activity help speakers deepen the standard language norms. By repeating the task leaves learners deep impression about the language of this topic.

In Wang's project (2014), he proposed a four-step speaking-teaching method including pre-speaking activities, while-speaking activities, and post-speaking activities, which are customized for Chinese EFL learners. Pre-speaking activities including pre-task planning, pre-speaking support, and authentic input, which give students enough time to prepare themselves with related vocabulary and background information before speaking, and the real-life conversations increase students' learning motivation. It is supportive and less nervous for EFL learners to enhance their speaking fluency and accuracy. While speaking, instructors could assign speaking tasks, teach students some fluency techniques, and help them form their conversation automatically. Instructors could take advantage of information-gap tasks, problem-solving tasks, and social monologues to enhance speaking fluency. These activities all focus on communication among speakers and motivating speakers to express thoughts and ideas rather than paying attention just to language structures. Post-speaking activities include language-focused activities, self-repairs, and corrective feedback, which all can focus on analyzation and evaluation of language forms and learning correct language use from mistakes (Wang, 2014).

In conclusion, cognitive factors, linguistic factors, and affective factors play significant roles in Chinese EFL learners' English-speaking proficiency (Wang,2014). It is essential to design a well-organized speaking class with pre-, during-, and post speaking activities included (Wang, 2014; Wang & Zou, 2018).

Social network sites facilitate English learning

Technology makes life easier. When technology was introduced into Education, teaching and learning move forward. With the convenience of the widespread Internet, social networks, such as Skype, Wiggio, YouTube, Blogs, Facebook, Wikis, Twitter, and Smartphone apps have opened a door for learners to get access to authentic language learning (Fogg, 2008).

Unlike ESL learners who are exposed to an English-speaking environment, speaking English is a requirement to lead a normal life. Chinese EFL learners mainly develop English-speaking skills in their classes (Sun & Yang, 2015). The lack of English-speaking environment impedes EFL learners' English-speaking practice (Sun et al., 2017). English education combined with mobile devices provides a promising possibility for the increase of speaking practice (Sun et al., 2017). Mobile devices, such as tablets, mobile phones, are frequently applied in assisting Second and Foreign Language learning (Ahn & Lee, 2016; Casta~ Neda & Cho, 2016; Hwang & Chen, 2013; Hwang, Shih, Ma, Shadiev, & Chen, 2016). Especially after the invention of smartphones, a wide range of language-learning mobile applications is developed for English-language learners. Due to the convenience and high efficiency brought by mobile applications, students' learning experience.

Students hold positive attitudes to Mobile-assisted learning due to its features and the increase of practice opportunities. In a study conducted by Sun et al (2017). Four mobile applications are employed to assist students' oral practice. One of the mobile applications called PaPa (http://papa.me/) which is an audio publication platform with functions of recording, uploading, and sharing audios with others. Because there was no oral assignment submission system in China, English instructors took advantage of the functions of Papa and assigned some English oral homework on this platform. Students are delighted with submitting oral assignments

on PaPa since they are expected to be heard and evaluated by their instructor. Also, they gained many practicing opportunities invisible, since they practiced over and over again before they upload their voice on PaPa. What's more, compared with alive oral English classes, students feel less embarrassed and anxious when they were using PaPa, for they have another chance to do a better job. Last but not least, students can interact with peers frequently on PaPa, which is a necessity for English-speaking skill development (McDonough, 2004; Yashima, 2002; Bern, 2015).

Hung and Yuen (2010) employed SNS as a supplementary media to on-site courses, their findings indicated that students hold supportive attitudes to this combination- learning experience. What's more, their social interactional awareness was strongly developed (Huang & Yuen, 2010).

In addition, SNS-based learning can help learners develop speaking skills in an all-around way. Bern in 2015 indicated that students' learning process was more motivated through combing smartphones with teaching practice. In his study, a group of more than 100 students (native Spanish speakers) from University of Cádiz (Spain) were selected as participants, and they are required to enroll in a compulsory German Language course at A1 level from the common European Framework of References for Languages. (CFER). The results suggested students' vocabulary was increased after four-week utilization of the interactive mobile application (Bern, 2015).

Another study conducted by Blattner and Lonicka (2012) investigate the benefits of supporting students' output brought by *Facebook* platform. They recruited twenty-four Universities in America and France. All participants were required to write postings on Facebook

and commented on others' postings in English. The result of this activity suggested that students' communication, writing, and reading skills were enhanced (Espinosa, 2012).

In conclusion, English speaking is overlooked by Chinese EFL educations these years, which should be responsible for the weak communication ability of Chinese students who study abroad. In China English is taken as a second language, and there is a wide range of hinders for Chinese students learning English well. SNS assisted English learning can help to create a highly communicative and collaborative learning environment. As it goes in Yedla's study:

> "The use of mobile technology is a new gateway to create more interactive
>
> the environment in the classroom in an interesting and innovative way by
>
> making teaching more and more effective" (Yedla, 2013, p. 92).

With the positive attitudes and curiosity of learners, their learning motivation is greatly activated. A wide range of studies in the above literature review has indicated that SNS-assisted learning can help learners promote their language proficiency from all aspects. Learning based on short messages through wireless equipment is meaningful for the current situation that Chinese EFL learners lack the speaking practice in the English learning process. The convenience and high efficiency brought by mobile devices provide strong support for my field project.

Employing Corpora to improve English proficiency

A corpus is a collection of a great deal of authentic linguistic information, which can reflect the typical features and certain patterns of language used in real-life settings (Liang, 2017). Generally, a corpus has the following characteristics. Since corpus information are all extracted from authentic language, it is can truly represent the pragmatic contexts and functions. Learners can easily get access to computer corpus without time and space constraint. Timely update data to keep up with language evolution. Possibly influenced by First Language, Chinese

EFL/ESL learners easily produced English which is equivalent to Chinese (Liu, 2002), and collocation knowledge is insufficient in English education of Asian countries (Chang, Chang, &, Liou 2008). However, word collocations play an important role in the accurate and fluent expression of target language proficiency. (Chung, 2017).

Corpus linguistics has some implications in second language acquisition. In a study conducted by Chuang (2017), they investigated two corpora collocation tools, Corpus of contemporary American English (COCA) and British national corpus (BNC) respectively. It suggested that class instruction could take frequency lists as teaching-content reference. Besides, learners can deeply understand words in a context which is crucial to develop native-like fluency. Both educators and learners are supposed to employ corpus tools in their teaching and learning process especially in the high-tech era (Chuang 2017).

In Liang's study (2017), they employed computer corpus in College students' English-speaking learning. The result demonstrated that computer corpus builds a resourceful data platform for formulaic sequences, which can provide an objective, authentic, and real-time updated language environment. What's more, it is imperative to utilize this powerful language-learning tool in college English education (Liang, 2017).

Summary

The lack of speaking practice opportunities is responsible for Chinse EFL learners' weak speaking proficiency. With the rapid development China's economic, improving communication skills has become a learning need for Chinse EFL learners. The reason which can affect students' speaking competence including cognitive factors, linguistic factors, and affective factors (Wang, 2014). Cognitive factors have a direct impact on speaking fluency and accuracy. From the perspective of linguistic aspect, applying exact grammar and appropriate vocabulary to speaking

is a challenge. What is more, Chinese people are especially concerned about face-saving, so anxiety is an affective factor which makes them shy when they communicate with others in English. With the utmost efforts of English educators and the improvement of technology, the combination of mobile devices and English education develop a hopeful approach for speaking instruction in China. In addition, SNS-assisted learning and instruction can help learners promote their language proficiency from all aspects. The utilization of corpora is also an ideal way to help students learn authentic language with typical features and certain patterns of language used in real-life settings. According to the above literature review, English educators in China are supposed to take advantage of the convenience of mobile devices and the popularity of social network sites so as to enhance Chinses EFL learners' speaking proficiency. With the combination of the corpus which can help students develop speaking accuracy.

CHAPTER III

THE PROJECT AND ITS DEVELOPMENT

Description of the Project

This project is an English speaking-focused curriculum. It is designed for intermediate -level learners who tend to make use of fragmentation time to pick up oral English. The whole curriculum includes four sections, and each section has several tiny lessons which last for around five to ten minutes. Section one is about sound and letters, which is based on phonetics. Students need to know the possible sounds of vowel and consonant letters. If students have already had learned the sound, these lessons will be pronunciation correction for them. In section two, students will learn a number of structures of sentences and daily expressions by watching movie clips. In section three, students are required to dub for short videos in order to develop their pronunciation and intonation. From the conversation appeared in the movie clips, learners could also accumulate corpus, which can help develop accuracy. in section four, group learners need to participate in a discussion conducted by a group host. After learning the whole curriculum, students will master beautiful pronunciation, and talk with explicit expression. In order to illuminate, the following is a table of contents.

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3.1

Before start, learners need to download two mobile applications, *WeChat*, and *English Fun Dubbing* respectively. Both can be download at the app store via a set of smartphone. Group host needs to set up a WeChat chat group and invite learners into the chat group. Also, group host could post QR code to a forum website to recruit more group members. After everything has been arranged, the chat group host post group regulation for all group members. Learners need to introduce themselves in English to show how much English they have already known since this course is designed for learners who are intermediate to advanced level. During the first day, chat group members could communicate with each other as much as possible, but only English allowed. The following is a sample of chat group rule:

1.This group is suitable for people from all walks of life who want to practice oral English, especially IELTS TOEFL and other candidates. Respect pluralism and prohibit any form of personal assault.

2.Transfer more than 10 yuan to any amount as entry fee; group members can withdraw at any time, and withdraw within 3 days, refund the entry fee; if you want to re-enter the group after withdrawal, you must wait for one week.

3.New members should change their nicknames to their English names and send a self-introduction in English for at least 20 seconds on the same day.

3.English only. Using other language three times will be kick out of the chat group.

4.No advertisements.

5.No-response more than three times will be kick out of our chat group.

Chat group rules are supposed to be strictly enforced to ensure learners' learning outcome.
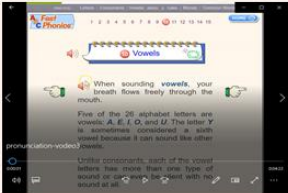
Section one is "pronunciation". An instructor will post five-minute video classes and assign some tasks to group members after the instruction. In section one, there are six lessons based on phonics. Through learning those teaching videos, students will learn exact pronunciation of sounds and letters. For students who have an English foundation before, these teaching videos are making perfection of their pronunciation. The first lesson is about the standard pronunciation of twenty-six alphabet English letters with word examples. After watching this video, students need to imitate and record twenty-six English letters with at least one example for each of them, which is assigned as task one. Lesson two is about the possible formation from letters to words. Learners will be asked to answer some questions based on video two and response orally in the chat group. Lesson three and four is teaching students the possible sounds of consonant and vowel letters, which will help students master phonetic rules. Group members need to record the given vocabulary examples and answer some question over sending voice messages to the chat group. Lesson five emphasizes a variety of letter blends since getting familiar with letter blends helps memorize vocabulary. Students are required to memorize letter

blends that they do not know, and they also need to record and send them to the chat group over voice messages. Lesson seven is distinguishing difficult sounds for Chinese EFL learners. According to my own learning experience, we have difficulties in pronouncing /s/ and /th/ sound due to the similarity of the two sounds for Chinese learners. In the Chinese phonetic system, /th/ sound does not exist, so learners tend to confound this sound with /s/ sound in Chinese. The following is a sample:

Lesson 4 Sounds of vowel letters

Video four: https://vimeo.com/337215143

"When sounding vowels, your breath flows freely through the mouth.

Five of the 26 alphabet letters are vowels: *A, E, I, O, and U*. The letter Y is sometimes considered a sixth vowel because it can sound like other vowels.

Unlike consonants, each of the vowel letters has more than one type of sound or can even be silent with no sound at all."-http://www.abcfastphonics.com/sounds.html

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3.2

"When a vowel sounds like its name, this is called a long sound. A vowel letter can also have short sounds. Whether a vowel has a long sound, a short sound, or remains silent, depends on its position in a word and the letters around it. Click on the following vowel letters to hear their long and short sounds."

"The letter Y is sometimes considered a vowel because it can sound like the vowel letters A, E, or I depending on the letters around it or whether the letter Y is at the middle or end of a word. Click on the following links to hear the different sounds for the letter Y."-http://www.abcfastphonics.com/sounds.html

A sample of **task three:** How is it going? Friends. Today We are getting into vowel sounds.

After watching the video, please make a table to compare the long and short sounds of vowel letters.

Present how do Vowel sounds produce?

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3.3

Section two is "Movie-based oral English learning". In this section, students will learn some oral expressions by watching short movie clips. Four parts consist of a movie clip, the first part is the original movie clip without subtitles; the second part is viewing the subtitles; the third part summarized the keywords. At last, students are given one more chance to watch the original clip again. The whole section two is divided into two lessons which are content based. Lesson one is "Incredibles" starting with some warm-up conversational questions so as to activate learners' prior knowledge. Students' listening comprehension skills are promoted by doing

blank-filling practice. These blanks are basically the keywords of part three. The instructor also needs to extract the keywords to help group learners review. After instruction, learners need to retell the story in the movie clip and do a short presentation about the superpower of the characters appeared in the movie clip via the chat group. Lesson two is "Spiderman" topic. Students describe the Spiderman and make a portrait table. The same as lesson one, students first watch the original clip, review the subtitles and keywords, then watch the movie clip again. Students are asked to make up a new dialogue if they face the same situation in the movie clip. The debate is designed to improve speakers' critical thinking. The following is an sample of section two.

Section II Movie-based Oral English learning

Directions: Group host send movie clips to the chat group, students will learn some vocabulary and expressions appeared in the movie clip. Then, the instructor will assign some oral-tasks based on the movie.

Lesson one   Incredibles

(https://www.google.com/search?q=incredible&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjgkY_Cq4PiAhWLwcQHHcq1AbsQ_AUIDig8&biw=803&bih=668#imgrc=vEQy3jp8GpivfM:)

3.4

Task one: Hey, everyone. How's everything going? Do you like watching movies? Which genre do you like best?

Vocabulary likely to be used:

genre (noun): a kind or style of music, movie, TV show, painting, etc.

action movie (noun): a movie with many exciting and violent scenes.

comedy (noun): a film with lots of funny scenes

documentary (noun): a film that's about real people, events or issues.

drama (noun): a movie about realistic characters in dramatic situations.

entertainment (noun): enjoyment from movies, concerts, TV shows, etc.

family movie (noun): a movie that both children and adults can enjoy.

horror movie (noun): a movie that frightens and shocks people

sci-fi (or "science fiction") (noun): a genre with stories set in the future or in outer space.

3.5

Task two: Watch the part one of the video carefully and fill in the blank orally.

PART 1 - ORIGINAL CLIP
PART 2 - SUBTITLED VIEWING
PART 3 - KEY WORDS
PART 4 - REPLAY OF ORIGINAL CLIP

Video link: https://www.youtube.com/watch?v=Rnwwo9Zol6w

Mom: Do you have to read at the table?
Dad:--Hun, Yeah
Mom: Smaller bites Dash, _____!
      Bob, could you help the _____ cut his meat?
      Dash, you have something you want to tell your father about school?
Dash: Uh…Hm…Well, we _____ a frog!
Mom: Dash got sent to the office again..
Dad: Good, Good.
Mom: No Bob, that's bad.
D:What?
M:Dash got sent to the office again!
D:What! What for?
Dash: Nothing!
M:He put a _____ on the teacher's chair, during class.
Dash: Nobody saw me, you could see it on the tape.
D:They got you on the tape and you got away with it! Woah!
   You must have been _____, how fast do you think
   you were going?
M:Bob,we are not_____ this.
D:No,I 'm not _____.I'm just asking how fast he..
M:_____!

22   23

3.6   3.7

Section three is "English Fun Dubbing". In this section, group participant will dub for five videos and complete different tasks assigned by the group instructor. Five videos are all from the *Big Bang Theory* which is a life-scene comedy. The whole section three is made of five-day tasks. On day one, group learners dub for short videos and learn some word collocations and vocabulary from the short video. Immediately, they will be asked a designed question which can be answered with the word collocations they just learned. On the second day, they dub for the second video and continue to accumulate word collocations and vocabulary. The third day's tasks are dubbing first. Then, are vocabulary accumulation. Since there is some grammar point appeared in the video, and the instructor needs to clarify them, there is an instruction about the usage of "ish" worked as one of the tasks. In order to check the learning outcome, students also need to put forward another five words ending with "ish" and give explanations or example sentences. On day four, also a grammar instruction arranged after dubbing and word collocations. Without grammar analysis, here students are given several examples to help them figure out how to use this way to express what they need to express. Two repeated tasks which

are dubbing and word-collocation learning still exist on day five or lesson five. At the end of this section, there is also a never-end task, which is insisting dubbing every day. There is an old saying in Chinese: "A short step, a thousand miles", which means success depends on keep doing small things every day. With the insistence of practicing English-speaking, students will make progress eventually. The following is a sample of section three.

3.8

Section Four is two "Interaction activities". One is called "Blind Date", which is making suggestions for a single girl who wants to start a romantic relationship. With the designed introduction of the girl and three men, group learners will feel they have something to say. For example, one of the hobbies of this girl is luxuries collection, which means her boyfriend needs to have a well-paid income or has the same fashionable taste with her. However, the three men's situation is different. The first one works on the fashion field but not enough economic support for her, and the second one has no idea with fashion and does not want to spend more on it. The third one has strong economic competence, but he is about twenty years older than this girl. According to different situations, students must have some of their own perspectives to share

with. After the discussion, the instructor can still initiate an in-depth discussion. The other activity is called "Who is the undercover agent?" An Instructor sends the same words to all of the group members except one person. The person who holds a different word but having the same features with others will be called "undercover agent". All group members take turns to describe the word they have but not saying their word directly. After a round, they will have a chance to point out who the undercover agent is. The game won't be over until the undercover agent is pointed out.

Activity two: Who is the **Undercover Agent?**

Directions: Instructor send a same word to all of group members except one person. The person who hold a word having the same features but not the same one with others will be called "undercover agent". All group members take turns to describe the word they have but not saying their word directly.

An example: common word: Apple
UA's word: Peach

Possible descriptions:
S1:It is round.
S2: It is kind of red.
S3:It can be eaten.
S4:It is healthy.
S5:...
S6:...

45

3.9

The combination of this curriculum and public-school English class will help expose students to English learning for a long time. English educators can also assign tasks flexibly depending on both instructors' and learners' time. The following is a real case of this project.
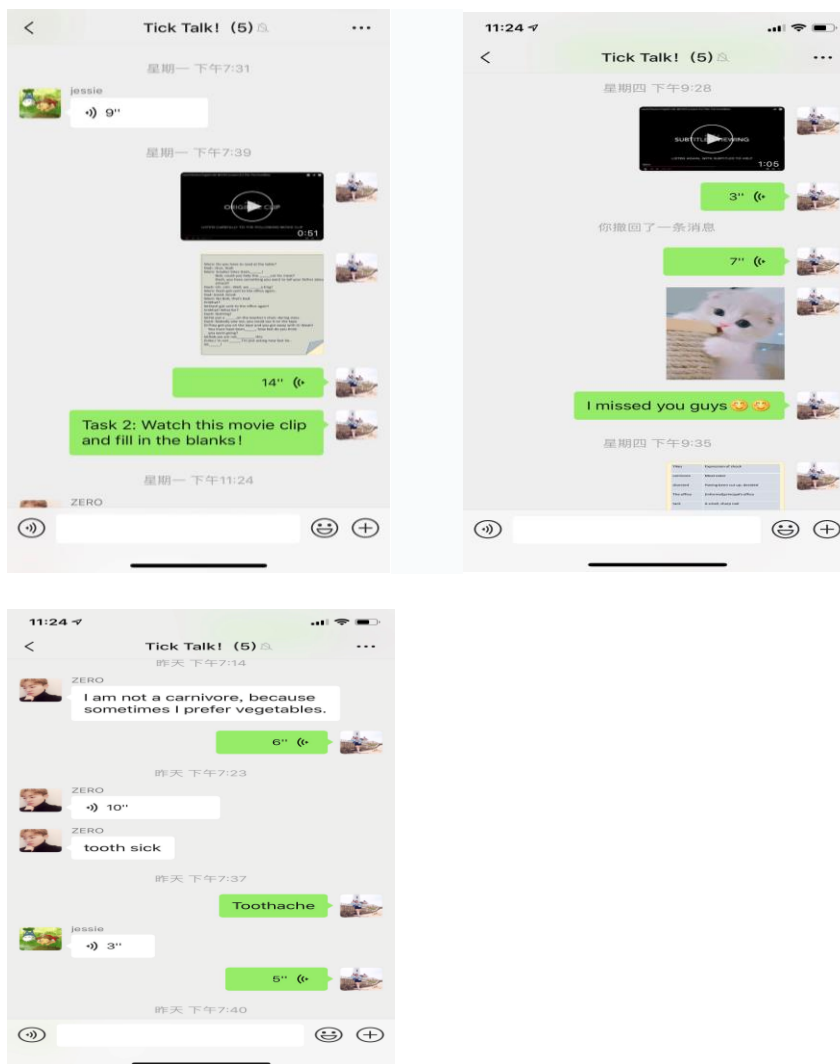
However, there is also a limitation to this project. The first one is teenagers need to get the permit from their parents since some parents do not allow their children to use mobile phones out of protecting their physical and mental health. Another one is the limit of the chat group members should be less than ten. Group instructor needs to provide feedback to group learners, and if there are too many group members, group instructors cannot focus on all learners' performance, which is helpless to students' improvement. Thus, providing orientation for parents is essential for the smooth development of this project.

Development of the Project

As a Chinese-international student who studies in the United States, I felt very nervous when I first came to this country. I felt very nervous when I talk to English speakers, since I am worried about the embarrassed feelings brought by my inexplicit expressions. Although according to my English proficiency test result, it is not a problem for me to communicate with others in English, I still feel anxious and diffident when I speak in English. Also, I found it challengeable to present in the class without any preparation. This situation does not happen to myself since I found other schoolmates also need to spend plenty of time on preparation for the upcoming presentation. Also, Chinese international students are reluctant to express their perspectives during the group discussion. I was trying to find the behind reason, so I recalled my eighteen-year education which is the same as most students and four-year teaching experience in China. In China, English course starts from the third year of elementary school and ends to sophomore year of college, twelve years in total. However, during the twelve years, we spend most time on vocabulary study, reading comprehension, and grammar drills. Time allocated for English-speaking and writing is little. Even, the most important test, Chinese College Entrance Examination, does not have English-speaking evaluation part except candidates' voluntary choice is linguistic related major. Students spend most time on reciting vocabulary and practicing reading comprehension. Speaking practice is about reciting the dialogues and passages in textbook, and writing task is assigned about twice a week. In most cases, students create writing in a Chinse way or writing a Chinese essay in advance then translate it into English.

I had been an EFL teacher in China for four years. I worked for in a private Educational institution, my job responsibility is helping students improve English test grades. Frankly speaking, I rarely use English in classes. First because my students wants to improve English

achievement within a short period, explanation in Chinese help them to figure out everything rapidly. Second, they are very shy to speak English with a teacher. The most important reason is speaking is not a requirement for any of their English test. The lack of motivation makes it hard for the implementation of English-speaking practice.

My students whoever from elementary to middle school have a heavy homework load. Especially for Grade students who are the face of the pressure from high school entrance examination, they spend a great deal of time to prepare for the examination which oral English which is still not included. All my students spent time on English vocabulary memorizing, grammar drills, reading comprehension. Hence, they have no time distributed to English-speaking practice. With insufficient oral practice, Chinese EFL learners lack confidence when they produce utterance in English.

As a future EFL teacher in China, I decided to make some difference starting from my field project to change the current English educational situation. In consideration of students' heavy study load and time limit, social networking site is a time and space-free platform to conduct this series of the curriculum. WeChat is the first social networking site bump into my mind due to its widest prevalence in China and the highest acceptability by users. This is why WeChat is employed in my project.

During two years' study at the University of San Francisco, I learned so much educational knowledge and teaching approach. Thanks to Dr. Mitchell who is the professor of a course called *Media Lab* which I registered last semester, he informed us a very powerful screen-recording tool called *Screen-O-Matic*. SOM is a very powerful screen recording software. In order to make all lessons shorter, I employed SOM to break teaching videos into pieces. After my adaption, every teaching video lasted around five minutes. The instruction part of the whole

section one consists of screen-recording videos. My project is also inspired by one of Dr. PoPal's courses named Theory and practice of TESOL (Teaching English to speakers of other languages) from where I learned a variety of techniques and activities facilitated the acquisition of students' communication skills in real-life settings.

Another inspiration is from a mobile application called *English fun dubbing*. This application is popular in China for its abundant movie resource lasting about one or two minutes can meet all audiences' taste. I found this application when I randomly read my WeChat moments (users post their feelings or pictures over the platform and share them with their contracts over this platform), and one of my contacts dubbed for a movie clip called *Frozen.* She was a housewife with a little bit of English foundation, but in her dubbing work, she had exact pronunciation and native-speakers' accent. I was totally stunned by her performance also this new and funny app. At once, I downloaded it and dubbed my first work. Because users could replay the actor's line over and over again and dub one by one sentence, which could gain practice opportunities invisibly. Then I was thinking why we do not take advantage of this app to learn English speaking. The movie clips on the app most are American movies and TV series, which are authentic language resources for our second language learners. Users can not only dub for fun in their spare time but also can take it as an English-learning tool. Thus, I designed the combination of dubbing with English-speaking lesson, and I think it may arouse students' interests. Compared with traditional English-speaking lessons, dubbing could be an alternative way to make teaching peaking in China effectively.

Before I came to the United States, I need to prepare for the English language test to meet the requirement of the admission requirement of the University of San Francisco. I read a book named *IELTS on the tip of my tongue* whose writer is Qian Duoduo (2016). This book

specialized in word collocations to help improve English speaking. He indicated we were supposed to produce the language in English thinking. By intelligently analyzing the thinking of the human brain in spoken language, helping everyone to learn their ideas in English in a short time and internalized into our own thinking. He suggested that everyone should store his own word collocations which are the core concept of logical spoken language and the core component of all spoken English expressions. I tried his method, proved by facts, it worked. Finally, I got progress in the speaking grades of my test. When I was doing my project, I expect to use this concept to enrich my lessons. I tried to find the local and original learning materials in order to get the most authentic word collocations. By chance, I thought of the movie clips on English Fun Dubbing, which were supposed to be a source of authentic expressions. Then, I decided to combine dubbing with word collocations. Dubbing to correct pronunciation and intonation, extracting word collocation to set up learners' own corpus. This is the thinking process of section three of my project.

There are plenty of videos designed in this project. Almost all the work is based on videos, under the suggestion of Dr. Luz, I put the links on my project so that the future instructors or learners can access the video documents easier.

I finish my project on PowerPoint slides. I choose the letter sized slides and changed the background color to ice cream-color. In order to make it attractive, I also add some cute element, like the cat with speech bubbles. I also asked my friends' permission to apply their pictures to the interactive activities to make the project more authentic. All of the writing parts were completed on Google Drive where is a safe place to save my writing since it can help save everything automatically. Also, I embedded Grammarly to Google Drive to help check my grammar timely. Under the help of these tools, I finished my project step by step.

Hopefully, this kind of teaching and learning style could bridge the gap which is the lack of speaking teaching of English education in China.

The project

The project can be found in Appendixes.

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Chinese EFL learners' weak English-speaking ability has been a concern over the years. Insufficient communication competence causes several problems for Chinese EFL learners. Plenty of students who study abroad experience more difficulties than native students completing learning tasks, such as group discussion and presentation, which is a potential to influence their study achievement. Also, weak oral English-speaking ability has a great impact on their English proficiency test like, TOEFL, IELTS, which grades are considered as the significant admission requirement of most overseas universities.

There are many reasons could be responsible for this problem. First, China is an Expanding-circle country where English is viewed as a Foreign language, which means that, compared with English-speaking countries, China lack English-speaking environment. Chinese students just practice English during their English classes. However, a regular English class in China is just forty-five minutes, which is not enough to practice English speaking. In addition, English-speaking test is very difficult to conduct since it is time and human consumption. Thus, English speaking is not the main teaching objective for syllabus design. As a consequence, students have no time spent on English-speaking practice. Also, cognitive factors, linguistic factors, and affective factors are viewed as obstacles to developing English fluency and accuracy.

Cognitive factors cause the imbalance of speaking fluency and accuracy. From the perspective of linguistic angle, it is difficult for EFL learners to coordinate the relationship of correct grammar and appropriate vocabulary when they are speaking. Besides, Chinese people tend to be face-

saving and shy, The conservative character makes them very anxious when they speak English which they are not familiar with in the face of other people. Above all, it is still a challenge for Chinese EFL learners to speak English well if there is nothing to change, so it brooks no delay to improve Chinese EFL learners' English-communication competence.

What is gratifying is many English educators put their endless efforts to change the current situation. Technology opened a new door for English-speaking instruction in China. Compared with communication in real settings, mobile-based English speaking provides speakers with a more comfortable, low stressful learning environment. (Mostafavi & Vahdany, 2016; Peterson, 2012). Some of studies have indicated that practicing speaking on social network site help reduce anxiety (Chartrand,2012; Lin, Warscha-uer, & Blake 2016; Young, 2003). In addition, with the popularization of the Internet, the social network and computer corpus have been used in assisting EFL learners' speaking practice. Social network sites provide a pure English-practicing environment and improve students' social interactional awareness. Also, SNS-based learning can help learners develop speaking skills all wave.

Based on the above findings, WeChat was utilized as a platform to conduct my project. WeChat, the most popular social mobile application in China with the users up to one billion whose significant prevalence promotes the acceptability and accessibility of learners. Also, it can establish a pure English learning environment for learners. By establishing rigorous group rules, learners are compelled to speak English when are communicating with others. No matter sending text or voice messages, in the WeChat group, only English is allowed, and those who break the group rules will be taken as a disqualification in the chat group.

Under the support of the communicative language teaching approach (CLT), which focus on developing communication competence, sharing their daily routines, experience, preference, or perspectives included rather than analyzing the grammar form or doing first language translation (Richard &Rogers, 2001). This project aims at developing speaking fluency comprehensively of Chinese EFL learners whose English level is intermediate. Speaking proficiency including pronunciation, intonation, vocabulary, listening, and grammar aspects are all covered in this project.

Through watching pronunciation-teaching videos based on phonics, in section one, learners in the chat group will master the exact pronunciation after their practice. Since all group members have already had some English foundation, watching these teaching videos is a hard-won chance to refine their pronunciation. In section two, movie clips -based learning is an alternative for traditional speaking instruction which is reciting dialogues or passages in textbooks. By dubbing for English movie clips in section three, students imitate pronunciation and intonation of the movie characters. Interaction activities aimed to pool group members' thoughts together. Both of the activities are designed to activate speakers' speaking desire. Moreover, in the second interaction activity, speaking is elicited by game motivation. These participation activities transfer speakers' attention from the correct form of grammar to meaningful outputs. Learners in this chat group will learn to express themselves and enhance communication ability.

This project also aims to fill the gap of English-speaking instructions in public school. English educators can employ WeChat as a supplementary tool and assign speaking practice task to students out of class, which can address the practicing time deficiency during the regular English classes in school. Social-networking based teaching is time and space unlimited. Both

instructors and learners just need smartphone and internet service, which can be easily realized. Second, all of the lessons are five minutes around, which may not increase the burden on Learners. Also, by charging the group membership fee instructors can gain some economic benefits.

Recommendations

First, this project designed for learners whose level is intermediate level, which means that they have a certain vocabulary foundation and easy grammar knowledge. Since the project starts with watching a pronunciation teaching video and answer some conversational questions before learning, it would be unadaptable for learners without any English foundations. Thus, recruiting working adults who have had learned English for years and want to pick up English again in their spare time after several years' working at the non-English- speaking workplace is a better choice. For teenager-learners, we need to obtain permission from their parents. The best participating way for teenagers is practicing accompany with their parents. The ideal way to utilize this speaking-practice curriculum is cooperating with public school teachers. Using the whole curriculum as a supplementary learning material for public school students. It would be best if a group host and a public-school English teacher are the same person.

Second, the number of group members should be limited, preferably ten people. Instructors need to check each group member's response very carefully so it would be a very heavy workload if there are too many learners in this chat group. A small-scale chat group make management easier.

There are some recommendations for instructors. Instructors are supposed to strictly enforce group rules, which means that group members speaking or typing in non-English will be kicked out of this chat group and do not response over three times will be kicked out either.

However, it is acceptable for learners to type in English at the very beginning interaction. This is because some learners have not spoken English for a long time, it might not be adaptable for them to speak another language suddenly. I also want to remind that instructors need to set up a deadline for each task. Generally, the regular interval between tasks is one day. Before the due time, as an instructor, please give all group members a courtesy reminder of completing the task on schedule. If necessary, setting up a reward mechanism is a good way to activate learners' motivations. Last but not the least, keep good supervision records for students to make sure that they can gain the perfect learning outcome. Currently, there are four sections in total, and each section scatters several lessons about the same topic. In order to add interestingness and avoid tiredness. Instructors could take turns to pick task form each section. Instructors could also adapt or replace some learning content according to their needs. Instructors can charge some membership fee to gain the motivation to assign every day's task.

The following are some recommendations for learners. Learners are supposed to follow directions of group instructor and group rules. If it is too anxious to speak in English for the first time, typing English is also acceptable at the very beginning of group interaction. No matter what messages will the group member use, English is the only language that can be used in the chat group. Pay attention to the deadline for each task and finish each task on time. In fact, it will take a short time to complete every day's task, so rationalizing time allocation is very curial to this chat-group-leaning curriculum. Learners can also share their everyday life and story with other group members in this chat group to increase interaction.

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APPENDIX

A communicative English-speaking supplementary curriculum: Using WeChat to develop Chinese EFL learners' speaking fluency

A communicative English-speaking supplementary curriculum: Using WeChat to develop Chinese EFL learners' speaking fluency

By-Tianxing Yao

TABLE OF CONTENTS

Introduction & Objectives

Introduction: As a past EFL (English as a foreign language) teacher and learner in China, I found students experienced difficulties in English fluency. Insufficient practicing opportunities lead to the lack of communication competence. Therefore, this curriculum provides a platform to develop English-speaking skills. The target audience are Intermediate EFL learners in China. English Educators could take this curriculum as a supplementary exercise for EFL learners to improve speaking competence.
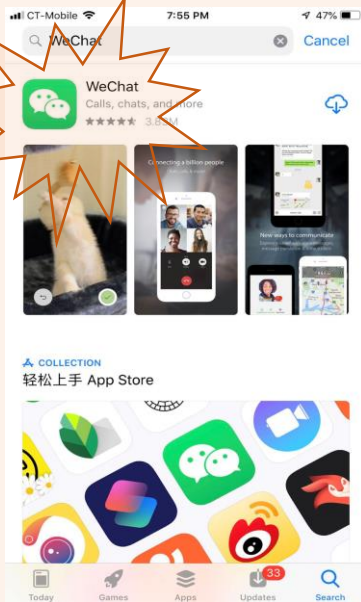
Objectives: At the end of the class, students will develop better pronunciation skills, learn basic expressions, expand their vocabulary, and improve intonation by watching and dubbing movie clips.

Setting up

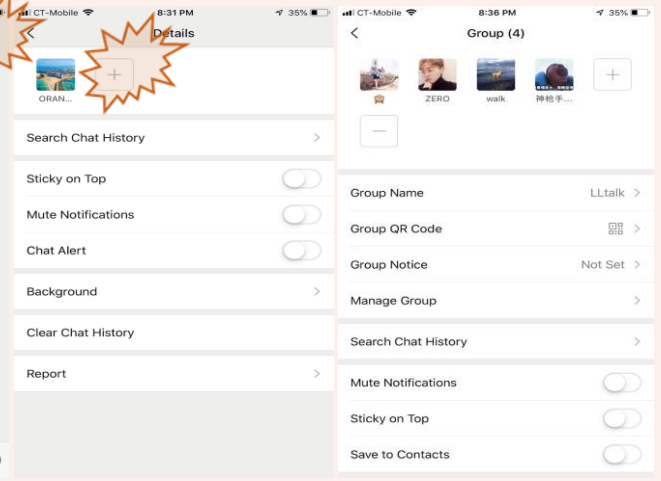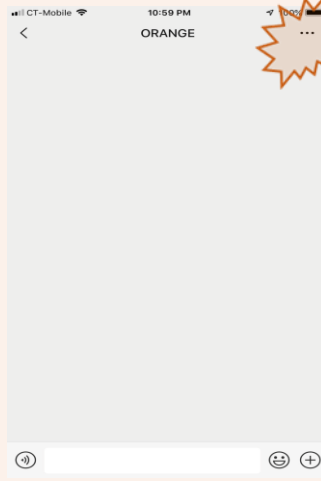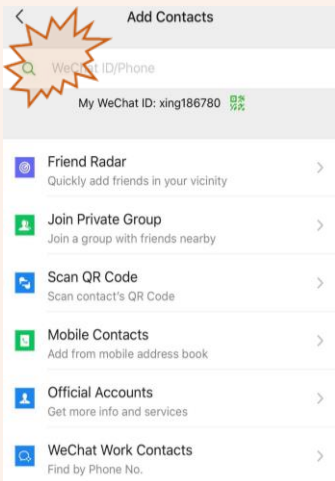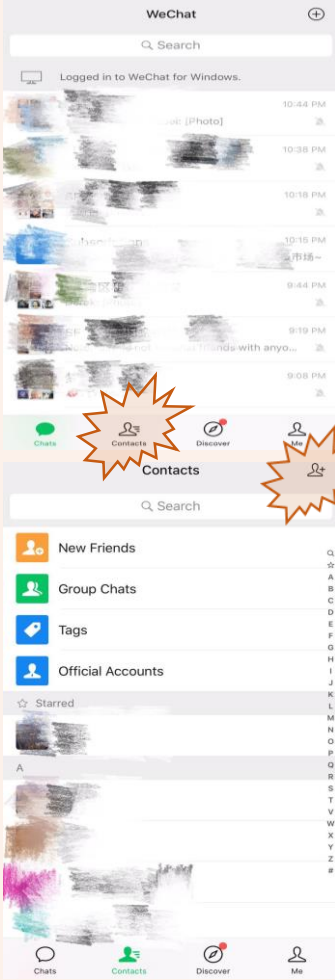1.Download WeChat mobile application on a smart phone.

Open the app store.
Search "WeChat".
Download it.

2. Set up a chat group.

Open the contact list
Click add contact icon
Search contact by WeChat ID/Phone.
Open dialog box,click "…" ,then click "+"to set up a Chat group.

Contacts

Q Search

New Friends

Group Chats

Tags

Official Accounts

☆ Starred

A

Chats   Contacts   Discover   Me

Add Contacts

WeChat ID/Phone

My WeChat ID: xing186780

Friend Radar
Quickly add friends in your vicinity

Join Private Group
Join a group with friends nearby

Scan QR Code
Scan contact's QR Code

Mobile Contacts
Add from mobile address book

Official Accounts
Get more info and services

WeChat Work Contacts
Find by Phone No.

ORANGE

Search Chat History

Sticky on Top

Mute Notifications

Chat Alert

Background

Clear Chat History

Report

Group (4)

ZERO   walk   神枪手…

Group Name   LLtalk >

Group QR Code   >

Group Notice   Not Set >

Manage Group   >

Search Chat History   >

Mute Notifications

Sticky on Top

Save to Contacts

English only.
Participation rules.

A sample of chat group rules: @Mention All

1.This group is suitable for people from all walks of life who want to practice oral English, especially IELTS TOEFL and other candidates. Respect pluralism and prohibit any form of personal assault.
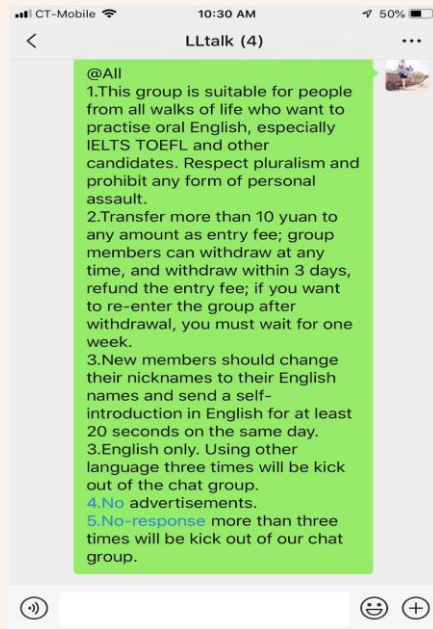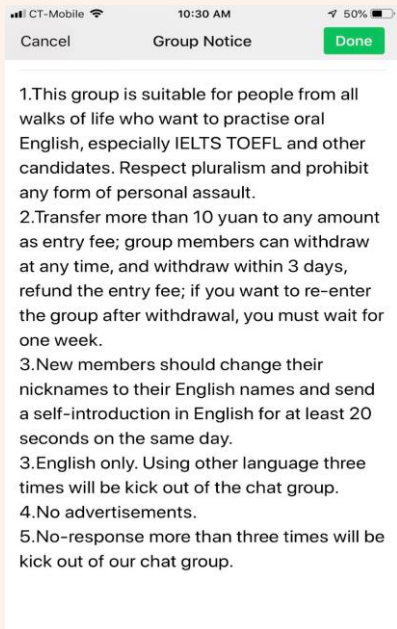
2.Transfer more than 10 yuan to any amount as entry fee; group members can withdraw at any time, and withdraw within 3 days, refund the entry fee; if you want to re-enter the group after withdrawal, you must wait for one week.

3.New members should change their nicknames to their English names and send a self-introduction in English for at least 20 seconds on the same day.

3.English only. Using other language three times will be kick out of the chat group.

4.No advertisements.

5.No-response more than three times will be kick out of our chat group.

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@All
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Section I Pronunciation

Directions: Instructor posts this teaching video in chat group, and a voiced announcement about a task description. The instructor also need provide feedbacks and corrections after learners complete the task.

Lesson 1 Sounds of 26 alphabet letters

Video one：https://vimeo.com/337213380
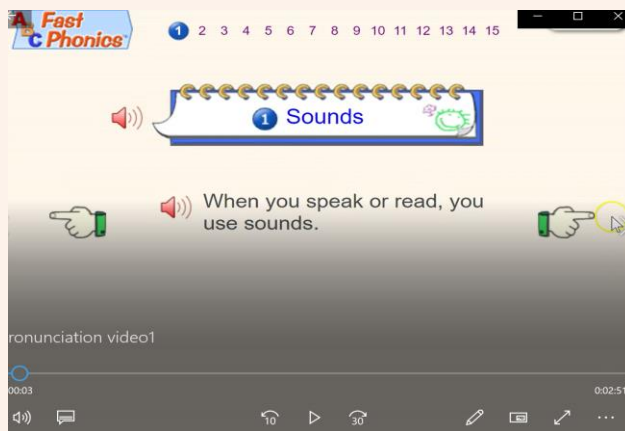
" When you speak or read, you use *sounds*. When you read, the sounds are represented by 26 letters of the alphabet. Associating sounds with letters of the alphabet is called *phonics*. Each of the 26 alphabet letters represents one or more sounds. A letter's name can also be one of its sounds. For example, the **letter A** can sound like **aaa, ah, or ae**. Each of the 26 alphabet letters has a capital and a lower case form. The two forms for each of the 26 letters are shown below. Click on each letter to hear its name."-
http://www.abcfastphonics.com/sounds.html

A sample of **task one**: "Greetings! I am Tian, the group host. Let me introduce myself first. I was an English teacher in China. Currently I am pursuing my Masters' Degree in University of San Francisco. My major is TESOL, which means teaching English to speakers of other language. I hope that my course can help you improve your English speaking! Please feel free to introduce yourself to me! I cannot wait to know you guys!"

"Today's video is helping you improve the pronunciation of 26 letters. After watching the video, please record the sounds of 26 letters, and send your recording to our chat group."
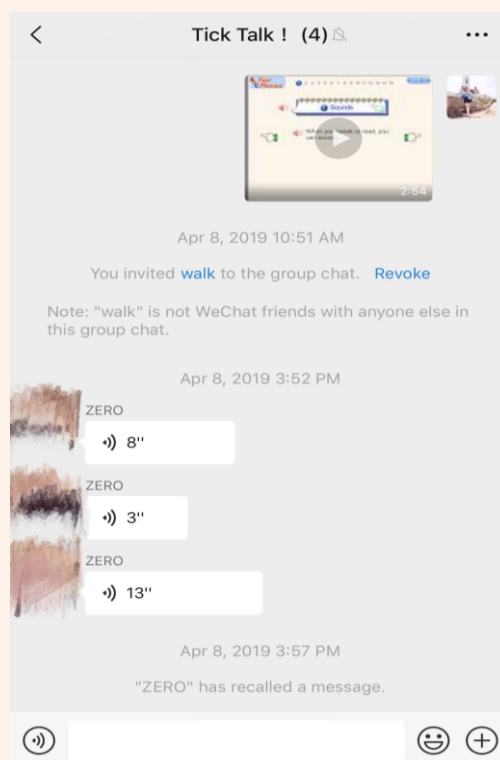
Lesson 2 Words and Letters

Video two: https://vimeo.com/337213415
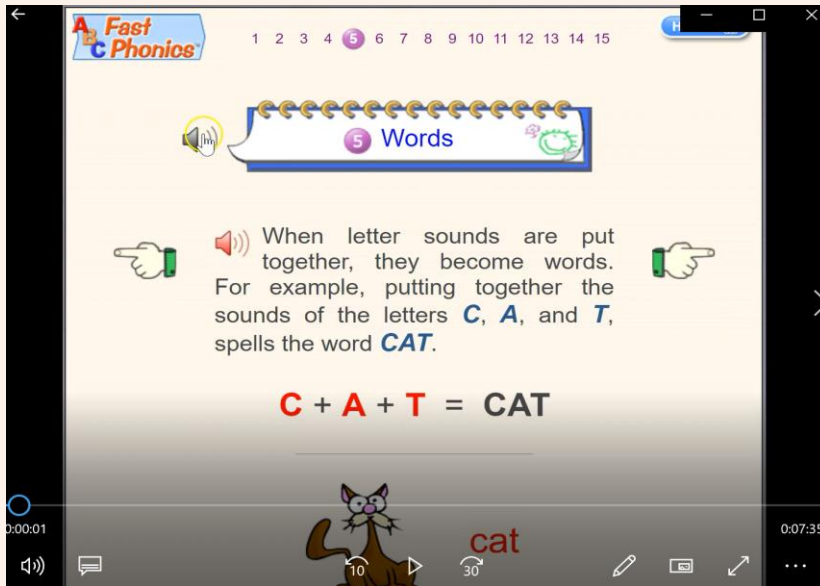
"When letter sounds are put together, they become words. For example, putting together the sounds of the letters C, A, and T, spells the word CAT.
A letter can be in different positions in a word. Click on the three words below that have the letter *A* in different positions."

"A letter can be used more than once in the same word. If the same letter appears more than once in a word its sound might be the same or different each time it appears in that word. Click on the following words that all have repeating letters."-http://www.abcfastphonics.com/sounds.html

A sample of **task two**: "Hey,guys! How was your day today?(Warm-up conversation)

Have you watched video two carefully?

Can letter "a" appear at the end of the word? Give some examples.

Can you find a word with a same letter repeats 3 times. Describe how did you find it?

Explain "kattle" by your words."

Lesson 3 Sounds of consonant letters

Video three: https://vimeo.com/337215172
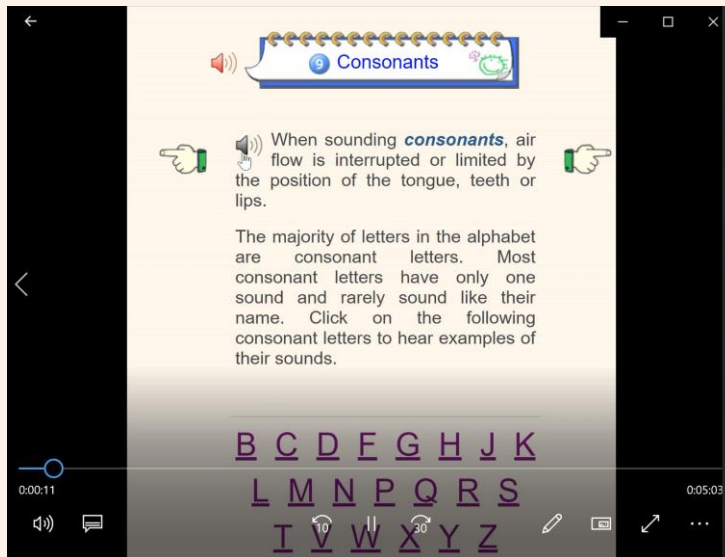
"There are two types of letters in the alphabet: consonants and vowels. The basic difference is how the sound is produced through the mouth. When sounding consonants, air flow is interrupted or limited by the position of the tongue, teeth or lips."

"The majority of letters in the alphabet are consonant letters. Most consonant letters have only one sound and rarely sound like their name. Click on the following consonant letters to hear examples of their sounds."- http://www.abcfastphonics.com/sounds.html

A sample of **task three**: "What's up! How is the weather in your city like today ?(Warm-up)

How do consonant letters pronounce?

Todays' main role is consonant letters. Tell me about the possible sounds of letter *G*."

Lesson 4 Sounds of vowel letters

Video four: https://vimeo.com/337215143

"When sounding vowels, your breath flows freely through the mouth.

Five of the 26 alphabet letters are vowels: *A, E, I, O, and U*. The letter Y is sometimes considered a sixth vowel because it can sound like other vowels.

Unlike consonants, each of the vowel letters has more than one type of sound or can even be silent with no sound at all."-http://www.abcfastphonics.com/sounds.html

"When a vowel sounds like its name, this is called a long sound. A vowel letter can also have short sounds. Whether a vowel has a long sound, a short sound, or remains silent, depends on its position in a word and the letters around it. Click on the following vowel letters to hear their long and short sounds."

"The letter Y is sometimes considered a vowel because it can sound like the vowel letters A, E, or I depending on the letters around it or whether the letter Y is at the middle or end of a word. Click on the following links to hear the different sounds for the letter Y."-http://www.abcfastphonics.com/sounds.html

A sample of **task three**: How is it going? Friends. Today We are getting into vowel sounds.

 After watching the video, please make a table to compare the long and short sounds of vowel letters.

 Present how do Vowel sounds produce?

Lesson 5 Letters blends

Video five and six: https://vimeo.com/337215189

"Certain combinations of two or more consonant letters are called letter blends. Letter blends appear in the beginning or at the end of words to create specific sounds.

In letter blends you can hear the sound of each letter. If the letters make a single sound they are called digraphs. Additionally, we have added other common letter combinations that include vowels.

Click on the following letter combinations to hear their sounds:"-http://www.abcfastphonics.com/sounds.html

A sample of **task five**: What's up, buddy! How do you feel now? Come on, share with us! I feel starving since I just finished doing
My housework! I am gonna treat myself a big dinner.

Please record each sound of letter blends and share it to our chat
group.

Choose three of them that you really do not know, and find three
Other examples and present to the chat group.

Lesson 6 Difficult sounds clarification

/th/ vs. /s/

(https://www.webempresa20.
com/blog/362-finalistas-los-
mejores-blogs-de-marketing-
digital.html/orange_man_thin
kin)

(https://www.amazon.com/Modern-
Porcelain-Counter-Ceramic-
Bathroom/dp/B018RSED04)

think

sink

Task one:(Instructor send two pictures and their sounds to chat group.)Notice the first sound of these two words. Are they same or different?

thin	sin
thing	sing
thank	sank
thunder	sunder
path	pass
thaw	saw

Section II Movie-based Oral English learning

Directions: Group host send movie clips to the chat group, students will learn some vocabulary and expressions appeared in the movie clip. Then, the instructor will assign some oral-tasks based on the movie.

Lesson one   Incredibles

(https://www.google.com/search?q=incredible&source=lnms&tbm=isch&sa=X&ved=0ahUKEwjgkY_Cq4
PiAhWLwcQHHcq1AbsQ_AUIDigB&biw=803&bih=668#imgrc=vEQy3jp8GpivfM:)

Task one: Hey, everyone. How's everything going?
Do you like watching movies? Which genre do you like best?

Vocabulary likely to be used:

genre (noun): a kind or style of music, movie, TV show, painting, etc.

action movie (noun): a movie with many exciting and violent scenes .

comedy (noun): a film with lots of funny scenes

documentary (noun): a film that's about real people, events or issues .

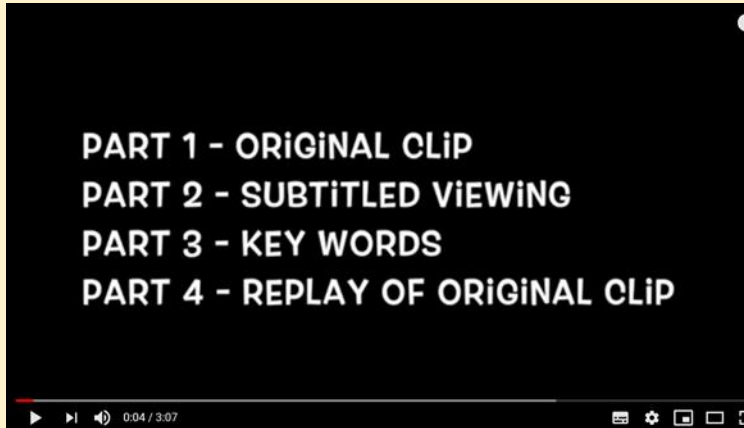drama (noun): a movie about realistic characters in dramatic situations.

entertainment (noun): enjoyment from movies, concerts, TV shows, etc.

family movie (noun): a movie that both children and adults can enjoy.

horror movie (noun): a movie that frightens and shocks people

sci-fi (or "science fiction") (noun): a genre with stories set in the future or in outer space.

Task two: Watch the part one of the video carefully and fill in the blank orally.

PART 1 - ORiGiNAL CLiP
PART 2 - SUBTiTLED ViEWiNG
PART 3 - KEY WORDS
PART 4 - REPLAY OF ORiGiNAL CLiP

0:04 / 3:07

Video link: https://www.youtube.com/watch?v=Rnwwo9Zol6w

Mom: Do you have to read at the table?

Dad:--Hun, Yeah

Mom: Smaller bites Dash,_____!

Bob, could you help the _____cut his meat?

Dash, you have something you want to tell your father about school?

Dash: Uh…Hm…Well, we _____a frog!

Mom: Dash got sent to the office again..

Dad: Good, Good.

Mom: No Bob, that's bad.

D:What?

M:Dash got sent to the office again!

D:What! What for?

Dash: Nothing!

M:He put a _____on the teacher's chair, during class.

Dash: Nobody saw me, you could see it on the tape.

D:They got you on the tape and you got away with it! Woah!

You must have been_____, how fast do you think you were going?

M:Bob,we are not_____ this.

D:No,I 'm not _____.I'm just asking how fast he..

M:_____!

Yikes	Expression of shock
carnivore	Meat eater
disected	Having been cut up, devided
The office	(informal)principal's office
tack	A small, sharp nail
barely	Only just
Got away(with it)	(informal) to escape blame
booking	(informal) run really fast, depart
encouraging	Give support, confidence
Honey	Term of affection

Task four: Watch part 4,and retell the story in this movie clip.

Task five: In the ,each character has his/her
own super power. Pick one from the following
characters. Doing a research of each character's super
power and share it with our chat group.

(https://toynewsi.com/news.php?itemid=30921)

Task one: Description collection. What words will you
Come up with, if you see Spiderman. Fill in the blanks with all group
Members.

(https://www.polygon.com/comics/2
018/6/15/17463654/spider-man-
insomniac-games-marvel-comics-
spidergeddon)

Spiderman's   Portrait

Task two: Watch the original clip carefully and fill in the blanks orally.

PART 1 - ORiGiNAL CLiP
PART 2 - SUBTiTLED ViEWiNG
PART 3 - KEY WORDS
PART 4 - REPLAY OF ORiGiNAL CLiP

0:04 / 3:07

Video Link: https://www.youtube.com/watch?v=Sied-EhCHYc

S: Spiderman   W: the lady

S: You have a knack for getting in trouble

W:_____

   I think I have a superhero stalker.

S:_____

W:You are amazing.

S: Some people don't think so.

W:But you are

S:_____

W:Do I get to say thank you this time?

S:Wait.

Task three: Watch part 2 and 3,review the key words.

PART 1 - ORiGiNAL CLiP
PART 2 - SUBTiTLED ViEWiNG
PART 3 - KEY WORDS
PART 4 - REPLAY OF ORiGiNAL CLiP

0:04 / 3:07
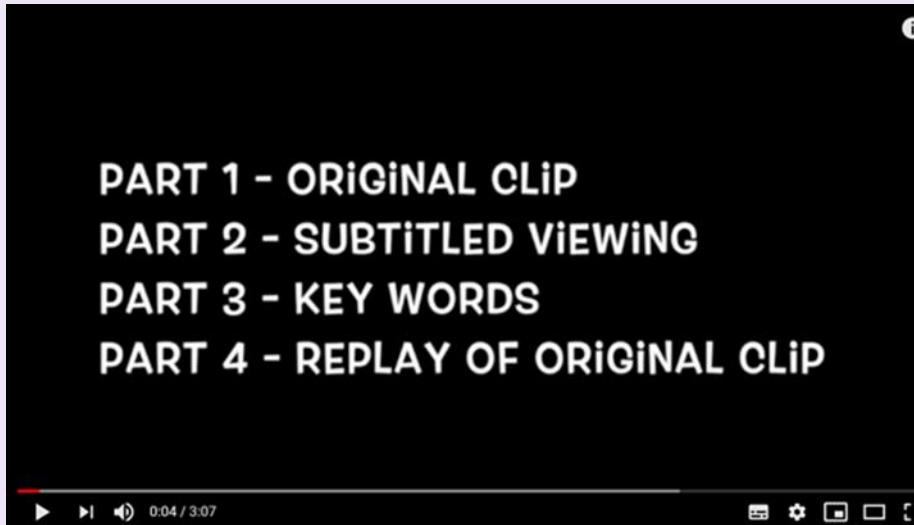
Task four: Work in pairs. Imagine you are Spiderman and the lady in the same situation. What conversation will you have? Find your partner and share your conversation with us.

Task five:

DEBATE!

Do you think owning super power is good or bad thing for human being? Why?

Pros: Good	Cons: Bad

VS.

Section III English Fun Dubbing

Directions:Group learners need to download an app named "Ying Yu Qu Pei Yin". Every day, group host need to assign a short video to dub. Students need to dub and share it with other group members.

Lesson 1 Day one

Task one: Dubbing for S01E01 of *Big Bang Theory.* Share your best work to the chat group.
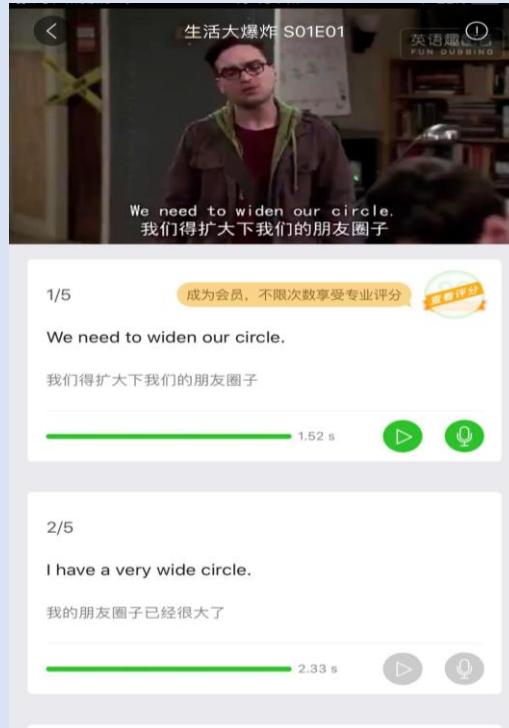
Word collocations: Widen our circle; That's the beauty of it.

Task two: Using these two word collocations to answer this question. Do you like using social mobile application?

Lesson 2 Day two

**Task one**: Dubbing for S01E02 of *Big Bang Theory*. Share your best work to the chat group.
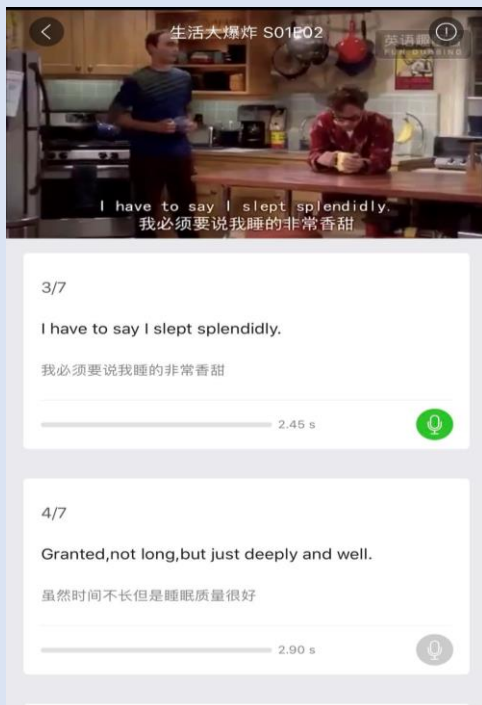
Word collocations: I slept splendidly.; I slept deeply and well
A well-known folk;

Vocabulary: Granted; insomnia

Task two: Using these two word collocations to answer this question. How do you like sleeping at a five-star hotel?

Task one: Dubbing for S011E03 of *Big Bang Theory*. Share your best work to the chat group.
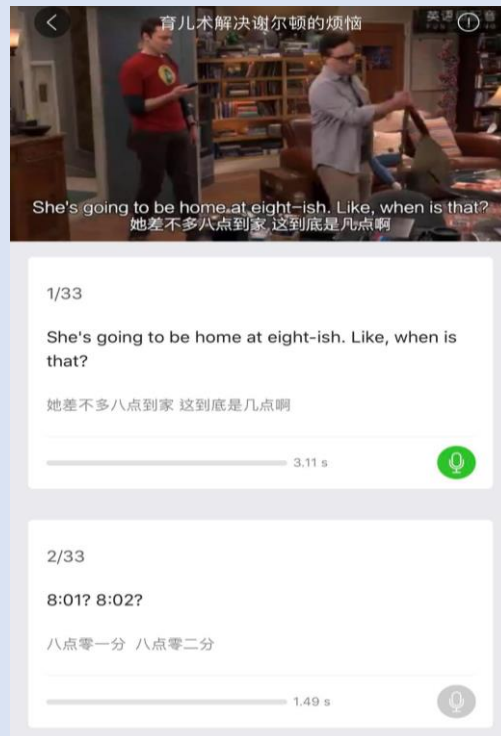
Vocabulary: eight-ish; hellish;

Word collocations:
You are more than welcome.
It's okay to fell frustrated when things aren't going your way.
I suppose.
Your feelings are valid.

-ISH In English

Task two: Read the following grammar hint carefully. If you have any questions, ask in the chat group.

a suffix used to form adjectives from nouns, with the sense of "belonging to" (*British; Danish; English; Spanish*);

"after the manner of," "having the characteristics of," "like" (*babyish; girlish; mulish)*

"addicted to," "inclined or tending to" (*bookish; freakish*);

"near or about" (*fiftyish;sevenish*).

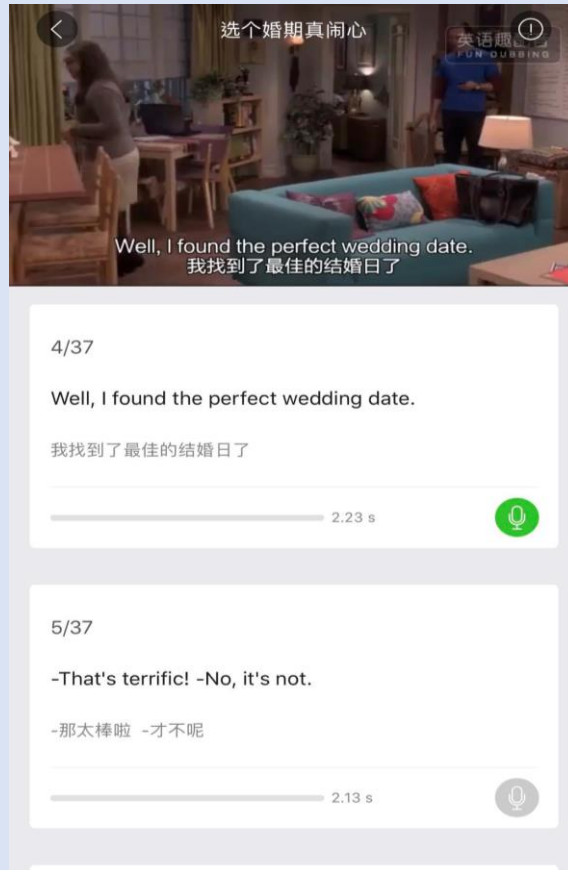a suffix used to form adjectives from other adjectives, with the sense of "somewhat," "rather" (*oldish; reddish; sweetish*).-https://www.dictionary.com/browse/-ish

Task three: Making up ten words end with -ish. Explain it or give an Sentence example.

Words	Explanation/ Examples

Task one: Dubbing for S011E04 of *Big Bang Theory*. Share your best work to the chat group.

Word collocations: …would have done; That is terrific.;
It's making you miserable.; What more do you want from them?;
Kick back;

Task two: Read this grammar hint below, and come up with three example sentences. If you have any questions, ask in the chat group.

I WOULD HAVE A, BUT I HAD TO B.

This structure is used to show that you wanted to do something in the past, but you could not.

I would have a big dinner on my birthday, but I got lost my appetite on that day.

I would have a one-month vocation, but I had to work due
to my coworker was sick.

Your examples:_____

_____

_____

Task one: Dubbing for a clip of *Big Bang Theory*. Share your best work to the chat group.

(Llink:
https://video.qupeiyin.cn/index.php?m=home&c=share&a=original_video&course=MDAwMDAwMDAwMLCdpmOBi76X)

Word collocations: I hold you in high esteem.;
 confront the terrifying reality.;
Avoid some harsh realities.

Task two: Answer the following question with the word collation You learned. Do you like the world of your dream? Why?

TASK F: This is a never-end task. Please stick to dub for a movie clip everyday until you think you have improved a lot in your pronunciation and intonation.

Section IV Interaction Activities

Directions: Group host need to conduct a interaction everyday. Group members need to response in the chat group.

Activity one Blind Date

Look at this woman. How old is she? What is her career?
Is she married?

Amy is a intelligent 27-year-old woman who is working as a secretary in a high-tech company. She is single for 3 years. She really wants to get married and have her own kids. She loves traveling and collecting luxury. Now, there are three man who are interested in her ,and want to have a romantic relationship with her. Who do you think she should choose? Give your appropriate reasons.

The first guy:

Name: Tie Zhu
Age: 29
Status: single
Height: 5'11"
Build: slider
Occupation: Fashion Designer
Kids: Do not want any kids.
Hobbies/Interests: Luxury Collection, traveling, music festivals,
movies, going to new restaurants

The second guy:

Name: Zhao Yun
Age: 22
Status: single
Height: 5'10"
Build: medium
Occupation: executive at a 'dot.com'
Kids: Want one
Personal assets:
No housing estates.
One car
Hobbies/Interests: running, news junkie, spicy food, judo, politics

The third guy:

Name: You Cai

Age: 45

Status: divorced

Height: 6'17

Build: a little bit heavy

Occupation: The executives of two listed companies.

Personal assets:

Three extravagant housing estates.

Five extravagant cars

Kids: already have two, also want one more.

Hobbies/Interests: reading, cooking, accompanying with Families.

Activity two: Who is the Undercover Agent?

Directions: Instructor send a same word to all of group members except one person. The person who hold a word having the same features but not the same one with others will be called "undercover agent". All group members take turns to describe the word they have but not saying their word directly.

An example: common word: Apple
UA's word: Peach

Possible descriptions:
S1:It is round.
S2: It is kind of red.
S3:It can be eaten.
S4:It is healthy.
S5:…
S6:…