The Use of Smart Phone in Teaching Speaking Skills: A Pragmatic Approach

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Abstract: *English occupies the foremost position internationally and the most common world-wide language spoken everywhere. For this reason it is mandatory thing to follow new trends, gadgets and technology to develop speaking skills. Doing things quickly and perfectly is the most implementing psychic nature of students and teachers in learning and teaching using gadgets. Among many gadgets smart phone is one which is always available and has easy access. Language teachers use the smart phone as a tool to develop English communication skills in a constructive and pragmatic way in theoretical as well as practical situations through self or group study to boost student's progress immensely. Smart phone helps in language teaching or learning of listening, speaking, reading and writing using semantics and syntax. Engineering students face a few setbacks in speaking English though they have access of gadgets in promoting academic Excellency. This paper focuses on various difficulties in the acquisition of speaking skills of undergraduate technical students and how smart phone helps in bringing into light the practical solutions for speaking setbacks through proportionate activities, procedure and feedback.*

Keywords: Mall, speaking skills, procedure, analysis, feedback and suggestion

1. Introduction

Speaking is a productive language skill which has more use at workplace communication than other skills. So its perfection is a mandatory one for every student during their academics. But students are unspeakable in many contexts while participating in classroom oral activities because of various reasons. Unspeakable standard of undergraduate students is not considerable as they studied English as a language from their kinder garden stage, means after studying almost twelve years. Teachers and learners must take care at UG level to promote speaking ability of the students or else they face difficulty in discharging their duties at work further. To develop speaking skills using modern equipment at under graduate level is a pragmatic approach. Smart phone is an electronic gadget for the students to develop speaking skills and it helps a lot in searching words' meanings, pronunciation, grammatical use and other aspects of language skills while participating in various activities either in the class or outside in general solutions instantly and it also helps teachers to refer and provide required information. Osman (2010) has defined mobile learning as "any type of learning that takes place in learning environments and spaces that take account of the mobility of technology, mobility of the learner and mobility of learning". The application of smart phone technology in teaching and learning is needful at the hour whereas Mobile Assisted Language Learning (MALL) has become a practical technique in teaching. It provides the facility to move or shift the teaching material, interacting provision, instant learning situation, following instructions repeatedly, self practicing, and cognitive learning, scope for innovative and critical analysis. Its misuse may also cause for a few constrains therefore teachers need to design activities of peer or group than individual in the classroom whereas students need to habituate self motivation and learning through smart phone. Boosting language learning through MALL enforces learners' interest towards learning and minimizes the gap between educators' ideas about learning and those of their students. It works as a tool to browse, download, store learning modules and files, applications, information, multimedia content and refer and read e-dictionaries and books.

2. Aim of the Paper

The main intention behind choosing this area of study is to focalize a few practical ways of using mobile phones in teaching English language skills and its application in improving speaking fluency of engineering students through classroom activities investigating how apps can be integrated in practical teaching. According to Ally (2007) "Society has readily accepted mobile technology and integrated it into their lives". Mobile technologies imply mobility, portability, and personalized learning. But it is observed the problem of its appropriate use in classroom because of poor awareness and lacking in training. (Sweeney & Moore, 2012) points out "The majority of the existing apps have not yet been very pedagogically useful, due to the possible knowledge gap between the app developers and language teachers". Instructions are highly worth enough whereas the implementation is poor in academic aspects which are setbacks for the appropriate outcome. Training or practical use is of them is necessary to use until getting perfection. Smart phone is a device which is available for affordable price with various facilities on the other hand internet provides vast information.

3. Types of Speaking

There are different types of speaking skills, like imitative, intensive, responsive, interactive and extensive. These skills develop facilities to repeat, loud reading or delivering dialogue, classroom interaction or exchanging information, interpersonal or intrapersonal communication (participating in role plays, interview, giving presentation and group

discussion) and telling story or interpreting a movie. Therefore teachers need to design activities to develop above skills and facilitate to the students to participate more interactively. The perfect lesson plan through activities leads to a successful outcome. Preparing a good speaking lesson plan promotes interaction among teachers, students and materials, so communicative approach is more suitable one to enhance speaking skills among all levels of the students using smart phone. Ally (2009) enumerates Mobile Learning as the delivery of learning content to mobile devices. It provides material everywhere at any time in the different learning modules on hand. Facilitating communicative activities through smart phone develop speaking skills more practically at the undergraduate level technical students.

4. Advantages and Challenges of MALL

Many scholars conducted research on smart phone and its use in developing speaking skills providing different suggestions and findings to implement in practical teaching. Their research strongly recommends smart phone is one of the learning tools to develop speaking skills. English teachers have to incorporate the use of Smartphone constructively into the routine class whereas Mobile Assisted Language Learning (MALL) is a potential teaching technique in the present scenario because it has many advantages. Goundar points out about the MALL which encourages peer interaction, learner autonomy and integration of real life into learning, and also says "The power of portable computing in the form of mobile devices is accessible to everyone, and it is the time to consider using mobile devices for education (Gounder 2011)" and Issac (2008) state that MALL fulfills various challenges in teaching, that are adaptation of the educational strategies and learning content based on the learner's standard, limited text display immediate Communication. The changing world demands innovative pedagogical practices through technology to achieve the goal; therefore the instructional and learning materials need to boost the new generation learners with latest gadgets. So MALL technology in English classrooms can be suggestible and useful technique to develop various skills. Smart phone provides various advantages in learning practically and motivates for self learning. As M Kurtz (2012) states Smartphone and other mobile learning technologies not only provide opportunities for learners to learn interactively through different platforms, but they are also provided a number of ways and tools to learn on their own.   A few generally identifying advantages of smart phone in English language enhancement are:
- Text messages with words, turned out to be a useful way to acquire English vocabulary
- Frequency of practice and applications of language skills
- Practice of accurate pronunciation
- Audio and video recording, editing, and sharing, voice recognition, storage, connectivity
- Multi-sensory facility which makes for effective language acquisition

A few challenges which a teacher needs to manage in the classroom with MALL are:

- Providing internet facility
- Smart phone using capacity of the learners
- Developing controlled way of its use

5. Role Relationship

The primary reason for this study is to utilize an innovative basic approach to enhance the oral proficiency of students. It is observed with students that a few mistakes go by unnoticed, they think the sentence is framed accordingly thus a few wrong structures continue in the learners' oral language. The use of mobiles in the pedagogical and real contexts aids them to make the analysis of their own developing linguistic system and increase their sense of autonomy. In addition, most students have fluency problem when speaking which have poor chances to overcome. Hence, the study has an attempt to foster and booster the fluency performance of the learners through proportionate activities to help them conquer their speaking problems. Teachers need to choose learning methodology and strategies and plan the mobile learning activities in such a way that students have opportunities to utilize the unique features of mobile technologies, as well as the mobility of the students in various contexts and situations in a way that students have opportunities to communicate using the language that they are studying; that they get involved in collaborative activities; that they often connect either face to face or at a distance using mobile devices; that they acquire their language skills through interactions with other. It's also very important that the learning experience is contextualized in real-life language practice whenever possible.

6. Telephone Etiquettes Promotes Speaking Ability

Speaking over phone professionally courteously and warmly makes caller/receiver comfortable and helps for effective communication. Telephone is often the first and only point of contact which has potentially to make or break relationship. Keeping caller waiting for too long, speaking incoherently and illegibly, playing music in the background or speaking rudely develop gap between caller and receiver. Therefore appropriate use of mobile phone not only in the classroom but also in the day to day life is most important for students. Its habituation in a proper way (mannerism) will fetch a lot in further professional or personal life.

7. Developing Speaking Skills through MALL

Smartphone promotes a step advance from the traditional listen and reply CDs system to self learning cognitively. MALL provides the following facilities to promote speaking skills.
- Students can replay and re-listening of the context recording it
- They can record their own speaking and forward it to the teacher for correction
- They can rehearse as many times as they need to learn
- Repeat as many times as it takes for them to feel comfortable to learn
- Re do their practice using their mobile devices, So that they can remember

- Compare with original one and make self corrections

8. MALL Activities

Mobile phones with internet connectivity provide many web pages on various subjects in a high degree of precision to the reader and steer clear of the physical labor of visiting the library or spending money on purchasing books. So teachers need to allow smart phone into the classroom whereas parents have to provide smart phone and encourage their students and children respectively in gathering information for classroom assignments either in the classroom or in general communication. Controlled use of mobile devices may enhance students' activating cognitive skills and creativity. Students can have quick access and store the information accordingly with figures/pictures/diagrams for further reference. The availability of free language learning software programs, portability, speed, audio output and visual features in the latest mobile phones became an important tool for students to learn English vocabulary, grammar, language skills and pronunciation. Pronunciation is one of the important aspects of speaking. Moreover it is needful for the professionals who work in national and multinational companies. Here are a few activities which enables students' speaking ability through MALL. These activities will develop students' ability to:

- Execute communicative strategies to participate in pair, group and class discussions
- Select, compile, and produce information for oral presentation
- Use vocabulary and grammatical structures appropriately
- Plan, preparation and deliver of an effective presentation
- Improve fluency through practicing the speaking
- Develop tone modulation, clarity of voice, accuracy and non verbal communication skills
- Demonstrating or interpretative ability
- To develop coordination
- Overcome shyness and come forward to speak
- Peer suggestions, remedies and rectification
- Develop team spirit, self confidence and self assessment
- Develop self-monitoring, efficiency and autonomy

Words'usage/meanings/expressions/phrases/clauses/collocations/structures/pronunciation/ are needful in the following speaking or else it develops shy to speak or engage in the classroom activities so students are permitted mobile phones to refer to electronic dictionaries or to access related information for the completion of activities.

8.1. Activity: Role Play Procedure and Analysis

B. Tech third year students of JNTUH are practically participated in this activity, strength of the class is 28 and they are divided into groups, each group has four students and the scheduled time of the activity is two and a half an hour. All the students in each group are permitted to use smart phone with Wi-Fi/data facility. Students are instructed to select a movie/novel/drama from you tube. Here students suggest various novels or movies then they are instructed to have an open discussion and finalize a novel/drama/movie with the entire students' acceptance. And then each group needs to select a particular scene from it which contains four or more characters with simple dialogues to enact within the

class. At this instant they need to watch/ Listen to it as many times as they want until getting confidence to perform their individual role, therefore they need to draft dialogues for practice individually. Later they participate in rehearsal a particular scene group wise to perform it in front of audience using same pronunciation facial expressions, body language, tone modulation, accuracy, fluency and confidence. Teacher facilitates a video camera to record group wise dialogues to play back it in the lab for comparison, open discussion and feedback practically. In advanced English language communication skills lab of third B.Tech, teacher facilitated performance of students openly. Students selected the movie Harry porter and decided different scenes from the movie and followed the procedure as per the instructions. Here smart phone helps them to check instantly the pronunciation, the way of expression, referring meanings of difficult or new words online or downloaded dictionaries and it helps in understanding meanings contextually. Students come forward to participate in this activity enthusiastically. It develops immense pleasure among the students and develops their coordinating skills, leadership skills, convincing skills, promoting skills, communication and presentation skills in addition to learning mistakes practically through recorded feedback. Smart phone helped them to watch the dialogues repeatedly and observe the way of expression. This activity habituates among students the fruitful way of smart phone use for learning process.

8.2. Activity: Promoting Speaking Skills through Vocabulary, Procedure and Analysis

Words take shapes as thoughts, self-expression, translation and communication. In any language teaching, vocabulary plays a tremendously important role. Lewis (1993:76) held the idea that "vocabulary acquisition is the main task of second language acquisition and the language skills as listening; speaking, reading, writing and translating all do not go without vocabulary". This activity promotes speaking skills using words through mobile in a simple way. This activity conducted practically in first year B. Tech, students of JNTUH language laboratory, there are total 26 students present out of thirty, they are divided into 13 pairs, and time limit is two hours thirty minutes. Teacher takes a lesson from prescribed book and select twenty words randomly and dictates to the students, while students need to list the words one by one and then they have to guess/expect the meanings for each word and use them in their own sentences. Here all the pairs could write the words as per the instruction but could not write the meanings for all the words so that they are not in a position to frame sentences with those difficult words. Teacher suggests the students to list difficult words separately. Now teacher plays the audio track of the same lesson twice within 30 minutes and instruct the students to get clearance of the difficult words' meanings contextually listening to the audio, with this part of activity a few more words meanings they could write. Still some difficult words are there which they need to know the meanings. Now they are suggested to take smart phone and go through various e-dictionaries/online dictionaries and write the meanings for difficult words and then write synonyms/ antonyms/ pronunciation/other labels and grammatical use for all the listed words. Now each pair comes and read the written words with sentences in front of other pairs. This oral

reading provides facility to the students to observe different ways of expression for the same words; pronunciation; grammatical usage. At the moment teacher displays these words on the screen through projector so students go through the words and their meaning and participated in open discussion on the all listed words to find out new words and their guessing contextual use. This activity develops the ability to use words contextually in different situation and also know how other's way of use.   If teacher writs these twenty words on chalk board with meanings and sentences students may retain a few words but conducting an activity with the help of mobile they may learn more words with different contexts practically and retain them forever in oral communication.

9. Conclusion

To summarize, this paper has focalized studies using mobile phones in developing speaking skills through various activities in a pragmatic approach. The mobile phones are needed for language skills development and previous research studies sustained mobile incorporation in improving communication skills. So allow student to learn speaking skills in either formal or informal settings. Recent features of mobile phones trigger the students to use it in the class for developing speaking skills. Using of Smartphone and other mobile learning technologies one can benefit a lot in different situations instantly. The main outcomes of MALL are individual and collaborative tasks, learner-generated linguistic activities, game like, real life communicative, perfect feedback through speaking practice. Research on smart phone has focus for further research.

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