

# Using Smart Mobile to Improve English Speaking Skills for Yemeni Students

Fatima Abdul AzeezChanim, Prof. Avinash T.

Department of English, Kuvempu University, Shimoga.

## Abstract

Mobile gadgets have been spared tremendously among learners who wish to learn a foreign language, especially the English language, through these gadgets, students can learn better, because these gadgets contain a huge number of language-learning applications and they are small, compact and easy to carry and use anytime or anywhere. Smart mobiles are the most important common and the fastest means of communication. This article aims to discuss whether smartphones can improve students' speaking, how teachers utilize these gadgets in their lessons in Yemeni schools, and find out the difficulties and problems that hinder the use of these gadgets inside the classrooms. This article used a descriptive survey in selecting Yemeni students. The results of the survey showed that most students prefer to use smartphones during the learning process and they allow learners to improve their speaking of English language. Mobile gadgets can also promote personal and interactive integrated learning inside the classrooms, on the other hand, they encourage learners to practice hard and improve their weaknesses.

**Key Words:** Tremendously-gadgets-foreign language-learning- utilize-descriptive-keenness – transferred - concern self - confidence- self –esteem – traditional – luxurious-integrated- learning-smart mobile interactive.

## 1- Introduction:

Undoubtedly, the teachers' interest and keenness in using smart methods with smart devices, therefore this interest and concern will be transferred to the pupils and provide them the opportunity to promote their self-confidence and self-esteem. Hence, the more keen the teachers are to apply these smart gadgets in English language lessons, this will be very critical in the daily lives of students, Ian, Tuhovsky (2017). Nobody can deny that technology changed traditional human life into a better, more comfortable and more luxurious life. Also, technology changed the way of thinking and socializing and it facilitates the methods of education and gaining information it opened wide areas and opportunities for trade and industry. The use of smart mobile in learning has occupied an essential role in students' learning recently. Social networking offers a virtual chance for students to be independent instead of receiving directions and orders. Using technology in education reduces psychological and

mental pressure on the students because it makes learning easier for students to complete and achieve their tasks and projects efficiently Dale,Carnebei(2018).

## **2. Statement of the problem:**

The situations in Yemeni schools do not help students to learn use English language frequently. Level of learning and usage English Language in Yemen compared to neighboring countries. It is considered weak and the lowest expected to be achieved. Many studies have presented that smart mobiles are essential in developing learners speaking skills. Containing speech skills (*Imran Saleem and Ashraf Imam, 2012*). Various advantages of educational technologies include providing learners the communicative abilities, motivating them to engage in cooperating exercises like arranging word classification of similar pronouncing words or homophones talking and making short dialogues, listening to native English people in learning videos then summarizing their conservation and so on.

The critical role of EFL (English Foreign Language) teachers in Yemeni schools in the education system does not receive serious attention to make this role successful and faithful. This article is an effort to provide a clear understanding of the critical role of using smart technology in improving students' speaking skills.

## **3. Objectives of the Study:**

This essay aims to investigate the usage of smart mobile in Yemeni schools. (1) Determine the advantages of employing smart gadgets in improving students' speaking talents.. (2) Determine the percentage of the teacher's use of this technology inside the classroom (3) To determine the reasons and obstacles for not using this technology in Yemeni Schools.

## **4. Significance of the Study:**

This article concentrates on the concept of the impacts of technologies on the students learning acquisition. The pervasiveness of social networks has a huge impact on people's daily lives. Educational systems and curriculums are one of the areas affected by the progress of technology. Recently usage of smart gadgets has impacted human lives as most, adult young teenagers, kids as individuals even old people have their mobile. This article suggests some ideas to enhance English language speaking in Yemeni Schools by using the applications of smart gadgets, which are fruitful ways in the teaching/learning process.

## **5. Limitations of Study:**

This study has applied to 80 students from some Yemeni Schools. It was applied in the first semester of the 2023-2024 year.

## **6. Sample of the study:**

Eighty students are asked to apply these questionnaires in different Yemeni schools in Hodiedah City (Balgees-Ayesha Schools) and some boys' schools (Al-Shorooq- Al-A'nsar Schools).

## **7. Research Instrument:**

The main instrument is some questionnaires. Some of the smart gadgets like laptops and cell phones. The researcher asked students to use their cell phones. quantitative and qualitative analysis for the purposes of the study.

## **8. Concept of Smartphone and Mobile Learning:**

Bachore (2015) defines mobile gadgets as "a portable laptop computer with a touch-sensitive screen or an easy text keyboard entry." Mobile devices include readers for mobile phones, computing tablets, and e-books, as well as PDAs and other similar devices. Al Aamri (2011), defines mobile learning as e-learning via mobile computer devices. Mobile gadgets provide mobile applications such as PDAs and portable cellular phones. These devices are compact, lightweight, self-sufficient, and unobtrusive enough to assist students or users in their daily lives at any time and in any place, and they are utilized as educational aids.

*Matthew Brew* (2023) describes mobile learning as "the method of obtaining learning content via smartphone or tablet devices, this technique enables learning at a level of need, allowing users to utilize educational material whenever and wherever it is convenient for them." Smart gadgets provide MP recordings, cellphones electronic books devices-tablets, notebooks, laptops and computers. To ensure that the students get the desired educational benefit from these smart gadgets, it should intensity or expand exercise and activities for students inside/outside the classroom individually in groups.

## **9. Smart Mobile Learning and Participation among Learners and Teachers.**

Smart mobile learning provides multiple educational opportunities and resources for learners and teachers. Skill in using smart gadgets in education has developed in several stages over the past years. Teachers' role is essential in introducing and applying smart gadgets to English language speaking skills. Teachers can improve their critical skills in the usage of technology so that they can integrate these gadgets into their method of explanation. Students will take inspiration and role models from their teachers in the skill of using smart technology in their tasks and learning. English teachers encourage their lessons through the effective use of smart gadgets and allow their students to learn the English language by speaking fruitfully. Continuous training to master English speaking must take place for school times and holidays over the entire year. This continuous training day after day will become a behavioral habit for students which makes students establish strong experiences and fruitful activities. Taking into account that students' training is done in using the technology under the care of specialists and teachers to direct them to the right choices. M-learning will promote education in general by providing learners with a specific experience, as well as enhancing the process of learning more interesting,

fruitful, and meaningful. Students can use technology to expand their comprehension, experiences and abilities, and control their resources. English lessons can be taken by smart gadgets, and listening and pronunciation lessons, videos, and conversations should be provided for students to stoke on their smart mobile.

### **10. Mobile Gadgets and Speaking Skills.**

*Matthew Eliman* (2022) discusses that speaking skill is not the first skill that comes to mind when mobile users consider using smart mobile in their daily life or inside the classroom. After using smart mobile for a while, they discover a necessity to hold conversation via their smartphones.

Mobile gadgets can be powerful devices to provide learners the opportunities to improve their speaking skills. He maximizes the benefits of mobile gadgets for speaking such as.

- (1) Providing learners a reason to speak through endless topics of conversations and various data.
- (2) Reducing speaking anxiety. Mobile gadgets help students to get out of anxiety by giving them some time to think before they talk or answer in dialogues.
- (3) When there is some pressure, during and speaking task, it is better to record it, this makes students aware that their speech and errors will be recorded, so they will try to do better next time. Usage of handheld applications connected to the internet is a rich source for speaking skills. Podcasts, online lecturers, books and videos are available on various websites, whereas learners utilize and share online.

### **11. Benefits of Mobile Gadgets:**

Smart technologies have a significant role in improving learning in various ways. Here, there are the potential benefits for multiple programs to handle various stimulate, (1) they allow learners to learn at home remotely or offline out of the classroom. (2) they give learners opportunities to be aware of while working their part-time employment inside/outside the schools. (3) they can connect to the learning environment via the smart gadgets net work of the learners, containing short messages and email. (4) they help learners to pass and distribute learning instructions to their gadgets. (5) they can ship to any location because of their small size and lightweight. (6) they allow for social interaction and collaboration among learners and others. (7) they are obtained to be used and respondents anytime and anywhere. (8) smart gadget connectivity contains the ability to connect with other gadgets, data collection, mobile applications and virtual networking. Mostly, certain vocal language limits and constraints are well-known. speaking commands are not designed solely for the educational system; they were created to cover all areas and activities of existence for human beings. Students can use these smart gadgets to do the teachers' job, however,

the ability of these gadgets to apply the different learning activities, they are so expensive to purchase for a lot of learners. For that teachers should select and modify their lessons and materials with a variety of students' gadgets. Smart devices have demonstrated their usefulness in learning, teaching EFL (English as a Foreign language) instructions, ELT curricula designers, ELT materials manufacturers, and ELT programs in recent years.

Carol A. Chapelle and Shannon Sauro (2017) discussed how technology can assist in all areas of English language improvement or any language, the emergence of pedagogy at the intersection of language assessment and it covers all accepted language learning such as grammar, vocabulary and intercultural education and new pedagogy.

## 12. Methodology:

### 12.1.Data Gathering:

The data for the study was gathered by administering a questionnaire to some students in Yemeni schools. This questionnaire has (9 items- part A and 5 items –part B), and they are fixed items. To save time and effort for students and researchers.

### 12.2. Design of the Study:

The study's design was descriptive and quantitative. It contains quantitative facts to explain and elaborate.

### 12.3 .The Nature of the Questionnaires.

The questionnaire has two parts. The first part is asking students about the nature and how a teacher uses technology in his / her English lessons, the usage rate of smart gadgets and what activities and tasks are carried out or their like technology.

The second fact is asking about the nature and speed of the internet inside the classroom and whether students own smart devices or not.

#### 12.3.1. Analyzing the questionnaire of Part A.

**Table No: 1** About the nature of using smartphones in the classroom:

Sl No.	The Questionnaire	Yes	No	Some times	Rarely	Never
1-	Do smartphones help you improve your speaking skills?	80%	-	-20%	-	-
2-	How often do your teachers use smartphones in English-speaking lessons?	-	-	-	10%-	90%
3-	Does using smart gadgets reduce the pressure imposed on a teacher while teaching a large class	60	-	50%	-	-
4-	Do smartphones provide you with chances to practice speaking English alone and listening to / talking to native people?	100%	-	-	-	-
5-	Do smart gadgets help you to improve your accent and intonation?	100%	-	-	-	-



6-	Does your teacher give you audio tracks, tasks, or activities by using a smart mobile to help you improve your accent and speed speaking?	-	90%	10%	-	-
7-	Do your teachers encourage you to use the mobile app to listen to and communicate with native English speakers?	10%	40%	30%	20%	-
8-	Does your teacher play audio conversations inside the class using your smart mobile?	5%	90%	-	5%	-
9-	Does your teacher display videos that help you to improve your pronunciation, intonation, and accent?	5%	90%	-	5%	-

From this table, we found a majority of students in questions no 1-2-3 & 4 said that smartphones help them to improve their speaking skills 80% and they said that the teacher never uses a smartphone in their lessons 90%. Most of them agree that smart gadgets reduce the pressure on them and teachers 60% and all students can get more chances to practice speaking by smart mobile 100%. questions no 5-6-78 and 9, all students can improve their English accent by using smart gadgets 100%. The majority of the students said their teacher does not give them audio tracks or tasks 90% most of the students' responses were their teacher does not encourage them to use smart gadgets 40% and their teacher does not play audio conservation in the class 90%. Finally, the majority of them say 90% of their teacher doesnot play videos to improve their pronunciation or accent.

**12.3.2 Analyzing Questionnaire of Part B :**

**Table no: 2 About the nature of and speed of the interknit inside the classroom.**

Sl No.	The Questionnaire	Yes	No	Some times	Rarely	Never
1	Do you think the poor and slow internet speeds can waste time, demotivate kids, and create a lot of noise and boredom in the classroom?	100%	-	-	-	-
2	Do you have an expensive with high quality cost of smart mobile with great features?	20%	80%	-	-	-
3	Are expensive gadgets with high quality associated with speedingup the internet?	30%	30%	40%	-	-
4	Do you have the skill and experience to	5%	15%	80%	-	-

	help you use these smart gadgets					
5	Does a crowded classroom disrupt the use of smart gadgets inside the class?	60%	10%	30%	-	-

Inferences that can be drawn from this table. In questions no 1-2 and 3 all of the students 100% agree that the poor and slow speed of the internet could waste time and don't motivate students, majority of students 80% do not have expensive with high-quality smartphones. The majority of students 70% say a smartphone with high quality sometimes associates the speed of the Internet. For questions (4 and 5) the majority of students' responses 80% are, that they have sometimes the experience or skill to use smart mobile, and more than half of students 60% say the crowded class disrupts the use of smartphones.

### 13. Conclusion and Suggestions

Smart mobiles or smart gadgets have played an important role in the educational system. They allow learners to improve their language skills in general or any specific skills they need to improve. Mobile gadgets can enhance personal and interactive learning activities in the classroom. Also, they encourage learners to practice hard and promote their positive learning tendencies. Surely, the high or at least modest usage of smart mobile by teachers can draw interest and benefit learners and provide them with more self-confidence and more self-esteem. For these results, we have some recommendations.

1. Teachers should be aware of the benefits of smart gadget instructions.
2. They should pay attention to the value of using new applications.

To teach English speaking, because the immersive contact networking can be worked all day. Al-Abdal (2019) agrees that both teachers and learners should be conscious and realize the importance of these smart gadgets to make the teaching/learning process more successful. Teachers sometimes have to be open-minded and change their traditional methods into effective modern methods by using smart gadgets and allowing students to use them to achieve progress in their learning.

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