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Modern Technologies and Mobile Apps in Developing Speaking Skill

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***Abstract*---**Speaking is one of the abilities that students must develop when studying English. Speaking is a necessary technique for communication. Improving pupils' speaking ability has long been a priority in the classroom. Various novel technologies are being developed to educate speaking skills in classrooms in the rapidly expanding twenty-first century. Technology is the means through which we may gain access to this updated environment. Technology has been viewed as a means of assisting pupils in improving language abilities such as speaking ability. The Internet, podcasts, video conferencing, movies, and voice recognition software are regarded as the most effective instruments for training public speaking. The purpose of this paper is to explore some of the current tools that are accessible to English instructors today to help second or foreign language learners improve their speaking skills.

***Keywords*---**communication, improving speaking ability, mobile learning, modern technology, studying English, TELL.

Introduction

Learners' playfulness can be stimulated by technology, which can immerse them in a number of settings. Technology allows students to engage in self-directed actions, self-paced interactions, privacy, and a safe environment in which errors are rectified and precise feedback is provided. The capacity of a computer to identify faults and link the learner instantly to activities that focus on specific problems adds value to feedback from a machine. Several studies are developing that demonstrate the significance of qualitative feedback in software. When connections to explanations, extra support, and references are offered, the value of technology is increased. Today's educational tools include:

- A communication lab;
- Internet;
- Speech recognition software;

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- TELL (Technology Enhanced Language Learning);
- Pod casting;
- Quicktionary;
- Quick Link Pen.

The growing usage of smartphones has resulted in a plethora of mobile applications for L2 learners, although the debate over their usefulness has yet to be resolved within the profession. To investigate this topic, the study question is addressed: 1) What are the advantages and disadvantages of using existing smartphone applications for successful mobile-assisted language learning (MALL)?

This research first proposes assessment criteria for mobile-based ESL software. Following that, the general characteristics and functionalities of the chosen apps are examined in three categories: 'content and design,' 'L2 methods,' and 'technology.' The findings' specifics are categorized and described based on target language skills. Finally, this study suggests that ESL apps appear to be beneficial in that they give a personal and learner-centered learning opportunity with widely accessible and adaptable practices (Brown et al., 1983). They must, however, be enhanced by recognizing mobility as a more contextual, field-dependent, and collaborative type of learning. The successful design and usage of ESL mobile applications should be researched further in order to point the way to effective MALL.

The widespread use of mobile devices has altered how we study, communicate, and live. Social networking, podcasting, and speech recognition incorporated in mobile apps accelerate the changes occurring in Mobile-Assisted Language Learning (MALL) settings by expanding learning possibilities and altering learning patterns. The growing usage of smartphones has resulted in the availability of millions of mobile applications for L2 learners. However, certain issues remain to be properly addressed: "Are they beneficial from an L2 standpoint?" "How does an effective MALL design look like?" Some researchers (Chinnery, 2006; Kukulska-Hulme, 2009; Kukulska-Hulme & Shield, 2008), have researched and discussed MALL, but, only incidentally, as a part of large studies looking at Computer-Assisted Language Learning, but some unique features distinguish MALL from other types of computer-based learning (Kukulska-Hulme & Shield, 2008). MALL success is determined by whether MALL curriculum and material creators grasp the nature of mobile learning and make the most use of MALL technology (Vinu et al., 2011; Martin & Ertzberger, 2013). The goal of this research is to add to the conversation by providing comprehensive, up-to-date information about currently available ESL mobile applications (apps) (Anikina & Yakimenko, 2015; Ghasemi et al., 2011). This research examines over a hundred smartphone applications developed for ESL learners, which were then chosen for more in-depth examination.

This study adapted the work Hubbard (Hubbard, 1988), did in his study "Integrated Framework for CALL Courseware Evaluation," (Hubbard, 1988), to provide an analytical framework to look at design and evaluation criteria for mobile based ESL software. This study provides 1) the general patterns of common and distinctive characteristics of ESL mobile applications based on

quantitative and qualitative data analysis; 2) the details of these features and functions were then analyzed in terms of their efficacy on particular language skills. Finally, this study analyzes the pedagogical and technological strengths and shortcomings of present ESL learning applications, as well as the paths that might lead to the effective creation of future MALL. The following research question drove this investigation:

1. What are the advantages and disadvantages of using current smartphone applications for successful MALL?

1. What is Effective MALL?

The Concept of Mobile Learning

The ubiquity of mobile gadgets has swiftly altered learning, communication, and perhaps our fundamental way of life (Akyildiz et al., 2008; Eyrich et al., 2008). The use of mobile technology significantly expands learning possibilities, needs, and goals, and has a significant impact on numerous learning activities and learning styles. Despite its pervasiveness, there is no universally accepted definition of 'mobile learning' or 'm-learning.' Many studies have stressed mobile learning's "mobility" (Kukulska-Hulme, 2007; 2009; Sharples, 2006; Traxler, 2007). Mobility must be understood not just in terms of geographical mobility, but also in terms of how such movement may allow for time-shifting and boundary-crossing (Kukulska-Hulme, 2009). Kloper et al. (2005), focus on five distinct educational features of mobile devices that accurately represent mobility elements of m-learning: portability, social interaction, context sensitivity, and connection. El-Hussein & Cronje (2010), describe mobility in three key areas: mobility of technology, mobility of learning, and mobility of the learner. Smartphones, digital cameras, hand-held computers (e.g., table PC, PDA), global positioning system (GPS) devices, and other mobile devices equipped with wireless application protocol (WAP), or Wi-Fi, are examples of mobile technology. These technologies offer material and teaching through the Internet via satellites, allowing learners to learn from anywhere, at any time (Castellani & Castellani, 2003).

Mobile technology also allows users to perform a variety of social-interactive functions such as communication (phone, SMS, SNS, email), organization (memos, address or calendars, other utilities), applications (e-books, database, tools, and office), information (webs, references), and relaxation (camera, music, movies, or games) (Trinder, 2007). Learning mobility also results in new forms of educational delivery, such as customized, learner-centered, contextual, collaborative, omnipresent, and lifelong learning (Sharples et al., 2005). Mobile learners can have extremely individualized and one-of-a-kind experiences within the setting in which they are placed (Asri et al., 2021; Ritonga et al., 2021). There are no restrictions or privileges based on age, location, time, or length. The students can readily connect with one another for their respective goals and interests. In the framework of the social process, the way people create, organize, and reconstruct knowledge is mostly reliant on social trust (Golbeck, 2006). Finally, mobile learning improves individual learners' mobility. Learners often use their learning to increase their productivity and efficiency, allowing them to be more flexible, accessible, and customise their learning activities (Ozdamli & Cavus, 2011; Georgieva et al., 2011). Environments for new learning modalities

should engage them in their continuous learning activities while also improving their productivity and effectiveness. This engaging incentive is provided by learning benefits such as more flexible, accessible, and individualized learning activities (Ting, 2005). Mobile learners can acquire a feeling of uniqueness, community, and iniquitousness in their learning, which may provide them with a sense of freedom and independence (Celce-Murcia & McIntosh, 1991).

Applying these technologies: labs of communication

There are software programs available to help you improve your speaking abilities. By adding appropriate software through computers, kids will be able to play it again and again with their own interest, attempting to enhance their speaking abilities, which are critical in today's modernized IT environment. The use of headphones in the lab increases students' interest in the subject and encourages them to repeat the process instead of becoming bored (Hashimova, 2021; Tiangco, 2020).

Speech recognition software can also assist students improve their speaking skills by converting spoken words into machine-readable input. The gadget identifies the correctness of what was read and then delivers positive reinforcement such as "You sound wonderful!" or allows the user to try again, allowing the learner to determine whether he is reading effectively or not. The technology reads less information as the user's competence increases, allowing the learner to read more (Nyandra et al., 2018). This program also analyzes and offers scores for grammar, pronunciation, understanding, and given with the proper forms; for example, if a pupil mispronounces a word, the learning tool may quickly identify it and assist in correcting it. This gadget may be very beneficial for distance learners since they do not have an instructor who corrects their speech, and it can help them improve their speaking abilities (Chaney & Burk, 1998).

The term "internet" is well-known and frequently used by people all over the world. Students are increasingly using the Internet in class to learn English. Online education in the classroom appears to be fascinating and encourages students to seek out appropriate materials for them. Students are told to do the grammatical tasks that are available online. We can collect data from various sources for any instruction to improve speaking, students can use Skype, MSM Messenger, Google Talk (used to have online conferences) and other applications where students can connect with friends, other students, teachers, and even native speakers, these ways of learning have been observed to improve oral proficiency in students and make up for the lack of oral proficiency in students. Students may discover a variety of learning resources on the internet, including as audio, video, radio and TV shows, games, voice recordings, quizzes, podcasts, and so on. This exposes students to a large quantity of target language and helps them enhance their speaking abilities (Chun, 2003).

TELL: TELL is the use of computer technology, such as hardware, software, and the internet, to improve language teaching and learning. It provides students with access to all of the tools available for improving English study. Students are permitted to utilize online dictionaries, communicate, and view current events from across the world.

Podcasts can be uploaded or downloaded; this audio helps learners become acquainted with the target language, and teachers can use them as useful audio material in class for activities such as discussions; additionally, on the web, there are specific podcasts for ESL learners, and these can include pronunciation for specific needs of students. Podcasts definitely assist students in improving their public speaking skills. Pod casting is the incorporation of audio files into which we may feed our own materials and distribute them both within and outside of the classroom. Students listen to their favorite music files on ipods. In the same manner, kids get their education through entertainment (Chirag, 2003). Students can use their tech-based entertainment systems for instructional purposes through podcasting. We can move away from conventional face-to-face training without sacrificing the student-to-trainer interaction, which is essential in any learning process. Students and instructors may use podcasts to communicate material with anybody, at any time. An absent student can obtain the missed lectures by downloading the podcast of the recorded lesson. They might also attend expert seminars that would otherwise be unavailable due to geographical distance or other factors.

Quick Link Pen allows students to copy and save printed text as well as Internet links. It aids in the transfer of data to computers and allows the reader to look up the definition of a term in a built-in dictionary (Cho, 2007). Using this sort of equipment appears to be a more convenient option. Translation engines such as GO Translator and Bablefish are examples of recent advancements in machine translation.

Quicktionary: It looks like a pen. It enables the reader to quickly scan a word and receive its explanation and translation on its own LCD screen. Enounce and Sound-Editor, for example, allow learners to change the speech tempo of listening materials to aid understanding, as well as provide a spectrum of speech waves and graphic renderings of mouth and tongue movement to aid learning and perfect pronunciation.

Speaking-general learning features

The vast majority of speaking applications are aimed towards teenagers or youngsters. However, for the age group of intermediate or lower proficiency level, their interests and themes vary: pronunciation (3), tongue twister (1), phonics (2), ESP (2), exam preparation (2). Learners must utilize recognition and recall in 50% of the apps. The manner in which they structure the courses is also significantly varied; they include questions and answers, model practice, audio video lectures, or animated simulations, among other things. More than half of the applications chosen provide voice recording for accuracy enhancement (Cho, 2009). They were mostly intended for solitary practice. Some apps contain simulations (3) and quizzes (1). The most well-known in this area is IELTS Speaking Success. It is divided into 25 common subjects and 28 important topics. Each topic includes leading questions, related terminology, and idioms. IELTS Speaking Success also provides audio streaming and recording services, allowing students to compare their pronunciation to that of native speakers.' Learners can share their knowledge by emailing their recorded speeches or by registering on a company-managed web forum or social networking site.

Approaches to L2 and methodological issues

Drill and practice are the most common forms of speaking techniques, such as 'listening and repeating," reading aloud,' or 'voice recording. Some applications merely give references, such as speaking advice, sample speech, or recordings of mouth movement. There were no learner-centered or interactive activities found. Another distinguishing feature is that the majority of the lessons are form-focused (Klassen & Milton, 1999). Only two applications provide meaning-based material, such as job interviews or IELTS themes. There is no attempt to offer learners with contextualized meaning exchanges or learners with texts. Furthermore, abilities such as reading and speaking (2) or listening and speaking (3) were not actively combined to build complete speaking ability (responding) (Khan & Ali, 2010; Manurung, 2015).

Discussion and Conclusion

What are the common and distinctive features of ESL smartphone applications?

An examination of ESL smartphone applications revealed some similar characteristics. To begin, the vast majority of apps deal with brief language data material such as word lists, pronunciations, grammatical components, example conversations or writings, and so on. The most popular skill area for which ESL applications are used is vocabulary development. This is hardly unexpected given that the phone screen allows for bite-sized input rather than prolonged activities or extensive reading sections. Another explanation might be that mobile applications are still viewed as study aids rather than full-fledged education. Second, the majority of them necessitate a cognitive language learning approach and rarely give opportunities for socially engaged learning (Ur, 1996).

The majority of instructions in vocabulary and grammar applications are exercises, problem solving, recalling, and comprehension tests to help users build linguistic knowledge on their own. The technology serves as resources (for example, a word list, tongue twisters, sample writings, games) and tools (for example, dictionaries, a notepad, a voice recorder, a translator, etc.), and it is up to the users to operate them in order to gain new information. This method is quite similar to cognitive CALL (Kern & Warschauer, 2000). There is no one-size-fits-all education, but rather personalized, personal, analytic, learner-centered learning possibilities. There were little attempts to offer possibilities for cooperation with others, nor was there any emphasis placed on participating in real contexts or extended discourses. SNS, Wikis, and podcasts, for example, were seldom used for socio-cognitive CALL (Kern & Warschauer, 2000). Third, ESL apps use a variety of multimedia modes and functions, such as sounds, videos, music, or images, for personal, perceptual, and field-independent learning, whereas other mobile technologies, such as SNS, podcasting, and voice synthesizing, clearly provide more collaborative, constructive, or field-dependent practice, are not actively used for instruction. Fourth, their L2 methods are not varied, and they continue to teach in a form-focused manner. The data analysis of ESL apps across skill categories reveals that the majority of the apps are largely form-focused. The two most common approaches are audio-lingual and task

(test)-based. There were several real or lengthy lectures delivered. Many programs for repetition drills emphasized sound setup or voice recording abilities.

What are the advantages and disadvantages of using current smartphone applications for successful MALL? According to the criteria specified in the literature, currently existing ESL smartphone applications have both benefits and limitations. To begin with, the ESL apps appear to be beneficial in that they give a personal and learner-centered learning opportunity with widely available and adaptable materials and activities. This might enable learners to build a sense of self-identity and life-long learning habits. Students may access language learning resources and tools more simply and quickly on their own at any time and from any location, increasing their language learning motivation and autonomy in MALL. On the other hand, there is much need for improvement in ESL applications in order to achieve successful MALL. They struggle to see mobility as a more contextual, field-dependent, and collaborative learning opportunity. It is necessary to make more active use of real context, socially engaging tasks, timely and placed content (for example, podcasts). Furthermore, while developing instruction and deploying technology, knowledge reconstruction based on social processes should be taken into account. Personal learning is facilitated by the current applications, however individualized learning is not properly aided. Although they appear to provide a lot of learner-centered learning opportunities by offering rich linguistic data, including music and video, and exam questions, they lack knowledge-building devices like hyperlinks, RSS, MoSoSo, CMS, and other web 2.0 technologies. The data analysis revealed some further ideas for instructional design. To begin, more diverse and suitable technology should be incorporated into the technology to support the growth of other language skill areas. Recorders, voice recognition software, audio file controllers, note pads, and course management systems (CMS) might be used more extensively and effectively to improve productive speaking and writing abilities. Second, more diversified L2 methods and methodologies should be used to meet the various requirements and learning styles of learners. Despite high input quality and quantity, their application and usage are mostly structural and cognitive in nature. Another significant disadvantage of MALL is its expensive cost. Because smartphones are expensive, the majority of users are working adults. There are three times as many premium apps as free apps, which are typically “trial or light versions.” The pricing ranges vary based on the quantity of data storage and the number of bells and whistles the devices have. This research demonstrates the enormous potential of mobile language learning and serves as a reminder of how quickly mobile technology evolves. The successful design and usage of ESL mobile applications should be researched further in order to point the way to effective MALL.

Using technology to study a second language has become an absolute need in today's world. This study has discussed briefly how technology may be used to help learners improve their speaking skills. Various techniques for employing technology to improve speaking skills were fully addressed. As a result, the following final observations and recommendations can be made:

- As technology has advanced, it has become important to include this medium into the instructional process.

- The computer is being seen as a more important element of the learning process and a way of transferring skills to learners.
- Using current technology, theory and practice in second language learning may be linked together.
- For successful learning and instruction of the speaking talent, modern technological methods should be used.
- English teachers should encourage their pupils to use technology to improve their speaking skills.
- Educational institutions should upgrade their technical instruction skills by incorporating new technology and laboratories into the teaching process.
- Modern technology tools are considerably more engaging and give fun and pleasurable learning, encouraging students and assisting them in improving their language learning in a beneficial way; moreover, these tools allow students to learn at their own speed and foster autonomy in them.

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