Using Mobile Technology in the Classroom for Teaching Speaking Skill in Yemeni Universities

Sawsan Mahmoud Qassim Ghallab
Lecturer, English Department, Faculty of Education, Hodeidah University, Yemen
(PhD Scholar, Faculty of Education, Sana'a University, Yemen)
sawsan22218@yahoo.com
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Abstract

There is no question that technology affects the learning atmosphere and perception. Mobile devices are gaining tremendous popularity among masses because they are lightweight, smart, compact and easy to use. Mobile technology is the most significant, most common and quickest contact media. The present paper aims to explore whether mobile telephones can support teacher-speaking pupils, how Yemeni EFL teachers utilize this device in their classrooms and, ultimately, to find out the challenges and issues that are likely to hinder their usage in the Classroom. The study employed a descriptive survey research design to selected Yemeni teachers. Findings showed that mobile learning allows students to develop their language skills in general and in particular their language skills. Secondly, mobile devices can promote individual and interactive learning opportunities in the Classroom. It also encourages students to practice hard and develop poor places. Undoubtedly, high or at least modest usage by teachers of mobile telephones will draw interest to students and allow them to increase their self-esteem and self-confidence. Hence, the position of teachers in the introduction and application of this technology in English is very critical as it is part of their lives.

Keywords: Mobile Phone, Mobile Learning(M-Learning), Mobile Technology, Technology Acceptance Model.

1. Introduction

Technology changes the way we interact, socialize, exercise, do business and manage company. The usage of smart cell phones for schooling has gained prominence in recent years. The social networking movement often allows the planet a virtual community and offers citizens the chance to be autonomous students rather than only instructors. Such latest structural developments are placing strain on mainstream language acquisition and education structures such as education in structured classrooms. They also question us in redesigning our way of teaching and studying English. The ubiquitous usage of cell phones is a new aspect of our lives today. The growing usage of smart phones implies that educators will consider ways to incorporate the modern teaching phenomenon. EFL teachers may gain in or outside their classes from incorporating this technology, in particular, to make it more accessible for students to utilize cell telephones so that they can have more flexibility and energy. Also, the convenient

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access of students to the Web through their phones enables them to leverage learning resources which in the past have been inaccessible.

2. Statement of the Problem

The condition in Yemen is not acceptable in English. A great deal has been achieved to boost it. The level of English developed by Yemeni students in general and in particular in all language skills is often below expectations. The conventional methods employed by teachers and insufficient strategies and tools utilized in teaching and learning systems may be potential explanations.

Many researches have shown that mobile technology is essential in improving student language skills, including speech abilities (Al-Ahdal & Nooritawati,, 2012; Al-Ahdal & Alqasham, 2020; Al-Ahdal, & Shariq, 2019; Al-Ahdal et al., 2014; Al-Ahdal et al, 2015; Magulod, 2018; Magulod, 2019). Her multiple educational advantages include giving students the ability to communicate, encouraging students to engage in collaborative activities such as capturing their words, talking and sharing subjects, listening to native speakers and videoing during speech and debate.

The role of EFL teachers in Yemeni Universities in the learning of English in general and in the growth of speech skills seems to be unclear. This thesis is an effort to increase instructor understanding of the potential of the technologies to improve speech skills by introducing modern methods of teaching in their classrooms.

3. Purpose of the Study

This research seeks to investigate the use of mobile technologies in the Yemeni EFL classroom. Specifically, it aims to: (1) determine the benefits of using mobile technology in developing learners' speaking skill from Yemeni EFL teachers; (2) ascertain whether teachers use mobile technology in their classrooms to build their students' speaking skill; (3) identify the obstacles and difficulties that are likely to hinder mobile utilization in classroom teaching and learning process.

4. Significance of the Study

The relevance of this thesis is focused on the idea that our environment is evolving and that technology impacts all about us. In fact, the digital boom and pervasive usage of social networking undoubtedly have influenced many facets of our lives today. Curricula and instructional approaches are not outside of the influence of this shift. Today's usage of cellular phones impacts our lives as most, if not all, young people have their telephones. The dissemination of this practical method has without a doubt implications and impacts on student lives. This study provides several ideas for enhancing English literacy and teaching in Yemeni universities with the use of digital platforms, which are successful means of teaching and learning.

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5. Limitations

The study was only limited to 30 teachers from different Yemeni universities. It was limited to the second semester of the academic year 2018-2019.

6. Population of the Study

The research was comprised of English teachers in Yemeni universities teaching in the academic year of 2018-2019.

7. Sample of the Study

The research was undertaken to 30 Yemeni teachers in the Department of Basic English from various Yemeni universities such as Sana'a University, Hodeidah University, Amran University, Dhamar University and Al-Andalus University. With respect to education, most participants have been teaching English for over ten years.

8. Research Instrument

A study questionnaire was the main instrument used in the analysis. There were 26 objects spread in a school utilizing mobile telephones, instructor introduction in the Classroom with mobile telephones, and electronic use of learning barriers in the Classroom.

9. Theoretical Background

EFL teachers seeking to develop productive learning experience many challenges, including broad numbers and inadequate funding and technological support in the Classroom. Another concern is that students who fail to attend classes are not inspired. Harmer (2001) notes that uncooperative and unmotivated students are a big problem and may quickly interrupt the teaching process. Routine work structured around workshops and classroom exercises can often contribute to a lack of motivation. Mobile learning alleviates this issue by enabling students to take part in a variety of fun and pleasant events on a daily basis and by fostering engagement and encouragement.

Many EFL teachers have started over the past decade to integrate technology into their teaching, and has rendered this technologies part of education in a number of ways. Reinders (2010) has sought to focus on the usage of cell telephones in international language instruction. Phone apps such as SMS, GPS, video, access, Ethernet, Wi-Fi, etc. can be used for a broad range of educational uses in most commercially accessible handheld devices. The SMS program can be used to assist students in studying international languages, Cuing and Wang (2008) say, and teachers can even use SMS to connect with one student or even one group of students. Reinders et al. (2010) stress that cell telephones should be used to perform a range of things in the Classroom such as video imaging, voice memory recorder monitoring to document interactions in the school, mobile device used for social networking, students' comprehension, and input.

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Abbasi and Hashemi (2013) carried out a research investigating the effect of cell phone usage on intermediate speech retention and gender effects on language retention in mobile telephone usage. The research indicates that the use of EFL students 'cell phones has a significant influence on consolidation of vocabulary. Al-Aamri (2011) recommended more work to investigate the use of mobile phones for English learning by the students of Sultan Qaboos University. The study sheds light on the behavior, behaviors and challenges Omani students face when using their cell phones during their learning processes. The results from the study reveal that the usage of mobile phones in Classroom is still restricted because teachers are banning students from using their phones, even though students are welcome.

9.1. The Concept of Mobile Learning(M-Learning) and Mobile Technology

Sharples (2007) and Bachore (2015) defines the mobile device as 'a portable laptop with a touch panel or a simple text keyboard entry. Readers for cell phones, notebooks, tablets and e-books, PDA and other similar gadgets are all identified as mobile devices. 'mobile devices. In the other side, a number of researchers differently define modern media and emerging technologies. Initially, Trifonova and Ronchetti (2003), as reported in Al-Aamri (2011), define mobile learning and mobile technology as e-learning through mobile computer devices. All electronic applications such as PDA, portable cellular phone and IPOD are introduced "through mobile technology. These tools are lightweight, self-sufficient and discreet enough to assist us any time in our everyday lives and can be used as learning aids.

Mobile learning is described by Kukulska-Hulme (2013) as "the use of mobile technology in language learning, particularly in circumstances where portability provides unique information." Mobile gaming covers MP3/MP4 recordings, cell phones and e-book devices, as well as tablet and notebook computers. To certain pupils, social learning is "a method of thinking, through interactions between individuals and individuals in various environments utilizing immersive technology and context-oriented emphasis (Sharples et al., 2007).' This system covers all forms of portable electronic apps such as cell watches, wireless personal assistants, laptops, pads and pods. All in all, from the above-mentioned meanings, it can be assumed that mobile learning provides an immersive learning experience of various contexts utilizing different styles of applications installed on the smartphone.

9.2. The Nature of Mobile Language Learning

Digital language learning is a growing topic and an increasing amount of research has been created to illustrate how smartphone applications can be used in language learning. Analysis has, for the most part, demonstrated the importance of the mobile function devices could play. Around the same time, however, some areas have already been suggested which definitely deserve attention in their implementation. Accessibility, immediacy, interactivity and circumstances in schooling are the key characteristics in mobile learning (Ogata & Yano, 2005). Accessibility applies to how much each student owes a cell phone. Nowadays, nearly all students have the equipment irrespective of where they reside. Furthermore, with the infrastructure in most places accessible, excluding remote regions, learners can be linked and

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expanded to know immediately. Students may communicate frequently in remote locations with other citizens or with their peers and specialists utilizing a mobile device with different apps. The directions would be realistic in the curriculum. Mobile learning thus creates insights into the consistency of the connection.

9.3. M-Learning and Participation of Teachers and Students

M-learning provides a huge resource for students and teachers. The capacity to use cell phones in education has grown slowly over recent decades, along with other technological instruments. Teachers 'position is very significant for the introduction and application of innovations, such as the usage of mobile telephones in English teaching. From the outset, English teachers will study the new IT-driven technologies and develop critical skills in the use of technologies in their regular teaching courses. Teachers will also inspire students to use technologies in college. Through the wise use of mobile devices, teachers will encourage English lessons and allow students to learn English effectively. Training takes place on school days or holidays during every point of the day. The art of studying is therefore "mobile" in terms of place and time. On the other side, students will establish strong machine literacy and engage actively in studying technology. They will also be educated and cared for with their cell phones to know all the choices. M-learning will enhance learning by bringing students into a specific environment and making the learning experience more engaging, inspiring and meaningful. Students may improve their knowledge and abilities development and manage their resources. Students can use English lessons online on mobile phones with appropriate instruction and can even take online exams. Students should be granted ample knowledge and instructional content, such as listening guides, videos or books, to store on their cell phones.

9.4. Mobile Devices and Speaking Skill

Motteram (2013) notes that common approaches used to improve expression abilities for elderly students include the usage of music, lectures and debates, for example. The usage of handheld apps connecting to the internet would be a rich source of oral skills for learners. Posted videos, lectures, online books, podcasts and video clips are accessible on several websites where the students hear the comment. Such platforms will also offer help to teachers who do not have their own language skills. When learners have a handheld app, such as a phone, they should record and listen to it, allowing them to recognise their inaccuracy of speech and thus promoting their self-improvement. Cavus and Ibrahim (2016) have researched how apps on a mobile computer would boost the teacher's learning skills without the help of the instructor. We reported that their findings revealed that the experimental community using the mobile apps has progressed in all skills, including listening, vocabulary, comprehension and particularly pronunciation.

9.5. Mobile Assisted Language Learning (MALL)

The classification of M-Learning and Computer-Assisted Language Learning (CALL) is mobile-assisted language instruction. Beatty (2010) cited at Gangaiamaran & Pasupathi (2017) describes CALL as a concept used in technology selection, especially through social

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networking, to enhance innovation and collaboration. The growing use of mobile apps in the last years culminated in a MALL abbreviation that varies from CALL in the use of compact, specific tools, allowing new learning opportunities, stressing the flexibility or spontaneity of the connection in various user contexts. Mobile devices are currently used to educate such people as smartphones, pocket Digital dictionaries, PDAs, MP3 players and tablet PCs, as they require EFL training in different learning contexts.

9.5.1. Advantages of MALL

Multimedia Ability: The opportunity to easily catch and play a student's voice and balance it with the voice of a native speaker is a perfect way to learn the language. In reality, recording and playing video is another form of learning a language. Listening to music and posting of images are also very popular to students. The ability to create and listen to podcasts is another benefit for language learning.

Internet Access: Internet access enables students to search and receive information on any topic. The IMDB quest offers information on films and characters. YouTube helps students to access and hear music videos and movie clips. Online dictionaries and other methods for collecting information are commonly used by students in language courses.

Social Networking: Using social networking platforms like Facebook and Twitter can be a successful way of exchanging knowledge, views and ideas on a range of topics. Many students who are reserved in the Classroom will perform even better in a scenario of social networking.

Immediate Feedback: Interactive tools may give their peers or teachers instant input. A poll, a class project, a quiz or a exam will allow students to answer questions.

9.5.2. Disadvantages of MALL

Distractions: Although students can use dictionaries and other online material to instruct in the Classroom, the same use during a contest is not enough. In contrast, watching videos which do not correlate to the lecture, playing online games and utilizing social networks to interact with friends, but not in their target language, are inappropriate classes and may cause disruptions for the curriculum.

Cheating: looking at dictionaries or reading answers during tests or interviews is a serious learning offense that needs to be dealt with appropriately.

Disconnecting: Some pedagogues argue that students spend so long on immersive devices that can alienate students from their Classroom. They accept that students should invest time in communities that lead to social engagement in a classroom.

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Technical Problems: teachers have to invest substantial time scheduling classes, testing equipment before class starts, and spend some time after class distributing and returning their devices after studying in their classrooms. Technical issues: It is also a difficult task to waste time in a class and teach the pupil how to use the devices. In fact, some technical difficulties can arise during courses, such as network failures and equipment issues for each student, helping the instructor to fix problems and training each student how to deal with problems.

9.6. Mobile Phones -- Benefits and Drawbacks

Technological advances also play a significant role in promoting learning in different contexts. Training by such technical tools allows students to study at home remotely or offline in a non-classroom setting in front of their personal computers. However, studying by mobile phones allows students the opportunity to know while performing their part-time job in the school, outdoors or at university. In reality, any time and wherever they are they will know. The benefits of mobile language education are extracted from the portability and usability of the smartphone device, which are two key advantages. In terms of networking, the computer system framework must be able to be connected to the learning environment via the mobile network of the user, including the short messaging service (SMS) and mobile email. Portability helps students to pass and distribute educational services to their computers. It may be shipped to many locations because of its small size and weight. Social interactivity is the other reason for portability: handheld apps need data exchange and collaboration with other learners. In addition, the importance precision for data on mobile devices may be obtained and only responded to the real location and time. Connectivity includes the possibility for mobile devices to connect to certain smartphones, data collection applications or a general network through creating virtual networks. This is a potential benefit for several programs to handle different stimuli. In comparison, certain voice learning limitations or constraints are common for voice language instruction. Most cell telephones are not equipped for school. In other terms, it is challenging for the students to use them for the teachers 'job. It is partly because of the initial configuration of such apps, and partly because these smart phones do not exist. However, tools ideal for different learning activities are too costly to purchase for most students. Teachers will also be conscious of what sorts of devices students have and select or modify materials that are consistent with these methods. Certain limitations include tiny displays, restricted graphical display, and network dependency that does not often provide very large transmitting efficiency and may be prone to different kinds of disruptions.

The performance of mobile devices has been examined as useful instruments for L2 learning and teaching by academics, EFL instructors, foreign language education officials, ELT curriculum designers, ELT materials manufacturers, instructional technology and computer programmers. Researchers have started to research the beneficial impact on language instruction utilizing cell telephones. Most L2 researchers explored the effects of cell telephones as a foreign language for teaching English. Mehta (2012) has, for example, described the advantages of cell phones as: (1) personalization of the student environment; (2) offering

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learning experience beyond the school environment; (3) rendering language learning enjoyable by recording; (4) no longer required to use PC as the only connectivity tool.

A research was carried out by Yunus (2012) to analyze the beneficial impact of EFL Teachers utilizing popular social networking and instant messaging platforms (e.g. What s App, Viber, Tango, Twitter, SMS). His study demonstrates that incorporating social networking tools into the ESL / EFL writing classroom will help students increase their awareness, optimize inspiration, and develop confidence in L2 writing, introduce learning experience, improve learning through enrolling, arranging, disclosing the advantages of informal learning, and raise the moral.

Atwell (2012) has researched English as a foreign language on cell telephones. To prove that mobile phones are a scam and a threat of coercion and diversion. Atwell points out. The drawbacks in using cell telephones in the Classroom include taking photos in exams and forwarding them on to others, email responses to others, etc. Chartrand, (2016) illustrates such smart network drawbacks as: (1) Limited display panel; (2) Small amount of memory; (3) Small keypads; (4) Battery life short; (5) High cost; (6) Possibility of misplacing or lost or fraudulent electronic devices; (7) Difficulty in loud conditions to use handheld apps; (8) failure in coordination owing to weak network connections.

10. Methodology
10.1. Data Collection
Data required for this study was gathered by conducting a questionnaire. The questionnaire included twenty-six items divided into three parts; 1) Benefits of Using Mobile Phones for Developing Speaking Skill from Teachers' Point of view, 2) Implementation of Mobile Technology in Classroom and 3) Obstacles Hampering the Use of Mobile Phones in Classroom.

10.2. Design of the Study
The design of this study was descriptive quantitative. It consisted of collecting quantitative data to help explain and elaborate on the quantities results. Like descriptive research, it involved the collection of quantitative information that can be tabulated along a continuum in numerical form.

10.3. The Questionnaire
A questionnaire was developed to produce the views of the survey as the latest data collection method. The questionnaire was closed-ended. It was planned not only to ask for teachers 'views on the benefits of utilizing mobile phones in the Classroom for learners to chat but also to figure out whether teachers use the device at the same time as teaching. Application objects were split into three segments. In the first component, there were nine items and answers relevant to the benefits of utilizing cell phones to improve the speaking ability of university students. The second portion consisted of nine items discussing the usage of mobile

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phones by the teachers in their teaching. Finally, the third component consisted of eight items describing such challenges and issues that could impede cell phone usage in the teaching and learning phase.

10.4. Coding the Data of the Questionnaire

The data was coded and keypunched for computer analysis in order to interpret the results of subjects' responses as follows:

1) Benefits of Using Mobile Phone to Develop Students' Speaking Skill
1. Strongly agree   with the value of   5
2. Agree   with the value of   4
3. Undecided   with the value of   3
4. Disagree   with the value of   2
5. Strongly disagree   with the value of   1

2) Implementation of Mobile Phone in Classroom
1. Always   with the value of   4
2. Sometimes   with the value of   3
3. Rarely   with the value of   2
4. Never   with the value of   1

3) Obstacles of Using Mobile Phones in Classrooms
1. Agree   with the value of   2
2. Disagree   with the value of   1

10.5. Analysis of the Data of Questionnaire

As mentioned in this study, the goal is primarily(1) to identify the advantages of using mobile technology to improve student language skills from a Yemeni EFL teaching point of view(2) whether EFL teachers in schools use mobile technology to improve their language skills and(3) identify barriers which prevent mobile use in the school. The data obtained via the questionnaire is evaluated using the Methodological Kit for Social Studies (SPSS), in terms of methodology and standard deviations.

11. Findings and Results Discussion

PART ONE

The aim of this segment was to discuss the advantages of using mobile devices to improve language skills for learners from the viewpoint of Yemeni EFL teachers. The responses were evaluated, average scores were measured, standard deviations were measured and the predicted (significance) importance of each result was decided on the basis of the responses. If the answer is firmly accepted, the scale from 1 to 5 is highly disagreeable with the definitions from.The findings are presented in Table (1) below.

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Table (1): Mean Scores and Standard Deviations of Benefits of Using Mobile Technology in

Descriptive Statistics						
Using mobile phones in Classroom	N	Min	Max	Mean Scores	Std. Dev.	significance
1. facilitates teaching speaking .	30	2	5	4.03	0.964	High
2. supports the traditional ways of teaching speaking .	30	2	5	3.63	1.245	Moderate
3. helps students improve their speaking skill in a convenient atmosphere.	30	2	5	3.83	1.020	moderate
4. decreases the heavy load imposed on teachers while teaching large classes.	30	2	5	4.10	0.845	High
5. provides students with chances to practice speaking independently.	30	3	5	4.13	0.681	High
6. provides students with opportunities to listen to native speakers.	30	4	5	4.40	0.498	High
7. makes learning more enjoyable.	30	2	5	4.23	0.679	High
8. helps students improve their accent and speed .	30	2	5	4.13	0.819	High
9. helps students improve their intonation, stress, pronunciation..etc.	30	2	5	4.17	0.874	High
Total Mean	30	2.89	5.00	4.0741	0.60951	High
Valid N	30					

Developing Learners' Speaking Skill

The data in Table (1) indicate that participants in this study clearly consent on the usage of the mobile telephone in class in order to learn English as it has significant benefits in improving the communication skills of learners. This part's cumulative mean value is (4,074) out of (5). This score is called good since it is small. The lowest grade (1-2,4) is (2,5-4) and

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the strongest classification (4,1-5) is. Table (1) also demonstrates how "Use Classroom's mobile telephone gives a opportunity for students to hear native speakers '(M= 4.40),' whereas" Use Classroom's mobile computer allows students develop their speech abilities in an environment of comfort (M=3.7) and encourages conventional educational methods (M= 3.63). The disruptions students could face while using cell phones in broad crowded classes may be related to a potential explanation for these poor responses.

PART TWO

The aim of the second part was to identify whether teachers implement mobile technology in their classrooms to develop students' speaking skill. The expected values depend on the responses of the participants. If the response is always, it gets 4 points; sometimes, 3 points; rarely, 2 points; and never,1 point. Table (2) below shows the sample's responses.

Descriptive Statistics						
As an English teacher, do you	N	Min	Max	Mean Scores	Std. Dev.	significance
1. design speaking activities for your students using your mobile phone?	30	1	4	2.20	1.186	Moderate
2. encourage your students to use the Internet application of their mobile phones to listen to how native speakers speak English?	30	1	4	2.77	1.223	Moderate
3. play audio conversations for your students in the Classroom using your mobile?	30	1	4	2.67	1.093	Moderate
4. encourage your students to use the video camera of their mobile phones to videotape themselves while speaking in English?	29	1	4	1.97	1.117	weak
5. encourage your students to use the video camera of their mobile phones to videotape themselves while conversing with their classmates in English?	30	1	4	1.97	1.217	weak
6. display videos that help in developing students' pronunciation , intonation, stress?	30	1	4	2.30	1.179	Moderate
7. assess your students' speaking skill using mobile phone?	30	1	4	1.90	1.062	weak
8. assign speaking tasks for students to do on their mobile phones?	30	1	4	1.87	1.008	weak
9. provide students with audio tracks to help them improve their accent and speed ?	30	1	4	2.63	1.159	Moderate

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Mean	30	1.00	4.00	2.2505	0.79909	Moderate
Valid N	**29**					

Table (2):Mean Scores and Standard Deviations of Teachers' Implementation of Mobile phones in Classroom

Table (2) data indicates that teachers use their mobile phones reasonably in the Classroom to teach English, as the average total ranking for this segment is 2.25 and is in the moderated category (2.25 out of 4). The maximum moderate mean score was (2.77) when questioned (2). Most respondents said they allowed their students to use their cell phone's Internet service to listen to native speakers talking English. Moreover, Table (2) questions (1), (3), (6) and (9) are rated as mild, since the average scores are (2.20), (2.67), (2.30) and (2.63) respectively. The mean vulnerabilities differ. Question 8 (Do you delegate speaking assignments for cell phone students?) is addressed (1.87) when question 7 is questioned (Do you test your telephone talking skills?) (1.97). Question 4(Do you allow students to use their cell phone video cameras to film them in English) and question 5 (Do you enable your pupils to videotape the video recorder on their mobile phones while talking to their classmates in English?) have the same sense, namely (1.90).

PART THREE

This part consisted of eight items that were composed to point out the obstacles that are likely to impede mobile utilization in classroom teaching and learning process. The expected values are '2 points' for the response "agree" and '1 point' for the response "disagree".

Descriptive Statistics						
The use of Mobile Phone is Classroom is difficult due to :	N	Min	Max	Mean Scores	Std. Dev.	Significance
1. The poor internet infrastructure in educational institutions which often gets overwhelmed / overloaded when accessed by so many devices at the same time .	29	1	2	1.86	0.351	High
2. Interrupted electricity.	30	1	2	1.93	0.254	High
3. The slow speed of internet which could waste time, de-motivate students , lead to a lot of noise and create boredom among students.	30	1	2	1.90	0.305	High
4. Battery life(charge) which may finish at any moment .	30	1	2	1.83	0.379	High
5. High costs associated with devices/ equipment connection to internet .	30	1	2	1.83	0.379	High

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6. Some students are not skilled in internet accessibility and mobile technology .	30	1	2	1.87	0.346	High
7. Difficulty of assessing students' speaking skill using mobile phone.	30	1	2	1.70	0.466	High
8. Crowded classrooms, lack of facilities and great efforts in preparing and gathering materials make using mobile in classrooms a tough task for both teachers and students.	30	1	2	1.87	0.346	High
Mean	30	1.00	2.00	1.8488	0.16952	High
Valid N	29					

Table (3): Mean Scores and Standard Deviations of Obstacles that Hinder Mobile Utilization in Classroom

As seen in Table (3), this section's average total result is (1.84), which ranks high. In comparison, both objects earn strong mean ratings from (1.93) to (1.70). This extremely important finding demonstrates that any of the above can be viewed as big hurdles to use a cell phone in the Classroom.

According to the subjects, these are not the only reasons that make using mobile technology in the Classroom difficult and challenging. Besides what is mentioned in Table (3), they added the following points: (1) Some students are careless; (2) Students' lack of awareness; (3) Some students do not possess phones by which they can access the internet; (4) Some students have vision problems; (5) Some activities might be boring; (6) Weak desire of both teachers and students; (7) Teachers' lack of qualification; (8) Absence of strategies for mobile use; and (9) Some environmental problems may emerge while using mobile.

12. Conclusion and Suggestions

Mobile technology has played a significant part in the learning environment. First, mobile learning allows students to develop their language skills in general and also specific skills in the language they are learning. Secondly, mobile devices can promote individual and interactive learning opportunities in the Classroom. It also encourages students to practice hard and develop poor places. Undoubtedly, high or at least modest usage by teachers of mobile phones will draw interest to students and allow them to increase their self-esteem and self-confidence.

From the above results, we can make the following recommendations. Furthermore, teachers should be conscious of the advantages of cell device instruction and should call attention to the value of utilizing this new application to study English attentively, because it

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is an immersive contact network that can be used by all of us today. This is now well established that ICTs affect the pedagogical cycle greatly. Al-Ahdal (2019) and Mehta (2012) support this idea that students and teachers should be better aware regarding this topic as these tools are deemed successful in teaching and learning. Teachers should often be open-minded and can aspire to change their traditional teaching by instructing students to use them while they are their mobile phones that help them achieve progress. Teachers do not ban their usage of mobile phones but should utilize them wisely and under control; they should provide appropriate lessons to support their expectations in utilizing this technology and to trust in their students 'abilities to be good teachers. In reality, smartphone applications will give students an alternative platform that helps develop their vocabulary, knowledge and results. Teachers are also motivated to make this usage of mobile telephones by students to help them find a way to understand. This should allow students to be independent and eventually effective as teachers have a mission to create a generation that has the resources to succeed

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Appendix A

Department of English
College of Education
Sana'a University
Ph D Program

Questionnaire

Dear Teacher,

This research paper is conducted as a part of ELT requirement course. It is entitled **" *Using Mobile Technology in Classroom for Teaching Speaking Skill in Yemeni Universities"*.** It aims at investigating the benefits of using mobile technology in developing students' speaking skill, finding out whether Yemeni teachers implement this technology in their classrooms while teaching English and possible obstacles hindering its use in classroom teaching.

You are kindly requested to answer the items of this questionnaire assuring you that your responses would be confidentially used for the research purposes..

Thanks for your cooperation

Name : …………………………………………………………..

University/College: …………………………………………………

Years of Teaching Experience: ……………………………………….

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Part One

Benefits of Mobile Phones in Developing Learners' Speaking Skill						
Using mobile phones in Classroom		**Strongly agree**	**Agree**	**Undecided**	**Disagree**	**Strongly disagree**
1	facilitates teaching speaking .					
2	supportsthe traditional ways of teaching speaking .					
3	helps students improve their speaking skill in a convenient atmosphere .					
4	decreases the heavy load imposed on teachers while teaching large classes.					
5	provides students with chances to practice speaking independently.					
6	provides students with opportunities to listen to native speakers.					
7	makes learning more enjoyable.					
8	helps students improve their accent and speed .					
9	helps students improve their intonation, stress , pronunciation..etc.					

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Part Two

	Teachers' Implementation of Mobile phones in Classroom				
	As an English teacher, do you	**Always**	**Sometimes**	**Rarely**	**Never**
1	design speaking activities for your students using your mobile phone?				
2	encourage your students to use the Internet application of their mobile phones to listen to how native speakers speak English?				
3	play audio conversations for your students in the Classroom using your mobile?				
4	encourage your students to use the video camera of their mobile phones to videotape themselves while speaking in English?				
5	encourage your students to use the video camera of their mobile phones to videotape themselves while conversing with their classmates in English?				
6	display videos that help in developing students' pronunciation , intonation, stress?				
7	assess your students' speaking skill using mobile phone?				
8	Assign speaking tasks for students to do on their mobile phones?				
9	provide students with audio tracks to help them improve their accent and speed ?				

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Part Three

Other Obstacles, please specify.

Obstacles /Barriers Hampering the Use of Mobile Technology in Classroom			
Using Mobile Phone in Classroom is difficult due to :		**Agree**	**Disagree**
1	The poor internet infrastructure in educational institutions which often gets overwhelmed / overloaded when accessed by so many devices at the same time .		
2	Interrupted electricity.		
3	The slow speed of internet which could waste time, demotivate students , lead to a lot of noise and create boredom among students.		
4	Battery life(charge) which may finish any moment .		
5	High costs associated with devices/ equipment connection to internet.		
6	Some students are not skilled in internet accessibility and mobile technology .		
7	Difficulty of assessing students' speaking skill using mobile phone.		
8	Crowded classrooms, lack of facilities and great efforts in preparing and gathering materials make using mobile in classrooms a tough task for both teachers and students.		

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