

The Role of Mobile Applications in Enhancing English Language Learners' Speaking Skills from Perspectives of English language Teaching (ELT) master students' Batch (20) at Sudan University of Science and Technology- Sudan

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Abstract

This study investigated the profound impact of mobile applications in enhancing speaking skills from the perspective of (ELT) masters students - batch 20. The significance of this study lies in the critical role that mobile applications play in the pedagogical field. The population of the study consisted of 16 participants representing all the enrolled master students in Batch 20, all of them were selected as the sample of the study. The researcher used a descriptive-analytical method because it was appropriate for this type of study. A questionnaire was used as an effective data collection instrument. The collected data were analyzed using the Statistical Package for the Social Sciences (SPSS). The findings revealed that the mobile applications used in this study have many positive effects on the development of speaking skills among ELT master students – SUST. It encourages them to speak English fluently. Moreover, it helps in learning new vocabulary for speaking English. It also, allows the students to interact with the educational content, without having any space barrier in the real world. It helps the learners to practice speaking English more. This indicates that ELT master students have a positive attitude towards using mobile applications to develop English-speak-

ing skills. In addition, mobile applications enhance collaborative learning models and help the participants develop their English-speaking skills. Most of the participants emphasized that the most effective mobile applications are social media applications and video streaming applications. Finally, the majority of respondents agreed that the risk of losing, misusing, or damaging devices creates obstacles to using mobile phone applications in the classroom for the learning process. Finally, the researcher concluded with the following recommendations based on the findings of this study: Mobile applications should be implemented in teaching all language skills due to the results of this study which indicates the significant effect of mobile applications in improving students' speaking skills. Collaborative learning systems and project-based learning models should be used in the development of ELT master student's English.

Keywords: *Mobile applications- English language Teaching (ELT)*

دور تطبيقات الهاتف المحمول في تعزيز مهارات التحدث لدى طلاب اللغة الإنجليزية من منظور طلاب ماجستير تدريس اللغة الإنجليزية (ELT) الدفعة (02) بجامعة السودان للعلوم والتكنولوجيا - السودان

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المستخلص:

تناولت الدراسة الحالية الاثر العميق لتطبيقات الهاتف المحمول في تعزيز مهارات التحدث من وجهة نظر طلاب ماجستير (ماجستير تدريس اللغة الانجليزية) الدفعة 02. تكمن أهمية هذه الدراسة في الدور الفاعل الذي تلعبه تطبيقات الهاتف المحمول في المجال التربوي. تكون مجتمع الدراسة من 61 مشاركاً يمثلون جميع طلاب الماجستير المسجلين في الدفعة 02، وقد تم إختيارهم جميعاً كعينة للدراسة. أستخدم الباحث المنهج الوصفي التحليلي لملاءمته لهذا النوع من الدراسات، وتم استخدام الاستبانة كأداة فعالة لجمع البيانات، كما تم تحليل البيانات باستخدام الحزمة الإحصائية للعلوم الاجتماعية (SPSS). كشفت نتائج هذه الدراسة : أن تطبيقات الهاتف المحمول المستخدمة في هذه الدراسة لها العديد من التأثيرات الإيجابية على تطوير مهارات التحدث بين طلاب ماجستير تدريس اللغة . فهي تشجعهم على التحدث باللغة الإنجليزية بطلاقة. علاوة على ذلك، فهي تساعد في تعلم مفردات جديدة للتحدث باللغة الإنجليزية. كما

أنها تسمح للطلاب بالتفاعل مع المحتوى التعليمي، دون وجود أي حاجز مكاني في الواقع. كما أنها تساعد المتعلمين على ممارسة التحدث باللغة الإنجليزية بشكل أكبر. حيث يؤكد هذا إلى أن طلاب ماجستير تدريس اللغة الإنجليزية لديهم اتجاهات إيجابية نحو استخدام تطبيقات الهاتف المحمول لتطوير مهارات التحدث باللغة الإنجليزية. بالإضافة إلى ذلك، تعمل تطبيقات الهاتف المحمول على تعزيز نماذج التعلم التعاوني وتساعد المشاركين على تطوير مهاراتهم في التحدث باللغة الإنجليزية. وأكد معظم المشاركين أن أكثر تطبيقات الهاتف المحمول فعالية هي تطبيقات الوسائط الاجتماعية وتطبيقات بث الفيديو. أخيراً، اتفق غالبية المشاركين على أن خطر فقدان الأجهزة أو إساءة استخدامها أو إتلافها يخلق عقبات أمام استخدام تطبيقات الهاتف المحمول في الفصول الدراسية. وأخيراً، خلص الباحث إلى التوصيات التالية بناءً على نتائج هذه الدراسة: يجب تنفيذ تطبيقات الهاتف المحمول في تدريس جميع مهارات اللغة نظراً لنتائج الدراسة التي تشير إلى التأثير الكبير لتطبيقات الهاتف المحمول في تحسين مهارات التحدث لدى الطلاب. كما يجب استخدام أنظمة التعلم التعاوني ونماذج التعلم القائم على المشاريع في تطوير اللغة الإنجليزية لطلاب ماجستير تعليم اللغة الإنجليزية.

Background of the study:

In recent years, changes in the world of English as a Foreign Language (EFL) education have emerged amid advances in the digital age, including the rapid development of Artificial Intelligence (AI) technologies. Digital application and integration in English Language Teaching (ELT) have also been boosted by the alarming outbreak of the COVID-19 pandemic in 2020 when face-to-face communication and interaction in the classroom immediately became impossible. Most EFL teaching and learning activities had to take place online. Consequently, Mobile-Assisted Language Learning (MALL) and E-Learning Systems that utilize smartphones, computers, and the internet became dominant and necessary ways of delivering teaching content and interacting between teachers and students again. Therefore, exploring the relationship between various digital technologies, including mobile applications, AI, E-Learning Systems, and Digital Learning Platforms on the one hand, and students' learning outcomes and language skills on the other is of crucial importance, Rahim and Chandran, (2021).

Al-Busaidi, S. (2017, p. 22) mentioned that “Proficiency in English language is particularly critical and heavily emphasized in the academic framework of Saudi Arabia”. Juceviciene, (2008) viewed that various academics have identified issues with traditional methods of teaching English in this context and have recommended the adoption of contemporary, effective approaches. Mobile applications thus present significant potential for the enhancement of English language skills.

This study aims to investigate the use of mobile applications for the improvement of English speaking skills among a cohort of students. According to Hossain, M.(2018) the researcher assumed that the utilization of mobile applications for English language learning will have a considerable positive impact on the speaking skills of the participating students. (Rashid et al., 2017) reported that the interactive and immersive nature of these applications might enable students to practice speaking in practical settings, and will resulting in increased confidence and fluency. Moreover, Baptista & Oliveira,(2019) Said that the accessibility of language learning materials at all times and from any location proved to be a major benefit for the students. The inclusion of gamified elements and incentives within the applications motivated students to actively engage in language learning activities, rendering the process more enjoyable and effective. In summary, the current study emphasizes the potential of mobile applications for the development of English language speaking skills within the setting of middle sized university in the western part of gulf countries. According to Rajendran and Yunus (2021) the integration of modern technology in language learning has the capacity to enhance students’ speaking abilities and motivation, ultimately contributing to a more effective and efficient English language education system within Sudanese context.

Chen et al. (2020) stated that mobile learning is the process

of learning across multiple contexts, through social and content interactions, using personal electronic devices. The greatest advantages of m-learning are that it takes place in real-time and real-life, enabling greater personalization and socialization of learning. Furthermore, Rajendran and Yunus (2021) mentioned that over the last decade, a significant amount of research has been conducted with the aim of understanding the role of m-learning in the educational process. Al-Johali, K. Y. (2019) investigated the use of mobile applications to teach vocabulary. In addition to the abovementioned studies Alfawareh, (2014) examined the mobile learning adoption from students' perceptions and challenges. These studies have led to an increased understanding of both the possibilities offered by m-learning, including enhanced educational processes, and the barriers to its implementation. According to Chen et al. (2020) the development of students' English language skills, through the use of mobile applications, has received relatively little attention in the literature. Mobile learning has quickly gained popularity in recent years due to its flexibility and accessibility. With the increasing use of smartphones and other personal electronic devices, m-learning has emerged as a convenient and efficient way for individuals to engage in educational activities anytime and anywhere. The use of mobile applications for language learning, in particular, has shown great potential for improving students' proficiency in English. In addition to that Darsih and Asikin (2020) said that these applications often provide interactive and engaging content that allows learners to practice and enhance their language skills in a fun and effective manner. In addition to language learning, mobile applications can also support other educational activities such as collaborative projects, virtual simulations, and personalized learning experiences. Klimova & Zamborova, (2020) added that the integration of m-learning into the educational process has the potential to transform traditional

classroom settings and provide students with more dynamic and interactive learning opportunities. However, its many benefits, the implementation of m-learning also presents challenges such as limited access to technology, concerns about the quality of educational content, and issues related to digital literacy and skills. Addressing these barriers is essential to ensure the successful integration of m-learning into formal education settings.

Research Problem:

The significance of the English language has increased substantially, especially in the realms of communication, consumption of knowledge, and entertainment on the internet. The acquisition of new knowledge, social connections, and pursuit of employment opportunities are all crucial elements affected by the English language. These factors, among others, motivate students to concentrate on the improvement of their English language proficiency. Among these skills, the ability to communicate fluently in English is arguably the most vital yet challenging to develop. Regrettably, the educational system at Sudan University of science and technology offers limited opportunities for students to practice and enhance their speaking abilities. These limitations, among others, have driven English language learners to seek alternative methods beyond the traditional classroom environment to enhance their learning. As a result, there has been a substantial increase in the use of mobile applications as a means to enhance speaking abilities. However, this excessive dependence on mobile applications may result in both positive and negative outcomes for English language learners' speaking skills.

Therefore, this study examines the efficacy of English speaking mobile applications in developing this skill, conducted at the master students at Sudan University of Science and Technology. Data will be gathered through questionnaires, to assess whether these applications might help students enhance their speaking

abilities and expand their vocabulary and enhance their speaking skills or not.

Research Objectives :

The fundamental objective of this study is to examine the role of mobile applications in developing English language Learners' speaking skills from perspectives of ELT master students batch 20.

To achieve this fundamental objective, the present study seeks to accomplish several objectives:

1. To know the ELT master students attitudes towards using mobile applications in developing English language speaking skills.
2. To identify the mobile applications which should be utilized to improve the ELT master students speaking skills
3. To examine the factors that encourages the ELT master students for using mobile applications.
4. To identify the barriers obstruct ELT master's students from using mobile application in their learning process.
5. To examine the impact of mobile applications on ELT master's students speaking skills development.

Research questions:

The research will address the following questions:

1. What are ELT master students' attitudes towards using mobile applications in developing English language speaking skills
2. Which mobile applications can be utilized to improve the speaking skills of ELT master students?
3. Why do features of the devices, user's expectations and pedagogical advantage are factors that encourage students using mobile applications?
4. What are the barriers obstruct ELT master students from using mobile application.

Significance of the Study:

This research is significant for several reasons. Firstly, it provides valuable information that aims to enhance our understanding of how mobile applications impact the speaking abilities of English language learners. Additionally, the study explores the domain of speaking skills and offers potential benefits for those involved in curriculum development, education, and language learners. Furthermore, the research presents and analyzes the perspectives of English language learners on the use of mobile applications for speaking practice. This information could be a valuable resource for educators and curriculum developers in understanding learners' preferences, readiness, and potential challenges related to speaking practice using mobile applications. Finally, the study has the potential to empower learners to play a more active role in their education.

Theoretical framework:

The importance of English language speaking skills:

Numerous students consider verbal communication to be the most vital skill to cultivate in order to gauge their language proficiency. The fundamental objective of language acquisition is to effectively communicate with others and comprehend spoken language. This skill is essential not only for interactions with instructors and peers, but also for everyday activities such as shopping, traveling, and socializing. While mobile applications have proven to be beneficial in improving speaking abilities, the commercially available voice-based apps lack the ability to tailor their content to individual proficiency levels, focusing solely on language accuracy. Consequently, many students are unable to fully utilize these apps to enhance their speaking skills (Alrumayh, et, al.2021)

Mobile learning:

There have been several attempts to classify the definitions

of mobile learning used in the literature into a comprehensive framework. The understanding of mobile learning will itself influence the progress and direction of mobile learning and its perception and acceptance by the wider educational community. According to (Traxlor, 2015), mobile learning is, “any educational provision where the sole or dominant technologies are handhelds or palmtop devices”.

Traxler (2015) defines mobile learning as encompassing mobile phones, smartphones, personal digital assistants (PDAs), and peripheral devices, including tablet PCs and potentially laptop PCs, but excluding desktops in carts and similar solutions. Traxler, also noted three categories of mobile learning in past literature. The early approach focused on the nature of mobile devices, particularly handheld or palmtop electronic devices. The next generation of definitions placed greater emphasis on mobility but still primarily centered on the technology's mobility. The third category shifted focus from the technology to highlight the learner's mobility and the learning process. Many researchers and educators view mobile learning as a direct descendant of e-learning. Quinn (2016) and Pink wart, et al. (2014) defined m-learning as “e-learning that uses mobile devices”. Mostakhdemin and Tuimala, (2015) simply consider mobile learning as the natural progression of e-learning, filling in a missing component of the solution, namely the addition of wireless capability, Criollo et al.(2021).

Benefits and Challenges of Using Mobile Applications for Language Speaking Skills Development

Several obstacles identified in the study have prompted the researchers to offer suggestions for mobile app developers and English language instructors to address and reduce these obstacles to maximize the benefits of mobile applications for spoken English. The study conducted by Ahmed, Salahuddin, and Qamar (2015) on improving communication skills through mobile apps con-

firmed the benefits mentioned earlier. It contributed to the enhancement of oral fluency, the provision of authentic content, and the development of confidence. The study also found that students' readiness and interest in using mobile apps positively supported the development of English-speaking skills. This research offers valuable insights for educators and developers seeking to enhance spoken English skills through mobile applications. By understanding the challenges and recommendations presented by the researchers, educators and developers can develop more effective and beneficial mobile apps for English language learners. The study emphasizes the significance of active participation, authentic content, and user-friendly interfaces in mobile apps designed for spoken English practice and improvement, and the importance of addressing challenges and incorporating the appropriate recommendations to enhance the effectiveness of such applications. The findings of the study also underscore the essential components of successful mobile apps for spoken English, emphasizing the need for interactive and engaging content, clear and effective feedback mechanisms, and the incorporation of cultural nuances. The examination of challenges faced by language learners using mobile apps sheds light on the critical aspects that need to be addressed by developers to ensure the usability and relevance of the tools. The study's findings of students' motivations and preferences for using mobile apps also provide valuable information for customizing the features and resources offered to cater to individual learning styles and goals. The study also highlights the significance of continuous updates and improvements to address evolving challenges and technological advancements, ensuring that mobile apps remain effective and beneficial for English language learners. Overall, this research provides a comprehensive understanding of the opportunities and challenges associated with using mobile apps for spoken English proficiency and offers practical guidance for

educators and developers to enhance the language learning experience through innovative and tailored mobile resources, (Angel et al.2021), Alhamarneh and Mahinderjit, (2024).

Furthermore, the information and communication technology tools such as smart phones, laptops PCs with the connection to wireless networks facilitate M-Learning. M-Learning can assist the instructors and learner and to extend beyond the traditional schoolrooms levels. Mobile devices offer instructors and learners and support them with new opportunities to interact with each other and offer them access to relevant information (Elias, 2011). According to Crescente and Lee, (2011) the following benefits of m-Learning such as, anytime access to content. Anywhere access to content, support distance learning, enhance student-centered learning, support differentiation of student learning needs and personalized learning, and enhance interaction between and among learners and instructors.

Challenges of M-learning in English language learning:

The previous benefits do not come without challenges. The rapid spread of mobile applications has outpaced the traditional software applications. Moreover, the economic situation; technical issues and other factors can occur in implementation of mobile devices in learning e.g. The following issues: Connectivity and battery life, screen size and key size (Maniar and et.al. 2008). Furthermore, Limited memory (Elias, 2011) added that number of file/asset formats supported by a specific device and content security or copyright issue from authoring group. Moreover, (Masters, K., 2017) mentioned, the disruption of students' personal and academic lives and access to and use of the technology in developing countries.

Research Model and Methodology:

This study employed a descriptive research method, which used direct explanation, analysis and description of a particular

phenomenon without interference from the researcher (Copper and Schindler, 2014). This method assisted the researcher to recognize and explain the features of the study population and their relationships. This study also employed an inductive approach, Creswell and Plano Clark (2017, p.23) said that the inductive researcher works from the “bottom-up, using the participants’ views to build broader themes and generate a theory interconnecting the themes”.

Participants:

Parahoo (2006, p.258) defines the population as “the total number of units from which data can potentially be collected”. Also, Copper and Schindler (2014) define the population as “the total collection of elements about which the researcher intended to make inferences”. The current study was interested in making judgments about all English language master students at (SUST)

Sampling

This study employed simple random sampling technique to select the study sample. Mugenda et al. (2012) define random sampling technique as a method that gives all elements of a study population an equally chance of being sampled. Proctor et al. (2010) define a sample as “a proportion of a population”. Furthermore, they claim that, in quantitative research, the size of the sample should be calculated at the design stage. According to OECD (2012) the sampling technique is the specific process through which the entities of the sample are selected.

Cooper and Schindler (2014) assured that the sample size comprises a group of respondents, representing a part of target population who’s selected to represent that population. Therefore, the sample will be selected randomly out of master students at SUST. A total of 30 valid responses were obtained from the participants of the study without any missing. Finally, this study conducted in academic year 2024

Questionnaire

In this study the researcher is going to use a questionnaire as data collection instrument. Copper and Schindler (2014) defines primary data as “original search where data being collected is designed specifically to answer the research questions”. According to Brown (2001, p.6) questionnaires are “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers.”

Furthermore, Schindler states that a questionnaire is one of the most popular techniques of data gathering in quantitative research. The survey is very popular because it is easy to build, very adaptable, and capable of collecting a vast amount of information immediately in such a way that it is quickly process able. Therefore, the researcher used questionnaires to collect primary data. The questionnaire was divided into two sections. The first section captured the demographics of the research participants. The first part gathered general information about the participants including their age English levels. The second part includes the questionnaire statements.

Analysis Technique and Test Statistics

For data analysis, Statistical Package for Social Science (SPSS) is seen as the most advanced and popular software. SPSS is a popular tool for most research, and because of its ease of use, the data obtained for this thesis research was analyzed there. Reliability and validity tests were used to determine the questionnaires' internal consistency and, in particular, nonparametric methods were used for testing the study's hypotheses using the ANOVA with Friedman's chi-square test.

Reliability and validity for the main hypotheses study

Section statements	Reliability	Validity	Items	Interpretation
1- ELT learners' attitudes towards using mobile applications in developing English language speaking skills.	0.733	0.856	6	Relatively High
2- Mobile applications used to improve the speaking skills of ELT master students'	0.725	0.851	4	Relatively High
3- Students' encouragement to use mobile phone applications.	0.859	0.927	5	Reliable
4- Barriers obstructing ELT master students' from using mobile applications.	0.819	0.905	6	Reliable
5- for all questionnaire	0.878	0.937	21	Reliable

Ezzelden. I.M. (2025)

In this study from the above table, we see that for all questionnaires the Cronbach alpha was 0.878 which implies that is very good internal consistency (reliable), the scale is suitable to use for this study and the question consistently captures the concept of job satisfaction, and the statement (ELT master students' attitudes towards using mobile applications in developing English language speaking skills) was 0.733 (range: 0.70 to 0.79), which indicated as relatively high reliability, for the statement (Mobile applications used to improve the speaking skills of ELT master students was

0.725 (range:0.70 to 0.79), which indicated as relatively high reliability, and for, (Students' encouragement to use mobile phone applications) was 0.859 (range: 0.80 to 0.89), which indicated as reliable, for the statement (Barriers obstructing ELT master students from using mobile applications) was 0.819 (range: 0.80 to 0.89), which indicated reliable.

Data Discussion

EFL learners' attitudes towards using mobile applications in developing English language speaking skills

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. deviation	rank
1- Mobile applications encourage me to speak English fluently.	0 %0.0	10 4.4 %	27 11.9 %	85 37.4 %	105 46.3 %	4.26	0.834	3
2- Using mobile applications helps me learn new vocabulary for speaking English	1 %0.4	2 0.9 %	9 %4.0	81 %35.7	134 %59.0	4.52	0.661	1
3- Using mobile applications helps me practice speaking English more.	0 %0.0	10 %4.4	27 %11.9	75 %33.0	115 %50.7	4.30	0.846	2
4- Mobile applications help me build speaking confidence.	3 %1.3	18 %7.9	34 %15.0	84 %37.0	88 %38.8	4.04	0.998	5
5- Learning English through mobile applications improves my pronunciation.	2 %0.9	15 %6.6	29 %12.8	90 %39.6	91 %40.1	4.11	0.929	4
6- Using mobile applications for English-speaking practice causes distraction and lack of concentration.	38 %16.7	73 %32.2	41 %18.1	36 %15.9	39 %17.2	2.85	1.350	6

Ezzelden. I.M. (2025)

To evaluate respondents' answers to the primary question, **“What are EFL learners' attitudes towards using mobile applications to develop English language speaking skills?”** Table (2) presents the statements' frequencies, percentages, means, standard deviations, and ranks.

Mobile applications encourage me to speak English fluently. Among respondents, no participants completely rejected the idea of the statement. 4.4 % disagree, 11.9 % neutral, 37.4 % agree, and 46.3 % strongly agree. The results demonstrate strong agreement among respondents that mobile applications encourage them to speak English fluently. Responses are positive and consistent with a mean score of 4.26 and a small standard deviation of 0.824. The statement's third-place rank highlights its importance and the strong perception among respondents that mobile applications encourage them to speak English fluently.

Using mobile applications helps me learn new vocabulary for speaking English. Among respondents, just 0.4 % strongly disagree, 0.9 % disagree, 4 % neutral, 35.7 % agree, and 59 % strongly agree. The results show overwhelming agreement that mobile applications help respondents learn new vocabulary for speaking English. Responses are positive and consistent with a mean score of 4.52 and a small standard deviation of 0.661. The statement's first-place rank highlights its importance and the strong perception among respondents that mobile applications help them to learn vocabulary for speaking English.

Using mobile applications helps me practice speaking English more. Just 0.4 % strongly disagree. Among respondents, 0.9 % disagree, 11.9 % neutral, 33.0 % agree, and 50.7 % strongly agree. The results show overwhelming agreement that mobile applications help respondents practice speaking English more. Responses are positive and consistent with a mean score of 4.30 and a small standard deviation of 0.846. The statement's second-place rank

highlights its importance and the strong perception among respondents that mobile applications help respondents practice speaking English more.

Mobile applications help me build speaking confidence. Among respondents, %1.3 strongly disagree, %7.9 disagree, %15.0 neutral, 37.0 % agree, and %38.8 strongly agree. The results show overwhelming agreement that mobile applications help respondents build speaking confidence. Responses are positive and consistent with a mean score of 4.04 and a small standard deviation of 0.998. Although this statement ranks fifth in the overall list, it still reflects a significant positive impact of mobile applications on building speaking confidence.

Learning English through mobile applications improves my pronunciation. Among respondents, %0.9 strongly disagree, % 6.6 disagree, %12.8 neutral, 39.6 % agree, and 40.1 % strongly agree. The results show overwhelming agreement that mobile applications help respondents learn English to improve their pronunciation. Responses are positive and consistent with a mean score of 4.11 and a small standard deviation of 0.929. Although this statement ranks fourth in the overall list, it still reflects a significant positive impact of mobile applications helping respondents learn English to improve their pronunciation.

Using mobile applications for English-speaking practice causes distraction and a lack of concentration. Among respondents, 16.7 % strongly disagree, %32.2 disagree, %18.1 neutral, % 15.9 agree, and %17.2 strongly agree. The results show neither agree nor disagree that mobile applications cause distraction and lack of concentration. Responses are positive and consistent with a mean score of 2.85 and a small standard deviation of 1.350. Although this statement ranks sixth in the overall list, it still reflects a significant positive impact of mobile applications on causing distraction and a lack of concentration.

Mobile applications used to improve the speaking skills of EFL learners

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. deviation	rank
7- Using social media applications (e.g., Facebook, Twitter, Instagram) and video streaming applications (e.g., YouTube, Netflix) helps me improve my English-speaking skills.	3 %1.3	4 %1.8	12 %5.3	71 %31.3	137 %60.4	4.48	0.987	1
8- Using online English learning applications (e.g., Hello English, Duolingo, Babbel) helps me improve my English-speaking skills.	2 %0.9	14 %6.2	42 %18.5	68 %30.0	101 %44.5	4.11	0.974	2
9- Using English language exchange applications (e.g., Tandem, Hello Talk) helps me improve my English-speaking skills.	1 %0.4	6 %2.6	76 %33.5	66 %29.1	78 %34.4	3.94	0.908	3

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. deviation	rank
10- Using voice messaging applications (e.g., WhatsApp, LINE, WeChat) helps me improve my English-speaking skills.	0 %0.0	25 %11.0	26 %21.6	76 33.5	77 %33.9	3.90	0.995	4

Ezzelden. I.M. (2025)

To evaluate respondents' answers to the primary question, **“What are the Mobile applications used to improve the speaking skills of EFL learners?”** Table (3) presents the statements' frequencies, percentages, means, standard deviations, and ranks.

Using social media applications (e.g., Facebook, Twitter, Instagram) and video streaming applications (e.g., YouTube, Netflix) helps me improve my English-speaking skills. Among respondents, 1.3 % strongly disagree, 1.8 % disagree, 5.3 % neutral, 31.3 % agree, and 60.4 % strongly agree. The results show overwhelming agreement that social media applications and video streaming applications help respondents improve their English-speaking skills. Responses are positive and consistent with a mean score of 4.48 and a small standard deviation of 0.978. Although this statement ranks first in the overall list, it still reflects a significant positive impact of social media applications and video streaming applications helping respondents improve their English-speaking skills.

Using online English learning applications (e.g., Hello English, Duolingo, Babbel) helps me improve my English-speaking skills. Among respondents, 0.9 % strongly disagree, 6.2 % disagree, 18.5 % neutral, 30.0 % agree, and 44.5 % strongly agree. The results

show overwhelming agreement that online English learning applications help respondents improve their English-speaking skills. Responses are positive and consistent with a mean score of 4.11 and a small standard deviation of 0.974. Although this statement ranks second in the overall list, it still reflects a significant positive impact of online English learning applications helping respondents improve their English-speaking skills.

Using English language exchange applications (e.g., Tandem, Hello Talk) helps me improve my English-speaking skills. Among respondents, 0.4 % strongly disagree, 2.6 % disagree, 33.5 % neutral, 29.1 % agree, and 34.1 % strongly agree. The results show overwhelming agreement that English language exchange applications help respondents improve their English-speaking skills. Responses are positive and consistent with a mean score of 3.94 and a small standard deviation of 0.908. Although this statement ranks third in the overall list, it still reflects a significant positive impact of English language exchange applications helping respondents improve their English-speaking skills.

Using voice messaging applications (e.g., WhatsApp, LINE, WeChat) helps me improve my English-speaking skills. Among respondents, no participants completely rejected the idea of the statement. 11.0 % disagree, 21.6 % neutral, 33.5 % agree, and 33.9 % strongly agree. The results show overwhelming agreement that voice messaging applications help respondents improve their English-speaking skills. Responses are positive and consistent with a mean score of 3.90 and a small standard deviation of 0.995. Although this statement ranks third in the overall list, it still reflects a significant positive impact of voice messaging applications helping respondents improve their English-speaking skills.

Students' encouragement to use mobile phone applications

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. deviation	Rank
11- Mobile phone applications enhance collaborative learning models and assist me in developing speaking skills in English.	3 1.3 %	9 4.0 %	30 13.2 %	89 39.2 %	96 42.3 %	4.17	0.898	5
12- Mobile phone applications encourage interactive learning and help me improve my speaking skills.	1 0.4 %	10 4.4 %	30 13.2 %	95 41.9 %	91 40.1 %	4.17	0.851	4
13- The usability of mobile applications helps me in developing my speaking skills in English.	0 0.0 %	5 2.2 %	24 10.6 %	98 43.2 %	100 44.1 %	4.29	0.743	2
14- Mobile phone applications are practical and effective in developing my speaking skills in English.	1 0.4 %	9 4.0 %	25 11.0 %	91 40.1 %	101 44.5 %	4.24	0.835	3
15- Mobile phone applications facilitate contextual learning of the English language which helps develop my speaking skills in English.	2 0.9 %	5 2.2 %	23 10.1 %	81 35.7 %	116 51.1 %	4.34	0.817	1

Ezzelden. I.M. (2025)

To evaluate respondents' answers to the primary question, **“What are the students' encouragement to use mobile phone applications?”** Table 4 presents the statements' frequencies, percentages, means, standard deviations, and ranks.

Mobile phone applications enhance collaborative learning models and assist me in developing speaking skills in English. Among respondents, 1.3 % strongly disagrees, 4.0 % disagree, 13.2 % neutral, 39.2 % agree, and 42.3 % strongly agree. The results show overwhelming agreement that Mobile phone applications enhance collaborative learning models and assist respondents in developing their English-speaking skills. Responses are positive and consistent with a mean score of 4.17 and a small standard deviation of 0.898. Although this statement ranks fifth in the overall list, it still reflects a significant positive impact of Mobile phone applications enhancing collaborative learning models and assisting respondents in developing their English-speaking skills.

Mobile phone applications encourage interactive learning and help me improve my speaking skills. Among respondents, 0.4 % strongly disagrees, 4.4 % disagree, 13.2 % neutral, 41.9 % agree, and 40.1 % strongly agree. The results show overwhelming agreement that Mobile phone applications encourage interactive learning and help respondents improve their English-speaking skills. Responses are positive and consistent with a mean score of 4.17 and a small standard deviation of 0.851. Although this statement ranks fourth in the overall list, it still reflects a significant positive impact Mobile phone applications encourage interactive learning and help respondents improve their English-speaking skills.

The usability of mobile applications helps me in developing my speaking skills in English. Among respondents, no participants completely rejected the idea of the statement. 2.2 % disagree, 10.6 % neutral, 43.2 % agree, and 44.1 % strongly agree. The results show overwhelming agreement that the usability of mobile applications helps respondents develop their English-speaking skills. Responses are positive and consistent with a mean score of 4.29 and a small standard deviation of 0.743. Although this statement ranks second in the overall list, it still reflects a significant positive

impact, the usability of mobile applications helps respondents develop their English-speaking skills.

Mobile phone applications are practical and effective in developing my speaking skills in English. Among respondents, 0.4 % strongly disagrees, 4.0 % disagree, 11.0 % neutral, 40.1 % agree, and 44.5 % strongly agree. The results show overwhelming agreement that Mobile phone applications are practical and effective in developing respondents' speaking skills in English. Responses are positive and consistent with a mean score of 4.24 and a small standard deviation of 0.835. Although this statement ranks third in the overall list, it still reflects a significant positive impact Mobile phone application are practical and effective in helping respondents develop their speaking skills in English.

Mobile phone applications facilitate contextual learning of the English language which helps develop my speaking skills in English. Among respondents, 0.9 % strongly disagrees, 2.2 % disagree, 10.1 % neutral, 35.7 % agree, and 51.1 % strongly agree. The results show overwhelming agreement that Mobile phone applications facilitate contextual learning of the English language which helps respondents develop speaking skills in English. Responses are positive and consistent with a mean score of 4.34 and a small standard deviation of 0.835. Although this statement ranks first in the overall list, it still reflects a significant positive impact Mobile phone applications facilitate contextual learning of the English language which helps respondents develop their English-speaking skills.

Table: 5.5. Barriers obstructing EFL learners from using mobile applications

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. deviation	rank
16- The rapid development of mobile phone applications limits my chances of using updated ones in the classroom for learning English.	27 11.9 %	60 26.4 %	54 23.8 %	39 17.2 %	47 20.7 %	3.08	1.319	6
17- Inadequate teacher knowledge and experience with technology limit my use of mobile phone applications in the classroom for learning English.	22 9.7 %	34 15.0 %	53 23.3 %	66 29.1 %	52 22.9 %	3.41	1.260	2
18- Small screen size and limited memory hinder my use of mobile phone applications in the classroom for learning English.	22 9.7 %	51 22.5 %	47 20.7 %	60 26.4 %	47 20.7 %	3.26	1.282	5
19- Short battery life and small key-boards hinder my use of mobile phone applications in the classroom for learning.	18 7.9 %	55 24.2 %	34 15.0 %	65 28.6 %	55 24.2 %	3.37	1.298	3

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. deviation	rank
20- The risk of losing, mis-using, or damaging devices creates obstacles to using mobile phone applications in the classroom for learning English.	13 5.7 %	29 12.8 %	48 21.1 %	74 32.6 %	63 27.8 %	3.64	1.179	1
21- The negative attitudes of teachers towards mobile phone applications prevent me from using such applications in English-speaking classes.	23 10.1 %	44 19.4 %	54 23.8 %	53 23.3 %	53 23.3 %	3.30	1.279	4

Ezzelden. I.M. (2025)

To evaluate respondents' answers to the primary question, **“What are the Barriers obstructing EFL learners from using mobile applications?”** Table (5) presents the statements' frequencies, percentages, means, standard deviations, and ranks.

The rapid development of mobile phone applications limits my chances of using updated ones to learn English in the classroom.

The rapid development of mobile phone applications limits my chances of using updated ones in the classroom for learning English. Among respondents, 11.9 % strongly disagree, 26.4 % disagree, 23.8 % neutral, 17.2 % agree, and 20.7 % strongly agree. The mean score of 3.08 and a standard deviation of 1.319 indicate moderate agreement on this issue. Although this statement ranks sixth overall, it highlights a relevant concern that evolving technology may impact the effective use of mobile apps for developing English-speaking skills.

Inadequate teacher knowledge and experience with technology limit my use of mobile phone applications in the classroom for learning English. Among respondents, 9.7 % strongly disagree, 15.0 % disagree, 23.3 % neutral, 29.1 % agree, and 22.9 % strongly agree. The mean score of 3.41 and a standard deviation of 1.260 indicate moderate agreement on this issue. Ranking second overall, this highlights a significant barrier to effectively utilizing mobile applications for developing English-speaking skills.

Small screen size and limited memory hinder my use of mobile phone applications in the classroom for learning English. Among respondents, 9.7 % strongly disagree, 15.0 % disagree, 23.3 % neutral, 29.1 % agree, and 22.9 % strongly agree. The mean score of 3.26 and a standard deviation of 1.282 indicate moderate agreement on this issue. Ranking fifth overall, this highlights a notable challenge in effectively utilizing mobile applications for developing English-speaking skills.

Short battery life and small keyboards hinder my use of mobile phone applications in the classroom for learning. Among respondents, 7.9 % strongly disagree, 24.2 % disagree, 15.0 % neutral, 28.6 % agree, and 24.2 % strongly agree. The mean score of 3.37 and a standard deviation of 1.298 indicate moderate agreement on this challenge. Ranking third overall, this highlights a significant barrier to effectively using mobile applications for developing English-speaking skills.

The risk of losing, misusing, or damaging devices creates obstacles to using mobile phone applications in the classroom for learning English. Among respondents, 5.7 % strongly disagree, 12.8 % disagree, 21.1 % neutral, 32.6 % agree, and 27.8 % strongly agree. The mean score of 3.64 and a standard deviation of 1.179 indicate strong agreement on this issue. Ranking first overall, this highlights a major challenge in incorporating mobile applications into classroom learning for developing English-speaking skills.

The negative attitudes of teachers towards mobile phone applications prevent me from using such applications in English-speaking classes. Among respondents, 10.1 % strongly disagree, 19.4 % disagree, 23.8 % neutral, 23.3 % agree, and 23.3 % strongly agree. The responses indicate moderate agreement with a mean score of 3.30 and a standard deviation of 1.279. Ranking fourth overall, this highlights a notable barrier to integrating mobile applications into English-speaking classes.

Hypotheses testing

Hypothesis testing is a systematic procedure for deciding whether the results of a research study support a particular theory that applies to a population, using a certain test according to a type of data which are quantitative and qualitative data to verify the research hypotheses and questions chi-square test was use and the result shown in tables.

Conclusions, Findings, and Recommendations

Final Finding Discussion

Based on data analysis in the previous chapter, as well as answering the research questions, and testing the research hypotheses, the study concluded with the following findings:

To evaluate respondents' answers to the primary question

“What are ELT master students' attitudes towards using mobile applications to develop English language speaking skills. The results demonstrate strong agreement among respondents that mobile applications encourage them to speak English fluently. Moreover, using mobile applications helps me learn new vocabulary for speaking English. Furthermore, the results show overwhelming agreement that mobile applications help respondents learn new vocabulary for speaking English. Also, The results show overwhelming agreement that mobile applications help respondents practice speaking English more. This indicates that ELT master students' have positive attitudes towards using mobile applications

to develop English language speaking skills. This analysis underscores the strong positive attitudes towards mobile applications for learning English, alongside the recognition of some barriers to their use.

To evaluate respondents' answers to the primary question: What are the Mobile applications used to improve the speaking skills of ELT master Students'. The results show overwhelming agreement that social media applications and video streaming applications help respondents improves their English-speaking skills.

To evaluate respondents' answers to the primary question: what is the students' encouragement to use mobile phone applications. The results show overwhelming agreement that mobile phone applications enhance collaborative learning models and assist respondents in developing their English-speaking skills

To evaluate respondents' answers to the primary question: "What are the barriers obstructing EFL learners from using mobile applications? The results show that the risk of losing, misusing, or damaging devices creates obstacles to using mobile phone applications in the classroom for learning English. Ranking first overall, this highlights a major challenge in incorporating mobile applications into classroom learning for developing English-speaking skills.

Conclusion

This research focused on role of mobile applications in developing English Language Learners' speaking skills from perspectives of English Language ELT master students. It employed a descriptive method and used the questionnaire for data collecting, the analysis of data revealed that: the use of mobile applications has many positive impacts on the development of speaking skills among ELT master students – SUST. It encourages them to speak English fluently. Moreover, it helps in learning new vocabulary for speaking English. Also, it allows students to interact with the edu-

educational content, without having any space barrier in the real world. It helps the learners to practice speaking English more. This indicates that ELT master students have positive attitudes towards using mobile applications to develop English language speaking skills. Furthermore, mobile applications enhance collaborative learning models and assist participants in developing their English-speaking skills. Most of the participants emphasized that the most effective mobile applications are social media applications and video streaming applications. Finally, the majority of the respondents agreed that the risk of losing, misusing, or damaging devices creates obstacles to using mobile phone applications in the classroom for learning process.

Based on the findings of the study, the researcher recommended the following recommendations.

Recommendations

- Mobile applications should be implemented in teaching all language skills due to the results of this study which indicate the significant effect of mobile applications in improving students' speaking skills.
- Collaborative learning systems and project-based learning models should be used in the development of ELT master student's English language skills.

Suggestions for Further Studies

Further studies can be conducted, shown as follows:

1. Teachers' fear of using mobile applications in English language instruction might be the subject of future study.
2. Utilizing (AI) to enhance the students' productive skills.
3. Factors Affecting Mobile Adoption in English Language Learning From Perspectives of Learners and Teachers
4. The Impact of digital technologies on the development of students' writing skills.

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