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Cadets` Attitudes toward Using Mobile Phones in Learning Listening and Speaking Skills at Prince Faisal Technical College in Jordan

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Abstract
This study aimed to explore Prince Faisal Technical College cadets' attitudes toward using mobile phones in learning listening and speaking skills. Moreover, it also aimed to gain insight into the awareness of Prince Faisal Technical College cadets about the significance of using technology wisely (mobile phones) in learning listening and speaking skills. 100 cadets from Prince Faisal Technical College took part in the study during the second semester of the academic year 2021–2022. A questionnaire was used to collect the data. The findings of the study showed positive attitudes among cadets at Prince Faisal Technical College towards using their mobile phones to learn listening and speaking skills. The results also showed that the percentage of using mobile phones was high.
Key Words*:*Listening skills, Mobile Phones, Prince Faisal Technical College, Speaking skills.

Introduction

Language learning has benefited from information technology, with one of the most appealing technologies being the discovery of mobile phones, which offer a revolutionary approach to teaching. In comparison to the traditional learning, the mobile phone may access the Internet, run software and multimedia applications, and send or receive instant text messages, all of which improve the effectiveness of language learning. With this way of acquiring foreign languages, high-capability mobile phones are reaching into wholefields of human life, and it is projected to change many elements of learning process. Many instructors believe that these devices are the new generation of effective learning tools (Sharples, 2000). According to Gay et al., (2001), these tools are an extension of learning tools rather than a substitute for current learning tools since they show new possibilities in a new setting. According to several experts, because of their portability and accessibility, students can interact with peers and instructors and access learning resources on mobile devices without being limited by time or area (Chinnery, 2006).

Furthermore, some researchers discovered that mobile technologies help with vocabulary learning (Kim, 2011), listening skills, pronunciation practice, English reading skills with personalized intelligence (Chen, Hsu, & Kinshuk, 2008), and a variety of theme-based m-learning tasks that improve contextual language learning opportunities (Tan & Liu, 2004). Other MALL research (Nash, 2007) has looked into the benefits of employing mobile devices in language acquisition. Personal, localized, authentic, spontaneous, informal, and continuous access are among the benefits of mobile devices (Kukulska-Hulme, 2009).

As a result, the rapid pace and complex nature of spoken language can overwhelm learners. It comes at them quickly, and unless they ask for repetition or explanation, they often only have one chance to listen, which can sometimes result in a loss of face in some contexts (Siegal, 2014). Speaking is considered the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes, and viewpoints (rivers, 1981).

The ability to listen is fundamental. It is crucial to both the teaching and learning of languages. Actually, a message cannot be transmitted without effective listening comprehension. The biggest challenge for students—especially those who travel to foreign countries—is not simply

their inability to converse in the local tongue, but also their huge problem understanding what is being said around them, which causes them a great deal of emotional embarrassment. A learner who has not received listening instruction, for example, will not be able to comprehend what a native speaker says. Understanding what people are saying is, therefore, crucial to all interactions. More research and assistance are needed since listening is a difficult effort. Only after intense discussion regarding the validity of listening comprehension as a distinct and crucial element of language learning did it come into focus (Rost, 1990).

Gary, (1975) claims that giving listening skill comprehension priority, especially in the early phases of second language acquisition, offers benefits of four different kinds: utility, efficiency, affective and cognitive. An initial focus on listening comprehension has the cognitive benefit of respecting a more natural approach to language learning. If students are not immediately forced to produce the linguistic material they are exposed to, language acquisition can be more effective. Language learners will employ their comprehension abilities more often. Additionally, listening comprehension leads to early success, and a sense of success will increase the learner's motivation to carry on with their studies.

Speaking is among the language skills that individuals most frequently practice around the world. Speaking is a really difficult art. It depends on the simultaneous use of several skills, which frequently increase at different rates. Speaking skills generally include at least four elements, including fluency, grammar, vocabulary, and pronunciation (Syakur, 1987).

Being able to communicate clearly and effectively is the aim of speaking skills training. Students should be able to communicate effectively while making the most of their current level of skill. They should endeavor to follow the social and cultural norms that apply in each communication setting in order to avoid miscommunication caused by poor pronunciation, grammar, or vocabulary (Burnkart1998).

Sometimes performing spoken language is simple, but other times it is difficult (Brown, 2001:270). People occasionally struggle to speak clearly when they want to. They must fulfill certain qualities of a successful speaking activity, such as talking a lot, in order for them to carry out successful speaking. The majority of the time allotted for the activity is actually taken up by learners' discussions. Although it may seem obvious, instructor discussion and pauses frequently take up the majority of the time. Participants are also even. Discussions in class are not dominated by a small number of active learners. Everyone has a chance to speak, and the contributions are spread fairly equitably (Munjayanah, 2004).

Prince Faisal Technical College is one of the military-technical colleges that cares about English language skills, especially listening and speaking skills, because of their great importance. Cadets need these two skills to communicate with foreign cadets (cadets who are fluent in English). They also should master these two skills because technical instructions at Prince Faisal Technical College are given in English. Therefore, they need to use their mobile phones continuously to enhance their listening and speaking skills. Therefore, it has become necessary to know the attitudes of the Prince Faisal Technical College cadets towards using mobile phones for learning listening and speaking skills, both to increase interest in them and to overcome the obstacles that may limit the development of these skills.

Problem of the study

Mobile phones have spread among all categories of society and have become more common and used in all areas. The researcher noted the great attachment of young people to the mobile phone and their tendencies and attitudes towards it, and cadets spent a large amount of time using mobile phones for things that were not educationally feasible. The researcher considered studying the effectiveness of using mobile phones in learning oral language skills because these mobile phones provide an attractive environment for learning. Additionally, the researcher observed through a survey of the literature that there aren't many studies on EFL studies used at military

colleges like Prince Faisal Technical College. For these reasons, the researcher has conducted the present study.

Purpose of the study

This study aims to explore Prince Faisal Technical College cadets' attitudes toward using mobile phones to learn listening and speaking skills.

Questions of the study

1. To what extent doPrince Faisal Technical College cadets' use their mobile phones in learning listening skill?
2. To what extent doPrince Faisal Technical College cadets' use their mobile phones in learning speaking skill?

Significance of the Study

The significance of this study is derived from the fact that everything around us is changing due to technology, particularly mobile phones. Additionally, the evolution of communication and the mass use of social networking have undoubtedly had an impact on every area of our lives today. Curriculums and teaching strategies are not excluded from the scope of this change. Modern society is impacted by the use of mobile phones because nearly everyone owns one, including most students, especially the younger ones. This study is an attempt to highlight the use of these devices by Prince Faisal Technical College cadets in learning both listening and speaking skills. It also aims to explore cadets' perspectives on using mobile devices as a good learning tool since this issue is new. In order to give cadets greater learning chances and give instructors a better grasp of their cadets' attitudes and requirements, further research is required to shed light on this subject. This will increase learning through the use of mobile phones for cadets.

Moreover, this study may provide us with a suitable opportunity to evaluate the level to which cadets are motivated to earn oral language skills inside classrooms by using mobile phones, which can provide training curricula that are affordable and accessible to everyone, making it possible for instructors to improve resources that meet the demands of cadets. Additionally, the current study aims to fill the research gap on this topic in military colleges. This study will mainly try to explore Prince Faisal Technical College cadets' attitudes toward using mobile phones to learn listening and speaking skills.

Literature Review

While the literature on mobile phone use in classrooms is scarce, there has been some research shedding light on the topic. Students' attitudes toward mobile phones in learning oral language skills have yet to receive much attention.

Mobile learning, also known as "mobile learning," refers to any type of learning that takes place when mediated by mobile devices; it is a type of learning that demonstrates the legitimacy of "nomadic" learners (Alexander, 2004). M-learning refers to the use of mobile devices to enable student learning and access to instructional content through a wireless medium (Litchfield et al., 2007). This type of learning is frequently associated with the use of mobile technology, specifically smartphones (Cavus, Bicen, &Akcil, 2008). While mobile phones have captured educators' attention, other technological tools such as wireless laptop computers, portable MP3 players, personal digital assistants (PDAs), electronic dictionaries, and so on are also available (Stockwell, 2010).

Mobile phones' potential to enhance learning and teaching has been sparked by the fact that they are comparatively affordable and getting more powerful, which is one way that globalization has impacted our lives (Chinnery, 2006; Kukulska-Hulme & Traxler, 2005). Another advantage is that students are more accustomed to using them than computers. According to Thornton and Houser (2003), young learners reportedly prefer to utilize mobile devices for specific tasks, such as emailing and book reading. Consider employing mobile phones in the second language classroom

for a number of pedagogical reasons. Most significantly, mobile devices are social tools that encourage genuine interaction and cooperation between students. They are therefore a perfect tool to assist the situated learning hypothesis, which contends that learning occurs more frequently when knowledge is immediately applicable and relevant to the setting (Lave & Wenger, 1991).

Active participation, digital access to knowledge, rapid feedback (summative and formative), a focus on communication, and learning experiences that are more accessible and engaging through applications and digital resources are the main ways to use mobile devices to promote learning (Synnott, 2018). Students are motivated by teachers using technology to promote learning, understand the value of resources in subject-matter instruction, and look forward to when teachers use technology (Fernandez, 2018).

Mobile devices can be harmful due to students' willingness to communicate or check notifications as soon as they appear on their screen, technological issues, off-task behaviors, or academic misconduct, as well as the fact that excessive technology use is linked to reduced cognitive thinking ability, social interaction, and mental capacity, (Tindell & Bohlander, 2012). The use of mobile devices to boost grades or assist students in achieving their academic objectives is not well supported by the available research. However, there is a connection between using mobile devices in class and getting lower grades (Tossell et al., 2015).

Evidence reveals that learners will proceed with using mobile phones in classrooms even if regulatory bans are in place, necessitating instructors' efforts to adapt classrooms depending on students' attitudes and desires (Himmelsbach, 2019). According to the literature, students and teachers must work together to develop a defined policy and plan how mobile phones will be utilized specifically in the classroom in order to improve task behaviors and optimize the benefits mobile devices can contribute to student learning (Tossell et al., 2015).

Speaking, reading, and writing are the other three language skills that are developed after learning listening skills (Renukadevi, 2014). It is crucial to communication, making up between 40 and 50 percent of all talking time (Gilman & Moody, 1984). Developing listening comprehension is a dynamic and difficult process for second-language learners and calls for a lot of practice. Mobile technologies that provide easy access and a wealth of listening practice resources can therefore readily satisfy these needs (Read & Kukulska-Hulme, 2015).

Through their tools and applications, mobile devices, with their ease of use and sophisticated immersion, offer many insights for learning English. There are thousands of listening applications available to assist kids in understanding sound and deciphering meaning from spoken sentences. Using these new devices in English listening skill, for example, can providelearners with extra meaningful learning opportunities. They can get real content by listening to a variety of voices and watching videos of speeches that are rarely heard in their daily life. (Kim, 2013).

Mobile phones also make it possible to practice listening both inside and outside of the classroom. This increases children's learning autonomy by allowing them to practice listening in a self-directed way. It is essential to foster autonomous listening since it offers long-term solutions for their present and future learning. Autonomous listening is the phrase used to explain the obligation to master listening abilities. Yi-bo (2015) asserts that independent English listening is especially advantageous for English teaching and learning. He believes that independent listening in a foreign language is essential for language acquisition. As a result, autonomous listening is critical in increasing students' understanding of recognizing the sound and meaning of presented spoken language.

Speaking is one of the most difficult and time-consuming parts of a language to master. However, activities based on speaking in the classroom are sometimes hampered by time limits. Mobile apps appear to be the ideal learning aid for speaking. It might offer a private, stress-free setting where students can feel confident in their talents. González (2012) highlights the enormous potential of mobile apps for practicing and improving certain characteristics of English

pronunciation, such as intonation, stress, and individual phonemes. Although feedback has been noted as one of the key constraints of current apps, González believes that these restrictions can be readily overcome with technological advancement.

The mobile device, according to Song and Fox (2008), considerably enhances highly motivated students' ability to converse with friends and instructors about word meanings outside of the classroom.A good mobile learning service has the capability for speech transmission as well as the ability to download dictionaries with sound functionalities. As a result, children can learn how to pronounce unfamiliar or new words correctly. Mobile devices with multimedia functions allow students to record their own voices. Teachers can thus make a more accurate assessment of their pupils' pronunciation difficulties. The pronunciation and speaking abilities of learners can be greatly enhanced by enhancing a variety of system features, such as providing a dictionary for looking up unfamiliar terms and their accurate phonetic form. The podcasting platform also provides a socially-based, software-enhanced, context-driven website for learning foreign languages. Recently, it has concentrated on mobile language learning capabilities for PDAs, smartphones, and other products. The use of multimedia features on students' mobile phones enables them to interactively study the phonetics of a particular language (Microsoft research program).

Because mobile learning allows learners to speak comfortably while a system records their voice and allows them to listen back to themselves, the speech part is just as important as the textual aspect. They can then compare their voice to an ideal pronunciation and work on improving this talent (Yannick, J, 2007).

Review of the Related Literature

Liu and Chu’s (2010) explored how games affect English learning motivation and achievement in a mobile phone environment. High school students who took part in the study were divided into two groups and given the same learning tasks to complete while using various learning aids: the control group used some printed materials and MP3/CD players while the experimental group used mobile devices. The study's findings showed that using mobile learning games in the English learning improved motivation and learning results.

Hwang and Chen (2013) carried out this study to create and assess a new system based on mobile phones for developing listening and speaking practice for EFL learners. The sample of the study was divided into two groups: the control group and the experimental group. The study's findings showed that the experimental group's language ability greatly outpaced that of the control group. The findings of this study also showed that by utilizing a personal digital assistant (PDA), students get additional opportunities to practice and improve their language skills because they can repeatedly record their personal voices and listen to other people's recordings.

Kim and Hea-Suk (2013) carried out a study to show the effects of using Mobile-Assisted Language Learning (MALL) on developing listening skills, and to explore if learners enhance their listening abilities after finishing an English course in a one-semester college. 44 students made up the study's sample, with 24 participating in the control group and 20 in the experimental group. The result of the study showed that learners improved their listening skills by contextualizing their Mobile-Assisted Language Learning practice. The findings also revealed that there are some merits and drawbacks to using mobile phones to learn listening skills inside classrooms.

Azar and Nasiri (2014) conducted a study that aimed to explore Iranian learners' perspectives on the efficiency of mobile-assisted language learning in developing their listening comprehension. The sample of the study involved four EFL learners' classes who studied English at Zaban Amooz in Mahabad, Iran. To gather data, the researcher used a questionnaire, audiobooks,

and the OPT test. The findings of the study showed that learning by using mobile learning is an effective way of improving students' listening comprehension. Moreover, the results of the study showed that mobile phones are an enjoyable and innovative method for learning new languages.

Wu et al. (2014) designed learning activities supported by a mobile learning system for students to develop listening and speaking skills in English as a foreign language (EFL). The study's participants were 35 fifth-grade students (aged 10 or 11). A questionnaire survey was used to collect data, demonstrating how students use mobile phones to perform learning activities and develop listening and speaking skills. The findings of the study revealed that students had positive attitudes and notions toward learning activities. The findings also showed that students improved their listening and speaking skills and their proficiency levels when using this device.

Bitter and Meylani (2016) investigated the efficacy of a mobile software app (Qooco Kids English) in teaching children to speak English fluently and developing their speaking abilities. To collect data, the researcher used a pre-post experimental design. The participants of the study consisted of 192 students in grade 5 at Chiang Rai Municipality School in Thailand. The findings of the study indicated that Qooco Kids English develops student achievement and abilities in both spoken and written English.

Darmi and Albion (2017) carried out a study to investigate the effect of using mobile phones as a new tool to improve students' oral interaction skills. The participants of the study were 76 students: 50 learners were assigned to the experimental group, and 26 learners were assigned to the control group. The researcher used a quantitative research design, including a survey questionnaire and course assessments. The findings revealed that students mastered their oral interaction skills and increased their performance by using mobile phones.

Laghari et al. (2017) conducted a study to develop a mobile learning application for improving learners' English listening comprehension. The participants of the study were 45 students in the third grade from rural Pakistani primary schools. The results showed that English mobile learning applications can improve learners' listening comprehension and can become helpful tools for learners in rural areas. On the other hand, they face some challenges in learning their English curriculum because their relatives do not have enough efficiency to teach them.

Salem et al., (2017) carried out this study to investigate the effect of a Web Quest-Based Program (WQBP) on enhancing students' listening and speaking skills in secondary schools. 40 students took part in the study at TemayAlAmdid School in Dakahliya, Egypt. To collect data, the researcher used some instruments, such as a speaking and listening sub-skills checklist, an online survey, and a speaking evaluation rubric. The findings of the study demonstrate that there is a high effect of the program in developing students' listening and speaking skills in secondary school.

Sun et al., (2017) conducted this study, which aimed to determine the effects of integrating mobile phones in students' learning of speaking skills for EFL classes in China. The participants of the study were divided equally into two groups, one as a control group that did not use mobile phones, and the other as the experimental group, which did. The findings revealed that the experimental group mastered English fluency more than the control group, and both groups' speaking skills improved between the pretest and posttest. On the other hand, both groups made similar progress in accuracy and pronunciation.

Azeez and Bajalani (2018) conducted a study that aimed to investigate how mobile-assisted language learning devices may be used to improve language abilities, particularly listening sub-skills, both within and outside of the classroom. The researcher used the experimental design of pretest-experiment-post-test. The sample of the study included 57 students at Koya University, divided into two groups: 31 students as the experimental group and 26 as the control group. The results showed that the experimental group fared better than the control group in terms of listening ability development due to the use of mobile-assisted language learning tools.

Artyushina and Sheypak (2018) carried out this research to examine listening challenges and how mobile phone podcasts can help with learners outside of the classroom. 800 first-year bachelor's students participated in this study. The study's findings showed that mobile technologies and handheld devices present an excellent potential to enhance the effectiveness and quality of English learning, particularly in the area of listening.

Fatimah et al., (2021) conducted this research to find out how students used mobile devices for autonomous listening. The participants in the study included 10 university students. To collect data, a questionnaire and narrative interviews were used. The results disclose that employing mobile tools for listening is successful because of their portability, convenience of use, and mobility. The use of mobile devices by students enables them to engage in enjoyable and stimulating listening activities, fostering their autonomy and listening competence.

Wulandari andSya'ya (2021), conducted this study to explore the empirical data that could verify if there is a noticeable effect of using podcasts as a learning tool on learners' listening skills or not. 50 students in the second grade in Nigari participated in this study. To collect the data, this researcher used a listening test as the research instrument. The findings of the study showed that the "podcasting tool" has had a meaningful effect on students' listening skills. Furthermore, students improved their listening abilities.

Nguyen and Teng (2022) conducted this study to explore the extent of mobile devices' acceptance as a learning tool for listening skills among some high school learners in Vietnam using the Unified Theory of Acceptance and Use of Technology. To collect data, the researcher used quantitative surveys and interviews. 260 learners from some high schools in Vietnam participated in the study. The findings of the study revealed that students showed positive attitudes toward integrating mobile devices to enhance their listening skills and showed their willingness to adopt these learning tools in the future for the educational values and benefits offered by these devices.

Methods

Research Design

The study was conducted using a survey design because it was intended to explore Prince Faisal Technical College cadets' attitudes toward using mobile phones to learn listening and speaking skills. Descriptive studies are usually the best methods for collecting information that demonstrates relationships and describes the world as it exists. The study took a quantitative approach because it was based on variables measured with numbers and analyzed with statistical procedures.

Instrument of the Study

A five-point Likert-type questionnaire was developed by the researcher with assistance from experts in the field of teaching English as a foreign language. This tool included two dimensions: cadets' attitudes toward using mobile phones to learn listening skills and cadets' attitudes toward using mobile phones to learn speaking skills. The questionnaire consisted of twenty items, divided

equally between listening and speaking skills. The participants were asked to determine the level at which they agreed with each items.

Participants of the Study

The participants of the study consisted of 100 Prince Faisal Technical College cadets in the first semester of the academic year 2022-2023. They are all between the ages of 18 and 22.

Validity and Reliability of the Instrument:

The Test-Retest technique of analysis was used on (20) of the cadets who were not involved in the study to assess the reliability of the questionnaire. As soon as the study's participants' questionnaires were submitted, the information was transcribed for statistical analysis.

Cronbach's alpha correlation coefficient was used to assess the reliability of the instrument. The results obtained elucidate the reliability of the instrument since Cronbach's alpha value was greater than 0.60. Table 1 shows the results.

Table (1): Reliability of the Questionnaire of the Study.

skill	Cronbach alpha
Speaking skill	**0.93**
Listening skill	**0.87**
Total score	**0.94**

To ensure the validity of the instrument, the questionnaire was subjected to judgment and piloting as well. it was validated by a jury of experts in English-language proficiency, including four experienced university professors in TEFL and six Ph.D. students specializing in TEFL from Jordanian universities. The jury was asked to show if the questionnaire items were suitable for the subjects of the study. Based on their recommendations, their suggestions and criticisms were taken into consideration. A few things were changed, some were removed, and still more were added. The Pearson correlation coefficient was computed to ensure the content validity of the instrument. Table 2 shows the relevant statistics.

Table (2): Pearson's Correlation Test of the Questionnaire of the Study.

#	Speaking skill	Total score	#	Listening skill	Total score
1	.97(**)	.95(**)	11	.73(**)	.67(**)
2	.56(*)	.54(*)	12	.83(**)	.86(**)
3	.62(**)	.56(*)	13	.60(**)	.50(*)
4	.82(**)	.76(**)	14	.89(**)	.95(**)
5	.78(**)	.75(**)	15	.73(**)	.74(**)
6	.95(**)	.93(**)	16	.68(**)	.71(**)
7	.78(**)	.76(**)	17	.69(**)	.64(**)
8	.77(**)	.78(**)	18	.71(**)	.74(**)
9	.69(**)	.70(**)	19	.89(**)	.95(**)
10	.97(**)	.95(**)	20	.62(**)	.59(**)

** Correlation is significant at the 0.01 level (2-tailed).

Data Analysis

As already mentioned, the present study basically sought to explore the Prince Faisal Technical College cadets' attitudes toward using mobile phones to learn listening and speaking skills. For the purpose of this study, the data gathered from the questionnaire were analyzed using the Statistical Package for Social Studies' means, standard deviations, percentages, and t-tests.

Findings and Discussion

This part introduces the analysis of the data collected for this study. ***The first questions*** aimed to explore the extent to which Prince Faisal Technical College cadets use their mobile phones to learn listening skills. To answer this question, means and standard deviations were computed, and the expected value of each statistic was calculated according to their responses, as shown in Table 3.

Table (3): Means and Standard Deviations of Students' Responses on the Questionnaire Items According to their Use of Mobile Phones in learning listening skill.

Rank	Item	Mean	Std. Deviation
1	I enjoy listening to English native speakers on my mobile phone.	3.72	1.092
2	I enjoy using my mobile phone to listen to English dialogues.	3.59	1.181
3	I enjoy listening to English on my mobile phone.	3.30	1.040
4	I think listening to English on a mobile phone is really a waste of time.	3.30	1.040
5	Using mobile phone enables me to improve my spelling skills.	3.26	1.050
6	I use the mobile phone in class to get an audio recording of the lesson.	3.26	1.151
7	Mobile phones enable me to check online dictionaries that give me the spelling of English words.	3.18	1.158
8	Mobile phone helps me to visit various online sites which designed to develop listening skills.	3.16	1.098
9	Mobile phones give me the opportunity to listen to English songs.	3.15	1.149
10	Using a mobile phone enriches my listening skills in general.	3.04	1.109
	Listening skill	3.30	.721
	Total score	3.31	.739

Data obtained from Table (3) shows that students tend to use their mobile phones for learning listening skills quite frequently since their overall mean score for using their mobile phones for learning listening skills was (3.30), a score that represents high usage. Statistics analysis also shows that the highest mean score goes to "I enjoy listening to English native speakers on mobile phones". While the lowest goes to "Using my mobile phone enriches my listening skills in general".

The cadets had positive attitudes toward using their devices to improve their listening skills. This may be attributed to the fact that mobile phones enable cadets to listen to English songs, which improves their listening skills. Also, it enables them to rehearse listening skills activities as many times as they need to learn them and repeat them as many times as it takes for them to feel comfortable learning this skill.

Also, this result may be attributed to the multiple advantages of the mobile phone that will develop the listening skill, including: the possibility of choosing the appropriate time and place for learning; the ease of carrying the mobile phone from one place to another; and providing some supportive sources for learning to listen, such as electronic dictionaries and links for direct enrichment. Also, mobile phones provide the possibility of smooth and effective browsing of the sent and stored materials that can be automatically saved and easily retrieved through many mobile applications, such as WhatsApp. The mobile phone also provides the ability to listen to texts accompanied by a series of images that help the learner visually identify the components of what he is listening to. In addition, the mobile phone provides the ease of receiving listening texts and the ability to download audio recordings and video clips without complication. This result goes in line with Kim, Hea-Suk, (2013); Azar and Nasiri (2014); and Laghari, Kazi, and Nizamani (2017), who found out that mobile phone practice can improve students' listening skills. Also, it can be a useful tool for pupils who live in remote areas and struggle to master their English curriculum since their close relatives are unable to instruct them properly.

The second question aimed to explore the extent to which Prince Faisal Technical College cadets use their mobile phones to learn speaking skills. To answer this question, means and standard deviations were computed, and the expected value of each statistic was calculated according to their responses. as shown in Table 4.

Table (4): Mean Scores and Standard Deviations of Students' Responses on the Questionnaire Items According to their Use of Mobile Phones in Learning Speaking Skill.

Rank	Item	Mean	Std. Deviation
1	Mobile phone enables me to spell new English words correctly.	3.51	1.030
2	Because of using mobile phones, I stopped speaking in Arabic.	3.47	.989
3	I use my mobile phone to watch English videos for the purpose of improving my speaking skills.	3.40	1.054
4	Using a mobile phone developed my speaking skills through teamwork and collaboration between cadets.	3.36	.990
5	By using my mobile phone, I spend a lot of time speaking English with my friends.	3.33	1.025
6	Using a mobile phone helps me speak fluently.	3.30	1.040
7	I use my mobile phone to watch English-speaking movies.	3.30	1.185
8	Mobile phone enables me to use English rather than Arabic for oral communication with my friends.	3.30	1.040
9	WhatsApp applications on my mobile phone help me create groups to improve my speaking skills.	3.11	1.091
10	English instructors allow me to learn spoken English words on my mobile phone.	3.10	1.193

	Total	3.32	.802

Table (4) shows that cadets tend to use their mobile phones in learning speaking skills quite frequently since their overall mean score for using their mobile phones in learning speaking skills was (3.32), a score that represents high use. Statistics also show that the highest mean score goes to "Mobile phone enables me to spell new English words correctly." While the lowest goes to "English instructors allow me to learn spoken English words on my mobile phone".

The cadets demonstrated positive attitudes towards using their mobile phones to learn speaking skills. This may be attributed to the massive use of mobile phones among young people when speaking English with native speakers. Furthermore, cadets can record their own speaking and send it to the teacher for correction, effectively raising their level of this skill. Also, due to the environment provided by mobile phones, effective practice of speaking skills helps learners to share ideas, information, and educational content in a comfortable and exciting environment. This result goes in line with Bitter and Meylani (2016); Liu and Chu's study (2010); and Sun et al. (2017), who found that mobile phones increase student achievement and motivation in speaking skills. Also, students showed positive attitudes toward using mobile phones to learn speaking skills.

Conclusions

The findings of the present study can be summarized as follows:

Prince Faisal Technical College cadets' display a high use of their mobile phones in learning listening and speaking skills in the classroom since their overall mean score of using their mobile phones in learning listening and speaking skills was (3.31) out of (5) on the Likert-type questionnaire. This result represents a call from the cadets to their instructors and curriculum designers to shift from using traditional methods to including new technology in the teaching process. And mobile phones are now widely regarded as the primary means by which the younger generation seeks knowledge and information.

Recommendations

The following recommendations can be made in light of the aforementioned conclusions:

- At other military colleges in Jordan and elsewhere, researchers should do additional studies on students' perceptions of using mobile devices to develop other language skills (reading and writing).
- Additional studies should be conducted on how instructors think about students' using mobile phones to practice speaking and listening at military colleges.
- Other studies should be conducted using additional research tools, such as classroom observation and interviewing.

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