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The Impact of Mobile learning on Iraqi EFL learners'Oral Performance and their Motivation: A Case Studyof Dyala

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Abstract

The current research has explored " the influence of Mobile learning on Iraqi EFL learners' Oral Performance and their Motivation: A Case Study of Dyala. to this goal, 40 EFL learners were chosen based on OPT exam from Dyala city, Iraq. The participants were allocated to two homogenous groups according to the findings of OPT test. The persons whose scores were between one standard deviation above and below the mean score were chosen as participants of the research. However, one class was allowed to follow up their learning process using the M-learning based instruction in their learning process, downloading the related materials and follow up online learning, while the learners in the control group followed up their learning process through similar teacher- student learning. The data indicated that the participants in the experimental group outperformed those in the control group and consequently, the mean score for the control group is 31.05 and for the experimental one is 33.9. Besides, based on the participants' mean scores in the motivation in pre-test and posttest, the mean score for the control group was achieved 3.73 and for the experimental group equal to 6.06. The fundamental consequence of the present study will warn the educational policy makers, curriculum designers, and material creators for adoption of the E-learning-based instructions. Besides, the data also show that mobile learning increased the learners' lexical knowledge and trained the learners how to apply this information correctly in varied circumstances.

Introduction

Language acquisition in a real-world context is a key component in the theory of second language acquisition, according to this model (Krashen, 1981; Swain,1993; Ellis, 2005). It is for this reason that mobile learning (ML) has become more popular with educators and firms who produce and disseminate educational resources. The only thing that is required to learn outside of the classroom is the will to do so, and that is all that is required when the chance presents itself from books, places, and people, and internet resources. Some of the innovationsin ML that have come about as a consequence of mobile, lightweight equipment may be carried in one's hand or pocket. Furthermore, according to the idea of second-language acquisition, learning must take place in a context where the target language is really spoken and understood (Krashen, 1981; Swain, 1993; Ellis, 2005).

In the past, language courses were taught in classrooms, and students engaged in discussion via role-playing. Nevertheless, language learning outside of a classroom is now accessible due to technological advancements and an increase in the usage of mobile devices. As a result, learning a second language in context has become much simpler (Lin et al, 2016). Before getting into the weeds, it's important to provide the groundwork for a clear picture of what Mobile Learning is and how it benefits language learners. Learners utilise their mobile phones to study English outside of the classroom and in non-educational settings and also in a real-world environment. ML is described as this technology. According to Ally (2009), the majority of people throughout the globe plan to use their mobile phones to access educational resources rather than acquire new technologies. While computers and other electronic gadgets still outnumber mobile devices, this presents an opportunity for English language instructors to update their techniques and resources so that pupils in their classrooms are energised.

A common complaint among EFL students is that they acquire vocabulary but can't seemto retain it. Therefore, this study aims to evaluate how mobile learning affects EFL learners' oral performance and motivation, since speaking is the most desired and anxiety-provoking area for language learners, particularly Iraqi EFL learners. Is this the case according to Borjian? Most people feel that mastering a foreign language is a difficult undertaking.

Because of this, the researcher intends on investigating Iraqi EFL learners' oral performanceand the impact of ML. This research also tries to discover whether there is any correlation between the two variables.

As a result, pupils' oral competency refers to their ability to communicate in the target language. the idea of Oral Proficiency is something like a capacity to employ competence...Competence might be seen as a static concept, dealing with structure, status, or form, whereas proficiency is more about process and function." According to Taylor (p166), Proficiency is the capacity to utilise language effectively in order to achieve the goals of communication. Oral Proficiency in English refers to the capacity of a student to speak and utilise English in order to communicate with others. The acquisition of vocabulary, grammatical rules, and a better grasp of the nuanced semantics of English are all necessary forthe development of spoken English ability. Additionally, learning to speak effectively in English is a part of mastering the language.

However, when it comes to the study's second variable, "motivation," there are several meanings. A second language learner's motivation is defined by Crookes and Schmidt (1991) as their attitude toward the objective of learning the language. To put it another way: motivation provides the rationale for people's behaviours, wants, and requirements (Ellliot & Covington, 2001). Another way to think about motivation is to think of it as a person's direction in conduct or what makes them desire to repeat a certain activity. When a person hasa purpose, they are more likely to engage in a specific activity or acquire an interest in a givenkind of conduct.

As Gardner (1985) mentioned, motivation is the combination of effort and desire toachieve the goal of learning the language, and positive attitudes about learning the language. Consequently, According to Oxford and Shearin (1994), motivation is described as a desire to achieve a goal, coupled with a willingness to work hard to achieve that goal. Motivation, according to Narayanan (2006), is the cause or reasons behind a person's actions or behaviour.. The reasons behind one's actions are referred to as motivations (Guay et al., 2010). Motivation, according to Broussard and Garrison (2004), is the factor that drives us to do or not to perform a certain action.

Finally, it is hoped that supporting and developing speaking skill involve encouraging learners to enjoy a real communication through providing a real and native speaking materialswith the help of Mobile-assisted technology to promote their English speaking abilities. Speaking ability is defined as possessing a very high vocabulary level, speaking fluently

without stress and making errorless sentences which is the main objective of the present study.

Statement of the problem

The problems diagnosed in this study go back to the teachers and students in the educational system include inadequate teaching and learning materials (Krukru, 2015). As a result, the use of Mobile Devices (MD) in the classroom is on the rise, as more and more students are embracing mobile technology. There are a number of advantages to m-learning, including the ability to study at any time and from any location.

However, in addition to saving time, energy, and money, this innovative method of teaching and learning has many additional benefits. Researchers are trying to promote E- learning as a way for teaching reading skills that is distinct from traditional approaches. Students who struggle with reading comprehension, vocabulary, or pronunciation, or wholack the time to engage in typical classroom settings may benefit from this system's approach to teacher training in reading comprehension. This means that students are no longer required to physically participate in the class in order to benefit from M-innovative learning's strategiesand ways of learning.

Therefore, the current study intends to shed more light on solving the aforementioned problems and introduce M-learning and its probable achievements in learners' educational objectives. It's because there is scarcity of research and limited literature concerning the M- learning and this study is aiming to fill the gap.

Significance of the study

The current study will be valuable since the findings will certify the learning language outside the classroom walls is possible and it is quite enjoyable for many of the learners because, learning outside a class has its own benefits and advantages and the learners try it when they are in mood, free, conscious and tolerant. Nowadays, thanks to inaccessibility to a professional and skilled native speaker, ML is an incentive and regarded of high importance because it paves the way for the learners to boost oral skills and it has been indicated that it is influential in teaching context (as cited in Soleymani, et al, 2015).

Review of the relatedLiterature

According to Nunan (1997), the researcher seeks to throw more light on the Mobile learning technology and present a clear description as stated by Nunan (1997) as a technology-based learning, a computer-based learning, and finally a mobile learning. What ism-learning?

An crucial component of mobile learning (ML) is not just utilising a mobile phone, but rather focusing on the mobility of the learner; it's a sort of learning that's typically fairly casual. This form of learning may also be described as being assisted by portable devices thatare accessible at all times and in all places, such as tablet PCs and smart phones. In addition, the bulk of what individuals learn at work comprises a mix of learning from others and personal experience since informal learning activities are flexible and self-regulated. In the framework of workers' efforts to address workplace issues, this occurs (cited in Gia GU, 2014).

As stated by Lockwood (2005), mobile learning is both fresh and familiar at the same time.Learner mobility is a major factor in this, since it is essential for students to participate in educational activities regardless of where they are physically located. If you're motivated enough, you may study outside of a classroom or in numerous settings by using books, electronic resources, places and people. Everything new in the "mobile learning process" is made possible by portable, lightweight equipment that may occasionally fit in a pocket or the palm of one's hand, according to the authors. According to O'Malley and colleagues (2003), mobile learning occurs when the learner does not reside in a permanent location, or when the learner 'takes use of learning possibilities afforded by mobile technology' Mobile learning, he says, may be natural, informal, contextual, portable, ubiquitous (accessible everywhere), and pervasive, all of which help define it (so integrated with daily activities that it is hardly noticed). Additional examples of informal learning include self-directed, accidental, and socialising, according to Schugurensky (2000). The term "self-directed learning" refers to activities conducted by individuals or groups of learners without the help of an instructor. Afterwards, the learner realises that he or she has learned something from the preceding experience, although the learner had no intention of doing so. Socialization, often known as "tacit learning," indicates that the learner does not seek to learn anything nor does he or she recognise that he or she has learnt. There are many ways to describe mobile learning, but it

may be characterised as a kind of technology-based learning that allows students to study materials outside of the constraints of location and time. This allows students to learn in a park, on a bus, in a school or university yard or even at home.

Social interaction and second language acquisition

You need an efficient means of taking in any new linguistic aspects, such pronunciation, vocabulary, sentence structures, and so on in order to learn a second language successfully. There are, however, issues to be answered about how the learning materials should be presented. According to Krashen's (1987) input hypothesis, learning a second language should be as easy as learning your native tongue by immersing yourself in real-world situations and interacting with native speakers. Students may easily pick up the target language if they are given fresh resources to work with that are already familiar to them. Learning speed should be taken into account when determining the quality and amount of target learning resources. A second language is best learned by immersing the learner in the target language's context and receiving resources that are already familiar to the learner.

The output hypothesis emphasises the significance of linguistic output according to Lin(2016) and Swain (1993). As part of their second language acquisition, students begin by generating a piece of language output. Because of this, their output might be increased.

Learning a language may be improved by employing the target language in order to reinforce the logic of how the learner comprehends a language. The fluency of the target language may be improved by employing a newly learned language to express oneself. There is a direct correlation between increased productivity and a better mastery of the target language's grammar and syntax. A hypothesis is then put up by the learners while speaking the target language. Think about how you can express yourself in the language you're learning This hypothesis will be tested when learners begin to use the target language in real-life circumstances. Thus, students could verify that they had utilised the phrase appropriately.

Students benefit from this feedback since it enables them to improve their ability to speak the target language. When it comes to learning, Vygotsky (1978) argues that the development of individual cognitive capacities stems from communication with other people, which is a key component of social interaction. In order to acquire a new language, the more often you

communicate, the better your cognitive abilities will be. Similarly, Brown (2004) said that 'knowledge is localized, being in part a function of the activity, environment, and culture inwhich it is created and consumed'. To be effective, knowledge, like any other tool, must beused in line with the cultural environment in which it was used.

Better communication with native speakers leads to increased proficiency in the target language because of increased familiarity with and understanding of how it is used. Long (1996) also proposes the interaction hypothesis, according to which students' language skillsare improved as a result of their efforts to be understood while communicating with others. One of Ellis' eight principles emphasises the significance of interaction in the acquisition of second language competence, as well as the need of both input and output in the learning process (2005). Ellis claims that meaningful communication between students is contingent on student involvement.

Enough is enough. Students of a foreign language should be provided with specific feedback and introduced to real-world circumstances in order to develop their communicationskills. Due to lack of time or inclination, many students find themselves unable to interact effectively with each other in their target language (Lys, 2013). Chinese English learners' failure to communicate successfully in English, according to Wenden (2002), is due to a lack of motivation and a lack of specific reasons for why they should do so.

How can we, as language teachers, make sure that our pupils are exposed to information that they can comprehend outside of the classroom? A further concern is that students who have difficulty conversing with others in the target language should have access to prompt assistance. Mobile technology advancements may hold the solution to this problem.

The development of mobile technologies and mobile learningas means of oral production

More than three-quarters of all people in the world have access to mobile devices, according to a survey from the World Bank (Cited in Lin et al, 2016). According to Chen andcolleagues (2008), mobile phones might become a significant tool for lifelong learning.

Mobile learning has been defined in a variety of ways. Na gprski (1998) also said that it includes any mobile devices, including smartphones and tablets.

Multichannel learning on the internet, as defined by Topland (2002), refers to learning done by mobile phone, PDA, laptop, or tablet and emphasises that it may be accomplished utilising multiple media. There are several reasons why ML is so important in the field of mobile learning. For one thing, the need for 'just-in-time, just enough, and just for me' strongly stresses that the information delivered by mobile devices must exactly fit the needs of learners. Because of this, learners' demands are largely dependent on their existing environment, which is why computer-aided language learning is less effective than traditionalmethods.

Mobile gadgets, on the other hand, might be a viable answer since they can help students in a variety of circumstances. Mobile learning has been defined in a variety of ways, although the most current versions emphasise the role of context.

MLR, established by Levy (1997), is used to test people's preparedness for comprehendingthe m-learning system based on studies on mobile computer anxiety, technological readiness, and online learning readiness. Finally, a 19-item MLR scale with three dimensions was developed and evaluated in this study (i.e. m-learning self-efficacy, optimism, and self- directed learning). The findings of this study have helped academics develop ML theories and educators assess and encourage people's adoption of ML systems by presenting a preliminary norm for the MLR Scale and discussing its theoretical and practical uses.

For the sake of this discussion, mobile learning is defined as using electronic information, the use of multi-channel learning, and data that is personalised to the learner's specific learning preferences. Because of these traits, mobile devices may be easily incorporated into real-world circumstances, enabling learners to get support and feedback quickly

Mobile-assisted language learning

Recent research show that mobile technology advancements have aided the evolution of MALL from TELL. Throughout the mid-'90s, MALL has addressed a wide range of issues, including mobile device ownership, instructional design, learning theories, user attitudes, motivation, basic construction, and teaching methods. PDAs, mobile phones and MP3 players are just some of the gadgets that people use to access information on the go (cited in, Burston,2013).

MALL's distinctive qualities, such as portability, social engagement, environmental sensitivity, connectedness, uniqueness, and promptness, have been the subject of severalresearch. (Lan, Chang, Wang, & Sun) (2007).

However, a mobile phone with internet access can search hundreds of web sites and offer the reader with information of a high degree of accuracy. They've almost completely replaced reference books and saved me from having to go to the library. Teachers and parents may not encourage their children or students, respectively, to use mobile phones in the classroom despite their usefulness in obtaining information for school tasks. Many colleges and universities throughout the globe have also enforced a ban on students using their mobile phones during class time. Students who are too reliant on their mobile devices may find it more difficult to engage in creative thinking processes like brainstorming and memory recall. Mobile phone companies have grown their displays bigger in order to see photos and text, however they cannot make these screens too huge since mobile phones would be too cumbersome or unwieldy. Mobile technology has the drawback of causing students to waste time on social networking sites and non-academic websites, which has a negative impact on their academic performance. Despite the positive feedback learners may get from mobile devices, Stockwell (2008,) discovered that despite this, students avoided utilising mobile devices owing to a variety of technological, pedagogical, physiological, and contextual factors.

Method

Participants

The participants in this study were selected from amongst 60 EFL language learners who have taken part to improve their language oral proficiency at language institutes of Dayala, Iraq. After giving the Oxford Placement Test, 40 EFL participants were selected. Then, the participants were divided into experimental group G1 (n=20) and control group G2 (n=20). The participants consisted of two groups of male and female with age ranges of 20-28.

Study design

In the present study, the variable of M-learning was examined on the two variables of oral performance and motivation. To this end, the quantitative and Quasiexperimental design were used to measure the impact of M- learning on the EFL learners' oral performance and increasing their motivation.

Instrumentations

In this study the researcher in order to conduct this research successfully utilizes the following instruments:

Oxford Placement Test (OPT)

Listening, Reading, Writing, and Speaking are all assessed by the International English Language Testing System (IELTS). Academic and General Training versions of the IELTS are available. Reading, Listening, Speaking, and Writing are all part of the process. A total of 2 and a half hours and 45 minutes will be devoted to the exam. While the Listening and Speaking portions of the exam are the same for everyone, the Reading and Writing portions are not.

Procedure and data collection

The participants in this research were administered a Michigan Placement Test in order to ensure that they were all at the same level. the individuals were then separated into two groups, one experimental and one control (each class with 20 learners). Both groups were taught various portions of Top Notch 1 by the same instructor throughout the treatment phase,which lasted for 5-8 sessions over a 10-week period.

To improve their oral proficiency, all of the participants in the control and experimental groups used different methods: the control group used a traditional CD-Room based method, while the participants in the experimental group used mobile devices so that they could practise anywhere and whenever they wanted. Furthermore, students in group1 will be requested to install mobile-net applications to access a wide range of online video clips for improving their oral skills, whereas the control group will only have access to the CD-Room. Both groups are tested for oral proficiency at the conclusion of each class session and the results are compared to see how they compare to each other.

Results

Descriptive Statistics

Section one

Descriptive statistics of Michigan English Placement Test (Michigan-EPT) scores are shown in the table and chart below. The highest score is 68, the lowest score is 52, and the average score is

60.78. Also, due to the relatively small standard deviation, it can be said that the scores are homogeneous.

Table 4.1.

Descriptive Statistics for EPT

	N	Minimum	Maximum	Mean	Std. Deviation
EPT	40	52.00	68.00	60.7750	4.63259
Valid N (listwise)	40				

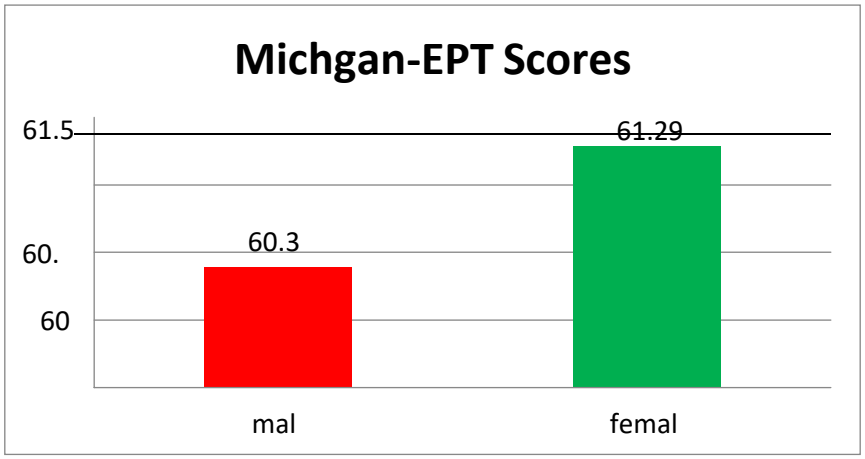


Figure 4.1. The score distribution for both males and females in Michigan EPT score

The average score for female language learners is 61.29, which is somewhat higher than the average score for male language learners, which is 60.39. As a result, descriptive data on language learners' speaking scores in the control and experimental groups are presented both before and after the use of ML (before and after). Pre-test and post-test mean scores are almost identical for the control group, but the mean scores of the experimental group are higher after employing ML (34.9) than they were before (31.05). (30.5).

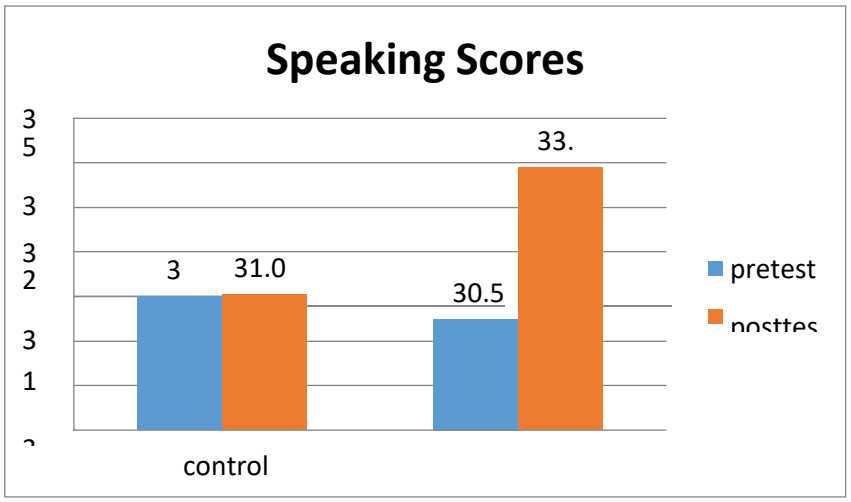


Figure 4.2. The score distribution for both control and experimental groups in Michigan EPT scores

The Descriptive statistics related to the Motivation Questionnaire for language learners in both pre-test and post-test phases and for the two control and experimental groups are shown in the following diagrams. Questionnaire scores are higher only for the experimental group and after ML (4.06) and in other cases are almost the same.

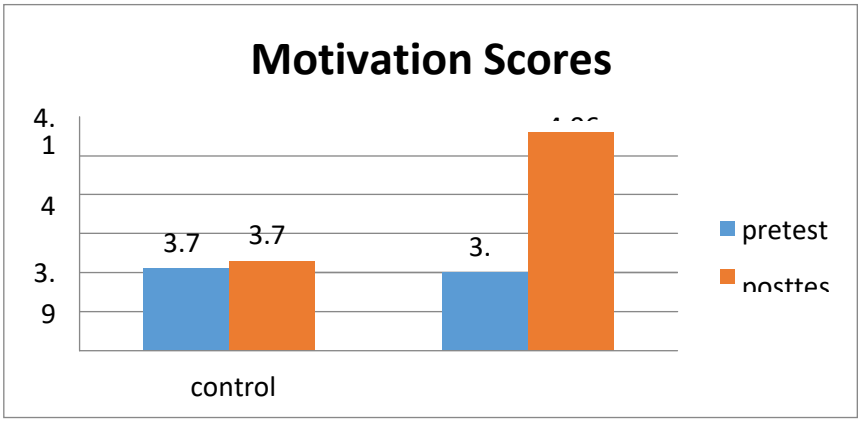


Figure 4.3. The score distribution for both control and experimental groups in motivation scale

The second and third diagrams also show the average scores for each question.

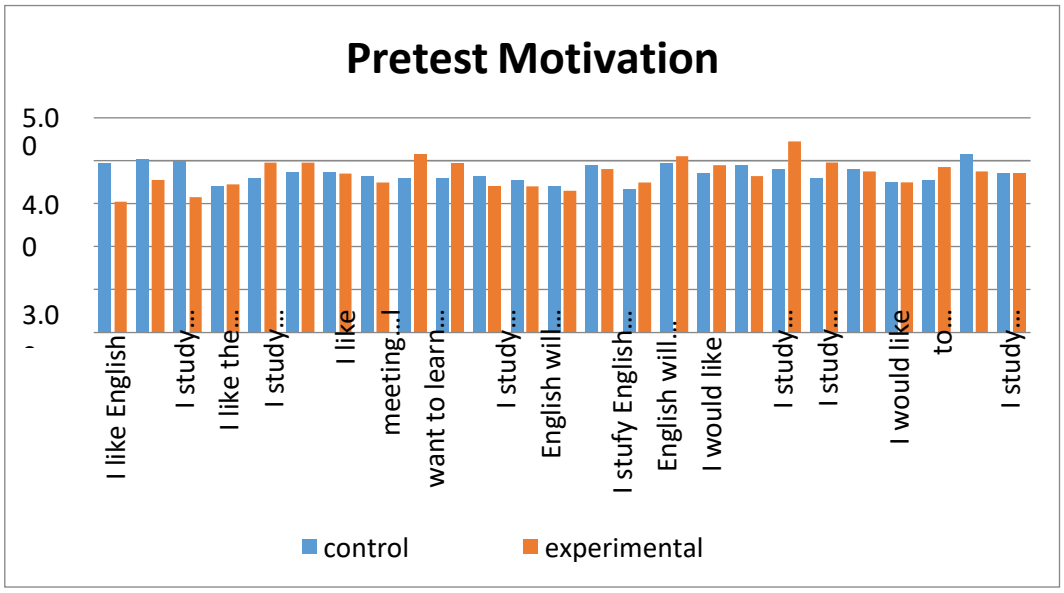
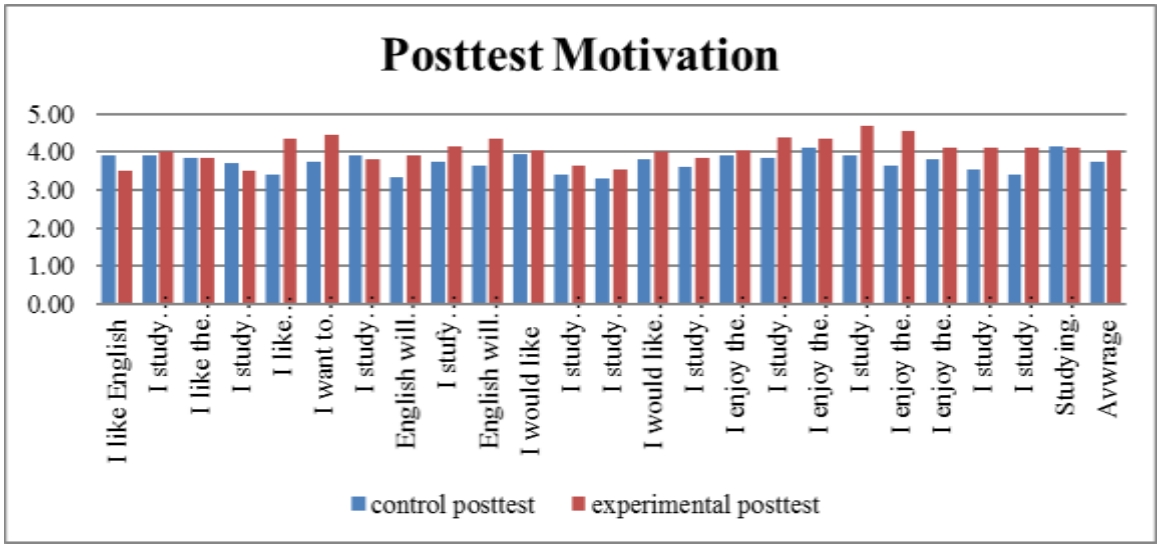


Figure 4.4. The score distribution for both control and experimental groups in motivation scale

If you look at this graph, you can see that the control group's highest score is tied to a question they were asked. English will help me expand my horizons with an average of 4.15, and in the experimental group, I'm taking it because of examinations with an average of 4.45. The lowest control group score is also linked to the research question. In order to earn a degree with an average of 3.35, I need to study English, and in the experimental group I find itenjoyable with an average of 3.05.



With a score of 4.15 on the Studying English question and a score of 4.70 with ML, the highest score in the control group and the experimental group "I study English because of exams" will allow me to extend my perspective. There was also a significant difference between those who said they studied English in preparation for studying abroad (with an average score of 3.30) and those who said they did so because they wanted to improve their employment prospects (with an average score of 3.50). 4-There are 40 participants in this study, 23 of them are males and 17 of whom are females.

In this research, there are 40 language learners, 23 of whom are boys and 17 are girls

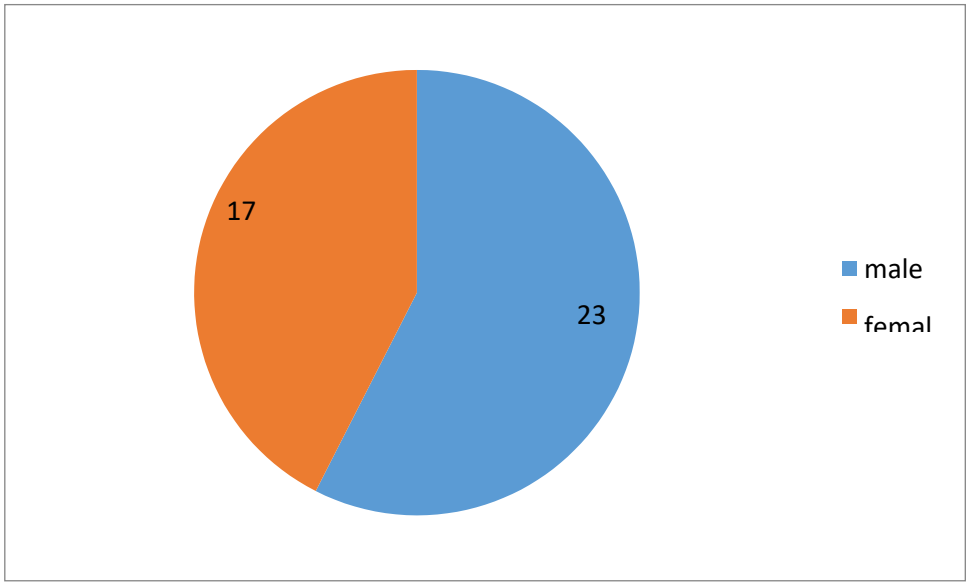


Figure 4.5. The pie chart for representing the participants in the following study

Section two

In order to investigate the differences in the speaking scores of students in the two experimental and control groups before using ML, the Independent T-Test was used. First, descriptive statistics are presented and then their equality of variance is examined.

Table 4.2.

The independent sample T-test for both control and experimental groups

	group	n	Mean	Std. Deviation	Std. Error Mean
prespeaking	control	0	31.000	3.37171	.75394

experimental	30.000	2.96470	.66293

According to the information in the table above, the average score of students in the control group is 31 and in the experimental group is 30.5. One of the hypotheses of the Independent T-Test is the equality of variances, for which Levene's Test has been used.

Table 4.2.

Independent Samples Test for speaking pre-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
prespeaking	Equal variances assumed	.548	.464	.498	38	.621	.50000	1.00394	-1.53237	2.53237
	Equal variances not assumed			.498	37.388	.621	.50000	1.00394	-1.53346	2.53346

According to the test results, the confidence level is sig = 0.464, which is more than 0.05, and the assumption of equality of variances between the two groups can be accepted, and therefore the first row of the table is used. According to the first row of the table and p-value

= 0.621 which is more than 0.05, it can be said that there is no difference between the scores in the control and experimental groups and it can be claimed that the two groups are homogeneous.

T-Tests were utilised in the pre-test phase to examine differences in the Motivation Scale scores between the control and experimental groups. It began with a presentation of the descriptive statistics before determining their equality in terms of variance.

Table 4.4

The mean score for both control and experimental group in in motivation test in the pretest phase

	group	N	Mean	Std. Deviation	Std. Error Mean
premotivation	control	20	3.7146	.11413	.02552
	experimental	20	3.6958	.19964	.04464

According to the information in the table above, the average score of the questionnaire for the students of the control group is 3.71 and for the experimental group is 3.70. One of the hypotheses of the Independent T-Test is the equality of variances, for which Levene's Test hasbeen used.

Table 4.5

Levene's Test for both control and experimental group in motivation test in the post test phase

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
premotivation	Equal variances assumed	6.065	.018	.365	38	.717	.01875	.05142	-.08535	.12285
	Equal variances not assumed			.365	30.220	.718	.01875	.05142	-.08623	.12373

According to the test results, the confidence level is sig = 0.018, which is less than 0.05, and the assumption of equality of variances between the two groups cannot be accepted, and therefore the second row of the table is used. According to the second row of the table and p- value = 0.718, which is more than 0.05, it can be said that there is no difference between the experimental and control groups. The motivation rate is the same in the two groups.

Inferential Statistics

Test of normality

It is essential to pick an acceptable statistical approach before any action is taken to apply statistical methods and generate suitable test statistics and logical inference regarding research hypotheses. Knowledge of data dispersion is essential for this endeavour. One of the most popular uses of the Distribution Matching Test is to verify the normality of a distribution, and the valid Kolmogorov-Smirnov test is an excellent choice for this task. The Kolmogorov- Smirnov normalcy test has the following statistical assumptions.

H_0: The data are normally distributed.

H_1: Data are not normally distributed.

Therefore, rejecting the statistical null hypothesis (H_0) means that the data are not normal and the null hypothesis is rejected if the significance level of the test is less than .050 (sig <0.05). According to the results of the table and since sig or P-Value is more than 0.05, we can accept the null hypothesis that the data distribution is normal.

Table 4.6

One-Sample Kolmogorov-Smirnov Test of normality

		experimental pre speakinh	experimental post speaking	experimental pre motivation	experimental post motivation	control pre motivation	control post motivation	control pre speaking	control post speaking
N		20	20	20	20	20	20	20	20
Normal Parameters[a,b]	Mean	30.5000	33.9000	3.6958	4.0583	3.7146	3.7292	31.0000	31.0500
	Std. Deviation	2.96470	3.32297	.19964	.29320	.11413	.07217	3.37171	2.99956
Most Extreme Differences	Absolute	.167	.136	.189	.139	.178	.164	.167	.137
	Positive	.167	.088	.189	.086	.178	.157	.167	.137
	Negative	-.100	-.136	-.137	-.139	-.137	-.164	-.087	-.106
Test Statistic		.167	.136	.189	.139	.178	.164	.167	.137
Asymp. Sig. (2-tailed)		.146[c]	.200[c,d]	.060[c]	.200[c,d]	.096[c]	.167[c]	.147[c]	.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Hypothesis testing

The first research question

This hypothesis examines the effect of mobile learning on speaking ability. Due to the normality of the variables, the independent sample t-test is used to test this hypothesis. The hypothesis to be tested is as follows:

H_0: ML does not have any significant impact on Iraqi EFL learners' speaking ability.

H_1: ML has a significant impact on Iraqi EFL learners' speaking ability.

Therefore, Rejecting of Hypothesis Zero (H_0) means that mobile learning has significant effect on speaking ability, and acceptance of Hypothesis Zero means that it has no effect. The results of the independent t-test between the experimental and control groups after using ML are shown in the table below:

Table 4.7

Independent sample test report for speaking post-test results in both groups

	group		Mean	Std. Deviation	Std. Error Mean
post speaking	control	0	31.0500	2.99956	.67072
	experimental	0	33.9000	3.32297	.74304

According to the table above, the average score for the control group is 31.05 and for the experimental one is 33.9. Therefore, one of the hypotheses of the Independent T-Test is the equality of variances, for which Levene's Test has been used.

Table 4.8

Independent Samples Test for speaking in post-test phase

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post speaking	Equal variances assumed	.074	.788	-2.847	38	.007	-2.85000	1.00099	-4.87639	-.82361
	Equal variances not assumed			-2.847	37.608	.007	-2.85000	1.00099	-4.87708	-.82292

It's safe to assume that the variances of the two groups are identical since the confidence levelis greater than 0.05, and hence the first row of the table is utilised. P-value = 0.007, which is less than 0.01 indicates that speaking scores are significantly different between the two groups. The upper and lower bounds in the second group test indicate that experimental scoresare higher than control scores, which indicates that speaking scores are significantly different between groups. As a result, pupils' speaking skills improve when they use ML.

The second research question of the study

This hypothesis examines the effect of mobile learning on motivation. Due to the normalityof the variables, the independent sample t-test is used to test this hypothesis. The hypothesis isgoing to be tested is as follows:

H_0: ML does not improve Iraqi EFL learners' motivation

H_1: ML improves Iraqi EFL learners' motivation Rejection of the null hypothesis

(H_2: means that mobile learning has a significant effect on motivation and accepting the null hypothesis means that it does not affect it. The results of the independent t-test between the experimental and control groups after using ML are shown in the table below.

Table 4.9.

The sample t-test for both groups in motivation post-test

	group	N	Mean	Std. Deviation	Std. Error Mean
post motivation	control	20	3.7292	.07217	.01614
	experimental	20	4.0583	.29320	.06556

According to the table above (4.8), the MEAN score for the control group is 3.73 and for the experimental group is 6.06. Therefore, one of the hypotheses of the Independent T-Test is the equality of variances, for which Levene's Test has been used.

Table 4.9.

The independent sample t-test for both groups in motivation post-test

	Levene's Test for Equality of Variances	t-test for Equality of Means

F			Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
post motivation	Equal variances assumed	24.158	.000	-4.875	38	.000	-.32917	.06752	-.46585	-.19248
	Equal variances not assumed			-4.875	21.294	.000	-.32917	.06752	-.46946	-.18887

Based on the acquired results in the above table (4.9), the confidence level is sig = 0.000, which is less than 0.05, and the assumption of equality of variances between the two groups can not be accepted, and therefore the second row of the table is used. According to the second row of the table and p-value = 0.000, which is less than 0.05, it can be said that motivation has a significant difference between the two groups, and according to the upper and lower limits in the second group test, the experimental group has more motivation than the group. It has control. Therefore, the use of ML has a positive effect on motivation of learners.

Discussion

The current study seeks to explore the effectiveness of using applications on mobile learning tools including smartphones, tablets, iPads as an effective means to enhance EFL learners' speaking skills including fluency, lexical resource, accuracy of grammar, and pronunciation as well as their motivation. The result revealed that using mobile learning as a strategy to enhance EFL learners' speaking skills have a significant effect on enhancing the learners' speaking competence. Therefore, according to the findings, using mobile learning significantly affected the Iraqi EFL learners' oral speech and their motivation.

In the present section, the researcher has provided related statistical findings in the quantitative phase of the study plus the extended and the related explanations in discussing and responding to the three suggested research questions of the study. Consequently, by doing different measures for obtaining some possible answer to the proposed questions in this study, the researcher was to uncover and see if there could be any significant relationship between Iraqi EFL learners' M-learning and their motivation.

Conclusion

Using mobile phones for language learning and teaching is more successful than using conventional techniques, according to the conclusions of the aforementioned research.

Because of their ease of use, universal accessibility, and widespread popularity among students, mobile phones may and should be utilised in the classroom. In addition, the research found that students were encouraged to utilise their mobile devices to learn new phrases because they understand how important it is for their present studies and future careers to acquire and utilise medical and allied health language. Utilizing mobile phones to teach new lexical terms was shown to be more successful than using conventional approaches in the long run, according to the study's findings. The results of the grammar exams demonstrated that the use of mLearning had a good impact on students' comprehension. Learning new vocabulary using mobile learning made answering grammar questions simple and free of uncertainty caused by awkward word choices. The research also showed that students' ability to write well was unaffected by the use of mobile phones to teach vocabulary.

Results showed that mobile phones may be utilised in a variety of ways outside the classroom to teach and acquire technical and semitechnical terminology. Vocabulary and other grammar-related subjects may be taught using already available and still-under- development mobile phone apps and services. Grammar and writing abilities, on the other hand, need distinct treatment and presentation since they are more difficult to master. The findings, on the other hand, provided light on motivation, showing that those in the experimental group were more inclined to strive for oral competency.

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