

**The Impact of a Mobile Application  
Performance in Conversation ' on EFL University Students**

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**Abstract:** Nowadays, we live in a world in which technology has emerged in every aspect of our lives. However, mobile applications still not commonly used for teaching EFL in Iraqi universities specially speaking skills. Furthermore, the number of students inside EFL classrooms leads for limitation of interaction and practicing English language. Thus, the study aims to explore the impact of a mobile application (CONVO) on university students' performance in conversation post-test and sheds light on the differences between written and oral post-tests of the conversation post-test students' performance. It is suggested that post-oral and written tests indicate no appreciable variations between the experimental and control groups. Therefore, to achieve that an experimental method is followed to obtain the data whether (CONVO) application is effective in teaching EFL conversation or not. The sample consists of 50 second-year female students in Department of English Language at College of Education for Women – University of Baghdad for the academic year (2022-2023). The two groups of the study are matched according to age, parents' academic level and students' previous scores in conversation. The students are exposed to oral and written pre-test and post-test after insuring of the tests' validity and reliability. At the end of the experimental which has lasted twelve weeks. The findings have revealed that using (CONVO) application in teaching EFL conversation encouraging, enhancing students' performance more than the traditional method. Teaching conversation must concentrate on applying these phrases and structures in authentic contexts rather than just memorization of dialogues and words. and this application encourage the students to use English language in interesting way inside and outside the classroom.

**Keywords:** CONVO, Mobile Application, EFL, Conversation.

### المستخلص

في الوقت الحاضر، نعيش في عالم ظهرت فيه التكنولوجيا في كل جانب من جوانب حياتنا. ومع هذا، لا تزال تطبيقات الهاتف المحمول غير متداولة لتدريس اللغة الإنجليزية كلغة أجنبية في الجامعات العراقية وخاصة مهارات التحدث. فضلاً عن ذلك، يؤدي عدد الطلاب داخل الفصول الدراسية لتدريس اللغة الإنجليزية كلغة أجنبية إلى تقييد التفاعل وممارسة اللغة الإنجليزية. وبالتالي، تهدف الدراسة إلى استكشاف تأثير تطبيق الهاتف المحمول (CONVO) على أداء طلاب الجامعات في اختبار المحادثة بعد الاختبار وإلقاء الضوء على الاختلافات بين الاختبارات الكتابية والشفوية بعد الاختبار لأداء الطلاب بعد اختبار المحادثة. يُفترض أنه لا توجد فروق ذات دلالة إحصائية بين المجموعتين التجريبية والضابطة في الاختبارات الشفهية والكتابية بعد الاختبار. ولتحقيق ذلك، نعتمد طريقة تجريبية للحصول على البيانات فيما إذا كان تطبيق (CONVO) فعالاً في تدريس محادثة اللغة الإنجليزية كلغة أجنبية أم لا. تتكون العينة من 50 طالبة في السنة الثانية في قسم اللغة الإنجليزية في كلية التربية للبنات - جامعة بغداد للعام الدراسي (2022-2023). بعدها يتم مطابقة مجموعتي الدراسة وفقاً للعمر والمستوى الأكاديمي للوالدين ودرجات الطلاب في المحادثة. يتعرض الطلاب لاختبارات شفوية وكتابية قبلية وبعديّة بعد التأكد من صحة الاختبارات وموثوقيتها. في نهاية التجربة التي استمرت اثني عشر أسبوعاً، كشفت النتائج أن استخدام تطبيق (CONVO) في تدريس محادثة اللغة الإنجليزية كلغة أجنبية يشجع ويعزز أداء الطلاب أكثر من الطريقة التقليدية. يجب ألا يركز تدريس المحادثة فقط على حفظ الكلمات والحوارات ولكن يعتمد بشكل أساسي على استخدام هذه الكلمات والأشكال في مواقف الحياة الواقعية وهذا التطبيق يشجع الطلاب على استخدام اللغة الإنجليزية بطريقة ممتعة داخل وخارج الفصل الدراسي.

**الكلمات المفتاحية:** تطبيق كونفو، تطبيقات التلفون، اللغة الإنجليزية لغة أجنبية، المحادثة.

## Chapter One

### Introduction

#### 1.0 An Introductory note

This chapter presents the problem of the study, its significance, the aims of the study, the scope of the study, values, and the definition of basic terms.

#### 1.1 The Problem of the Study and its Significant

In the 21st century, smartphones have become an integral aspect of university students' lives due to their advanced functionalities. Students rely on their smartphones to fulfill a multitude of daily tasks. Findings from numerous studies indicate that students utilize smartphones for a diverse range of purposes. Predominantly, students use smartphones for entertainment, social interaction, and educational pursuits (Singh & Samah, 2018).

University students had own difficulties in learning speaking skills, such as lack of vocabulary, grammatical structure and pronouncing the words in English (Hasanah, 2017). Specially with increasing numbers of students and the limitation of time inside the classroom.

The role of technology in education is increasing significantly due to the opportunities it presents to students to interact with a varied kind of content in English which could not be possible earlier. the usage of technology in studies is vital and is gradually taking center stage in the professional and higher education system (Almekhlafi & Almeqdadi, 2010).

One of the most important abilities in language learning is conversation (Ur, 1996), as it is one of the key components of social interaction. Conversation needs specific teaching and focus in EFL circumstances. These days, most people believe that the most important skill to learn is how to converse. Conversation in EFL learners is not an easy mission; it requires much effort to produce acceptable utterances and sentences in English.

Teaching English as a foreign language requires the use of new innovations in teaching and learning, as language acquisition is almost a social act that needs students' activity and participation. (Alsowat, 2016), as mobile devices have become educational tools with great potential for use inside and outside classroom (Ozer & Kılıç, 2018).

At present, Iraqi's English teaching conversation is still based on the traditional classroom teaching, using the traditional face-to-face teaching method (Allen & Seaman, 2016). With the continuous development of multimedia technology, many colleges and universities have introduced multimedia computer, audio-visual technology, electronic whiteboard, and so on, in order to better carry out English teaching of conversation. However, it cannot get rid of the shortcomings of traditional classes (Bansal, 2020) and emerge the mobile since nearly all students nowadays own a mobile device and about half of them own more than one (Klímová & Berger, 2018). Thus, this study is introducing a new and modern way in teaching EFL conversation at higher studies. Also, it is identifying the effectiveness of mobile technology applications (CONVO) in EFL teaching conversation.

Forevermore Alzatma & Khader (2020) identified the main problem facing students in learning English-speaking skills in 4 main problems: first, they do not speak English fluently, second learners find it difficult to practice their English language outside classroom, third they do not know whether their spoken language is correct and meet the speaking skills assessment criteria or not, finally EFL learners tend to make short answers for questions and do not usually maintain the conversation going on.

At present, there is an increasing trend in the shift from the use of traditional technologies such as a desktop computer towards the use of mobile technologies such as a mobile phone.

This study is an attempt to show the effects of Mobile Application in CONVO statues and how much using mobile application will be useful and experiment in teaching English as a foreign language at the University of Baghdad. Thus, this study tries to shed a light on one of mobile application which is CONVO.

Finally, it was observed that the majority of teachers prioritize their own interests and strategies that lead to students attaining higher score on examinations. Over the years, EFL instructors have neglected the development of speaking skills in their lessons. There has been a lack of discussion, restricted use of songs, and limited opportunities for conversations. They transformed their students into being encouraged to receive information rather than being focused on producing output. The teachers just teach for the sake of the exam (Hekal, 2022).

## 1.2 Value of The Study

It is hoped that the results of the present study be valuable to:

1. The Ministry of Higher Education and Scientific Research to use a technology applications like CONVO in the curricula which could help to enhance English language teaching specially conversation.
2. University instructors for shedding a light to mobile application because this study survey most educational mobile application.
3. The educational college instructors to solve the issues and challenges that cause a low performance in conversation of university students.
4. English language teachers and instructors as solution for the increasing numbers of students inside the classroom and the limitation of the lectures time.
5. Educational universities instructors for modifying the traditional method of teaching conversation into more interesting and encouraging mobile applications, specially that all the students could use these applications inside and outside the classroom.
6. The students at departments of English language to give enjoyable and encouraging way in learning English conversation.
7. The students to find out the importance of using mobile applications in improving their performance in conversation.
8. The researchers by using the current study's findings, conclusions, and suggestions as a reference for their studies.

## 1.3 Aims of The Study

The study aims at:

1. Finding out the impact of a mobile application on university students' performance in conversation posttest of experimental and control groups.
2. Finding out the differences between written and oral post-tests of the conversation posttest students' performance of experiment and control groups.

## 1.4 The Hypotheses

The study is hypotheses the following :

1. There is no statistically significant difference between the mean scores of the control group which has been taught by traditional method and that of the experimental group which has been taught by mobile application (CONVO) in conversation post-test.



2. There is no statistically significant difference between the two tests (written and oral) means scores of the two groups in the conversation posttest.

### **1.5 The Scopes of the Study**

The following are the scopes of the study:

1. CONVO application is the main concerned of this study.
2. Teaching EFL conversation is the emphasized of the current study.
3. The study is applied at Second Year stage at Department of English / College of Education for Women /University of Baghdad / of the Academic Year 2023-2024

### **1.6 The Procedures**

The study is followed these procedures to fill the aims of the study as the following:

1. Reviewing theoretical background of literature for mobile applications and conversation.
2. Preparing the test and exposing the test to jury members for insuring validity and reliability of the test items.
3. Choosing the sample of the study and dividing them into two groups (the experimental group and the control group)
4. Selecting a sample for the pilot study.
5. Applying the pre- test for matching between the two groups.
6. Adopting pre- test on the two groups the experimental and control of the study.
7. Using the mobile application (CONVO) to the experimental group, while the control group is followed the traditional way in teaching conversation.
8. Implementing the post-test for the two groups.
9. Analyzing the results weather this mobile application (CONVO) is effective in teaching conversation or not.
10. Discussing the results to make the suitable conclusions according the results.
11. Recommending and suggesting are achieved for the results of the study.

### **1.7 Definitions of Basic Terms**

#### **1.7.1 A Mobile Application**

As stated in the Cambridge Dictionary, a mobile application is defined as: "a software program that runs on a mobile phone" (Alzatma & Khader, 2020)

Mobile applications can be defined as “software applications that are made for mobile phone operating systems that increase the capabilities of the cell phone by allowing users to do specific tasks” (Alhazmi *et al*, 2018). This study is adopted this one as an operational definition and the specific task is for teaching English conversation.

### 1.7.2 University Students 'Performance

According to Richardson *et al* (2012), "Academic performance encompasses the outcomes that indicate the extent to which a student has accomplished specific goals".

University Students 'performance refers to the measurement of student achievement across various academic subjects. It is typically assessed through examinations, coursework, and other forms of evaluation that reflect a student's proficiency and understanding of the subject matter (Archbald & Newmann, 1992). The current study adopted this one as an operational definition.

### 1.7.3 Conversation

All human interactions depend on the communication process of contact known as conversation (Abugohar *et al*, 2019).

Chaney & Burk (1998) define conversation as “the process of building and sharing meaning through the use of verbal and non-verbal symbols into a variety of context”.

In Webster New World Dictionary, conversation is to say words orally, to communicate as by talking, to make a request, and to make a speech (Nunan & Keobke, 1995).

## 2.0 Literature Review

### 2.0 Technology Based Learning (TBL)

According to Ahmad (2012) the cooperation of media technology started in the 1950s when minimum language schools started using the phonograph, tape recorder, and movies as teaching aids for the English language. With the addition of slide shows and video projectors, audio and video courses were increased in the 1970s and 1980s. Language labs were a common characteristics of many of the most expensive language schools in the world by the late 1980s and early 1990s. However, by the middle of the 1990s, instructors could admission a wide variety of multimedia language programs online.

In the English language classroom, technology can be used to convey pedagogy that is both productive and successful. The cell phone is one of

these relatively new technical spots for teaching and studying English. Also referred to as "mobile learning," this approach provides educators with significant chances to develop efficient teaching methods by using mobile devices (Yuliani *et al*, 2022). Because technology is a constant process that requires the patience, devotion, and attention of everyone using it, users must recognize and discover the benefits and limitations of using technology in the classroom (Tafari, 2009).

The use of technology in language classes by teachers in the classrooms can assist teachers and students in creating collaborating courses (Hassanzadeh *et al*, 2012).

## 2.2 Mobile Learning

One way to describe mobile learning is as a way to mixed learning with the technology. It is a teaching concept that developed from the development and advancement of science and technology. This action has the ability to significantly change the limitations of traditional instruction and expand the field of learning. Students can use their mobile phones for educational goals anytime, anywhere (Abbasi & Behjat, 2016).

Additionally, it is a pedagogical method that incorporates technology into education and is evolving alongside scientific and technological breakthroughs. It is dependent on the assistance of pertinent tools and technology, enabling mobile device learning. This methodology greatly expands the breadth of learning and goes beyond the limitations of conventional teaching techniques (Abbasi & Behjat, 2016).

The rise of smartphones and tablets like iPads and their Android competitors has opened up a new environment for learning that is "anytime, anywhere". Apps come in various types. Some are not significantly different from the disk based programs of the 1980s and 1990s, allowing mobile learning and review of vocabulary, grammar, and pronunciation (Hubbard, 2017).

University students and other younger people are heavily dependent on mobile technology, especially smartphones. The predilection of young people and university students for mobile phones as their main social communication tool is a major element propelling this trend. The preference of students is apparent in their extensive use of mobile phones on university campuses, where most are seen carrying and using their gadgets (Şenel, 2016).



Given that standard personal computer or laptop-based learning methods aren't always convenient, this presents a possible substitute. Students may easily stay informed and expand their knowledge with the help of mobile devices. Furthermore, they have the ability to motivate students to communicate in foreign languages (Mehta, 2012).

### 2.2.1 Advantages of Mobile Learning

Studies have demonstrated the positive impact of technology use in the classroom as Mehta (2012) mentioned some advantages, they are:

- Using familiar technology to improve student motivation.
- Increasing the use of the four skill areas in teaching and learning (reading, writing, speaking, and listening).
- Giving students the opportunity to enhance their English language proficiency.
- Facilitating communication in the English language.
- Supporting learning by giving students the chance to investigate, evaluate, find, and select real important tasks.
- Expanding communication between virtual and real worlds.
- Helping learner-centered approaches, enjoyable learning, and self-learning.

Also, Abdulrahman *et al* (2015) added some other advantages of mobile learning, they are : portability, social interactivity, context sensitivity, connectivity and individuality.

(Ameri, 2020) highlighted other advantages of modern technologies in teaching and education , they are:

1. There are various areas where technology can take the place of the teacher, like drills and feedback.
2. They are offering tools for testing and data collection; technology can improve educational settings.
3. They are increasing interactions into new domains through games, simulations, and communication tools like email and mobile phones, technology improves educational experiences.
4. They provide a common area for group and individual collaborative learning.
5. They help instructors change their lectures to fit the needs of different types of students, which improves the learning process overall and when teaching English to foreign or second language learners in particular.

6. In addition, technology provides a number of platform and tools, including the internet, online support services, and concept maps and other visualization tools, that demonstrate concepts and provide direction.

### 2.2.2 Mobile Assisted Language Learning (MALL)

In the field of English Language Teaching (ELT), Mobile Assisted Language Learning (MALL) first appeared around 2009, around the same time that the British Council started offering mobile applications for language learning (Şenel, 2016).

The process of teaching and learning English has been totally altered by the introduction of Mobile Assisted Language Learning (MALL) technology into educational institutions. Educators and students should only use them for learning from all of the benefits that come with mobile devices. Foreverymore, MALL can achieve better results and create an environment that is suitable to successful teaching and learning (Rao, 2019). Additionally, the wide range of tools available to students, mobile-assisted language learning is quickly establishing itself in language learning contexts instead of the traditional methods of teaching and learning foreign languages (Stockwell & Hubbard, 2013). MALL is considered to be the greatest way to overcome challenges of place and time in language learning by looking at a variety of mobile learning implementations and specific situations across different aspects of English language teaching (Alzatma & Khader, 2020).

Mobile-Assisted Language Learning (MALL) focuses on language learning using mobile technology. There's no need for learners to sit in a classroom or at the front of a computer to study in MALL environment. MALL can actually be seen as an ideal solution for barriers to language learning in terms of time and place (Miangah & Nezarat, 2012).

### 2.4.1 Categories of Mobile Applications

The characteristics and abilities of the chosen programs are analyzed using a variety of categories: FL technology, and content (Eshankulovna, 2021). Most mobile applications are already installed on phones, but users can also download and install other apps from the internet. More developers, publishers, and providers are joining the wide educational mobile applications (Islam *et al*, 2010).

According to application area, Islam *et al*, (2010) described number of different categories of mobile application. Such as;

1. Communications applications: Internet Browsing, email IM client, Social Networking.
2. Games applications: Puzzle/ Strategy, Cards /Casino, Action/ Adventure.
3. Multimedia applications: Graphics /Image viewer, Presentations viewers, Video Players, Audio players.
4. Productivity applications: Calendars, Calculators, Diary, Notepad /Memo/Word Processors, Spreadsheets.
5. Utilities applications: Profile manager, Idle screen/Screen saver, Address book, Task manager, Call manager, File manager.

## 2.5 The Importance of Conversation

People naturally engage in conversation in order to develop and maintain social ties as well as exchange information (Nguyet & Mai, 2012). Accurate and effective communication is the aim of teaching English foreign language conversation. So, teachers must place more emphasis on the effectiveness of conversation than on language usage alone (Damayanti & Listyani, 2020).

Since it is one of the skills necessary to carry out a discussion, conversation is the most crucial talent. English language teaching conversation requires knowledge of several important concepts, including pronunciation, grammar, vocabulary, fluency, and comprehension. Therefore, it is difficult and time consuming skill, students should be able to speak English language to communicate clearly and effectively (Leong & Ahmadi, 2017).

Conversation, according to Efrizal (2012) and Gilakjani (2012) is particularly important for relationships since people talk to each other all the time and everywhere. The oral medium used for ideas and messages is conversation. We should use the language in everyday conversation and invite pupils to follow suit if we wish to motivate them to speak in English.

## 2.6 Types of Conversation Performance

Every instructor has an individuality method for encouraging students to improve their conversation. Instructors have unique methods for teaching conversation to students studying the language in order to foreign language as Vanderkevent (1990) there are three components in conversation, they are:

- a. The speakers are the people who create the sound as well. They are an invaluable tool for communicating thoughts and emotions to the listener;

therefore, in the absence of speakers, the thoughts and emotions cannot be expressed.

b. Those who listen or understand the speaker's viewpoint or emotions are known as listeners. In a situation that no one is listening, speakers will write down their opinions.

c. The speakers develop the words or sentences known as utterances in order to express their opinions. Both the listeners and the speakers will use signs if there is no utterance.

## 2.7 The Characteristics of Conversation

There are many characteristics of Conversation such as the following:

1. Pronunciation: Students can produce clearer language when speaking by using correct pronunciation. It indicates that even with low vocabulary and grammar, a learner can communicate successfully when they have suitable pronunciation and intonation. The term "pronunciation" describes how words are said in an accepted or customary way. It is obvious from that say that pronunciation refers to a student's ability to produce words clearly during speech (Kline, 2001). Learning a list of sounds or individual words is not equivalent to learning English pronunciation. Rather, it consists of developing and using the essentially English technique of making a speaker's ideas simple to understand (Gilbert, 2008).

2. Grammar: Both in written and spoken forms, students must learn how to correctly organize sentences in conversation. Grammar is described as an organized approach to forecasting and accounting for the language understanding of an ideal hearer or speaker. This can be achieved by a system of guidelines or precepts that can be applied to produce any coherent or grammatically correct speech in the language (Purpura, 2004).

3. Vocabulary: Obtaining knowledge of word meanings is known as vocabulary. The reality that words can be written or spoken in at least two different ways confuses this concept. Oral vocabulary, according to Turk (2003), is the collection of terms that a student is familiar with when spoken or read orally. Written vocabulary is comprised up of words that students know the meaning of when they write or read aloud. Written vocabulary becomes more important for literacy than spoken vocabulary as pupils learn to read (Hiebert & Kamil, 2005).

4. Fluency: It is described as the ability for accurate, fluent, and communicative speech. The term "fluency" typically refers to the unlimited

use of oral language. During the teaching and learning process, the teacher shouldn't interrupt pupils when they are speaking in order to assess their fluency. The goal is to support pupils in speaking naturally and fluently. The instructor does not correct immediately since it is believed that excessive correction will impede the flow of the discussion (Pollard, 2008).

5. Comprehension: According to Cohen et al. (2005), comprehension is the ability of participants to fully comprehend the nature of the research study, even when procedures are complicated and include dangers.

6. Interactive Communication: According to Thornbury (2005), interactive communication is the ability of a candidate to engage with the person conducting the interview and the other candidates by starting the conversation and answering correctly, quickly, and regularly enough to complete the task requirements.

7. Appropriateness: According to Harmer (2001), there are several variables that connect with the term appropriateness. In order to achieve the communicative objective, individuals must observe the effects of their communication. These elements are: Setting, Participants, Gender, Channel, Topic, and Setting.

8. Complexity: It is incorrect, according to Halliday (1985), that spoken language is fragmented, simplistic, and unorganized, whereas written language is highly structured, ordered, and complicated.

## 2.8 Teaching Conversation

One of the most crucial abilities for learning English as a foreign language is having conversations. Producing words that listeners can understand is an index of good speaking skills (Komariyah *et al*, 2022). Conversation is one of the skills that needs to be developed and improved in teaching English language (Leong & Ahmadi, 2017). Conversation is one way to express yourself when communicate (Lim & Han, 2020).

Students must go through a variety of steps in the complex process of conversation in order to produce meaningful output (Burns & Joyce, 1997). Actions that take place before, during, or immediately after the speech delivery are included in the speech procedure, according to Richards and Burns (2019).

## 3.0 Methodology

### 3.1 The Experimental Design

One of the most common quantitative research criteria is experimental design. Without permitting any change in the outcome to be attributed to



the technique or independent variable variance, the experiment is carried out with a high degree of control and manipulation over the test environment and variables (Easterling, 2015).

Thus, the two tests pre-post design groups are followed to achieve the objectives of the study and to verify its hypotheses. Two groups have been chosen, one group represents a control group, and the other group is an experimental one as shown in a table (3.1) below:

**Table 1. The Experimental Design of the Study**

Group	Pre-test	Treatment	Post-test
<b>Experimental</b>	Achievement test in Conversation	CONVO as a mobile application in teaching EFL conversation	Achievement test in Conversation
<b>Control</b>		Traditional method In teaching EFL conversation	

### 3.2 Population and Sample

The population of this study is students at university who are learning English foreign language conversation. Conversation is a subject taught in the second year stage at department of English at College of Ibn Rushed for Humanitarian Sciences and College of Education for Women. The total number of the population is 230 students. However, the study's sample, which consists of two of the three sections that were chosen at random, from University of Baghdad- College of Education for Women , department of English , students' second year stage. Selected (25) students from section (A) which is the experimental group, and (25) students from section (C) which is the control group. Also, it was selected (23) students from section (B) for applying the pilot study. Thus, all the students from the three sections are the participants of this study. The repeaters are 7 who are excluded from the sample of the study. However, the whole sample of the study is (73) students from three sections.

**Table 2. The Sample of the Study**

Group	Section	Number of Subject
<b>Experimental</b>	A	25

<b>Control</b>	C	25
<b>Pilot</b>	B	23
<b>Total</b>		73

### 3.4 The Instrument of the Study

#### 3.4.1 Written Test

In order to find out the results of the experiment, the written test has administered on 5<sup>th</sup> May 2024. The test consists of ten multiple choice questions , scored out of ten marks. Also, the test consists of five questions which it is required short answer scored out of ten marks. The total of the written test was scored out of twenty marks. The questions are concentrated on complete conversations and asking about expressions of the conversations.

#### 3.4.2 Oral Test

The oral test was applied from 5<sup>th</sup> ,6<sup>th</sup> and 7<sup>th</sup> of May 2024. The study has followed the scientific interview which it was began with warm up questions and three questions for each student. The test is scored out of twenty marks according the checklist criteria (Grammar, vocabulary, fluency, pronunciation, and comprehension).

#### 3.5.1 Validity of the Tests

According to Gronlund (1998), validity is the degree to which conclusions are drawn from evaluating the results as they are relevant, meaningful, and helpful in light of the assessment's goal.

The jury members from University of Baghdad/College of Education for Women /Department of English, Ibn Rushd for Human Sciences/Department of English, and AL-Iraqia University/College of Education for Women/Department of English. They are 89% insured of the test's validity.

#### 3.5.2 Face Validity

According to Mousavi (2002, p.28) face validity refers to "the degree to which a test looks right, and appears to measure the knowledge or abilities it claims to measure, based on the subjective judgment of the examinees who take it, the administrative personnel who decide on its use, and other psychometrically unsophisticated observers". Face validity is the review of people who are thought to be aware about the variable being assessed (Fraenkel & Wallen, 2013).

### 3.5.3 Content Validity

The degree to which the test items genuinely measure or are primarily concerned with the trait for which the test is created and utilized is referred to as content validity by (Best & Khan, 2006).

### 3.6 The Pilot Administration of The Tests

Before being tested out, a test cannot take on its ultimate shape (Abbot & Wingard, 1981).

The following are the objectives of the pilot study:

- 1 To decide if the objects are appropriate.
2. Evaluating the exam items and determining their degree of difficulty and differentiation
3. To verify the exam instructions, and
4. To find out the period it takes the test takers to complete the questions (Harris, 1969).

### 3.7 Item Analysis of Literary Analysis

To achieve these goals, the exam was administered to twenty-three students who were chosen at random from among second-year students at the College of Education for Women, who are comparable to the study's subjects. For the pilot study, Section B will function as the control group and Section A as the experimental group, according to the researcher. The sample's total population is (73), with (23) chosen for the pilot study and (50) serving as the experimental and control groups.

#### 3.7.1 Difficulty Level

The most suitable test item will have item difficulty varying between 0.15 and 0.85 (Brown, 2010). It was found that the written test items' DL ranges from 0.41 - 0.66, and for oral test ranges from 0.52 - 0.55.

#### 3.7.2 Discrimination Power

According to the results, the oral test's DP differs from 0.38 to 0.43, and the written test item's DP ranges from 0.30 to 0.65. which take into account allowed items for both DL and DP.

### 3.8 Reliability of the Posttest

According to Alderson (1995), "reliability is the degree of consistency in test scores." Reliability is "a measure of regularity in testing," according to Ravitch (2007). Alpha-Cronbach formula is used to measure the reliability of the written and oral post-test. The coefficient of written test is found to

be (0.81), and for oral 0.76, which refers to the homogeneity of the test questions.

### 3.8.1 Inter-Rater Reliability For Oral Test

Inter-rater reliability determines the extent to which two or more raters obtain the same result when using the same instrument to measure a concept (Woldoff, 2004). Cohen's kappa coefficient is used to find out the consistency between two judges, which calculated to be (0.60) as moderate agreement.

### 3.9.3 Final Administration of the Tests

At the end of twelve weeks, the post-test is administered for two groups experimental and control ones and conducted at the same day for the written test, but the oral test is applied for five days. The duration of the exam was limited to (60) minutes to answer the written test, completely. The oral test is conducted with the lecturer Assist. Lecturer. Harir Ahmed, prof. Dr. Baan Jafar Sadiq and the researcher for five days by using the audio recorder for the experimental group and without for the control group.

## 4.0 Analysis of Data and Discussion of Results

### 4.1 Comparison between the Mean Scores of the Experimental Group and that of Control Group in Both Written and Oral Post-test

To find out if there is any statistically significant difference between the mean scores of the experimental group and that of the control group in the posttest, all mean scores are obtained and compared. Statistics show that the mean scores of the experimental group is 16.34 and that of the control group is 13.00, with standard deviations of 3.10 and 3.48, respectively. By using the t-test formula for two independent samples, the calculated t-value is found to be 5.061 higher than the tabulated t-value 1.984 at the degree of freedom 98 and level of significance 0.05. This means indicate that there is a significant difference between the achievement of the two groups and in favour of the experimental group.

Thus, the first hypothesis "There is no statistically significant difference between the mean scores of the control group which has been taught by traditional method and that of the experimental group which has been taught by mobile application (CONVO) in conversation post-test" is rejected, as shown in table (3).

Table 3. The Means, Standard Deviation, and t-Values of the Two Groups

*in the Performance Test (written and oral posttest)*

Group s	No. of student s	Mean	SD.	T-Value		DF	Level of Sig. 0.05
EG.	50	16.34	3.10	Calculated	Tabulated	98	Sig.
CG.	50	13.00	3.48	5.061	1.984		

#### 4.2 Comparison Between The Experimental Group in the Written and Oral Posttest

To verify the second hypothesis, in order to find the difference between experimental groups performance in the written and oral tests. The experimental groups' mean score in the written test is 16.16, with a standard deviation of 3.46. The mean score for the oral test is 16.52, with a standard deviation of 2.77. The calculated t-value is 0.398, which is found to be lower than the tabulated t-value, which is 2.064 at the 0.05 level of significance when the degree of freedom is 58. The obtained results indicate that there are no statistically significant differences between the experimental groups students' performance in the written and their performance in the oral test, thus the second hypothesis "There is no statistically significant difference between the two tests (written and oral) means scores of the two groups in the conversation posttest" is accepted, as shown in Table 4.

**Table 4. The T-test Value of Paired Samples, the Experimental Group Performance in the Written and Oral Tests**

Group	No. of student s	Mean	SD.	T-Value		DF	Level of Sig. 0.05
Written	25	16.16	3.46	Calculated	Tabulated	24	Not Sig.
Oral	25	16.52	2.77	0.398	2.064		

#### 4.3 Discussion of Results

Based to the statistical analysis of the data, the experimental group's performance on average outperformed the control groups in terms of overall test scores as well as written and oral exams. This could suggest



that using a mobile application is a better way to learn English than using a traditional English teaching approach.

The results of the present study are in agreement with those studies of Al-Zatma (2020), which show that there is a difference in the mean scores of students who learn English-speaking skills before and after using the mobile apps. So, improve your English-speaking skills. Additionally, this aligns with the findings of Gafni et al (2017) the results showed that most of the participants found the MALL Duolingo application enhanced the learning process. Moreover, These findings align with those of Alsowat (2016), demonstrating the effectiveness of the flipped classroom teaching model in language learning. Outclass activities gave students the opportunity to review the lesson and gain a clear understanding of the content. Students also spent enough time learning the lower-order thinking skills at their own pace and were able to write their notes and comments regarding the lesson.

Furthermore, the results are consistent with those of Ahn & Lee (2016), who found that the students overall had positive attitudes towards the application for learning to speak. They were particularly interested in the speech recognition function because it immediately demonstrated the consequences of their speech input. Similarly, Ameri's (2020) findings demonstrate that the use of this digital tool enhances students' public speaking skills in every cycle.

The following variables could be responsible for the current study's findings:

1. Using mobile applications to teach conversation gives students an opportunity to use the English language in an informal environment.
2. Because they choose their own reading materials and may use their phones while studying, students like using the Convo app.
3. The study's teaching materials varied from the textbook; this diversity and outside reading material made the lectures more engaging.
4. Because the teacher lets them freely convey their thoughts and opinions with their closest friends in the same group, students start to enjoy having conversations.
5. The application offers contribution of vocabulary , pronunciation and practicing.
6. The lectures do not offer the suitable practice inside the classroom specially with the huge number of students but the CONVO application

could give the students the time to practice the conversation inside and outside the classroom. thus, the application could cover the limitation of duration of the time.

7. Recording students' conversations in CONVO application could encourage the shy students and all the students to compete and show themselves in the classroom.

8. CONVO application could help the instructors to improve the performance of students in conversation to get rid of the individual differences of students because the students with low and high achievement could practice the conversations as possible as they could accomplish the conversation.

### 5.1 Conclusions

In the light of the results and findings of the study, many conclusions are sited. The following are:

1. The improvement in the performance of the experimental group over the control group leads to the conclusion that within the procedures of this study, teaching conversation for EFL students with using mobile applications proves to be more useful for the students, than the traditional teaching.

2. Using Convo application encourages students to improve their conversation because the students were asked to record their conversation performance at home. Thus, the students practice the conversation freely and record the best performance

3. The ability of recording the students' performance have increased the students' competition among them to be chosen as the best performance recorder.

4. Convo application could effectively enhance conversation because it supplies the students for practicing, feedback, vocabulary, native speakers and improving in verbal communication abilities.

5. The use of Convo application fosters greater confidence and fluency in spoken communication, potentially leading to increased participation and engagement in academic and social settings inside and outside of classroom.

### 5.2 Recommendations

There are many recommendations which are recommended, they are:

1. English language instructors could integrate the mobile application as a technique to enhance conversational skill.
2. Administrations of Colleges and institutions could encourage both students and instructors to maximize using the mobile application in teaching conversation.
3. Encouraging the use of a variety of English language teaching apps to provide different learning styles and proficiency levels in all the subjects.
4. supporting the use of interactive features in apps such as quizzes, games, and multimedia contents to engage students and promote active learning.
5. Providing guidance for students and instructors on how to effectively integrate mobile applications in English language teaching.

### 5.3 Suggestions for Further Studies

In the light of the conclusions and findings of the study, the following are suggestions to be studied:

1. Investigating the impact of CONVO application on English for Specific Purposes.
2. Finding out the effect of another mobile application on students' achievement in reading, writing and listening.
3. The relation of CONVO application on EFL Students' achievement and self-efficiency or self-confident.

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