

The Role Of Using Artificial Intelligence-Murf Application For Promoting Speaking Skill Of Iraqi EFL College Students.

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Abstract:

This study aims at investigating the role of using Artificial Intelligence Murf Application for promoting speaking skill of Iraqi EFL college students. To achieve the aim of the present study, the following hypothesis has been put: There is no statistically significant differences at ($\alpha \leq 0.05$) between the mean scores of the experimental group who is taught speaking skill according to Artificial Intelligence Murf Application and that of the control group who is taught according to the traditional way in the post-test. Thus, an experiment design was adopted. The sample of the study was Purposive sample consisted of 68 students from 3rd year class\ English department \ college of basic education\ University of Diyala, (35) students as an experimental group which are taught speaking skill by the use of Artificial Intelligence Murf Application and (33) students as a control group which are taught according to the traditional way during the academic year (2022 - 2023). Meanwhile, the subjects of both groups are matched according to their age, level of parents' education, and their scores in the pre-test. Pre-test and post-test have been designed and the validity of the tests and the lesson plans have been obtained by exposing them to jury members in the fields of EFL and linguistics. The data was collected, coded out and analyzed by using independent T-Test, two-way ANOVA and paired T-Test to answer the questions of the study. The researcher design (10) tutorials, e-learning content by using Murf application, that the user only needs to write the text, select the voice and language, and Murf AI takes care of the rest, which aimed at training the experimental group how to speak fluently by using the Artificial Intelligence Murf Application. The control group, on the other hand was taught the same material through using the traditional way. The reliability of the tests has been secured by using Alfa Cronbach formula found to be (0.86) which indicates high reliability. Statistical analysis of data achieved through using the t-test indicates that there are statistically significant differences between the mean scores of the two groups in favour of the experimental group in the post test.

The researcher concludes that using Artificial Intelligence Murf Application develops students' speaking skill and provides them with opportunities to actively develop their performance , and helps find out what a student does and does not know, building a personalized study schedule for each learner considering the knowledge gaps. In such a way, AI tailors studies according to student's specific needs, increasing their efficiency. and the researcher suggests to use it to make another study for other stages and other subjects.

key words \\ speaking skill , Artificial Intelligence , Murf Application.

1.1.The Problem and Its Significance

Learning is the process of improving knowledge. By taking part in an exceedingly explicit exercise, every learner bit by bit shifts from a beginner to the main target of the following area. within the practice of participation, learners convey their experiences and social experiences through a range of direct and indirect ways in order to develop sensible skills and acknowledge their values (Razoqey:2019: 4). Due to the need for English as a universal language, its utility becomes more and more important, particularly in countries where English could be a second language. Hence, it is necessary to improve the schoolroom surroundings and develop the learner in the simulation language environment (L. Ma,2021:5). Building a man-made intelligence English education system is often used as a breakthrough to facilitate the transformation of contemporary info technology into English education, improve the standard of teachers' English education, and improve student initiatives in learning English. However, despite the importance of developing speaking skills among ESL/ EFL learners, instruction of these speaking skills has received the least attention, and many English teachers still spend the majority of class time in reading and writing practice almost ignoring speaking skills (Scarcella &Oxford, 1994: 165; and Miller, 2001: 25). According to previous research, this may be due to the disparity between the spontaneous nature of the spoken language, and the structuring necessary to rearrange it into an acceptable, and correct form to be learned that causes problems for both teachers and students (Badrawi, 1997:98)

So after making interviews with some English language instructors\ college of basic education and college of education , it is obvious that instructors often face various difficulties and challenges while teaching English as a foreign language. Despite widespread expressions of concern

about developing speaking skill, studies have shown that most schools are neither challenging students to speak fluently and explain the academic subjects in a clear way, and helping them develop the reasoning of abilities needed to deal successfully with the complexities of modern life. Our educational system continues to graduate students who do not reason well. Speaking skills are one of the basic skills that EFL learners should learn in the classroom. Teaching speaking is challenging because there are many problems in the learning process because of the student's anxiety and lack of interaction. Besides, the use of technology can give EFL learners the opportunity to practice their speaking skills. The use of technology helps EFL learners and teachers easier to teach and learn in the learning process.

As using Artificial intelligence Murf applications has caused political revolutions in the Arab world recently, it certainly guarantees achieving effective and bold results in the academic field.

According to the present research, the researcher tries to shed light on this problem hoping to find solutions and remedy to the difficulties faced by the students.

1.2.Literature review

Speaking skill

Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997). Speaking is defined operationally in this study as the secondary stage students' ability to express themselves orally, coherently, fluently and appropriately in a given meaningful context to serve both transactional and interactional purposes using correct pronunciation, grammar and vocabulary and adopting the pragmatic and discourse rules of the spoken language. In other words they are required to show mastery of the following sub competencies/ skills:

* **Linguistic competence:** This includes the following skills:

- Using intelligible pronunciation.
- Following grammatical rules accurately.
- Using relevant, adequate and appropriate range of vocabulary.

* **Discourse competence:** This includes the following skills:

- Structuring discourse coherently and cohesively.
- Managing conversation and interacting effectively to keep the conversation going.

***Pragmatic competence:** This includes the following skill: Expressing a range of functions effectively and appropriately according to the context and register.

* **Fluency:** This means speaking fluently demonstrating a reasonable rate of speech

As for problems faced by learners, psychological, social and linguistic obstacles can be scrutinized. According to Scarcella & Oxford, 1994: 165 and Florez, 1998, these are as follows:

* **The conflict between fluency and accuracy:** Though a student may gain confidence in using the new language by being let uncorrected, his language will continue to be inaccurate/ incorrect.

* **Lack of confidence:** Apparently, some students feel uncomfortable in their first hesitant attempts at speech in the second language.

* **Pronunciation:** The most prominent problems are: phonetic confusion, interference from the written form, interference from the mother language and failure to use the weak forms.

Artificial Intelligence (AI)

Is one of computational creativity that has increased attention to the development of artificial intelligence (AI) technologies (Cheng & Day, 2014). To gain creativity by computers, many artificial intelligence technologies have been implemented. Rahman (2009:343) states that artificial intelligence (AI) creates software that filters knowledge and other autonomous functions, such as computation or student search. Artificial intelligence (AI) develops "intelligent" devices that run and react to something similar to the human brain, such as computer systems (online platforms) and computerized machines (robots) (Karsenti, 2019). Artificial intelligence (AI) is also known as Machine Intelligence (Mehrotra, 2019). It is the intelligence that is predicted by the machine through the natural intelligence displayed by humans. In other words, AI is about adding human intelligence to the machine for task execution. According to Mehrotra (2019), Artificial Intelligence (AI) is a computer science technology that explores the analysis and development of smart machines and apps. It is the science of having a machine to think and behave like a human being who is intelligent. The key to AI technology lies in intelligence (Wang, 2019). According to Whitby (2009), AI studies intelligent behaviors in humans, animals, and machines and attempt to find ways.

Murf

Is an AI-powered voice synthesis platform, ideal for teaching's content creators, marketing and advertising companies, podcast producers, and anyone who needs to add a voiceover to their projects.

With over 120 realistic voices available in 20 different languages, Murf AI allows users to easily convert text to speech and create the perfect voice for each project. Voice synthesis is an exciting application of natural language processing technology, and Murf AI stands out as one of the leading platforms in this field.

This application can be especially useful for creating voiceovers for promotional videos, explainer videos, tutorials, e-learning content, podcasts, and much more. The user only needs to write the text, select the voice and language, and Murf AI takes care of the rest. (Guo et al., 2022 ;5).

Murf AI can be a valuable tool for any business that needs to add a voiceover to their projects quickly and efficiently. Murf AI allows users to generate high-quality voiceovers quickly and without having to spend time and resources hiring a voice actor or recording session in a professional studio , especially when we want to make tutorials, e-learning content . With the wide variety of realistic voices and the ability to change the voice, Murf AI allows users to create a voiceover that perfectly fits the tone and style of their project. (Ibid.)

When it comes to eLearning, Murf can be used to quickly convert text-based educational content into a more convenient audio format that can be shared with students worldwide and in different languages, improving reach and accessibility, all without the need to hire voice actors or record voiceovers manually , Furthermore, Murf provides a vast pool of voices for any type of explainer video. Be it a deep middle-aged voice for an animation video on the Solar system or a playful young adult.

(https://murf.ai/?pscd=get.murf.ai&ps_partner,2022)

1.3.Methodology and Procedures

The Experimental Design

The quasi-experimental design called the non -equivalent group design was employed in the present study. This research design seemed most appropriate for the present study as random assignment of subjects to control and experimental groups was not possible. This is because the classes used in the study were intact groups administratively defined in terms of levels, teachers and classrooms. This design involves at least two groups, both of

which are forms by random assignment, one group receives a new, or unusual, treatment and both groups are post tested. So the best approach to data analysis is simply to compare the post test scores of the two groups. The pretest is used to see if the groups are essentially the same on the dependent variable. If they are, post test score can be directly compare using a t-test. The researcher applied the artificial intelligence Murf application (AI-Murf), to find its effectiveness on developing speaking skills on an experimental group, while the control group did not receive the same treatment.

Table (1) the Experimental Design

Experimental group	AI-Murf Application	Posttest
Control group	Traditional techniques	Posttest

The Experiment Application

The experiment started on 3rd November, 2022 and ended on 4th January, 2023. The experiment lasted for (8) weeks. The lessons were arranged for both groups. The same instructional material was chosen for both groups, whereas the students have got equal learning opportunities. In other words, the students of the two groups have the same conditions except in one aspect namely: the use of AI Murf Application for teaching speaking skill for the EG, whereas the traditional technique is used with the CG. The procedure for data collection was divided into the following three main phases: the preparation stage, the implementation stage, and the post stage.

* **Preparation stage:** : The teaching process of experimental group were carried out by designing 8 realistic projects by using the Murf AI which allows users to easily convert text to speech and create the perfect voice for each project , for examples : Shakespeare life , zuha hadid , Hammurabi , Gilgamesh , and another different characters .In this stage the teacher poses initial questions to prepare the students for the lesson, and then help them to recall information from their own experience to link the previously learnt material with the new subject matter. This step is very essential to arouse student's attention and help in bridging the gap in learning by activating student's prior knowledge and in taking the new material.

***Implementation stage.**

A- Before watching: A brief introduction including the background, main events in character life and his works were given to the students. Then the students will have a discussion and give their answers. Additional contents can be filled up by the teacher as the students didn't have enough knowledge about the character.

B- While-watching :- For the playing of the movie, the teacher can decide whether the students should watch the whole movie or segment it into several parts to play according to different teaching aims and the difficulty levels of videos.

C-Watching the Movie With No Interruption :-A movie can be played with no interruption if it is within or a little beyond students' linguistic and contextual competence. Through classroom observation, the researcher noticed that most students are reluctant to be interrupted while watching the movie, and they just want to have an overall impression about the movie and needn't to pay much attention to details.

D- After watching :- several questions were listed for them. The students are required to answer these questions with one or two sentences, even several words are OK. Then they are asked to have a discussion about these questions to have a better understanding of the movie.

E-Additional activities

- 1- Scanning Certain Part for Certain Activity :- If a movie is much beyond students' linguistic and contextual competence, it should be played by segmenting it into several parts, it can be divided by its scenes or time. In this part, the students need to finish some assignments after scanning several segments of the movie.
- 2- Dubbing :- Its mean showing students only pictures on the screen without any sound, and the students are required to add the sound. If they want to do this part well, they should be accurate performers. First, they need listen to the actors and actresses carefully and remember the exact words. To have a better job, they also have to imitate the pronunciation and intonation. This part seems to be the students' favorite, that's because they can learn a lot in the form of entertainment. So we can say dubbing is one of these ways to stimulate students' interest to speak English.
- 3- Role Play :- Students were required to work in groups to carry out role play. Role play should be based on a short scene which can be situational dialogues in the movie. It appeared to be that some shy students are more active in this part.

* Post stage

In this stage researcher have two phases the first one, is the evaluation .In the evaluation phase of the lesson, students check the level of their performance so that they can gain an understanding of what they have learned. Evaluation activities can be individual, cooperative, or teacher-

directed. Thus, the aim of this stage is to make students self-confident and completely understand and speak English. The second phase is the expansion. In the expansion phase of the lesson, students are given a variety of opportunities to think about the new vocabulary repertoire they have learned, integrate them into their existing knowledge frameworks, make real world application, and continue to develop academic language. This phase also provides the opportunity to speak English fluently through using certain technique.

Data Collection :- The speaking proficiency pretest was held in September, 2022 while the post test was held in January, 2023. The descriptive statistics was employed to find sums and means of tests . Independent samples t-tests were performed to find out the differences between same variables of the two classes, and the purpose of paired-samples t-tests was to discover the changes of each variable in the pretest and posttest for both classes.

Validity of the Tests

Validity means that the test should measure what it is supposed to measure (Brown, 2004: 26). With respect to the communicative competence model adopted in the current research ; the test covered grammatical competence and some aspects of discourse and pragmatic competences. Grammatical competence was reflected in all turns that the examiner took, and it was assessed through three criteria: vocabulary, grammar and pronunciation.

Discourse competence was evidenced in the students' ability to structure their ideas and make their contributions relevant. It was reflected also in their ability to maintain a coherent flow of language either within a single utterance or over a string of utterances. Also assessed here was how relevant the contributions were to what had gone before and how students encouraged the interlocutor's turns.

Pragmatic competence was assessed in the course of the test interaction as the students were expected to perform a set of functions: description, narration, giving opinions, giving advice, as well as other functions that occurred during interaction. Furthermore, pragmatic competence was assessed more deeply through providing students with a set of social situations to which students had to respond appropriately.

Fluency although not a component of the communicative competence model, was measured in terms of the learner's rate of speech and her ability to communicate in real time without undue pauses or hesitation.

To measure the test content validity, the first version of the test consisting of eleven tasks was submitted to six TEFL professors, assistant professors, and EFL testing specialists to evaluate its tasks in terms of content appropriateness and skills measured. Moreover, the jury members were asked to evaluate the test as a whole in terms of: (a) number of tasks and appropriateness to the functions measured, (b) suitability of the tasks to first year secondary students' linguistic level and (c) suitability of the test to measure the intended skills.

Reliability

Reliability of the designed speaking test was measured by calculating the consistency of the ratings provided by the two raters who scored the test to see how far they agree (inter-rater reliability). This was the method adopted to measure the reliability of speaking tests as suggested by previous scholars (Baker, 1989: 60). Other methods could not be adopted for practical considerations. The degree of inter-rater reliability was established by correlating the scores obtained by students from rater "A" with those from rater "B". It was assessed through correlation coefficients, Cronbach alpha. The following table shows the correlation coefficients among individual raters of the pre- posttests

Table (2) Summary of the correlation coefficients among individual raters

Group	No.	Test	raters	
			I,II	I,II
EG	35	pretest	0.81	0.86
CG	33	posttest	0.86	0.87

Through comparing the correlation coefficients in the above table to the correlation coefficient extracted from the statistical tables at 0.01 level, it was found that the estimated correlation coefficients were statistically significant at 0.01 level. This shows reliability of scoring. Hence, since the above table indicated high statistically significant correlations among the raters, scores were pooled to get an average score for each speaking skill.

Test instructions:

The examiner explained the purpose of the test and the topics to be discussed to students before the test, the following instructions were given to students:

* Be sure to speak loudly enough for the machine to record clearly what you say. Try to relax and avoid tension while answering the test to provide the best answer.

* Plan for each task quickly by thinking of words, expressions and grammar you need to use in the task.

* Avoid using Arabic while giving the answers. If you can't understand the examiner ask for clarification in English.

The Students' Achievement on the Pretest

An independent t-test formula has been used to compare the mean scores of the EG and CG on the pretest. As shown in Table (4), the mean score of the CG was 30.231, whereas the mean score of the EG was 32.769. The calculated t-value was found to be 1.538 at 79 degree of freedom and 0.05 level of significance, which indicates that there are no statistically significant differences between the achievements of the two groups in the pretest. This confirms that the participants assigned to EG and CG are not initially different but homogeneous.

Table (3) The Student`s achievement on the overall speaking skill Pretest.

Group	No.	M .	SD.	DF.	T-Value	Level of Significance
EG	35	31.769	40.03	79	1.538	0.05
CG	33	30.231	38.43			

The Tests` Scoring Scheme

Students' spoken performance was evaluated by two raters in the light of a designed rating scale which gave detailed guidance to the raters and thus helped to ensure they paid attention to the same aspects of performance for each learner. The rubrics of the rating scale covered all identified speaking skills. The rating scale was submitted to the jury members who validated the speaking test. They were asked to determine the suitability of the rating scale bands to the level of the students and the clarity of the descriptors included under each band. The jury indicated that the rating scale was valid and the descriptors clear and adequate. For each speaking skill, five bands/levels were identified. Level/band (5) represented very good performance, level(4)represented good performance, level (3) represented fair or accepted performance, level (2) stood for poor or deficient performance and level (1)

for very poor or unaccepted performance. Each band/level included a set of indicators or descriptors for the performance of each skill .

The results of the subjects are recorded and statistically analyzed using T-test. The test is given(35) marks distributed as showed in table (4).

Table (4) the Analytical Scoring Scheme for Speaking skill Construction of the Achievement Post-Test

Speaking skill	Grammatical competence			Discourse competence		Pragmatic competence	Fluency	Total score
	Grammar	Pronunciation	Vocabulary	Coherence	Managing conversation			
	5(very good) Effective Use of grammar	5(very good) Pronunciation is intelligible. An acceptable rhythm of speech	5(very good) The speaker uses relevant, adequate and correct vocabulary and word collocation	5(very good) It contains enough details to be generally effective. Cohesive devices, references, fillers are used effectively.	5(very good) The speaker contributes fully and effectively throughout the interaction	5(very good) The speaker generally considers register and demonstrates appropriate response.	5(very good) The speaker can express herself fluently and smoothly with no pauses and hesitation	35 mark
	4 (good) Almost no grammatical inaccuracies except for occasional Grammatical Errors	4(good) Almost acceptable stress, linking of words, and intonation Flaws in articulation, stress and intonation rarely disturb the listener.	4(good) Almost appropriate range of words with few difficulties	4(good) The discourse is almost coherent. Few errors in the use of cohesive devices, which don't affect organization.	4(good) The speaker contributes with ease for most of the interaction, with only occasional difficulties in negotiation	4(good) Errors not significant enough to be likely to cause social misunderstandings .	4(good) Pauses to think of ideas rather than language	

	3(fair) some grammatical and word order errors	3(fair) Stress, intonation and linking words are sometimes faulty.	3(fair) Vocabulary range is somewhat limited which might sometimes prevent communication of the message	3(fair) Mostly simple Cohesive devices are used. Referents and conjunctions are used sometimes incorrectly.	3(fair) The speaker contributes effectively for some of the interaction but with intrusive deviations at times.	3(fair) The speaker may lack skill in selecting language to carry out the intended functions .	3(fair) Occasional and noticeable hesitations The speaker may pause to think of language .	
	2 (poor) Frequent minor and major errors in grammar that impede comprehension	2(poor) Serious errors in pronunciation stress, intonation and phonemic articulation are generally poor	2(poor) Frequent misuse of word, and limited vocabulary Make comprehension quite difficult	2(poor) Response often lacks details. Rare use of even Simple conjunctions.	2(poor) Rarely able to understand enough to keep the conversation going.	2(poor) Functions most of the time are performed unclearly and ineffectively	2(poor) utterances characterized by frequent pauses and hesitations that impede communication	
	1 (very poor) grammatical mistakes severely hamper communication	1(very poor) Severe and constant intonation and pronunciation problems cause almost complete unintelligibility	1(very poor) Vocabulary is Extremely limited.	1(very poor) Utterances halting, fragmentary with no references and no use of cohesive devices	1(very poor) Communication is totally dependent on repetition, and repair.	1(very poor) Unable to perform the functions in the spoken language .	1(very poor) Delivery so slow that only few words are produced	

The aim of the achievement test in the present research is to investigate the effect of using AI-Murf Application on the students of the experimental group speaking skill achievement as compared with that of the control group students who were exposed to AI-Murf application.

the researcher measured the differences between the experimental and control groups on the post- test were conducted with respect to speaking skills competencies (grammatical, discourse, pragmatic competence and fluency) . This was done to make sure that there were no statistically significant differences between the two groups on the post- test in speaking skill competencies as showed in table (5).

Table (5) T- test results of the post- test comparing the control and

Grammatical competence	Group	No.	M	SD	df	T-value	Level of significance
	EG	35	6.63	1.12	79	1.2	0.05
CG	33	6.21	1.16				
Discourse competence	Group	No.	M	SD	df	T-value	Level of significance
	EG	35	3.02	2.1	79	1.1	0.05
CG	33	2.98	1.3	79			
Pragmatic competence	Group	No.	M	SD	df	T-value	Level of significance
	EG	35	7.3	15.4	79	2.2	0.05
CG	33	8.2	13.2	79			
Fluency	Group	No.	M	SD	df	T-value	Level of significance
	EG	35	12.7	22.1	79	3.870	0.05
CG	33	9.27	19.3	79			

experimental groups mean scores in speaking skill competencies

Table (6) The Student`s achievement on the overall speaking skill

Group	No.	M	SD	df	T-value	Level of significance
EG	35	41.003	28.125	79	5.870	0.05
CG	33	36.223	23.162			

Posttest.

The above table shows that the estimated t-value (5.870) was statistically significant at 0.05 level. Thus, it can be safely said that there were statistically significant differences between the experimental and control groups on the post- test in overall speaking in favour of the experimental group.

1.4. Result

As shown in Table (5), the mean score of the experimental group in the post- test is 41.003 and that of the control group is 36.223. Using the t-test for two independent samples, it is found that the t-value is 5.870, with a degree of freedom of 79 and a level of significance of 0.05 . This means that there is a statistically significant difference between the two mean scores and in favour of the experimental group. It follows that the aim of the study has been achieved and that the null hypothesis is rejected. Thus, an alternative hypothesis is adopted which says that there is a statistically significant difference between the experimental group, who is taught according to Artificial Intelligence -Murf Application, and the control group who is taught according to the traditional method on students' speaking skill .

Discussion of the Result

Concerning the amount of development achieved by the application artificial intelligence , it can be described as being successful since the difference of the overall performance of experimental and control groups on the post-test is quite noticeable. The result shows that the learners in the experiment group have reached a higher achievement level compared to those in the control group. The learners of the experimental group applying artificial intelligence Murf activities, has been more effective than those of the control group. In other words, the former method has more impact on learners' development in speaking skills than the latter on learners' development of the control group.

It has also been noticed that size of the programme has certain effect on learners' achievement. This certain effect on learners' achievement effect can be attributed to the activities, and the variety of teaching aids used in the AI-based program which aims at promoting student's speaking fluency. Furthermore, learners of the experimental group have demonstrated more cooperative than the control group. This can be attributed to the student-centered approach employed. Interestingly, learners of the experimental group have shown more motivation than those of the control group; and thus this considerably affects their achievement. Indirectly, AI helps create successful experience and eager learners.

Conclusions

In the light of the results obtained, the following conclusions can be drawn:

Ideal learning in any classroom involves personal development and growth in all human dimensions. That is, in today's language classroom it is not enough solely to promote linguistic competence or even communicative competence, but there are also certain social advantages inherent in the Artificial intelligence- Murf application . There is evidence that exposing students to authentic texts via spoken language corpus driven materials, online or printed, helps to raise their consciousness and encourages them to draw insights especially about the lexical phrases and expressions used in authentic rather than artificial spoken discourse. It enables them to identify language features, which can enhance their pragmatic and discourse competence as well as their fluency, in additional that, the change in the teacher's role from an authoritarian to a discussion organizer, a facilitator and a language adviser allows students to share more responsibilities for their learning, express themselves freely and become the centre of the learning process.

Many factors influence speaking fluency, including types and authenticity of speaking materials, interest of the learners and their background knowledge, which makes teaching speaking a challenging task .

in spite of teaching speaking through movies which were designed by AI - Murf application, it is an effective to improve speaking competences , but we need more empirical evidence to support this assumption. The present research provides evidence for the effectiveness of using AI application in developing second year EFL college students' speaking skills. These applications can increase their motivation and positive attitudes towards

learning to speak. Moreover, they help them take risks. As a result, students' ability to speak fluently and correctly increases. and Multilingual knowing-how-to-listen and how to- talk abilities, , they assist learner towards how to search for information necessary to continue learning beyond the classroom, how to work cooperatively in general, and how to solve multiple problems in any given context. In addition, using AI applications in the language classroom can help to promote these goals.

The effective and successful applications of AI activities motivate learners (even shy ones) enthusiastically in activities related to speaking skill and to be more active in attending classroom instructions. Moreover, they become more fluency in speaking and express their idea and opinions.

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دور استخدام تطبيق الذكاء الصناعي - مورف في تطوير مهارة التكلم لطلبة الكليات العراقية
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المستخلص

يهدف البحث التحقق من اثر استخدام تطبيق الذكاء الصناعي-مورف في تطوير مهارة التكلم للطلبة العراقيين دارسي اللغة الانكليزية لغة اجنبية . وللتحقق من الهدف صيغت الفرضية الصفرية (لا يوجد فرق ذو دلالة إحصائية عند مستوى دلالة (0,05) بين متوسط درجات الطلبة في المجموعة التجريبية الذين درسوا وفق تطبيق الذكاء الصناعي-مورف ومتوسط درجات الطلبة في المجموعة الضابطة الذين درسوا وفق الطريقة الاعتيادية في الاختبار البعدي . تبنت الباحثة التصميم التجريبي للضبط الجزئي للمجموعتين التجريبية والضابطة تضبط احدهما الاخرى ذات الاختبار البعدي . ومثل مجتمع البحث طلبة المرحلة الثالثة اقسام اللغة الانكليزية \ كلية التربية الاساسية للفصل الاول من العام الدراسي 2022-2023 وقد اختيرت العينة قصدياً ، اذ بلغت (68) بواقع شعبتين مثلت شعبة أ المجموعة التجريبية وتضمنت 35 طالباً وطالبة و33 في المجموعة الضابطة في شعبة ب ، وقد كافأت الباحثة كلتا المجموعتين في عدد من المتغيرات منها أعمارهن ، مستوى التحصيل الدراسي للوالدين ، إضافة" الى درجاتهم في الاختبار القبلي، قامت الباحثة بتصميم (10) دروس تعليمية لمحتوى التعليم الإلكتروني باستخدام التطبيق مورف، حيث يحتاج المستخدم فقط إلى كتابة النص واختيار الصوت واللغة، ويتولى التطبيق مورف الباقي. حيث هدفت إلى تدريب المجموعة التجريبية على كيفية التحدث بطلاقة باستخدام تطبيق الذكاء الاصطناعي-مورف. أما المجموعة الضابطة فقد تم تدريسها نفس المادة باستخدام الطريقة التقليدية. حيث قامت الباحثة بتصميم كلا الاختبارين (القبلي والبعدي) وخطة الدرس باستخدام احد تطبيقات الذكاء الصناعي (مورف)، وتم التأكد من صلاحية وصدق الاختبارات وخطة الدرس بعرضهما على الخبراء في مجالات طرائق تدريس اللغة الانكليزية وعلم اللغة ، وتأكدت الباحثة من ثبات الاختبار من خلال معادلة الفا كرونباخ والتي كانت (0.86) . وبعد الانتهاء من التجربة تم تحليل البيانات احصائياً" باستخدام الاختبار التائي وقد توصلت الباحثة إلى وجود فروق ذات دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في مهارة التكلم في نتائج الاختبار البعدي ولصالح المجموعة التجريبية. وقد استنتجت الباحثة إن استخدام تطبيق الذكاء الصناعي-مورف تطور مهارة التكلم للطلبة ، وتمنحهم الفرصة لتنشيط وتطوير مهاراتهم ، ويساعد في معرفة ما يفعله الطالب وما لا يعرفه، من خلال بناء جدول دراسة مخصص لكل متعلم مع مراعاة الفجوات المعرفية. وبهذه الطريقة، يقوم الذكاء الاصطناعي بتخصيص الدراسات وفقاً لاحتياجات الطلاب المحددة، مما يزيد من كفاءتهم. ويقترح الباحث استخدامه في إجراء دراسة أخرى لمراحل أخرى ومواضيع أخرى باستخدام تطبيقات البرنامج اعلاه.