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**Enhancing EFL Iraqi College of Police Cadets'
Speaking, and Motivation through an ESP
Internet-based Program**

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Abstract

This research investigated the effectiveness of using an ESP internet-based program to develop Iraqi Police Academy Cadets' EFL speaking skills and motivation towards learning English language. Participants of the research were two groups of third year stage of EFL Iraqi police Academy Cadets (one experimental and one control). Instruments of the research were an EFL speaking test and a motivation scale in form of questionnaire items to measure cadets' motivation attitudes, and opinions towards learning English language. The experimental group was taught based on the ESP online program and the control group received regular instruction. Post-test and scale were administered to both groups after the program has been applied. Results showed that experimental group outperformed the control group. This indicated that the program had a significant impact on developing EFL speaking skills and increased the motivation of the participating cadets. Therefore, it was concluded that using an ESP online course was effective in developing EFL speaking skills for Iraqi College of Police Cadets and increased their motivation towards learning English language.

Key words: ESP Online Program. - EFL Speaking Skills –Motivation

(الخلاصة)

هدفت هذه الدراسة إلى التحقق من تأثير استخدام برنامج اللغة الانكليزية لأغراض خاصة القوائم على الإنترنت لتطوير مهارات التحدث لدى طلاب كلية الشرطة العراقية وزيادة دافعيتهم نحو تعلم اللغة الإنجليزية.

اعتمدت الدراسة على التصميم شبه التجريبي. لتحقيق هذا الهدف ، تم استخدام ثلاث أدوات:

(١) استبيان مهارات التحدث و (٢) اختبار مهارات التحدث القبلي والبعدي .

(٣) مقياس التحفيز المستخدم لتقييم مستوى دافع الطالب العسكري نحو تعلم اللغة الإنجليزية قبل وبعد استخدام البرنامج.

تكونت عينة الدراسة من ٦٠ طالب من السنة الثالثة في كلية الشرطة العراقية والذين تم اختيارهم بطريقة عشوائية. تم تقسيم المشاركين إلى مجموعتين. احدهما تجريبي (يتم تدريسه من خلال برنامج عبر الإنترنت) والتحكم عن بعد والمجموعة الاخرى تدرس بالطريقة التقليدية (تدريس وجهاً لوجه) .

أشارت النتائج إلى وجود فروق ذات دلالة إحصائية بين متوسط درجات الاختبار البعدي للمجموعتين لصالح المجموعة التجريبية. بالإضافة إلى وجود فروق ذات دلالة إحصائية بين متوسط

الدرجات الاختبارين القبلي والبعدي للمجموعة التجريبية لصالح الاختبار البعدي لمهارة التحدث . قدمت الدراسة الحالية دليلاً على أن استخدام برنامج التدريس عبر الإنترنت كإستراتيجية في تنشيط التدريس والتعليم وكان فعالاً في تعزيز مهارات الاستماع والتحدث باللغة الإنجليزية لطلاب كلية الشرطة العراقية وزيادة دافعهم لتعلم اللغة الإنجليزية.

تبر هذه الدراسة من الدراسات المهمة في الوقت الراهن في ظل وجود جائحة كورونا العالمية التي اثرت على كل دول العالم مما تسبب في غلق المدن والجامعات بحيث اصبح التعليم الالكتروني حاجة ملحة في ضل الظروف الحالية .

خلصت الدراسة وأوصت باهمية استخدام برنامج اللغة الانكليزية للاغراض المتخصصة عبر الإنترنت والذي له تأثير كبير على تعزيز الإستراتيجية في التدريس وتعلم الاستماع ومهارات التحدث والمهارات اللغوية الأخرى وزيادة دافعية و تحفيز المتعلمين نحو تعلم اللغة الانكليزية . تساعد هذه لباحثين في التعلم الالكتروني من خلال النتائج التي توصلت اليها بحيث تشكل طريقاً توجيهياً للباحثين في استخدام تكنولوجيا التعليم في معظم الجامعات العالمي

Introduction:

Learning English nowadays is becoming a requirement for students from different countries around the world, especially when it is the language of instruction. A strong interest in speaking skills should be considered to develop good communication skills. Acquiring speaking skills is definitely essential in learning a language. According to (Brown, 2001), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Teachers find speaking skills so difficult to teach due to a variety of factors related to planning and learner attitudes (Wilson, 2008). Most teachers still use traditional methods to teach speaking. This technique is unproductive as learners get tired to speaking English, especially communication and conversation as it is hard. Many strategies have been employed to develop speaking skills in the classroom through face-to-face interactions, new technological techniques, or a combination of both techniques known as blended learning. Technology and multi-tool learning environments are becoming more important.

Recent scientists have confirmed that Internet applications and tools have the potential to dramatically change the way we share information, meet new people, and interact with friends, family, and colleagues. For this reason, these Internet tools are very popular among people all over the world, especially in everyday educational settings. In the current research, the researcher conducted motivation scale in form of a questionnaire items to learn

about students' motivation, perceptions and opinions of the teaching materials used to teach speaking and increase their motivation towards learning English. Results showed different opinions regarding online or face-to-face teaching methods. Additionally, while many students prefer virtual instruction for its flexibility in time and place. Research results suggested a positive impact of using the ESP Internet-based program to develop cadets' speaking skills and increase their motivation towards learning English.

- *Speaking Skill:*

Nature and Importance of Speaking Skill:

Speaking is taken to refer to a communicative process of making meaning that comprises generating, getting and handling information. The construction and meaning of a speech or conversation are reliant on the situation in which it takes place, the interlocutors, and the functions of speaking (Burns and Joyce, 1997).

Relatedly, speaking skill is described as the capability of uttering a sentence or an utterance, obviously by means of correct grammar and proper pronunciation with "accuracy and fluency". In this respect, Luama (2004, p. 1) contended that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop".

Speaking is an essential skill which requires more consideration in the process of language learning. Speaking is that communicative process by which a learner can make meaning which is comprised of generating, getting, and handling information.

Speaking has two main categories; accuracy which means: the professional usage of vocabulary, grammar and pronunciation, and fluency which is considered to speak confidently with few hesitations, that is to say speaking is the correct use of words in the correct situations with few hesitations, the thing that uncovers the learner's speaking proficiency (Harmer, 2007). According to (Brown, 2001), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. The form and meaning of the spoken language depend mainly on the context in which it occurs which includes the participants, experience, environment, and the purpose for speaking.

Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. Speaking requires that learners not only know how to produce specific points

of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also that they understand when, why, and in what ways to produce language (sociolinguistic competence). In fact, speaking skill is much more than uttering words and putting vocabularies into a sequential order; it necessitates mastering the grammar of the target language, paralinguistic elements of the speaking skill, such as stress, intonation, non-linguistic elements of communication. As a result, language learners evaluate their progress in language learning and the effectiveness of their language course based on how much they believe their spoken language skill has improved (Richards, 2008). Speaking is also a very important language activity for effective communication in any language. Speaking skill is determined by a language's overall understanding of vocabulary, grammar, sentence structure, listening etc. As a result, to talk successfully, a learner must master not only grammar, vocabulary, and proper pronunciation, but also when, why, and how to make words.

- Motivation:

Nature and Importance of Motivation in TEFL:

Designing and implementing various techniques can change student's attitude positively towards L2 learning. Systematic and academic application of motivation and attitude issues in language learning classes is very important and can make language courses more interesting. Oroujlou & Vahedi, (2011) in their research showed that there is a direct relationship between the efficiency of the students in language classes, motivation and attitude. Motivation is the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is the action of initiating, guiding and encouraging someone to be goal-oriented so that they get inspired and achieve great things. The idea of motivation is a recurring topic throughout the history of language teaching and is considered fundamental for achieving positive results in any task.

The existence of this variety of definitions shows the difficulty in describing motivation and its role in the process of learning a language. Madrid (1999), explained the concept of motivation as an individual state that is influenced by different factors such as beliefs, interests, goals, and wishes that demand an effort from students. Spolsky (2000) described motivation as the amount of time a learner is prepared to spend on learning tasks. Martín (2015) explained that motivation is an individual's character to learning a task that can be modified both by him- or herself and by the surrounding circumstances. That is, motivation is understood as what encourages students to freely devote their time to a specific activity.

Operationally, motivation explains can be defined as the inner force that drives individuals to accomplish personal and organizational goals.

Motivation has an important role in ELT, particularly in speaking skills because motivation fosters and encourages students during the learning of a foreign language process. Therefore, in order to achieve long-term goals and success in language learning, a learner needs at least a modicum of motivation (Guilloteaux & Dörnyei, 2008).

Online Language Teaching and Learning and its important in TEFL.

Many researchers have suggested and offered evidence of superior outcomes with online learning as opposed to traditional face-to-face modes of learning. The advantages they pointed out included elimination of barriers of cost, time, distance, and socio-economic status while allowing individuals to take more responsibility for their learning, which became lifelong (Stansfield, 2004). Many recent research in both practitioners and academics alike have shown tremendous interest in online learning which referred to the delivery of training, education and collaboration using various electronic media, but predominantly the internet whose tools have given the greatest impetus to the development of online learning.

It is remarkable that online learning is used by educational institutions which regard intellectual capital as a primary source of revenue and use online learning to increase the learner's motivation (Cross, 2004).

Most researches indicated advantages of online learning, such as greater flexibility; providing any place, any time learning; opportunities for learners to access resources not available locally; and broader possibilities for collaboration (Matthews-Aydinli, 2005). Researchers and other scholars agree that teaching online is not the same as teaching face to face (F2F) and many educators are challenged by the transition from the F2F to the virtual classroom. Therefore, even if language teacher educators have mastery of their content and teaching methodology in physical classrooms, they need to acquire new skills for teaching online and institutions need to provide the resources necessary for this professional development.

Online technology provides the opportunity to integrate ESP, the tools, and devices to design activities for a variety of learning situations advantages (Richardson and Swan, 2003). Abrams, (2003) in his research has shown that online communication with native speakers has positive learning effects as it enables language learners to have oral communication with real audiences and provides them with authentic language experiences.

Researches Related to Using Online Teaching Program in Enhancing Speaking Skills, and Increasing Motivation:

Many researches have investigated the impact of using online teaching course on developing learners' speaking skills, and motivation towards language learning.

For example, Alhabbash ,(2012), intended to study the efficiency of classroom and online discussion on speaking skill of 12th students. The sample was divided into three groups of male secondary school students. The experimental classroom discussion group was 25 male students, the second experimental online discussion group was 15 male students, and the control group was 25 male students. The course of applying classroom discussion and online discussion took 40 sessions and then the observation was applied to the selected groups. The study revealed the role of online discussion in enhancing the student's speaking skills.

Banditvilai, (2016), investigated the use of blended learning (BL) to develop students' language skills and learner autonomy in Asian university situation. This type of learning incorporated computer education with face-to-face communication with a teacher. The study shed light on the results of using ESP teaching in classes in Thailand where e- learning strategies were used in parallel with traditional classroom language teaching methods of the four language learning skills: listening, speaking, reading, and writing. The study concluded that online exercise is straight forwardly advantageous to improve the four essential language skills as well as autonomous learning and learners' motivation.

In addition, Novitasari (2019), conducted a study to assess twelve ESP Online learners' perception and experiences with collaborative ESP online learning in their listening and speaking class. The data were obtained by utilizing questionnaires and interviewing the learners. The findings revealed that most learners perceived collaborative learning positively. Collaborative learning effectively helped the learners learn in a comfortable environment. By implementing collaborative learning, the learners could work together to solve problems, get meaningful feedback, and trigger confidence which led to more opportunities to practice ESP listening and speaking activities.

Moreover, Elkomy (2020), aimed at investigating the effectiveness of using Massive Open Online Courses (MOOC) on developing EFL secondary school students' listening and speaking skills and their self-directed learning. The study adopted the quasi- experimental design with one group pre-post-test. The participants consisted of 20 students of 1st secondary stage at Future Language Schools in Tanta who were taught through the MOOC.

Data were collected through using the following instruments: course topics checklist, a pre-post listening comprehension skills test, a pre-post speaking test, a self - directed learning scale (SDLS), a speaking assessment rubric and a student reflection log. Findings of the study revealed that participants' performance in listening, speaking and self-directed learning was improved significantly. The effect size of the course was found to be high, and it was recommended to use MOOCs as an effective technique in teaching EFL skills.

Pilot Study:

To determine the students' competence in speaking skills, the researcher administered an EFL pilot speaking test to (20) third year stage for Police Academy cadets. A motivation pilot scale was also conducted to find the motivation level of the cadets towards learning these skills. The following tables show the results.

Table (1): Speaking Skills' Test Results

Speaking	Score	M	SD	Rate
Accuracy	5	2.30	0.470	46%
Fluency	5	2.20	0.410	44%
Pronunciation	5	2.25	0.444	45%
Range of Words and Grammar	5	2.15	0.671	43%
Total	20	8.90	0.968	44.5%

Results of the pilot study as shown in tables (1) asserted that EFL Iraqi Police Academy cadets are not at the desired level in speaking skills as clear in each of the defined skills' mean scores.

Also, the researcher administered a pilot study of a motivation scale towards learning listening and speaking to identify the level of motivation of cadets as shown in table (2).

Table: 2 Descriptive Statistics for Motivation scale (n=20)

	Score	Mean	Std. Deviation	Percent of Mean(%)
Total degree of the Scale	32 - 160	108.25	3.537	67.7

It is clear from the results of Table (2) that the overall score of the motivation scale among Iraqi cadets at the Police College is low which indicated cadets' lack of self- motivation towards acquiring knowledge of English language, and they are lacking speaking motivation.

Statement of the Problem:

Based on the researcher's observation, review of literature and the results of the pilot study, the research problem was stated as follows "EFL third year stage cadets have weaknesses in their speaking skills and lack motivation towards learning English language". Consequently, it became essential to find a solution for this problem, so a proposed an ESP internet

program was designed to enhance cadets' speaking skills and their motivation towards learning English language.

Research Questions:

This research attempted to provide answers to the following research questions:

1. What are the characteristics of an ESP internet-based program to develop Iraqi Police Academy Cadets' speaking skills?
2. What is the impact of using an ESP internet-based program on improving Iraqi Police Academy cadets' speaking skills?
3. What is the impact of using an ESP internet-based program on improving Iraqi Police Academy cadets' motivation towards learning EFL?

Hypotheses:

This research attempted to verify the following hypotheses:

1. "There is a statistically significant difference at the 0.05 level between the experimental group and the control group in the mean score of the speaking posttest in favor of the experimental group".
2. "There is a statistically significant differences at the 0.05 level between the mean score of the pre-posttest administration of the speaking on the experimental group in favor of the post administration".
3. "There is a statistically significant difference at the 0.05 level between the mean score of the experimental group and that of the control group on the posttest administration of Motivation scale in favor of the experimental group".
4. "There is a statistically significant difference at the 0.05 level between the mean score of experimental groups on the pre and post administration of the Motivation scale in favor of the post administration".

Purpose:

The present research aimed at enhancing EFL speaking skills of Iraqi Police Academy cadets and their motivation towards learning English language using an ESP internet-best program.

Significance:

The present study could be significant for cadets-students, teachers, curriculum designers and researchers:

- For Students:

The research provided them with activities and opportunities to enhance their speaking skills inside and outside the classroom setting, enabled them to use more communicative, cooperative, collaborative and competitive active learning strategies and created a motivated, and positive learning environment for them through:

1. Providing cadets, students information about important topics; (ESP

online program (internet-based learning), speaking, and motivation) for teaching EFL.

2. Helping students to better learn the English language through the ESP online program.
3. Encouraging students to learn through online programs.
4. Motivating learners to get better involved in learning activities and tasks.
5. Solving the problems that Iraqi cadets face in EFL speaking skills, and further, could motivate them towards learning the English language, and improve their online learning experience to fulfill their needs.

- For Teachers:

Drawing the attention of teachers to integrate speaking into an ESP online teaching program activity, and effectiveness of using an ESP internet-based program in promoting speaking skills.

- For Curriculum Designers:

Benefited curriculum designers from the outcomes of the present research in preparing a suitable curriculum for the future stage of teaching students, and stressing on the importance of integrating technology in designing speaking tasks and activities of English language to increase motivation and facilitating teaching.

- For EFL Researchers:

Providing researchers with some insights into improving EFL speaking skills and increasing motivation through using an ESP online teaching program, and paving the way for other future researchers' studies to use online teaching strategies to improve other language skills.

Delimitations:

The current research was delimited to the following:

1. Designing an ESP internet-based program grounded on the most updated available internet applications intended to improve Iraqi Police Academy cadets' speaking skills and motivation towards learning English.
2. A sample of 60 cadets at the Iraqi Police Academy in Baghdad-Iraq, randomly selected to enroll in classes during the years 2022-2023.
3. Some selected speaking sub- skills.

Research Methodology:**Participants:**

A sample of (n=60) EFL cadets were selected as representative of the whole population (N=300) of the Iraqi Police Academy third year stage cadets. The participants are secondary school graduates, their age ranged between (20-22) years, they come from different types of social group regardless of their economic factor, religion affiliation, and they are carefully selected in accordance with the level of college policy and criteria. The two groups were compared in terms of homogeneity before the application of the program.

Design:

First, Quasi experimental design was adopted in the current study. Participants of the research were divided into two equal groups: a control group and an experimental group. The experimental group was taught EFL speaking skills using the online teaching program activities, while the control group was taught the same skills using the traditional method which was recommended by Teacher's Guide of the given ESP textbook.

The quasi- experimental research design was employed in the current study precisely to determine the effect of the implementation of an ESP internet-based program on improving Iraqi EFL Police Academy Cadets' speaking skills in Iraqi college of police. The pre-test was applied before implementing the program. Then, after the treatment, the post-test was applied and followed by motivation scale in form of a questionnaire designed by the researcher to detect students' motivation and perception towards online teaching English language course.

Additionally, the quantitative qualitative method was used to determine any marked differences between experimental group and control group. Descriptive statistics in the form of percentage and grading system were used to make a comparative analysis between these two groups. Collecting standardized information from participants through quantitative methods is appropriate with the research question (Robson, 2002). The qualitative method examined further how other variables such as an ESP internet -based program had significant impact on the development of speaking skills among the Cadets of Police Academy.

Research Instruments:

The following instruments were employed in the present research to give answers to the research questions:

1. An EFL Speaking Skills Test to assess the cadets' level in speaking skills before and after the treatment.

2. Motivation Scale to assess the cadets' level of motivation before and after the treatment, and to measure the effectiveness of using the proposed ESP internet-based Program.
3. Course Topic Checklist used to decide the most important topics that are suitable for the sample of the research to be included in the online ESP program.
4. A Proposed ESP Internet - based program designed by the researcher used to develop cadets' speaking ability and increase their motivation towards learning English.

Results and Discussion:

The results of the research were statistically analyzed in terms of its hypotheses and they were discussed in the light of the theoretical background and related studies. Research results were reported as follows:

Testing the first hypothesis: "There is a statistically significant difference at the 0.05 level between the experimental group and the control group in the mean score of the speaking post-test in favor of the experimental group"

To test this hypothesis, a t-test was used. Table 2 indicates the results

Table:3

Comparing the control and the experimental groups speaking performance on the post speaking test

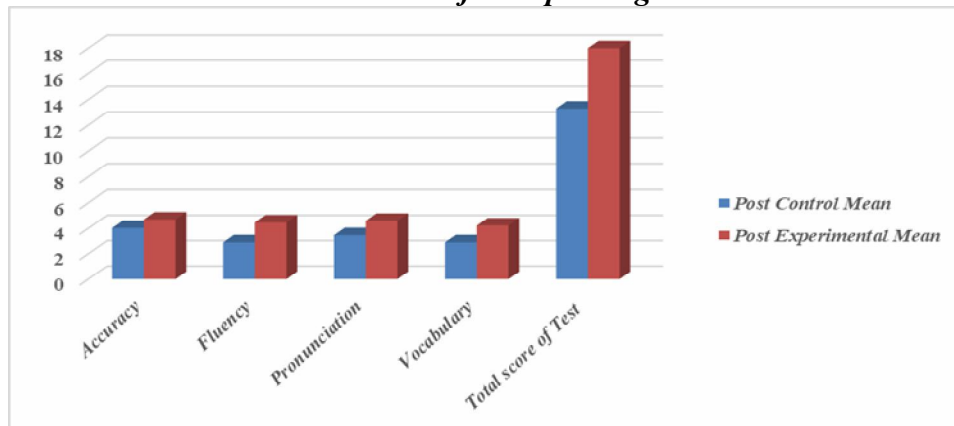
Skills	The group	N.of cases	Means	S.D	df	t.Value	Sig.
<i>Accuracy</i>	Control	30	4.03	0.556	58	5.033	0.01 Sig.
	Experimental	30	4.70	0.466			
<i>Fluency</i>	Control	30	2.90	1.029		7.291	0.01 Sig.
	Experimental	30	4.47	0.571			
<i>Pronunciation</i>	Control	30	3.47	0.681		7.353	0.01 Sig.
	Experimental	30	4.60	0.498			
<i>Vocabulary</i>	Control	30	2.90	0.662		8.017	0.01 Sig.
	Experimental	30	4.23	0.626			
<i>Total score of Test</i>	Control	30	13.30	1.368		14.127	0.01 Sig.
	Experimental	30	18.00	1.203			

Table (3) indicated that there are statistically significant differences between the mean scores of the experimental and control groups in individual speaking skills and the total score of the test in the post application in favor of the experimental group, where all the values of (t) were statistically significant at (0.01) level. These results validated the third hypotheses. These differences can be attributed to the use of ESP online program.

Differences between the experimental group and the control group mean score in all sub skills of the post administration of the post speaking test are graphically illustrated in the following figure(1).

Figure: 1

The Mean Scores of the Experimental and Control Groups in the Post Administration of the Speaking Test



Testing the second hypothesis: “There is a statistically significant differences at the 0.05 level between the mean score of the pre- and post-administration of the speaking test on the experimental group in favor of the post administration”.

To test this hypothesis, a t-test was used. Table 4 indicates the results.

Table:4

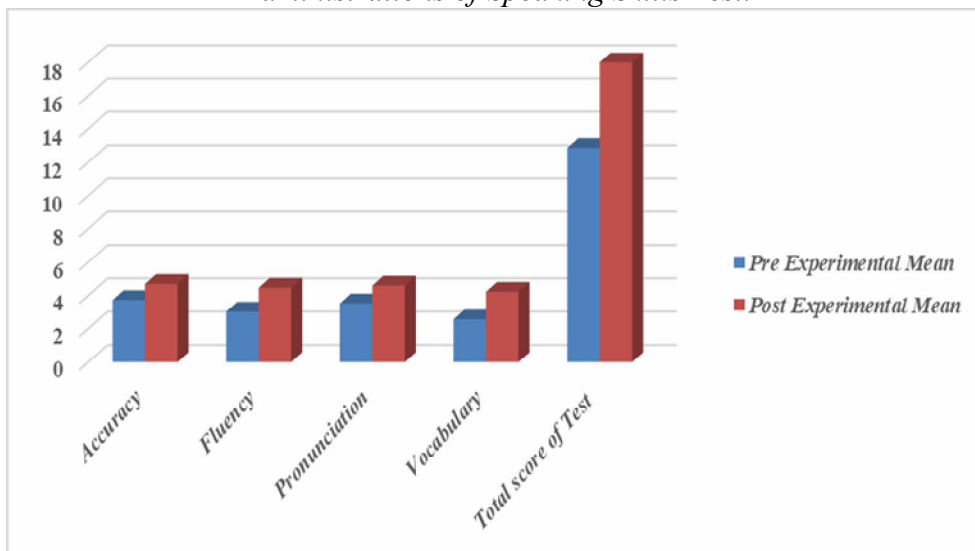
Comparing the performance of the experimental group on the pre – posttest in speaking skills

Skills	The group	N.of cases	Means	S.D	df	t.Value	Sig.
<i>Accuracy</i>	pre – test	30	3.73	0.740	29	6.547	0.01 Sig.
	post – test	30	4.70	0.466			
<i>Fluency</i>	pre – test	30	3.03	0.928		6.420	0.01 Sig.
	post – test	30	4.47	0.571			
<i>Pronunciation</i>	pre – test	30	3.53	0.819		5.960	0.01 Sig.
	post – test	30	4.60	0.498			
<i>Vocabulary</i>	pre – test	30	2.57	0.626		9.898	0.01 Sig.
	post – test	30	4.23	0.626			
<i>Total degree of Test</i>	pre – test	30	12.87	1.332	16.378	0.01 Sig.	
	post – test	30	18.00	1.203			

Table (4) indicated that there are statistically significant differences between the mean scores of the students of the experimental group in the pre and post administrations in individual speaking skills and the total score in favor of the post administrations, where all the values of (t) were statistically significant at (0.01) level. These results validated the fourth hypotheses. These differences can be attributed to the use of ESP online program. Differences between the experimental group scores on the pre- post administration of the speaking test in all the sub skills of the test are graphically illustrated in following figure(2).

Figure:2

Comparing the Experimental Group Performance on the Pre and Post Administrations of Speaking Skills Test.



Testing the third hypothesis:

The third hypothesis stated that: “There is a statistically significant difference at the

0.05 level between the mean score of the experimental group and that of the control group on the post administration of Motivation scale in favor of the experimental group”.

To test this hypothesis, a t-test was used. Table 5 indicate the results.

Table:5
Comparing the Control and the Experimental Groups on the Post Administration of Motivation Scale

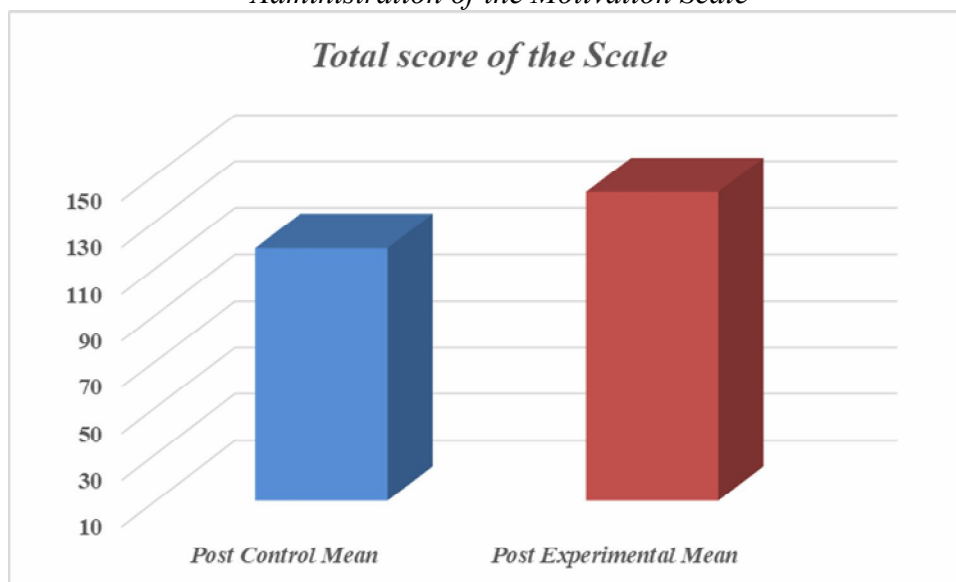
	The group	N.of cases	Means	S.D	df	t.Value	Sig.
<i>Total score of the Scale</i>	Control	30	118.50	3.866	58	22.625	0.01 Sig.
	Experimental	30	142.50	4.337			

Table (5) indicated that there are statistically significant differences between the mean scores of the experimental and control groups in the total score of the motivation scale in the post-measurement in favor of the experimental group ($m= 142.5$), where the value of ($t = 22.625$) was statistically significant at (0.01) level. These results affirm the fifth hypotheses and support its validity, consequently, it was accepted. The researcher attributes these differences to the use of ESP online program.

Differences between the experimental group and the control group mean scores in all sub skills of the post administration of the motivation scale are graphically illustrated in the following figure(3).

Figure: 3

The Mean Scores of the Experimental and Control Groups in the Post Administration of the Motivation Scale



Testing the third hypothesis:

The third hypothesis stated that: “There is a statistically significant difference at the 0.05 level between the mean score of experimental groups on the pre and postadministration of the Motivation scale in favor of the post administration”.

To test this hypothesis, a t-test was used. Table 6 indicates the results.

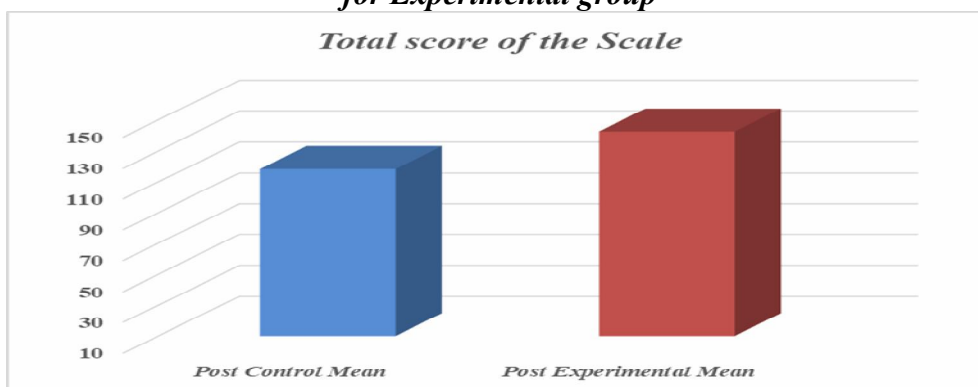
Table (6)
Comparing the pre – and the post – administrations of the Motivation scale on the experimental group

	Application	N.of cases	Means	S.D	df	t.Value	Sig.
Total score of the Scale	pre – test	30	117.17	3.119	29	23.934	0.01
	post – test	30	142.50	4.337			

It is clear from the results of table (6) that there are statistically significant differences between the mean scores of the cadets of the experimental group in the pre and post administrations in the total score of the motivation scale in favor of the post measurement ($m = 142.5$), where the value of ($t = 23.934$) was statistically significant at Significance level (0.01). These results affirm the sixth hypotheses and support its validity, consequently, it was accepted. the researcher attributes these differences to the use of ESP online program.

Differences between the experimental group scores in the pre- post administration of the motivation scale are graphically illustrated in the following figure (4).

Figure 13
The Mean Scores of the pre-post administration of the Motivation Scale for Experimental group



Conclusion:

According to data analysis, discussion, and results, it was concluded that an ESP internet program enhanced English speaking skills for Iraqi College of Police cadets and increased their motivation towards learning English language. These results are clear as t-values were highly significant at 0.01 level. Also, results of the experimental group in the post test and scale were better than those of the pre-test and better than the results of the control group.

These encouraging results were attributed to the designed ESP program and also to the positive impact of the learning environment. Encouraging learners to be autonomous and applying learning-centered approach helped greatly to achieve such results. Moreover, diversity of exercises, additional activities and quizzes included in the program were very helpful and provided learners with enough practice to improve their speaking significantly.

As a matter of fact, speaking and listening are intrinsically related to each other, and used in teaching language skills. Thus, we cannot separate between them. So, the more we understand what we heard effectively, the more we can speak well (Tyage, 2013).

Additionally, collaborative activities and communicative pair and group work were so effective in the students' success and raised their motivational level towards learning speaking and other language skills. In brief, ESP online courses offered a better learning environment for the cadets, activated shy students, developed their speaking skills, increased cadets' motivation towards learning and increased interaction.

Suggestions for Further Research:

This research suggested the following points:

Based on the findings of the current research, the following points are raised for further research:

- 1- Conducting a follow-up study on this research to see whether ESP has the same influence on other language skills (listening, reading and writing).
- 2- Administering ESP learning programs on different Learners (i.e., any other ESP learners).
- 3- Conducting the experimental treatment on larger samples.
- 4- Conducting the ESP programs with other affective variables more than motivation (i.e., self-regulation, anxiety, autonomy).

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