

Factors Affecting the Improvement of Speaking Skills Among Jordanian EFL Learners

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Abstract—The purpose of this research was to investigate the factors affecting the improvement of speaking skills among Jordanian students of English as a foreign language. This objective was reached by concentrating on educational tools, instructional strategies, and the mistakes made by students that have an impact on their skill to speak English from the perspective of students at Irbid National University and Jadara University. 316 students took part in this research project as part of the sample. In this study, a quantitative research design was used, and the participants were each given a customized version of the questionnaire that was used to collect data for the study. According to the findings, educational tools are used extensively in university settings. In addition, the findings demonstrated that the instructional strategies and the mistakes made by the students had a moderate impact on the students' skills to speak English.

Index Terms—factors affecting, improvement of speaking skills, educational tools, instructional strategies, the mistakes made by students EFL Learners

I. INTRODUCTION

English as a foreign language (EFL) requires proficient proficiency in all four linguistic skills: listening, speaking, reading, and writing (Soomro & Almalki, 2017). Ironically, EFL teachers typically resort to repetition and memorization when teaching speaking abilities, even though speaking is the most fundamental ability in learning a foreign language (Rao, 2019). In addition, effective communication involves the ability to come up with language that your audience will grasp (Gashaw, 2017). It has been argued by Gillis (2018) that there are several benefits to developing one's oratory skills. To sum up, an effective communicator is one who successfully conveys information. Therefore, one of the most crucial techniques of communicating in a foreign language is to build and improve one's speaking abilities. The challenges that EFL students confront in their pursuit of language proficiency make it especially challenging for them to acquire this skill, and effective language acquisition generally takes a lot of time (Chot, 2015). Furthermore, the ability to talk smoothly and completely is a fundamental communication technique because it is such a significant component of everyday interaction and is typically the initial impression of a person (Alrabai, 2014). Therefore, educators must help students acquire the ability to communicate effectively by preparing them to deal with the myriad of elements that influence the growth of this skill (Soomro & Farooq, 2018). Many students of foreign languages believe that oral proficiency is the best indicator of linguistic competence (Al-Sobhi & Preece, 2018). Additionally, the students characterize fluency as the capacity to communicate effectively with others. Intrinsic motivation is tied to the satisfaction of the three fundamental needs of humans which include relatedness, competence, and autonomy (Deci & Ryan, 1985). Learning that is intrinsically driven is done so because the learner enjoys it and finds it valuable, interesting, and challenging in and of itself. Furthermore, it is difficult for students to pick up this crucial skill for communicating with others, while some argue that listening is the foundational ability for effective public speaking (Eissa, 2019).

For university students in Jordan, poor speaking skills are a major issue since they do not receive enough practice with the language through activities like giving talks, participating in group debates, or presenting research. Therefore, the goal of this study is to investigate the elements that shape the evolution of the ability to communicate effectively. In light of the significance of the other abilities which form the framework for learning a second language, it is crucial to identify and characterize the primary impediments that hinder the development of the speaking skill. It's also supposed to give teachers tools they may use in the classroom to help their students improve their language skills and become more confident public speakers. Because of their language barriers, English language learners in Jordanian universities are the primary focus of this study. A lack of vocabulary or insufficient words is also assumed to characterize this group. They make minor mistakes in grammar while asking for the simplest things like permission or use the restroom, and many of them still can't properly introduce themselves (Khasawneh & Alkhalwaldeh, 2020).

Many researchers, including Elhassan, Bashir and Adam (2017) and Encalada and Sarmiento (2019), have proposed methods to improve speaking skills through syllabus design, teaching principles, and speaking assessment, but the challenge of teaching English to students, particularly the challenge of improving students' oral communication skills, remains unsolved. As mentioned by Hussain (2018), one of the numerous factors to consider is a lack of confidence and concern over making mistakes. Lack of English proficiency appears to be an issue in Jordan. Nowhere in Jordan did students find it as conducive to learning a new language as being around family, classmates, and native speakers.

Because of these obstacles, the learner is constantly reminded of his or her limited conversational skills. Given the aforementioned justifications, factors influencing the development of speaking English among university students need to be properly considered. Investigating the many factors influencing students' acquisition of speaking English skills was therefore the main objective of this study.

Research Questions

The following questions served as the basis for this study:

- What educational tools are employed in the instruction of English-speaking skills?
- What instructional strategies do English language instructors employ while instructing English speaking?
- What mistakes do students make the most often when speaking English?

II. LITERATURE REVIEW

Speaking is described as an integral aspect of second language instruction and learning (Khan et al., 2019). This is because it is via speaking that students construct and share meaning through the use of verbal and nonverbal symbols in different settings. The teaching of speaking skills has been underestimated for a long time, and English language teachers have mostly continued to treat it as a mere repetition of exercises or memorizing of dialogues, despite the obvious relevance of these activities (Novitasari, 2019). Knowing how to communicate in English is widely considered the most difficult and complex talent to acquire (Khan et al., 2019). Syafrizal, Evenddy, Gailea and Liana (2018), argued that even students who score well on reading and writing tests may not always have strong oral communication abilities. In today's society, students need to cultivate and strengthen their communication abilities so that they may express themselves and acquire the social and cultural norms relevant to each communicative situation (Viera, 2017). Nunan (2003) defines "fluency" as the ability to utilize language with ease and without hesitation.

Language experts and teachers of English as a foreign language agree that speaking the target language with native speakers is the best way to acquire it (Ali et al., 2019). Learning English through conversation and participation in authentic contexts is facilitated through communicative language teaching. In a school setting when this strategy is implemented, students will have more chances to practice their spoken English through participation in real activities and meaningful assignments with their teachers and classmates (Basa et al., 2018). Group projects, mind maps, information gaps, narratives, role plays, and simulations are all great ways to practice English conversation (Bimpong, 2020; Khasawneh & Al-Rub, 2020).

A. Educational Tools

Modern classroom communication relies heavily on students' ability to access and use a variety of linguistic resources. To best meet the needs of instructors and students in a wide range of settings and eras, instructional materials should be regularly updated (Afrizal et al., 2018). Academic studies have indicated that children who are given access to a wide range of teaching and learning resources, such as charts, tape recorders, radio and television programs, and photographs, are better able to acquire and refine their linguistic competence (Arbain & Nur, 2017). According to Bimpong (2019), students learn best when they have opportunities to actively participate in class discussions and activities, and when they have access to a wide range of materials that allow them to view, touch, manipulate, and interact with the subject matter. When educational tools are well-utilized, abundant, and diverse, they highlight the spoken message, attract students' attention, and allow for unrestricted physical and social interaction, as further elaborated by Bimpong (2019).

Adequate and effectively used teaching and learning aids are crucial to the success of any instructional activity. Instructional materials are a means of expression (Buckingham & Alpaslan, 2017). To make the most of these tools in the classroom, he says, it's up to the teacher to prepare ahead of time and present the material in a way that students will find meaningful. However, the author laments that there are often not enough (or any) instructional materials in schools, rendering the efforts of teachers futile (Darancik, 2018).

The availability of instructional materials in the classroom increases the efficiency with which knowledge and skills are imparted when teaching English (Defrioka, 2018). According to Leong and Ahmadi (2017), the lack of these resources in the classroom hinders the attainment of educational goals. Leong and Ahmadi (2017), made a similar plea, asking that they be made available by all relevant parties to facilitate education. According to Mantra and Maba (2018) research, having access to sufficient reading resources (such as textbooks, workbooks, and other guides) helps students retain more of what they learn. Kassem (2018) continues to make the case that to assure the utilization of instructional materials, the teacher must be knowledgeable about how to manage and use the aids that are accessible. Some of these teaching resources are:

(a). Centre for Resources

This offers teaching tools such as a language lab, library, and other audiovisual elements. Ibrahim and Hashim (2021) argue that language instructors use educational approaches that involve pupils in little real-world dialogue. This means that instructors in communicative classrooms should speak less and listen more, while students should do the majority of the talking due to the teacher's superior English proficiency. Abd Halim, Mohamad and Yunus (2018) assert that language instructors should utilize examples and repetition in addition to explanations to help pupils learn sufficient

relevant English vocabulary for usage in a variety of contexts. Teaching aids are also highly useful in language instruction for fostering perception and comprehension, reinforcing spoken information, aiding in memorization, functioning as an incentive, and boosting students' interest in learning via the use of their five senses (Guerra, 2017). These teaching tools include wall charts, weather charts, maps of the surrounding region, and image cards that the instructor may place on the blackboard or wall for students to see (Triwittayayon & Sarobol, 2018). By analyzing learners' use of fillers and hesitation, Socheath (2018) argues that teaching aids allow instructors to gauge the extent to which students' communication skills have grown. In addition, the usage of audio devices such as radios and cassette recorders may aid in the development of students' pronunciation and articulation of words via imitation of the radio's models and playback of recorded sounds. In addition, learners may strengthen their verbal communication skills by attempting to explain their profiles, which will require them to search for the appropriate words to use while speaking English, therefore fostering fluency (Dincer & Dariyemez, 2020).

(b). Laboratory of Language

One of the innovative tools for use in contemporary language classrooms and remedial instruction is the language laboratory. It is made up of several different audio-visual teaching tools and English-speaking models that may help students improve their oral communication skills and their confidence in using the target language by providing them with many opportunities for practice and constructive criticism (Abrar et al., 2018). Students in the lab are also exposed to native English speakers who serve as role models and teachers in terms of proper English pronunciation (Cohen et al., 2018). Students studying English as a second language who don't have much contact with native speakers may lag behind those who do because they will have a harder time picking up the language's oral features without the rapid feedback provided by native speakers (Dincer, 2017).

(c). Use of Newspapers as a Teaching Tool for English

The newspaper is a valuable resource for teachers of English as a foreign language. Newspapers are a great resource for English teachers, both in terms of preparing lessons (such as letter writing to the editor) and in planning lessons (such as describing a cartoon from a certain page) (Dincer & Yesilyurt, 2017). Teachers should exercise caution while using newspaper-based exercises since they have the potential to significantly enhance their students' motivation for learning English and improve their reading and speaking abilities (Forbes & Fisher, 2018).

(d). Instructional Strategies to Learn the English Language

When it comes to delivering the material, every educator has a distinct style. This is why some educators are better than others in terms of educational effectiveness. Therefore, it is the responsibility of every educator to include speaking practice and assessment in classroom activities. According to Pawlak (2018), pupils' language growth may be facilitated by talking to one another because of the exposure learning provides. Learning takes form and takes form again via conversation. Students are thus expected to participate in discussions and other classroom activities using verbal means. There are several strategies an English teacher may use to encourage classroom discussion and the learning of new vocabulary and grammar. To determine whether or not the language used in the classroom has an impact on student learning (Zaki, 2021). Al Nakhalah (2016) investigated classroom discourse occurrences and pedagogical approaches. The author saw that teacher conversation predominated among the students. Al-Eiadeh et al. (2016) research on pedagogy in formal, multilingual classroom settings indicated that instructor discussion predominated over student conversation. She added that students' participation mostly consisted of answering the teacher's questions and comments. Janssem (2019) also studied the dynamics of classroom discourse in a subset of secondary institutions. The results showed that educators had considerable authority over class time and decided what students learned.

Inquiring into students' use of English verbally during class, Abd Halim et al. (2018) discovered that one way to get them to talk and think aloud was via group projects that encouraged debate and discussion. Therefore, students need authentic opportunities to utilize language (Abrar et al., 2018). Learners in this setting would benefit from chances for role-playing, dramatic readings, and debates, as well as more traditional forms of oral expression like class discussions. Then, Al Nakhalah (2016) argues that pupils only require little assistance until they have been adequately exposed to the material, at which point they will have acquired sufficient vocabulary and linguistic skills to function independently. According to Novitasari (2019), the most effective learning occurs when students apply what they've learned in real-world situations. Teachers should place a strong focus on hands-on approaches including group projects, experiments, and debates (Pawlak, 2018). Further, the author argues that students' oral and auditory talents, as well as their appeal to their senses, may be fostered by encouraging them to express themselves verbally in class discussions and, where feasible, providing them with radios, televisions (TVs), and movies (Rao, 2019). Teachers of English should also improve their fluency in the language so that they can provide a good example for their pupils. With proper management, group work may improve language learning outcomes, as argued by Socheath (2018). The students benefit from the freedom to practice language usage in this small group environment without the teacher's constant monitoring. In this regard, instructors in the classroom should play the roles of facilitators and enablers rather than content experts. In addition, it is recommended that emulation and repetition be used while learning to speak (Soomro & Farooq, 2018).

Ahmed (2020) researched the methods English language instructors use to instruct their students in oral communication. Teachers in this research used methods including conversation, group and pair talks, and storytelling to help students improve their English oral ability. However, Ahmed pointed out in the research that instructors didn't implement discussions because they found the topic dull. In a similar vein, Viera (2017) analyzed the classroom dynamics of English language classes to see what impact instructors had in getting students to open up and communicate. The results showed that rather than relying on student-centred strategies like discussion, instructors favoured teacher-centred methods like explanation and questioning. Triwittayayon and Sarobol (2018) argue that the classroom and social surroundings are crucial for language acquisition. Instead of assuming that students would pick up new vocabulary in an L2 spontaneously as toddlers do when learning their first language, instructors should provide many opportunities for students to learn on their own by placing them in situations with abundant English input (Syafrizal et al., 2018). Therefore, to successfully acquire and utilize a second language, a learner must first grasp the meaning of the new vocabulary learnt in that language and then use that vocabulary within a specific situation, such as when speaking English.

B. The Mistakes That Students Make When Speaking English

When learning English, non-native speakers nearly always have challenges in every area (listening, writing, reading, and speaking). A lot of people also make mistakes with their spelling, grammar, and punctuation. This is because there are facets of English that are quite challenging for those learning the language for the first time. In the case of English as a Foreign Language, students acquire the ability to use a wide range of descriptive adjectives (Soomro & Almalki, 2017). Therefore, students must pay close attention to the sequence in which they use the following adjectives: viewpoint, body size, shape, age, skin tone, ethnicity, and lastly material (Socheath, 2018). These problems are unique to the English language, where there are no rules dictating whether to use the prefix or the suffix forms and where a lack of vocabulary is the most common cause of these mistakes (Khan et al., 2018).

One common way that non-native speakers of English show their lack of fluency is by using the wrong article. Other typical issues that need to be examined to achieve fluency in a speech include the use of prepositions, tenses, and repetition. In parallel research, Janssem (2019) looked at the impact of students' native tongue on their English language development. This research confirms previous findings that a conducive atmosphere is crucial for second language acquisition since it aids in removing potential barriers to fluency in English. A lack of regular English-speaking practice was shown to be primarily responsible for problems with pronunciation. When reading aloud or taking part in class discussions, students were shown to have incorrect pronunciation.

C. Previous Studies

According to Ahmed's (2020) research, pre-service EFL teachers may learn a lot from students who use self-study tactics to improve their English language abilities. The research method was a quasi-experimental before-and-after test arrangement. A random sampling of two classes from the first-year prep students was done. The other group served as the control group in an experiment. There were 36 female students in each cohort. While conventional means were utilized to instruct the control group, the experimental group was given opportunities for independent study. The study found that students in the preparatory school sample who used self-study strategies saw a significant improvement in their speaking abilities. This is because these strategies help to establish a comfortable and encouraging atmosphere in which students can practice their public speaking skills without feeling pressured or exhausted. In addition, students can take more control of their education and make better use of learning opportunities both inside and outside the classroom.

Soomro and Farooq (2018) studied how students' motivation to improve their public speaking varied among classes, instructors, and classroom settings. 184 male and female EFL first-years at Taif University responded to the survey questionnaire. The results suggest that both male and female students may benefit from a more conducive learning environment for the development of their speaking abilities, but that this is not the case due to a lack of action on the part of educators and students. They have a wide range of English instructors, students, and environmental elements to blame for their low proficiency. And all of these things have an important effect on students' motivation to improve their public speaking.

Triwittayayon (2018) examined the most important aspect influencing one's English-speaking skills: how well one learns the language. There were a total of 15 people involved: 10 English instructors who had taught the five high school students who won prizes at a national speech competition to ensure their English speaking abilities, and five students who had won awards at the same competition. The researchers conducted in-depth interviews and semi-structured interviews to collect data. Students' age, attitudes, family support, exposure to the language, personality, and English instructors were all shown to contribute to their level of fluency in the language, with personality and exposure to the language having the most impact. Teachers and students alike may use the study's findings to better understand what influences students' English proficiency.

Qasemi (2020) assessed the challenges that English students experience while communicating in English. Quantitative methods were developed to help with the investigation's overall goal. The primary method of collecting information was a set of questionnaires. The study's results demonstrated that the vast majority of students value and appreciate the need for effective communication skills. Findings show that most kids do not get any speaking practice in English outside of school. The research also highlights another difficulty, the wide range of pupils' prior experiences

with the English language. The results also demonstrated that the majority of pupils are inspired and confident in their public speaking abilities. More than that, the results showed that educators play a crucial role in inspiring their students' oral presentations.

Zaki (2021) investigated what influences Turkish students' English spoken. This study was conducted in a private language school in Istanbul, Turkey. Twenty-five men and twenty-five women made up a total of fifty participants. Between the ages of 16 and 22, our participants spanned a wide variety of ages. Several variables were shown to negatively affect students' confidence and comfort level while speaking up in class: a lack of chance to speak, fear of making errors, a lack of self-confidence, and a lack of familiarity with the material being discussed. Slow development is also caused by not speaking and listening enough, having a limited vocabulary, being too timid, and, most crucially, thinking in the native language before translating into the target.

III. METHODOLOGY

This study adopted a descriptive survey approach that allowed the researcher to get information on students' perceptions of variables impacting students' learning of English speaking abilities. According to Saunders, Lewis and Thornhill (2016), studies based on Descriptive Surveys are conducted so that educators and policymakers may have access to quantitative data on topics of importance to them in the field of education. According to Bell et al. (2011), the descriptive survey technique allows researchers to gather data that depicts existing phenomena by polling respondents on their thoughts, feelings, and actions. Using a descriptive survey has the added benefit of saving time and money by allowing researchers to examine a large sample quickly.

A. Study Population and Sample

The target population is described as the population of interest from which the individual participant for the measurement is taken (Cooper, 1998). This study targeted the private universities in Irbid governances that have two private universities that are Irbid National University with (2500) students and Jadara University with (4000) students, this means that the total population is (6500). Morgan's table served as the basis for determining the sample size of (365) students. The study's sample was drawn using a stratified random sampling process to provide an adequate representation of the population's several demographic subsets. In this research, 224 students from Jadara University and 141 students from Irbid National University served as participants. Following the conclusion of the data-collecting phase, the total number of students from the investigated institutions who provided replies was 331. The total number of questionnaires that were suitable for analysis was decreased to 316 surveys, which corresponds to a response rate of 86.6% of the entire study population. This was caused by the fact that the respondents to fifteen of the respondents did not complete their responses.

B. Research Instrument

Following a review of several prior research and their respective tools, the researcher devised a questionnaire to discover the students' perspectives on the elements influencing the development of speaking abilities. Two parts comprised the final form of the instrument. The first section of the questionnaire included basic information on the respondents, such as their gender and college type. The second section consists of 21 items that assess the elements that influence the development of speaking abilities in Jordanian institutions. Based on Mekong (2017), these findings have been incorporated. To assess each topic in the questionnaire, a five-point Likert scale from "1" (very low) to "5" (very high) was employed.

Instrument Validity and Reliability

The research instrument was given to ten English language specialists from Jordanian universities for review of its linguistic formulation, scientific accuracy, and clarity. The items have been authorized with some minor language adjustments based on the feedback of the experts. Cronbach's alpha was computed to determine the reliability of the instrument; the reliability coefficient was (0.871), as shown in Table 1. A value of (60%) or above suggests a reasonable degree of response reliability, as stated by Bell et al. (2011) and Saunders et al. (2016). This demonstrates the reliability of the measurement.

TABLE 1
CRONBACH'S ALPHA OF INSTRUMENT

Factors Affecting the Improvement of Speaking Skills	Value of Cronbach Alpha
Educational Tools	0.921
Instructional Strategies	0.874
Mistakes of Speaking English	0.814
Factors Affecting the Improvement of Speaking Skills as all	0.854

Table 1 shows that the values of the internal consistency coefficient for the elements influencing the development of better speaking abilities were generally accepted, with values ranging from (0.814-0.921). All parameters of the instrument had Cronbach Alpha values over 0.60, suggesting that the research instrument was reliable and valid.

C. Data Analysis

The data were examined by using the SPSS program to get the mean score, as well as using the independent sample t-test. When comparing means, determining whether or not there is statistical significance requires the use of the t-test for independent samples. The following table presents the means that were used in the interpretation of the data.

TABLE 2
INTERPRETED OF MEANS

Means	Decision
1,00-2.33	Low (L)
2.34-3.67	Moderate (M)
3.68-5.00	High (H)

IV. RESULTS AND DISCUSSION

A. Profile of Respondents

Descriptive analysis was used to define the "college type" attended by respondents as well as their gender. The gender breakdown of the responders was as follows: 65.5% male and 34.5 % female. According to Table 3, the great majority of responders (69.9%) are from humanities colleges, whereas just a small percentage (30.1%) are from scientific colleges.

TABLE 3
PROFILE RESPONDENT

Variables	Category	N	%
Gender	Male	94	33.0
	Female	191	67.0
Academic rank	Assistant professors	218	76.5
	Associate professors	49	17.2
	Full professors	18	6.3
The College	Humanities	182	63.9
	Scientific	103	36.1

B. Research Question One

Table 4 displays the mean scores and standard deviations utilized by the researcher to answer the first research question on the educational tools used to teach English-speaking skills.

TABLE 4
MEAN SCORES AND STANDARD DEVIATION

Item. N	M.	St.dev	Decision
Item1	3.72	0.99	H
Item2	3.89	1.25	H
Item3	3.81	1.22	H
Item4	4.13	1.02	H
Item5	3.55	1.07	M
Item6	4.12	1.04	H
Item7	4.07	1.11	H
Item8	3.98	1.06	H
Item9	3.97	1.07	H
Item10	3.71	0.99	H
Total	3.90	0.83	H

According to Table 4, the mean value of the instructional instruments used to instruct students in English-language skills was 3.90, and the standard deviation was (0.83). This indicates that a high level of application was made of the educational resources that were designed to educate students at the institutions under consideration proficient in the English language. When compared to the other pieces of educational material that are used to develop English-speaking abilities, item 4 had the highest mean (4.13). Additionally, among the items of the educational instruments used to teach English-speaking skills, item 6 has a high mean value (4.12). When compared to the other items, the mean value of item 16 is the lowest of all of them at 3.55.

Based on the results of the effects of exposure to different types of instructional materials on students' language skills, kids who are exposed to more of these resources have a more natural time improving their speaking abilities. This is so because they both stimulate students' senses and provide them with exemplary examples of written and spoken English to emulate. Teaching resources are effective because they facilitate learning and have a purpose in the classroom. Therefore, it is important that both the teaching and learning process and the environment in which these materials are employed be adaptable over time. Students learn best via hands-on experience, which is why instructional materials are so useful. Therefore, these materials need to be made accessible in the classroom if we are to fulfil our instructional goals. Similar findings were found in studies by Soomro and Farooq (2018), Ahmed (2020), and Zaki (2021).

C. Research Question Two

Means and standard deviations were calculated for each variable related to the methods that English language teachers used to teach students to speak English.

TABLE 5
MEAN SCORES AND STANDARD DEVIATION

Item. N	M.	St.dev	Decision
Item1	3.60	1.10	M
Item2	3.25	0.99	M
Item3	3.42	1.07	M
Item4	3.46	1.00	M
Item5	3.24	1.00	M
Item6	3.25	1.00	M
Total	3.37	0.80	M

Table 5 showed that the mean value of the methods that English language teachers used to teach students to speak English was (3.37) with a standard deviation of (0.80). This means that the methods that English language teachers used to teach students to speak English from the point of students of universities under study are moderate. Item 1 has the highest mean value among the items of the methods that English language teachers used to teach students to speak English (3.60). While item 2 and item 6 have the lowest value of the means among the items with (3.25).

This outcome occurred because the chosen style of instruction was too time-consuming to be implemented in a standard 40-minute class period. Where instructors employed, though poorly managed, strategies that promoted pupils' oral communication abilities. As an example, we underutilized activities like conversation and role-play in favour of talking and sharing stories. Classroom debates and conversations were also found to be started by instructors, with students just following suit. Students were more comfortable speaking English in these classroom settings because they could freely share their thoughts and ideas. Ahmed's (2020) study had similar results.

D. Research Question Three

Means and standard deviations were calculated for each variable related to the mistakes students make when speaking English.

TABLE 6
MEAN SCORES AND STANDARD DEVIATION

Item. N	M.	St.dev	Decision
Item1	3.60	1.10	M
Item2	3.24	1.00	M
Item3	3.43	1.07	M
Item4	3.47	0.99	M
Item5	3.25	1.00	M
Total	3.40	0.78	M

Table 6 showed that the mean value of the mistakes students make when speaking English was (3.40) with a standard deviation of (0.78). This means that the mistakes students make when speaking English from the point of students of universities under study are moderate. Item 1 has the highest mean value among the items of the methods that English language teachers used to teach students to speak English (3.60). While item 2 has the lowest value of the means among the items with (3.24).

The absence of real-world conversational English practice among pupils likely contributed to this outcome. Despite receiving top marks, the tense was more of a writing mistake than a pronunciation one. Students' incorrect word pronunciation owing to mother language influence was another typical problem. Poor pronunciation was thought to be caused by a combination of factors, including a lack of formal education, the learner's immediate surroundings, and the learner's mother language. To put it another way, some students couldn't start school when they should have because of the culture in which they were raised. However, the majority of pupils did not begin school until they were older than six, the minimum age required to enter kindergarten. Regardless of their actual ages, they were coerced into enrolling in the oldest available class. Lastly, students ranked repetition as the lowest-scoring fault. This remark implied that instructors seldom noticed the inaccuracy, maybe because they so often took over the classroom and left pupils with little opportunity to utilize English in context. Consistent findings were found in research by both Qasemi (2020) and Zaki (2021).

V. CONCLUSION

This study aimed to explore the factors affecting the improvement of speaking skills among Jordanian EFL learners. This was accomplished by focusing on educational tools, instructional strategies, and the mistakes of students that influence speaking English from point of students at Irbid National University and Jadara University. The results showed that educational tools are highly applied at universities as a result of the proliferation of ICT, there is now a way of efficiently and effectively delivering services to students in the digital realm. Also, the results revealed that the

instructional strategies and the mistakes of students that influence speaking English are moderate. This indicates that the institution should take appropriate measures to address the problems caused by ineffective teaching methods and student errors while using the English language.

ACKNOWLEDGEMENTS

The authors extend their appreciation to the Deanship of Scientific Research at King Khalid University for funding this work through Big Research Groups under grant number (RGP.2 /129 /44).

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