A Study on the Ways to Generate and Facilitate Speaking in EFL Classes

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Abstract—The article has highlighted the important ways to facilitate the speaking of a popular language which is the English language in Jordan. The culture of the country is different from a global culture where it has been reported that children in the classrooms of EFL answer in the Arabic language and on the other hand, the teachers are found to be flexible to accept those answers in the local language within EFL classrooms. English is one of the languages that have been used in every country. The two important theories that have been considered are self-efficacy theory and SCT where a student has to overcome the fear of learning a new language which has been assumed to be a challenge for the student. The two ways in the form of digital story-telling with the use of textual assistance that has been provided with help of technology within the classrooms. The students seem to be interested to learn new words and speak them as well simultaneously through new digital technologies rather than inclining themselves to learn in traditional ways such as from blackboards within EFL classrooms. However, encouraging students to speak English through the assistance of games is important where lessons have been made interesting at every level to instil encouragement within the students to learn more words and speak them as well.

Index Terms—English language, foreign language, EFL classrooms, EFL classes

I. INTRODUCTION

The research prioritizes *English as a Foreign Language (EFL)* where the studying practice emphasizes studying English, which is not even a dominant language of the country. The research is based in Jordan where the country's culture encourages people to speak Arabic rather than English. Therefore, there is a *linguistic difference* that has been found within the culture of this country. Jordan has schools where *EFL pedagogical framework* has been followed. Therefore, the research will prioritize ways through which English speaking can be facilitated and generated within EFL classrooms.

Some issues need to be prioritized to facilitate English speaking within EFL classes. Jordan is an Arab nation where *Arabic is the official language* while *English is mostly used among people from the middle and upper class of the society* therefore, the *language barrier is an issue in such a nation* (Countryreports, 2022). The ethnic groups have been comprised of *98% Arab while around 1% of Circassian and 1% of Armenian people* live in the nation which proves the fact that most of the people speak Arab (Countryreports, 2022). It has been found that Jordanians have been educated mostly abroad where these people have learned about *Spanish, Italian, French*, and others, however, it is easy for these people to speak Arabic and other languages more effectively than speaking in English (Bonet, 2018).

There is an *urban-rural dichotomy* found among the *students of the Universities of Jordan where it has been reported that city residents have more inclination toward speaking English rather than village residents* (Salah, 2021). The enhancement of social along with economic conditions plays a significant aspect in enhancing the education of the people living in the city as well as in the village. Some synonyms have been associated with city residents such as well-educated and bold whereas the terms that have a connection with village residents are old and illiterate in Jordan (Alefesha & Al-Jamal, 2019). There has been a *survey of around 1052 samples* where two genders of the nation have been considered to understand the usage of language in universities. *Al Al-Bayt University*, the *University of Jordan* along with *Yarmouk University* are some specific universities in the nation that have been located in the city therefore, students from these Universities are well-acquainted with English as a language (Salah, 2021).

English	Arabic
Yes	Na'am
No	Laa
Please	Min fadlak (to a man)
	Min fadlik (to a woman)
Thank you	Shukran
You're welcome	Afwan
Hello	Marhaba
Goodbye	Ma'asalameh
What is your name?	Shoo ismak? (to a man)
	Shoo ismek? (to a woman)
Please	Lao samaht
Excuse me	'An iznek
What time is it?	Edesh el sa'aa?

Figure 1. Confusion Between English and Arabic Words
(Source: Times of India, 2022)

Another issue that needs to be pointed out is the *language issue* where in the case of *writing Arabic in Jordan, there is usage of the Latin alphabet and English spelling can also be applied* (Alharbi, 2022). The spelling can be evaluated in different ways that establish a confusing situation and poses difficulties in understanding either English or Arabic languages. Jordan has witnessed a growth in population as it has increased to around *10,820,644* approximately *0.14%* including *some migrants from Syria inside the nation* who prefer speaking in the Arab language (Timesofindia, 2022). The above table shows that 'YES' is an English word that becomes 'Na'am' in Arabic generating confusion among people who have only studied English or Arabic. Therefore, it is a large nation in the Middle East where language issue whether in terms of writing or speaking has always existed.

There is a *1.5 billion population* around the world that has been speaking English over other languages which encourages Jordan to promote English among urban residents in Universities (Statista, 2022). The study aims to evaluate different ways to enhance generations along with facilitation of speaking in English, especially in EFL classes in Jordan. The research objectives have also been emphasised as follows:

- To understand the concept of English as a Foreign Language (EFL)
- To evaluate the difficulties faced by students in Jordan while speaking English
- To analyse digital storytelling as one of the essential ways to facilitate speaking and generating English as a spoken language
- To encourage students to learn about language games to facilitate English speaking within EFL classes.

II. LITERATURE REVIEW

Significance of EFL

There is a huge development in language usage, especially among pedagogic and researchers in various Universities. Gotti (2020) stated that *English in the form of Lingua franca (ELF)* has affected the dissemination of knowledge and English has eventually become the common language for research development on a global level. English has become a *medium of instruction (EMI)* within the higher education system in non-speaking countries. Therefore English has been the most prevalent language used in research developments in the educational sector on the global platform. EFL refers to teaching and learning English in a country where English is not the native language and may emphasise a specific situation where English as a language has been taught to a particular speaker who is well-acquainted with another language. The language may be the native language of the country.
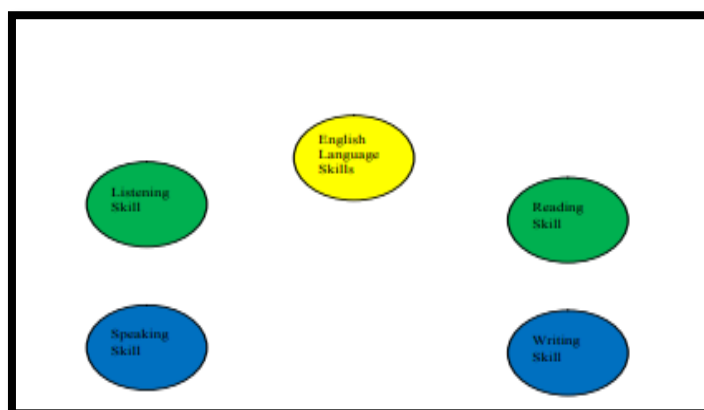

Figure 2. Adoption of Four Essential Skills for Adopting English Language Skills
(Source: Akhter et al., 2020)

Non-native speakers are prioritized to speak English in a native nation such as Jordan where ***25,000 are found to be Sunni Muslims and are non-Arabs considered as Circassians*** (Countryreports, 2022). Arabic is the native language; therefore, the people are becoming non-native speakers and are encouraged to speak more in a non-native language such as English. Akhter et al. (2020) argued that EFL learners need to be provided with an EFL environment where ***English language skills*** are required to be developed through ***reading, listening, speaking, and writing skills***. However, it is a challenging aspect to possess command over the English language as a native resident of a country.

III. DIFFICULTIES FACED BY JORDANIAN STUDENTS IN ENGLISH SPEAKING

Students face difficulties in speaking English where it has been found that students in Jordanian schools usually avoid speaking English in respect of classroom interaction with teachers. Huwari (2019) opined that ***Jordanian students are more inclined towards speaking their mother tongue to answer questions in the classrooms*** rather than replying in English. The ***teachers within the classrooms are usually compelled to make use of code-switching*** as students are reluctant to speak in English. The ***teachers are indirectly responsible in Jordan for encouraging students to speak a foreign language*** and it is the teachers who look for alternate ways to resolve the issue rather than encouraging and making them understand the significance of English. The methods within language teaching and learning environment are found to be unsuitable for learning a foreign language.

There are ***lexical, phonological along with syntactical errors*** encountered among Jordanian students where EFL students have been seen to be committing ***grave lexical errors during English communication***. Huwari (2019) argued that the learning process, language teaching methods, and teachers' incapabilities are the main reasons behind facing difficulties in English speaking among Jordanian students in Jordan schools. The ***pronunciation difficulties have been caused due to differences in sounds as well as syllables*** within the native language which is between the Arabic language and the target language which is English which is required to be promoted among non-native speakers from the lower class of the society. ***Lexical errors refer to vocabulary*** while ***phonological establish a relationship within the speech sounds*** responsible for constituting the fundamental of a specific language. ***Syntactical errors refer to the grammatical errors witnessed within the sentence***.

The difficulties of adopting language revolve around the difficulties in understanding ***vocabulary, speech sounds, and also grammatical arrangements*** by a learner within the schools. Argondizzo et al. (2020) stated that ***European University Language Centres (EULCs)*** have come up with the initiative to implement research studies on language learning along with teaching development. The English websites within EULCs have successfully promoted the English language; therefore, these websites have been displaying as well as portraying their promotion of the English language in front of an international audience. There is a contrast where Jordan schools have been failing to teach Jordanian learners about the importance of the English language while websites in Europe have been made effective to promote the target language. The effort of the ***European Commission*** is required to be respected as they value ***multilingualism*** along with ***multiculturalism***.

IV. DIGITAL STORYTELLING IN EFL CLASSES

The development of students' skills and also competencies have been playing an essential role in facilitating communication abilities. Arroba and Acosta (2021) opined that ***digital storytelling is about a particular mode within spoken production through the utilization of technology with the help of textual assistance***. The practice of a combination of stories with multimedia in the form of images, texts along with audio can produce a specific short video. It is the most effective form of communication method that can facilitate generating speaking of the English language in EFL classes. A specific topic is made understandable through the blend of computer-based tools to narrate short stories. ***Information and Communication Technology (ICT)*** has been used to enhance students' abilities and encourage students' willingness to learn a specific language. The language is seen to be practiced in a creative way among the students. Therefore, this is a specific way through which the student willingness and student abilities can be encouraged in EFL classes where students have been able to demonstrate ***language knowledge*** and also ***technical skills***.

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│  │             into a digital direction                   │  │
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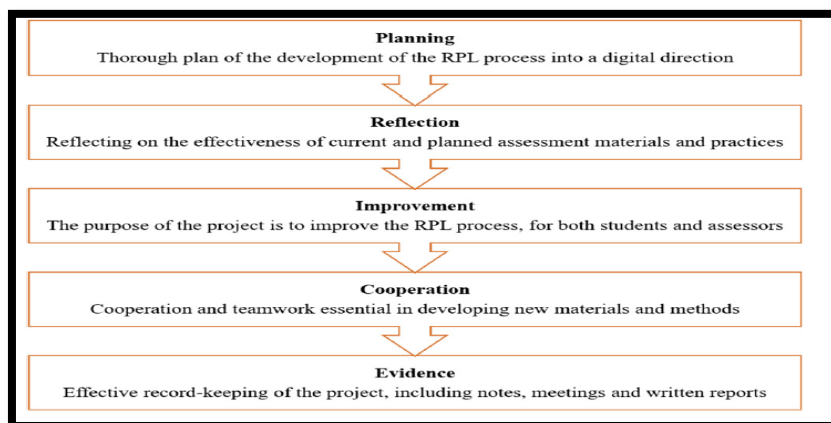
Figure 3. Digital Process for Language Assessment
(Source: Heinonen, & Tuomainen, 2020)

The digitalization project has been seen to be implemented at several language centres of the ***University of Eastern Finland*** eventually encouraging the usage of digital technology among active users. Heinonen and Tuomainen (2020) argued that ***active utilization of digital technology*** has always been encouraged within universities across the world. ***Recognition of prior learning (RPL)*** is assumed to be significant in terms of recognizing along with valuing every learning that has been required by a specific individual. The ***RPL participants*** and ***RPL assessors*** have been witnessed to be engaged in some written along with oral tasks that have offered a positive outcome to enhance the student's abilities to learn the language through the help of digital technology. Therefore, learning needs to be valued where learning of the target language that is English for EFL students' needs to be encouraged as well through the assistance of digital technology.

V. LANGUAGE GAMES AND OPEN BADGES IN EFL CLASSROOMS

Games have been considered an important component within ESL classrooms to encourage students to learn a specific language. Gozcu and Caganaga (2016) opined that ***games are specific activities that offer fun elements to the students*** within the classrooms. It has been further found that foreign language learning games help in language acquisition and improve the speaking skills of the students to learn English through the help of various games in EFL classes. The learners have been provided with the scope to write and learn different words and structures through games. Games make the lesson exciting and students desire to learn the words of English during the ongoing procedure of those exciting games. Therefore, a classroom lesson can never be termed as an ordinary lesson where students' fears and anxieties get reduced during learning the words in the learning environment of playing games. Teachers also become active to teach English words as this learning method demonstrated through games is no more boring for the teachers as well in ESL classrooms.

Many Universities have been more inclined toward adopting open badges. Spencer and Bussi (2020) argued that the ***University Language centre*** develops into an open ***issuer of badges*** where it has been seen that open badges are certain online records that demonstrate achievements through specific documents and technical skills. The Universities make use of embedded metadata along with visual images that have been effective in incorporating a learning lesson among the students. It is through open badges, that skills must be required to be gained while the objectives are required to be learned by the student even if it is the English Language in EFL classes. Some employers make a differentiation among students possessing training in the English language, therefore, the suitability of obtaining accreditations of the open badge on a language is important in the industry to get jobs.

VI. THEORETICAL PERSPECTIVES

Bandura's theory of self-efficacy encourages the sufferers to come out of the fear and dreaded experience through the guidance of mastery treatment. Graham (2022) opined that the learner learns to have control over the fearful experience of the past. It is mainly concerned with the development of behaviours among people that eventually allow them to develop persistence toward stressful situations. A specific word such as 'aversive experiences' develops an association between self-efficacy in the form of a belief that can help an individual to overcome a challenging task. The ***social cognitive theory (SCT)*** of Bandura stresses on personal, environmental, and behavioural determinants.

Personal factors are beliefs while environmental factors include classroom and associated activities however, behavioural factors stress learning and self-regulation. Evans and Fisher (2022) argued that experience within language learning establishes a connection with pupils' perceptions of their lives to encourage them to learn a language to develop self-identity in life. However, it is significant to have control over the fear of learning a foreign language and accept the challenge.

VII. Research Methodology

The students of Jordan can be assumed to be second-language users of English in EFL classes. In the overall Arab world, ***Standard Arab*** has been designated as the official language that has eventually developed as a medium of instruction in educational institutes rather than English (Dromgold-Sermen, 2022). In everyday life, it has been reported that there is a mixture of standard and colloquial varieties in education and also in media. Since the independence of Transjordan in the form of a Kingdom, English as one of the essential languages has been taught in schools and Universities (Salah, 2021). In EFL classes, Jordanian students seem disinterested in answering questions in English; therefore, students play a significant role in learning English in EFL classes. In the classrooms, it has been seen that English is mixed with the official language and has been a significant language in some disciplines.

In Jordan, English is a language that is used for studying Science and technology and among certain people within their capacities (Baker, 2000). In this context, ***100 students*** have been considered for the survey to conduct primary research. The data collection method that has been assumed has been the ***primary quantitative method*** and numerical information will be collected from that estimated sample size. ***Microsoft Excel*** has been utilized to conduct the survey where graphical representations will be effective to understand the preference for the English language in EFL classes among the students. ***10 close-ended questions*** have been formed and distributed among the sample in this research. ***The likert scale*** has been utilized to derive short answers from the respondents. It is important to understand whether the students are interested in speaking English in the classrooms or not. ***Thematic Analysis*** is the data analysis technique that has been used to evaluate quantitative data.

VIII. Analysis and Results

The dependent and independent variables are important to identify where EFL classes are the dependent variable (y-input range) whereas ways for facilitating English speaking, especially in EFL classes have been the independent variable (x-input range). There is only one dependent variable however, different ways to encourage the students within EFL classes can be considered to be independent variables (Al-Smadi, 2020). The graphical representations will be conducted in this article to evaluate the responses of the respondents. Both male and female students have been assumed to survey whereas the age that has been considered has been between 10 to 12, 13 to 18, and 19 to 23 years. The two variables have been considered based on two survey questions such as "***Do you agree that lessons are taught in the Arabic language in EFL classes in schools and Universities***?" where "EFL classes" have been assumed as the dependent variable. Conversely, the other question "***Do you agree that students can be encouraged to speak English in different ways in EFL classes***?" where "different ways" will be considered as independent variables.

IX. Results

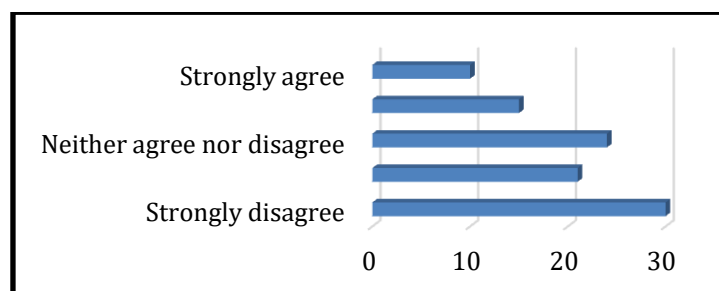*A. Frequency Distribution*

Figure 4. Opinion on Learning Lessons in Arabic
(Source: Excel)

30 respondents strongly disagreed, 21 respondents disagreed, 24 respondents neither agreed nor disagreed while 15 respondents agreed and 10 respondents strongly agreed on the fact that lessons in the classrooms are taught in the Arabic language.
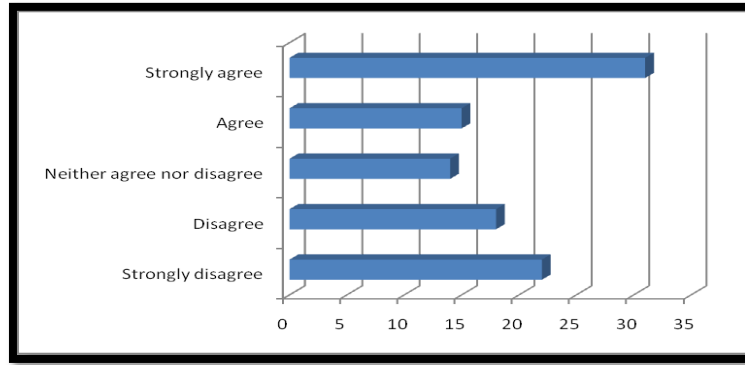
Figure 5. Opinion on Encouraging Students to Speak in English in EFL Classes
(Source: Excel)

31 students strongly agreed while 22 students strongly disagreed with encouraging students to speak English in the classrooms.
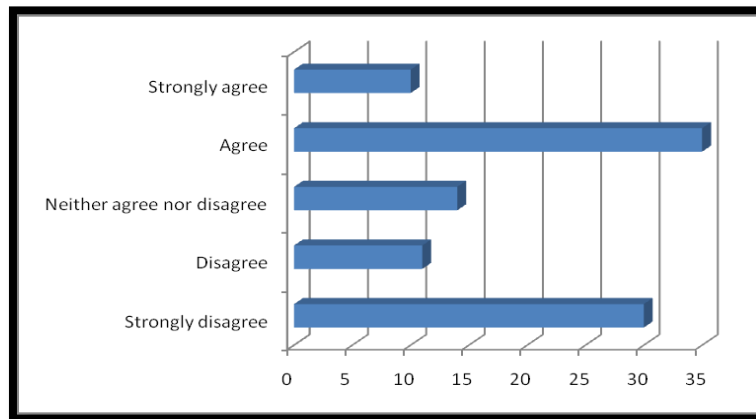

Figure 6. Opinion on Facilitation and Generation of English Speaking Through Digital-story-telling
(Source: Excel)

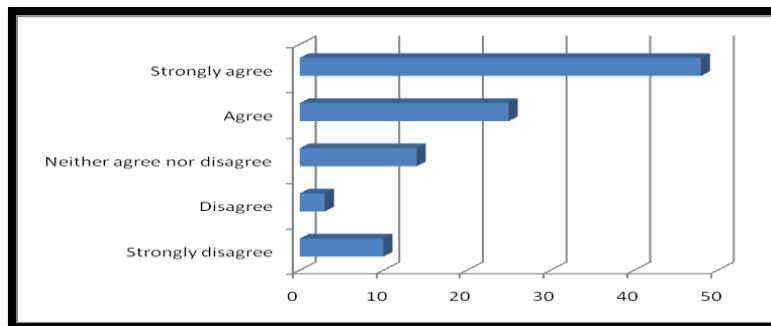35 students agreed, 10 strongly agreed, 30 strongly disagree, 11 disagree, and 11 remain neutral to the adoption of digital story-telling in the EFL classrooms.

Figure 7. Opinion on Playing Games for Facilitating English Speaking in EFL Classes
(Source: Excel)

48 students strongly agree while 25 students agree, 14 remain neutral, 3 disagree and 10 strongly disagree on playing games to encourage speaking in a foreign language in EFL classes.
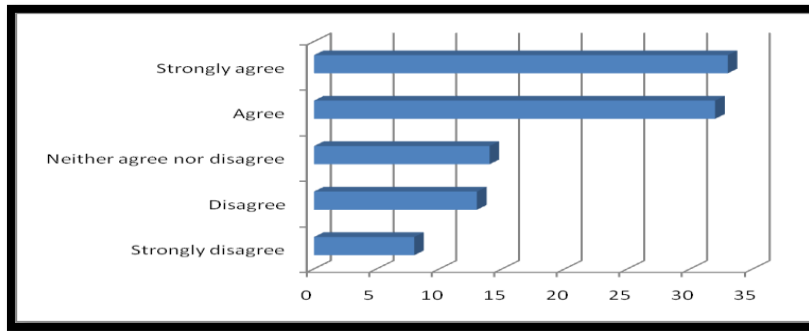
Figure 8. Opinion on Restrictions Caused by Arab Language in Jordan
(Source: Excel)

33 students strongly agree, 32 students agree, 14 remains neutral, 13 disagree and 8 strongly disagree on the question that Arabs as the mother tongue of the nation have been responsible for restricting the adoption of the English language.
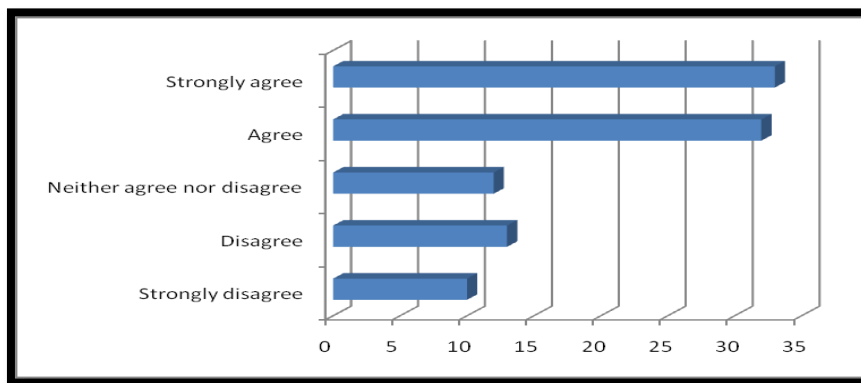

Figure 9. Opinion of Differentiation in Cultures Between Cities and Villages of Jordan
(Source: Excel)

33 strongly agree, 32 agree, 12 remain neutral, 13 disagree and 10 strongly disagree on answering the question of differences between cultures of cities and villages.
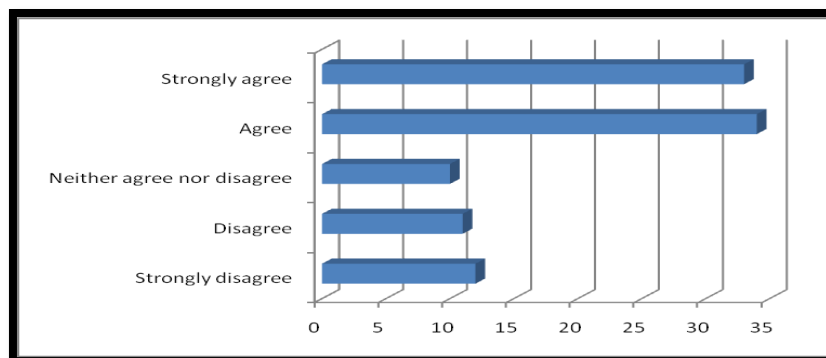

Figure 10. Opinion on Considering Two Techniques as Effective for Facilitating Learning and Speaking of English in EFL Classes
(Source: Excel)

33 students strongly agree, 34 students agree, 10 students remain neutral, 11 disagree and 12 strongly disagree on assuming that both the techniques or ways have helped facilitate learning as well as speak of English within EFL classes.
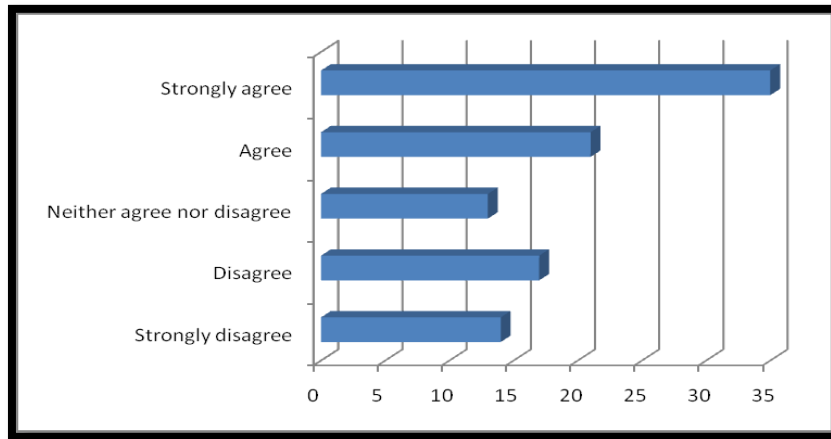
Figure 11. Opinion on Modification of Country Culture of Jordan According to the Adoption of English Within Global Culture
(Source: Excel)

35 strongly agree, 21 agree, 13 remain neutral, 17 disagree and 14 strongly disagree on the particular question that the country culture of Jordan can be modified in comparison with global culture to speak in a particular foreign language.

B. Regression

Regression Statistics	
Multiple R	0.922756275
R Square	0.851479142
Adjusted R Squ	0.849963623
Standard Error	0.511906615
Observations	100

Figure 12. Regression Test
(Source: Excel)

The value of multiple R is 0.922756275, R square is 0.851479142, Adjusted R square is 0.849963623, and standard error is 0.511906615 on an observation made on 100 students.

	Coefficients	Standard Error	t Stat	P-value	Lower 95%	Upper 95%	Lower 95.0%	Upper 95.0%
Intercept	-0.14438723	0.087237996	-1.6551	0.101104277	-0.317508189	0.02873373	-0.317508189	0.02873373
X Variable 1	0.778784758	0.03285573	23.70316	2.2749E-42	0.713583633	0.843985883	0.713583633	0.843985883

Figure 13. Determination of p-value
(Source: Excel)

The above table shows that the p-value is 0.10 which is greater than 0.05 therefore, there is significant existence of a null hypothesis between the dependent and independent variables. The value is not statistically significant, and it indicates strong evidence of the existence of a null hypothesis or a negative relationship between the two variables.

C. Anova Two-Factor Without Replication

Source of Variation	SS	df	MS	F	P-value	F crit
Rows	396.88	99	4.008889	21.13312	7.42E-40	1.394061
Columns	19.22	1	19.22	101.3195	7.86E-17	3.937117
Error	18.78	99	0.189697			
Total	434.88	199				

Figure 14. ANOVA Test
(Source: Excel)

The MS value is 4.008889 for rows while for columns, it is 19.22 and error is found to be 0.189697. The df values are 99, 1 and 99 according to the above table.

D. Correlations

	Column 1	Column 2
Column 1	1	
Column 2	0.922756	1

Figure 15. Correlation Between the Variables
(Source: Excel)

The value of correlation for column 1 is 1 while for column 2, it is around 0.922756 as per the above table.

X. THEMATIC ANALYSIS

The themes have been prepared after receiving the responses from the total number of respondents and those responses are converted into appropriate themes as follows:

Assimilation of local and global cultures for the adoption of English

There are around *1.5 billion people* around the globe who have embraced English in a way to speak it every time in comparison with other languages such as Chinese. French, Spanish, Arabic, and others as earlier found in the graph (Statista, 2022). *Jordan is found to be a British colony in earlier times* where English has also been spoken simultaneously with Arabic among people. Therefore, there are chances to encourage the masses to speak and learn English in EFL classes in the country (Rababah & Almwajeh, 2018). The English-speaking students who already have learnt to speak the language in EFL classes have entered into collaboration with non-governmental organisations (NGOs) to offer education to every local child. It has been reported that the *Family and Childhood Protection Society NGO* have paired with *Western students* who have been studying in Qasid to help children within the age group of 6 to 15 years (Werman, 2018).

The program of providing education to children has been successful where it has been found that the rate of learners has increased from *25 kids to 60 kids* (Werman, 2018). An increase in the number of students means that the rate of learners learning a foreign language has increased in EFL classes (Abu-Snoubar & Mukattash, 2021). The initiative to involve students with proficiency in English speaking is one of the effective ways to facilitate English speaking in the classrooms. However, number of students found proficient to teach in EFL classes has been around *25 selected out of 50 students from the institute* (Werman, 2018). These students have learned the language from foreign institutes that can be assumed as global platforms to offer English classes in the local institutes filled with local children.

XI. IMPROVEMENT OF CULTURES OF CITIES AND VILLAGES

The dropout rates in Jordan schools are a major concern according to the secretary general of the *Higher Population Council (HPC)*. Jordan has already laid a strong foundation that claims that there is a requirement for a high-quality system of education by providing compulsory along with inclusive education to every citizen above the age of 16. The rate of enrollment in schools has witnessed an increase to around *98.02%* as per the reports from the council between 2018 and 2019 (Kayed, 2020). The dropout rates have decreased between the range of around *0.25%* and *0.38%* at the primary level which indicates that these people have been living in the city (Kayed, 2020). The urge to send to schools in the city further showcases that city culture has always been improved in comparison with village culture. Some families have encouraged their children to get an education in city schools rather than staying in the village (Al Maharma & Abusa'aleek, 2022). These students studying in the city will be encouraged to speak and learn English within EFL classes as compared with village students.

Conversely, there is an issue that needs to be pointed out where it has been reported that women who have dropped out of their schools have been compelled to get married below *18 years of age* (Kayed, 2020). There is gender discrimination noted in the village where *women have not been encouraged to receive education* while *men who have already dropped out of school have been encouraged to enter into the labour market* in the form of an unqualified workforce. The condition of male and female students in the nation living in villages is harsh where these students have not been provided with the opportunity to primary level education from schools (Baa, 2022). There is a cultural difference noticed within the village and city where families are responsible for imparting education to the students in the nation.

XII. WAYS TO ENCOURAGE STUDENTS TO ADOPT DIFFERENT WAYS

The two essential ways have already been identified such as digital story-telling and also games that may encourage various students to speak in a global language within EFL classes (Huwari, 2019). Before adopting these two ways, it is important to instil motivation among the students to embrace those two ways. *Online learning through online courses* is effective where students can be motivated to adopt digital story-telling and games (Johnson & Jordan, 2019). In case

a learner skips the classes then that learner will encounter a low motivation level and would not be interested in learning English through digital story-telling and games.

Some courses on digital story-telling along with games need to be provided before making them learn the language and encourage them to speak the language within the classes. Therefore, there is a requirement for some grooming before adopting these ways (Esra et al., 2021). However, students of Jordan can always be encouraged to speak English while the country's culture encompassing both city and village poses a question and concretises the negative relationship between the mentioned variables (Rababah, 2019). Most of the responses have been found to be positive however, a threat has been posed from country culture towards teaching English in the classes.

XIII. CONCLUSION AND RECOMMENDATIONS

The article has discussed the problems of the nation where teachers have been seen to be more inclined towards code-switching rather than pressurizing the students to learn and speak the foreign language within the boundary of classrooms. The teachers seem to have become adjustable to the situation where students are encouraged to provide answers in their mother tongue. The nation that has remained a British colony has somehow witnessed a downfall in terms of the adoption of a global language. The students living in the village are still not provided with the opportunity to receive education at the primary level and these children are prohibited from getting primary education therefore, these children are restricted to get secondary education and speak English while living in the nation. The country's culture has been restricting the students to speak the language and assimilate into global culture. Some recommendations can resolve the issue as follows:

Implementation of Governmental Policies

The Government of Jordan needs to take every important initiative in the form of policies to make it compulsory to speak and learn the language to remain in the competition and get jobs in the global market.

Inclusion of Jordanians to Speak the Language

The child marriages of women and the inclusion of men within the labor workforce need to be stopped in the country to motivate people living in the village to get a proper education. It is significant for the country to revive the culture of the British colony and speak the language to a huge extent.

APPENDIX. SURVEY QUESTIONNAIRE

(0 = strongly disagree, 1 = disagree, 2 = neither agree nor disagree, 3 = agree, 4 = strongly agree)

Demographic Block

1. **Age**
   - 10-12 years
   - 13-18 years
   - 19-23 years
2. **Gender**
   - Male
   - Female

3. Do you agree that lessons are taught in the Arabic language in EFL classes in schools and Universities?
   - Strongly Agree
   - Agree
   - Strongly Disagree
   - Disagree
   - Neither agree nor disagree

4. Do you agree that students can be encouraged to speak English through different ways in EFL classes?
   - Strongly Agree
   - Agree
   - Strongly Disagree
   - Disagree
   - Neither agree nor disagree

5. Do you agree that digital-story telling through digital technology has the ability to facilitate and generate English speaking in EFL classes?
   - Strongly Agree
   - Agree
   - Strongly Disagree
   - Disagree
   - Neither agree nor disagree

6. Do you think that games are an effective way to facilitate English speaking in the EFL classrooms?
   - Strongly Agree

- Agree
- Strongly Disagree
- Disagree
- Neither agree nor disagree

7. Do you agree that Arab language as mother tongue is restricting use of English language in the EFL classrooms?
- Strongly Agree
- Agree
- Strongly Disagree
- Disagree
- Neither agree nor disagree

8. Do you think that culture of village and city are different to each other in Jordan?
- Strongly Agree
- Agree
- Strongly Disagree
- Disagree
- Neither agree nor disagree

9. Do you agree that both digital-story telling and games techniques will facilitate learning and speaking of English in EFL classes?
- Strongly Agree
- Agree
- Strongly Disagree
- Disagree
- Neither agree nor disagree

10. Do you agree that country culture of Jordan can be modified similar to global culture to speak English?
- Strongly Agree
- Agree
- Strongly Disagree
- Disagree
- Neither agree nor disagree

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