Factors Negatively Affecting EFL Students' Speaking Skills at Jordanian Private Schools

العوامل المؤثره سلبا على مهارات تحدث اللغه الإنجليزية كلغة اجنبية في المدارس الاردنيه الخاصه

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Dedication

This thesis is dedicated to all the people who have helped it come out to light, and become a reality after it was only a dream, to you all I say...... thank you....

To my Mother......who has dedicated her life for me and my brother.

To my… beloved husband, son and daughter.... who have been by my side till the very end, and were the reason that kept me going.

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Factors Affecting Grade 10 EFL Students' Speaking Skills at Jordanian Private Schools

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Abstract

This study aims at examining factors affecting grade 10 EFL Students in Jordanian Private schools. The researcher selected a representative sample of 150 grade 10 male and female students, from two private schools in Jordan in addition to six grade-ten English teachers and six English language supervisors.

To achieve the objective of the study, the researcher used a mixed design of qualitative and quantitative data to obtain the results. A questionnaire was administered to the sample of the study, and semi structured interviews were conducted with six grades -ten English language teachers and six English Language supervisors.

The findings revealed that students encountered many difficulties that caused the existence of these factors, such as anxiety, lack of motivation,

lack of encouragement, fear of criticism by peers and the intense use of Arabic in class.

Moreover, the findings also uncovered that teachers play a significant role in running and planning the speaking lessons. The results also indicated that some teachers might not have a sufficient number of English lessons to include the speaking task. Adding to that, some teachers lack the required training, strategies and techniques to manage a speaking lesson. Other factors that the study unveiled were related to educational and surrounding environment, in terms of using technological teaching aids   and a convenient number of students in class.

Keywords: EFL, Speaking Skill, Private Schools

العوامل المؤثرة في مهارات تحدث اللغة الإنجليزية كلغة اجنبيه لدى طلاب

الصف العاشر في المدارس الأردنية الخاصة

اعداد:
نسرين باسم ياسين

اشراف:
دكتورة نورما الزايد

الملخص

تهدف هذه الدراسة الى اختبار العوامل المؤثرة في مهارات تحدث اللغة الإنجليزية كلغة اجنبيه

لدي طلاب الصف العاشر في المدارس الأردنية الخاصة. اختار الباحث عينه تمثيليه تتكون من

١٥٠ طالب وطالبه في الصف العاشر في مدارس خاصه، بالإضافة الى ستة معلمين لغة إنجليزيه

للصف العاشر وستة مشرفين لغة انجليزيه من وزارة التربية والتعليم. لتحقيق اهداف الدراسة

أيضا استخدم الباحث مزيجا من التصميمين الكمي والنوعي. حيث تم اعطاء عينة الدراسة استبانة

لتعبئتها، ثم تم اجراء مقابلات شبه منسقه مع المعلمين والمشرفين للأخذ بآرائهم.

وقد كشفت نتائج الدراسة ان الطلاب واجهوا صعوبات كثيرة أدت الى ظهور هذه العوامل

منها القلق، قلة الدافعية لتعلم التحدث باللغة الإنجليزية، قلة التشجيع، الخوف من الانتقاد من قبل

زملائهم، بالإضافة الى كثرة استخدام اللغة العربية في الصف.

هذا وقد كشفت النتائج عن عوامل أخرى، منها ان المعلمين لهم دور مهم في إدارة حصص

المحادثة والتخطيط لها. كشفت النتائج أيضا ان بعض المعلمين قد لا يكون ليس لديهم عدد كاف

من حصص اللغة الإنجليزية لتخصيص أحدها لأداء مهارة المحادثة.

أضف الى ذلك ان بعض المعلمين ينقصهم التدريبات والتقنيات والاستراتيجيات ا للازمه

لإدارة حصة المحادثة باللغة الإنجليزية. عوامل اخرى كشفتها الدراسة، منها ما يتعلق بالبيئة

التعليمية المحيطة، من ناحية توفر أدوات تعليميه تقنيه، ومنها ما يتعلق بعدد الطلاب في الصف.

كلمات مفتاحيه : تعلم اللغة الإنجليزية كلغة اجنبيه، مهارات المحادثة، المدارس الخاصة

Chapter One

1.Introduction

Oral and written proficiency are considered of the most difficult elements in Language learning. Verbal language is the way in which a new language is expressed, comprehended and practiced. To be able to communicate in English is very important since it's a world widely acknowledged means of communication in terms of Business, Sciences, and Technology. Moreover, in the age of globalism that we live in, and in the interdependence of countries creates an urge for a global language, and no language corroborates for this better than English.

English as a foreign language (EFL) is taught in most of the Arab countries to primary and secondary students in schools. It is of great significance for students to be able to speak English and express themselves clearly, and that is because, in the time being, the ability to speak English proficiently has become a must, especially for those who want to progress in certain domains. (Sibai,2004).

English is considered a major subject in the Jordanian curriculum. For public and some private schools' students, speaking English is quite challenging due to the linguistic differences in English and Arabic. A lot of researchers have emphasized on weakness in students' speaking skills.

Moreover, English, being the main subject in Jordanian public and private schools' classrooms, acts as the primary source of language learning, since students don't get the chance to practice English outside their classrooms. Oral language skills are obtained naturally as a child grows, but it doesn't necessarily mean that it will lead to mastering that language.   EFL learners encounter a number of obstacles in speaking English. To exemplify, students tend to use Arabic rather than English when communicating with each other in the classroom, in addition to the lack of target language practice, and the absence of vocabulary knowledge in the target language. Al- Hosni, (2014)

Although it is eminently agreed upon that input is a major aspect of language acquisition, it is not adequate unless it was followed by practice and output (the production of the language by the learner). Since the ability to comprehend the meaning in sentences is different from the ability to voice that meaning. When the learners discuss what they have learned and produce output in interactive activities, they unconsciously utilize what they had taken in, and select a correct linguistic way to convey the meaning they want. This process makes it attainable for the learners to interiorize what they have acquired and practiced.

However; speaking problems can be major challenges to effective foreign language learning. Regardless of how much (EFL) learners have knowledge of English language, they still encounter numerous difficulties, and factors that act as obstacles that hinder their learning of the language, especially the speaking skills. An issue, which will be discussed further on in this study.

1. 1. Statement of the Problem:

The purpose of this study is to investigate the factors affecting the speaking skills of grade 10 EFL students at private schools in Jordan. Some students may tend to memorize the rules of the language, but when it comes to communicating in English, they are incompetent. This study aims at shedding light on the Factors that lead to speaking difficulties faced by Jordanian students in private schools.

1.2. Objectives of the Study

The present study aims at:

- Investigating the factors that contribute to creating difficulties in English speaking skills of grade 10 EFL students, in Jordanian private schools.

- Investigating the obstacles that teachers encounter while teaching speaking skills, from both supervisors and teachers' point of view.

1.3. Questions of the Study:

To achieve the goals, the study attempted to address the following questions:

- What are the factors that contribute to creating difficulties in speaking skills of grade 10 EFL students in Jordanian private schools?

- Name the basic, or most important factor that lead to creating obstacles in teaching speaking skills for grade 10 EFL students in Jordanian private schools, and what are your suggestions to alleviate the effect of this factor?

1.4. Significance of the study:

Even though Jordan has a high-profile image globally, little research has been conducted in terms of the aspects affecting speaking skills, which happen to be a part of the communicative competence. Therefore, this study may hopefully, fill the gap in the review of literature, since it aims to investigate the elements that affect grade 10 EFL students' speaking skills in private schools in Jordan.

The findings of this study may help explain some reasons behind students' weakness in speaking. Consequently, if these reasons are better comprehended, teachers, supervisors, and researchers will be able to anticipate the problems and try to work on finding solutions for them. To be more specific, it will be useful to (EFL) researchers, who are interested in L2 learning in Middle Eastern countries such as Jordan.

1.5. Limits of the Study

Results of the research are limited to the academic year 2017-2018, during which the study was conducted. The results are also limited to the factors affecting grade 10 EFL students' speaking skills in Jordanian private schools.

1.6. Limitations of the study

Results of the study cannot be generalized to all grade 10 students in private schools in Jordan. The findings are limited to representative samples for the study, which are 150 grade ten, male and female students, from two private schools, in addition to six supervisors and six teachers. The results are also limited to the instruments employed to gather data namely; a questionnaire for the students, and semi- structured interviews with English language supervisors and teachers.

1.7 Definition of Terms:

- **Speaking Skills:**

  Speaking theoretically is defined as an interactional process of building meaning that constitutes of producing, receiving and processing meaning. Its form and meaning chiefly rely on the context in which it occurs, the participator, and the goals of speaking (Burns & Joyce,1997). The study's operational definition of speaking skills is the grade ten students' ability to convey information successfully, using the correct pronunciation, grammar and vocabulary.

- **EFL**:

  English as a foreign language: the study of English by nonnative speakers living in a non-English-speaking environment.

- **Private schools:** A school that does not get money from the government and that is managed by a group of stake holders. They can also be called, independent schools or non-governmental schools.

Chapter Two

Review of Literature

This chapter handles the literature available on students' speaking skills. It is divided into two parts; the first part deals with the theoretical literature regarding the topic discussed, including factors and problems affecting speaking skills, while the other tackles the empirical studies conducted on the same topic.

2.1 Review of Theoretical Literature

Speaking is one of four language skills (writing, reading listening and speaking). It is a way in which learners can communicate to express themselves or convey certain points or opinions, feelings or even dreams. Adding to that, those who know a certain language are referred to as "speakers" of it.

Moreover, (Willis,1996, p.7) contends that for oral language learning to happen, there should be four conditions to be met, and they are: the chance to practice the language, motivation, the exposure, and proper instruction. Willis also asserts that learners need the opportunity to express their feelings or thoughts and to experiment in an encouraging surrounding using

the language they have acquired without feeling intimidated by anyone or anything.

According to Tuan& Mai, (2015) Learners' oral performance is affected by factors like performance situation, affective factors, listening skills and feedback during speaking. In the same direction, one way of overcoming problems that students encounter in learning to speak, is for teachers to apprehend these factors.

Adding to that, Rababa'h (2005) puts forward that there are a lot of factors that cause difficulties in speaking English amongst EFL learners, a few of these factors are connected to the learners themselves, the teaching techniques, the curriculum and the environment. To exemplify, many learners stand in need of the necessary terminology to convey their meaning, therefore; they can't maintain the interaction going.

Moreover, Urrutia and Vega (2010) state that students speaking proficiency is affected by their insufficient vocabulary, hesitation, and the worry to be judged by the others.

Oxford (1990) asserts that one of the most important influences or factors of language learning success or failure is probably the affective side of the learner. Affective factors include inhibition, shyness, lack of self-confidence, peer pressure, family or friends support, motivation and anxiety

Krashen(1985) Krashen came up with a theory of second language acquisition which consists of five main hypotheses: The Acquisition-Learning hypothesis ,the Monitor hypothesis ,The Input hypothesis, The Natural Order hypothesis, The Affective Filter hypothesis.

The Acquisition-Learning is the most important of all the hypotheses in Krashen's theory. According to Krashen there are two independent systems of second language performance: 'the acquired system' and 'the learned system'. The 'acquired system' or 'acquisition' is the product of a subconscious process similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication where speakers focus on the communicative performance not on the form of their words.

The Monitor hypothesis explains the relationship between acquisition and learning and explains the effect of the latter on the former. The monitoring function is the practical result of the learned grammar. The 'monitor' acts in a planning, editing and correcting function when three specific conditions are met: that is, the second language learner has enough time to focus on form and think about correctness, in addition to knowing the rules. Krashen also suggests that there are individual

differences among language learners regarding the 'monitor' use. He differentiates between those learners that use the 'monitor' all the time (over-users); those learners who have not learned or who prefer not to use their conscious knowledge (under-users); and those learners that use the 'monitor' in an appropriate way (optimal users). Evaluating a person's psychological profile can help determine to which group they belong. Lack of self-confidence is usually related to the over-use of the 'monitor'.

The Input hypothesis is Krashen's attempt to explain how the learner acquires a second language. The Input hypothesis is only concerned with 'acquisition', not 'learning'. According to this hypothesis, the learner improves and progresses when he/she receives second language 'input' that is one step beyond his/her current stage of linguistic competence. For example, if a learner is at a stage 'i', then acquisition takes place when he/she is exposed to 'Comprehensible Input' that belongs to level 'i + 1'. 'Comprehensible Input' is defined as the target language that the learner would not be able to produce but can still understand. It goes beyond the choice of words and involves presentation of context, explanation, rewording of unclear parts.

Krashen (1987) The Natural Order hypothesis is based on research findings of other researchers which suggested that the acquisition of grammatical structures follows a 'natural order' which is predictable. For a given language, some grammatical structures tend to be acquired early while others late for example some learners tend to learn using "ing" before the "s". Krashen however points out that the implication of the natural order hypothesis is not that a language program syllabus should be based on the order found in the studies. In fact, he rejects grammatical sequencing when the goal is language acquisition.

Krashen (1982) also states that a range of affective variables has been assured to be related to success in second language acquisition in research over the last decade, but most of these studies examined three categories; anxiety, self-confidence, and motivation. Anxiety is one of the most greatly attested psychological phenomena.

Macintyre (1998) believes that language anxiety, is an anxiety that evolves from a certain situation. Maclyntyre also views language anxiety as the worry and adverse sentimental reaction provoked when acquiring or using a second language.

Moreover, Horwitz, Horwitz and Cope (1991) pg.31 conceived foreign language anxiety as a "specific complex of self-consciousness, convictions, feelings, and conducts related to classroom language learning stemming from the uniqueness of the language learning process".

Ehrman (1996) asserts that an individual defends his emotional stability and self-respect in numerable ways, one of them is, through what he names "defense mechanism". Indications of concern appear on that individual, such as unwillingness to take part in an activity, reluctance to work, in addition to an unfavorable behavior, are all probable defense mechanisms which worried learners utilize to balance their emotional composure.

Young (1991) pinpoints six potential sources of language anxiety from three aspects: the student, the teacher, and the teaching practice. He postulates that "language anxiety is brought by (a) personal and interpersonal anxiety, (b) learner assumptions about language acquiring, (c) instructor conviction about language teaching, (d) instructor-learner intercommunication, (e) classroom procedures, (f)and language testing". Young (1994) also exemplifies that these sources of language anxiety are interconnected.

Littlewood, (1984) defines motivation as "the crucial force which determines whether a learner embarks on a task at all, how much energy he devotes to it and how long he perseveres". (Littlewood,1981) also argues that the progress of communicative skills can only occur if learners have the motivation and chance to express their own individuality and associate with people around them.

Additionally, Gardner (1985) created a model of motivation in second language (L2)learning called the socio-educational model. After conducting many research, he concluded that the learners' attitudes towards the L2 has a great influence on being motivated about learning a new language. The model emphasizes on the role of multiple individual differences in acquiring L2. Gardner also assures that learning another language is different from any other topic taught in class, as it includes acquiring skills and behavior patterns that are traits of a different community or culture.

Similarly, Ames, C. (1992) in her article on students' motivation and class goals, sheds light on the link between motivation and confidence. She asserts that ESL students who have negative ideas about their speaking abilities, avoid the tendency to succeed and also undervalue their performance when they do well.

Moreover, teaching strategies play a significant role in obstructing the language learning process, as they are inadequate, since speaking is not emphasized upon, and vocabulary items are taught separately, in addition to the unavailability of listening authentic material.

According to Ho (2011) teachers encounter difficulties related to course outline, tasks, and the insufficient teaching aids.

Moreover, the English teacher plays a significant role in the learning process. Allen & Valette, (1997); Quist, (2000) point out clearly that it is the teacher who sets the tone for learning activities. Since to teach, is to communicate, English teachers must have intense communicative competence. Adding to that, a teacher must be competent in the language itself to make useful decisions regarding the material given, and the approach of teaching.

Furthermore, Rababah, (2005) puts forward that teacher training programs were viewed as unsuccessful in altering the teachers' approaches since teachers have a limited number of classes to cover all of the four skills, giving priority to grammar and reading and neglecting the speaking and listening.

Accordingly, listening abilities are very important, Valle (2002)) states that creating students' interest in learning English via listening to songs,

authentic conversations, games, and telling stories to each other, could result in a more enjoyable learning experience for the students.

Bachman & Palmer ,(1996) define the topical knowledge as knowledge structures in long -term memory. This means that it is what the speaker knows and the information he stores about a relevant topic. This information enables the speaker to engage in conversations related to the topic discussed.   Furthermore, the lack of target language exposition is another prominent aspect that affects speaking skills. Students may avoid engaging in life conversation due to their incapability of social interaction in that target language. Not giving the chance to the learners to participate in discourse may be another reason for the difficulty in speaking. It is significant to build up knowledge and skills that would enable them to participate, hence master discourse skills. Per Kumaravadivelu (2003,) the best way to learn language is to focus on comprehending, saying and doing something with that language, and not merely focusing on linguistic aspects.

Review of Empirical studies:

Many studies have been conducted to come up with multiple factors and problems that negatively affect student's speaking performance and cause speaking problems.

Park & Lee (2005) explored the relationship between L2 learners' anxiety, oral performance, and self-confidence. The participants of their study were one hundred and thirty-two Korean college students who were enrolled in English conversation classes in 2004. The instruments of the study were questionnaires which included 32 items related to English oral performance, self -confidence in speaking, and anxiety.

The students' oral performance was evaluated according to IATEFL criteria which includes; Range of vocabulary and Grammar, ease of speech to demonstrate learners' fluency in employing the target language, attitude in relation to self-confidence, motivation, and decreased anxiety/nervousness.

The finding of the study confirmed that the learners' anxiety level was negatively connected to their oral performance. They concluded that L2's learners range of oral performance in relation to grammar and vocabulary, was to a great extent, affected by their self -confidence. The higher the anxiousness was, the lower they scored in their oral performance.

Qashoa. S.H.H (2006) conducted a study on one hundred UAE students in UAE State Secondary School. The purpose of the study was to examine the students' integrative and instrumental motivation for learning English in the UAE,

Furthermore, the study aimed at investigating the factors affecting the students' motivation. The tools of the study were a questionnaire and interviews. A total number of one hundred students of UAE Secondary School contributed to the questionnaire, which revealed their level of the tendency for learning English, in addition to the elements that negatively influences the students' motivation.

The findings of the study revealed that intense vocabulary load, listening difficulty and difficulty in understanding structures were the most demotivating factors that affected students when studying English, in addition to others such as the rare use of technology, teachers' personality, evaluation system and finally friends and parents' discouragements.

Adding to that, Lukitasari, N. (2008) explored students' strategies in dealing with speaking problems in speaking classes. The population of her study was nine classes in level 1 speaking class, who were enrolled as first semester students, in Al Muhammadiyah University of Malang in Indonesia. The aim of the study was to know what were the problems of learning speaking, in addition to the students' strategies in overcoming the oral performance difficulties. The researcher employed two of the nine sections, as a sample for the study. The instrument of the study was a questionnaire distributed to students, then analyzed by the researcher. The

study indicated that students in the speaking class encountered a few obstacles such as inhibition, having nothing to utter, weak participation in class, and finally the usage of the mother tongue language. The study also revealed that the students' poor speaking performance was due to their non-proficiency in the basic elements of speaking which are Pronunciation, grammar, and vocabulary.

(Al- Zayed. N & Al Jaderi. A& Jafar. F.,2009) investigated the effect of a proposed instructional program based on the communicative approach on developing the speaking skills of the basic stage in Jordan. In their study, the researchers aimed to find the components and the effects of a proposed instructional program based on the communicative approach in English. The sample of the study consisted of sixty-four female students from Al - Petra Public school in Amman First Directorate.

 The school had three sections divided into randomly selected groups. One group was assigned to the experimental group and was taught per the prosed instructional program, and the other to the control group which was taught through the traditional method. Quasi experimental design was used.   To achieve the purpose of the study the researchers developed an instrument which was an (achievement test) that was given to a third group to test the validity and reliability of the instrument. A rubric was used to evaluate the

students' speaking skills. Mean Scores, the Standard Deviations and the Multiple Analysis of Covariance(MANCOVA) were used for analyzing the results by the researchers. The results of the study demonstrated noteworthy differences in favor of the experimental group, which was taught in accordance to the proposed instructional program. A few recommendations, based upon the findings of the study, were put forward to those who are involved in EFL teaching and assessment process.

Tsiplakides, L.& Keramida, A. (2009). In this case study, the researchers investigated the anxiety that was caused to Greek students, The purpose of the study was to link the theoretical construct of foreign language speaking anxiety with daily classroom procedures. The study also aimed at providing teachers globally with practical solutions that could help them decrease language anxiety and increase students' motivation to learn. The sample of the study included fifteen students in lower secondary School in Greece aged 13-14. The level of students was Intermediate. The study was based on Class-room observation three times a week for forty-five minutes each. There was group activity formed with mixed abilities, students were given equally challenging tasks.

 The techniques adopted to collect data, were semi -structured interviews, group discussions and direct observation.

The results of the study were that six of the students were feeling anxious due to fear of making mistakes in front of their peers, or that students believed that they were not good enough to speak. Moreover, one more negative evaluation from the students' side was the fallacious belief that they should provide correct sentences. Adding to that, all anxious students compared their speaking skills negatively in comparison to their peers. Furthermore, students were more willing to speak English with their teachers when their students were not in class, which is another aspect of fear of negative evaluation. The conclusions that the researchers made were that teachers should be more encouraging and not consider anxious students to be weak, lazy or demotivated. On the contrary, teachers should intervene in a positive way to help students overcome their foreign language anxiety.

Dincer, A.& Yeslyurt, S. (2013) investigated Turkish pre-service teachers 'beliefs on speaking skills based on motivational orientations by means of a case study. The aim of the study was to examine the pre-service teachers' ideas about teaching English speaking to Turkish students and its relation to motivation. The sample of the study constituted of seven pre-service ELT teachers and fifty-nine ESL students in Turkey. The instrument of the study was open -ended interviews. The interviews were conducted in Turkish, to ensure accurate results, then translated into English and

double checked by a professional translator to guarantee accuracy. The time allocated for each interview was 10 minutes. The interviewees beliefs about teaching speaking in an EFL context were analyzed in relation to motivation. The findings of the study demonstrated that pre-service teachers had negative assumptions about teaching speaking, even though they consider it to be of great importance as a skill. The study also uncovered that the teachers felt improficient in oral communication

The researchers revealed that the learners had various ideas about the importance of speaking skills in English and this diversity in opinion, is connected to the learners' motivational inclination and their capability and incapability of speaking English. The findings of the study also showed that the students self -assessment in regards to speaking skills was negative and they described themselves as incompetent speakers of English. Only a few of them stated that they felt capable of participating in speaking tasks.

Al Hosni, S. (2014) conducted a case study that investigated the speaking difficulties encountered by young Omani EFL learners. The population of the study was taken from two basic education schools in Oman. The samples of the study were grade five teachers and students in Basic education schools in Oman. It Included four English teachers and three classes from the same school. The instruments of the study were a

curriculum analysis, interviews and a class observation. The interviews were carried out with three grade five teachers, and one grade five students during classes. The purpose of the interviews was to explore factors that cause speaking difficulties from the students' and teachers' point of views. Interviews were recorded and transcribed. A curriculum analysis was conducted to reveal the role that the curriculum may conduce   to the speaking difficulty. The curriculum analysis was based on two items: the occurrence of speaking activities included and the types of these activities where communicative or non-communicative. The intention of the analysis was to inspect the procedure in which speaking is introduced in books and through which tasks. The findings of the study revealed that there were three main speaking difficulties experienced by students at that level, and they are, Inhibition, first language use, and linguistic difficulties.

Reham, A., Bilal, H.A., Sheikh, A., Bibi, N. Nawaz, A. (2014) also conducted a study to examine the role of motivation in learning English language for Pakistani learners. The purpose of the study was to make a comparison between the two- types of   motivation, the integrated and the instrumental, in addition to exploring which type was more popular there. The sample of the study was   fifty Pakistani students, 25 males and 25 females from a private college in Sargodha. The researchers used a

quantitative method which was a questionnaire, that was based on the Likert scale. The questionnaire consisted of twenty questions. The first ten questions were based on integrative motivation, and the other ten were based on instrumental motivation. The difference between them is that integrative motivated learners desire to learn L2 in order to enhance their understanding and to get better acquainted with the people who utter the target language. Ellis (1997) elaborates that the learners acquire knowledge so that they can mingle with the people and culture of the intended language. On the other hand, the reason that instrumental motivation learners tend to learn a language is attributed to a functional reason, such as receiving a bonus or a higher salary, or being admitted into University.

Since speaking is related to listening the researcher examined literature related to listening difficulties experienced by students.

Al Rawashdeh, A. Al- Zayed, N. & (2015) examined the difficulties that teachers of English encounter while teaching listening comprehension and their attitudes towards them. The instruments of the study were a teachers' questionnaire and informal interviews. The population of the study constituted of all the English teachers in Al Karak. The sample of the study consisted of 55 English teachers who were randomly picked. The

researcher   personally did the interviews by assigning appointments with the teachers to be interviewed. The interviews were informal ones, which provided the researcher a space to expand in asking further questions that would service her study. Further to asking them about their opinion of teaching listening skills and what their attitudes towards them were, the researcher also asked the teachers for their suggested solutions to help students enhance their listening skills. The obtained data were analyzed in the form of frequencies and percentages. The results of the study demonstrated that there were a number of problems in teaching listening comprehension in schools. These problems include teachers' proficiency, educational environment, scarcity of resources and teaching aids. The results also revealed a negative attitude from the teachers towards listening comprehension since they believed that the majority of the academic levels were not in need of this skill. In addition to the lack of interest by the students towards this skills since thy believed that they were not in need of it.

In this study Erickson. D. (2015), investigated the results of employing listening skills to support the improvement of speaking skills. Therefore, data from 120 students at a higher education institution in Chile were analyzed; 60 of them, were provided with merely listening-focused

instruction and activities, whereas, another group of 60 students was given a normal English teaching. The aim of this research is to discover the efficiency of utilizing intensive Listening-based instruction to enhance oral skills in students who are learning English as a second language. The goal is to find alternatives to develop oral skills in situations where some external limits avert oral practice and measurement in real classes. The parallel analysis of pre- and post-test rubric labels and scores indicated that there was a link between listening proficiency and a little improvement in functional and interactive oral skills. The results of this study helped in setting the base for future research in English teaching methodologies and strategies. In addition to aiding in assessing listening and speaking skills.

Al Nakhleh, A. (2016) examined the problems and difficulties of speaking that encounter English Language students at Al Quds Open University. In addition to finding out the reasons behind these difficulties. The method used by the researcher was a qualitative one. The instruments of the study were a class observation to gather the needed data, and an open-ended interview conducted with students. The population of the study included all students studying English language at Al Quds Open University in Gaza. The sample of the study constituted of 14 students who were studying English in the aforementioned university. The interviewed

students were encouraged to speak openly about a specific topic. Following that, the researcher analyzed and transcribed the interviewees' answers based on language competency   using SPSS software, aiming to identify the speaking difficulties that the interviewees encountered, hence using these percentages in his study. The finding of the study showed that there was a lack of support from the surrounding environment, in addition to the anxiety from the students' side. Furthermore, the results also showed that the instructors did not provide students with enough support while speaking English, yet they highlighted their speaking errors which affected the learners negatively.

Diep, L.T.N. (2017) explored measurements of factors affecting English speaking skills of students at the Foreign Language Department of Van Lang University in Vietnam. This study aimed at finding out the reasons behind the non-fluency of the university students in English speaking. The researcher adopted the quantitative and the qualitative approach. To achieve the purpose of the study, the researcher developed the following instruments: open- ended interviews, class observations in addition to a questionnaire. The sample of the study included 270 students of the Foreign Language Department in Van Lan University in Vietnam. The questionnaire constituted of six factors affecting English speaking and was

divided into domains: confidence, proficiency and vocabulary, grammar, learning environment, and instructors. The data was analyzed by means of the SPSS program. The results of the study revealed that grammar, pronunciation and methods of teaching have the highest impact on the English-speaking skills of the university students. Consequently- and based upon this study -the instructors and administrators of the Foreign Language Department in Van University were able to comprehend the obstacles encountered, hence look for acceptable and executable ways for training and teaching to help their students enhance their English-speaking skills.

Having reviewed the previous theoretical and empirical studies related to subject of the study, the researcher concluded that there are a variety of factors encountered by students and that affect their EFL speaking skills. The literature reviewed in this chapter has also given a clear picture for the researcher to further investigate the problem of the study, and to come up with recommendations and solutions to it.

Chapter Three

Methods and Procedures

This chapter deals with the methodological approach utilized in this study. It demonstrates how the data was gathered through the study's instruments, and clarifies how each instrument was designed.

3.1 Methods of the Study.

The researcher observed EFL lessons in six sections of grade 10 for a week in two schools. Following that the researcher came out with the conclusion that a high percentage of the students had difficulty in expressing themselves and communicating proficiently in English .

The objective of this study is to find out the factors that negatively contribute in creating difficulties in EFL students' speaking skills. Therefore, the methodological approach adopted for this study is a qualitative and a quantitative one. A students' questionnaire provided the quantitative data and was conducted by the researcher. Next, semi - structured interviews were conducted with English language supervisors and teachers to highlight factors affecting students' speaking skills, and this provided the qualitative data for the study.

3.2 Population and sample of the study

The population of the study consists of all grade ten EFL Students currently enrolled in private schools in Amman, Jordan. A sample of 150 grade ten male and female students from AL Qimmah private school and Al- Alamiyya private school was selected purposively to achieve the aim of the study. In addition to 25 of the randomly selected sample of students to test the reliability of the questionnaire.

The sample consisted of 75 male students and 75 female students aged between 15.5-16. The sample was divided into seven groups. Initially the questionnaire was conducted on the first group for the purpose of test and retest. The remaining six groups, which consisted of three females and three male groups did the same questionnaire after it being tested for reliability.

 Additionally, six English language supervisors and six grade ten English teachers were interviewed by the researcher. The purpose of including the English supervisors is to obtain professional data regarding the English teachers' performance and competence, in addition to the factors affecting students' speaking skills. Moreover; the purpose of including the English teachers is shedding light on the factors that lead to creating difficulties in teaching speaking skills from their point of view. Consequently, coming up

with suggested solutions and recommendations for the problem of the study.

3.3   Instruments of the study

In this study, the researcher used two instruments. A questionnaire for students, in addition to semi-structured interviews with supervisors and teachers.

3.3.1 Students Questionnaire

The researcher gave the students a questionnaire to fill out. The aim of the questionnaire was to find out the factors affecting speaking skills from the students' point of view. The questionnaire was divided into three domains. The first one is "Affective factors impacting students' speaking skills", the second one is "Factors related to teachers' role in teaching speaking skills", and the third one is "Factors affecting students' speaking skills in relation to the instructional environment."

3.3.2 Semi- structured interviews with supervisors and teachers.

The researcher utilized this method since it is considered a very important technique in collecting qualitative data. The significance of the semi-structured interviews is that they provided the researcher with more

precise information that helped in answering the questions of the study, in addition to coming up with solutions for the problem of the study.

Prior to the interview, the researcher gave the supervisors and teachers an idea about the study, then kindly asked them to comment on it. The researcher introduced herself and elaborated the goal of the interview in order to eliminate any hesitation or stress felt by the interviewees. Adding to that, this kind of interview provided the researcher with an opportunity for more inquiry, and to perceive the interviewee's reactions and feelings while answering the questions. Since they gave immediate answers instead of thinking of what the researcher needed to hear. Bell, (1997)

Next, the researcher asked six supervisors and six teachers the following questions:

- What are the factors that negatively contribute to creating difficulties in speaking skills of grade 10 EFL students in Jordanian private schools?

- Name the basic, or most important factor that lead to creating obstacles in teaching speaking skills for grade 10 EFL students in Jordanian private schools, and what are your suggestions to alleviate the effect of this factor?

Following every interviewing session, the researcher transcribed the interview to be analyzed. This instrument enabled the researcher to have a vivid idea of the validity of the results attained through the questionnaire.

3.4 Validity of the Questionnaire and Interviews 'Questions

The content validity of the questionnaire and Interviews' questions was determined by a panel of experts (Appendix E) to find out whether the items in the questionnaire and the interviews' questions met the purpose of the study, and examined what they were supposed to examine. The jurors were asked to review the convenience of the questionnaire items and the appropriateness of the interview questions. The students' questionnaire and the interview questions were modified based on the juror's recommendations.

3.5 Reliability of the Questionnaire

To achieve high degree of reliability of the instrument, the researcher randomly selected and applied the questionnaire on (25) students who do not belong to the sample. The reliability of the questionnaire was checked by means of test-retest. Following that, the researcher calculated the agreement coefficient between the two tests' results.

Table (1)

Test-retest and Cronbach alpha values for the questionnaire

Domains	T-retest	Cronbach alpha
Affective Factors impacting students' speaking skills	0.87	0.88
Factors related to teacher's role in teaching speaking skills	0.80	0.87
Factors affecting students speaking skills related to the instructional environment	0.79	0.82
Total	0.89	

Table (1) shows that the values of the (test-retest) correlation for the test equaled (0.89) and for the factors it rounded between (0.87) to (0.79), meanwhile Cronbach alpha for the test rounded from (0.88) to (0.82), which are considered acceptable values for the purposes of this study.

Also, reliability was assured through construct reliability. Correlation between items and total score were found as table (2) shows.

Table (2)

Correlation between items and total degree

Item no	Correlation with total degree	Item no	Correlation with total degree
1	*0.45	26	*0.69
2	**0.69	27	*0.62
3	**0.47	28	**0.41
4	*0.51	29	*0.71
5	*0.63		
6	*0.55		
7	**0.44		
8	*0.55		
9	**0.53		
10	**0.45		
11	**0.43		
12	*0.55		
13	**0.44		
14	*0.43		
15	**0.42		
16	*0.63		
17	**0.65		
18	**0.51		

19	**0.65		
20	*0.45		
21	*0.51		
22	*0.61		

Correction of the scale

The following formula was used to judge the questionnaire means:

Period length = (scale highest value- lowest value)/no pf period

= (5-1)/3= 1.33

Therefore; the levels are as follows:

Low: 1- 2.33

Moderate: 2.34 – 3.67

High: 3.78

3.6 Procedures of the Study

The following procedures were followed by the researcher to ensure the best results:

- Reading more theoretical literature that deals with factors affecting speaking performance to arrive at a more profound comprehension of the subject.

- Examining more empirical studies to add to the value of the current study.

- Establishing the validity and reliability of the instruments using Cronbach Alpha.

- Obtaining a letter of permission from the Middle East University to facilitate the researcher's visits to schools and the Directorate of Education.

- Observing English classes for a week

- Giving the questionnaire for the students to fill in.

- Conducting semi-structured interviews with the English supervisors and teachers.

- Analyzing the quantitative data collected from the questionnaire.

- Arriving at conclusions from the findings.

- Collecting the data required from the supervisors' and teachers open ended interviews.

- Analyzing the qualitative data collected, and arriving at a conclusion and a recommendation for the problem of the study.

- Arriving at conclusions from the findings.

- Connecting the results of the study with theoretical and empirical literature discussed in the research.

- Presenting logical interpretations for the results, in addition to comparing the results of this study with results of other studies, by means of referring to previous literature and implicating with whom the results agreed or disagreed.

- Arriving at conclusions from the findings.

- Putting forward a few recommendations for future studies.

- Listing references per A.P.A style and adding appendices at the end.

Chapter Four

Results of the Study

This chapter presents the findings of the study with regards to its questions. Quantitative data was gathered to answer the study's first question which was:

-What are the factors that negatively affect grade 10 EFL students' speaking skills in Jordanian private schools?

On the other hand, qualitative data was gathered to explain the results of the questionnaire from the interviewees' perspective, and to answer the second question of the research which was:

- Name the basic, or most important factor that lead to creating obstacles in teaching speaking skills for grade 10 EFL students in Jordanian private schools, and what are your suggestions to alleviate the effect of this factor?

4.1 Results of the Students' Questionnaire

To answer the first question of the research, means and standard deviation were calculated for factors that affect grade 10 EFL students' speaking skills in Jordanian private schools as shown in table (3).

Table (3) below shows the means recorded with the standard deviation written next to it in addition to the rank of each domain , since the students' questionnaire was divided into three domains : The first domain was related to Affective factors impacting students' speaking skills ,the second domain was related to teachers' role in teaching speaking skills, and finally, the third domain was related to factors affecting students' speaking skills in relation to the instructional environment.

Table (3)

Domains	Mean	Std. Deviation	Rank	Degree
Affective Factors impacting students' speaking skills	3.34	0.31	1	moderate
Factors related to teacher's role in teaching the speaking skills	3.31	0.45	2	moderate
Factors affecting students' speaking skills related to the instructional environment	2.60	0.37	3	moderate
Total	3.08	0.23		moderate

The findings of Table (3) shows that the mean of factors that affect grade 10 EFL students' speaking skills in Jordanian private schools came in moderate degree with a total mean of (3.08) and standard deviation of (0.23), Therefore; all the factors came in moderate degree:

-In first rank, came the affective factors, with a mean of (3.45) and a standard deviation of (0.31] =

- In the second rank came the teacher's role in teaching the speaking skill domain with a mean of 3.31 and a standard deviation of 0.45.

-In the last rank came factors affecting students speaking skill related to the instructional environment domain, with a mean of (2.60) and (0.37) standard deviation.

Table (4) shows means and standard deviation for the first domain:

Table (4)

The Affective Factors Impacting Students' Speaking Skill

Item no.	Questionnaire Items	Mean	Std. Deviation	Rank	Degree
5	I struggle to find the right vocabulary word; I want to speak English but I don't know the words needed for that certain topic.	3.90	0.95	1	High
3	I fear criticism from others while speaking	3.88	0.98	2	High
12	I find it difficult to build sentences, I know the grammar but I can't put it in a sentence	3.65	1.06	3	Moderate
6	I use Arabic if I can't express myself in English.	3.59	1.01	4	moderate
2	I feel motivated and confident while speaking English in class.	3.49	1.07	5	moderate
11	My family encourages and supports me to speak English	3.27	1.02	6	moderate
10	I am shy, I don't feel confident while speaking English in class	3.24	0.97	7	moderate

Item no.	Questionnaire Items	Mean	Std. Deviation	Rank	Degree
8	I like watching T.V shows in English	3.19	1.16	8	moderate
1	I enjoy discussing events and situations with my teacher and Classmates in the English-speaking lesson	3.03	1.29	9	moderate
4	Speaking English makes me feel worried	3.02	1.23	10	moderate
13	I Don't feel self -confident and I feel pressured by teacher and other students.	2.93	1.31	11	moderate
9	I feel that my listening skills are good	2.91	1.06	12	low
7	I read about the topic and prepare for speaking practice in advance and prepare ideas for it.	2.33	1.10	13	low

Table (4) shows that item (5) which states " I struggle to find the right vocabulary word .."came in first rank with a mean of (3.90) and a standard deviation of (0.95) In the second rank came item (3) which states "I fear criticism from others while speaking English." with a mean of (3.88) and (0.98) standard deviation.) Finally, in the last rank came item (7) which states " I read about the topic ..with a low degree.

-Table (5) shows Factors Related to Teacher's Role in Teaching Speaking Skills.

	Table (5) Questionnaire Item	Mean	Std. Deviation	Rank	degree
3	The teacher speaks a mix of English and Arabic in class.	3.78	0.81	1	high
2	The teacher encourages me to speak English in class.	3.77	0.89	2	high
6	The teacher allows me to use Arabic if I don't know the words in English.	3.57	0.83	3	moderate
8	There is no pressure from the teacher when I am doing the speaking activity.	3.57	0.91	4	moderate
7	The teacher introduces the idea of the lesson and gives us enough vocabulary to use for our speaking activity.	3.51	0.80	5	moderate
4	The teacher gives us enough time to prepare for the speaking activity	3.33	0.94	6	Moderate
9	The teacher corrects my speaking mistakes all the time while I am speaking.	3.29	0.78	7	moderate
1	The Teacher speaks only English in class	2 .96	0.93	8	moderate
10	The teacher waits until I finish what I am saying then corrects it for me.	2.83	0.91	9	moderate
5	The teacher lets us do role playing, and group work, and do presentations in English.	2.83	1.08	10	moderate

Table (5) illustrates that item (3) which states " The teacher speaks a mix

of English and Arabic in class." came in first rank with a high mean of

(3.78) and a standard deviation (0.81). In the second rank came item (2)

which states "The teacher encourages me to speak English in class" also

with a high mean of (3.77) and (0.89) a standard deviation. In the third rank

came item (6) "The teacher allows me to use Arabic if I don't know the

word in English, with a moderate means of (3.57) and a standard deviation

of (0.83). Finally, in the last rank came item (5) which states " The teacher lets us do role playing, and group work, and do presentations in English" with a mean of (2.83) and a standard deviation (1.08). All the remaining items came in the moderate degree.

Table (6) shows Factors Affecting Students' Speaking Skills in Relation to the   Instructional Environment

Table (6

Means, Standard Deviation, Ranks and Degree of Domain Three

No.	Questionnaire Item	Mean	Std. Deviation	Rank	degree
4	My classmates do not support me while I am speaking English	3.05	0.97	1	Moderate
3	The class is noisy	2.91	0.99	2	Moderate
5	The class has a friendly atmosphere which enhances the learning procedure	2.71	0.87	3	Moderate
2	We listen to a C.D before we do the speaking activity	2.52	0.87	4	Moderate
6	In the classroom, there is an interactive white board where we watch videos and play games related to our lessons.	2.22	0.82	5	Moderate
1	In my class, there are more than 30 students	2.21	0.85	6	Moderate

Table (6 ') shows that item (4) which states "My classmates do not support me while I am speaking English." with a mean of (3.05) and (0.97) standard deviation, came in the first rank. "The class is noisy…" came in second rank with a mean of (2.91) and a standard deviation of (0.99). In the third rank came item (5) and it states "The class has a friendly atmosphere which enhances the learning process" with a mean of (2.71) and a standard deviation of (0.87). In the last rank came item (1) which states " In my class, there are more than 30 students" with a mean of (2.21) and a standard deviation of (0.99).

4. 2   Results of the Interviews

To answer the second question of the study, interviews were conducted with six grade-ten English teachers from various schools and six English language supervisors from Amman first Directorate of Education.

4.2.1 Results of the Interviews Question

Name the basic, or most important factor that lead to creating obstacles in teaching speaking skills for grade 10 EFL students in Jordanian private schools, and what are your suggestions to alleviate the effect of this factor?

Teachers' Answers

The first interviewee   Ms. Hala Al Sheikh; has 20 years of experience in teaching English and holds a B.A in English Literature, and teaches English to grade 10 students at Al Alamiyyah school asserted that two very important factors which affects students' speaking skills are the fear of error and fear of being mocked by peers, or the fear that committing mistakes while speaking English would ruin their social image. She added that a huge responsibility lays on the teachers   shoulders to encourage the students to speak.

   Ms. Hala proposed the following solutions; delaying the error correction until the student completes his/her sentence, this way students will have more confidence in themselves and in their teacher.   Encouraging students by praising them after they complete what they have said. In conclusion Ms. Hala assured that teachers' encouragement to students and praise are very significant aspects in teaching speaking to EFL Students, since it will help in boosting students' self-confidence and will reduce their fear of speaking English in public.

    The second interviewee   was Ms. Dalia Al -Dajani who teaches in Philadelphia International school. Ms. Dalia holds a B.A in English Literature and has a total of 20 years of experience. In her answer to the first question; she highlighted the importance of students having reasonable

storage of vocabulary and topical knowledge in order for them to be able to communicate in English. She added that, it is an issue of great concern, since students become hesitant to participate in class discussions, due to their insufficient knowledge of vocabulary words. Moreover, Ms. Dalia asserted that although students might have great ideas, they are reluctant to say them or to participate. That is due to lack of the terminology needed for that certain discussion.

Furthermore, MS. Dajani emphasized that students need to be prepared to a speaking lesson by their teachers. When asked to elaborate ,Ms. Dajani added that if the teacher introduced the terms needed and their word formation, then gave examples on how these words could be used in a sentence ,the students would have a clear idea about them ,and would be able to use them in a fruitful discussion .Ms. Dalia also assured that giving them a topic to think of and prepare for would encourage them to interact in the speaking lesson .Thus enhancing students' speaking skills.

Adding to that Ms. Dajani gave an example on what she personally does in her speaking class, where she asks her students to prepare for the upcoming discussion, by reading about it, and looking up as many related words as they can. Following that, a discussion would be held the next lesson, the discussion would be in groups or in pairs with a leader for each group. On

other occasions, she would give them list of words to look up, and use in a context to be discussed later. This, in her opinion, is a way of self-learning, and has a positive effect on students' speaking skills since students become eager to participate in the class.

The third Interview was conducted with Ms. Maisoon Qattami, a grade 10 teacher in Al -Alamiyah International School, who has 10 years of experience in teaching English and has a B.A in English Language. Ms. Qatttami commented that a significant factor that affects students' speaking skills is the first language interference. Students tend to use Arabic when they are not able to express themselves in English, and that she sometimes allows them to do so, to encourage them to convey their ideas and to break the language barrier. However; she added that the error correction takes place either by interfering during the speaking process or after it.

Ms. Qattami' also added that another factor is that students have difficulty in pronouncing new or unfamiliar words in English. When asked about her suggested solution for solving this issue, she proposed that the teacher should act as a model for the students by pronouncing the words, in addition to letting the students listen to conversations on a C.D , or watch videos that contain these new terms. This way, she concludes, students will

be exposed to the target language properly and effectively which will enhance their pronunciation and their communication abilities in it.

The fourth Interviewee was Ms. Mai Abu Dahesh. has 9 years of experience in teaching English. She holds a B.A degree in English, and is a grade 10 English teacher at Philadelphia National school. "The most difficult thing for me was the multiplicity in levels of students' speaking competency." Ms. Abu Dahesh affirmed. The different levels in the students' ability to speak English is a significant factor that affects the process of teaching speaking. Since some students were fluent, while others were of an intermediate or elementary level. She added that the challenge lies in holding the stick form the middle, meaning that the students with advanced speaking skills needed attention, while the students with weak speaking skills needed support and encouragement to enhance their fluency. Ms. Abu Dahesh asserted that she lowered the standard of conversations in class to reach to a medium level where everyone would be able to comprehend and take part in the class discussions. Ms. Abu Dahesh recommended dividing students into levels according to their speaking competency in English, which could be accomplished through grouping the students or dividing them into different section. This way students would get the convenient input for their level.

The fifth interviewee was Ms. Amani Al Ahmad. She teaches at Al - Qimmah School grade 10 and Tawjihi students. Ms. Al Ahmad has an M.A degree in   English language and Literature, and a total of 16 years of experience in teaching English. When asked to answer the first question, she commented that teaching speaking skills is not emphasized on due to the insufficient number of classes allocated for teaching speaking. She added that they have 6-7 English classes of English per week and a semester plan that includes seven units to cover each semester. The focus would be on grammar and reading comprehension with some vocabulary for students to memorize. There isn't much time for the speaking lesson to take place, especially when it is not included in the paper and pen exam and not included in the grades.   She pointed out, that she would love to give more speaking lessons, but that she has many units to be covered and exams to be held in a limited time. Moreover, teachers tend to focus on grammar because the grammar is part of the linguistic competence, and students need to be able to use the right tenses of verbs and have sufficient vocabulary in order to be able to converse in English properly. Therefore, grammar consumes most of our English lessons and students don't get the sufficient number of speaking classes. She also mentioned that teachers conduct speaking classes occasionally depending on the extra time available. She

recommended reducing the number of units to be covered by teachers each semester, this way teachers would be able to allocate a speaking lesson for students on a weekly basis. Furthermore, if the speaking skill was graded based on a rubric, the students would take it more seriously and work harder to enhance their speaking competency. Ms. Al Ahmad concluded, that this was a procedure that she had adopted with her students; allocating more time for speaking activities and including them in the students' grade. It was a step that made a huge difference, since her students tended to be more active, in terms of participating in the conversations held in class and preparing for them.

The sixth interviewee Ms. Hadeel AL Sukhun. A grade 10 English teacher] in Philadelphia National school, with 13 years of experience and holds a Bachelor's degree in English. Ms. Al- Hasan stated that an important element that affects EFL students' speaking skills is their lack of motivation. She added that it is an issue noticed in most of the EFL classes, nevertheless, generalization cannot be made. When asked to elaborate, she pointed out, that some students do not concentrate, and don't believe in their abilities to construct meaningful sentences in English due to incompetency in English. Therefore; these students tend to become disruptive, and reluctant to participate in class and don't complete their assignments on

time. They do not put effort to learn to speak English." My assumption for such conduct would be ,that they fear to be criticized or judged by their peers " Ms. Al Sukhun reckoned. Ms. Al Asukhun suggested giving the students a motive to enhance their speaking skills, by encouraging them to ask themselves, what do they gain from learning to speak English? She also shared her personal experience with us, assuring that she had dedicated a whole class for discussing why it was important to be able to communicate in English, highlighting the following points: students need to be able to speak English to get a good Job, for travel, for prestigious reasons and many others. Ms. Al Sukhun concluded that after that class discussion and with encouragement, a lot of her students showed interest and became more motivated in Learning to speak English properly.

English Language Supervisors Answers

The Seventh interviewee, MS. Firyal Marabha, an English language supervisor at Amman First Directorate. Ms. Marabha has an M.A degree in English   and a P.H.D degree in   Education and Growth, in addition to a total of 24 years of experience in the educational domain. When asked to answer the question she replied that a very important factor that affects EFL students' speaking skills is that a great deal of teachers don't have sufficient

knowledge of the speaking skills that are essential for teaching speaking. A lot of teachers focus on grammar and sentence structure, and ignore training students on how to manage a well-organized conversation or how to react in English on various social occasions. Ms. Marabha recommended that teachers should undertake professional training on teaching speaking skills and communicative approaches.

The eighth interviewee, Mr. Rawhi Hassouneh, who has a B.A degree in English Language, and a Higher Diploma in Methods of teaching English. He also has 25 years of experience. Mr. Hassouneh highlighted the importance of hiring qualified   English teachers to teach second language speaking. A lot of teachers, whose classes he had attended, were not fluent and lacked the techniques to teach speaking. He added that a significant factor that affects teaching speaking skills to EFL students is that teachers insist on teaching grammar, reading and vocabulary in a traditional way, and not actually utilizing the language taught to students in meaningful English conversations. In his recommendations Mr. Rawhi pointed out that speaking skills should be taught in an interesting way with more task based activities, so that students are motivated to take part in the L2 learning.

The ninth interview was conducted with Mr. Hamdi Al-Ali, who holds an M.A. degree in English and a Higher diploma in School Administration.

Mr. Al- Ali also has 26 years of experience in the education field. In his comments on the main factor that affects EFL students' speaking skills, he stated that there is a restricted exposure to spoken English inside the classroom. Even if students read a text in English they might not fully comprehend it, and would ask the teacher to explain word for word or even to give them certain meanings in Arabic. Moreover, the excessive use of Arabic language by students is a big challenge for teachers. Students tend to switch to Arabic   or L1 to convey the meaning they wish to say.

Students don't get to practice speaking English outside the classroom.

 Mr. Al –Ali also concluded that the time allocated for teaching speaking skills in EFL classes is inadequate. He recommended that teachers should put more emphasis and time on practicing speaking skills in EFL classes.

   The tenth interviewee Mr. Esam Abu- Nemeh, an English Language supervisor who holds an M.A. degree in Teaching and Technology and has 25 years of they experience in teaching and supervising. In his response, he said that very important elements that affects EFL students' speaking skills is the educational environment and the lack of self- confidence when performing the speaking task in class. He explained that when students are asked to answer a question, they look worried and have a hard time in finding the right words to use in their answer. This could be due to their

sense of anxiety and inner self-consciousness that they are under the spotlight which adds extra pressure on them. Mr. Abu Nemeh, suggested that the teacher should implement more group work, or pair work in the speaking class, where students might feel less stressed and might perform the speaking activity more efficiently. He reiterated that students can also record their conversations in class, then listen and edit for each other, they can also do role playing. This way EFL students would learn from their own and their friends' mistakes, and would be encouraged to do further speaking exercises.

The eleventh interviewee was Ms. Abeer Abu Rayyan, who's an English Language supervisor at Amman First Directorate. Ms. Al -Rayyan holds an M.A degree in teaching Methodologies and has 17 years of experience. When asked to comment on the first question Ms. Al Rayyan expressed, based on her class observations, that there was a negative attitude towards the Language itself by the students. Since some students don't feel the need to learn to converse in English, and don't enjoy the EFl classes. This could be due to the fact that students feel incapable of understanding the language and unable to express themselves in that language. When asked about her suggested solution, Ms. Al -Rayyan replied that More teacher training on teaching speaking skills should be

given to teachers, so that they would be more competent when it comes to managing an EFL speaking class. Consequently; students would be more interested in learning speaking skills.

The twelfth interviewee, Ms. Haya Al-Mawahreh. An English Language supervisor that holds an M.A degree in Methodologies of Teaching and has 17 years of experience. She commented that an important aspect that affects EFL students' speaking skills is that teachers are under pressure, or under a certain time frame to complete the curriculum or text book. Consequently; they might skip the speaking and listening section thinking that it is of less degree of importance, and emphasize on the linguistic competence instead of the communicative competence. Ms. Al - Mawahreh also added that this could be due to the fact the speaking skill is not tested and not included in the exam, especially if the teacher herself designs the exams for students. When asked to propose a solution, Ms. Al Mawahreh stressed on the importance of assessing students' speaking skills and including them in the total grade. This way teachers will be obliged to emphasize on teaching speaking skills in EFL classes

Chapter Five

Discussions, Conclusions and Recommendations

This study aims at investigating factors affecting Grade 10 EFL students Speaking Skills in Jordanian Private schools. This chapter presents a summary and discussion of the results of the two questions of the study. Furthermore, it illustrates the results in the light of the reviewed literature. Adding to that, it offers recommendations for further research.

5.1 Discussions related to the Findings of First Question of the Study

-What are the factors that negatively affect grade 10 EFL students' speaking skills in Jordanian private schools?

In the light of the findings of the study, results expose to view, that the statistical data and analysis of teachers and supervisors' point of views indicate that there are notable differences in their responses in terms of the factors that negatively affect grade 10 EFL speaking skills.

Results related to the first domain of the questionnaire concerned with the "affective factors "impacting EFL students' speaking skills prove that the majority of the students agree that fear of criticism, inhibition, lack of vocabulary, lack of topical knowledge, and shyness are strong factors that

hinder their speaking proficiency. The aforementioned factors constitute of the highest percentage in this domain.

Moreover, these results are consistent with Tsiplakides, L.& Keramida, A. (2009) who investigated the anxiety that was caused to ESL Greek students, and found out that they were feeling anxious and not good enough, when it comes to speaking English in class.

The results of the second domain of the questionnaire which is concerned with teachers' role in teaching English speaking proved that the majority of the students agree that there is an intensive use of Arabic or the mother language in class by teachers. Arabic language can be looked upon as one of the main obstacles encountering teaching and learning English. One cannot deny that translating from English into Arabic by teachers, makes it easier for EFL learners, however; in order for students to master the language they need to listen and to speak in English instead of Arabic. People acquire second languages only if they get comprehensible input (based upon the Affective Filter Hypothesis by Krashen). The results of the questionnaire revealed that the majority of the students acknowledge that the teacher speaks a mix of English and Arabic in class, and allows them to speak Arabic if they can't convey their ideas in English. This agrees with Lukitasari, N. (2008) who investigated students' strategies in dealing with

speaking problems in EFL classes. The study revealed that the excessive usage of the mother tongue language, and the student's non-proficiency in the major elements of speaking were of the main obstacles encountered by EFL students. This leads us to an important factor in teaching speaking, which is the teacher's proficiency and knowledge of communicative approaches.

The teacher's use of a mix of Arabic and English in EFL classes, could have both a positive and a negative effect. The negative effect could be that when the teacher speaks Arabic in class, students might be reluctant to put effort to speak English and might end up speaking Arabic most of the time in the English class. Furthermore; when teachers use Arabic in the English class, the students wouldn't feel the urge to speak English since the teacher understands Arabic. On the positive side; students may feel less stressed and inhibited by the teacher when he/she speaks some Arabic, and feel that they are able to comprehend what is being uttered in class. However; that way, students will definitely not benefit from the EFL class and will not be able to practice the language proficiently. The results of the second domain related to teachers' role in teaching English, proved inconsistency with the findings of AL Nakhleh, A. (2016) who conducted a study on the problems of speaking that encounter English Language students. His results unveiled

that students don't get enough support to practice speaking English from their teachers and their surrounding environment. Whereas the current study showed that that a high number of students do receive sufficient support from their teachers and surrounding environment.

Moreover, the results of the last domain of the questionnaire, which was concerned with the instructional environment revealed that majority of the respondents agreed that the teaching environment was friendly, and interesting since there were listening comprehension activities to enhance their speaking skills, and teaching aids such as the interactive white board in class.   However; these results disagreed with the results of AL Rawashdeh & Al-Zayed (2015), who investigated the difficulties that the teachers of English encountered while teaching listening comprehension, and their attitudes towards them.   Some of the findings that the study revealed, were problems related to the educational environment, scarcity of resources and teaching aids, which is unlike the results of the current study in relation to the class environment. The difference in results between the current study and AL Rawashdeh & Al -Zayed's study, could be referred to the fact that, the current study was conducted on private schools, whereas the later was conducted on public schools in Al Karak, hence comes the disagreement in the findings.

5.2 Discussions related to the Findings of the Second question of the study

-Name the basic, or most important factor that lead to creating obstacles in teaching speaking skills for grade 10 EFL students in Jordanian private schools, and what are your suggestions to alleviate the effect of this factor?

As for the second research question which seeks the teachers' and supervisors' opinions towards factors that affects students' speaking skills and their suggested solutions, results show the following:

According to the experts' viewpoints that fear, anxiety and lack of self confidence in being able to converse in English, may be the most influencing factors on EFL students' speaking performance. Since a lot of students would not initiate a conversation in English, or would not answer a certain question tackled in class because they are afraid of answering incorrectly and being mocked or judged by peers.

These results are consistent with the findings of Park & Lee (2005), Tsiplakides &Keramida (2009) and Al Hosni, S. (2014) who found that anxiety , fear and inhibition lead to speaking difficulties and affected EFL students' speaking fluency. The findings of Al Hosni study were that a lot

of students fear criticism from their peers, and feel inhibited by other students. They also tend to use Arabic to express their ideas in English. Adding to that, some students encounter difficulty when it comes to translating their thoughts from Arabic into English, since they might know the grammatical structure of a sentence, but the difficulty, in their opinion, lays in conveying it clearly in the target language.

Moreover, the results of the interviews with experts also uncovered that inefficient methods of teaching have a high effect on students' speaking skills. There is an immense need for teacher training in communicative approaches to teach speaking skills. That is due to the fact that a large number of teachers do not know the best way to teach or prepare for a speaking lesson, and cannot handle it properly. This is in agreement with the findings of Al Zayed, & Al Jaderi & Al Jafar, (2009)', who investigated the effect of a proposed instructional program based on the communicative approach on developing speaking skills. In the communicative approach, teachers deploy interactive techniques and assign students in groups to encourage and motivate students to practice speaking and apply what they have learnt. When teachers are not profoundly and proficiently trained to teach speaking skills, there can be negative outcomes on students. The findings of Al Zayed, Al Jaderi & Al Jafar, (2009) also showed that the

controlled group that was taught per the proposed communicative approach demonstrated a huge improvement in their speaking proficiency. The results also demonstrated that there should be more teacher training on the communicative approaches that would lead to better teaching techniques, which would enhance the students 'motivation and makes them more engaged in speaking English.

Furthermore, supervisors commented that there were a few reasons that hinder EFL students' speaking proficiency such as the lack of support to students from teachers' side, the intense concentration on grammar and reading, the long curriculum with a lot of units to be covered. These results comply with Al Nakhleh (2016) who examined problems and difficulties of speaking encountered by students. The study's results indicated that lack of support from the surrounding environment, and lack of support from the teacher can negatively affect students' speaking skills.

Furthermore, results of the current study are consistent with Erickson (2015), Qashoa (2006), Al Zayed & Al Rawashdeh (2014), who stated that intense listening difficulty by students, and intense vocabulary load, in addition to the negative attitudes from teachers towards listening activities,

the incompetency of some teachers and the educational environment, are all factors that affected EFL students 'speaking skills.

Finally, teachers' and supervisors' responses revealed that lack of motivation from the students' side, highly affects their speaking proficiency. Since motivation is what pushes students to learn to speak English, some students lack having have instrumental motivation, that motivates them to learn the language for travel or to get good post or for study, while other students lack having integrative motivation, which is needed to be able to mingle and socialize in a certain society.

This result is consistent with Qashoa, Dincer & Yeslyurt (2013) Reham, Bilal, Sheikh, Bibi, Nawaz (2014) who conducted a study to make a comparison between the two types of motivation, the integrated and the instrumental in addition to investigating which type was more popular in their area of study.

5.3 Conclusion

An analysis of the overall results of the study elucidated there are many factors that affect grade 10 EFL students' speaking skills in Jordanian private schools.

Results of the grade 10 EFL students' questionnaire indicated that inhibition, anxiety, fear of peer judgement, lack of self-confidence, lack of vocabulary and topical knowledge, lack of encouragement by the surrounding environment are the most affecting factors that affect students' speaking proficiency from their point of view.

The experts, who are viewed as efficient elements in the teaching process, have conveyed their opinions that teaching methods are significant in teaching speaking. They stressed that there is an urgent need for more teacher training on communicative approaches and methodologies of teaching speaking skills. Furthermore, they have also stressed that lack of motivation by students, and lack of encouragement from the surrounding environment, in addition to students' fear and anxiety while performing a speaking task hinder students' speaking proficiency.

 All in all, these results prove that affective factors, in addition to teachers' roles, play a leading part in forestalling the process of learning to speak English efficiently.

5.4 Recommendations:

In the light of the study's findings, the researcher proposes the following recommendations:

1.Since the basic obstacle for EFL students is anxiety, which may occur because they are afraid of committing errors in front of their peers, a good recommendation for teachers is to perform interactive tasks in class, like debates, role-playing, and interviewing people. To achieve this, students are assigned in groups or pairs, which will allow the anxious students to gradually lose their anxiety, and become indulged in performing the speaking task assigned.

2. Teachers should encourage EFL students to speak English more fluently, by postponing error correction till the end of the task and praising their work, regardless of its quality, in order to boost their' self-esteem and increase their speaking competency in English.

3. Teachers should foster a friendly class environment, this will reflect positively on students' motivation to perform the speaking tasks efficiently.

4. Further research should be conducted on factors affecting EFL students' speaking skills especially the motivational orientations, in addition to holding sessions to enlighten students on the importance of being motivated, and the impact that English language proficiency has on their future. Hence students will be more indulged in EFL classes.

5.Teachers need more training on methodologies and techniques of teaching speaking skills and communicative approaches.

6. English lessons, in the semester plan, should be designed in a way that would allow students to practice speaking English, using various methodologies such as listening to authentic material of speeches or interviews , debating , interviewing people, and many other interactive approaches. This would be more effective than concentrating on grammar and vocabulary only .Students should have a broader platform to express themselves in English and practice it inside and outside the classrooms.

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Appendices

Appendix (A)

Validation Letter

Dear Professor

My name is………, and I am an M.A. student at M.E U.
I am currently in the process of determining content validity of the instruments, which I am going to use for collecting data for my M.A thesis titled (Factors Affecting Grade 10 EFL Students' Speaking Skills in Jordanian Private Schools).
I truly appreciate your comments as an expert who will help in determining the shape and content validity of the instruments of my study which are:
 A Students' questionnaire which will measure the factors affecting grade 10 EFL students 'speaking skills. The questionnaire is attached.
A semi- structured interview with 6 English supervisors from Amman Directorate of Education and 6 Grade 10 English teachers from various schools.
The questions of the study are as follows:

- What are the factors that contribute to creating difficulties in speaking skills for grade 10 EFL students in Jordanian private schools?

- Name the basic, or most important factor that lead to creating obstacles in teaching speaking skills for grade 10 EFL students in Jordanian Private schools, and what is your suggested solution in alleviating the effect of this factor?

Your cooperation is highly appreciated, Thank you!

Sincerely,

…………….. M.A. Student   M.E.U

Appendix (B)

Teachers and Supervisors Semi – Structured Interviews

Dear Sir/ Madam,

I am ………., an M.A students in the Middle East University. I am currently working on my thesis titled ""Factors affecting Grade 10 EFL students' Speaking Skills in   Jordanian Private Schools"
Based on your experience and knowledge in the fields of education, and Teaching English, I would like to ask you to kindly answer the below question.

Your time, help, effort and cooperation in answering the following questions are highly appreciated.

Kindly answer the following question:

-Name the basic, or most important factor that lead to creating obstacles in teaching speaking skills for grade 10 EFL students in Jordanian Private schools, and what is your suggested solution in alleviating the effect of this factor?

_____

_____

_____

_____

Supervisor/ Teacher's Name: ………………
Years of experience ……………………......
Academic level: ………………………………
Place of Work …………………………………
Researcher: ……………………………. M.E.U

Appendix (c)

Students' Questionnaire in English

Factors affecting Grade 10 EFL Students' Speaking Skills in

Jordanian Private Schools

School_____
Section: _____
Dear Students,
This Questionnaire is designed for the investigation of "Factors affecting grade 10 EFL Speaking Skills in Jordanian Private Schools ".
Your help in filling the following would be highly appreciated. Kindly put a tick √ in the box provided for the option that you choose.

Affective Factors Impacting Students' Speaking Skills:

No.	Questionnaire Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	I enjoy discussing events and situations with my teacher and Classmates in the English-speaking lesson					
2.	I feel motivated and confident while speaking English in class.					
3.	I fear criticism from others while speaking.					
4.	Speaking English makes me feel worried, and I feel pressured by teacher and other students.					
5.	I struggle to find the right vocabulary word; I want to speak English but I don't know the words needed for that certain topic.					

6.	I use Arabic if I can't express myself in English.					
7.	I read about the topic and prepare for the speaking practice in advance and prepare ideas for it.					
8.	I like watching T.V shows and programs in English.					
9.	I feel that my listening skills are good.					
10.	I am shy, I don't feel confident while speaking English in class					
11	My family encourages and supports me to speak English.					
12	I find it difficult to build sentences, I know the grammar but I can't put it in a sentence .					
13	I Don't feel self -confident and I feel pressured by teacher and other students.					

Factors related to teacher's   role in teaching speaking skills.

No.	Questionnaire Item	Strongly Agree	Agree	Neutral	disagree	Strongly disagree
1.	The Teacher speaks only English in class					
2.	The teacher encourages me to speak English in class.					
3.	The teacher speaks a mix of English and Arabic in class.					

No.	Questionnaire Item	Strongly agree	Agree	Neutral	disagree	Strongly disagree
4.	The teacher gives us enough time to prepare for the speaking activity					
No.	Questionnaire Item	Strongly agree	Agree	Neutral	disagree	Strongly disagree
5.	The teacher lets us do role playing, and group work, and do presentations in English.					
6.	The teacher allows me to use Arabic if I don't know the words in English.					
7.	The teacher introduces the idea of the lesson and gives us enough vocabulary to use for our speaking activity.					
8.	There is no pressure from the teacher when I am doing the speaking activity.					
9.	The teacher corrects my speaking mistakes all the time while I am speaking.					
10.	The teacher waits until I finish what I am saying then corrects it for me.					

Factors affecting students' speaking skills   related to the instructional environment

No.	Questionnaire Item	Strongly Agree	Agree	Neutral	disagree	Strongly disagree
1.	In my class, there are more than 30 students					
2.	We listen to a C.D before we do the speaking activity					
3.	The class is too noisy					
no.	Questionnaire Item	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
4.	My classmates do not support me while I am speaking English					
5.	The class has a friendly atmosphere which enhances the learning procedure					
6.	In the classroom, there is an interactive white board where we watch videos and play games related to our lessons.					
7.	We, as students, are given the chance to choose learning activities and games that motivate us.					

Appendix (D)

Students' Questionnaire in Arabic

العوامل المؤثره في مهارة تحدث اللغه الانجليزيه كلغة اجنبيه لدى طلاب الصف العاشر في المدارس الأردنية الخاصه

استبانة الطلاب

المدرسة _____

الشعبة : _____

تم عمل هذا الاستبيان بهدف البحث في "العوامل المؤثرة في مهارة تحدث اللغة الإنجليزية كلغة اجنبيه لدى طلاب الصف العاشر في المدارس الخاصة".

أتقدم لكم مقدما بجزيل الشكر على مساهمتكم في تعبئة هذا الاستبيان. الرجاء وضع علامة √ تحت فئة الإجابة التي ستقوم باختيارها

العوامل العاطفية المؤثرة على مهارة لمحادثه لدى الطلاب.

لا أوافق بشدة	لا اوافق	محايد	اوافق	أوافق بشدة	عناصر الاستبيان	الرقم
					استمتع بمناقشة الاحداث والأوضاع الراهنة باللغة الإنجليزية مع زملائي ومعلمتي في حصة المحادثة بالإنجليزية.	1
					ينتابني شعور بالثقة والتحفيز اثناء التحدث باللغة الإنجليزية في الصف	2
					أخاف ان يوجه الي النقد من قبل الأخرين اثناء التحدث بالإنجليزية.	3
					التحدث باللغه الانجليزيه يشعرني بالقلق و عدم الراحه ,حيث اشعر انني تحت ضغط المراقبه من قبل المعلمه و الطلاب الاخرين .	4
					أود التحدث باللغة الإنجليزية ولكن مخزون المعاني و الكلمات التي لدي باللغة الإنجليزية لا يسعفني، لذلك اعاني في البحث عن كلمه تناسب الموضوع الذي تتم مناقشته في الغرفة الصفية.	5
					استخدم اللغة العربية عندما أعجز عن التعبير بالإنجليزية.	6

لا أوافق بشدة	لا اوافق	محايد	اوافق	أوافق بشدة	عناصر الاستبيان	الرقم
					أقوم بالتحضير والقراءة المسبقة عن الموضوع الذي سوف تتم مناقشته في حصة المحادثة باللغة الإنجليزية.	7
					أحب مشاهدة البرامج التلفزيونية باللغة الإنجليزية.	8
					اتمتع بمهاره استماع جيده	9
					اشعر بالخجل اثناء التحدث باللغة الإنجليزية.	10
					تقوم عائلتي بدعمي وتشجيعي على التحدث باللغة الإنجليزية.	11
					اشعر بالصعوبة في تكوين الجمل بالإنجليزية، حيث انني اعرف قواعد اللغة ولكنني أعجز عن استخدامها استخداما صحيحا في داخل الجملة.	12
					ينتابني شعور بعدم الثقة بالنفس عند التحدث باللغة الإنجليزية واشعر بأنني تحت ضغط ما مما يؤثر سلبا على ادائي.	13

مدى تأثير المعلم على مهارة المحادثة لدى الطلاب من وجهة نظرك كطالب

لا أوافق بشدة	لا اوافق	محايد	اوافق	أوافق بشدة	عناصر الاستبيان	الرقم
					المعلمة تتحدث باللغة الإنجليزية فقط	1
					المعلمة تشجعني على التحدث باللغة الإنجليزية	2
					المعلمة تتحدث بمزيج من اللغتين العربية والانجليزية	3
					تقوم المعلمة بإعطائنا وقت كف للتحضير لنشاط المحادثة	4
					تشجعنا المعلمة على القيام بلعبه تمثيل الأدوار, وتقسيمنا الى مجموعات لممارسه مهاره التحدث باللغة الإنجليزية و تقديم العروض امام الصف.	5

لا أوافق بشدة	لا اوافق	محايد	اوافق	أوافق بشدة	عناصر الاستبيان	الرقم
					تسمح لنا المعلمة باستخدام اللغة العربية إذا لم نستطع التعبير باللغة الإنجليزية.	6
					تقوم المعلمة بالتمهيد لموضوع المناقشة عن طريق تزويدنا بالمصطلحات اللازمة في نشاط المحادثة.	7
					تشعرنا المعلمة بالراحة وعدم الضغط اثناء المحادثة وذلك عن طريق الدعم والتشجيع.	8
					تقوم المعلمة بتصحيح الا خطاء اثناء نشاط المحادثة طوال الوقت.	9
					تقوم المعلمة بالانتظار حتى أكمل محادثتي الصفية ثم تقوم بتصحيح الأخطاء	10

العوامل المؤثرة على مهاره المحادثة لدى الطلاب من ناحية <u>البيئة التعليمية</u>

لا أوافق بشدة	لا اوافق	محايد	اوافق	أوافق بشدة	عناصر الاستبيان	الرقم
					عدد الطلاب في الصف يزيد عن30 طالب	1
					نستمع لمحادثه مسجله على قرص مدمج او حوار باللغة الإنجليزية كنوع من التمهيد قبل البدء بالمحادثة.	2
					البيئة الصفية تتسم بالإزعاج.	3
					لا يقوم الطلاب بتقديم الدعم لي اثناء تحدثي باللغة الإنجليزية بالصف.	4
					يمكن وصف المناخ العام بالصف والبيئة الصفية بالهادئة.	5
					يوجد بالغرفة الصفية لوح تفاعلي حيث نستطيع مشاهدة الفيديوهات ولعب العاب تعليميه.	6
					نحن كطلاب يتسنى لنا اختيار النشاطات و الألعاب التعليميه التي تحفزنا	7

Appendix (E)

The Validation Committee

Name	Specialization	Place of Work
Prof. Zakaria Abu-Hamdiyyeh	Linguistics	M.E. U
Prof. Ahmad Al - Khawaldeh	EFL	University of Jordan
Prof. Nael AL - Shra'aa	Applied Linguistics and English Education	University of Jordan
Associate Prof. Ibrahim Abu - Shihab	Applied Linguistics	Al- Zaytoonah University