

The Development of New Teaching Strategies of Speaking and Reading Skills among EFL Learners in Jordan

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Received: October 30, 2024

Accepted: January 24, 2025

Online Published: June 5, 2025

doi:10.5430/wjel.v15n6p252

URL: <https://doi.org/10.5430/wjel.v15n6p252>

Abstract

This study aims to present effective teaching strategies for speaking and reading skills among EFL learners at Al-Zaytoonah University in Jordan. In order to achieve this study, a quasi-experimental research design was employed focusing on the development and evaluation of active learning strategies for instructional lessons for first-year EFL students. Deeply, it aims to involve the creation of active learning strategies for these EFL learners by implementing an intervention to incorporate interactive activities and real-world problem-solving tasks to engage students actively in the learning process. It is designed to align with the common curriculum standards and learning objectives for reading and speaking EFL skills among these students. Then, an interview and a questionnaire were conducted among participants. The study revealed teaching reading and speaking skills with active and digital approaches improves English learning. According to the post-test findings, questionnaires, and interviews, digital learning tools like TED Talks and online courses like Perfectly Spoken help students improve their language skills, especially when combined with active classroom teaching. The results showed that EFL students value instructor input for developing speaking and reading. Setting personal learning goals and picking instructional materials boosts motivation and skill development. Grouping and achieving academic objectives assist students in building speaking and reading skills by allowing them to communicate with peers. The interviews showed that choosing the right time and place to study improves learning, and the test results showed that the experimental group that used active/innovative teaching methods made more progress than the control group. In regard to the development of new teaching strategies of speaking and reading skills among EFL learners in Jordan, it is important to improve EFL learners' reading and speaking skills, internet courses and educational video sites should be used alongside traditional teaching techniques. Such findings may help academic institutions e.g., universities and schools in Jordanian context. Policy-makers and EFL learners and teachers can combine technology, self-paced learning, and collaborative learning to improve student performance and enable real-world language use. They emphasise supporting learners in developing personal goals and creating a collaborative and participatory atmosphere.

Keywords: teaching strategies, EFL speaking skills, EFL reading skills, EFL learners in Jordan, a Quasi-Experimental study

1. Introduction

Undoubtedly, communication is the most crucial aspect of being human (Abushihab, et al., 2011; Alzghoul, & Alazzam, 2021). Therefore, in order for people to effectively communicate in a language, including English as a foreign language (EFL), they need to be able to read and speak it well as well as understand each other. In Jordan, EFL teaching is becoming more crucial (Naser & Hamzah, 2022). According to Drbseh (2013), teaching English in schools and institutions is required in all grades and stages. According to Alhabahba et al. (2017), the evolution of English language teaching in Jordan appears to be influenced by the most recent English curricular objectives. However, Thalal (2010) noted that there are several instances where students' expectations do not align with the reality of their learning outcomes, which indicates that, even after years of study, their English competence is still very low. Furthermore, most students are not able to communicate effectively using EFL (Abushihab, 2014, 2012, 2016; Al-qadi, & Naser, 2022; Onishchuk, et al., 2020). Hence, there is a real need to revise teaching/learning process of EFL. Specifically, teaching speaking and reading skills in an EFL context has become more crucial in order to meet the new English curriculum objectives and increase the accuracy of English communicative ability. Regretfully, the curriculum reform has not been accompanied by proper teacher training or socialisation, and as a result, the current results fall short of expectations. First, most teachers are still using the traditional method of instruction, which places the greatest focus on grammar. If any are currently using a new strategy, the emphasis on fluency is initially placed before accuracy (Horwitz, 2020; Zhang, & Zou, 2022).

There are various classifications for schools and postsecondary education in Jordan, including community colleges, private universities, government universities, National Standard Schools, International Schools, and International Standard School. Additionally, there should be increased expectations for both teachers and students when it comes to the teaching and learning of EFL in the classroom (Abushihab, 2020; Alhababha et al., 2017; Al-Jarrah & Al-Ahmad, 2013; Alsa'aideh, 2016) including these two skills speaking and reading. Since speaking and reading are the two most crucial abilities that require analysis and discussion internally, it is useful to look at how teachers teach them and Jordanian EFL students learn these skills in EFL lessons.

Indeed, a qualified EFL teacher should take appropriate teaching tactics into account when instructing speaking (Riduawan & Santoso 2022). Since the goal of teaching speaking is to help students produce better oral skill, it is necessary for the teacher to provide an effective classroom environment in addition to giving each student an opportunity to speak or a role to play enhancing their speaking skill. This skill has to be overlooked by EFL teachers, and should receive more attention from the teacher since speaking is a crucial component of communicative competency along with learning and communication techniques. For reading skills, it is highlighted by Dwi Cahyo (2021) that reading is the most valuable and significant talent that anyone can possess. Speaking and writing are not as vital as this ability. It brings me joy to read. Reading well is what keeps pupils engaged and gives them both enjoyment and benefit. In addition to imparting knowledge and wisdom from the cultural legacy, good reading habits also help pupils pass the time during their free time (Awah, 2019; Moyo, 2014). According to the explanations above, the researchers chose to focus just on speaking and reading abilities for this study since they are aware that all English language proficiency is interconnected. Additionally, the researchers have a time limit.

Communication is key in bringing people together globally in today's globalised environment (Wenzlhuemer, 2013). Everyone should be able to speak the same language to have effective communication with individuals throughout the globe. Since the majority of people on the planet speak English, it is currently a useful language for communication with everyone (Naser & Hamzah, 2018; 2022). Furthermore, it is the only language that is spoken across all states, territories, continents, and nations in several countries. Additionally, it is the official language of many nations and the native tongue of others. Most scientific studies are conducted in English, as are nearly all research publications. Additionally, it is the language used in the industries of software, computers, travel and tourism, business, trade and commerce, education, engineering and technology, medicine, and so forth. It is a common language as well (Katzner & Miller, 2002; Montgomery, 2013; Pennycook, 2017; Rao, 2019a). Acquiring proficiency in English also makes it easier for students to pursue higher education abroad. Most individuals attempt to utilise English because it is the predominant language used on the internet. For this reason, learning English is necessary if one is to succeed in any sector. People attempt to learn English for a variety of reasons after realising its importance worldwide (Alhababha et al., 2017).

The basic skills of languages should be taught to language learners during the learning process. There are specific skills that a learner must acquire when studying English as well (Pennycook, 2017; Rao, 2019a). These skills including reading, speaking, listening, and writing are crucial for learning English; hence students should develop each one and not overlook any of them. These four skills are separated further into two groups: productive or active skills and receptive or passive skills. Reading and listening are examples of receptive skills since students only need to listen or read the language; they are not required to produce it themselves. Conversely, the skills that learners require to construct sentences on their own include speaking and writing. Speaking and writing are therefore referred to be productive or active skills since they require learners to construct English sentences on their own. The hardest one of the four English language proficiency requirements is speaking (Jaashan, 2022; Joshi, 2013; Harmer, 20001; Rao, 2017). When students are required to construct sentences independently, they should be well-versed in all phonological, morphological, semantic, and syntactic components of English a language. Due to the difficulty of EFL speaking and reading, EFL/ESL students must practise these abilities continuously until they have mastered them completely (Jaashan, 2022; Joshi, 2013; Rao, 2017). Consequently, English teachers must get students ready for increased practice with productive skills in EFL/ESL courses. Hence, this study generally aims to enhance new teaching strategies for speaking and reading skills among EFL Learners in Jordan. More specifically:

- To improve EFL students' reading skills through digital and collaborative learning strategies
- To enhance EFL students' speaking skills through digital interaction and learner autonomy
- To support EFL students' autonomy and progress through feedback and personal goal-setting

2. Literature Review

2.1 Speaking Skill

Teaching English requires four key competencies. They are speaking, writing, listening, and reading. Speaking and oral engagement are two common methods of communicating information, ideas, and thoughts that are going through minds (Ahmad, et al., 2013). The simplest way to use language is to speak it by making regular sounds. Speaking allows us to share ideas with others and obtain new information in addition to facilitating communication with others (Alzobidy, et al., 2024; Naser, 2023). Humans only possess language to communicate with one another. Therefore, it is imperative to increase speaking abilities among EFL students in the classroom since these settings foster student engagement throughout the learning process. Classroom activities play a key role in facilitating student contact, which in turn improves speaking proficiency.

2.1.1 The Need for the Enhancement of Speaking Skills

Speaking is regarded as a crucial ability for conveying one's intentions, and success in a variety of disciplines is correlated with proficient

oral communication. As a result, students must grasp speaking techniques. Speaking is an essential component of teaching and learning a second language, involving the production, reception, and processing of information (Cora & Knight 2000). Moreover, Cheng and D'Arnyei (2007) say more than just being able to talk is needed for effective communication. It also involves using one's mental faculties to choose words and communicate with others in a way that they can understand, and vice versa. Furthermore, speaking is the skill that students will be evaluated on the most in real-world scenarios (Alazzam et al., 2024; Brown & Yuke 1983; Naser, 2023; Naser & Hamzah, 2028). In order to prepare students to speak English fluently, English teachers should implement cutting-edge methods and strategies to teach speaking skills in EFL/ESL classes. Speaking abilities are crucial for students to have in order to interact with people in an efficient manner while carrying out their tasks. Speaking is a critical ability in the competitive job market and international business environment of today, thus English teachers need to focus more on it in EFL/ESL classes. In order for businesses to stay competitive in the current job market, the majority of recruiting boards and agencies ask job candidates to demonstrate their oral communication abilities. In the global commercial arena, there is also fierce competition, and every company aims to demonstrate the significance of their products. In this sense, as they are essential in advertising their company, employees of the corporations must learn how to talk. Thus, a thorough discussion of the several goals for teaching speaking in English classes has been provided below (e.g., Jezhny & Bapir, 2021; Rao, 2019b; Van Anh & Nguyen, 2024).

- To get the ELLs ready for effective communication with classmates and teachers in the classroom.
- To provide ELLs with the chance to engage in group or pair speaking activities.
- To assist ELLs in delivering oral presentations for a variety of audiences.
- To actively participate in group discussions with the ELLs.
- To motivate ELLs to participate in speaking exercises that are conducted in English classes.
- To provide the ELLs with effective global communication skills.
- To increase the ELLs' sense of self-worth and confidence.
- To get ELL students ready for postsecondary education abroad.
- To ensure that the ELLs provide appropriate answers to the questions posed by various individuals.
- To prepare ELLs for success in debate competitions offered for a variety of objectives.
- To get the ELLs ready to deliver strong oral presentations to other representatives of foreign companies or to their peers.
- To enable ELLs to be independent for the duration of their lives.
- To get the ELLs ready to speak well when they have the chance to give talks.
- To give the ELLs the right instruction on how to engage effectively in their interviews.
- To get the ELLs ready for improved chances when they apply for jobs in the future.
- To prepare the ELLs, after they settle into their jobs, to effectively represent their companies abroad.

2.2 Reading Skill

Reading is a fluid activity in which readers integrate textual material with prior knowledge and use reading techniques to construct meaning (Anderson, 2003; Caliskanozturk, 2025). In this regard, Iser (2014) indicated that reading is a conversation between the reader and the text. This interactive reading process illustrates how hard a reader must work to extract meaning from a document by using various reading techniques like skimming, scanning, predicting, etc. As a result, the reader, the writer, and the text actively engage in interpretive interaction during the reading process. Certainly, these are impossible to accomplish without first mastering the fundamental ability to read.

Reading fluency in English is a crucial ability in all ELT settings. It serves as the foundation for teaching in all facets of language learning, including using computer-assisted language learning tools, writing, editing, and revising as well as using textbooks for language courses. (Mikulecky, 2008). The application of reading methods by EFL students is one tried-and-true method of teaching reading. Many researchers (e.g., Allen, 2008; McKeown & Gentilucci, 2007; Wu, 2023; Wu, 2015) have been interested in the relationship between the use of effective reading strategies and effective reading comprehension because effective reading strategies improve learners' reading comprehension to some extent. Reading strategies are defined as approaches, actions, and procedures used to increase reading comprehension. As Brantmeier (2002) pointed out, reading strategies are the comprehension processes that readers employ to make sense of what they read. Accordingly, Marashi and Rahmati (2017) reading strategies have been defined by Cohen (1990) as mental processes that readers consciously choose to use to complete reading tasks successfully or as techniques and methods readers use to make their reading successful. Reading strategies are thought to be one of the features of cognitive psychology that are essential for successful comprehension (Bouknify, 2023; Cromley, 2023; Manoharan & Ramachandran, 2023). Furthermore, intentions and actions for resolving issues when building meaning have been characterised as reading strategies (Greenleaf, et al., 2023; Janzen, 2007). According to Janzen (2007), these tactics vary from more focused ones like top-down strategies to more inclusive ones like bottom-up strategies.

Using information that is already there in the data, such as deciphering the text by examining its words and phrases or searching up a new

word in a dictionary, is known as a bottom-up strategy. Conversely, top-down tactics leverage past information by, for example, making connections between the reading and the reader's prior knowledge (Janzen, 2007). Additional tactics encompass assessing, posing queries, verifying responses, formulating forecasts, condensing, rewording, and translating (Zare & Othman, 2013). Furthermore, studies have demonstrated that effective understanding requires focused cognitive effort, which includes awareness of and control over cognitive processes (Demirdaş & Bozdoğan, 2013), rather than happening automatically (Cubukcu, 2008).

The cognitive effort involved in reading is manifested through procedural, intentional, deliberate, wilful, essential, and facilitative methods (Alexander & Jetton, 2003). In order to control and improve learning and comprehension, the reader must consciously, actively, or voluntarily employ techniques (Alexander & Jetton., 2003). According to Al-Melhi's (2016) research, successful and less successful readers differ in a few key areas, including their actual and reported reading strategies, how they use them, how conscious they are of their techniques, and how they define a good reader. Accordingly, two crucial components of proficient reading are strategic awareness and monitoring of the understanding process (Sheorey & Mokhtari, 2001; Soto, et al., 2023). This kind of awareness and monitoring is known as metacognition in literature, and it encompasses the understanding of text processing techniques, the capacity to assess one's own understanding, and the flexibility to adjust tactics as necessary (Auerbach & Paxton, 1997; Soto, et al., 2023). Therefore, it may be claimed that all other reading-related values, such as reading comprehension, can be attained through improving reading abilities.

In the Jordanian context of EFL teaching and learning, the study of Al-Janaydeh and AlJamal (2024) indicated that in light of their experience as EFL teachers at schools, reading comprehension skill for EFL learners in the Jordanian schools is a challenge at both basic and secondary levels. EFL learners have difficulties in mastering EFL skills including reading texts as well as speaking one. Thus, they fail to answer literal, inferential and critical reading comprehension questions. Many research studies (Baniabdelrahman, 2006; Radaideh, 2020) emphasize that reading comprehension lessons, as an example, are carried out conventionally in most Jordanian classrooms; students are asked to read a text, the English vocabulary is presented in a list then they are asked to answer the questions based on the text. Hence, there is a need for effective teaching and learning strategies for EFL learners and teachers in Jordan. This indicates that there is a gap to be investigated in regard to identifying effective strategies that enhance EFL speaking and reading skills in Jordanian context.

3. Methodology

3.1 Research Design

In this study, a quasi-experimental research design is proposed, focusing on the development and evaluation of active learning strategies of instructional lessons for first-year EFL students in Al-Zaytoonah University. Hence, it aims to involve the creation of active learning strategies for these EFL learners. The implemented intervention incorporates interactive activities and real-world problem-solving tasks to engage students actively in the learning process. It is designed to align with the common curriculum standards and learning objectives for reading and speaking EFL skills among first-year EFL students in Al-Zaytoonah University.

3.1.1 Participants

70 university students were selected divided as follows: 35 in the experimental group and 35 in the control group. These students participated in this pretest-posttest quasi-experimental study. More specifically, 5 steps were involved in the present study as follows: pre-test, treatment "learning process", post-test "evaluation process, distributing of a questionnaire and, lastly, interviewing learners.

3.1.2 Pre-test

All selected participants were required to conduct an identical pretest in their classes in the same amount of time with the lecturer's supervision to identify their current level of reading and speaking skills and then distributing them into their groups. The selected tests as seen in Appendix A used in the experimental study were identified by university lecturers, so all the tasks were selected based on the treatment types and students' levels.

3.1.3 Learning Process

The learning procedure for both the experimental group and the control group was constructed using two different approaches: during the time that the control group was being taught, the teacher utilised more conventional instructional strategies. Blended learning, which allows for the use of multimedia, problem-solving exercises, collaborative learning, and self-directed approaches, was utilised by the instructor for the experimental group. The following components would be included in the learning process by the student:

1. Blended Multimedia Learning

To enhance learning, videos, interactive tools, and internet platforms are used.

Implementation: The experimental group increases reading and speaking skills via TED Talks, Perfectly Spoken, videos, presentations, and e-learning platforms. This aimed to develop reading and speaking skills through exposure to varied media and learning materials, as indicated under multimedia and online digital tools.

2. Learning on Your Own

Description: Students can choose their own learning time and resources.

Implementation: Participants have learning goals but can choose when and how to study, following self-directed ways. To promote autonomy, they choose from curated reading and speaking materials. The purpose of this strategy is to encourage personal learning goals, material selection, and accountability for reading and speaking growth.

3. Collaborative Learning and Group Work,

Description: involving pair or group work, promotes interaction, peer support, and problem-solving.

Implementation: Students can discuss reading materials and practice conversational speaking in pairs or small groups. Students can also work together to analyze texts or address speaking and reading challenges. This strategy incorporates the advantages of working in pairs or small groups and collaborative assignments for improving speaking and reading skills.

4. The Activities of Problem-Solving

Description: Promoting critical thinking through real-world problem-solving.

Implementation: Students can analyse difficult readings, comprehend complicated texts, and discuss crucial subjects in speaking sessions. These exercises can improve reading and speaking. This strategy encourages knowledge application and collaborative resolution in reading and speaking by reflecting on problem-solving items.

5. Tasks and Comments

Learning can be reinforced by regular tasks and feedback loops. In implementation, students can write reading summaries and give brief presentations to practice speaking. Teachers can provide extensive reading and speaking criticism to identify areas for improvement. This emphasises assignments and feedback for skill development. Specific comments can help students identify reading and speaking skills and problems.

6. Continuous Improvement with Online Platforms

Description: TED Talks and Perfectly Spoken can be used to give authentic listening to improve speaking and reading experiences.

Implementation: Students must view TED Talks or other online lectures and read related topics. They can practice summarising and discussing these presentations in small groups to enhance reading and speaking. This enhances the way of understanding difficult texts and improves speaking.

3.1.4 Post-test

The post-tests included all speaking and reading skills taught during the treatment classes as seen in the appendices below. More deeply, the speaking test included an introduction and Warm-up (Task 1), the test began with a quick introduction and instructions, where the student was asked to share a memorable travel experience. In addition, in the scenario discussion as being (Task 2), the student was presented with a scenario to win a free trip to any destination and is asked to discuss their choice of destination and the activities they would do there. As for the next (Task 3) it was related to role play. The student is asked to act out the role of a customer in a restaurant, ordering food and asking the waiter about specials.

Sharing an opinion (Task 4), in this task, the student was given a topic to express their opinion on, such as whether technology has made our lives better or worse, with supporting examples. Additionally, interpretation of an image (Task 5), the student was shown an image and asked to interpret the feelings and story behind the image. Finally, in the speaking test, the last task was final reflection (Task 6), the student was asked to reflect on their performance on the test and discuss what they think they did well and what they could improve on in the future.

For reading text, the instructors followed some steps based on the tasks introduced. Firstly, (Task 1), the student was asked to read a specific text aloud, such as the text about Max, the pet dog. The aim was to assess fluency, correct pronunciation, and expression. (Task 2) after completing the reading, the student is asked to discuss the content of the text and provide a summary of what he or she read, focusing on comprehension. (Task 3), detailed questions about the text were asked to test the student's understanding of vocabulary, meaning, and context. (Task 4), the student was asked to reflect on his or her experience reading the text, whether he or she encountered difficulties, and what aspects could be improved.

3.2 Interviews

The interview is a qualitative research tool that was widely used to collect in-depth information from participants, allowing the researcher to explore their thoughts, experiences, and impressions in a conversational setting. Interviews were characterized by their ability to uncover complex issues that may not be captured through quantitative methods, providing a deeper understanding of the topics studied. Interviews in general varied in structure and may be fully structured, semi-structured, or unstructured, depending on the objectives of the research. In this quasi-experimental study, interviews were used as a complementary part of collecting qualitative data that enriches the results which were obtained from quantitative methods. In this quasi-experimental study, participants were interviewed on how different learning methods affected their reading and speaking skills. Research concerns include whether combining online and conventional digital techniques improves these skills and whether self-learning at the correct time and location improves language performance. Project tasks and collaborative activities are also examined as ways to improve skills. Questions also address how setting personal learning goals and choosing self-paced materials improves reading and speaking, as well as the significance of educational platforms like TED Talks and online courses like Perfectly Spoken when mixed with traditional learning.

4. Results

4.1 Comparing the Results of the Pre-test between both Groups Control and Experimental

In this study, the researchers carried out an independent sample t-test to identify any significant differences that could be found between the scores of the pre-test in the control group and the experimental group. This test aimed to prove that the sample of control and experimental groups was similar in their English levels, specifically, reading and speaking skills. Table 1 shows the results of the test:

Table 1. The pre-test of both groups

Groups	N	Mean	Std. Deviation	T.	P.
Control	35	30.69	7.502	1.016	0.317
Experimental	35	29.94	7.452		

It is shown that there was no significant difference ("p<0.05") between the pre-test scores of the control group (M = 30.69, SD = 7.502) and the experimental group (M = 29.94, SD = 7.452). This displayed that these two groups were at the same proficiency level indicating that the study population was suitable before starting the treatment.

This demonstrates that the reading and speaking abilities of the two groups were initially equivalent, which significantly increases the dependability of the study and strengthens the validity of any additional comparisons that may be proposed. The fact that the performance of the students is comparable shows that any differences in the post-test can be attributed to the new teaching strategy rather than the differences that existed between the individuals themselves. The similarity in the variation of scores among the members of each group is an indication that the student's achievement levels are relatively near to one another. The independence of the evaluation and the precision of the findings are both enhanced as a result of this. As a result, these preliminary findings provide evidence that the design of the study provided an appropriate environment for evaluating the influence of the new method on the development of reading and speaking skills among individuals who are learning English as a foreign language.

4.2 Comparing the Results of the Post-test between both Groups Control and Experimental
 The researchers conducted an independent sample t-test comparing the scores of post-test of the control group and the experimental group. Table 2 shows that the scores of the post-test in the experimental group were (M = 41.69, SD = 5.764) which indicated that it was significantly higher (p>0.05) comparing the scores in the control group (M =31.34, SD = 8.495) indicating that the use of new teaching methods had a powerful effect in the ability of students to enhance their reading and speaking skills of EFL.

Table 2. The post-test of both groups

Group	N	M	SD	T	P
Experimental	29	41.69	5.764	5.427	0.000
Control	29	31.34	8.495		

The findings of the post-test indicate that there is a discernible disparity in performance between the control group and the experimental group following the implementation of the intervention procedure. When compared to the experimental group, the control group shown a considerable improvement, which is indicative of the effect that the traditional technique had on the learners in terms of improving their reading and speaking abilities.

This suggests that the new method did not increase the students' skills to the level that was anticipated, or that there were other factors that affected the students' response to it. The discrepancies between the two groups show that this is the case. The differences in variance between the individuals in each group also show that the interaction with the educational technique may have been diverse among the students. This may necessitate more analysis to have a better understanding of the elements that influenced the outcomes.

In light of these findings, it is possible to highlight that the teaching methods and techniques were effective.

4.3 The Results of Pre-test versus Post-test

The researchers aimed to identify if there was any significant improvement in the students' reading and speaking skills resulting from the treatment which lasted 5 weeks, a paired-sample t-test was carried out to compare the treatment value and students' reading and speaking skills before and after the intervention. Table 3 displayed that a significant improvement was found (p>0.05). Pre-test was (M = 31.28, SD = 6.860) and the post-test was (M = 41.69, SD 5.764) indicating that the material given enabled students to understand and recognize the targeted words.

Table 3. Pre-test versus Post-test

Group	N	M	SD	T	P
Post-test	29	41.69	5.764	8.451	0.000
Pre-test	29	31.28	6.860		

The findings of the comparison between the pre-test and the post-test reveal that the participants' performance after the intervention has significantly improved. This improvement is a reflection of the impact that the teaching process has had on the development of their reading and speaking abilities of the participants. The fact that the group who took the post-test performed significantly better than the group that took the pre-test shows that the instruction they got throughout the experimental period was effective in improving their abilities.

Whether students participate in classroom activities or are exposed to the language continuously in an atmosphere that promotes interaction, these studies show the positive impact that educational methods have on raising students' proficiency. However, other factors including the

type of content used, the students' level of interest, and the instructional methodologies used may also have an impact on the degree of development.

The conclusion that can be drawn from this is that the educational experience played a role in the development of the skills that were being targeted. However, conducting an analysis of the differences in performance between individuals may be of assistance in gaining an understanding of the factors that influenced the level of improvement. This understanding may contribute to the improvement of future educational strategies in order to achieve more effective results.

4.4 Questionnaire Analysis

The table's results show that students highlighted a variety of elements that affect how well their speaking and reading skills improved. Specifically, it is indicated that with an average score of 4.69, online courses—like those provided by Perfectly Spoken—rank first demonstrating their efficacy in enhancing speaking abilities when paired with traditional classroom education. This illustrates how crucial it is to combine digital and interactive teaching strategies to improve learning outcomes. With an average score of 4.57, teacher feedback comes in second indicating its significant impact on improving students' speaking performance by assisting them in identifying areas of weakness and strengthening skills. With an average score of 4.51, Reflection on Reading Progress highlights the value of critical thinking in pinpointing areas in need of improvement.

Furthermore, the selection of instructional resources has a noteworthy influence on enhancing reading (4.34) and speaking (4.40%) abilities, emphasising the necessity of tailoring educational materials to students' interests. Additionally, the results demonstrate that the use of collaborative assignments fosters student contact and collaboration, which enhances speaking (4.31) and reading (4.17) skills. This notion obtained an average of 4.11 for developing reading skills and 4.26 for improving speaking abilities when it came to choosing the right time and location for learning, highlighting the significance of the learning environment in raising educational effectiveness. The significance of projects and assignments was also included in the study's findings; they scored 3.89 for speaking and 4.20 for improving reading. These findings demonstrate the advantages of working on projects to improve language proficiency.

Additionally, using websites like TED Talks improves speaking abilities (4.17) and comprehension of challenging readings (3.91), demonstrating the significant value of these platforms in enhancing vocabulary expansion and self-expression while enhancing EFL speaking and reading abilities. The value of these tools in the educational process is demonstrated by the average scores of 4.14 for speaking skill improvement and 3.89 for reading skill improvement through the usage of digital media. These findings highlighted the critical significance that many elements play in helping students improve their reading and speaking abilities, which emphasises the necessity to concentrate on a variety of instructional approaches that cater to students' varying needs.

4.5 Interview Section

Several aspects emphasized the significance of particular teaching tactics employed throughout the intervention can be examined in light of students' replies to questions about the development of speaking and reading skills among EFL learners. Students cited the combination of digital and active learning methods as one of the most important features. They said that specialised and varied content is provided by digital tools like online courses and educational websites, which significantly enhanced speaking and reading abilities. Simultaneously, they emphasised the significance of active teaching and learning approaches that offered explicit guidance and prompted feedback from educators. With the help of this combination of approaches, students may make use of contemporary technology while still enjoying the guided and interactive aspects of classroom learning. Thus, the task appears to be balancing these two strategies to provide the greatest possible gain.

Regarding choosing the right time and location for learning, students clarified that this factor significantly affects concentration and academic results. Allowing students to select the locations and times for their education enables them to establish a routine that improves concentration and lowers distractions. This starts a conversation about how the educational system needs to be more flexible. One way to do this is by offering online classes, which would let students access the content whenever it works best for them. Regarding completing tasks and assignments, everyone agreed that doing so helps with speaking and reading comprehension. Students' oral communication abilities are improved by working on projects because they develop their interpersonal communication and clarity of presentation skills. Students also agreed that this group activity fosters collaborative learning and idea sharing, which broadens and enriches their knowledge.

Collaboration is another crucial element. Students report that working in small groups or with co-workers boosts their capacity to pick up new vocabulary and share ideas, which promotes both their general language proficiency and their reading and speaking proficiency in particular. Students can practise the language in authentic contexts and benefit from the rich learning environment that this kind of group interaction offers. Students said that creating objectives for themselves and selecting educational resources improves their skills because it made learning more effective and motivates them to choose things that align with their interests. Students who are allowed to select the courses they are interested in are more likely to learn and advance, which highlights the value of personalisation in the educational process.

Enhancing students' reading and speaking abilities also required them to engage in self-reflection and receive feedback. Students revealed that getting regular feedback on how they performed helps them recognize their strengths and limitations, which allows them to keep getting better at what they do. Some students noted that they are able to design learning strategies that are tailored to their own needs and obtain a greater understanding of their development through the process of self-reflection. Including TED Talks, useful for enhancing their speaking and understanding abilities. Students stated that listening to experienced presenters helps them learn a wide range of topics and improves their speaking. One may argue that these platforms offer a thorough educational experience that exposes pupils to a variety of linguistic

constructions and vocabulary.

Students who enrolled in online courses like Perfectly Spoken said that the courses allowed them to learn at their own pace without having to attend regular classrooms. These courses give them a thorough education that improves both their speaking and reading abilities when they are combined with traditional classroom training. Thus, it can be concluded that the best teaching practices for enhancing the speaking and reading abilities of EFL students in Jordan involve incorporating digital media into the classroom, offering flexibility in the learning process, and encouraging group projects. These things should be kept in mind when creating teaching approaches meant to enhance speaking and reading skills.

Based on these findings of the interview, it can be said that the following themes are the main focus of the EFL students:

The Effectiveness of Digital Media vs. Traditional Methods

- Preferring digital media such as TED Talks and Perfectly Spoken for their role in improving comprehension and interaction.
- The Importance of Determining Time and Place for Self-Learning
- Time and space organization contribute to increased focus, discipline, and better results.
- The Impact of Projects and Assignments on Skill Development
- Assignments and projects help employ language in real-world contexts and enhance reading and speaking.
- The Importance of Collaborative Activities (Working in Groups or Pairs)
- Group activities reduce stress, support actual language practice, and stimulate dialogue.
- The Role of Personal Goals and Selecting Learning Materials
- Setting goals and selecting content increases personal motivation and links learning to individual interest.
- The Value of Feedback and Self-Reflection
- Feedback from the teacher and reflection on performance help identify areas for improvement and achieve continuous progress.
- Utilizing Digital Learning Platforms
- Authentic content provided by TED and Perfectly Spoken helps improve comprehension, vocabulary, and pronunciation.
- The Impact of Combining E-Learning with Classroom Learning

4.6 Discussion

The findings revealed that some differences between the questionnaire and interview responses, but there were also a lot of significant places where they agreed, indicating how students generally viewed improving their speaking and reading abilities. According to the questionnaire results, which had an average score of 4.69, online courses like Perfectly Spoken were the best at enhancing speaking abilities. These findings are in keeping with the claims mentioned in the interviews. Numerous students reported that these courses helped them improve their language proficiency, particularly when combined with active teaching and learning techniques. For instance, the interviews stressed the significance of combining digital and active methods to improve educational outcomes. This is corroborated by research which found that combining digital and active education improves the learning environment and raises student achievement (Kelly & Zakrajsek, 2023; Lomer, & Palmer, 2023).

The questionnaire's average score of 4.57 for teacher feedback indicated that it had a significant impact on performance improvement. This finding is consistent with student interviews in which teachers' feedback was deemed crucial for improving students' speaking and reading skills. This conclusion is corroborated by earlier research, which demonstrates the critical role that efficient feedback plays in improving students' language proficiency (Al-Jarrah, 2016; Hattie & Timperley, 2007). The findings of the questionnaire regarding the choice of learning resources indicated that these choices significantly enhance speaking and reading abilities. Students who participated in the interviews also stressed how important is to select readings that are in line with their interests in order to increase interest and focus. Hence, students' motivation and academic success can be increased when learning materials are customised to their interests (Ryan & Deci, 2000).

With an average score of 4.31 for speaking and 4.17 for reading, the questionnaire answers on collaborative activities demonstrated that taking part in them improves these skills. This was confirmed by the students' interviews, who mentioned that collaborating with others and sharing ideas improve comprehension and vocabulary growth. According to earlier research, group projects enhance academic performance and foster deep learning (Johnson & Johnson, 2014). In conclusion, there is considerable consistency between the questionnaire and interview results in a number of important domains pertaining to the growth of speaking and reading abilities. Research from both reveals that methods including taking online classes, getting feedback from teachers, choosing educational resources, and taking part in group projects are essential for raising language proficiency levels. As numerous prior studies have verified, the current findings highlight the significance of integrating various approaches and customising training to match the requirements of students.

5. Conclusion and Future Research

The study findings encourage EFL teachers to use effective teaching methods when teaching reading and speaking skills. Specifically, the

study's findings support the idea that active/innovative teaching techniques including all of TED Talks and online courses like Perfectly Spoken can help EFL students become more proficient readers and speakers. According to Table 1's data, there was no statistically significant difference between the two study groups; the experimental group and the control group; in the pre-test. The experimental group's mean score was 29.94 with a standard deviation of 7.452 ($p = 0.317$), while the control group's was 30.69 with a standard deviation of 7.502. On the other hand, the control group scored 31.34 with a standard deviation of 8.495 in the post-test, whereas the experimental group scored 41.69 with a standard deviation of 5.764. This difference was statistically significant ($p = 0.000$). These findings are in line with the findings from the surveys and interviews, where students stated that using both effective and contemporary digital tools improves their ability to read and speak. Interviews also revealed that students think that working on projects and receiving feedback considerably enhances their ability to learn, and that they like to learn in convenient settings. Thus, it may be claimed that combining active strategies in education with online learning techniques, such as visiting educational websites and exchanging group projects, can improve students' proficiency in speaking and reading. This is consistent with earlier research (Alghazali et al., 2024; Ahmad Zawawi et al., 2021) that highlighted the value of flexible learning settings and active learning in raising language proficiency. This study highlights the value of innovation in education and represents a significant step towards creating efficient teaching methods that meet the demands of students in contemporary learning environments. For future studies, the present study will be a new path that highlights the importance of this kind of study and recommends further research.

Acknowledgments

Acknowledge colleagues who assisted in conducting the study or critiquing the manuscript. We would like to thank whoever provided assistance, allowing us to reach this stage. Specifically, we greatly appreciate the valuable contributions of our community advisory committee members at Al-Zaytoonah University of Jordan. We would also like to thank the research support department and every team member who took the time to participate in this study.

Authors' contributions

Dr. Maha Jamal Al-qadi and Mr. Hani Mohammad Mohammad were responsible for study design and experimental procedures. Mr. Khalil Ibrahim Yousef was responsible for data collection. Dr. Mahmoud Jamil Alsalti drafted the manuscript. Dr. Issa Mohammad Naser analysed the paper. Finally, Dr. Maha Jamal Al-qadi and Dr. Issa Mohammad Naser revised the entire paper. All authors read and approved the final manuscript. In this paragraph, also explain any special agreements concerning authorship, such as if authors contributed equally to the study.

Funding

The authors would like to express their thanks to DSR at Al-Zaytoonah University of Jordan for its research fund (Grant No.: 40/07/2023-2024).

Competing interests

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

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Appendix A

Speaking Tests

Pre-Test

Speaking Test Tasks

1. Introduction and Warm-Up (Task 1):

- Starting with a brief introduction to the speaking test and provide instructions for Task
- Task: Introduce yourself. Speak for 1-2 minutes about your name, background, interests, and why you are learning English.

Picture Description (Task 2):

- Presenting the below picture to the students and instructing them to describe what they see.
- Task: Describe the picture in detail. Talk about the people, objects, activities, and any other relevant details in the image. Encourage the student to use descriptive language and provide as much information as possible.

Task: Picture Description (Task 2)

Introduction: "Hello, my name is [Examiner's Name], and I will be conducting your speaking test today. In this task, I will show you a picture, and I'd like you to describe what you see in as much detail as possible. Take your time, and feel free to ask any questions if you need clarification. Are you ready? Great! Let's begin."

Picture Description: [e.g., Show a picture of a city skyline with various landmarks, streets, and people.]

Task Instructions: "Now, please take a moment to look at this picture. Describe what you see in the image. You may talk about the buildings, landmarks, streets, people, activities, or anything else you notice. Try to provide as much detail as you can. You will have about 1-2 minutes to speak. Please begin when you're ready."

Sample Response: "Sure! In this picture, I see a bustling city skyline with tall skyscrapers and busy streets. On the left side, there's a towering building with glass windows, which looks like an office building or maybe a hotel. I also see several smaller buildings surrounding it, some with colorful signs and billboards. In the middle of the picture, there's a wide street filled with cars and pedestrians. I can spot buses, taxis, and even a few bicycles. It seems like rush hour with everyone hurrying somewhere. Towards the right, there's a park with trees and benches, where people seem to be relaxing and enjoying the outdoors. Overall, it's a vibrant scene with lots of activity and energy."

General Scoring Criteria: Speaking Rubric



Post-test

Speaking Test (Post-Test)

1. Introduction and Warm-Up (Task 1):

- Starting with a brief introduction to the speaking test and provide instructions for Task 1.
- Task: Sharing a memorable experience from your recent travels or a place you've visited.

2. Scenario Discussion (Task 2):

- Presenting a scenario to the student and instruct them to discuss their thoughts and reactions.

- Task: Imagine you have won a free trip to a destination of your choice. Discuss where you would go, what activities you would do there, and why you chose that destination.

3. Role-Play (Task 3):

- Providing a role-play scenario for the student to act out.

- Task: Pretend you are a customer at a restaurant. Order a meal, ask about the specials, and make small talk with the waiter/waitress.

4. Opinion Sharing (Task 4):

- Presenting a topic for the student to express their opinion on.

- Task: Share your thoughts on whether technology has made our lives better or worse. Provide examples to support your opinion.

5. Picture Interpretation (Task 5):

- Displaying an image and ask the student to interpret it.

- Task: Describe the emotions and story behind the image. Discuss what you think led to that moment captured in the picture.

6. Concluding Reflection (Task 6):

- Summarizing the speaking test and provide a final task for reflection.

- Task: Reflect on your performance in this speaking test. Discuss what you feel went well and what you could improve upon in future speaking activities.



Reading Skills

Pre-test

Instruction: Read loudly the following text:

"My Wonderful Pet Cat"

I have a wonderful pet cat named Fluffy. Fluffy is a small, adorable cat with soft, black fur that shines in the sunlight. Her bright, green eyes sparkle with curiosity and playfulness. Fluffy’s whiskers twitch with excitement whenever she sees me. Fluffy is not just a pet; she is a beloved member of our family. She brings so much joy and happiness into our home with her playful antics and affectionate nature. Whether she’s chasing after a toy mouse or curling up in my lap for a nap, Fluffy never fails to make us smile.

Every morning, Fluffy greets me with a gentle purr and a soft nudge, eager for breakfast. She meows happily as she follows me to the kitchen, her tail swaying back and forth with excitement. After enjoying her meal, Fluffy likes to perch by the window, where she can watch the world outside. She sits there for hours, her eyes fixed on the birds chirping in the trees or the squirrels scampering across the yard.

In the afternoon, Fluffy and I spend quality time together playing games. Her favorite game is chasing after a ball of yarn as I roll it across the floor. She pounces on it with lightning speed, her agile movements a testament to her feline grace and agility. We laugh and play until we’re both exhausted, then we cuddle up on the couch for a well-deserved rest. Fluffy is more than just a pet cat; she is my loyal companion and best friend. I cherish every moment spent with her and am grateful for the love and happiness she brings into my life.

Post-Test

Instruction: Read loudly the following text:

Title: My Pet Dog

I have a pet dog named Max. Max is a friendly and playful Labrador Retriever. He has shiny black fur and big brown eyes. Max loves to go for walks in the park and chase after his favorite tennis ball.

Every morning, I wake up to the sound of Max wagging his tail and barking happily. He’s always excited to start the day with me. After breakfast, we go outside to play. I throw the ball, and Max runs to fetch it. He’s very fast and loves to run around the park.

In the afternoon, Max likes to take a nap in his cozy bed. He curls up into a ball and snores softly. Sometimes, I join him for a nap, and we cuddle together. Max is always warm and cuddly.

When evening comes, Max gets excited again. It’s time for his evening walk. We stroll around the neighborhood, and Max sniffs everything in sight. He’s curious about the world around him and loves to explore.

At night, Max sleeps in his bed next to mine. He’s my loyal companion, always by my side. I love Max very much, and he brings so much joy and happiness into my life.

Having a pet dog like Max is a wonderful experience. He’s not just a pet; he’s a beloved member of our family. Max teaches me about love, loyalty, and the importance of living in the moment. I’m grateful for every moment I spend with him.

EFL Lesson Plan

University: Al-Zaytoonah University

Duration: 50 minutes

Class Focus: Reading & Speaking Skills

Theme: Enhancing English through Digital Media & Collaboration

Lesson Objectives

By the end of the lesson, students will be able to:

1. Improve reading comprehension using authentic online content (TED Talks).
2. Practice speaking skills through pair/group discussions.
3. Set personal learning goals to monitor and enhance language development.
4. Choose appropriate digital learning resources for their needs.

Lesson Stages (50 Minutes)

Time	Stage	Activity	Interaction	Objective	
5 min	Warm-up	Quick oral question: “What helps you improve your English the most?”	T–S	Brain activation	
10 min	Pre-viewing	- Introduce TED Talk: “How language shapes thinking”			
		<ul style="list-style-type: none"> • Teach keywords: bilingual, puzzled, remarkable T–S Build vocabulary 10 min Reading Task Read a short excerpt from the video transcript (via Google Docs). Highlight one interesting idea. Individual Enhance reading skills 10 min Speaking Practice Pair discussion using guided sentence: “In my language, we say..., and it means...” S–S Real communication practice 10 min Feedback + Reflection - Students share briefly • Teacher provides feedback • Students fill out “My Learning Goals” sheet T–S / S–S Self-assessment 5 min Wrap-up - Recap key vocabulary • Give optional homework (watch a short video + write 3 sentences) T–S Review and motivation 			

Materials & Tools

- Short TED Talk video (4 minutes)
- Google Docs transcript
- Vocabulary cards
- “My Learning Goals” worksheet
- Optional: Flipgrid or Padlet for video response (homework)

Assessment

- Teacher observations during pair speaking
- Students' input in reflection and goal setting
- Responses to reading and guided speaking task