

Received: May 2023 Accepted: June 2023
DOI: <https://doi.org/10.58262/ks.v11i2.366>

LLS Language Learning Strategies Used by Jordanian Undergraduates to Improve Their EFL Speaking Skills

Omar Abdel Rahman Sadeq Aburub¹, Manjet Kaur Mehar Singh²

Abstract

The goal of this study is to better understand the language learning techniques (LLS) that students use to improve their speaking abilities. A survey, drawn from the Oxford (1990) Strategy Inventory for Language Learning (SILL) Version 7.0, was given to a hundred undergraduate students enrolled in the private Jordanian university Irbid National University. Six categories of strategies were represented by the 50 statements that made up the questionnaire: memory, cognitive, compensatory, metacognitive, social, and emotional strategies. On a Likert scale with 1 representing strongly disagree and 5 representing strongly agree, participants scored each statement. The Statistical Package for the Social Sciences (SPSS) was used for data analysis in order to determine the mean scores and percentages for each technique. The results provided insightful information about the particular LLS that students used to improve their speaking abilities. The relative importance and prevalence of each strategy category are quantitatively evaluated using the mean scores and percentages that are produced using SPSS analysis. The findings provide insight into the methods that students value and apply most regularly when honing their speaking abilities. The study advances our understanding of language learning techniques, particularly as they relate to Jordan's Irbid National University. The results of the data-driven analysis provide a clearer picture of how language learners interact with the process in this specific context. These observations can help language teachers create more efficient lesson plans to improve students' speaking ability at Irbid National University and other Jordanian educational establishments.

Keywords: Language Learning Strategies, Speaking Skills, Statistical Package for The Social Sciences (SPSS), Undergraduate Learners, Irbid National University, Jordan.

Introduction

English, a dominating force across multiple domains such as science, economics, and medicine, serves as a linchpin connecting global communities by functioning as a lingua franca [1], [2]. Its prevalence and significance in the global sphere underscore its role in effectuating communication and understanding across diverse populations. The pivotal role of speaking skills in learning English as a Foreign Language (EFL) cannot be overemphasized, given its crucial function in facilitating communication and acting as a vital tool for language acquisition [3], [4]. EFL learners often prioritize the mastery of speaking skills and gauge their linguistic progress against their evolving capability to articulate in English [5].

Language Learning Strategies (LLS) emerge as indispensable tools in streamlining the process of EFL learning, particularly in enhancing communicative competence in speaking. LLS equips learners with mechanisms to quickly and successfully attain their language learning objectives by enabling them to navigate through various speaking challenges, such as fluency, grammar, vocabulary, and confidence [6], [7]. O'Malley and Chamot [8] accentuate the essence of strategic learning by asserting that adept learners often utilize suitable learning strategies and maintain a heightened awareness of their learning processes.

¹School of Languages, Literacies and Translation, Universiti Sains Malaysia, 11800 Penang, Malaysia,

²School of Languages, Literacies and Translation, Universiti Sains Malaysia, 11800 Penang, Malaysia,

While English is embedded as a core subject across all educational levels, challenges persist in attaining desirable levels of English proficiency among learners [9]. For undergraduates majoring in English Language and Literature (ELL) in Jordan, particularly those in private universities, the hurdle is further amplified by a deficiency in knowledge and application of effective LLS, potentially attributed to an educational focus that predominantly leans towards traditional methods and minimally explores innovative learning tools [10]. Thus, a personalised and effective speaking strategy, supported by a student-centric approach and optimal use of LLS, is required to improve self-direction, control learning, and allow effective language acquisition [6], [11].

Research Questions

1. What LLS is used by Jordanian EFL undergraduate students to improve their speaking skills?
2. What are the differences in LLS used between males and females?
3. What are the differences in LLS used between the learners according to their GPA to improve their speaking skills?

The Importance of Language Learning Strategies in Learning

The role of Language Learning Strategy (LLS) instruction has proven to be vital, contributing to the efficacy and repute of educators who equip students to adopt improved strategies. Particularly, speaking in the target language is considered by non-native speakers to be one of the most crucial and desired skills for daily communication [12]. O'Malley and Chamot [8] assert that individuals employing strategic learning approaches tend to assimilate knowledge more effectively and expediently than their counterparts who do not [13]. For a language teacher aspiring to educate learners on utilizing LLS, comprehending the students' interests, motivational drivers, and learning predilections is paramount. Such understanding can be gleaned through observing learners' behaviors in the classroom, thereby discerning prevalent language learning strategies they seemingly employ [12].

Lessard-Clouston [14] postulates that aiding students in understanding effective language learning strategies, and instructing them on formulating and applying them, can be construed as esteemed attributes of proficient language teachers. This is underlined by the fact that even though effective language learners can employ proficient language learning strategies, they may falter for diverse reasons. Thus, employing effective language learning strategies does not guarantee success for struggling language learners due to potential intervening variables [15]. Unarguably, LLS supports learners in deciphering more about second language acquisition while cultivating necessary skills. They facilitate learners in formulating learning strategies that resonate with their learning style. Recognizing a learner's academic triumph entails comprehending their learning style and language acquisition approaches; learners can streamline the process of acquiring the target language with adept learning strategies [16]. By examining students' LLS, which are often unconsciously utilized, language teachers can gain invaluable insights into how their learners assess situations, plan, and select suitable skills to comprehend, learn, or retain new input introduced in the language classroom. A language student, proficient in deploying a diverse array of LLS, will likely expedite their language skill enhancement [15]. Consequently, learning strategies aid English learners in augmenting their skills, elevating their positive orientation towards the language, and refining their communication prowess.

Language Learning Strategy Taxonomy

Language Learning Strategies (LLS) are pivotal in acquiring a foreign language because they serve as tools that learners leverage to enhance their active involvement and critically improve communicative comprehension [6]. The significance of LLS has been acknowledged and categorized by various researchers, such as Rachmawati [17], as they have garnered considerable attention in research due to

their pivotal role in second language learning, even though classifications have remained relatively stable over time [13], [18].

Rubin [19] , an expert and pioneer in LLS, distinguished between strategies that directly and indirectly affect learning. He categorized LLS into three types:

1. **Learning Strategies, Which Include**

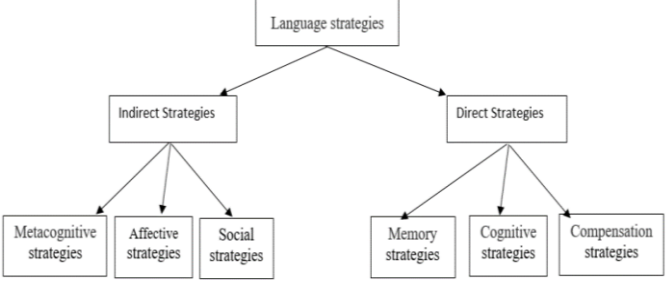
- Cognitive learning strategies: Techniques for direct analysis and transformation in learning through problem-solving, including clarification/verification, guessing, deductive reasoning, memorization, monitoring, and practice (Hardan, 2013).
 - Metacognitive learning strategies: Regulating learning through processes like planning, self-management, and prioritization.
2. **Communication Strategies:** Techniques used when communication issues arise, focusing on contributing to the conversation to convey intended meanings.
3. **Social Strategies:** Involving engagement in activities that enable practice of knowledge, providing exposure to the target language and indirectly contributing to learning [12], [13].

O'Malley and Chamo [8] classified LLS into cognitive, metacognitive, and socio-affective strategies, where cognitive strategies involve modifying learning materials and undertaking actions to facilitate language knowledge acquisition and usage. Metacognitive strategies relate to planning and reflecting on the learning process, and socio-affective strategies involve interpersonal communication and social mediation activities used by learners [18], [20].

Stern [21] identified five strategies, which include management and planning, cognitive, communicative-experiential, interpersonal, and affective strategies. Each category consists of techniques addressing different aspects like controlling learning, problem-solving, directing communication, performance evaluation, and managing emotional responses, respectively [12].

Oxford [6] categorized LLS into direct and indirect strategies, subdividing them into memory, cognitive, and compensation strategies for direct strategies, and metacognitive, affective, and social strategies for indirect strategies. Memory strategies involve creating mental linkages and employing actions, while cognitive strategies involve practicing, analyzing, and reasoning. Compensation strategies are used to overcome limitations in speaking and writing. Conversely, metacognitive strategies involve coordinating and managing learning, affective strategies manage emotions and motivation, and social strategies involve engaging in groups and practicing the target language [6].

Figure 1.0: Oxford’s (1990) Language Learning Strategies.



The following table contains three classifications of LLS from different experts:

Based on Oxford’s [6] table above, LLS classification involves a systematic, comprehensive and detailed system [22], resulting in learning strategies that were recommended and enhanced throughout decades.

Eventually, literature on such strategies has been extended to encompass learning processes (cognitive, social, affective and metacognitive).

Table 1.0: Experts' Classification of Language Learning Strategies Adopted From [22].

Oxford (1990)	Dornyei (2005)	O'Malley and Chamot (1990)
Memory strategies	Cognitive strategies	Cognitive strategies
Cognitive strategies		
Compensation strategies	-	-
Metacognitive strategies	Metacognitive strategies	Metacognitive strategies
Affective strategies	Affective strategies	Social/affective strategies
Social Strategies	Social strategies	

Based on Oxford's LLS definition, it is the process of learning a foreign language to benefit learners through learning autonomy and enhanced communication. In addition, Oxford language strategies are varied and comprehensive and can be helpful to students, notwithstanding their learning needs and requirements. Such strategies have been documented as the top strategies in English learning that have been used in most cases.

Literature Review

Wael et al., (2018) [23] conducted a study investigating how students in a Sorong, Indonesia university utilized language learning strategies (LLS) for speaking. They employed a qualitative approach, using a questionnaire to gather information from 12 participants. The research uncovered various strategies used by EFL students. Findings indicated that these students employed memory strategies, such as mental imagery, to aid in recalling information, thereby improving their speaking skills. The second was Cognitive strategies were also prevalent, where learners planned and organized their learning to enhance their speaking abilities. Additionally, social strategies were employed, with learners seeking assistance from peers, teachers, and family members. The fourth was Effective strategies involved managing emotions to reduce anxiety and improve speaking. The fifth was Compensation strategies were observed as learners focused on grammar and topic selection to aid in speaking. Lastly, cognitive strategies were identified, wherein learners repeated sounds and imitated native speakers to refine pronunciation.

Anwar (2019) [11] examined the language learning strategies utilized by non-English students, focusing on both their speaking difficulties and strengths. The study involved 12 participants from the English department at Walisongo University, using a questionnaire to gather insights. The findings revealed a spectrum of learning strategies employed by learners: memory strategies aiding in data retrieval, cognitive strategies engaged in mental processes, compensation strategies utilized for vocabulary limitations, practical strategies regulating emotions, and social strategies involving participation in speaking groups for enhanced public speaking skills.

Regarding strengths, learners demonstrated improvements in speaking by fostering confidence, expanding their vocabulary, and refining pronunciation. However, weaknesses were identified in their focus on speaking improvement at the expense of neglecting grammar, leading to deficiencies in grammatical accuracy.

A study was conducted by John et al., (2021) [24] to investigate the LLS that ESL students most frequently employ in order to improve their speaking skills. On purpose, sixty pupils between the ages of sixteen and seventeen were chosen. The survey was constructed utilising the Oxford (1990) Strategy

Inventory for Language Learning (SILL) Version 7.0. SPSS Version 26 was utilised to analyse the means and percentages of the responses for each method. Metacognitive strategies were utilised most frequently by upper secondary ESL students endeavouring to improve their speaking abilities, while memory strategies were utilised less frequently, according to the findings. However, the study was constrained by its qualitative design and small sample size, with a recommendation for a larger sample size and alternative methodologies to produce more reliable results.

A study by Safari & Fitriati, (2016) [25] described LLS employed by English language learners in Jordan with varying speaking abilities. Using a descriptive qualitative design and data collection tools like interviews and classroom questionnaires, observing 20 students in speaking skills classes, results showed students excelling in speaking used a variety of speaking learning strategies on an equal basis. Those with poorer speaking skills commonly used cognitive, metacognitive, and social strategies but needed to employ them with consistent regularity. Furthermore, compared to learners with poor speaking performances, those with excellent speaking performances used strategies more actively and proactively, and they appeared to be more motivated.

Method

Research Design

A quantitative method design determines the LLS used by Jordanian EFL undergraduates majoring in English Language and Literature at a selected private university.

Population and Sample

The study population comprises the population of interest to the author [26], and in this study, the population comprises EFL undergraduate university students. In The study, the entire population would be impossible. The study, therefore, focused on Jordanian undergraduates at a chosen private university in Jordan. Specifically, the population comprises second and third-year university students majoring in ELL at Arts College at Irbid National University, and the sample units are selected from them to represent the whole population. The sample consists of undergraduates who share common characteristics and are enrolled in Private Universities that adhere to the English language curriculum mandated by the Ministry of Higher Education. The sample constitutes full-time students of both genders studying for their bachelor's degree, spanning 4-5 years of study. Such common characteristics between them assist in selecting the study's proper sample.

The term "sample" is synonymous with a subset of a substantial population [27]. In order to ensure representation of the target population, a sample was chosen in light of the researcher's inability to examine the entire population [28], [29]. The study will employ purposive sampling, which Maxwell [30] defines as "selecting specific locations, individuals, or occurrences with the intention of obtaining crucial information that may not be as readily obtained from alternative choices." (p. 87). Purposive sampling is a method of selecting a sample that is designed to provide the most comprehensive understanding possible. It takes into account all reachable participants who are considered to be the most representative of the population and who are capable of providing abundant information that supports the research subject [31]. In order to address inquiries that require investigation, purposive sampling is utilized [32]. The sample for this study comprises one hundred English as a Foreign Language (EFL) learners.

Instrument

The study is a descriptive quantitative approach using one instrument: a questionnaire. A questionnaire is a technique used for data collection, containing a set of questions or written sentences given to the participants to answer [11]. when the researcher realizes and knows how to measure the variables and is aware of what can be expected from the participants, the questionnaire is an efficient technique for data collection [11].

The questionnaire will be used as a quantitative tool to answer the research questions. The questionnaire is conducted as a means of data collection on the use of speaking LLS to improve EFL learners' speaking.

The questionnaire is used to work out and identify the appropriate speaking LLS used by participants, which helps make the questionnaire valid. A valid and reliable questionnaire must include data helpful for the research objectives. Also, the questionnaire must serve to answer the research questions.

Validity and Reliability

There is one instrument used in the study: a questionnaire. The validity and reliability of this instrument are achieved following the most influential producers used in the literature, which are:

The Pilot Study

It has been acknowledged that the pilot study is a crucial stage in the development of measurement scales; it functions as an experimental study to determine how to improve a specific research instrument [33]. Its capacity to detect deficiencies and potential malfunctions of the instruments contributes to the enhancement of measurement precision and consistency. As a result, versions of the instrument will be disseminated for the pilot test subsequent to an initial validation conducted by a panel of experts. A preliminary investigation will be conducted to assess the questionnaire's precision and readability, as well as the measures' internal consistency and validity.

Parallel Translation

The researcher translated the questionnaire into Arabic because the participants' mother tongue is Arabic, which, according to Dixon [34], will help participants better understand the questionnaire questions and help them complete it quickly. Professional translators are asked to translate the questionnaire from English into Arabic. Also, their translation is presented to other professionals who have mastered both languages and have enough experience in English-Arabic translation to ensure the reliability of the study and to have an equivalent Arabic version to the original one.

Validity and Reliability of the Questionnaire

A questionnaire is a tool in this study for data collection; it is adopted by Oxford [6] version 7.0, which many researchers use for its reliability and validity [35]. Even though the researcher is keen to validate it by asking experts in applied linguistics who are experienced and qualified enough to validate the questionnaire, they will be asked separately to assess the questionnaire and modify any mistakes. The researcher will consider their comments and correct them immediately; then, the questionnaires will be presented to them to have their agreement and permission. Then, the instrument will be pilot tested with students out of the sample to establish the reliability of the questionnaire. After that, the data will be analyzed, and Cronbach's alpha coefficients for the questionnaire will be calculated. Then Exploratory factor loading will be conducted to identify the defining factors in terms of sets of variables.

Data Analysis

In order to address the research questions, the researcher intends to identify LLS utilised by Jordanian EFL undergraduates to improve their speaking abilities. The quantitative data collection instrument is a questionnaire concerning language learning strategies (LLS) in respect to speaking English as a Foreign Language (EFL). The responses will be analysed using the Statistical Package for Social Science (SPSS), which will compute the frequency and percentage of utilisation for each strategy. A questionnaire is distributed to the participants with the purpose of determining which LLS they employed when addressing the research inquiries through their speaking abilities.

The items of the questionnaire are categorised and arranged in a tabular and systematic fashion to facilitate the analysis and collection of data in a manner that ensures comprehensive study findings. These categories include memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies,

and social strategies. The researcher utilised a descriptive statistic in the course of this investigation.

Results and Discussion

The purpose of the study was to assess how learners employed language learning strategies (LLS) to enhance their speaking capacities. This section presents the quantitative results of the investigation. One hundred students at Irbid National University in Jordan who participated in the study were given a questionnaire based on the Strategy Inventory for Language Learning (SILL) Version 7.0 by Oxford University. On a Likert scale ranging from 1 to 5 to 50 items, participants responded to questions categorised into six distinct approach categories: memory, cognitive, compensatory, metacognitive, social, and emotional. SPSS was used to analyse the data and find the average scores and percentages for each strategy. The descriptive statistics displayed how the participant used different tactics.

The results provided insight into how the participants reportedly used LLS. The analysis revealed the most often used tactics and how they vary depending on various conditions. These findings help us comprehend how learners improve their speaking abilities by implementing specific language-learning tactics.

The First Question Results: "What are the LLS used by Jordanian EFL undergraduate students to enhance their speaking skills?"

Reliability Analysis of the SILL Sub-Scale Scores using Cronbach's alpha

Table Error! No text of specified style in document..1: Reliability Analysis of the SILL Sub-Scale Scores Using Cronbach's Alpha.

SILL subscales	Total Number of Items	Cronbach alpha
Memory	9	0.686
Cognitive	14	0.849
Compensation	6	0.675
Metacognitive	9	0.810
Affective	6	0.629
Social	6	0.766

This table lists Cronbach's alpha values for each SILL subscale. It provides the names of the subscales measuring different learning strategies, the total number of items in each subscale, and the accompanying Cronbach's alpha reliability values. The internal consistency of the items inside each sub-scale is shown by Cronbach's alpha values, with higher values suggesting more reliability.

The researcher computed the descriptive statistics (Means and Standard Deviations) of the students' responses on the LLS used by Jordanian EFL undergraduate students to enhance their speaking skills domains. The results are shown in table (0.2)

Table Error! No text of specified style in document..2: Means and Standard Deviations of The Students' Responses on the LLS Used by Jordanian EFL Undergraduate Students to Enhance Their Speaking Skills Domains.

#	The Strategist	# of items	Mean*	Std. Deviation	Understanding Level	Rank
1	Memory strategies	9	3.94	0.35	High	1
6	Social strategies	6	3.93	0.40	High	2
2	Cognitive strategies	14	3.74	0.28	High	3
4	Metacognitive strategies	9	3.22	0.63	Mid	4
5	Affective strategies	6	2.91	0.75	Mid	5
3	Compensation strategies	6	2.87	0.59	Mid	6

Table (0-2) shows the first domain "Memory strategies" ranked first with mean (3.94), and standard deviations (0.35). The sixth domain "The Social strategies" ranked second with mean (3.93), and standard deviations (0.40). While the third domain "The Compensation strategies" ranked finally, with a mean (2.87), and standard deviations (0.59).

Demographic and Academic Attributes of Students

100 participants, comprising 63 females and 37 males, provided information about their ages. There were no missing values in the dataset. The age range of the participants was from 19 to 23 years old. Most of the sample (69.1%) fell within the age bracket of 20 to 23.

The gender distribution of the 100 students in the study reveals that 37% of the participants are male, while 63% are female. This indicates a slightly higher representation of female students in the sample.

Table Error! No text of specified style in document.3: Gender Distribution of the Students.

Gender	Frequency	%
Male	37	37.0
Female	63	63.0
Total	100	100.0 %

The Second Question Results What are the differences in LLS used between males and females?

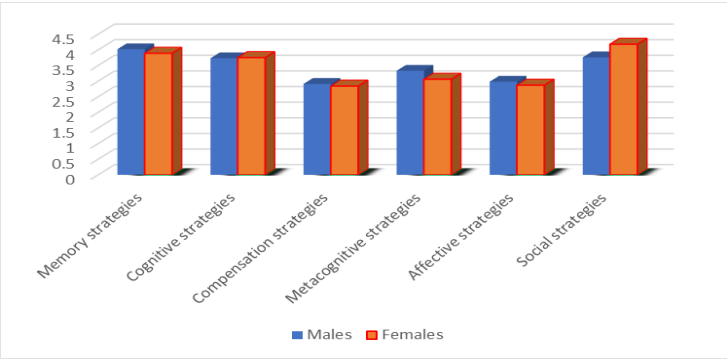
Means and standard deviations of the students' responses on the strategies used by Jordanian EFL undergraduate students to enhance their speaking skills domains according to their gender were computed. The results were shown in table (4-9).

Table Error! No text of specified style in document.4: Means and Standard Deviations of the Students' Responses on the Strategies Used by Jordanian EFL Undergraduate Students to Enhance Their Speaking Skills According to Their Gender.

Domains	Gender	N	Mean*	Std. Deviation
Memory strategies	Males	37	4.02	.201
	Females	63	3.89	.412
Cognitive strategies	Males	37	3.73	.271
	Females	63	3.75	.293
Compensation strategies	Males	37	2.91	.542
	Females	63	2.84	.624
Metacognitive strategies	Males	37	3.33	.577
	Females	63	3.06	.662
Affective strategies	Males	37	2.98	.849
	Females	63	2.87	.681
Social strategies	Males	37	3.76	.486
	Females	63	4.18	.345

Table (0.4) shows that there are observed differences among the means of the students' responses on the strategies used by Jordanian EFL undergraduate students to enhance their speaking skills domains according to their gender (males, females). The following Figure 4-8 illustrates the means of the students' responses on the strategies used by Jordanian EFL undergraduate students to enhance their speaking skills domains according to their gender.

Figure Error! No text of specified style in document.1: illustrates the means of the students' responses on the strategies used by Jordanian EFL undergraduate students to enhance their speaking skills according to their gender



To test the statistical significance of these differences, an independent sample t-test was used as shown in table (0.5).

Table Error! No text of specified style in document..5: Independent Sample T-Test Results for the Differences Among the Means of the Students’ Responses on the Strategies Used by Jordanian EFL Undergraduate Students to Enhance Their Speaking Skills According to Their Gender.

Domains	Gender	Mean	Std. Deviation	df	t-Value	Sig.
Memory strategies	Males	4.02	.201	98	3.241	.006*
	Females	3.89	.412			
Cognitive strategies	Males	3.73	.271	98	.476	.635
	Females	3.75	.293			
Compensation strategies	Males	2.91	.542	98	.499	.619
	Females	2.84	.624			
Metacognitive strategies	Males	3.33	.577	98	2.894	.018*
	Females	3.06	.662			
Affective strategies	Males	2.98	.849	98	.726	.469
	Females	2.87	.681			
Social strategies	Males	3.76	.486	98	3.854	.002*
	Females	4.18	.345			

* Significant at ($\alpha \leq 0.05$)

This table demonstrates that there aren't substantial differences in the means of students' responses regarding the strategies employed by Jordanian EFL undergraduate students to improve their speaking skills across Cognitive strategies, Compensation strategies, and Affective strategies when segregated by gender. However, significant differences were observed in the means of students' responses in Memory strategies and Metacognitive strategies domains, favoring males, and in the Social strategies domain, favoring females.

The Third Question Results What are the differences in LLS used between the learners according to their GPA to improve their speaking skills?

Means and standard deviations of the students’ responses on the strategies used by Jordanian EFL undergraduate students to enhance their speaking skills domains according to their grade point average (GPA) were computed. The results were shown in table (0.6).

Table Error! No text of specified style in document..6: Means and Standard Deviations of The Students’ Responses on the Strategies Used by Jordanian EFL Undergraduate Students to Enhance Their Speaking Skills Domains According to Their Grade Point Average (GPA).

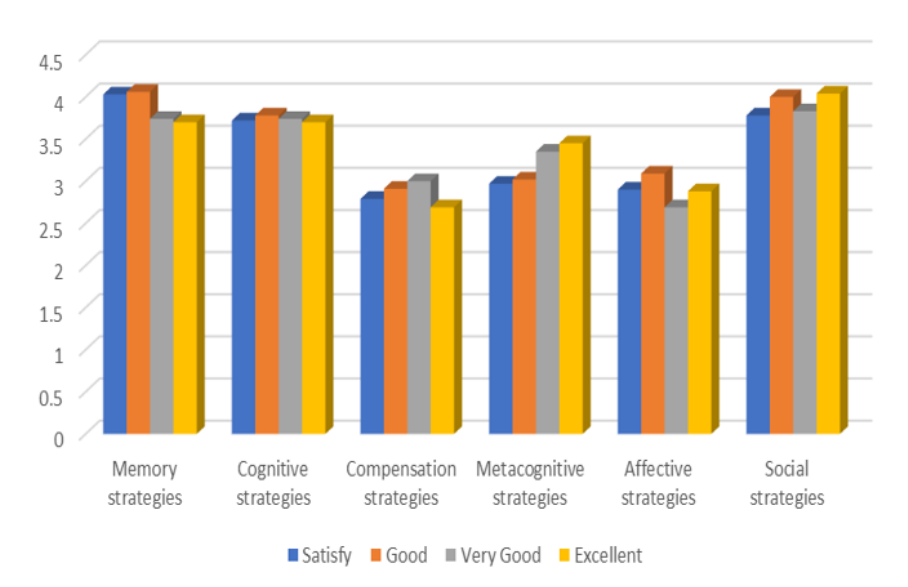
Domains	GPA	N	Mean*	Std. Deviation
Memory strategies	Satisfy	16	4.03	.180
	Good	36	4.06	.200
	Very Good	26	3.74	.510
	Excellent	22	3.70	.332
Cognitive strategies	Satisfy	16	3.72	.315
	Good	36	3.78	.257
	Very Good	26	3.74	.349
	Excellent	22	3.70	.222
Compensation strategies	Satisfy	16	2.79	.549

	Good	36	2.91	.602
	Very Good	26	3.00	.662
	Excellent	22	2.69	.502
	Satisfy	16	2.97	.609
Metacognitive strategies	Good	36	3.02	.552
	Very Good	26	3.35	.734
	Excellent	22	3.45	.564
	Satisfy	16	2.90	.685
Affective strategies	Good	36	3.09	.752
	Very Good	26	2.69	.741
	Excellent	22	2.88	.754
	Satisfy	16	3.78	.501
Social strategies	Good	36	4.00	.423
	Very Good	26	3.83	.377
	Excellent	22	4.04	.252
	Satisfy			

Table (0.6) shows that there are observed differences among the means of the students' responses on the strategies used by Jordanian EFL undergraduate students to enhance their speaking skills domains according to their GPA (Satisfy, Good, Very Good and Excellent).

The following Figure 0-2 illustrates the means of the students' responses on the strategies used by Jordanian EFL undergraduate students to enhance their speaking skills domains according to their GPA GP.

Figure Error! No text of specified style in document..2: The Means of The Students' Responses on the Strategies Used by Jordanian EFL Undergraduate Students to Enhance Their Speaking Skills Domains According to Their GPA.



		Sum of Squares	df	Mean Square	F	Sig.
Memory strategies	Between Groups	1.663	3	.554	4.968	.003*
	Within Groups	10.714	96	.112		
	Total	12.377	99			
Cognitive strategies	Between Groups	.088	3	.029	.356	.785
	Within Groups	7.893	96	.082		
	Total	7.981	99			
Compensation strategies	Between Groups	1.318	3	.439	1.260	.292
	Within Groups	33.460	96	.349		
	Total	34.778	99			
Metacognitive strategies	Between Groups	3.100	3	1.033	2.727	.048*

Affective strategies	Within Groups	36.381	96	.379	1.504	.218
	Total	39.481	99			
	Between Groups	2.469	3	.823		
	Within Groups	52.548	96	.547		
	Total	55.018	99			
Social strategies	Between Groups	1.007	3	.336	2.162	.097
	Within Groups	14.896	96	.155		
	Total	15.903	99			

* Significant at ($\alpha \leq 0.05$)

Table (0-7) shows that there aren't significant differences among the means of the students' responses on the strategies used by Jordanian EFL undergraduate students to enhance their speaking skills domains according to their GPA (Satisfy, Good, Very Good and Excellent) at all the strategies domains except for (Memory strategies and Metacognitive strategies) domains. To determine the sources of these differences Scheffe' test was used as shown in Table (0-8).

Table Error! No text of specified style in document..7: Scheffe' Test Results for The Differences Among the Means of The Students' Responses on The Strategies (Memory Strategies and Metacognitive Strategies) Domains According to Their GPA.

Domain	Levels	Satisfy	Good	Very Good	Excellent
	Means	4.03	4.06	3.74	3.70
Memory strategies	Satisfy	4.03	0.03	0.29*	0.33*
	Good	4.06		0.32*	0.36*
	Very Good	3.74			0.04
	Excellent	3.70			
Domain	Levels	Satisfy	Good	Very Good	Excellent
	Means	2.97	3.02	3.35	3.45
Metacognitive strategies	Satisfy	2.97	0.05	0.38*	0.48*
	Good	3.02		0.32*	0.43*
	Very Good	3.35			0.10
	Excellent	3.45			

* Significant at ($\alpha \leq 0.05$)

Table (0-8) shows that:

- 1) There are significant differences among the means of the students' responses on the strategies used by Jordanian EFL undergraduate students to enhance their speaking skills domains according to their GPA between (Satisfy, Good) and (Very Good, Excellent) at the memory strategies domain in favor of (Very Good, Excellent).
- 2) There are significant differences among the means of the students' responses on the strategies used by Jordanian EFL undergraduate students to enhance their speaking skills domains according to their GPA between (Satisfy, Good) and (Very Good, Excellent) at the metacognitive strategies domain in favor of (Satisfy, Good).

Implications and Recommendations

The current research aims to discover language learning techniques (LLS) learners use to improve their speaking abilities, which have theoretical and practical implications. A survey based on Oxford's [6] Strategy Inventory for Language Learning (SILL) Version 7.0 was used in the research. 100 undergraduate students from the private Jordanian Irbid National Institution received this questionnaire.

Understanding the precise techniques students use to develop their speaking abilities is essential in language learning in Jordan, where English is a foreign language. Specifically in speaking proficiency, this research serves as a beginning effort to shed light on the patterns and methods used by language learners. Using the SILL inventory, this research attempts to gather insightful data on the participants' language learning practices

and provide a thorough knowledge of their experiences. The results of this study have consequences for language instructors on the one hand and theoretical ones for the larger field of language acquisition research on the other. The findings of this research are anticipated to add to the body of information already available on language learning techniques, particularly in the context of Jordanian students at Irbid National University. The research may influence how language is taught, curricula are created, and how specific treatments help language learners improve their speaking abilities in comparable settings. This study is critical because it will help us better understand how languages are learned, provide insight into the specific methods learners use to improve their speaking and suggest pedagogical strategies for teaching English at Irbid National University and possibly other Jordanian educational institutions.

Summary

This study aimed to undertake a research inquiry into the language acquisition tactics utilised by a specific subgroup of English as a Foreign Language (EFL) students. The text began by introducing a theoretical framework that provided readers with the requisite context to comprehend the research inquiries. Subsequently, a research framework has been constructed to facilitate readers' understanding of its connection to prior research. The publication after that presented a comprehensive summary of the research inquiries inside the framework of the investigation. The following section of the study provides a comprehensive analysis of the methodology, protocols, and instruments utilised in the proposed investigation. The paper concludes by providing a comprehensive discussion on the potential implications of the study for academic research, theory, and practise in the field of language learning methodologies. Additionally, the document presents the outcomes of the investigation.

References

- Maher, S. Al-Khasawneh, F. M. Al-Khasawneh, and A. Jordan, "Error Analysis of Written English Paragraphs by Jordanian Undergraduate Students: A Case Study," 2014. [Online]. Available: <http://www.ijellh.com>
- A. Karakaş, "The Expansion of the English Language Across Turkey: Threat or Opportunity? Türkiye Geneline İngiliz Dilinin Yaygınlaşması: Tehlike mi yoksa Fırsat mı?" [Online]. Available: <http://pasinex.com/location/maps>
- S. Sakale, "Rethinking Speaking Skills in EFL," Apr. 2012. [Online]. Available: <http://www.davidpublishing.com><http://www.davidpublishing.org>www.davidpublishing.com
- G. Jacobs, "Cooperative Learning: Theory, Principles, and Techniques," in *International Online Conference on Second and Foreign Language Teaching and Research*, 2004.
- L.-M. Leong and S. M. Ahmadi, "An Analysis of Factors Influencing Learners' English-Speaking Skill," *International Journal of Research in English Education*, vol. 2, no. 1, pp. 34–41, Mar. 2017, doi: 10.18869/acadpub.ijree.2.1.34.
- R. L. Oxford, *Language Learning Strategies: What Every Teacher Should Know*. Boston, MA: Heinle ELT, 1990.
- L. Khusna, "English Language Teaching and Learning at English Café Chapter Semarang Thesis Submitted In Partial Fulfillment Of The Requirements For Gaining The Degree Of Bachelor Of Education In English Language Education," 2019.
- J. M. O'Malley and A. U. Chamot, *Learning strategies in second language acquisition*. Cambridge university press. 2012. doi: <https://doi.org/10.1017/CBO9781139524490>.
- R. Z. Khalaf and H. Dzikria, "Qualitative Understanding on the Challenges and Issues on the Use of Information Communication Technology in English Language Education: Case Study of Jordan English Language Teachers," *Int J Adv Res Sci Eng Technol*, vol. 5, no. 9, pp. 6949–6954, 2018, [Online]. Available:

- <https://www.researchgate.net/publication/349826488>
- M. M. Alhababha, A. Pandian, and O. H. A. Mahfoodh, "English language education in Jordan: Some recent trends and challenges," *Cogent Education*, vol. 3, no. 1. Taylor and Francis Ltd., 2016. doi: 10.1080/2331186X.2016.1156809.
- D. Anwar, "Thesis Language Learning Speaking Strategies Used by Non-English Department Students (A Case Study At Lsb Uin Walisongo In The Academic," 2019.
- S. A. Razmjoo Associate Professor and S. M. Ghasemi Ardekani A, "A Model of Speaking Strategies for EFL Learners A r c h i v e o f S I D," 2011. [Online]. Available: www.SID.ir
- A. A. Hardan, "Language Learning Strategies: A General Overview," *Procedia Soc Behav Sci*, vol. 106, pp. 1712–1726, Dec. 2013, doi: 10.1016/j.sbspro.2013.12.194.
- M. Lessard-Clouston, "Language Learning Strategies: An Overview for L2 Teachers the Internet TESL Journal Language Learning Strategies: An Overview for L2 Teachers," 1997. [Online]. Available: <https://www.researchgate.net/publication/269997462>
- S. Rezki Julianti, "Language Learning Strategies Used by Learners in Learning Speaking At The First Grade In Sman 22 Makassar," 2018.
- S. J. A. Robin, A. Tiong Nii, G. A. Richard Sandak, M. Ting Lik Chiew, M. N. H. Bin Noordan, and H. Hashim, "Language Learning Strategies Applied by Primary Pupils from A Suburban School Are in Improving their Speaking Skills," *International Journal of Academic Research in Business and Social Sciences*, vol. 11, no. 6, Jun. 2021, doi: 10.6007/ijarbss/v11-i6/10191.
- Y. Rachmawati, "Yuli Rachmawati Language Learning Strategies Used by Learners in Learning Speaking (A Descriptive Study in an Exemplary Class in One of Senior High Schools in Cimahi) LANGUAGE LEARNING STRATEGIES USED BY LEARNERS IN LEARNING SPEAKING (A Descriptive Study in an Exemplary Class in one of Senior High Schools in Cimahi)," 2013.
- R. Bashir, N. Mehmood, And S. Khan, "Language Learning Strategies Used By English Preparatory School Of Efl Learners In The Universities Of Cyprus Pjace, 18(8) (2021) Language Learning Strategies Used By English Preparatory School Of Efl Learners In The Universities Of Cyprus."
- J. Rubin, "What the 'Good Language Learner' Can Teach Us," 1975. [Online]. Available: <http://www.jstor.org/journals/tesol.html>.
- A. Sukying, "LEARN Journal: Language Education and Acquisition Research Network Choices of Language Learning Strategies and English Proficiency of EFL University Learners," 2021. [Online]. Available: <https://so04.tci-thaijo.org/index.php/LEARN/index>
- H. H. Stern, *Issues & Options In Lang Teach*. Oxford University Press, 1992.
- Y. Rachmawati, "Language learning strategies used by learners in learning speaking," *Journal of English and Education*, vol. 1, no. 2, pp. 124–131, 2013.
- A. Wael, M. N. A. Asnur, and I. Ibrahim, "Exploring students' learning strategies in speaking performance," *International Journal of Language Education*, vol. 2, no. 1, pp. 65–71, 2018, doi: 10.26858/ijole. v2i1.5238.
- E. John, D. Rangasamy, D. Indiran, E. R. Adickalam, S. Kashinathan, and H. Hashim, "Language Learning Strategies Used by Form 4 Esl Learners to Develop Speaking Skills," *International Journal of Academic Research in Business and Social Sciences*, vol. 11, no. 6, Jun. 2021, doi: 10.6007/ijarbss/v11-i6/10040.
- M. Ubaidillah Karomi Safari, S. Wuli Fitriati, And K. Unnes Bendan Ngisor, "English Education Journal Learning Strategies Used by Learners With Different Speaking Performance For Developing Speaking Ability Article Info," 2016, [Online]. Available: <Http://Journal.Unnes.Ac.Id/Sju/Index.Php/Eej>
- G. R. Marczyk, D. DeMatteo, and D. Festinger, "Essentials of Research Design and Methodology," Hoboken, New Jersey, 2010.
- A. S. Acharya, A. Prakash, P. Saxena, and A. Nigam, "Sampling: why and how of it?," *Indian Journal of Medical Specialities*, vol. 4, no. 2, Jul. 2013, doi: 10.7713/ijms.2013.0032.

- Diane. Blankenship, *Applied research and evaluation methods in recreation*. Human Kinetics, 2010.
- P. S. Levy and Stanley. Lemeshow, *Sampling of populations: methods and applications*. Wiley, 2008.
- J. A. Maxwell, "Designing a Qualitative Study," in *Handbook of applied social research methods*, 1997, pp. 69–100.
- E. Alzubaidi, J. M. Aldridge, and M. S. Khine, "Learning English as a second language at the university level in Jordan: motivation, self-regulation and learning environment perceptions," *Learn Environ Res*, vol. 19, no. 1, pp. 133–152, Apr. 2016, doi: 10.1007/s10984-014-9169-7.
- C. Teddlie and F. Yu, "Mixed Methods Sampling: A Typology with Examples," *J Mix Methods Res*, vol. 1, no. 1, pp. 77–100, 2007, doi: 10.1177/2345678906292430.
- W. G. Zikmund, B. J. Babin, J. C. Carr, and Mitch. Griffin, *Business Research Methods, 8th Edition (with Qualtrics Card)*, 8th ed. Nashville, Tennessee: Southwestern Publishing Company, 2009.
- D. Dixon, "Measuring Language Learner Autonomy in Tertiary-Level Learners of English," 2011.
- E. John, D. Rangasamy, D. Indiran, E. Rita, S. K. Adickalam, and H. Hashim, "Language Learning Strategies Used by Form 4 Esl Learners to Develop Speaking Skills," 2021.