THE IMPACT OF USING A FUNCTIONAL TEXTBOOK ON DEVELOPING EFL STUDENTS' SPEAKING SKILLS

(Research article)

Bilal Ayed Alkhaza'leh[a] 1, Omar Suleman Alkhaza'leh [b], Ali Abbas Falah Alzubi [c]

[a], Department of Business Administration, College of Humanities and Administrative Studies, Onaizeh Colleges, Qassim 56447, Saudi Arabia
[b] Jordan Ministry of Education, Jordan
[c] Najran University, College of Languages and Translation, Saudi Arabia

Abstract

The current study aimed at identifying the impact of using functional textbook on 8th grade EFL students' speaking skills in public schools in Jordan. The participants of the study were composed of 50 students in 8th grade at Al-Fuqaha Secondary School, Amman, Jordan. The participants, who were selected using convenience sampling method, were divided into two groups; the experimental group (25 students), and the control group (25 students). The data were collected via a pre-post speaking test, the validity and a reliability of which were verified. The obtained data were analysed using the statistical tests, such as means, standard deviations, and a t-test. The results showed that there were statistically significant differences at (α= 0.05) between the means of both groups on the students' post conversational skills test, in favor of the experimental group (a functional textbook). Results also found statistically significant differences at (α= 0.05) between the means of the experimental group students' conversational skills, in favor of the experimental group, which was 90 and above. It is recommended that decision makers should pay more attention to teaching materials and focus on functional English to enhance EFL learners' speaking skills.

Keywords: Functional English; textbook; 8th grade; EFL; speaking skills

[1]Corresponding author: Bilal Ayed Alkhaza'leh . ORCID ID.: https://orcid.org/0000-0002-4979-6551
  E-mail: bilalkaza@oc.edu.sa

1. Introduction

Due to the importance of communication in human being's life, and since language is the main crucial tool of such communication for its capabilities of expressing speakers' intention, revealing their thoughts and ideas, expressing their feelings and opinions, and ideas, as well as gaining feedback from the listeners in daily life, hence language is seen as the essence and the main component of the communication process (Pratiwi, 2014; Crystal, 2006; König, 1994). English language plays an essential role in the lives of students, whether they are from English native-speaking countries or not, as it helps them in communication. In fact, students are required to be active in communication using English language. Furthermore, English language is the main language for studying any subject all over the world. English is important for students as it broadens their minds, develops emotional skills, improve the quality of life by providing job opportunities (Dalimunte & Pramoolsook, 2021). The acquisition of speaking skills is crucial not only for second language learning, but also it is fundamental in English for specific purposes (Giovanoglou, 2025). Effective communication abilities are vital for university students as they get ready for academic achievement and career pursuits. Although these skills are crucial, numerous students face difficulties like pronunciation, fluency, and effectively structuring their thoughts. These challenges affect their academic results and also restrict their involvement in classroom dialogues and other communicative engagements. Mastery in verbal communication is crucial for the educational and career advancement of university learners (Taye & Teshome, 2025).

Moreover, for the sake of learning any language, including English language, four skills should be considered, i.e., listening, speaking, reading, and writing. Alongside the four other language skills, speaking is an important aspect of English language acquisition and learning. (Abdullah, 2020; Chunliu & Guangsheng, 2025). Acquiring the speaking skill is considered as the biggest hurdle in learning English language by students in most English non-native speaking countries. For instance, in Jordan, there is a serious concern toward this condition by public elementary schools' teachers at Al-Mafraq Governorate in the Hashemite Kingdom of Jordan. The purpose of teaching English subject includes communication development in both spoken and written language. The students are expected to be able to express the meaning of short functional text and monologue, use English to participate in the classroom activities, school activities, procedure, descriptive, recount, and narrative text, and finally participate in environment activities.

It is a general idea that students at the elementary level who have good ability in speaking skills perform better in participating in English class, i.e., sending and receiving information in English than those who whose level is lower. Hence, their communication is weak since most of real communication is in spoken language. According to Lyle (1993), oral language, expressed in the speaking skill, is a very significant link in the process of students' learning and thinking development. Speaking ability represents the foundation for the development of other language skills as the student talks about himself/herself and his/her experiences. Lyle added that oral language helps the students to organize their thoughts and to focus their ideas.

Due to several factors that made students unable to speak well in English. Some of those factors were lack of vocabulary, poor grammar, and incorrect pronunciation. These factors led the students to become passive learners. Therefore, they preferred to be silent and not fully participate

in the classroom activities. As a result, they were not encouraged to practice speaking during class, which was the most important element in improving students' speaking skills. To sum up, having the ability to master speaking skill is still an obstacle for Arab students in general. Hence, this study focuses on the impact of using a functional textbook on 8th grade EFL students' speaking skills.

2. Review of Literature

2.1. Functional English

Functional English is the use of the English language required to perform a specific job, such as academic study or when applying for jobs. Functional English provides the most important knowledge, basic skills and understanding that enable the student to carry out tasks and work with confidence, effectively, and independently in his ordinary, professional and practical life. It also enables students who possess these skills to participate and advance in the educational process, training and employment. It also helps students to develop and secure a broader range of competencies, attitudes and behavior enabling them to make a positive contribution to the communities in which they live and work (Ghosn, 2019; Tiwari, 2016; Ravindran, 2004). The main components of functional English are listening, speaking, reading and writing. Employers are looking for people who can: express clearly, receive and convey messages, deal with clients effectively, read, understand and follow a wide range of documents, and write fluently and accurately, using business conventions (Chauhan, 2012).

2.2**.** *Textbook*: as Zhou (2021) defined "it as the main and primary tool in the educational process." And the researchers defined it as the material of the study is based on the second semester of an 8th-grade textbook used in Jordanian public schools. In Action Pack IIX's Student Book and Activity Book.

2.3 The role of speaking skill in education

The role of speaking is to show the multiple advantages of those who are involved in the educational process, especially the teacher and the learner, it is a means in which the learner achieves himself through his interaction with others. it is considered as a tool of language communication, an opportunity to highlight the skills of the learner, clarify his idea, gain confidence and reassurance, a social intellectual activity used to influence (AlKhoudary, 2019; Bezzazi, 2019).

2.4 Micro and Macro Skills of Speaking

To succeed in the oral communication, speakers need to consider some aspect namely micro and macro skills (Azlan et al., 2019; Citra & Zainil, 2021; Kehing & Yunus, 2021; Vellayan et al., 2020). These skills are as follows:

1) Micro skills:

- Produce differences among English phonemes and allophonic variant.
- Produce chunks of language of different lengths.
- Produce English stress pattern, words in stressed and unstressed positions, rhythmic structure, and intonation contours.
- Produce reduced forms of words and phrases.
- Use an adequate number of lexical units (words) to accomplish pragmatic purposes.

Produce fluent speech at different rates of delivery

- Monitor one's own oral production and use various strategic devices –pauses, fillers, self-corrections, backtracking – to enhance the clarity of the message.
- Use grammatical word classes (noun, verb, etc.), system (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- Express a particular meaning in different grammatical forms.
- Use cohesive devices in spoken discourse.

2) Macro skills

- Appropriately accomplish communicative functions according to situations, participants, and goals.
- Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and -yielding, interrupting and other sociolinguistic features in face-to-face conversations.
- Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings, new information and given information, generalization and exemplifications.
- Convey social features, kinesics, body languages, and other nonverbal cues along with verbal language.

2.5. Related Studies

Multiple fruitful studies have been conducted to shed more light on the impact of using a functional textbook on EFL students' speaking skills. For example, Ozturk and Yilmaz (2021) investigated the impact of creative method on improving students' speaking skills in primary school 3rd grade Turkish language course. A significant difference was observed between speaking skills of the students in the experimental group and the ones in the control group; the difference was in favor of the experimental group. Moreover, the purpose of Abdallah's (2020) study was to reveal the effect of teaching students using the press Eisen model on the speaking skills of fifth grade literary female students in history. The results of the study showed that the students of the experimental group outperformed the students of the control group in speaking skills.

Mohammed's (2020) study aimed to know the effect of using the project-based learning method in developing speaking and written expression skills for 80 sixth graders. The results of the study concluded that the project-based learning method is effective in developing speaking and written expression skills for sixth-grade students; where the students of the experimental group outperformed the students of the control group in the two post-tests of speaking and writing skills. In the same vein, Al-Kasasbeh's study (2020) aimed to identify the effect of a learning based program on developing the listening and speaking skills of third graders in Jordan and their attitudes towards them. The results of the study concluded that there were statistically significant differences in the listening skill test between the mean of the control group and the mean of the experimental group in the post-test, and there were differences between the mean scores of the experimental group in the pre-test of speaking skill and the average score in the post-test.

Abu Rizk (2020) identified the impact of the storytelling strategy on improving the speaking skills of fourth-grade students in the UAE. The results of the study indicated that there was a statistically significant effect at the significance level ($\alpha \leq 0.05$) in speaking skills attributed to the teaching method in favor of the experimental group that was studied according to the storytelling.

The study by Hamad et al., (2019) shed light on a developed approach to be adopted in EFL speaking classes and show the effectiveness of using YouTube videos and Listening Audio Tracks Imitation (YATI) for teaching English language in speaking classrooms as pedagogical tools to improve EFL learners' speaking skills. To find out the impact of using You Tubes and Audio Tracks Imitation (YATI) on improving speaking skills of EFL learners, the qualitative experimental approach is used to conduct this study. The participants of this study were 48 students studying major English, divided into two sections studying Listening & Speaking Course at College of Science & Arts Muhayil, King Khalid University. One section was used as a control group and the other as an experimental group. Data was collected using speaking tests results which were analyzed using SPSS Pearson correlation coefficient. The results revealed that employing YATI technique has a positive impact on the effectiveness of the speaking skills, fluency and pronunciation of EFL learners. This study concluded that YouTube videos and

Listening Audio Tracks Imitation (YATI) is a very effective CALL (Computer-Assisted Language Learning) tool towards improving students' speaking skills. This study recommended the use of YATI approach in order to help students overcome speaking problems.

Further, Ghosn's (2019) study aimed at identifying the effectiveness of a training program based on educational units in the development of functional speech skills of the student teacher of the primary grades in Princess Nora Bint Abdurrahman University. The study concluded that there are statistically significant differences between mean scores of students' performance research sample in the pre-stage and their performance in the post stage in functional speech skills. Likewise, Yesilçinar (2019) investigated the effect of using Flipped Classroom to Enhance Adult EFL Learners' Speaking Skills. Findings revealed that the use of flipped learning approach not only enhanced the speaking skill, but also increased learners' motivation and satisfaction with Flipped Classroom. The results can be considered a reference point while designing oral skills in EFL contexts. Previous studies showed the significance of functional teaching approach in enhancing the speaking skills for EFL learners.

This study aims to identify the impact of using a functional textbook on 8th grade EFL students' speaking skills. Therefore, the following research questions have been identified:

R. 1: Are there any statistically significant differences at the significance level ($\alpha \leq 0.05$) in the development of speaking skills due to the method of teaching using (a functional textbook, regular method) among eighth grade students?

R. 2: Are there any statistically significant differences at the significance level ($\alpha \leq 0.05$) in the development of sub-speaking skills (pronunciation, vocabulary, comprehension, grammar and fluency) due to the method of teaching using (a functional textbook, regular method) among eighth grade students?

R. 3: Are there any statistically significant differences at the significance level ($\alpha \leq 0.05$) in developing speaking skills among eighth grade students due to the previous achievement variable?

In addition, the hypotheses of the study can be stated as follows:

Hypothesis 1: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the development of conversational skills due to the method of teaching using (a functional textbook, regular method) among eighth grade students.

Hypothesis 2: Are there any statistically significant differences at the significance level ($\alpha \leq 0.05$) in the development of speaking skills (pronunciation, vocabulary, comprehension, grammar and fluency) due to the method of teaching using (a functional textbook, regular method) among 8th grade EFL

Hypothesis 3: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in developing speaking skills among 8th grade EFL due to the previous achievement variable.

3. Method of the Study

3.1. Research design

This quantitative study is based on Pre-test, Post Test with Control Group Design whereas:
O: achievement test; X1: Teaching in the regular way; and X2: Teaching a functional textbook.

3.2. Participants

The participants of this study are 50 8th grade students who were selected using convenience sampling method from Al-Fuqaha Secondary School/ Amman /Jordan. The age of the samples are 14 years old. The time of conducting this study was the second semester of the academic year 2021/2022. The participants were divided into two groups: the first was an experimental group which includes 25students who were taught utilizing the computer assisted inductive method. The second group, which served as a control group, consisted of 25 students who were taught using the traditional technique as shown in table 1 below.

Table 1. Participants of the study

Group	Method of Teaching	Number
Experimental	A functional textbook	25
Control	Regular Instruction	25
Total		50

3.3. The data collection instrument

The speaking test was used to measure the effect of using the impact of using a functional textbook on 8th grade EFL students' speaking skills. This test was designed by the researchers and validated for accuracy and reliability. The first step was to set the objectives of the test. The first part includes multiple-choice (30) items, and writing questions (10) items. In preparing the test, the researchers followed the following steps:

- Determining the general objective of the academic unit of the English language for the eighth grade.
- Analyzing the unit content.
- Determining the educational outcomes of the unit of study.
- Develop a specification table.

- Determining the levels and number of test questions according to the specification table.
- Preparing the test paragraphs and determining the maximum mark for it.
- Drafting the test in its initial form, then presenting it to a group of arbitrators, and producing it in its final form.
- Putting a key to correct the test.

3.4. Validity and Reliability of the Test

For the validation of the research tool, the researchers consulted a team of experts who are specialized in TEFL, literature, linguistics, psychology of education, methodology, and curricula so as to decide the face validity of the research tool. The experts confirmed the validity of the tests and their comments were considered in the designing the final version of the test.

The test-retest method and the questionnaire were utilized to determine the reliability of the test. This was carried out by performing a pilot study in which 16 students, who were not part of the study sample, took a test. They participated in a test and two weeks later, the pilot group retook the same test. The reliability coefficient of the test was determined using Pearson's formula. A value of 0.85% was identified. Therefore, the assessment can be regarded as trustworthy.

The Pre-Student's conversational skills assessment was conducted for both groups to determine the students' actual levels prior to the experiment. Means, standard deviations, and a t-test were applied to identify any significant differences between the study groups, as displayed in table 2 below

Table 2. Means, Standard Deviation and t-test results of the Experimental and Control Groups on the Pre-conversational skills test**.**

	GROUP	N	Mean	SD	t	df	Sig. (2-tailed)
Pre-test	Experimental	50	23.16	4.311	1.111	98	
	Control	50	22.30	3.376			.269

Table 2 shows that the scores of students in both groups are nearly identical in the Pre-test conducted prior to the experiment. This suggests that the two groups were comparable prior to beginning the experiment. This also indicated that the difference in scores between both groups on the pre-student's conversational skills assessment was not statistically significant.

3.5. Instructional Material

The study material is based on the second semester of the eighth-grade textbook used in Jordanian public schools. In the Student's Book and the Activity Book in Action Pack IIX, there are 12 writing lessons spread over four units. The researchers adopted the fifth unit of the textbook

entitled (You can do it), since they taught the three functions included in the unit of study: Asking and answering questions reading a short text; Descriping events happing now; Understanding information in a short text.

4. Findings

Pre-Student conversational skills test was administrated to both groups to know the actual level of students before starting the experiment. Means, standard deviations and t-test were used to find out any significant differences between both groups of the study, as shown in the table below.

Table 3. Means, Standard Deviation and t-test results of the Experimental and Control Groups on the Pre-conversational skills test**.**

Skills	Groups	N	Mean	SD	t	df	Sig. (2tailed)
Pronunciation Pre	Experimental	50	4.60	1.604	-.530	98	.597
	Control	50	4.76	1.408			
Comprehension Pre	Experimental	50	4.38	1.276	-1.261	98	.210
	Control	50	4.68	1.096			
Grammar Pre	Experimental	50	4.70	1.460	.201	98	.841
	Control	50	4.64	1.522			
Vocabulary Pre	Experimental	50	4.02	1.532	.335	98	.739
	Control	50	3.92	1.455			
Fluency Pre	Experimental	50	4.20	1.370	-.707	98	.481
	Control	50	4.40	1.457			
Total Score (Pre)	Experimental	50	21.90	3.914	-.684	98	.495
	Control	50	22.40	3.375			

Table 3 shows that the scores of students in both groups were nearly the same in the Pre-test prior to conducting the experiment. This suggests that the two groups were comparable prior to the experiment's initiation. This indicates that the score differences between both groups on

the pre-student conversational skills test and its sub-speaking skills were not statistically significant.

4.1 Findings Related to the First Hypothesis

The first hypothesis: there are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in the development of conversational skills due to the method of teaching using (a functional textbook vs. regular method) among eighth-grade students. To check the first hypothesis of the study, means, standard deviations of and t-test were used to find out any significant differences between both groups, as shown in table 4 below.

Table 4. Means, Standard Deviation and t-test results of the Experimental and Control Groups on the post conversational skills test.

	GROUP	N	Mean	SD	t	df	Sig. (2tailed)
Total score	Experimental	50	33.24	3.701	12.040	98	.000
	Control	50	26.10	1.972			

Table 4 shows that there are statistically significant differences at (α =0.05) between the means of both groups on the student's post conversational skills test, in favor of the experimental group (a functional textbook).

4.2. Findings Related to the Second Hypothesis

The second hypothesis: There are no statistically significant differences at the significance level ($\alpha \leq 0.05$) in developing speaking skills among the experimental group students due to the previous achievement variable. To check the second hypothesis of the study, means, standard deviations of experimental group student's conversational skills due to achievement variable (< 90, 90 and above), as well as, t-test were computed to find out any significant differences, as shown in the table 5 below.

Table 5. Means, standard deviation and t-test results of the experimental group students' conversational skills due to achievement level**.**

Skills	P	N	Mean	Std. Deviation	t	df	Sig. (2tailed)
Pronunciation	Less than 90	26	6.15	1.347	-2.935	48	.005
	90 and above	24	7.21	1.179			
Comprehension	Less than 90	26	6.38	1.359	-2.914	48	.005
	90 and above	24	7.33	.868			
Grammar	Less than 90	26	6.27	1.116	-3.593	48	.001
	90 and above	24	7.38	1.056			
Vocabulary	Less than 90	26	6.27	1.663	-1.949	48	.057
	90 and above	24	7.04	1.042			
Fluency	Less than 90	26	5.96	1.843	-1.536	48	.131
	90 and above	24	6.67	1.341			
Total score (post)	Less than 90	26	31.04	3.256	-5.554	48	.000
	90 and above	24	35.63	2.499			

Table 5 shows that there are statistically significant differences at ($\alpha \leq 0.05$) between the means of the experimental group students' conversational skills, in pronunciation, comprehension, grammar and total score in favor of 90 and above. No statistically significant differences at ($\alpha \leq 0.05$) were found in vocabulary and fluency.

4.3. Findings Related to the third Hypothesis

The third hypothesis: Are there any statistically significant differences at the significance level ($\alpha \leq 0.05$) in the development of sub-speaking skills (pronunciation, vocabulary, comprehension, grammar and fluency) due to the method of teaching using (a functional textbook, regular method) among 8th grade students?

To check the third hypothesis of the study, means, standard deviations and t-test were used to find out any significant differences between both groups, as shown in table 6 below.

Table 6. Means, Standard Deviation and t-test results of the Experimental and Control Groups on the post sub-speaking skills.

	GROUP	N	Mean	SD	t	df	Sig. (2tailed)
Pronunciation Post	Experimental	50	6.66	1.364	5.569	98	.000
	Control	50	5.22	1.217			
Comprehension Post	Experimental	50	6.84	1.235	7.682	98	.000
	Control	50	5.06	1.077			
Grammar Post	Experimental	50	6.80	1.212	6.357	98	.000
	Control	50	5.34	1.081			
Vocabulary Post	Experimental	50	6.64	1.439	5.464	98	.000
	Control	50	5.18	1.224			
Fluency Post	Experimental	50	6.30	1.644	3.582	98	.001
	Control	50	5.30	1.093			

 Table 6 shows that there are statistically significant differences at **(α ≤ 0.05)** between the means of both groups on the student's post sub-speaking skills, in favor of the experimental group (a functional textbook).

5. Discussion

5.1 Discussion of the results of the first hypothesis:

There are no statistically significant differences in the development of conversational skills due to the method of teaching using (a functional textbook, regular method) among eighth grade students.

The results of the first hypothesis show that there are statistically significant differences at (α= 0.05) between the means of both groups on the student's post conversational skills test, in favor of the experimental group (a functional textbook). This result can be explained by the fact that using the English language book in a functional manner helps students acquire conversational

skills, as the book contains many aspects that contribute to supporting the desired goal of most English language learners, which is to speak English fluently.

The researchers believe that the English language functional book helps develop students' speaking skills, and so that students can possess the speaking skill, students are taught all functional skills of the English language, as it helps students develop expressions and deliver them smoothly. Listening, speaking and functional writing are basic skills for students to acquire speaking skills. That is, functional listening helps with speaking that helps convey the thoughts, feelings, experiences, information and opinions of individuals, and they learn how to understand themselves and others. Functional listening and speaking also allow students to explore ideas and concepts as well as understand and organize their experiences and knowledge. Students become unique and lifelong learners. Students at all stages need to develop fluency and confidence in their oral language abilities. They benefit from many opportunities to listen and speak informally and formally for a variety of purposes. These functional skills help students to be able to use the English language in real life to satisfy different functional purposes.

Speaking skill is the abilities that qualify the student to express his thoughts in a grammatically, morphologically and linguistically correct sound form, and color the performance in proportion to the meaning using the accompanying physical movements. It also helps the individual to express and disclose his feelings, problems and expressive or descriptive topics. Learning functional English provides an opportunity to build extensive social relationships due to the large number of speakers of the language around the world. Learning the language also contributes to learning about the diverse cultures and customs of peoples.

5.2 Discussion of the results of the second hypothesis:

There are no statistically significant differences in developing speaking skills among eighth grade students due to the previous achievement variable. The discussion of the results of the second question shows that there are statistically significant differences at ($\alpha= 0.05$) between the means of the experimental group students' conversational skills, in favor of 90 and above.

These results might be due to the fact that the functional book is of great importance in the students' life and the way they learn functional English language skills. The textbook not only helps to pass successive study stages successfully and obtain the grades that qualify him for that, but it has very important aspects in his life as the obligatory way to choose the type of study and profession. Thus, determining the social role, social position and students' sense of success. The positive self-concept refers to a person's sense of his worth and sufficiency, and the satisfaction of others with him, and their opinion of him, such as parents, teachers, and those close to him, which motivates him to learn and achieve. He feels satisfied and satisfied with himself when he senses their satisfaction with his achievement. The results of the second question are in line with Ozturk and Yilmaz's (2021) study which found a significant difference between speaking skills

of the students in the experimental group and the ones in the control group; the difference was in favor of the experimental group.

Previous achievement affects the students' belief about their ability to learn new skills and concepts. Through evaluating himself and obtaining a high achievement, the student can feel his importance and worth. Thus, the student has a positive view of himself, so he employs his abilities and capabilities to achieve progress and achievement in learning new skills. Students' achievement was high and realistic, their ability to push themselves to learn new skills and acquire new skills increased. Students with high self-esteem could be distinguished by enjoying new experiences, curious, volunteering to carry out tasks and activities, and responding to challenges, thus explaining why students acquire speaking skills. Also, the student who has a low estimate lacks knowledge and appreciation of his abilities, and finds solutions to his problems, and believes that most of his attempts will fail, and that he is only able to do a little work and as a result prefers to stay away from social activities, and he feels ashamed, excessive sensitivity and tendency to isolation and loneliness. The finding of the question are in harmony with the results of Abdullah's (2020) study, and the results of Mohammed's (2020) study, too.

5.3 Discussion of the results of the third hypothesis:

The third hypothesis: Are there any statistically significant differences at the significance level ($\alpha \leq 0.05$) in the development of sub-speaking skills (pronunciation, vocabulary, comprehension, grammar and fluency) due to the method of teaching using (a functional textbook, regular method) among 8th grade students?

Findings show that there are statistically significant differences at sub-speaking skills, in favour of the experimental group. This indicates that the use of a functional textbook had an impact on developing English speaking skills for eighth graders. This result was attributed to the lessons that include a functional textbook, which focused on the important and required information and concepts and had an effective impact on their learning based on the learning speed at the appropriate time and place. Consequently, this had a major role in increasing the desire to learn and thus developing English speaking skills. Among the 8th grade students, this result may also be attributed to the fact that the inclusion of the book in the English used in the students' daily lives increases their motivation towards learning it because they feel that it is useful to them outside the school which improves their achievement and raise their skills.

This method also contributes to training students to develop conversational skills in an enjoyable way because it is related to the needs of the students. The functional English-based book contains many vocabulary and related skills and rules and its repetition within the book helps students to possess the fluency skill in speaking the English language and since this book is based on specific jobs that are constantly repeated. This makes learners absorb the information easily and quickly and thus be learn at a faster pace, which helps the student to possess the sub-skills of speaking skill. The findings agreed with the results of Chosn's (2019) and Al-Mustarihi's (2018) studies.

6. Conclusion and Suggestions

Based on the results of the study, it is crystal clear that teaching in functional manner would greatly help EFL learns learn fast and develop an obvious pattern of learning. Learning process is a dynamic one, it should be conducted in a way that is far from boredom and close to joy. The current study's findings assured and confirmed that teaching is a skill and every teacher must possess the perfect skill to deliver the material to the students. A functional perspective examines how language allows us to accomplish tasks: to exchange information, to ask questions, to show feelings, to amuse, to debate, to fulfill our needs, to contemplate, to formulate concepts, to organize our experiences, and to understand the world. The results of the first hypothesis show that there are statistically significant differences at (α= 0.05) between the means of both groups on the student's post conversational skills test, in favor of the experimental group (a functional textbook). The discussion of the results of the second hypothesis shows that there are statistically significant differences at (α= 0.05) between the means of the experimental group students' conversational skills, in favor of 90 and above. As for the results of the discussion of the third hypothesis, findings show that there are statistically significant differences at sub-speaking skills, in favour of the experimental group. This indicates that the use of a functional textbook had an impact on developing English speaking skills for eighth graders.

It is recommended that the officials in the Ministry of Education in Jordan work closely with the researchers to increase the awareness of school teachers about the importance of functional school books for learning English language skills. Further, training programs and workshops must be conducted for teachers on a regular basis, in order to develop their skills about teaching skills functionally in the English language and the mechanism of benefiting from them. This might lead to increasing their use and overcoming the challenges they face when using them in the educational process. Moreover, educational institutions in Jordan should provide educational content in a manner appropriate to functional skills in the English language. Finally, teachers should be trained on educational strategies that stimulate students' motivation towards learning and contribute to students' involvement in the educational process.

Declaration of Conflicting Interests and Ethics
The authors declare no conflict of interest.

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