

**A Suggested Program
for Developing Speaking
Skill through Utilizing
Evaluation Strategies in
Teaching Listening Skill For
EFL Learners**

إعداد

**Eman Sabry Said Ibrahim
Prof Dr. Ayman Fathi Al-Komi**



Abstract:

The current study aimed to find out the effectiveness of a suggested program for developing speaking skill through utilizing evaluation strategies in teaching listening skill for EFL learners. The study also tried to address the core problem which is arising from the weakness of students in the speaking skill. It aimed to answer the main question “what is the effect of the suggested program on developing students’ accuracy of English-speaking skill?”. The study tried to achieve the main hypothesis: “There is a statistically significant difference in the main score of the participants on the accuracy of the speaking skill between the pre and posttest in favor of the posttest”.

The study applied the quasi-experimental approach to find out the effect of using various evaluation strategies to develop students’ listening skill and consequently, to enhance students’ speaking skill which is the main purpose of the current study. The population consisted of all students in the ninth grade at the intermediate stage in public schools in the State of Kuwait. The study sample consisted of 40 students as a treatment group at Al-Rabab Intermediate School for Girls in Al-Ahmadi Governorate in the State of Kuwait.

The participants of the study were asked to answer a questionnaire to know their opinions and express their attitudes towards the speaking skill. In addition, the researcher conducted interviews with the students to gather their attitudes towards the speaking skill and to know their ideas and suggestions to enhance and



improve their speaking skills. Another questionnaire was distributed via What's App to EFL teachers at some public schools in the State of Kuwait to explore their perspectives and recommendations regarding the development of teaching the speaking instruction.

A pre and posttest were given to the treatment group to examine their performance in the accuracy of the speaking skill. Many statistical analysis programs were applied including the SPSS program in order to analyze the data.

The results of the study indicated high statistically significant difference in the performance of the treatment group between the pre and posttest in favor of the posttest, which indicated that there is a great effectiveness of the suggested training program in enhancing students' performance of the speaking skill.

The study also presented many recommendations for EFL teachers, curriculum designers and stakeholders to enhance students' speaking skill and include it in the curriculum in a way that suits EFL students' level, age and culture.

Keywords

Suggested program – evaluation strategies – speaking skill

الملخص:

هدفت الدراسة الحالية إلى التعرف على فاعلية البرنامج المقترح في تطوير مهارة التحدث من خلال استثمار استراتيجيات التقويم في تدريس مهارة الاستماع لطلاب الصف التاسع في مدرسة الرباب بنت البراء المتوسطة للبنات بدولة الكويت. كما حاولت الدراسة معالجة المشكلة الأساسية المتمثلة في ضعف الطلاب في مهارة التحدث، وسعت للإجابة عن السؤال الرئيسي: «ما أثر البرنامج المقترح في تطوير دقة مهارة التحدث باللغة الإنجليزية لدى الطلاب؟». كما حاولت الدراسة التحقق من الفرضية الرئيسية: «يوجد فرق ذو دلالة إحصائية في الدرجة الكلية للمشاركين في دقة مهارة التحدث بين الاختبار القبلي والاختبار البعدي لصالح الاختبار البعدي».

اتبعت الدراسة المنهج شبه التجريبي للتعرف على أثر استخدام استراتيجيات تقويم متنوعة في تطوير مهارة الاستماع لدى الطلاب وبالتالي تعزيز مهارة التحدث، والتي تمثل الهدف الرئيسي لهذه الدراسة. وقد تألف مجتمع الدراسة من جميع طلاب الصف التاسع في المرحلة المتوسطة بالمدارس العامة في دولة الكويت، بينما تكونت عينة الدراسة من ٤٠ طالبة كفئة معالجة في مدرسة الرباب المتوسطة للبنات بمحافظة الأحمدية بدولة الكويت.

طلب من المشاركين في الدراسة الإجابة على استبيان للتعرف على آرائهم والتعبير عن مواقفهم تجاه مهارة التحدث. بالإضافة إلى ذلك، أجرى الباحث مقابلات مع الطلاب لجمع مواقفهم ومعرفة أفكارهم واقتراحاتهم لتطوير مهاراتهم في التحدث. كما تم توزيع استبيان آخر عبر تطبيق واتساب على معلمي اللغة الإنجليزية في بعض المدارس العامة بدولة الكويت لاستطلاع وجهات نظرهم وتوصياتهم بشأن تطوير تدريس مهارة التحدث.

تم تطبيق اختبار قبلي وبعدي على المجموعة المعالجة لفحص أدائهم في دقة مهارة التحدث. وقد تم استخدام العديد من برامج التحليل الإحصائي، بما في ذلك برنامج SPSS لتحليل البيانات.



أظهرت نتائج الدراسة وجود فرق ذو دلالة إحصائية عالية في أداء المجموعة المعالجة بين الاختبار القبلي والبعدي لصالح الاختبار البعدي، مما يشير إلى الفعالية الكبيرة للبرنامج المقترح في تعزيز أداء الطلاب في مهارة التحدث. كما قدمت الدراسة العديد من التوصيات لمعلمي اللغة الإنجليزية، ومصممي المناهج، وأصحاب القرار لتعزيز مهارة التحدث لدى الطلاب ودمجها في المناهج بطريقة تتناسب مع مستوى الطلاب ومرحلتهم العمرية وثقافتهم.

الكلمات المفتاحية: البرنامج المقترح- استراتيجيات التقويم- مهارة التحدث.

Introduction

English is a language of boundless possibilities. Embarking on the journey of mastering the English language opens doors to new cultures, global communication, and countless opportunities for learners. As English is the dominant language of international communication, it is spoken by millions of people worldwide and is the preferred language for business, diplomacy, science technology, and entertainment. Learning English enables learners to communicate effectively with people from diverse linguistic and cultural backgrounds. Graddol (2010) mentioned that mastery of English opens up opportunities for global communication and access to a wealth of knowledge.

English language is typically categorized into four main skills; listening, speaking, reading and writing. Mastering a language means to master all these skills. Listening is the skill that involves understanding spoken language, such as conversations, lectures, and recordings. It is important for comprehending verbal communication in real time. Brewster et al. (2002) stated that when we listen, we focus on the importance of what we recognize and what we want to hear. Furthermore, listening is the activity of paying attention to the speaker and trying to find meaning from something that is heard (Underwood, 1998:1). As both cited in (Salainti et al., 2023).

Listening skill exposes learners to a wide range of vocabulary in context. Through listening, learners encounter new words, phrases, and expressions, which they can incorporate into their



own vocabulary. Alam and Sinha (2009) as cited in Salainti et al. (2023) maintained that the significance of listening has been long recognized within the history of EFL teaching. Thus, developing listening comprehension plays a vital role in enhancing general communication skills and language competence (Hwaider, 2017).

Speaking skill holds significant importance in both learning and teaching English as a second language. As a fact, people; who know a language are referred to as “speakers” of the language. Therefore, the primary goal of learning a language is to communicate effectively. Speaking skill enables learners to express their thoughts, ideas and feelings in English, facilitating interaction and meaningful communication with others. Regular speaking practice helps learners become more fluent in English.

Florez (1999) as cited in Mukammal et al. (2018) stated that speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. So, speaking happens between speaker and hearer in the process to deliver the idea and give the feedback. Furthermore, speaking skill builds learners’ confidence in their language abilities. As they engage in speaking activities, they become more comfortable expressing themselves in English and overcome the fear of making mistakes.

In particular, speaking skill has a great role in learning the English language and it takes the top priority (Al-Zatma, 2020). EFL learners learn the four skills of a language. Although know the importance of speaking skill, they are usually silent and afraid to

speak and this can result to low interest in speaking. Of course, this is a burden and a challenge at the same time (Puspitasari et al., 2016).

In the realm of language acquisition, the relationship between listening and speaking is undeniable. Proficiency in speaking often relies heavily on one's ability to comprehend and process spoken language effectively. Hence, the teaching of listening skills can serve as a crucial foundation of developing speaking proficiency. Al-Fakawi (2022) mentioned that listening is the most important needed communication skill. Learners who speak English as a foreign language (EFL) need to listen to the English language daily if they want to communicate appropriately (Darti & Asmanati, 2017) as cited in (Salainti et al., 2023).

However, merely exposing learners to listening materials is insufficient; active engagement and systematic evaluation and assessment for learners are essential to maximize learning outcomes. Assessment is a crucial task in teaching-learning process, which provides an insight into the extent to which students are involved and what they actually learn (Carmenado et al., 2016).

In the current study, by adopting effective evaluation strategies, educators can facilitate a more holistic language learning experience, empowering learners to not only understand but also articulate their thoughts and ideas coherently. Evaluation serves as a diagnostic tool, enabling educators to assess learners' comprehension, identify areas for improvement, and provide



targeted feedback. It offers insights into learners' comprehension levels, language proficiency and speaking abilities.

Some certain well-known studies indicated the importance of speaking skills and tried to investigate the effects of some programs, approaches, or media applications to improve speaking skills. They tried hard to excel find solutions to engage students in speaking skills inside and outside the classroom and make speaking interesting. Unfortunately, the speaking process in the class is not going well for both students and teachers. Students don't participate well to the knowledge the teacher shares (Idris et al., 2021). El -Henawy et al. (2023) mentioned that each teacher has his own way of teaching but some teachers focus on specific aspects of the language rather than others and this makes them neglect some vital skills.

Literature Review

This research based on some literature theories that reinforce the importance of integrating listening and speaking skills.

1. The Input Hypothesis. (Krashen, 1985)

The current study is grounded in Krashen's Input Hypothesis, which underscored the importance of comprehensible input for language acquisition, as well as theories of interactive communication that highlight the reciprocal relationship between listening and speaking skills. The Input Hypothesis, proposed by Stephen Krashen as part of his "Second Language Acquisition (SLA) Theory, is a foundational concept in language learning.

It emphasized the importance of exposure to language input that is slightly beyond the learner's current level of proficiency. As Chen et al. (2024) stated, the discussion of Krashen Input Hypothesis is of practical significance to English teaching.

2. The Output Hypothesis. (Merrill Swain, 1985)

Since Swain proposed the theory of output hypothesis in 1985, the studies which focused of foreign language teaching have been shifted from input research to input and output research (Yanmin & Yi, 2019). Swain emphasized the importance of language production, like speaking skill, in the process of second language acquisition (SLA). While traditional theories like Krashen's Input Hypothesis focused on the role of comprehensible input, Swain argued that producing language (output) is equally crucial for language development. "Language is both process and product" (Swain, 1995) as cited in (Sales, 2020).

3. The Interaction Hypothesis. (Micheal Long ,1981,1985,1996)

As Long stated, it is a foundational theory in second language acquisition(SLA).Itemphasizedtheroleofinteractioninfacilitating language learning, positing that meaningful communication between language learners and their interlocutors plays a critical role in development.



Evaluation Theories

1. Goal-Based Evaluation Theory (GBE). Ralph W. Tyler (1940s-1950s).

GBE focused on determining whether the predefined objectives or goals of a program, project, or intervention have been achieved. As Cheng (2023) stated establishing clear objectives is a fundamental aspect of second language acquisition that has garnered significant scholarly attention.

2. Goal-Free Evaluation Theory (GFE). Michael Scriven (1970s).

As opposed to goal-based evaluation, goal-free evaluation puts a focus on the outcomes of the educational program (Vo, 2018). It was a unique evaluation approach that deliberately avoided focusing on the predefined objectives or goals of a program. Instead, it emphasized discovering all the effects of a program, both intended and unintended, to provide a comprehensive and unbiased assessment.

3. Utilization-Focused Evaluation Theory (UFE). Michael Quinn Patton (1978).

Assessing the efficiency of educational plans and programs across all levels and units in institutions is crucial for monitoring and optimizing overall outcomes (Ilerten & Efeoglu, 2021). It was grounded in the principle that evaluations should be judged by their utility and actual use rather than theoretical rigor alone.

4. Formative and Summative Evaluation Approaches

Formative and Summative evaluation approaches are two

essential approaches in educational and program evaluation that serve different purposes in assessing learning, instructional methods, or program effectiveness. Kol (2018) stated that summative is a defined form of evaluation conducted at the end of a unit of study to measure what students have learned. Formative assessment is an instrumental practice where teachers and students work together, thus, this collaborative process happens continuously before, during, and after instruction to enhance instructional practices and promote students' learning (Demekash et al.,2024).

Related Studies

One of these studies is the study of El-Henawy et al. (2023), entitled: A program based on some Habits of Mind to develop secondary stage students' English language speaking skill. The research investigated the effectiveness of implementing a program based on some habits of mind (HOMS) on improving the English-speaking skills of secondary-stage students in technology-enhanced classroom. It adopted the quasi-experimental design. The sample was 50 participants of first year secondary stage students at Port Said Military Secondary School for boys. To achieve the aim of the study, a pre-post speaking skills test and a scoring rubric were developed. It resulted that the program based on some Habits of Mind was effective in developing the targeted English-speaking skills. Consequently, there was a statistically significant difference between the mean scores of the control group and the experimental group in speaking skills in favor of the experimental group. "SPSS" Program was used to compare the students' total mean scores on the post-test. As



a result, the study showed that Habits of Mind Based Program helped EFL secondary school students to speak more fluently, accurately and freely.

The study of Ahmed and Ali (2023) entitled: The effectiveness of using the storytelling approach in developing some of the speaking skills for primary school. The research aimed to investigate the effectiveness of a program on storytelling approach on enhancing speaking among six grade primary pupils. It adopted the quasi-experimental design. The sample was two equivalent groups; an experimental group and a control group. They were exposed to pre-posttest for measuring speaking skills. The control group was exposed to regular teaching and the experimental group was exposed to the story telling method of teaching to develop speaking skills and academic achievements among the pupils. The research resulted that there was a statistically significant difference in speaking mean scores between the experimental group and the control group after the treatment in favor of the experimental group. The proposed program based on Story Telling Approach was effective in improving speaking skills among the sixth-grade pupils in El-Tibeen Primary School.

The study of Hamad and Al-Nuzaili (2022), entitled: The effect of using simulation strategy in developing English as a foreign language speaking skill. The study tried to find out a technique of reinforcement that can help students who study English as a foreign language to develop their speaking skills. This study investigated the effect of using simulation strategy in developing EFL speaking skills with the assistance of using a telegram

channel “Oxford Bookworms collection” for PDF books with an audio version to stimulate pronunciation, intonation and enrich vocabulary. The researcher used a quantitative approach with an experimental design. The sample was 50 students divided into two groups; a control group and an experimental group. They were learning third course major English at college of Science and Arts (Muhayil), King Khalid University. The study revealed that using the simulation strategy helped students to develop speaking skills and affected speaking micro-skills in terms of body language, fluency, pronunciation, intonation, grammar, and vocabulary usage positively.

It's obvious from the previous related studies that mainly all of them have the same target which is developing and improving the speaking skill as it is one of the main skills to excel a language and to be a “speaker” of a language. As language classrooms continue to evolve, embracing innovative approaches that intertwine listening and speaking instruction is imperative for nurturing well-rounded language learner equipped for real-world communication challenges. (Abdi-kader Hassan Abdi, 2024).

The current study tries to develop speaking skills through the utilization of evaluation strategies in teaching listening skills. It is a dynamic approach that empowers learners to become proficient communicators. By incorporating systematic evaluation methods into listening activities, educators can create immersive learning experience that stimulate linguistic development and promote fluency in spoken communication. The incorporation of evaluation strategies in teaching listening not only enhances



listening comprehension but also catalyzes the development of speaking skills. By fostering an interactive and evaluative learning environment, educators empower learners to articulate their thoughts effectively, facilitating their journey towards linguistic proficiency and communicative competence.

The current study suggests developing listening skill to pave the way for improving speaking skill as they are integrated. What the study wants to assume is that the developing in the listening skill leads consequently to the developing in the speaking skill. If the learner becomes “good listener”, he or she absolutely will become a “good speaker”. Besides, this study tries to prove that the variety in evaluation and assessment strategies like observation, self-assessment, role-play, conversations, dialogues, debates, and opinion discussions are so vital to make the speaking skill interesting to learners.

Context of the Problem

The problem resulting from the weakness of students in speaking skills which can have several significant impacts on their learning and acquiring language. Poor speaking skills can hinder effective communication both inside and outside the classroom. Students may struggle to understand instructions, participate in discussions, or express their thoughts clearly. Weakness in speaking can affect a student’s ability to follow lectures, grasp key concepts, and retain information.

Difficulty in speaking can erode students’ confidence. They may feel hesitant to participate in class or express themselves, leading to decreased self-esteem. In addition, students who struggle

with listening may miss out on valuable learning opportunities, such as absorbing information from guest speakers, audiovisual materials, or discussions. As a result, they can't express themselves in an appropriate way. "It's undeniable that speaking is the product of listening" (Abo Aisha, 2020, p.5).

The researcher held an interview with some EFL teachers who confirmed that students experience some difficulties with listening tasks as the subjects may be to somewhat not relative to real life situations and they are not interested in listening. As a result, they face difficulties in speaking as both listening and speaking are vital in acquiring a language. The current study tries to investigate the presumed difficulties and to document them. The researcher conducted a pilot study for speaking skill that measures students' performance and current level in speaking English. This pilot study showed low level in students' performance in speaking skill.

The researcher prepared a questionnaire to collect views of learners, teachers, and supervisors with regard to the reasons why learners have problem and some possible solutions. They hark the weakness of students' speaking performance back to the few chances to practise the language outside the classroom. Moreover, even inside the classroom as a result of little time to teach the content which is included in the exam, teachers don't have much time to give students an actual opportunity to practise speaking skill.

Statement of the Problem

Based on the problems observed among the target students



regarding the skill of speaking which was confirmed in the pilot study, this study is an attempt to investigate the effects of utilizing evaluation strategies to develop speaking skill through developing listening skill of intermediate ninth grade students at Al-Rabab Intermediate School for girls in the state of Kuwait.

This statement is reflected in the following research question:

Questions of the Research

► What is the effect of the suggested program on developing students' accuracy of English-speaking skill?

From this main question, the following sub-questions are derived:

1. To what extent can the proposed program affect the target students' correct use of English vocabulary?
2. To what extent can the proposed program affect the target students' correct use of English grammatical structure?
3. To what extent can the proposed program affect the target students' use of words and expressions of the context?
4. To what extent can the proposed program affect the target students' pronunciation?

Purpose of the Research

The current research aims to:

1. Explore the integration between listening and speaking skills in improving EFL learners.
2. Apply effective evaluation strategies for listening activities.
3. Assess the impact of formative assessment on speaking proficiency.
4. Measure the effectiveness of self-evaluation techniques in listening and speaking development.
5. Identify the role of teacher feedback in improving speaking

fluency.

6. Investigate the benefits of using authentic listening materials for pronunciation practice.
7. Promote speaking engagement through interactive listening tasks.
8. Evaluate the use of technology in enhancing listening and speaking skills.
9. Improve vocabulary use in speaking through focused listening tasks.
10. Create a comprehensive program for integrated listening and speaking skill development.

Significance of the Research

The significance of the current research stems from the following considerations:

1. Turning the teacher-centered classroom into a more student-centered one by giving a chance to students to participate in discussions and talk about themselves to develop their speaking skills.
2. Save teachers' time and effort, help them to play the role of facilitators and help them to monitor students' learning and evaluate their language progress.
3. The research is expected to contribute to the improvement of the students' performance of speaking skill.
4. This research can help to improve students' listening skills which increase their confidence and help them to speak well.
5. This research may motivate EFL curriculum designers to include some listening texts in the curriculum which are convenient to students' age, and relevant to real-life



situations.

6. It introduces innovative evaluation strategies that can transform traditional language teaching methods and make the learning process more interactive, engaging and effective.
7. Through formative assessment and feedback mechanism, the program can cater to individual learners' needs, providing personalized support that helps learners overcome specific challenges in speaking and listening.
8. It fosters a supportive learning environment that boosts learners' confidence and motivation to practise and improve their speaking skills.
9. The research focuses on authentic listening materials and interactive tasks so learners can apply their language skills in real-life situations, enhancing their ability to communicate in diverse contexts.
10. The integration of listening and speaking activities promotes a more holistic approach to language learning, ensuring balanced development of all language skills necessary for proficiency.
11. The research lays the groundwork for future studies on the integration of language skills and evaluation strategies, encouraging continued exploration and development of effective EFL teaching methodologies.
12. Given the widespread importance of English as a global language, the findings and strategies from this research can be applied to EFL programs worldwide, benefiting a large number of learners and educators.

The Research Instruments

The current research made use of the following instruments:

Quantitative instruments that are:

- ▶ Two equivalent forms of pre and post speaking tests were developed to measure ninth grade intermediate students' speaking proficiency. The EFL speaking tests were administered on participants of academic year 2025-2024 and at the end of experimentation.

Qualitative instruments that are:

- ▶ A questionnaire: the participants are asked to answer a questionnaire to gather their opinions about the difficulties they face while learning the speaking skills, with the aim of collecting their views about the suggested program and willingness to use them in learning English which can help analyze results of the study.
- ▶ A questionnaire for EFL teachers and supervisors to express their opinions about teaching listening and speaking skills.
- ▶ Interviews and meetings with students to get direct notes from students about their feelings towards the suggested program and make any modification if needed.

Design of the research

This research follows the quasi-experimental research design. This research design combines both pre-test and post-test study by carrying out a test on a single group before the treatment is administered and after the treatment is administered.

Delimitation of the research

This research is restricted to:

A sample of ninth grade students which consists of 40 students at Al-Rabab Intermediate School for Girls in Al-Ahmadi governorate in the state of Kuwait. This sample is assigned to be treatment group of the research. Therefore, results of the present research can be generalized with the population of the study who are all ninth-grade students in the intermediate stage in public schools in Kuwait.

The program will be conducted during the second term of the academic year 2025-2024. The targeted suggested program is designed by the researcher to develop ninth grade year intermediate school students' speaking skill by utilizing evaluation strategies to improve listening skills. The population of the research is all intermediate ninth grade students in public schools in the State of Kuwait.

Definitions of the Research

Speaking skill

According to Richard (2008), speaking skills in an educational context includes the ability to use appropriate vocabulary and grammatical structures, fluency in the language, the ability to pronounce words correctly and the ability to use non-verbal cues effectively.

According to Idris et al. (2021), speaking skills involve the ability to produce and understand spoken language effectively in a variety of contexts. This includes the components of fluency, accuracy, coherence, and appropriate pronunciation. Effective speaking skills are essential for clear communication and involve

both the production of speech and the ability to interact in conversations.

In the current study, speaking skill means the ability of students to communicate their ideas, thoughts, opinions, and feelings inside and outside the classroom using correct vocabulary, syntax, pronunciation, and grammatical contexts. This can be through improving the listening skill to pave the way to students by listening to audio texts, watching a video, or role play participation and asking students to talk about similar situation to encourage them to speak fluently and accurately.

Listening skill

As Leonardo (2020) stated in his book entitled: Active listening techniques, there are many different kinds of listening; critical listening which requires using judgement to differentiate between facts and opinions. So, the listener creates his own analysis and opinions of the message being conveyed, and evaluate information. Vandergift (1997) as cited in Abdolrezapour & Ghanbari (2021) pointed that good listeners should apply metacognitive strategies such as comprehension monitoring, problem identification, and selective attention.

Another kind is reflective listening; the listener needs to use his own words to repeat back what the speaker says. It doesn't need to analyze or judge. The purpose is to let the speaker know the listener has received and understood the message.

For passive listening; the listener doesn't need to do anything other than allowing the speaker to get his words out. When



listeners listen passively, they don't concentrate to respond to the message.

On contrary, active listening, requires listeners to use critical thinking to interpret a message and make judgements about the speaker's emotions and nonverbal cues.

What the research wants to achieve is helping the students to become active listeners and not passive ones. This can be done through encouraging them to express about themselves and engaging them in many different activities to make listening skill interesting for them by showing them a video or listening to an audio text as a model to give them the chance to imitate and consequently try to talk. So, the target here is firstly to become active listener and as a result to become "speakers" of a language. Moreover, utilizing evaluation strategies helps to achieve this target. This leads us to shed light on the definition of evaluation and some evaluation strategies.

Evaluation

According to Mertens (2024), evaluation involves integrating quantitative, qualitative, and mixed methods to address diverse educational contexts and needs. Furthermore, Tas and Duman (2021), mentioned that evaluation is a process which educators use to decide the effectiveness of training programs. They added that curriculum evaluation is an important element and stage of development.

As for the research, evaluation refers to a process that determine whether the educational program is effective or not, and asses

the students' learning outcome.

This involves collecting and analyzing data to make decisions that enhance educational policies.

Hypotheses of the Research

In order to answer the previous questions, the following hypotheses were formulated:

1. There will be a statistically significant difference in the mean score of the participants on the accuracy of speaking skill between the pre and posttest in favor of the posttest.
2. There will be significant difference in the mean score of the participants on the speaking skill in relation to the correct use of English vocabulary between the pre and posttest in favor of the posttest.
3. There will be significant difference in the mean score of the participants on the speaking skill in relation to the correct use of English grammatical structure between the pre and posttest in favor of the posttest.
4. There will be significant difference in the mean score of the participants on the speaking skill in relation to the use of words and expressions of the context between the pre and posttest in favor of the posttest.
5. There will be significant difference in the mean score of the participants on the speaking skill in relation to the use of correct pronunciation between the pre and posttest in favor of the posttest.

Overview of the Suggested Program



The suggested program was designed to enhance ninth-grade EFL students' speaking skills through the integration of listening activities as input and the systematic use of evaluation strategies. The program is structured over twelve weeks, with each lesson divided into two interrelated parts: Part One (Listening) and Part Two (Speaking). Listening input provides the foundation for meaningful speaking practice, helping students to internalize vocabulary, expressions, and pronunciation patterns in authentic contexts.

Each lesson targets a specific real-life theme relevant to students' experiences (e.g., meeting people, hobbies, free time, the importance of English), promoting communicative competence. Listening materials include audio tracks, videos, and dialogues, while speaking tasks range from pair work and role plays to presentations and interactive performances.

A key feature of the program is the deliberate integration of diverse evaluation strategies to foster reflection, engagement, and improvement. These include self-assessment, peer assessment, teacher observation, rubric-based evaluation, checklists, and interactive group feedback. By using varied formative assessment tools, students develop metacognitive awareness of their language use and progress, while teachers gain insights for targeted feedback and support.

The program aims not only to improve linguistic accuracy and fluency but also to encourage learner autonomy, active participation, and collaborative learning. It aligns with

communicative language teaching principles and draws on the ADDIE model for structured instructional design, ensuring each lesson meets clear objectives and includes assessment criteria aligned with the learning outcomes.

Results

Data of the study results was analyzed using the statistical package for the social sciences (SPSS), version (26). The paired-samples t-test was used to compare the students' scores on the pre and posttest checking for the effect of the Evaluation strategies on the development of their speaking performance and its sub-skills.

From the results of the current study, it is obvious that there is a statistically significant difference between the mean scores of the treatment group students on the English-speaking skills pre posttests in favor of the posttest. The t-test for paired samples was used to examine the pre- and post- administrations of the entire English-speaking test (accuracy, vocabulary, grammar, word and expressions and pronunciation).

Hypothesis (1):

“There is a statically significant difference between the mean scores of the students on the part related to accuracy of the speaking skill between the pre and posttests in favor of the post-test”. The t-test for paired samples was used to compare the pre-and post-application of the students' accuracy test.

Table (1):

The pre-post differences of the students' accuracy

Dependent variable	Application	N	Mean	St. D	t	df	Significance
accuracy	Pre-	40	1.50	0.50	43.71	39	0.01
	Post-	40	3.60	0.49			

Table (1) indicates a statistically significant difference ($p < 0.01$) between the mean scores of the treatment group students in the pre-and post-test of the students' accuracy in favor of the posttest. Consequently, hypothesis (1) was supported, indicating that the evaluation strategies had a positive impact on the accuracy development.

Hypothesis (2):

There is statically significant difference between the mean scores of the students on the part related to vocabulary of the test between the pre and posttests in favor of the post-test. The t-test for paired samples was used to compare the pre-and post-application of the students' vocabulary performance.

Table (2):

The pre-post differences of the students' vocabulary

Dependent variable	Application	N	Mean	St. D	t	df	Significance
vocabulary	Pre-	40	1.95	0.22	45.22	39	0.01
	Post-	40	3.93	0.26			

Table (2) shows a significant difference ($p < 0.01$) in the mean utilization of vocabulary scores of the treatment group students between pre- and post- administrations, with the post-test showing a higher score. As a result, hypothesis (2) was supported,

showing that the evaluation strategies improved the participants' development of vocabulary.

Hypothesis (3):

“There is a statically significant difference between the mean scores of the students on the part related to grammatical structure between the pre and posttests in favor of the post-test”. The t-test for paired samples was used to compare the pre-and post-application of the students' grammar performance.

Table (3):

The pre-post differences of the students' grammatical structure

Dependent variable	Application	N	Mean	St. D	t	df	Significance
grammar	Pre-	40	1.98	0.15	55.87	39	0.01
	Post-	40	3.93	0.26			

Table (3) reveals a significant difference ($p < 0.01$) in the mean scores of the participants of the treatment group in relation to the correct use of English grammatical structure between the pre-and posttest in favor of the posttest. As a result, hypothesis (3) was supported, showing that the evaluation strategies improved the students correct use of English grammatical structure.

Hypothesis (4):

“There is a statically significant difference between the mean scores of the students on the part related to word and expressions of the context between the pre and posttests in favor of the post-test”. The t-test for paired samples was used to compare the pre-and post- administrations of the students' word and expressions development performance.

Table (4):

The pre-post differences of the students' word and expressions development

Dependent variable	Application	N	Mean	St. D	t	df	Significance
word and expressions	Pre-	40	1.85	0.36	81.00	39	0.01
	Post-	40	3.88	0.33			

Table (4) shows a significant difference ($p < 0.01$) in the mean word and expressions utilization scores of treatment group students before and after administrations, with the post-test showing a higher score. As a result, hypothesis (4) was validated, showing that the evaluation strategies improved participants' word and expressions skills.

Hypothesis (5):

"There is a statically significant difference between the mean scores of the students on the part related to the use of correct pronunciation between the pre and posttests in favor of the post-test." The t-test for paired samples was used to compare the pre-and post- administrations of the students' pronunciation performance.

Table (5):

The pre-post differences of the students' correct use of pronunciation

Dependent variable	Application	N	Mean	St. D	t	df	Significance
word and expressions	Pre-	40	1.90	0.30	81.00	39	0.01
	Post-	40	3.93	0.26			

Table (5) indicates a significant difference ($p < 0.01$) in the mean

pronunciation utilization scores of treatment group students before and after administrations, with a higher post-test score. As a result, hypothesis (5) was confirmed, demonstrating that the evaluation strategies assisted participants in improving their pronunciation skills.

The findings of the study titled “A Suggested Program for Developing Speaking Skill through Utilizing Evaluation Strategies in Teaching Listening Skill for EFL Learners” clearly indicates that implementing structured evaluation strategies significantly enhanced the speaking abilities of ninth-grade students at Al-Rabab Intermediate School in Kuwait. Measurements of accuracy, vocabulary, grammatical structure, the use of word and expressions of the context and pronunciation, carried out by pre- and post-tests, showed clear improvements across all these areas ($p < 0.01$).



Conclusion

This study explored the development and reliability of a speaking assessment designed for a sample of EFL learners, with the broader aim of contributing to effective language assessment practices in the EFL context. The speaking test was designed to evaluate both individual and interactive speaking abilities through six structured questions. In addition to focusing on the test's psychometric qualities, the study also aimed to create a practical, classroom-based assessment model that could be feasibly implemented in real educational settings.

Through the use of standardized rubrics and uniform administration procedures, the speaking test demonstrated strong reliability across multiple dimensions. Internal consistency analyses confirmed that the test components were coherently aligned to measure the intended construct—oral proficiency. Test-retest reliability supported the stability of learners' scores over time, while the inclusion of a second trained rater allowed for the assessment of inter-rater reliability, which showed a high degree of agreement. These results collectively support the test's dependability and fairness.

Beyond the technical evaluation, the study emphasized the importance of integrating systematic, research-based approaches into classroom assessment. The process of designing, implementing, and analyzing the test provided insights into how speaking skills can be more reliably assessed in educational contexts where time and resources may be limited. The findings

also highlighted the practical benefits of using structured rubrics and clear scoring criteria to ensure transparency and objectivity.

In summary, this research set out to explore the role of evaluation strategies in enhancing EFL learners' listening skills as a foundation for speaking development. Grounded in a structured research design and informed by theoretical and empirical perspectives, the study demonstrated that intentional, formative evaluation strategies can lead to measurable improvements in learners' oral proficiency by first strengthening their listening comprehension.

The research findings underscore the interconnectedness of language skills and highlight the importance of adopting a holistic instructional approach. By prioritizing listening as a springboard for speaking, and by embedding evaluation into the learning process, educators can better support learners' communicative competence.

The study results contribute to both theoretical understanding and practical application in the EFL context, offering evidence that targeted evaluation strategies are not only diagnostic but also development tools. These insights are especially valuable for curriculum designers, language teachers, and policymakers aiming to foster more interactive and skill-integrated learning environment.

5.6 Recommendations

In light of the findings and implications of this study, several practical and research-oriented recommendations are offered to enhance the assessment of speaking skills in EFL contexts,



particularly within classroom-based settings

1. Assessment designers and educators should utilize a mix of individual and interactive speaking tasks to comprehensively evaluate learners' communicative competence.
2. Teachers and program coordinators are encouraged to use periodic, reliable speaking assessments to track students' development over time. This approach supports formative assessment goals and encourages ongoing speaking skill improvement.
3. EFL teachers should try to make the class more enjoyable and motivating by incorporating different tasks to enhance students' communicative work.
4. Stakeholders and curriculum designers should give teachers a free space of creativity.
5. Using authentic social context makes students close to native speakers and thus, improves their listening, speaking and communication skills.
6. Teachers should enhance active learning in the classroom, and give students a space to express themselves in front of their classmates.
7. EFL teachers should pay more attention to the importance of speaking skill inside and outside the classroom.
8. Teachers should be facilitators during the listening and speaking tasks. Some authentic texts need more clarification to suit students' culture and age.
9. Teachers should enrich the classroom with more communicative situations activities with relevant topics that suit students' interests and needs.
10. Stakeholders and curriculum designers are recommended to

hold workshops and training courses to train EFL teachers to enhance their knowledge of utilizing evaluation strategies to enhance students' speaking skills.

11. Teachers should provide students with a relaxed classroom environment by using games, pictures and audiovisual aids beside authentic texts to encourage students' confidence to express themselves freely.
12. To enhance speaking skill, teachers need to increase the number of English classes to give both teachers and students enough opportunities to focus on speaking skills.

Future research could expand on these findings by exploring long-term effects, diversifying learner populations, or integrating digital tools in evaluation. As the field of language education continues to evolve, such inquiry remains essential to meeting the communicative demands of 21st -century learners.



References

- Abdolrezapour, P. & Ghanbari, N. (2021). Enhancing learning potential score in EFL listening comprehension and self-regulation through self-regulated dynamic assessment procedures language testing in Asia. 10,(1)11. <https://doi-org/5-00126-021-40468/10.1186>
- Abo Aisha, N. (2020). Employing BBC podcast of TV shows in developing listening comprehension skills among learners at Al-Salam centre and measuring teachers' and learners' attitudes. Thesis. The Islamic University. Gaza.
- Ahmed, H. A. I., & Ali, O. F. (2023). The Effectiveness of Using the Story Telling Approach in Developing Some of the Speaking Skills for Primary School. BSU-Journal of Pedagogy and Curriculum, .226-204 ,(4)2 <https://doi.org/10.21608/bsujpc.2023.312981>
- Al-Fakawi, M. (2022). The impact of digital stories in developing English listening skills for sixth graders. Thesis. Faculty of Education. Gaza.
- Al-Zatma, A. (2020). Using mobile apps to improve English speaking skill of EFL students at the Islamic University of Gaza. Dissertation. Gaza. Linguistics, 96-1,(2)1
- Carmenado, I., Jimenez, C., Pozo, E., & Arjona, N. (2016). Proposals for improving assessment systems in higher education: An approach from the model "working with people". Journal of Technology and Science Education JOTSE, – 2016 120-104 :(2)6 – Online ISSN: 6374-2013 – Print ISSN: -2014 5349 <http://dx.doi.org/10.3926/jotse.192>
- Chen, S., Hu, Z., Kang, S., & Wang, A. (2024). Krashen's

Input Hypothesis Revisited: Current Perspectives and Future Directions. Taylor & Francis. Vol.1 No.7 ISSN 6122-2959 doi:<https://doi.org/9/61173-10f62nt19>

- Cheng, F. (2023). The role of first language in second language acquisition. Proceedings of the 4 2022th International Conference on Literature, Art and Human Development (pp. 1243–1236). Atlantis Press. https://doi.org/-2-978/10.2991/158_8-97-494069
- Demekash, A. M., Degefu, H. W., & Woldeab, T. A. (2024). Secondary school EFL teachers' awareness of formative assessment for effective learning. Heliyon, 19(10), Article e37793. <https://doi.org/10.1016/j.heliyon.2024.e37793>
- El-Henawy, W., El-Bassouny, J., & Ali, M. E (2023) A Program Based on Some Habits of Mind to Develop English Speaking Skills of Secondary Stage Students. Port Said Journal of Educational Research, (PSJER) 2023, VOL. 2, Issue no. -145 2 175. DOI: 10.21608/PSJER.2023.184539.1014
- Graddol, D. (2010). English Next: The future of English. British Council.
- Hamad & Al-Nuzaili. (2022). The effect of using simulation strategy in developing English as a foreign language speaking skill. ISSN 4769-1798 Journal of Language Teaching and Research, Vol. 13, No. 1, pp. 206-198, January 2022 DOI: <https://doi.org/10.17507/jltr.1301.23>
- Hwaider, S.M. (2017). Problems of teaching the listening skill to Yemni EFL learners. International Journal of Scientific and Research Publication, VOL.7, Issue 6, June 148-2017140 ISSN



3153-2250

- Idris, W., Ahmed, S., & Balango, M. (2021). Developing students' critical thinking in English speaking skill by using problem-based learning method. Normalita Journal.VOL.9, P.291-279.
- İlerten, F., & Efeoglu, G. (2021). Utilization Focused Evaluation of an ELT Prep Program: A Longitudinal Approach. Pegem Journal of Education and Instruction, Vol.11, No.-2,2021,27-31
- Kol, T. A. (2018). Effectiveness of formative assessment on Improving EFL Listening and Speaking Skills of EFL Female Learners at Foreign Languages Department. Abaha University. <https://search.mandumah.com/Record/1096772>
- Leonardo, N. (2020). Active listening techniques. 30 practical tools to hone your communication skills. Rockridge press, Emeryville. California.
- Mertens, D. M. (2024). Mixed methods research for social betterment and a more just world. Sage Journals. Journal of mixed methods research, 224-216 ,(3)18. <https://doi.org/15586898241256834/10.1177>
- Mukammal, M., Priyono, P., & Amrullah, A. (2018). Students English speaking ability. International Research Journal of Engineering, IT and Scientific Research, .13-1 ,(2)4 ISSN:-2454-2261. <https://sloap.org/journals/index.php/irjeis/article/view/46>
- Puspitasari, P., Setyadi, B., & Yufrizal, H. (2016) Modifying Debate as a Technique to Improve the Students' Speaking Skill (Doctoral dissertation, Lampung University).
- Richard, J.C. (2008). Teaching listening and speaking from theory to practice. Cambridge University Press.

- Salainti, E., Weda,S.,& Fansury, A.H. (2023). The effect of English video podcast for developing students' English skill in Listening comprehension. Thesis. Bosowa University. BJE 83-77 :(2)3, June 2023 DOI: 10.35965/bje.v3i2.2626
- Sales, A. (2020). The Output Hypothesis and its influence in the second language learning/teaching: An interview with Merrill Swain. Interfaces Brasil/Canadá, v.2020 ,20, p.12-1, e20.07.
- Tas,I.D.,& Duman, S.N. (2021). A systematic review of post graduate theses on curriculum Evaluation. International Journal of Curriculum and Instructional Studies. 1) 11), p.-43 64. Doi:10.31704/ijocis.2021.003.
- Vo, T. K.A. (2018). Evaluation models in educational program: Strengths and weaknesses. VNU Journal of Foreign Studies, .(2)34
- Yanmin, W &, Yi. P (2019). A Review of the Application and Development of Output Hypothesis Theory in Foreign Language Teaching. IRA International Journal of Education and Multidisciplinary Studies. (ISSN -88 ,(3) 15 ,(2526-2455 99. doi:http://dx.doi.org/10.21013/jems.v15.n3.p1
- Abdi-kader Hassan Abdi, Mohammad R, Obaid S Hanan, (2024), Effect of Dual -language Immersion Programs in Teaching English Language on student achievement in primary Schools Borma, INTERNATIONAL MINNESOTA JOURNAL OF ACADEMIC STUDIES, (ISSUE:1), (VOL: 4),Pp:51-14.



الجامعة الإسلامية بنيسوتا
Islamic University of Minnesota
المركز الرئيسي IUM