



The Impact of Speaking on the other English Language Skills: A Case Study Conducted on the EFL Learners of the Community College, Taibah University, Kingdom of Saudia Arabia (2024)

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DOI: [10.33329/rjelal.12.4.165](https://doi.org/10.33329/rjelal.12.4.165)



Article info

Article Received: 20/11/2024
Article Accepted: 23/12/2024
Published online: 31/12/2024

Abstract

The Current study aims to find out appropriate techniques and strategies for developing speaking skills based upon a student's performance and investigate the degree of spoken English impact on the other language skills in addition, it aims to raise awareness of spoken English and its contribution in enhancing the other skills. Moreover, it aims to highlight the importance of improving EFL teaching listening and to investigate the impediments to EFL University students' fluency. The study adopts the descriptive and analytical methods. A questionnaire and a test were chosen as tools for data collection. The questionnaire was distributed to (100) teachers of English at Taibah University and the test was given to (40) students at Taibah University. The students were divided into two groups, the experimental group and the control group. The data were analysed by the (SPSS) programme. As a result of the analysis, many findings have been found, spoken English contributes effectively to the development of other skills, spoken English builds a desire to use language for various purposes, EFL learners involved in oral English can easily acquire the other skills, spoken English on visual media-devices enhances listening, spoken English provides EFL learners with a background knowledge that aids the reading skills, spoken English supplies EFL learners with the knowledge that motivates them write, spoken English on regular terms, decreases the fear of free writing. Based on the findings this study recommended that Syllabus-designers have to involve a wide range of techniques and activities to promote spoken English. EFL teachers' awareness of spoken English, has to be raised through various processes, and EFL learners have to be introduced to spoken English through present-day technology devices. The use of technology-devices in promoting spoken English, the effectiveness of authentic material in promoting spoken English.

Keywords: Speaking Skills, Case-control study, EFL Learners, students at Taibah University.

1. Introduction

In the current context of higher education, learning English has become an essential skill for university students. With increasing globalization and the importance of international communication, English proficiency has become a valuable asset in the labour market and a fundamental requirement for accessing various academic and professional opportunities [1].

Therefore, there is a need to find new strategies to improve English language acquisition skills. This need is a demand of society, as it seeks to help students of all academic levels in acquiring foreign language skills. Such skills are achieved when the teacher works in a coordinated manner with their learners; in this sense, Cohen, Andrew. (2003) [2] states that "the most perceptive foreign language students are those who are aware of the appropriate strategies and use them to learn and communicate in that language.". For this reason, it is considered appropriate to incorporate interactive strategies that promote motivation and do not diminish it. Chow, et al. (2023) [3] state that "each classroom is a scenario in which a series of didactic variables interact, making the teaching and learning of English a complex act." However, it is the teacher who, using various techniques, can foster optimal learning environments.

In some human activities, a foreign language is important to carry out daily activities as seen in tourism, education or other fields. Language is important to communicate and, above all, to understand the cultural manifestations of people [4].

Among the pedagogical techniques to facilitate the learning of this language, Role play stands out, which arises as a variable of gamification and seeks to maintain high

motivation in learners. According to Chans, et al. (2021) [5] "Currently, gamification as a technique for teaching-learning has become very popular thanks to its benefits, such as the increase in interest and motivation on the part of students in a subject." Thus, the need to acquire mastery of a foreign language is a requirement of the academic world. Within higher university education, every student must prove mastery of a foreign language to acquire a bachelor's, master's, and doctoral degree.

There is a need for mastery of a foreign language to communicate with other societies worldwide. Therefore, as it is a universal language, mastery of English or another foreign language is necessary to carry out highly competitive academic exchanges within the educational world. It is also necessary to make presentations of research findings at international events. It is also necessary to acquire new teaching-learning skills in the acquisition, development and exchange of information in another foreign language such as English [6].

To this end, it is essential to offer a university educational process that contributes to the comprehensive training of learners. In this regard, Riswanto, et al (2022) [7] found in their research that "students conceive the learning process as a practice of linguistic activities, where self-monitoring and affective and social aspects play an important role." Consequently, the use of dramatizations is conceived as an important strategy for the acquisition and development of English as a second language; therefore, role play is beneficial for the acquisition of English as a second or foreign language.

Assessment in the learning of oral communication in English has been the subject of growing interest and study in recent years

and highlights its importance in learning this language and the need for it to become a systematic practice in schools or colleges [8-11]. The research of Wiboolyasarini, et al (2024) [12], highlights the importance of spoken language in the process of learning a foreign language, especially for young learners. The active use of oral language not only helps to express meaning but also becomes the main source of new language acquisition for these learners. In their work, significant challenges related to spoken skills in the classroom of EFL learners are identified. Likewise, [10] in their research, focuses on the importance of considering different factors that can influence the speaking ability of foreign language learners. The researchers' study highlights the relevance of emotional understanding, musical experience, and willingness to communicate as factors that can positively contribute to the development of these skills, providing a solid foundation for promoting the implementation of activities.

Over the years, learning foreign languages has taken on significant relevance, given that different contexts such as work, education and personal have increasingly led people to learn a second language. In the case of the Kingdom of Saudi Arabia (KSA) [13-14], most schools and universities have opted to teach English, either as a foreign language or as a second language. However, for students of all ages, it is a challenge to become communicatively competent. For this reason, with pedagogical advances, methodologies have been changing in favor of training people competent in non-native languages. In addition to the above, it is worth highlighting that oral expression and comprehension have become the most complex skills for learners to develop since the lack of real practice contexts causes grammatical learning to remain only in the mind for short periods. Therefore, it is imperative for teachers who teach language classes at any educational level to open spaces in the classroom that have as their main objective the development of oral skills that in

turn contribute to preparing to face different types of interactions at school and outside of it. People from Saudi Arabia frequently go to Europe, and when travelling for leisure or business, proficiency in spoken English is essential for effective communication at many locations during the voyage [15]. Proficiency in English facilitates global travel by enabling effective communication with individuals worldwide. One can identify the premier travel destinations globally. This underscores the significance of spoken English, particularly in the educational sphere, where it interrelates with other language competencies. This research investigates the extent to which spoken English influences other skills.

1.1 Problem of the Study: The researcher, an English language lecturer in Saudi Arabia, notes that EFL learners hardly utilize spoken English. They are reluctant to articulate their thoughts during discussions or engage verbally in lectures when necessary. Arabic is utilized in English language clubs and societies. Furthermore, they prefer not to be questioned during lectures to avoid responding in English. Conversely, the remaining linguistic skills are not utilized effectively. They excel at imitation but struggle with developing original themes. They read, grasp, and respond to written inquiries, but they evade vocal inquiry. The researcher posits that the issue warrants investigation, as deficiencies in speaking adversely impact other skills, and proficiency in spoken English enhances the development of these talents. If this issue persists, pupils' prospects in the field of the English language would be jeopardized. To what degree does speaking English influence other language skills?

The main objective of this research is to develop a set of actions to support the assessment of oral communication (Spoken) in English. This study aims to examine the extent of spoken English's influence on other language abilities and to promote awareness of its role in improving these skills; to examine the obstacles

to the fluency of EFL university students and to identify ways that can enhance the influence of speaking on other skills.

2. Material and methods

Sample of the Study: The population for the study consisted of students of English in KSA public colleges where English is taught as a foreign language. The sample has been drawn by the convenience sampling method. It was ensured that the sample was adequately representative of the characteristics of the population. The research population for the test consists of (120) Saudi students in the first level (2015), studying English at three community colleges:

1-Taibah University Community College

2-Khayber Community College

3-Yenbou Community College

The research population for the questionnaire consists of (130) faculty members working in the mentioned universities and other institutions.

Research sample consists of (40) students, randomly chosen from the three colleges. This number is divided into experimental and control groups, (20) students in each group. Three colleagues have helped in teaching the students in the experimental group. The experimental group will be introduced to a prepared authentic material selected from recognized sources of English language teaching. The activities and contents of the authentic material will be presented through certain techniques and the prescribed period is a month, and for the requirement of the research, pre- and post-tests will be given to both groups. Research sample for the questionnaire, consists of (100) faculty members working in the mentioned colleges and other institutions.

Pre- and Post Tests: Both tests are based on elicitation from pictures in which all skills are involved. The tests aim to investigate the impact of spoken English on the other skills.

Questionnaire: The questionnaire also aims to investigate the impact of spoken English on the other skills. It is designed in four parts and each part covers three areas. The four parts are:

1. Part (1) Spoken English
2. Part (2) Spoken English and Listening
3. Part (3) Spoken English and Reading
4. Part (2) Spoken English and Writing. The questionnaire-statements are written in the light of research hypotheses.

Process of Developing Valid and Reliable Questionnaires: The researcher has:

- a. Selected appropriate scales of measurement: an interval/ratio scales (strongly agree, neutral, disagree and strongly disagree).
- b. Considered questionnaire-layouts, formats, questions ordering and font sizes.
- c. Selected the respondents (sample vs. population).
- d. Assigned (20) respondents for piloting, not included within the research-sample.

Result of Reliability-Piloting

The questionnaire was distributed for piloting in terms of test-retest convention. The result show that the result is 0.98 and then validity is achieved:

$$R_{xy} = \frac{n\sum xy - \sum x \sum y}{\sqrt{(n\sum x^2 - (\sum x)^2)(n\sum y^2 - (\sum y)^2)}}$$

$$\begin{aligned} \text{Reliability: } (r) &= \frac{10 * 5114 - (215)(220)}{\sqrt{(10 * 5053 - 46225)(10 * 5192 - 48400)}} \\ &= 0.98 \end{aligned}$$

Data Analysis: Research data in both: the tests and the questionnaire will be statistically treated by the SPSS software program two-group,

experimental design using blocking, matching, and analysis of covariance procedures. Those procedures were used to analyze the differences in posttest scores after any pretest score differences were "held constant."

3. RESULTS AND DISCUSSION

3.1 Research Tests: Research tests are pre- and post-tests administered on timely-distant sessions but in the same conditions, for both: control and experimental groups. They cover three language domains viz., Listening, Reading and Writing

The objectives of the tests are to examine the impact of spoken English on the other three skills. Accordingly, four tests were conducted:

1. A pre-test for the control group
2. A pre-test for the experimental group
3. A post-test for the control group
4. A post-test for the experimental group

The comparisons between the two groups in each test are shown as follows:

1. Comparison of the results of pre-tests for both groups
2. Comparison of the results of post-tests for both groups
3. Comparison of the results of pre- and post-tests for the control group
4. Comparison of the results of pre- and post-tests for the experimental group

Results are discussed immediately after the tables.

3.2 Results of Pre-Test for Both Groups

Table 1: Results of the Control Group in Pre-Test

Students =20	Tests		
	Listening Test (10 marks)	Reading Test (10 marks)	Writing Test (10 marks)
Students' Marks	106	115	78

Group	200	200	200
Total Mark			
Percentage achieved	53 %	57.5 %	39 %

Table 1 shows that students' results do not reflect their good command on the three tested skills. Reading (57.5 %), has an advantage over the other skills and the performance in writing (39%), is below the required average.

Table 2 Results of the Experimental Group in Pre-Test

Students	Tests		
	Listening Test (10 marks)	Reading Test (10 marks)	Writing Test (10 marks)
Students' Marks	101	116	79
Group Total Mark	200	200	200
Percentage achieved	50.5 %	58 %	39.5 %

Table 2 shows that students' results do not reflect their good command on the three tested skills as it should be. Reading (58 %), has an advantage over the other skills. Listening (50.5) is almost at a risk whereas the performance in writing (39%), is below the required average.

Table 3 Comparison of the results of pre-tests for both groups

Groups	Achievement in Tests		
	Listenin g Test	Readin g Test	Writin g Test
Control Group	53 %	57.5 %	39 %
Experiment al Group	50.5 %	58 %	39.5 %

With close reference to Table 3, it is noticed that both groups are around the same level of performance. The comparison shows that, there is no clear statistical significance of one group in

favor of the other. Students in both groups need hard work and institutional work to develop the abilities in the three language skills.

3.3 Results of Post-Test for the Both Groups

Table 4 Results of the Control Group in Post-Test

Students = 20	Tests		
	Listening Test (10 marks)	Reading Test (10 marks)	Writing Test (10 marks)
Students' Marks	107	132	101
Group Total Mark	200	200	200
Percentage achieved	53.5 %	66 %	50.5 %

The control group's results of the post-test in table 4 can have significance when they are compared to the experimental group's results in the post-test shown in table (6).

Table 5 Results of the Experimental Group in Post-Test

Students	Tests		
	Listening Test (10 marks)	Reading Test (10 marks)	Writing Test (10 marks)
Students' Marks	119	148	116
Group Total Mark	200	200	200
Percentage achieved	59.5 %	74 %	58 %

Table 5 shows that students' results reflect a degree of improvement in their performances of the different skills. However, the results of the post-test in table 4 can have significance when they are compared to the control group's results in the post-test shown in table 6.

Table 6: Comparison of the results of post-tests for both groups

Groups	Achievement in Tests		
	Listening Test	Reading Test	Writing Test
Control Group	53.5 %	66 %	50.5 %
Experimental Group	59.5 %	74 %	58 %

Table 6 shows statistical differences between the results of the two groups and in favor for the experimental group. The statistical significance in favor for the experimental group is due to their training on some prescribed activities.

Table 7 Comparison of the Results of Pre- and Post-Tests for the Control Group

Control Group	Achievement in Tests		
	Listening Test	Reading Test	Writing Test
Pre-Test	53 %	57.5 %	39 %
Post-Test	53.5 %	66 %	50.5 %

Some progress is evident from the table 7. This means students can do well if put into serious practice.

Table 8 Comparison of the Results of Pre- and Post-Tests for the Experimental Group

Experimental Group	Achievement in Test		
	Listening Test	Reading Test	Writing Test
Pre-Test	50.5 %	58 %	39.5 %
Post-Test	59.5 %	74 %	58 %

With close reference to Table 8, it is noticed that, there is a significant statistical difference in favor of the pos-test. The difference between the results of the two exams is:

- 9 % in the listening test
- 16 % in the reading test

- 18.5 % in the writing test

The differences reflect that the students in the experimental group have made a noticeable progress in their performance on language skills, specially writing.

3.2 Summary of Statistical Analysis

Control Group: With reference to what has been mentioned above, the statistical data-analysis of the control group results in the following:

- Listening pre-tests 53 % vs. 53.5 % in the post-test
- Reading pre-tests 57.5 % vs. 66 % in the post-test
- Writing pre-tests 39 % vs. 50.5 % in the post-test

Control Group: The previous statistical data-analysis of the experimental group results in the following:

- Listening pre-tests 50.5 % vs. 59.5 % in the post-test
- Reading pre-tests 58 % vs. 74 % in the post-test
- Writing pre-tests 39.5 % vs. 58 % in the post-test

3.3 Answering Research Questions (With Reference to Tests)

3.3.1 Answering Research Question (1)

Q.1 on Listening

Is there a statistically significant strong impact of spoken English on the listening skill?

Answer of Q.1: The statistical data-analysis shows that spoken English has a significant impact on the listening skill. Though this impact cannot be referred to as strong in this study, it is expected to exist in the future if students have adequate training on spoken English.

3.3.2 Answering Research Question (2)

Q.2 on Reading:

Is there a statistically significant strong impact of spoken English on the reading skill?

Answer of Q.2: The statistical data-analysis shows that spoken English has a significant impact of spoken English on the listening. The degree of strength can be achieved according to the results of the experimental work during a session of 30 days. That is to say that students can strengthen their abilities if time extends more than a month, a year for example.

3.3.3 Answering Research Question (3)

Q.3 on Writing

Is there a statistically significant strong impact of spoken English on the writing skill?

Answer of Q.3: The statistical data-analysis shows that spoken English has a significantly strong impact of spoken English on the listening. Students have made good progress in writing and they have the ability of doing more when involved into practice with reference to spoken English.

3.4 Analysis of the Experimented Issues of Spoken English

Results reflect the clear progress in performance of the experimental group. The students were involved into extensive practice of spoken English with relevancy to the other three skills. Students of the experimental group were taught through authentic material and with help of various activities and techniques to help them discuss, debate, chat, comment and communicate freely. The authentic material, activities and techniques are:

3.4.1 Authentic Material

The authentic material, to which the students were introduced, including Short film-shows, Internet-drama, Internet-verbal chats, Computer-relevant games, Short stories, Recorded songs, Different formats, Newspaper articles, Telephone-talks, English for different situations, Picture stories, Proverbs, Hobbies, Poetry, Types of food, Games, Letters, Verbal messages, Magazines and Photos

3.4.2 Authentic Material

Students were introduced to various activities to promote spoken English are Storytelling, Interviews, Story Completion, Reporting, Playing Cards, Picture Narrating, Picture Describing, Find the Difference, Criticizing ideas, Paraphrasing, Asking questions, Discussions, Role Play, Simulations and Information Gap Brainstorming

4.4.3 Techniques

Techniques are Pair work, Group work, Seminars, Interviews and Elicitation from pictures

After a month-work on spoken English as a base for developing the other language skills, the students were able to Verify through listening, Understand what native speakers say, Understand film-language, Interact with authentic songs, Retell stories, Conduct debate circles, Conduct seminars, Chat on the mobile, Read and comprehend authentic material, Participate in discussions, Write short paragraphs, Write messages on mobiles, Complete stories, Write letters, Attempt to express themselves verbally and Attempt to express themselves in writing

Despite of all that, the researcher cannot say that the students of the experimental group have become good enough in English, the actually are now in the right track. The use of spoken English involves students into various activities and that help them improve the other language skills.

3.5 Research-Questionnaire

For supporting test-results in answering research main and sub- three questions and to validate research main and sub- three hypotheses, the research-questionnaire is presented in the following process:

1. Statistical information about research-respondents
2. Statistical information about part (1): Spoken English

3. Statistical information about part (2): Spoken English and Listening
4. Statistical information about part (3): Spoken English and Reading
5. Statistical information about part (4): Spoken English and Writing

Each of the above-mentioned items is followed by a description of the statistical data and this furnishes for generating accurate results for answering the questions and validating the hypotheses

3.5.1 Questionnaire-Respondents

Questionnaire-respondents are (100) faculty members working in the domain of English language teaching. The statically treated data focus on the following three items:

1. Genders of questionnaire-respondents
2. Experiences of questionnaire-respondents
3. Qualifications of questionnaire-respondents

The faculty-members teach English language in the faculties of Art, Education and Business Administration, in the above-mentioned universities of Sudia Arabia. The faculty-members are of different genres, experiences and qualifications and this variety contribute positively to the reliability of research data. That is because the questionnaire is restricted to a unique sample.

3.5.2 Gender of Questionnaire-Respondents

It is noticed that male percentage which is (69%) is higher than female percentage which is (31%). That is because; the number of female teachers in Saudi Arabia is often less than male teachers. Accordingly, the female-percentage of (31%) is reasonable.

3.5.3 Experience of Questionnaire-Respondents

With reference to table and figure 1, it is noticed that, the highest percentage (64%) is for (10-15) years experience and most of them are MA holders, as shown in the next tables and figures. The other percentages are as follows: More than 15 years 27%, 6-9 years of experience 6%, 1-

5years of experience is 3% However, the results of table (2) and figure (2) are fair. It is also noticed, the item of (more than 15 years) constitutes 27% and that is because, most of those over 15 years experience are PhD holders and so they are less in number than the others.

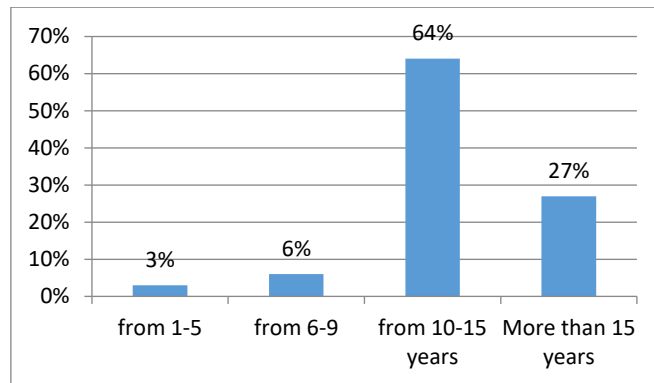


Figure 1 Lecturing Experience

3.5.4 Academic Qualifications of Questionnaire-Respondents

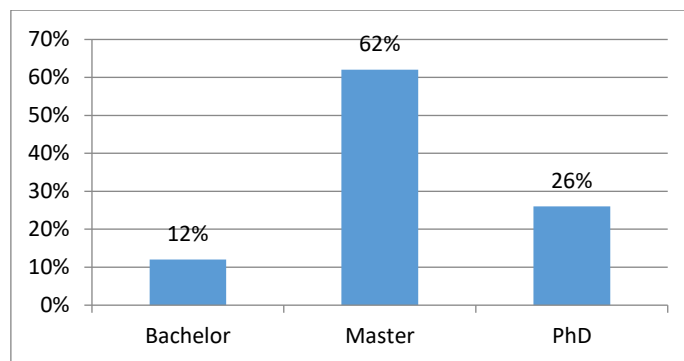


Figure 2 Academic Qualifications

Figure 2 associated with reflect that the MA holders are the majority of the respondents which is a normal case.

3.5.5 Questionnaire / Part (1) Spoken English

In this part of the questionnaire, the respondents have given their opinions on Spoken English with reference to the following statements:

1. Spoken English contributes effectively to the development of the other skills

2. Spoken English builds a desire to use language for various purposes
3. EFL learners involved to oral English, can acquire the other skills in an easy way

The following statistically-treated data reflect the required opinions given by questionnaire-respondents. Each of the three mentioned items is statistically treated in figure 3.

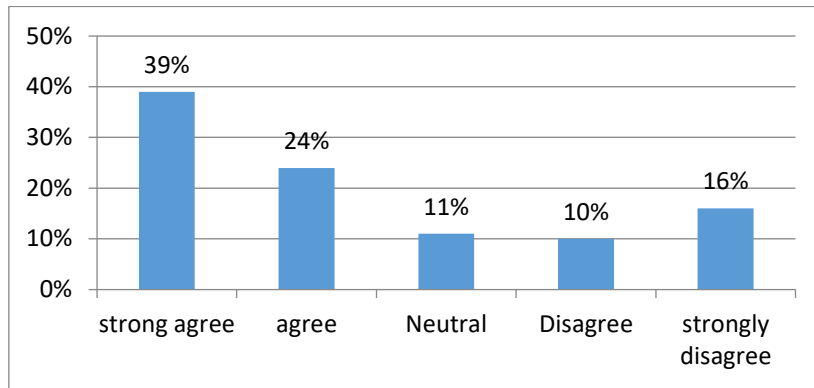


Figure 3: Spoken English Contributes Effectively to the Development of other Skills

According to figure 4, the majority of the questionnaire-respondents support the idea of: (Spoken English contributes effectively to the development of the other skills) 39% strongly agree, 24% agree, 16% strongly disagree, 11%

are uncertain, 10% disagree Accordingly, 63% support the statement: (Spoken English contributes effectively to the development of the other skills)

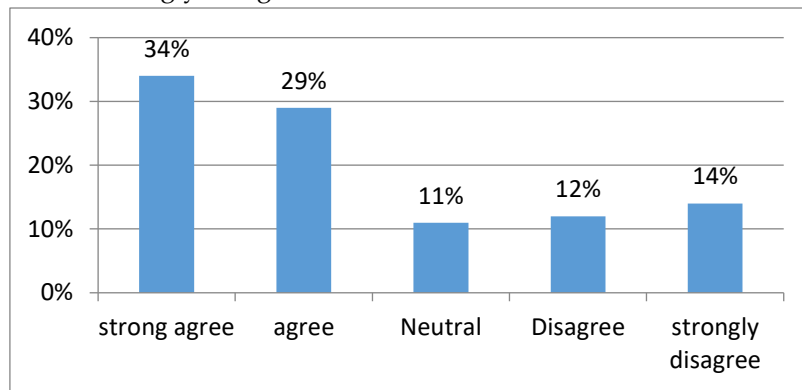


Figure 4: Spoken English Builds a Desire to Use Language for Various Purposes

According to the statistically treated data, 63% support the idea that, (Spoken English builds a desire to use language for various purposes) and this contribute positively to the answers of

research questions. The results can be compared as follows:34% strongly agreed 29% agree ,14% strongly disagree, 12% disagree, 11% neutral. On the other hand, 26% do not support the idea

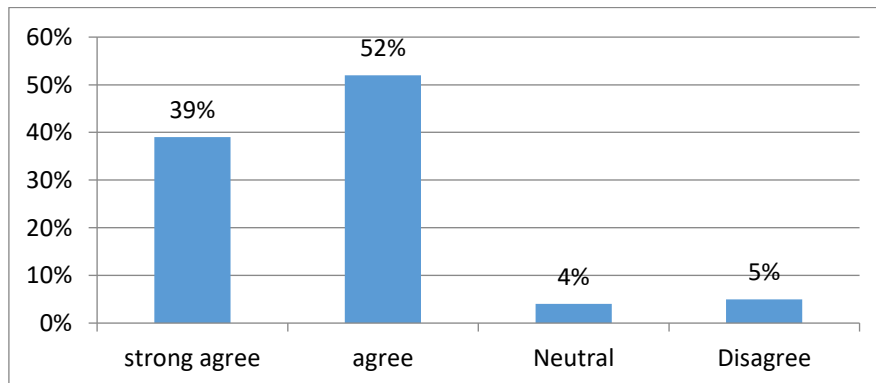


Figure 5: EFL Learners Involved to Oral English, can Acquire the Other Skills in an Easy Way

The idea of: EFL learners involved to oral English, can acquire the other skills in an easy way, is supported by 91% of questionnaire-respondents.

Summing up of part (1)

1. Spoken English contributes effectively to the development of the other skills is supported by 63% of questionnaire-respondents
2. Spoken English builds a desire to use language for various purposes is supported by 63% of questionnaire-respondents
3. EFL learners involved to oral English, can acquire the other skills in an easy way is supported by 91% of questionnaire-respondents

3.5.6 Questionnaire / Part (2) Spoken English and Listening

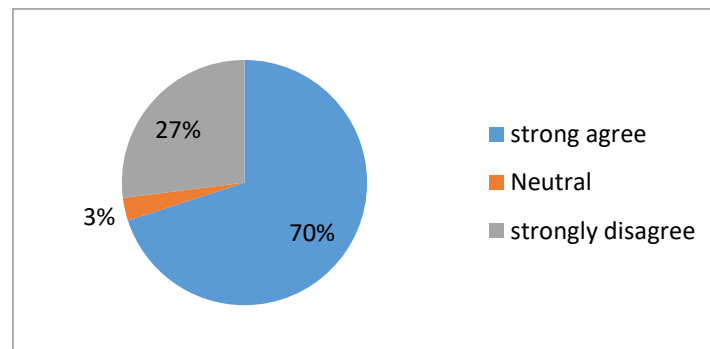


Figure 6: Spoken English of Increasing Length of Complexity Enhances Listening

According to figure 6, 70% of the questionnaire-respondents strongly agree that: (Spoken English of increasing length of complexity enhances listening). On the other hand, 27% of the questionnaire-respondents have strongly disagreed to the statement where as 3% of the questionnaire-respondents remain uncertain. Referring to the above description, the questionnaire-statement: (Spoken English of increasing length of complexity enhances listening) is supported by 70% of the questionnaire-respondents and this result

In this part of the questionnaire, the respondents have given their opinions on Spoken English and listening with reference to the following statements:

1. Spoken English of increasing length and complexity enhances listening
2. Spoken English in terms of dialogue, conversation, discussion ... etc enhances listening
3. Spoken English on visual media-devices enhances listening

The following statistically-treated data reflect the required opinions given by questionnaire-respondents. Each of the three mentioned items is statistically treated in a table or a figure diagram.

The overall results of the analysis participate in giving answer for question one which is: Is there a statistically significant strong impact of spoken English on the listening skill?

contributes positively to the answer of question one.

According to figure 7: Responding to the questionnaire-statement: (Spoken English in terms of dialogue, conversation discussion...etc. enhances listening), comes as follows: 32% of the questionnaire-respondents agree, 23% of the questionnaire-respondents disagree, 20% of the questionnaire-respondents strongly agree, 16% of the questionnaire-respondents disagree, 9% of the questionnaire-respondents remain uncertain.

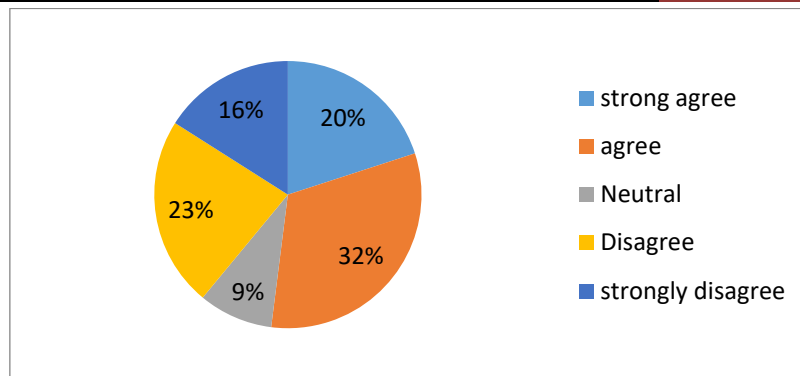


Figure 7: Spoken English in Terms of Dialogue, Conversation Discussion...Etc. Enhances Listening

The overall result shows that: agree and strongly agree constitute 52% and this percentage has an advantage over the others. Therefore the questionnaire-statement: (Spoken

English in terms of dialogue, conversation discussion...etc. enhances listening), is positively supported and this contributes to the advantage to the statement in question.

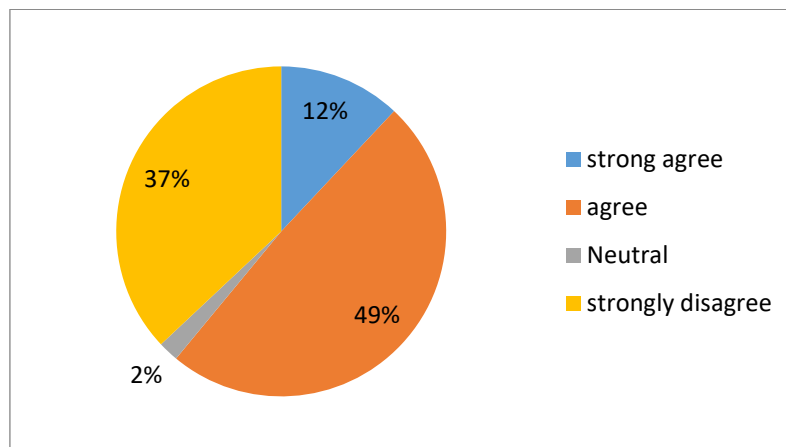


Figure 8 Spoken English on Visual Media-Devices Enhances Listening

According to figure 8: Responding to the questionnaire-statement: (Spoken English on visual media-devices enhances listening), comes as follows: 49% of the questionnaire-respondents agree, 37% of the questionnaire-respondents strongly disagree, 12% of the questionnaire-respondents strongly agree, 2% of the questionnaire-respondents remain uncertain. The overall result shows that: agree and strongly agree constitute 61% and this percentage has an advantage over the others. Therefore the questionnaire-statement: (Spoken English on visual media-devices enhances listening), is supported and this contributes to the advantage to the statement in question.

Summing up of part (2)

1. Spoken English of increasing length and complexity enhances listening is supported by 70% of questionnaire-respondents
2. Spoken English in terms of dialogue, conversation, discussion ... etc enhances listening is supported by 55% of questionnaire-respondents
3. Spoken English on visual media-devices enhances listening is supported by 86% of questionnaire-respondents

3.5.6 Questionnaire / Part (3) Spoken English and Reading

In this part of the questionnaire, the respondents have given their opinions on

Spoken English and reading with reference to the following statements:

1. EFL learners who use spoken English, have an advantage in learning to read over those with less touch of spoken English
2. Spoken English helps EFL learners communicate the meaning of the reading material

3. Spoken English provides EFL learners with a background knowledge that aids the reading skills

The following statistically-treated data reflect the opinions of questionnaire-respondents. Each of the three above-mentioned statements is statistically treated in a table or a figure diagram.

The overall results of the analysis participate in giving answer for question two which is: Is there a statistically significant strong impact of spoken English on the reading skill?

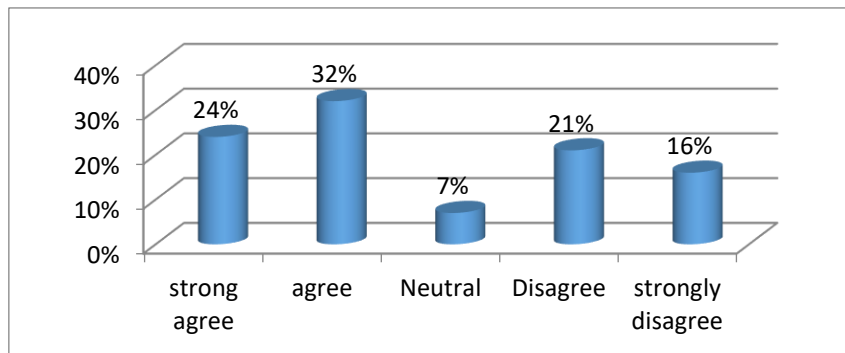


Figure 9 ELF learners who use spoken English, have an advantage in learning to read over those with less touch of spoken English

According to figure 9, responding to the questionnaire-statement: (EFL learners who use spoken English, have an advantage in learning to read over those with less touch of spoken English), results into the following: 32% of the questionnaire-respondents agree, 24% of the questionnaire-respondents strongly agree, 21% of the questionnaire-respondents disagree, 16% of the questionnaire-respondents strongly

disagree, 7% of the questionnaire-respondents remain uncertain. The overall result shows that: agree and strongly agree constitute 66% and this percentage has an advantage over the others. Therefore the questionnaire-statement in question is clearly supported and this contributes positively to the advantage of the question in question.

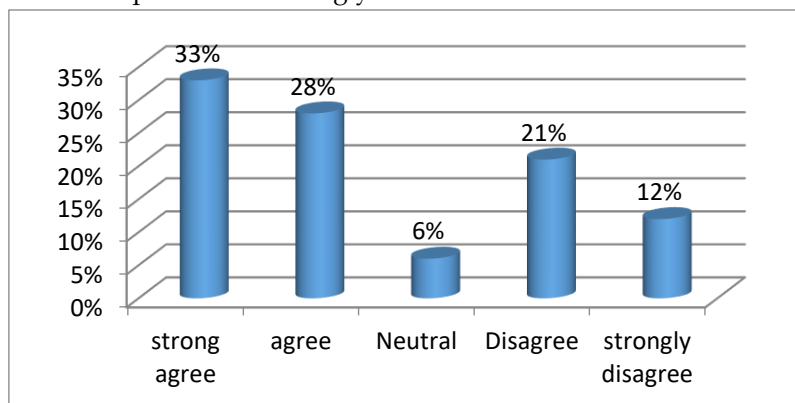


Figure 10: Spoken English Helps EFL Learners Communicate the Meaning of the Reading Material

According to figure 10: Responding to the questionnaire-statement: (Spoken English helps EFL learners communicate the meaning of the reading material), results into the following: 33% strongly agree, 28% of the questionnaire-respondents agree, 21% disagree, 12% of the questionnaire-respondents strongly disagree, 6% of the questionnaire-respondents remain uncertain. The overall result shows that: agree

and strongly agree constitute 61% and this percentage has an advantage over the others. Therefore the questionnaire-statement in question is clearly supported and this contributes positively to the advantage of the question in question.

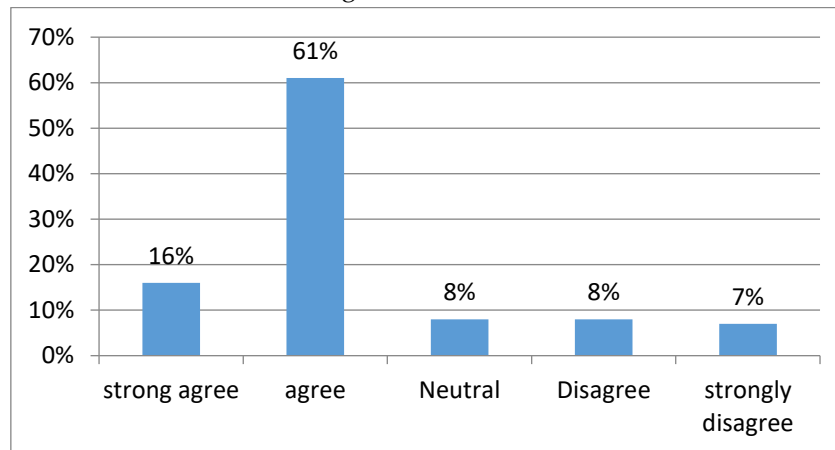


Figure 11: Spoken English Provides EFL Learners with a Background Knowledge that Aids the Reading Skills

According to figure 11: Responding to the questionnaire-statement: (Spoken English provides EFL learners with a background knowledge that aids the reading skills), results into the following: 61% of the questionnaire-respondents agree, 16% of the questionnaire-respondents strongly agree, 8% of the questionnaire-respondents disagree, 8% of the questionnaire-respondents remain uncertain, 7% of the questionnaire-respondents strongly disagree. The overall result shows that: agree and strongly agree constitute 77% and this percentage has an advantage over the others. Therefore the questionnaire-statement in question is supported and this contributes positively to the advantage of the question on focus.

English is supported by 56% of questionnaire-respondents

2. Spoken English helps EFL learners communicate the meaning of the reading material is supported by 61% of questionnaire-respondents
3. Spoken English provides EFL learners with a background knowledge that aids the reading skills is supported by 77% of questionnaire-respondents

Summing up of part (3)

1. EFL learners who use spoken English, have an advantage in learning to read over those with less touch of spoken

3.5.7 Questionnaire / Part (4) Spoken English and Writing

In this part of the questionnaire, the respondents have given their opinions on Spoken English and writing with reference to the following statements:

1. Spoken English can easily be transformed into written text

2. Spoken English supplies EFL learners with the knowledge that motivates them write
3. Spoken English on regular terms, decreases the fear of free writing

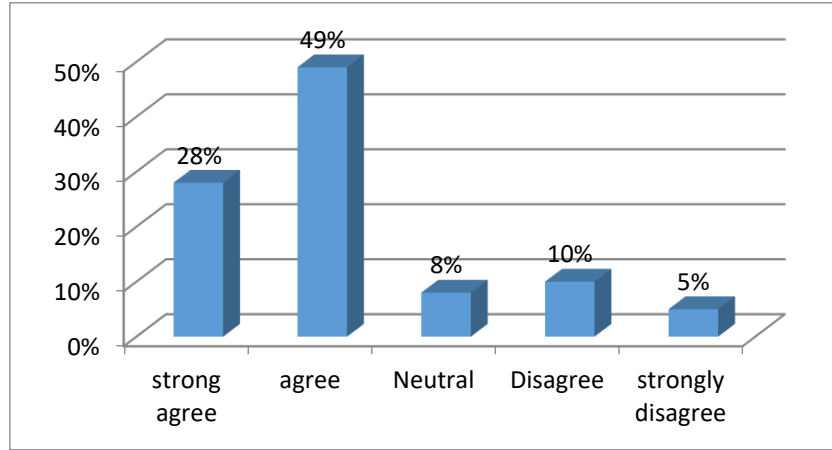


Figure 12: Spoken English can Easily be Transformed into Written Text

According to figure 12: Responding to the questionnaire-statement: (Spoken English can easily be transformed into written text), results into the following statistical data: 49% of the questionnaire-respondents agree, 28% of the questionnaire-respondents strongly agree, 10% of the questionnaire-respondents disagree, 8% of the questionnaire-respondents remain

uncertain, 5% % of the questionnaire-respondents strongly disagree. The overall result shows that: agree and strongly agree constitute 67% and this percentage has an advantage over the others. Therefore the questionnaire-statement in question is clearly supported and this contributes positively to the advantage of research-question.

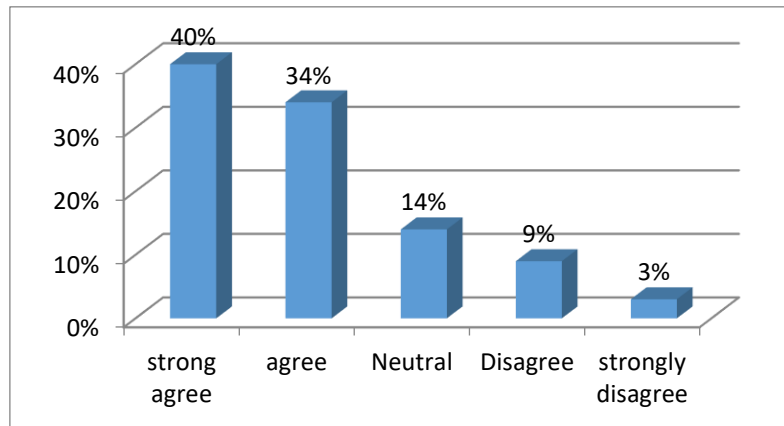


Figure 13: Spoken English Supplies EFL Learners with the Knowledge that Motivates Them Write

According to figure 13, Responding to the questionnaire-statement: (Spoken English can easily be transformed into written text), results into the following: 40 % % of the questionnaire-respondents strongly agree, 34 % % of the questionnaire-respondents agree, 14 % of the questionnaire-respondents remain uncertain, 9 % of the questionnaire-respondents

disagree, 3 % % of the questionnaire-respondents strongly disagree. The overall result shows that: agree and strongly agree constitute 74% and this percentage has an advantage over the others. Therefore the questionnaire-statement in question is clearly supported and this contributes positively to the advantage of the research question.

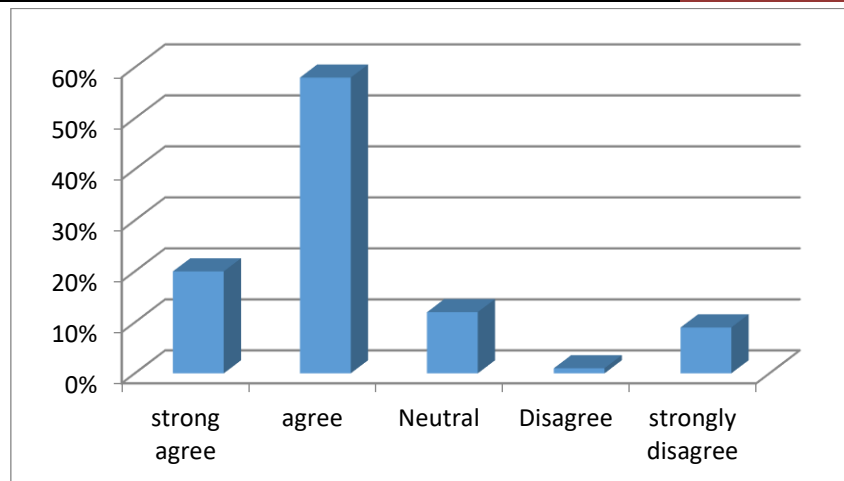


Figure 14: Spoken English on Regular Terms, Decreases the Fear of Free Writing

According to figure 14: Responding to the questionnaire-statement: (Spoken English on regular terms decreases the fear of free writing), results into the following: 58 % of the questionnaire-respondents agree, 20% of the questionnaire-respondents strongly agree, 12 % of the questionnaire-respondents remain uncertain, 9 % of the questionnaire-respondents strongly disagree, 1 % of the questionnaire-respondents disagree, The overall result shows that: agree and strongly agree constitute 78% and this percentage has an advantage over the others.

Summing up of part (3)

1. Spoken English can easily be transformed into written text is supported by 67% of questionnaire-respondents
2. Spoken English supplies EFL learners with the knowledge that motivates them write is supported by 74% of questionnaire-respondents
3. Spoken English on regular terms decreases the fear of free writing is supported by 78% of questionnaire-respondents

3.6 Answering Research Questions (With Reference to Questionnaire)

3.6.1 Answering Research Question (1) (With Reference to Questionnaire)

Q.1 Is there a statistically significant strong impact of spoken English on the listening skill?

Answer of Q.1 on Listening: Yes, there is a statistically significant strong impact of spoken English on the listening skill. This can be supported by the results of discussion in part (2) of the questionnaire.

Accordingly:

- a. Spoken English of increasing length and complexity enhances listening is supported by 70 % of questionnaire-respondents
- b. Spoken English in terms of dialogue, conversation, discussion ... etc enhances listening is supported by 55% of questionnaire-respondents
- c. Spoken English on visual media-devices enhances listening is supported by 86% of questionnaire-respondents

3.6.2 Answering Research Question (2) (With Reference to Questionnaire)

Q.2 on Reading :

Is there a statistically significant strong impact of spoken English on the reading skill?

Answer of Q.2: Yes, there is a statistically significant strong impact of spoken English on the reading skill. This is supported by the results of discussion in part (3) of the questionnaire. Accordingly:

- a. The questionnaire-statement: (EFL learners who use spoken English, have an advantage in learning to read over those with less touch of spoken English) is supported by 56% of questionnaire-respondents
- b. The questionnaire-statement: (Spoken English helps EFL learners communicate the meaning of the reading material), is supported by 61% of the questionnaire-respondents
- c. The questionnaire-statement: (Spoken English provides EFL learners with a background knowledge that aids the reading skills), is supported by 77 % of the questionnaire-respondents

3.6.3 Answering Research Question (3) (With Reference to Questionnaire)

Q.3 on Writing.

Is there a statistically significant strong impact of spoken English on the writing skill?

Answer of Q.3 on Writing: Yes, there is a statistically significant strong impact of spoken English on the writing skill. This is supported by the results of discussion in part (4) of the questionnaire. Accordingly

1. The questionnaire-statement: (Spoken English can easily be transformed into written text), is supported by 67% of questionnaire-respondents
2. The questionnaire-statement: (Spoken English supplies EFL learners with the knowledge that motivates them write), is supported by 74% of questionnaire-respondents
3. The questionnaire-statement: (Spoken English on regular terms decreases the fear of free writing), is supported by 78% of questionnaire-respondents

3.7 Answering Research Main Question (With Reference to Questionnaire and Test)

Main Question - Is there a statistically significant impact of spoken English on the other language skills?

Answer of the Main Question: Yes, there is a statistically significant impact of spoken English on the other language skills. This is supported by all results of the test and the questionnaire as previously mentioned. Moreover, it is supported by the positive responses to the general questions in part (1) of the questionnaire in which:

1. The questionnaire-statement: (Spoken English contributes effectively to the development of the other skills), is supported by 63% of questionnaire-respondents
2. The questionnaire-statement: (Spoken English builds a desire to use language for various purposes), is supported by 63% of questionnaire-respondents
3. The questionnaire-statement: (EFL learners involved to oral English, can acquire the other skills in an easy way), is supported by 91% of questionnaire-respondents

3.8 Validating Research Hypotheses

With close reference to the answers of research-questions of the tests and the questionnaire, research-hypotheses will be evaluated.

Validating Research Hypothesis (1): There is a statistically significant strong impact of spoken English on the listening skill.

The statement is positively supported by the questionnaire-responses to part two and by the test-results of the listening test. For all that, research hypothesis (1) is valid and in favor of research significance.

Validating Research Hypothesis (2): There is a statistically significant rather strong impact of spoken English on the reading skill.

The statement is positively supported by the questionnaire-responses to part three and by

the test-results of the reading test. For all that, research hypothesis (2) is valid and in favor of research significance.

Validating Research Hypothesis (3): There is a statistically significant less strong impact of spoken English on the writing skill.

The statement is positively supported by the questionnaire-responses to part four and by the test-results of the writing test. For all that, research hypothesis (3) is valid and in favor of research significance.

3.8.4 Validating Research Main Hypothesis

Main Hypothesis: There is a statistically significant impact of spoken English on the other language skills.

This statement is positively supported by the answer of research main question and therefore, research hypothesis is valid and in favor of research significance.

4. Conclusions and recommendation

4.1 Conclusion

The positive answers of research-questions and the valid research-hypotheses, together, reflect the significance of spoken English and confirm its role in enhancing the other language skills. Accordingly, the results can be widely generalized and this meets the targeted objectives of this research.

4.2 Recommendations

1. Teacher can use the approaches and techniques mentioned above to enhance their teaching. Also, syllabus-designers have to involve a wide range of techniques and activities to promote spoken English.
2. EFL teachers' awareness of spoken English, have to be raised through various processes.
3. EFL learners have to be introduced to spoken English through present day technology-devices.

4. Teachers should develop listening and speaking skills of the students to develop reading and writing.
5. Teachers should enable the students to communicate in English in and outside the classroom.

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