Zanco Journal of Human Sciences

TYPE: Original article
DOI https://doi.org/10.21271/zjhs.30.SpB.37

The Impact of Student-Centered Approach on Kurdish EFL University Students' Speaking Skills

OPEN ACCESS
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RECEIVED: 10/12/2025
ACCEPTED: 10/02/2026
PUBLISHED: 15/04/2026

Keywords:
Academic speaking skills, EAP (English for Academic Purposes), ELT, Kurdish EFL university students, Student-centered approach.

Abstract

This study investigates the impact of a student-centered approach (SCA) on Kurdish EFL university students' academic speaking skills. This topic is significant because there are theoretical and empirical gaps in the existing literature. While prior research in the Kurdistan Region of Iraq (KRI) has focused on general English (EGP), little has addressed English for Academic Purposes (EAP) and academic speaking skills in particular. In fact, no studies have provided a practical and replicable step by step SCA framework. Furthermore, existing research has failed to accurately and systematically measure both objective performance through tests and subjective learner perceptions through questionnaires. Using a quantitative research design, this study employed a 12-week intervention with 45 students from the University of Sulaimani, College of Dentistry, Department of Basic Sciences, split into an experimental group (SCA) and a control group (TCA). The findings show that the SCA was more effective numerically than the traditional TCA across all measured components. But the fluency and coherence component was the only component with a statistically significant improvement in the experimental group compared to the control group. This study fills a critical gap by providing a tailored, five-step SCA model to give teachers clearly defined classroom practices. This work also reveals a warning: while the SCA is highly effective, it may foster overestimation or overconfidence without actual competence. Ultimately, this paper provides an evidence-based pedagogical background for enhancing academic speaking proficiency in the KRI context.

About the Journal
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1. Introduction

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts" (Chaney and Burk, 1998). Over the last five decades, the development of speaking skills in second language acquisition (SLA) has been remarkable (Derakhshan, Khalili and Beheshti, 2016). As Manurung (2015) describes, through speaking, meaning is articulated and serves as a tool for conveying feelings. He explains speaking as "a process of message and of information that leads to producing utterances orally to meet special purposes" (p. 45). The importance of speaking goes beyond academic situations into professional realms such as business, commerce, and science. In many cases, language proficiency is judged by one's ability to speak it, as "knowing a language means speaking it" (Richards and Renandya, 2002). This is why speaking is regarded as a key measure of communicative competence.

Even though it is important, speaking is one of the hardest skills for EFL learners to develop. According to Larasati (2018), this is due to inappropriate teaching methodologies, which do not give sufficient opportunities for meaningful speaking practice. In fact, throughout the last few decades, speaking has been the most ignored skill in EFL classrooms (Arbain and Nur, 2017; Lam, 2006; Liew and Aziz, 2022). Learners may have adequate listening and reading comprehension and even write competently, yet still struggle to convey meaning orally (Chang and Alhusna, 2022; Renandya and Nguyen, 2022). Furthermore, developing speaking skills is a complex process since different linguistic and emotional factors play a role in it. Megawati and Mandarani (2016) state some difficulties, including fear of making mistakes, limited vocabulary, shyness, nervousness, and lack of confidence. Eventually, speaking skills require a well-designed methodology that is pedagogically sound to meet learner needs.

This work examines the impact of SCA on enhancing the academic speaking skills of Kurdish EFL university students. The teaching of speaking evolved considerably over the past few decades, shifting away from the traditional, teacher-centered approach (TCA) that emphasized repetition, memorization, and grammar in isolation. SCA is an educational approach that places the learner at the core of the teaching and learning process, regardless of age or developmental stage (Cornelius-White and Harbaugh, 2010). Recent research shows that SCA is beneficial, which prioritizes meaningful interaction, learner autonomy, and collaborative learning (Nonkukhetkhong, Baldauf Jr. and Moni, 2006; Zohrabi, Torabi and Baybourdiani, 2012). Consequently, many studies have investigated the positive effects of these modern methodologies on the speaking skills of EFL learners worldwide. This method is now used in a wide range of educational institutions, including the university level.

Although research on English-speaking skills in the Kurdistan Region of Iraq (KRI) is increasing, very few focus on the development of academic speaking skills for Kurdish EFL university students. Currently, there is no context-specific model showing how the SCA can be implemented while teaching academic speaking skills in higher education context. This paper addresses this problem by testing a new five-step SCA framework designed intentionally for this context. Moreover, previous research has rarely compared students' actual performance with their own self-evaluations. This study fills that gap in the existing literature by examining both actual speaking ability and students' perceived competence.

Hence, the present study investigates the effectiveness of the SCA against the TCA in enhancing Kurdish EFL university students' academic speaking skills. It also examines the connection between how students view their own skills and how they actually perform. The study hypothesizes that the SCA will demonstrate greater comparative effectiveness than the TCA in all speaking components and that students' self-perceptions will align with their actual speaking performance in both instructional settings. To test these hypotheses, the study seeks to answer the following research questions:

1. How effective is the SCA compared to the TCA in enhancing the specific speaking components of Kurdish EFL university students?
2. Is there a disagreement in the way students see themselves with their actual speaking performance

when they are taught with the SCA, as opposed to the TCA?

After this opening section, which stated the problems and identified the research gaps that this study seeks to address, the paper proceeds in six sections. Section 6 concludes the study with a summary of findings. Section 5 presents a discussion of the results. Section 4 provides tables and charts for the presentation of the data for both before and after the treatment. Section 3 outlines the methodology, which explains how this paper attempted to collect and analyze the data for answering the two research questions. The next section starts by reviewing two previous studies in the Kingdom of Saudi Arabia (KSA) and then shifts to KRI literature relevant to this context.

2. Review of Related Literature

Several studies have looked at how SCA improves speaking skills in both EFL and ESL settings. For example, a study by Qamar (2016) investigated the effect of learner's autonomy on speaking abilities. She used an experimental design with 100 preparatory-year students at Jazan University, testing them before and after the intervention. She came to the conclusion that SCA creates an excellent environment for speaking instruction. Her findings suggest that when learners have genuine freedom and independence, they achieve better results and improve their speaking proficiency.

Another study, conducted in KSA by Kassem (2018), found similar results, which again confirms the effectiveness of SCA. He compared a group taught using SCA against a control group using the TCA. The data collection tools aimed at some affective variables (such as anxiety, motivation, and self-efficacy) and overall achievement. The results showed that the students in the SCA group performed significantly better, both in their final grades and in emotional factors. This means that the implementation of SCA not only improves speaking skills but also helps overcome emotional barriers.

Al Bajalani and Kiani (2018) investigated teachers' perspectives on the implementation of SCA at Knowledge University in the KRI. They found that most teachers have positive beliefs about SCA and that most of them employ it in their classrooms. This work identified a problem that makes it difficult for educators to implement SCA in KRI educational institutions. The problem is that the testing system does not account for formative assessments but focuses on summative assessments alone.

Another work by Awla and Haji (2023) titled “Investigating the implementation of student-centered approach in EFL speaking classroom” also focused on undergraduate students. The strength of the study was the sample size, which consisted of 181 first-year students in the English Department from Soran and Salahaddin Universities. This wider view of sampling provided a broader understanding of what is going on in EFL classrooms. However, this study was not flawless; their methodology relied solely on questionnaires and teacher interviews. In other words, they did not test students to measure their speaking performance. Because of this, the study could not prove if SCA really improved their speaking skills.

According to Haji, Mohammed and Husamalddin (2025), applying SCA in KRI universities is difficult for several reasons. Many students lack skills in research, teamwork, and time management. Because they struggle to handle the heavy Bologna workloads, teachers often return to the traditional TCA. Apart from students, overcrowded classes, fixed seating, limited staff offices, short academic years, and limited e-resources are other issues that should be considered by teachers. These challenges make it difficult for educators to implement SCA successfully. Besides, this study also confirms the significant limitation in the assessment system that was found earlier by Al Bajalani and Kiani (2018). This means that the strict ministry policies and exam-based assessments that restrict formative evaluations still exist in KRI universities. To solve these issues, they suggest a slow transition supported by the use of LMS platforms like Google Classroom (Haji, Mohammed and Husamalddin , 2025).

Lastly, Mohamedamin et al. (2025) tried to investigate ‘Communicative Language Teaching’ (CLT), which is a form of SCA in KRI lower-secondary education level. They used a quantitative method for about 50 participants in two different schools to measure their speaking abilities. The

results showed that CLT improves fluency more than accuracy. Apart from the overall fluency, students also had progress in grammar, pronunciation, and vocabulary. This confirms that CLT, which is an approach that aligns with the principles of SCA, is effective in developing speaking skills.

After reviewing some studies about the effectiveness of SCA, a significant research gap remains in the existing literature, particularly concerning a practical step-by-step application. It is still vague; how can teachers implement SCA to develop academic speaking? Hence, additional studies of pedagogical strategies are needed to provide a practical, context-specific remedy to the issues of poor fluency, coherence, and anxiety that our university EFL learners suffer from. This study, therefore, aims to test the SCA to address the identified academic speaking problems, building upon the foundational knowledge provided by existing literature.

Another gap is the lack of specificity in the findings. Most critically, the reviewed literature does not offer a practical framework about how teachers in the KRI can actually implement SCA in their classrooms. Therefore, a gap between theoretical support and practical application remains undiscovered. Hence, this paper aims to address these identified gaps by providing a comprehensive analysis of the impact of SCA on both the objective speaking skills and the subjective perceptions of Kurdish EFL university students.

3. Methodology and Data Collection

The current study applied a quantitative design to investigate the effect of SCA on academic speaking skills among 45 intermediate-level first-year dentistry students at the University of Sulaimani. The independent variable of the research is SCA philosophy, and the dependent variable is academic speaking skills. The two groups endured a pre- and post-intervention test in speaking along with a pre- and post-intervention questionnaire before and after the application of the treatment. Students with English-curriculum backgrounds were excluded to ensure comparability, leaving participants primarily from Kurdish and Arabic curricula.

3.1 Participants

The control (CTR) group initially consisted of 26 learners (16 females, 10 males) aged 18 to 20 years. However, three female students were excluded from the final analysis as outliers due to extreme score variances in the pre- and post-tests. Similarly, the experimental (EXP) group began with 26 learners (13 females, 13 males) aged 18 to 20 years. In this group, four students (one male and three females) were excluded as outliers for demonstrating extreme values that fell significantly outside the normal distribution of the speaking tests.

All participants were taught by the researcher in the College of Dentistry at Sulaimani University, in their second semester of English for Academic Purposes (EAP). The instructional intervention was conducted over a four-month period, with each weekly session lasting three hours.

3.2 Pilot Study

A pilot study was directed to evaluate the applicability of the instruments and procedures. Nine first-year nursing students at the University of Sulaimani, College of Nursing, participated over a three-month period. The aim was to test all the data collection tools for appropriateness for Kurdish EFL learners. Consequently, the results yielded that about 90% of the materials were appropriate and suitable. But some items in the speaking test were modified since the researcher found that they were not suitable after conducting the pilot test. Additionally, the scoring rubric was also improved from a five-scale to a nine-scale scores similar to the IELTS test, which includes 9 band scores for speaking. Finally, after the pilot study, there was an urge to develop a consistent SCA framework, which led the researcher to develop a tailored five-step model for teaching academic speaking skills.

3.3 Procedures and Data Collection Tools

This study employed an experimental design and collected data before and after the intervention to measure the impact of SCA on academic speaking skills. Two instruments were used: a questionnaire and a speaking test.

3.3.1 Instructional Materials

The control group and the experimental group studied Headway Academic Skills; Listening, Speaking, and Study Skills, Level 3 (CEFR B1–B2), which is an EAP textbook designed specifically for undergraduate learners. The duration of the course was exactly the same. Therefore, it can be said that all participants were exposed to the same content but in totally different ways. The textbook contains 10 units that focus on developing listening, speaking, vocabulary, and study skills within academic themes.

3.3.2 Pre-Intervention Questionnaire

A Likert-scale questionnaire was administered in the first week of the course to both groups. It consisted of 14 items, and each was rated on a 5-point scale (1 = never true, 2 = sometimes true, 3 = often true, 4 = usually true, 5 = always true). The questionnaire aimed to identify participants' prior knowledge of academic speaking skills.

3.3.3 Pre-Intervention Test

A speaking test, adapted from authentic IELTS Academic materials (Cambridge IELTS 16 and 17), was administered to both groups during the first two weeks of the course. Eight test samples were used. The test aimed to establish participants' initial speaking proficiency before the intervention. Students' voices were recorded with a professional microphone and later evaluated against a scoring rubric adapted from the IELTS speaking band descriptors. The rubric was simplified and transformed into a mark-based form to be easy to use.

3.3.4 Teacher-Centered Instruction (Control Group)

The CTR was taught using a TCA. The course covered a wide range of academic speaking skills, including planned tasks (e.g., presentations) and spontaneous tasks such as academic debates. Such academic speaking skills were taught explicitly using only the textbook without using extra activities. When students were given tasks, they had very little or no flexibility for doing those tasks, only following what the teacher said. For example, students presented group presentations when they did not have the choice to choose their partners, time limit, and titles, and they were given feedback single-handedly by the teacher. The lessons followed a deductive Presentation–Practice–Production (PPP) design with a high rate of teacher talking time (TTT) and limited personalization.

3.3.5 Student-Centered Instruction (Experimental Group)

The EXP participants were exposed to the SCA using the AIMED model but were taught the same materials as the CTR. Unlike CTR, every week other activities were chosen, and the lessons drifted away further from the textbook after week three. Skills were taught both implicitly and explicitly through different and engaging activities. Students had the choice over topics, formats (individual, pair, or group), time limits, and even online or face-to-face modes via Google Classroom. Learner participation dominated the classroom with a high rate of student talking time (STT). Tasks encouraged discovery-based learning in order to connect academic skills to students' personal lives and contexts.

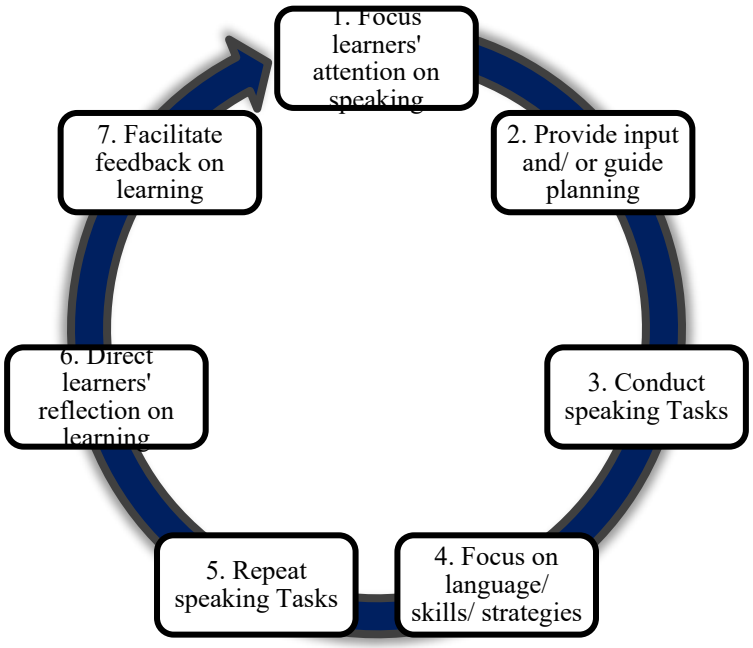
Each lesson followed a consistent model, the AIMED framework: (1) Activity—audio/video input; (2) Implicit teaching—discovery stage from authentic discourse; (3) Materials—student handouts; (4) Explicit teaching—language focus and discourse strategies; and (5) Dialogue—spoken production with feedback. Apart from teacher-feedback, which was delivered either publicly in class or privately via Google Classroom for sensitive issues, the EXP had peer feedback, where

students commented on each other's work. Besides, students were also encouraged to provide self-feedback to reflect on their own performance.

The theoretical rationale behind the AIMED instructional framework is an adaptation of the Teaching Speaking Cycle proposed by Goh and Burns (2012). This context-specific adaptation is done to address the speaking needs of Kurdish EFL learners. The original framework is organized into a cycle consisting of seven stages designed to enhance both accuracy and fluency while encouraging learner reflection.

Figure 1. The Teaching Speaking Cycle (Goh and Burns, 2012)

The



AIMED model was developed to align with these principles by integrating these stages into a cohesive process. The model ensures a complete learning experience tailored for the Kurdish higher education context. The selection of the five steps in AIMED is theoretically justified as follows:

- Activity (Steps 1 & 2 of the original cycle): Focuses on raising metacognitive awareness and providing authentic input to reduce cognitive load.
- Implicit Teaching (Stage 3): Prioritizes inductive learning and fluency by allowing students to engage with the task using existing resources before formal instruction.
- Materials (Stage 5): Uses student handouts to facilitate learner autonomy and peer interaction, shifting the focus to a student-centered environment.
- Explicit Teaching (Stage 4): Provides form-focused instruction on language use and discourse strategies, ensuring accuracy is addressed after the initial fluency attempt.
- Dialogue (Stages 6 & 7): Culminates in spoken production followed by reflection and feedback, which are crucial for self-regulation and long-term skill development.

Taking into consideration the two groups consumed or studied similar skills or content, each week, one or two academic speaking skills were chosen and worked on in both CTR and EXP. And it is worth noting that they were taught by the researcher under identical conditions with the same textbook, skills, class size, session length, and duration. As can be seen in Table 1, the teaching approach (TCA vs. SCA) is the only manipulated variable in order to be a fair, more valid, and reliable study.

Table 1
Instruction Weekly Plan

Week & Date	Control	Experimental
Week 1, **25/Feb**	**Pretest & Pre-Questionnaire (Introductory Lesson)**	**Pretest & Pre-Questionnaire (Introductory Lesson)**
Week 2, **4/March**	• Turn-taking • Formal & informal	• Turn-taking • Formal & informal
11/March (Public Holiday)	No Classes	
Week 3, **18/March**	• Structuring a talk • How to speak coherently	• Structuring a talk • How to speak coherently
25/March (Public Holiday)	No Classes	
1/April (Public Holiday)	No Classes	
Week 4, **8/April**	• Giving Presentation	• Giving Presentation
Week 5, **15/April**	• Academic vocabulary • Subject-specific vocabulary	• Academic vocabulary • Subject-specific vocabulary
Week 6, 22/April	(Midterm Exam)	
Week 7, **29/April**	• Critical thinking (**seeing different perspectives**) • Helping the listener	• Critical thinking (**seeing different perspectives**) • Helping the listener
Week 8, **6/May**	• Spoken punctuation • Sentence & word stress	• Spoken punctuation • Sentence & word stress
Week 9, **13/May**	• Starting, keeping and ending a conversation • Self-correction & feedback	• Starting, keeping and ending a conversation • Self-correction & feedback
Week 10, **20/May**	• Cohesion • Academic debating	• Cohesion • Academic debating
Week 11, **27/May**	• Supporting your argument • Checking understanding	• Supporting your argument • Checking understanding
Week 12, **3/June**	**Posttest & Post-Questionnaire**	**Posttest & Post-Questionnaire**

3.3.6 Post-Intervention Test

In the last week, another eight samples from the Cambridge IELTS (18 and 19) speaking test were completed by the participants of both groups. It is worth mentioning that the test scores were counted for their pre-final marks in order to encourage students to take it very seriously. The post-test had the same format, timing, and scoring as the pre-test, but the items or content of the test were different to prevent repetition effects.

3.3.7 Post-Intervention Questionnaire

The post-questionnaire had the same items as the pre-questionnaire, and it was administered in the final week of the course. The aim of the questionnaire was to investigate whether the participants had any difference in the way they view their knowledge of speaking.

3.3.8 Speaking Test Rubric

Ambiguous rubrics lead to unreliable scoring. That is why a nine-scale score analytic rubric was used which is adapted from the public version of the IELTS speaking band descriptors. Each of the five components—Lexical Resource, Grammatical Range & Accuracy, Fluency & Coherence, Pronunciation & Accent, and Details—was scored out of five points (1-5), with a total of 25.

3.4 Validity and Reliability of the Tools

This study used actual authentic IELTS Academic Speaking test samples from the most recent Cambridge publications (IELTS 16-19), which are developed by the British Council in partnership with IDP Education and widely known for their validity. The samples were reviewed and adjusted following the pilot study because there were few items that seemed inappropriate for Kurdish EFL

learners. In addition to content validity, face validity of both tools is achieved by checking the tools of the current study by jury members, including 4 assistant professors in applied linguistics.
Reliability was achieved by using a carefully designed analytic rubric covering five speaking criteria. The interviews were recorded with a professional microphone and then rated by two independent scorers to maintain inter-rater reliability. Questionnaire reliability yielded an overall score of 0.81 Cronbach's Alpha. This score would tell if those 14 questions are all consistently measuring knowledge of academic speaking or not. The overall score showed that the questionnaire is very reliable and all items are carefully constructed.

3.5 Data Analysis

This study examined the impact of the SCA on students' speaking through three comparisons. Firstly, the pre- and post-questionnaires, Secondly, the comparison of the questionnaire with the speaking test scores after normalization, and thirdly, the speaking test scores are compared with one another. Figure 2 is a scheme that offers a highly simplified and straightforward visual representation of the data analysis comparison plan for each group individually. The horizontal arrows illustrate the comparisons, showing the changes from pre- to post-intervention within the same assessment tool. The vertical arrows depict the cross-instrument comparisons at specific time points.

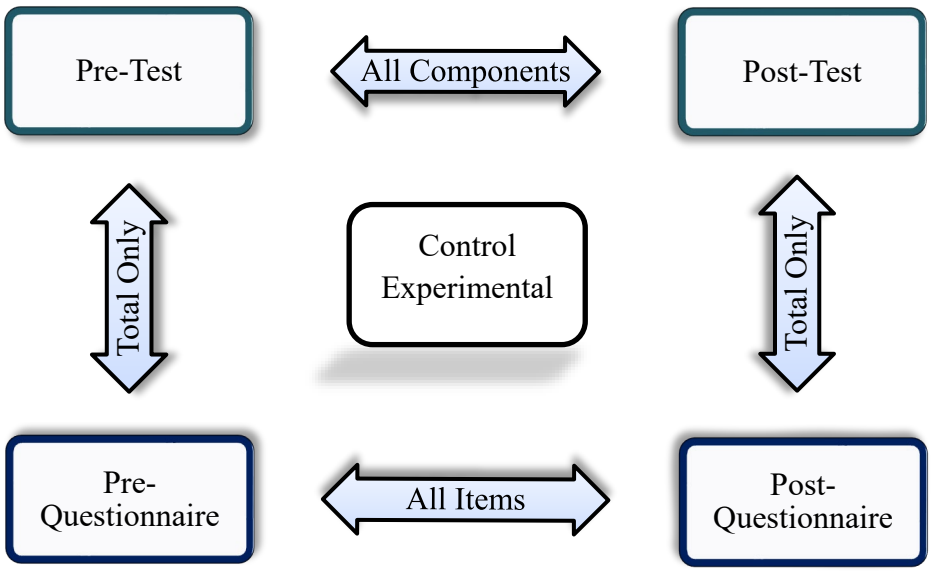


Figure 2. Data Analysis Comparison Scheme

IBM SPSS 27 was used for the statistical analysis to objectively summarize students' performance. Data analysis followed a three-stage plan: pre-stage, pre-post stage, and post-stage, involving 12 specific comparisons, as it is shown in figure 3. Due to space constraints, the researchers present the results from the baseline and outcomes stages here.

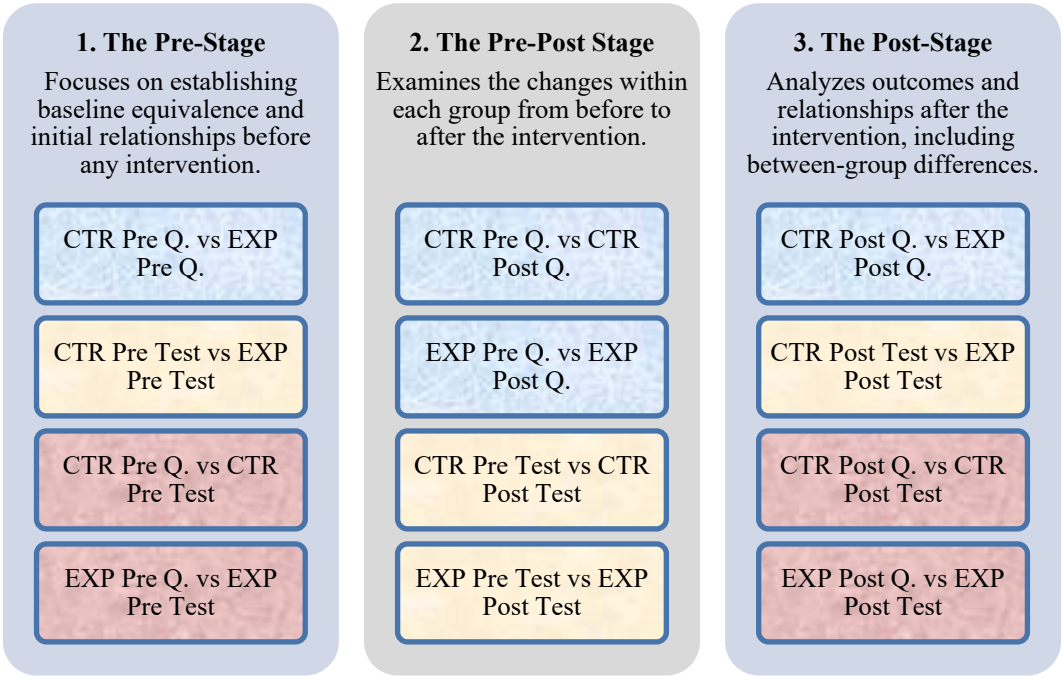


Figure 3. The 12-Step Analytical Workflow

For inferential statistics, paired-samples t-tests were used when comparing data within-group, and independent-samples t-tests when comparing data between-group when data were assumed to be normally distributed. Whenever assumptions were violated, the Wilcoxon Signed-Ranks test was used for within-group comparisons and the Mann-Whitney U test when comparing independent groups.

3.6 Delimitations of the Study Methodology

This study is delimited to a selection of academic speaking skills, which restricts the generalizability of the findings. While the IELTS speaking test assesses academic speaking in a structured interview, it does not capture broader abilities such as audience awareness, negotiation, persuasion, or academic register. To overcome this obstacle, pre- and post-questionnaires were used to support the test; however, the results still reflect IELTS-related skills rather than broader academic speaking competence.

The implementation of the SCA is context-dependent and can be quite different across instructors, classrooms, and educational systems. Accordingly, findings are most generalizable to the specific context of Kurdish EFL public university students in KRI, where the researcher has over six years of teaching experience. The study focuses on a specific pedagogical framework, the AIMED model, developed during a three-month pilot study, which provides a consistent, replicable structure for student-centered instruction in this context.

The sample was restricted to intermediate-level, high-achieving students (B1–C1 CEFR) from the College of Dentistry enrolled in an EAP course at a single university, which restricts generalization to other proficiency levels. The results may not extend to students with lower language proficiency. Therefore, it is recommended that the tools and framework be piloted in any new context to ensure their applicability. With the methodological framework and all data collection and analysis procedures systematically explained, it is now time to shift to the 'Results' section, where the findings of this study are presented.

4. Results

This section provides a detailed analysis of the pre-questionnaire, the pre-test, the post-test, and the post-questionnaire obtained from the CTR and the EXP groups. The first part focuses on the results of the initial stage, which includes the results of the pre-questionnaire and the pre-test in both

groups. After that, in the second part, the results of the post-questionnaire and the post-test for both groups are analyzed.

4.1 The Pre Intervention Stage

This section sheds light on the pre-existing knowledge of academic speaking skills at the beginning of the English language course. This includes participants' existing knowledge on a selection of academic speaking skills at the beginning of the course based on the 1 to 5 scale (*1 = never or rarely true, 2 = sometimes true, 3 = often true, 4 = usually true, 5 = always or almost always t*rue). This identification is significant to know how participants view their own speaking skills and the amount of knowledge they think they possess regarding those different academic speaking skills before their English language course starts. Table 2 shows the average (mean) results of both groups.

Table 2
Pre-Questionnaire Means of the Participants

	Knowledge of Speaking	CTR Mean	EXP Mean
1	When I speak, I can differentiate between formal and informal language. (formal, informal)	2.96	2.86
2	When I speak, I know how to organize my ideas and develop a theme. (coherence)	2.22	2.50
3	When I speak, I know how to connect different parts together by using sentence connectors and linking words. (cohesion)	2.26	2.64
4	When I speak, I know how to signal or emphasize points to aid listener understanding. (helping the listener)	3.00	2.73
5	When I speak, I understand how to organize my speech in a logical and interesting way. (structuring a talk)	2.13	2.32
6	When I speak, I know how to back up my opinions with evidence. (supporting your argument, clarify meaning)	2.22	2.14
7	When I speak, I know how to use my voice and intonation effectively. (spoken punctuation, sentence & word stress)	2.74	2.86
8	I can take part in speaking interactions skillfully. (turn-taking)	2.52	2.82
9	I understand different stances and perspectives while engaging in an academic conversation. (critical thinking, seeing different perspectives)	2.39	2.23
10	I can assess my own performance after I speak. (self-feedback)	2.96	3.36
11	I can correct my own mistakes when I speak. (self-correction)	3.13	3.27
12	I can keep a conversation going and maintain flow while speaking. (starting, keeping and ending a conversation)	2.43	2.91
13	I can use effective vocabularies to describe academic content clearly. (academic vocabulary, subject-specific vocabulary)	1.91	2.14
14	When I speak, I can confirm comprehension among peers during discussions. (checking understanding)	2.78	2.55
	Overall Mean	**2.55**	**2.67**

The table demonstrates that the average was 2.55 for the CTR and 2.67 for the EXP. The results show that participants in both groups thought they had some knowledge of speaking, and in comparison, both groups were very similar to each other. To determine if there was a statistically significant difference between the questionnaire results of the CTR and EXP, the 'Mann-Whitney U test' was used for each of the 14 items. The hypotheses included the null hypothesis, which indicates that there is no difference between the two groups, and the alternative hypothesis, which indicates that there is a difference between the two groups. Moreover, a common level (significance level or p-value) of alpha=0.05 is used to make decisions regarding the null hypothesis.

Table 3
Mann-Whitney U Test on CTR vs. EXP's Pre-Questionnaire

Test Statistics				
Items	Mann-Whitney U	Wilcoxon W	Z	P-value
Q1	234.0	487.0	-0.458	0.647
Q2	207.0	483.0	-1.169	0.242
Q3	190.50	466.50	-1.520	0.129
Q4	197.50	450.50	-1.324	0.186
Q5	220.00	496.00	-0.809	0.419
Q6	242.0	495.0	-0.269	0.788
Q7	231.50	507.50	-0.506	0.613
Q8	211.50	487.50	-0.980	0.327
Q9	215.0	468.0	-0.948	0.343
Q10	202.50	478.50	-1.185	0.236
Q11	236.50	512.50	-0.405	0.685
Q12	191.50	467.50	-1.468	0.142
Q13	208.50	484.50	-1.138	0.255
Q14	221.50	474.50	-0.762	0.446

A p-value is used to determine statistical significance. The analysis of the pre-intervention questionnaire data, using the Mann-Whitney U test, showed that the p-value for all items was greater than 0.05. Moreover, participants' pre-test speaking levels at the start of their English course are summarized in figure 4, across the five speaking components based on the scoring rubric.

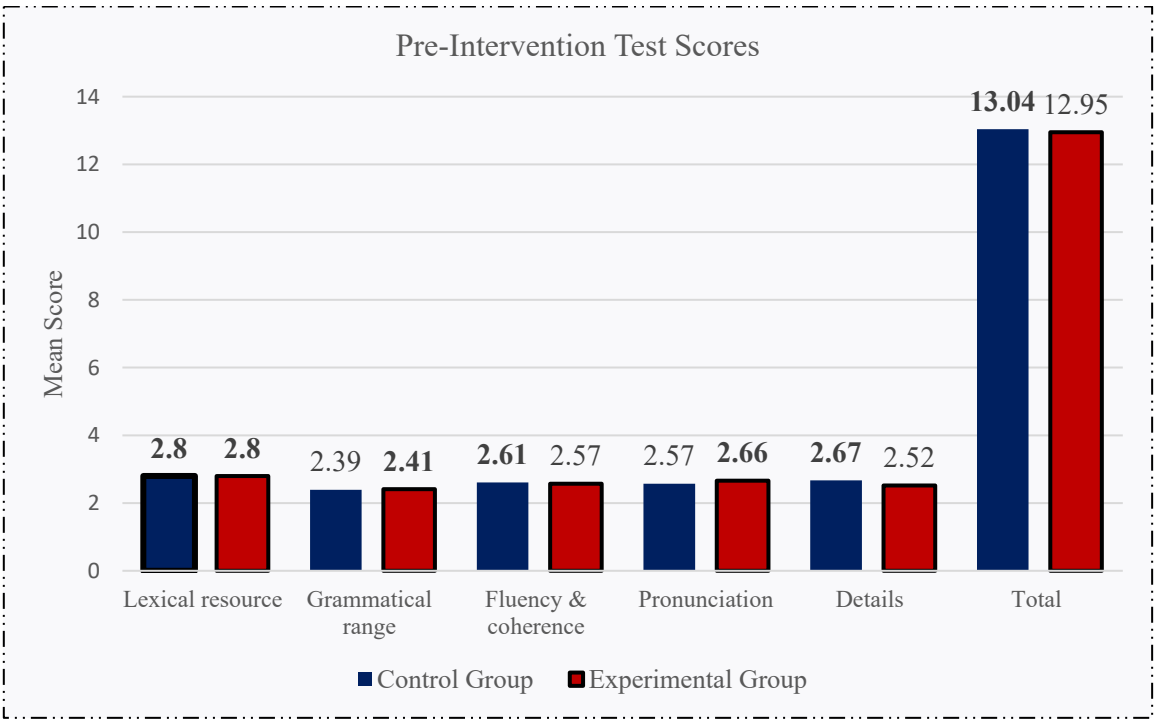


Figure 4. Bar Chart of CTR vs. EXP's Pre-Test Scores

The analysis revealed that both the CTR and EXP had a similar level of speaking proficiency, with the CTR scoring slightly higher in the total score. For all five speaking components and the total

score, the average scores for both groups were below 3 out of a possible 5. This indicates that all aspects of speaking were considered problematic for both groups at the beginning of the study. Specifically, the total pre-intervention test scores were 13.04 for the CTR and 12.95 for the EXP, which demonstrates a very similar combined initial proficiency for both groups.

Furthermore, based on the distribution of the data, two different tests were used: the Mann-Whitney U test for comparing the five individual speaking components, while the independent samples t-test (following Levene's Test for Equality of Variances) was applied for the comparison of the total scores.

Table 4
Mann-Whitney U Test on CTR vs. EXP's Pre-Test

Test Statistics

Components	Lexical resource	Grammatical range	Fluency & coherence	Pronunciation	Details
Mann-Whitney U	252.0	248.50	248.0	238.0	216.0
Wilcoxon W	528.0	524.50	501.0	514.0	469.0
Z	-0.024	-0.108	-0.117	-0.359	-0.877
P-value	0.981	0.914	0.907	0.719	0.381

The results of the Mann-Whitney U test show that all p-values were greater than the 0.05 significance level. Consequently, this confirms that the CTR and EXP began the study with a statistically equivalent level of speaking skills.

Table 5
Independent Samples T-Test on CTR vs. EXP's Pre-Test Total Scores

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	P-value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total	Equal variances assumed	0.507	0.480	0.072	43	0.943	0.08893	1.22740	-2.38635	2.56421
	Equal variances not assumed			0.073	42.627	0.942	0.08893	1.22354	-2.37919	2.55705

For the total pre-test scores, which were found to be normally distributed, an independent samples t-test was used following the Levene's test for equality of variances. The Levene's test showed a p-value of 0.480 that allows for the assumption of equal variances. The t-test itself yielded a p-value of 0.943; together, the two tests confirmed that there is no statistically significant difference in total scores between the two groups.

Through the comparison of the questionnaire with the speaking test, the researchers aim to see how participants' self-reported speaking ability is compared to their actual speaking performance. Since the questionnaire is out of 70 and the speaking test is out of 25, both sets of scores were normalized to a scale of 100 in order to make these two different measures comparable. In addition, this is another test for reliability that allows us to determine if the questionnaire and the test were providing consistent measures of speaking proficiency within each group. Table 6 shows the pre-questionnaire and the pre-test scores for both the CTR and EXP after normalization.

Table 6
Descriptive Data on Pre-Questionnaire vs. Speaking Test

Descriptive Statistics			
Items	Mean		Std. Deviation
	Statistic	Std. Error	Statistic
CTR, Pre Q.	52.04	5.05	24.24
CTR, Pre-Test	47.32	5.38	25.79
EXP, Pre Q.	54.31	7.07	33.18
EXP, Pre-Test	46.36	5.42	25.43

Table 6 showed that participants of the CTR had a mean of 52.04 in the normalized pre-questionnaire, while the normalized pre-test score was 47.32. On the other hand, the EXP participants had a pre-questionnaire mean score of 54.31 against a pre-test score of 46.36.

Table 7
Paired Samples T-Test on CTR's Pre-Questionnaire vs. Speaking Test

	Paired Differences			t	df	P-value
	Mean	Std. Deviation	Std. Error Mean			
Pre-Q. vs. Pre-Test	4.72	22.71	4.74	0.997	22	0.329

The paired samples t-test was conducted on the questionnaire against the speaking test to assess the difference between these two measures. Since this p-value is 0.329, which is greater than 0.05, it indicates that there was no statistically significant difference between the pre-questionnaire and the pre-test for the CTR.

Table 8
Paired Samples T-Test on EXP's Pre-Questionnaire vs. Speaking Test

	Paired Differences			t	df	P-value
	Mean	Std. Deviation	Std. Error Mean			
Pre-Q. vs. Pre-Test	7.94	24.84	5.30	1.500	21	0.149

A paired samples t-test was performed on the EXP's participants to compare the results of the questionnaire with the speaking test scores at the beginning of the English language course. The p-value of 0.149 revealed that there was no statistically significant difference between the two quantities.

To conclude, the analysis of the pre-intervention data established that the CTR and EXP were statistically similar in their academic speaking proficiency. Overall, since no p-value was lower than the significance alpha level, it is confirmed that the two groups had very similar initial proficiency before the intervention. Additionally, the data from both tools consistently indicated a moderate level for all participants. Finally, the agreement between participants' self-reported data with their objectively assessed data also reinforces the reliability of the assessment tools.

4.2 The Post Intervention Stage

This subsection focuses on the collected data at the end of the English language course to assess the impact of the SCA by comparing its effects with the TCA. The analysis sheds light on the participants' post-questionnaire and post-test and provides comprehensive statistical analysis of the results through well-designed tables and figures. Figure 5 describes participants' performance across

the five speaking components, as measured by a 10-12 minute interview-style post-test.

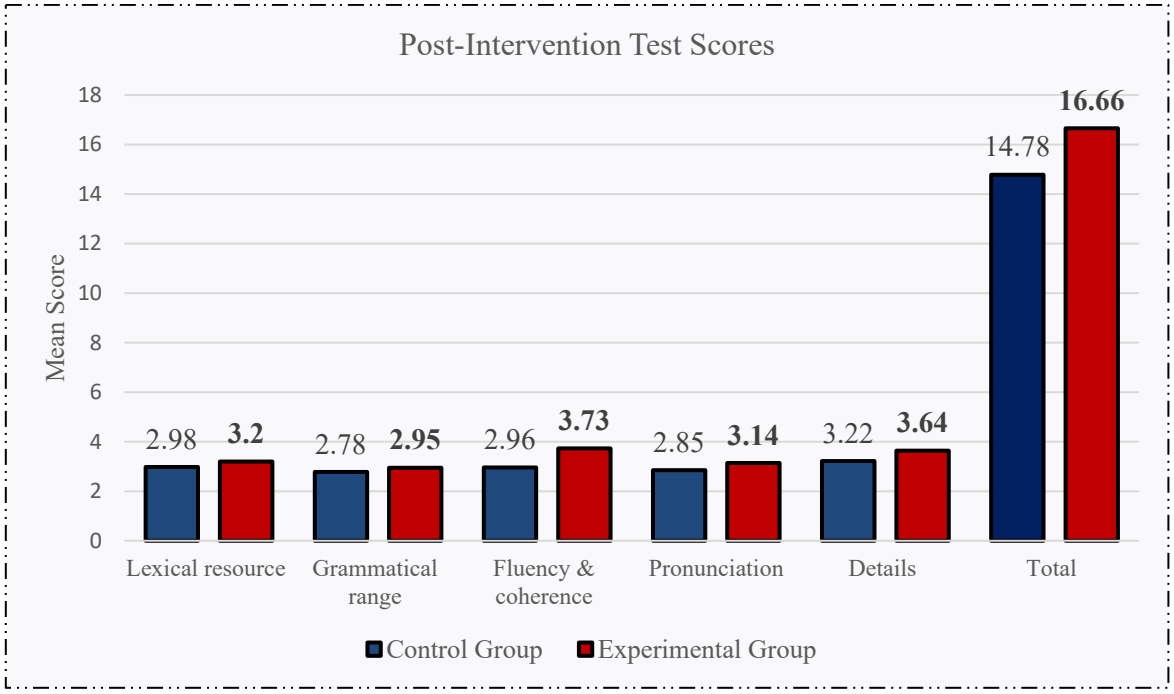


Figure 5. Bar Chart of CTR vs. EXP's Post-Test Scores

As can be seen in the figure, both groups improved; however, the participants of the EXP made more progress. Based on the scoring rubric, any component below a mean of three is considered problematic. Therefore, both groups had all five speaking components rated as problematic in the pre-test. After the intervention, the EXP group improved on four of the five components, but the CTR improved in only one component. Numerically, the EXP had a mean score of 16.66, which was higher than the CTR's mean score of 14.78. Table 9 applied a Mann-Whitney U test to statistically determine whether this difference is significant or not.

Table 9

Mann-Whitney U Test on CTR vs. EXP's Post-Test

Test Statistics

Components	Lexical resource	Grammatical range	Fluency & coherence	Pronunciation	Details
Mann-Whitney U	221.0	238.50	149.50	209.50	196.50
Wilcoxon W	497.0	514.50	425.50	485.50	472.50
Z	-0.765	-0.348	-2.445	-1.012	-1.346
P-value	0.444	0.728	0.014	0.312	0.178

This test was conducted for each of the five speaking components. The results showed a statistically significant difference in *Fluency & Coherence* as the only variable with a p-value of 0.014. However, there were no statistically significant differences in the other four components. Furthermore, an independent samples t-test was conducted to compare the total score of the speaking test.

Table 10
Independent Samples T-Test on CTR vs. EXP's Post-Test Total Scores

		Levene's Test for Equality of Variances		T-test for Equality of Means						
		F	Sig.	t	df	P-value	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Total	Equal variances assumed	1.194	0.281	-1.45	43	0.154	-1.87648	1.29240	-4.48285	0.72989
	Equal variances not assumed			-1.46	41.457	0.152	-1.87648	1.28545	-4.47163	0.71866

The Levene's test confirmed equal variances with a p-value of 0.281; therefore, the t-test showed no statistically significant difference in the total score with a p-value of 0.154. Table 11 summarizes the participants' views on their own academic speaking skills after the intervention and the degree of improvement when compared with the pre-questionnaire.

Table 11
Post-Questionnaire Means & Degree of Improvement

Items	Post Intervention		Degree of Improvement	
	CTR Mean	EXP Mean	CTR Mean	EXP Mean
1	3.04	3.32	0.08	0.46
2	2.91	3.36	0.69	0.86
3	2.83	3.09	0.57	0.45
4	3.00	2.73	0	0
5	2.57	3.18	0.44	0.86
6	2.61	3.05	0.39	0.91
7	2.91	3.14	0.17	0.28
8	2.43	3.23	-0.09	0.41
9	2.70	3.32	0.31	1.09
10	2.78	3.91	-0.18	0.55
11	2.91	3.77	-0.22	0.50
12	2.74	3.27	0.31	0.36
13	2.43	3.09	0.52	0.95
14	3.04	2.95	0.26	0.40
Overall	2.78	3.24	3.376	8.08

The descriptive data showed that both groups perceived an improvement in their speaking skills; however, the EXP reported higher progress. This indicates that participants who were exposed to the SCA thought that they had improved speaking more than those who received the TCA. Moreover, these improvements need to be statistically analyzed to determine whether this change is significant or not. That is why the 'Mann-Whitney U' test was conducted because the data were not normally distributed and did not represent a bell shape.

Table 12
Mann-Whitney U Test on CTR vs. EXP's Post-Questionnaire

Test Statistics				
Items	Mann-Whitney U	Wilcoxon W	Z	P-value
X1	215.0	491.0	-0.899	0.369
X2	170.0	446.0	-2.034	0.042
X3	220.0	496.0	-0.784	0.433
X4	205.0	458.0	-1.182	0.237
X5	176.0	452.0	-1.838	0.066
X6	191.50	467.50	-1.462	0.144
X7	224.50	500.50	-0.665	0.506
X8	143.50	419.50	-2.609	0.009
X9	172.50	448.50	-1.926	0.054
X10	113.0	389.0	-3.276	0.001
X11	122.0	398.0	-3.127	0.002
X12	179.0	455.0	-1.757	0.079
X13	174.50	450.50	-1.878	0.060
X14	231.0	484.0	-0.525	0.600

The test revealed a statistically significant difference in 4 items (p-values of 0.042, 0.009, 0.001, and 0.002, respectively). In other words, only 4 aspects of the questionnaire were statistically significant. Additionally, four other items (5, 9, 12, 13) showed p-values extremely close to the 0.05 significance alpha level, which suggests that these aspects showed remarkable improvements too. In contrast, the remaining six items (1, 3, 4, 6, 7, 14) showed p-values greater than 0.05, which indicates no statistically significant difference between the two groups.

Regarding the comparison of the questionnaire against the speaking test, both scores are normalized to a scale of 100. The aim of this comparison is to accurately compare how the intervention might have affected what students think they know versus how they actually perform. Table 13 shows the descriptive data of the post-questionnaire and post-test scores for both the CTR and EXP.

Table 13
Descriptive Data on Post-Questionnaire vs. Post-Test

Descriptive Statistics			
Items	Mean		Std. Deviation
	Statistic	Std. Error	Statistic
CTR, Post Q.	48.32	5.41	25.93
CTR, Post-Test	57.54	5.90	28.28
EXP, Post Q.	60.03	4.55	21.32
EXP, Post-Test	51.06	5.36	25.16

Table 13 shows that the mean score for the CTR's post-test was 57.54, which was higher

than the post-questionnaire mean of 48.32 after normalization. This higher mean suggests that their demonstrated proficiency was higher than their self-reported knowledge. On the other side, the mean score for the EXP's post-questionnaire was 60.03, which was higher than the post-test score of 51.06, indicating that students overestimated their own skills after the SCA intervention.

Table 14
Paired Samples T-Test on CTR's Post-Questionnaire vs. Post-Test

	Paired Differences			t	df	P-value
	Mean	Std. Deviation	Std. Error Mean			
Post-Q. vs. Post-Test	-9.22	27.09	5.65	-1.632	22	0.117

The paired samples t-test was conducted on the CTR's participants to compare the results of the post-questionnaire with the post-test total scores after normalization. The test yielded a p-value of 0.117, which means that there is no statistically significant difference between the two measures. While the descriptive statistics showed that the participants, on average, scored higher on the post-test (Mean = 57.54) than on the questionnaire (Mean = 48.32), this difference was not statistically significant.

Table 15
Paired Samples T-Test on EXP's Post-Questionnaire vs. Post-Test

	Paired Differences			t	df	P-value
	Mean	Std. Deviation	Std. Error Mean			
Post-Q. vs. Post-Test	8.97	26.56	5.66	1.583	21	0.128

The paired samples t-test on EXP's participants to compare the results of the post-questionnaire with the post-test total scores after normalization revealed no statistically significant difference between the two measures (p=0.128). Even though the descriptive statistics showed that the participants scored higher on the post-questionnaire (Mean = 60.03) than on the post-test (Mean = 51.06), this difference was not statistically significant.

The results confirm that there was no statistically significant difference between participants' self-reported academic speaking proficiency and their objectively assessed proficiency. This also provides a good foundation for interpreting the effectiveness of the SCA. These findings will now be used to discuss their broader implications in the next section.

5. Discussion

The pre-intervention analysis indicates that the two groups had identical levels of academic speaking proficiency. This finding is similar to two studies from Iran (Zare-Behtash, Khoshsima and Sarlak, 2016; Azizi, Namziandost and Ashkani, 2022), where pre-test results revealed no significant differences as the current study. Similar outcomes were also seen in an article by Maasin-Ceballos and Ceballos (2018), whose participants had similar fluency before intervention; however, the scope of the study was limited to speaking fluency.

This similar initial proficiency can be attributed to their shared educational background as EFL university students from the same region and discipline. The participants have been exposed to similar English programs and traditional teaching methods. Their English education within the public system has only focused on accuracy and summative assessments over fluency and formative assessments. Because of this widespread issue, most students in the region have low proficiency in the English language in general and speaking skills in particular. Consequently, this pattern is reflected in the pre-intervention results with all the components below an average of three, meaning they are in need of improvement.

After the twelve-week instruction, this trend changed, and the data showed that SCA was more

effective in developing academic speaking proficiency compared to the TCA. This change was not significant in all aspects except for *Fluency & Coherence*, where a statistically significant difference was detected (p-value = 0.014). However, the researchers observed that EXP students had more confidence, less hesitation, and improved at sequencing ideas logically during the second face-to-face interview. Although better mean scores were seen in all aspects of speaking, the improvement wasn't statistically significant. This specific improvement in one specific aspect of speaking is different from a study by Qamar (2016), who found significant improvement in all areas, like accent, pronunciation, vocabulary, fluency, and accuracy.

Such discrepancy might be because of differences in research methodology and context. Although both studies employed SCA, the design and implementation varied. The scope of the current study was EAP-focused, which emphasized activities such as academic debates and presentations. On the other hand, Qamar's study had a broader scope, EGP-focused course that resulted in a more general improvement in all aspects of speaking. Another reason behind this difference might be related to the participants of the study; the present study's students were already at an intermediate level, but Qamar's participants were elementary students. Finally, another concern might be related to the sample size; the present study had 45 participants compared to Qamar's study with 100 students. All these differences together may have reduced the statistical power needed to detect significant effects in all aspects of academic speaking.

The results of the current study align with many other studies, such as the ones by Mohamedamin et al. (2025) in KRI, Mahdjoubi and Tibba (2017) in Algeria, and Maasin-Ceballos and Ceballos (2018) in the Philippines. All the three works showed that the SCA has significantly impacted fluency and coherence more than the other components of speaking. This finding can be associated with the low-stress and supportive environment created when students are at the center of attention. In this environment students feel confident and speak without fear of immediate correction. This psychological care encourages students to focus on structuring talks and linking words effectively.

A comparison of the questionnaire against the speaking test showed a flip pattern between the pre- and post-intervention stages. Before the treatment, the CTR's questionnaire mean was 52.04, which was higher than the speaking test mean score, 47.32. At the end of the intervention, the CTR's questionnaire mean became 48.32, which was lower than the speaking test with 57.54. Surprisingly, this trend or fluctuation indicates that students firstly overestimated their speaking ability, but after the 12-week TCA intervention, participants' actual performance exceeded their self-perceptions.

This phenomenon of competence without confidence supports an aspect known as the Dunning-Kruger effect. Although the effect is often connected with unskilled people overestimating their capabilities, it can also mean that sometimes skilled individuals tend to underrate their own abilities because they lack metacognitive awareness. In other words, they usually think that tasks that are easy for them are also easy for others. Thus, a very competent student may view him/herself as only "average" or "good." This finding suggests that TCA may improve skills without developing the self-awareness required for accurate self-evaluation (Kruger and Dunning, 1999).

In contrast, the EXP showed a completely different pattern between self-perceptions and actual performance from pre- to post-intervention. Both the questionnaire and test data showed growth: following the SCA intervention, both scores increased. The post-questionnaire rose to 60.03 and the post-test to 51.06 without a statistically significant gap. This means that the SCA not only improved academic speaking but also promoted the self-awareness necessary for accurate self-assessment. This advantage was not observed under the TCA. These findings are parallel with the study by Azizi, Namziandost and Ashkani (2022), which emphasized the crucial role that metacognitive awareness plays in effective speaking instruction.

Even though the EXP's post-questionnaire and post-test comparison did not confirm a significant difference, there is a numerical gap between the means of the two tools, with 60.03 versus 51.06. This nine-digit gap is not to be neglected but rather needs to be examined further. This suggests that, despite the advantages of SCA, a degree of overestimation was noticed. In other words, participants' self-assessed abilities exceeded their actual performance by nearly nine points on a 100-point scale. Notably, this issue, which already existed before the intervention, was not resolved

by the SCA; in fact, the gap somewhat expanded following the intervention. Once again, the Dunning-Kruger effect was seen but in a different way when individuals misjudge their capabilities because of limited metacognitive awareness (Kruger and Dunning, 1999).

Additionally, the SCA may have promoted a sense of self-overestimation without actual skill to support this self-view. Lack of explicit corrective feedback might be one explanation behind this issue. A similar finding indicates that inadequate metacognitive direction is a reason for overconfidence (Eva et al., 2004). Studies on SCA further highlight that autonomy and self-directed approaches can worsen overestimation if feedback is primarily peer-based rather than expert-guided (Molteni and Chan, 2015; Barnsley et al., 2004). Without clear, specific feedback, students might feel good about their work but won't know what they need to fix to truly understand the material.

When it comes to the real-world application, this disagreement carries essential practical implications. Exaggerated self-view or overestimation might cause potential problems in academic and professional endeavors. For example, such students might overestimate their ability to handle complex tasks and, as a result, not realize they need further learning. Eventually, this warning needs to be dealt with cautiously because students' self-perception or self-view is not to be ignored. Educators should consider the necessity of accurate feedback to ensure that confidence remains grounded with actual competence.

5.1 Pedagogical Implications

The findings have significant implications for higher education in the KRI, particularly within the Bologna Process. This system orders a shift from TCA to SCA that prioritizes student autonomy and self-regulated learning. The AIMED framework provides a practical, replicable roadmap for instructors to operate these commands, helping students develop the independent speaking and metacognitive skills necessary to succeed under the Bologna system's ECTS-based requirements. Targeted feedback and reflective practices foster metacognitive awareness, helping students align self-perception with actual performance. While the SCA might promote overconfidence, educators should monitor its communicative strengths with structured guidance to ensure competence is grounded in demonstrable performance. These findings provide practical guidance for teachers, curriculum designers, and policymakers seeking to improve speaking instruction in different educational contexts.

5.2 Limitations of the Study

Despite its significant findings, the current study has several limitations. The sample was small and restricted to first-year students from a single college and university, limiting generalizability to other Kurdish EFL learners or academic disciplines. The intervention period was also short, preventing an assessment of long-term effects on academic speaking skills. Additionally, the study employed a quantitative approach without qualitative methods such as interviews or observations, which could have provided richer insights into participants' experiences and added depth to the interpretation of the results.

5.3 Suggestions for Further Studies

Future research can build on this study in several ways. Investigating the impact of SCA on academic writing skills or on learners at different proficiency levels. Expanding speaking genres to include interviews, narratives, and business-related tasks, as well as studying different age groups and cities across the KRI, could provide more generalizable insights. Incorporating qualitative methods such as interviews, focus groups, or classroom observations could enrich understanding of students' experiences and preferences. Future studies could also examine individual speaking components (e.g., pronunciation or grammar) in depth, or investigate metacognitive training to address the self-perception versus performance discrepancies identified, particularly the overconfidence observed in student-centered classrooms.

6. Conclusion

This study investigated the impact of the SCA on Kurdish EFL university students' academic speaking skills. There were 180 data points to address the research questions and test the hypotheses from 45 first-year students at the University of Sulaimani, College of Dentistry. Participants filled out 90 questionnaire forms and had 90 speaking tests across pre- and post-intervention stages. The study employed a quantitative design to make generalizations from the numerical data and answer the two research questions accordingly. Furthermore, the study provided a practical step by step procedure towards the actual application of the SCA in KRI to teaching speaking in particular. This model is a replicable structure that can be added into ELT textbooks and provides teachers with meaningful and pre-tested classroom practices.

The findings confirmed that the SCA improved students' overall speaking performance more than the TCA, particularly in fluency and coherence. Another interesting finding was that many students overestimated their own speaking proficiency after the 12-weeks student-centered intervention. This disagreement supports the idea behind the Dunning-Kruger effect. On the other hand, participants who were exposed to teacher-centeredness underestimated themselves despite actual competence. The study suggests that there is a need for more balanced instruction in KRI, which combines communicative activities with targeted feedback to make sure that confidence remains with actual competence. Overall, the findings emphasize the value of SCA in improving academic speaking skills. The study also highlights that metacognitive awareness and feedback are indeed extremely important.

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کاریگەریەکانی ڕێبازی خوێندکار سەنتەری لەسەر تواناکانی قسەکردنی زمانی ئینگلیزی وەک زمانێکی بیانی لەنێوان فێرخوازانی کورددا لە قۆناغی زانکۆ

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پوختە
ئەم توێژینەوەیە بەدواداچوون بۆ کاریگەریی ڕێبازی خوێندکار سەنتەری لەسەر تواناکانی قسەکردنی زمانی ئینگلیزی وەک زمانێکی بیانی لەنێوان فێرخوازانی کورددا لە قۆناغی زانکۆ دەکات، کە بابەتێکە کەلێنی تیۆری و ئەزموونی و پراکتیکی بەرچاوی تێدا بەدیکراوە. لە کاتێکدا کە لێکۆڵینەوەکانی پێشوو لە هەرێمی کوردستاندا لەسەر زمانی ئینگلیزی گشتی بوونە، بەڵام زۆر بە کەمی باسی قسەکردنی ئەکادیمییان کردووە و هیچ لێکۆڵینەوەیەک چوارچێوەیەکی پراکتیکی و تایبەت بە ڕێبازی خوێندکار سەنتەری پێشکەش نەکردووە. جگە لەوەش، لێکۆڵینەوەکان تا ئێستا نەیانتوانیوە بە شێوەیەکی گشتگیر هەم ئەدای بابەتی و هەم تێڕوانینە بابەتییەکانی فێرخواز بپێون. بە بەکارهێنانی دیزاینێکی توێژینەوەی چەندایەتی، ئەم توێژینەوەیە دەستێوەردانێکی ١٢ هەفتەیی بەکارهێنا لەگەڵ ٤٥ خوێندکاری زانکۆ کە لە نێوان گروپێکی تاقیکاری (خوێندکار سەنتەری) و گروپی کۆنترۆڵدا دابەشکرابوون کە مامۆستا سەنتەری بوو. دۆزینەوەکان ئەوە نیشان دەدەن کە خوێندکار سەنتەری بە شێوەیەکی بەرچاو لێهاتوویی قسەکردنی خوێندکارانی لە سەرانسەری هەموو پێکهاتە پێوراوەکاندا باشتر کردووە. دیارترین دۆزینەوە باشتربوونی ئاماری بەرچاو بوو لە ڕەوانی یان زمانپاراوی و یەکگرتوویی لە گروپی تاقیکاریدا بە بەراورد لەگەڵ گروپی کۆنترۆڵ. سەرەڕای ئەوەش، خوێندکار سەنتەری بە شێوەیەکی ئەرێنی پاڵنەر و هەڵوێستی فێرخوازانی بەرامبەر بە قسەکردن بەرزکردەوە. ئەم توێژینەوەیە بۆشاییەکی گرنگ پڕدەکاتەوە بە پێشکەشکردنی مۆدێلێکی خوێندکار سەنتەری پێنج هەنگاوی تایبەتمەند و هەروەها تێڕوانینێکی زۆر جیاواز ئاشکرا دەکات: لە کاتێکدا خوێندکار سەنتەری زۆر کاریگەرە، بەڵام ڕەنگە ناتەبایی لە نێوان توانای هەستپێکراوی خوێندکار و لێهاتوویی ڕاستەقینەی ئەوان دروست بکات. لە کۆتاییدا، ئەم توێژینەوەیە چوارچێوەیەکی پێداگۆجی گرنگ و بەڵگەدار بۆ بەرزکردنەوەی توانای قسەکردنی ئەکادیمی لە چوارچێوەی هەرێمی کوردستان و عێراقدا دابین دەکات.
وشە سەرەکییەکان: ڕێبازی خوێندکار سەنتەری، لێهاتوویی قسەکردنی ئەکادیمی، ئینگلیزی بۆ مەبەستی ئەکادیمی، لێکۆڵینەوەی چەندایەتی، فێرکردنی زمانی ئینگلیزی وەک زمانێکی بیانی.

آثار النهج المتمركز حول الطالب على مهارات التحدث باللغة الإنجليزية كلغة أجنبية بين طلاب الجامعات الكردية

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الملخص
تبحث هذه الدراسة في تأثير النهج المتمركز حول الطالب على مهارات التحدث الأكاديمي باللغة الإنجليزية كلغة أجنبية بين طلاب الجامعات الكردية، وهو موضوع ذو فجوات نظرية وتجريبية وعملية كبيرة. في الأبحاث الحالية، في حين ركزت الأبحاث السابقة في إقليم كردستان على اللغة الإنجليزية العامة، إلا أن القليل منها تحدثت خصوصا على الإنجليزية الأكاديمية، ولم تقدم أي دراسات إطارًا عمليًا ومحددًا للسياق لنهج متمركز حول الطالب. إضافة على ذلك، فشلت الأبحاث الحالية في قياس كل من الأداء الموضوعي وتصورات الطلاب الذاتية بشكل شامل. باستخدام تصميم بحث كمي، استخدمت هذه الدراسة تدخلاً لمدة ١٢ أسبوعًا مع ٤٥ طالبًا جامعيًا مقسمين بين مجموعة تجريبية (مركزة على الطالب) ومجموعة ضابطة مركزة على المعلم. توضح النتائج أن نهج متمركز حول الطالب قد حسّن بشكل كبير أداء الطلاب في التحدث عبر جميع المكونات المقاسة. كانت النتيجة الأكثر بروزًا هي التحسن ذي الدلالة الإحصائية في البلاغة أو الطلاقة والتماسك في المجموعة التجريبية مقارنة بالمجموعة الضابطة. بالإضافة إلى ذلك، عزز نهج متمركز حول الطالب بشكل

إيجابي دافعية المتعلمين وموقفهم تجاه التحدث باللغة الإنجليزية. تُسد هذه الدراسة ثغرة جوهرية بتقديم نموذج مُصمم خصيصًا لتدريس القدرة على التحدث الأكاديمي مُركزٍ على الطالب من خمس خطوات عملية. و بعد ذلك كشف هذا البحث عن رؤيةٍ مُختلفةٍ تمامًا: فرغم فعالية هذا النموذج، إلا أنه قد يُؤدي إلى تباينٍ بين قدرة الطالب المُتصورة وكفاءته الفعلية الحقيقية. وفي الختام، تُقدم هذه الدراسة إطارًا تربويًا هامًا ومُستندًا إلى الأدلة لتعزيز مهارات التحدث الأكاديمي في سياق إقليم كردستان والعراق.

الكلمات المفتاحية: نهج يركز على الطالب، مهارات التحدث الأكاديمي، متعلمو اللغة الإنجليزية كلغة أجنبية، اللغة الإنجليزية للأغراض الأكاديمية، تعليم اللغة الإنجليزية كلغة أجنبية.