



عنوان البحث: The Effects of a Program Based on  
Entrepreneur Learning on Developing Some EFL  
Speaking Skills for Secondary Stage Students in Kuwait

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# The Effects of a Program Based on Entrepreneur Learning on Developing Some EFL Speaking Skills for Secondary Stage Students in Kuwait

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## Abstract

This study aimed to develop some speaking skills by Identifying EFL speaking skills that should be developed among EFL secondary graders and Measuring the effect of a program based on entrepreneur learning on developing Some EFL speaking skills for secondary stage students in Kuwait. In order to achieve such an aim, the researcher developed a speaking skills test, The design used in the present study was one group pre-post test quasi- experimental design, Test was administrated to the secondary stage EFL students at Al-Yarmouk Secondary School in Kuwait (N=20) pre and post the intervention. The intervention was a Program Based on Entrepreneur Learning for Speaking Skills (ELBP). Results revealed that there were statistically significant differences between the mean scores of the pre and post-speaking skills test of the study group in favor of the post test. It can be concluded that the proposed program had a significant effect on developing the targeted speaking skills among the study participants. The study recommended that EFL teachers should encourage their students to use Entrepreneurial learning in teaching speaking skills to develop their speaking skills, EFL supervisors and teachers should be trained on the use of entrepreneurial learning to improve their teaching of speaking skills. Syllabus designers and material developers should consider the entrepreneurial learning approach in developing English curricula. Finally, some further researches were suggested.

**Keywords:** *Entrepreneur Learning - EFL Speaking Skills - Secondary Stage Students in Kuwait.*

### المستخلص

هدفت هذه الدراسة إلى تطوير بعض مهارات التحدث من خلال تحديد مهارات التحدث باللغة الإنجليزية كلغة أجنبية التي يجب تطويرها بين طلاب المرحلة الثانوية من اللغة الإنجليزية كلغة أجنبية وقياس تأثير برنامج يعتمد على تعلم رواد الأعمال في تطوير بعض مهارات التحدث باللغة الإنجليزية كلغة أجنبية لطلاب المرحلة الثانوية في الكويت. ولتحقيق هذا الهدف طورت الباحثة اختبار مهارات التحدث، وكان التصميم المستخدم في الدراسة الحالية عبارة عن مجموعة واحدة قبل الاختبار البعدي تصميم شبه تجريبي ومن أجل تحقيق هذا الهدف، أعدت الباحثة اختبار مهارات التحدث، حيث تم إجراء الاختبار على طلاب المرحلة الثانوية في مدرسة اليرموك الثانوية في الكويت (N = 20) قبل وبعد المعالجة التجريبية. وتم تطبيق مادة المعالجة التجريبية على عينة البحث وهي برنامج التعلم الريادي لتنمية مهارات التحدث (ELBP). وكشفت النتائج عن وجود فروق ذات دلالة إحصائية بين متوسط درجات اختبار مهارات التحدث القبلي والبعدي لمجموعة الدراسة لصالح الاختبار البعدي. ويمكن استنتاج أن البرنامج المقترح كان له دلالة إحصائية في تنمية مهارات التحدث المستهدفة لدى المشاركين



في الدراسة. وبناءً عليه أوصت الدراسة بأن يشجع كل من معلمي اللغة الإنجليزية طلابهم على استخدام تعلم ريادة الأعمال في تعلم مهارات التحدث لتطوير كفاءتهم فيها مع تدريب مشرفي ومعلمي اللغة الإنجليزية كلغة أجنبية على استخدام تعلم ريادة الأعمال لتحسين عملية تدريس مهارات التحدث ، كما يجب على مصممي المناهج الاهتمام بمدخل التعلم الريادي في تطوير مناهج اللغة الإنجليزية. وأخيراً، اقترحت الباحثة إجراء مزيد من البحوث ذات الصلة.  
الكلمات المفتاحية: التعلم الريادي - مهارات التحدث باللغة الإنجليزية كلغة أجنبية - طلاب المرحلة الثانوية في الكويت

## Introduction and background

In the era of globalization, significant changes are occurring worldwide. These changes arise from people's strong desire to achieve their goals and ambitions. In order to fulfill these desires, effective communication skills are essential for expressing ideas and opinions with others. Communication skills play a vital role in today's modern world, and the mastery of these skills is crucial for success in various fields. Among the four language skills, speaking is particularly important for effective communication in this globalized world. Since English is widely used worldwide, learners need to acquire strong communication skills in English to succeed in their respective fields. The classroom provides an ideal platform for learners to develop their communication skills, especially their speaking skills. Teachers should understand the challenges faced by English language learners (ELLs) and employ various teaching strategies to enhance their speaking skills in English classrooms. This can be achieved by adopting new methods, materials, and the latest techniques for teaching speaking skills. It is important for teachers to incorporate group and pair activities into their regular English classrooms, as these can greatly contribute to the development of ELLs' speaking skills.

Entrepreneurs are individuals who organize and operate businesses, taking on higher risks than usual. The concept of the learning entrepreneur is based on several core assumptions, but most importantly, it is about becoming a positive, resourceful, and enterprising learner in the domain of learning and development (L&D), rather than becoming an actual entrepreneur.

Language ability and proficiency have become crucial cultural resources for companies operating in globalized markets, as they are key to gaining a strategic competitive advantage (Ernst and Young 2015; Hurmerinta et al. 2015; Isenberg, 2008). As exposure to different markets increases, cultural sensitivity



becomes vital, and resource tools such as language and education offer measurable benefits (e.g., Holt, 2008). In particular, possessing language skills is of utmost importance for online 'born-globals' (see Bell et al. 2004; Isenberg 2008; Knight and Liesch 2016), as these skills provide an initial competitive edge against rivals and reduce foreign liabilities (e.g. Qian et al. 2013; Zaheer and Mosakowski, 1997). Therefore, a better understanding of the cultural aspects and ideologies related to language proficiency and entrepreneurial learning is essential for both professionals and academic practitioners (e.g. Fredriksson Barner-Rasmussen and Piekkari 2006; Kulkarni 2015; Roy Sekhar and Vyas 2016; Swift and Wallace 2011).

In view of the scant empirical research that delves into the interconnected topics of interest, namely entrepreneur orientation, knowledge, and learning, this paper explores how entrepreneurs perceive the roles of language and education, which are measurable components of culture. Prior studies pertaining to the influence of education and language on entrepreneur behavior have been limited behavior (e.g. Díez-Martín Blanco-González and Prado-Román 2016; Hechavarría, 2015; Segal Borgia and Schoenfeld, 2005), with some studies only conducted in specific contexts or constructs (e.g. Swift and Wallace 2011; Fredriksson Barner-Rasmussen and Piekkari 2006). Additionally, more research beyond multinational firms is needed (Chiang and Yang, 2014).

### Context of the problem

From the four English language skills, speaking enjoys a superior status. Accordingly, it should be given high priority while teaching. In spite of its importance, teaching English speaking skill to Arab EFL learners has always been an exacting task for Arab teachers of English because it is considered a foreign language, i.e. not widely spoken or used in everyday interactions. For such a reason, Arab teachers of English are required to persistently implement new teaching strategies to tackle the problems regarding speaking skills in the classroom. Although a number of studies have been carried out to investigate the difficulties related to teaching English language skills to the Arab students in the Arab World, the current study is regarded the first study which highlights the problems in learning and teaching English speaking skill

Teaching speaking skills to Arab students has always been a challenging task to EFL (English as a Foreign Language) teachers because it is a foreign language. This means teaching English to students in or from countries that do

not use it on a frequent basis. Arab students face a lot of problems when they speak English (McArthur, 2005). Arab students face a lot of problems when they speak English. One of the main reasons is that in the Arab countries there is very limited opportunity to learn English through natural interaction with the target language (Rabab'ah, 2003).

Previous studies conducted in the Arab World such as (Al-Seghayer, 2014; Mahboob and Elyas, 2014) revealed that most Arab students are not intrinsically motivated, and they lack the basic language skills that would enable them to express themselves easily in the classroom. In a multicultural city like Kuala Lumpur where English is spoken as an active second language (Thirusanku & Yunus, 2014), Arab students are expected to acquire a higher level of proficiency than their counterparts in the Arab World. However, it seems that even in this conducive language learning context most Arab students find difficulty in communicating freely in English due to certain factors such as students' limited knowledge of English language, lack of confidence and motivation.

Based on the above, a pilot study was conducted to discover the difficulties that secondary school students face in acquiring some skills in speaking English as a foreign language, and this exploratory study consisted of an English-speaking test prepared by the researcher. The researcher applied the speaking test to a sample of 25 secondary school students in Kuwait.

**Table 1.** The Results of the Pilot Study

Speaking Skill	Maximum	Mean	Percentage
Talking about a topic with sequential ideas that are easy to understand.	10	4.3	43%
Expressing opinions are with concise ideas.	10	4	40%
Expressing a situation in simple linguistic structures.	10	4.6	46%
Asking questions related to the idea to be talked about.	10	2.5	25%
<b>Total</b>	40	8.4	21%

### Statement of the problem

The data presented in the table illustrates that the percentage of participants in the prospective study who achieved scores on the speaking test was below the average. This observation implies that the students possess a comparatively



modest proficiency in speaking. Consequently, it became imperative to address this issue and devise a suitable intervention strategy. This step was essential to enable the researcher to formulate a program grounded in entrepreneurial learning principles. Such a program holds the potential to facilitate the enhancement of speaking skills among secondary stage English as a Foreign Language (EFL) students in Kuwait

### Study questions

The current study attempted to answer the following main question:

Can a program based on entrepreneur learning develop secondary school students' EFL speaking skills in Kuwait?

1. What are the EFL speaking skills required for secondary stage students in Kuwait?
2. How far do secondary stage students in Kuwait master the required EFL speaking skills?
3. What are the general features of a program based on entrepreneur learning for developing secondary stage students' speaking skills in Kuwait?
4. What is the effect of a program based on entrepreneur learning on developing Some EFL speaking skills for secondary stage students in Kuwait?

### Significance of the Study

The current study could be significant as following:

#### - For Teachers:

This study offers a valuable resource for educators by shedding light on the potential advantages of incorporating entrepreneur learning principles into the EFL classroom. Teachers can glean insights into innovative instructional strategies that promote effective language acquisition and speaking skill development. The study's findings empower teachers with a nuanced understanding of how entrepreneurial methodologies can be harnessed to optimize language learning environments. By enriching their pedagogical practices, teachers are better equipped to facilitate engaging and impactful learning experiences for their students.

#### - For Students:

Secondary stage students in Kuwait stand to benefit immensely from this study. The program rooted in entrepreneur learning has the potential to catalyze a



transformative improvement in their EFL speaking skills. By engaging with a curriculum tailored to foster entrepreneurial mindset and communication abilities, students can enhance their proficiency in articulating thoughts, ideas, and concepts in English. This not only fortifies their language competencies but also equips them with a set of valuable life skills, enhancing their prospects for academic and professional success.

### - For Supervisors:

Supervisors, overseeing educational programs and curricular development, gain valuable insights from this study. The empirical evidence garnered from the effects of the entrepreneur learning program provides supervisors with informed guidance on curriculum enhancement. The study's outcomes can inform decisions pertaining to educational strategies, resource allocation, and instructional design. Additionally, supervisors are better positioned to gauge the efficacy of incorporating innovative methodologies into language learning programs, contributing to the overall enhancement of educational quality and outcomes.

In essence, the study's significance for teachers, students, and supervisors alike lies in its potential to revolutionize EFL pedagogy, empower students with essential language and life skills, and inform strategic decisions in educational administration.

### Aims of the Study

The present study aims at:

1. Identifying EFL speaking skills that should be developed among EFL secondary graders.
2. Measuring the effect of a program based on entrepreneur learning on developing Some EFL speaking skills for secondary stage students in Kuwait.
3. Suggesting some solutions and strategies that would enhance the quality of teaching and learning EFL speaking skills for secondary stage students in Kuwait.

### Hypothesis of the study

There are statistically significant differences at the level of significance (0.05) between the mean scores of the study group in the pretest and posttest of speaking skills in favor of the posttest.



## Study Methodology

The design used in the present study was the quasi- experimental with one group pre-post test design.

## Delimitations of the study

The current study was delimited to:

1. A sample of 20 EFL students from first secondary stage at Al-Yarmouk Secondary School in Kuwait.
2. The second semester of the 2022/ 2023 school year.
3. Some speaking skills (To show effective presentation skills, ask various questions relevant to the topic in hand, identify the cause(s) of a problem, propose logical solutions to the problem(s) given, interpret information to make a judgment, explore details for a purpose, describe one's job/business efficiently, analyze given data, provide multiple, innovative ideas on a given topic, Identify potential challenges, provide sufficient knowledge about the topic in hand, provide convincing answers to the questions raised).

## Instruments and materials of the study

The researcher prepared and used the following instruments:

1. Speaking Skills Checklist (SSC). Developed by the researcher
2. Speaking Skills Test (SST). Developed by the researcher
3. A Program Based on Entrepreneur Learning for Developing Some EFL Speaking Skills (ELPSS) Developed by the researcher.

## Definition of Terms

### 1. EFL speaking skills:

**Operational definition:** In this study, the researcher defines speaking The operational definition of English as a Foreign Language (EFL) speaking skills for the purpose of this study refers to the demonstrable ability of individuals to effectively and proficiently engage in spoken communication using the English language. This encompasses the aptitude to articulate thoughts, ideas, opinions, and information coherently and fluently, while demonstrating appropriate use of vocabulary, grammar, pronunciation, intonation, and interactive discourse strategies. EFL speaking skills involve active participation in spoken interactions,





such as conversations, discussions, presentations, and other communicative exchanges, with a focus on clarity, comprehensibility, and effective conveyance of intended messages in various social and academic contexts."

## 2. Entrepreneur learning:

**Operational definition** The operational definition of Entrepreneurial Learning in the English as a Foreign Language (EFL) context, as pertinent to this study, refers to an educational methodology that integrates principles of entrepreneurship with language learning objectives. It entails the incorporation of entrepreneurial concepts, strategies, and activities within the EFL curriculum to promote linguistic proficiency while fostering entrepreneurial mindset and skills. This approach involves engaging EFL learners in tasks and projects that encourage creative thinking, problem-solving, collaboration, and the application of language skills in practical, real-world scenarios. Entrepreneurial Learning in the EFL context emphasizes the development of communication, critical thinking, and adaptability skills, enabling learners to effectively communicate, negotiate, and innovate in English, and ultimately equipping them to leverage language proficiency for entrepreneurial pursuits or innovative endeavors in various professional and personal domains.

## Review of Literature

### EFL speaking skills

#### Nature of speaking

According to Dabiri and Pourhosein Gilakjani (2019), while young language learners acquire foreign languages more easily and quickly, adults are motivated to develop language abilities and achieve new proficiency. However, many adults fail to achieve native-like proficiency due to "fossilization," which affects prosodic features such as intonation, stress, and rhythm.

While learners often assume that knowing the rules of grammar is sufficient for effective communication, it was not until the first systematic teaching method appeared, the Grammar Translation Method, in the 19th century that the drawbacks of this approach became evident (Celce-Murcia, 2018). Evidence has since shown that reading and listening can improve



speaking fluency and accuracy. Additionally, learning to speak requires a lot of practice and using short dialogues, questions, and answers can be helpful.

Developing oral proficiency is a significant current discussion in language learning, and researchers have investigated all aspects of the speaking process, including communicative competences and the goals of oral tasks (Derakhshan et al., 2016). Children are generally the best learners for communication as they acquire skills holistically.

According to Harmer (2011), learners need to understand language features and know how to use them in communication to achieve successful communication goals. However, memorization of vocabulary and grammar rules alone is not enough to develop oral communication skills. One of the challenges in teaching speaking is that many teachers do not provide students with opportunities to practice speaking in real situations. It is important for teachers to consider learners' interests and needs and to provide oral activities that encourage spontaneous exchange of ideas in the second language (Derakhshan et al., 2016).

Speaking comprises accuracy and fluency. Accuracy involves the use of vocabulary, grammar, and pronunciation in various activities, while fluency refers to the ability to speak spontaneously without hesitation (Gower, Phillips, & Walters, 2014). Bygate (2015) noted that there are two elements to speaking: production skill, which involves speaking without a time limit, and interaction skill, which involves negotiation between learners. Both skills are essential for improving speaking ability.

Effective speakers should be proficient in planning and adjusting their speech (Stuart, 1989). However, speaking as a high-risk activity can also create anxiety and make learners worry about losing face. Encouraging learners to practice and adjust their speaking skills can help them develop their speaking abilities and reduce their anxiety.

### Developing Speaking Skills

As teachers, it is one of our primary goals to help learners use English for communication. There are various theories that suggest incorporating games, role play, and group work can help improve speaking skills. Brown (2017) identified three types of speaking performance that can enhance learners' speaking abilities: imitation, responsiveness, and extensiveness. Imitation involves focusing on specific vowel sounds, intonations, or intonation contours. Responsiveness refers to engaging in short replies to teachers and initiating



questions or comments. Extensiveness involves providing extensive monologues in the form of oral reports, summaries, or short speeches for intermediate to advanced learners.

Regular practice is essential for improving second language skills. Learners should expand their general vocabulary and then work on their domain-specific vocabulary by listening to increasingly complex sentences. Reading short stories and occasionally memorizing essential parts of them can also aid in growing their knowledge and developing their fluency when reading aloud (Chastain, 2019; Celce-Murcia, 2018).

### **the Multidimensional Tapestry of Communicative Competence**

Hymes (1971) believes that L2 learners are required to know both the linguistic knowledge and the culturally appropriate ways to interact with others in diverse situations. According to Hymes, communicative competence is composed of grammatical, psycholinguistic, sociolinguistic, and language components. Communicative competence went under some other modifications by Canale & Swain (2016) who posit that communicative competence encompasses grammatical competence, discourse competence, sociolinguistic competence, and strategic competence which per se demonstrate the use of linguistic system and the functional aspects of communication.

### **Factors Influencing Learner's Speaking Competence**

#### **1. Cognitive Factors**

About model of speaking processes, speaking involves conceptualization, formulation, and articulation. Conceptualization involves the selection of information to express meaning, while formulation refers to the process of choosing the appropriate words and grammatical structures to use. Finally, articulation involves physically producing the speech with articulatory organs. Given that all three processes occur simultaneously, learners are likely to make mistakes, especially during face-to-face communication. Hughes (2002) argues that learners' speaking is often filled with hesitation, false starts, grammatical inaccuracies, and limited vocabulary. Additionally, McLaughlin and Heredia (2014) suggest that the human mind is a "limited capacity processor," making it difficult to concentrate on multiple things at once.

Focusing too much on accuracy may hinder fluency, and too much stress on fluency may lead to a lack of accuracy (Skehan & Foster, 2014). It is important



for teachers to strike a balance between accuracy and fluency when teaching speaking skills and to encourage learners to practice them consistently.

## 2. Linguistic Factors

The appropriate use of language forms is crucial for learners' oral proficiency. Linguistic factors such as pronunciation, grammar, and vocabulary play a significant role in developing speaking skills (Saunders & O'Brien, 2016). Pronunciation is particularly important for intelligibility, and learners should focus on mastering the correct pronunciation of words and phrases. Correct grammar usage is also necessary for proper communication in English, but it can be challenging for learners to transfer their knowledge of grammar rules to their oral speech (Larsen-Freeman, 2011).

Vocabulary is the foundation of any language, and it is vital for English as a Foreign Language (EFL) learners to have a broad, varied vocabulary. According to Nation (2001), the limited receptive vocabulary knowledge can hinder learners' ability to use the language productively. Thus, it is essential to store a lot of vocabulary in long-term memory. The ease with which learners can retrieve vocabulary knowledge from their memory also contributes to speaking fluency.

In summary, learners must attain a balance between correct pronunciation, grammar, and vocabulary use when developing their oral communication skills in English. Therefore, teachers should focus on providing sufficient input to learners on these linguistic factors to enable them to utilize these skills and confidently use English in different settings.

## 3. Affective Factors

It is assumed that anxiety and self-restriction have an influence on learner's oral proficiency. Anxiety is the affective factor that most dominantly blocks the learning process (Arnold & Brown, 2019). Worrying about being "wrong, stupid, or incomprehensible" completely influences learners' speaking performance. Most of EFL learners are



stressed out in class (Liu, 2016) especially when they are called on to speak in class without any preparation.

### **EFL speaking skills and Entrepreneur learning**

Entrepreneur learning can be approached in three ways: teaching "about" entrepreneur learning, teaching "for" entrepreneur learning, and teaching "through" entrepreneur learning (O'Connor, 2008). Teaching "about" provides a theoretical understanding of the topic and is commonly seen in higher learning institutions (Mwasalwiba, 2010). Teaching "for" focuses on teaching the necessary knowledge and skills for aspiring entrepreneurs. Teaching "through" takes a process-based and experiential approach, allowing students to go through an actual entrepreneur learning process (Kyrö, 2015). This approach integrates entrepreneur characteristics, processes, and experiences into other subjects, making it relevant across all levels of learning, including English as a Foreign Language (EFL) courses (Handscombe et al., 2018).

In recent years, EFL speaking skills have become increasingly important worldwide, serving as the lingua franca for economic and scientific exchange. Globalization has played a significant role in the growth of EFL speaking skills, which are now essential for success in various sectors, including business. Having a good command of EFL speaking skills, combined with an entrepreneurial mindset, can lead to a successful career. This is why it is crucial to incorporate entrepreneur activities into EFL curricula, as it can enhance both English learning and the development of an entrepreneur mindset. EFL courses are uniquely positioned to achieve this goal by providing topic and theme-based activities that foster entrepreneurial spirit and improve English proficiency.

By designing and implementing carefully crafted activities, EFL learners can develop both their speaking skills and entrepreneurial abilities, opening up better career opportunities. Effective communication is crucial for entrepreneurs, whether it's presenting ideas to potential investors or attracting venture capitalists. Therefore, polishing EFL speaking skills is essential for those aiming to become successful entrepreneurs.

According to research and literature in the field, the activities conducted in English as a Foreign Language (EFL) classes offer valuable opportunities for



learners to enhance their speaking and writing skills, which are essential in various business contexts. These activities go beyond language proficiency and contribute to the development of an entrepreneurial mindset characterized by attributes such as active engagement, adventurousness, curiosity, and an open-minded approach to seizing opportunities and taking risks. By encouraging critical thinking, these activities empower learners to not only consume information but also become both creators and critical evaluators of knowledge, a skill that is highly relevant in today's educational landscape. The integration of entrepreneurial skills within EFL activities further strengthens learners' capacity for critical thinking, enabling them to bridge the gap between theory and real-world application.

Approaching the teaching and learning of entrepreneurship within the EFL context involves more than just imparting a set of skills; it also involves cultivating a particular way of thinking and behaving that acknowledges and appreciates individual differences. Additionally, alternative assessment techniques can be employed to foster creativity, risk-taking, and critical thinking, which are fundamental qualities for developing an entrepreneurial mindset. By incorporating these qualities into the EFL curriculum, students can develop both the necessary skills and mindset required for success in the business world (O'Connor, 2008; Kyrö, 2015)

On one hand, innovation and entrepreneurial learning have the potential to address both local and global challenges in the 21st century and beyond, contributing to sustainable development, job creation, economic growth, and human welfare. On the other hand, learning also has the capacity to cultivate the skills necessary to foster an entrepreneurial mindset, preparing future leaders across sectors to solve increasingly complex and interconnected social and economic problems. As a result, education systems worldwide are confronted with profound challenges.

If essential entrepreneurship attributes such as risk-taking, confidence, initiative, creativity, and social responsibility are not adequately emphasized or reinforced within general education systems at all levels, it becomes exceedingly challenging to create an ecosystem that nurtures entrepreneurial individuals capable of managing economic growth and prosperity while addressing local and global issues. Despite the increasing number of courses and programs on entrepreneurial learning, its integration into higher education curricula,



especially in teacher education programs, remains insufficient. Available data indicate that the majority of entrepreneurial learning courses are primarily offered within business and economic studies (Holmström, Lindberg & Jansson, 2016). This raises an important question: Should business schools be the primary institutions for teaching entrepreneurial learning? Innovative and viable business ideas do not solely originate from the business sector; rather, they are more likely to emerge from technical, scientific, and creative studies. Therefore, the true challenge lies in adopting interdisciplinary approaches, making entrepreneurial learning accessible to all students, forming teams for business idea development and implementation, and fostering collaboration between students from economics, business, and other faculties with diverse backgrounds (Neck & Greene, 2011).

### **Entrepreneur learning**

Entrepreneur learning has experienced a significant global increase in higher education institutions (Kuratko, 2005), with approximately 1201 business schools in the United States offering such programs in 2011 (Katz, 2008). While there hasn't been the same level of growth observed at other levels of education, there are ongoing efforts to develop entrepreneur learning through policy pressure worldwide (Mwasalwiba et al., 2012). This has resulted in the inclusion of entrepreneur learning as a crucial aspect of industrial and educational policies in multiple countries (Hytti and O'Gorman, 2014).

It is evident in the field of entrepreneurship that there is a lack of a standardized entrepreneur profile. Neck and Greene (2011) argue for the recognition of diversity in entrepreneurial approaches and advocate for a pedagogical approach to entrepreneur learning that prioritizes application and action, rather than solely focusing on understanding and knowledge acquisition. However, the concept of teaching entrepreneur learning as a method falls short in addressing how this approach can help students gain self-awareness, moving away from the notion of a singular entrepreneurial personality. Despite the increasing number of courses and programs incorporating entrepreneur learning throughout various educational levels, the integration of entrepreneur learning into curricula is still insufficient.

It is evident that educational systems play a crucial role in developing essential qualities for entrepreneur learning. However, current educational models, assumptions, and approaches to teaching and learning are not equipped to prepare individuals for the unforeseen challenges and radical changes brought



about by globalization. As a result, there is an urgent need for a paradigm shift in education. In order to foster an entrepreneurial society, it is essential to reform traditional strategies and teaching methods, so that learning takes on a new meaning for both learners and society as a whole (Surlmont, 2007).

### Unveiling the Essence of Entrepreneurial Learning

In the field of entrepreneurship education, two commonly used terms are enterprise learning and entrepreneur learning. The term enterprise learning is mostly used in the United Kingdom, and it pertains to personal development, mindset, skills, and abilities. On the other hand, entrepreneur learning focuses more on the specific context of starting a venture and becoming self-employed (QAA, 2012). In the United States, the term exclusively used is entrepreneur learning (Erkkilä, 2000). To ensure clarity, some scholars use the terms enterprise and entrepreneur learning, but this approach might be a bit impractical (Hannon, 2005). Some discussions on entrepreneurship education use only the term entrepreneur learning, which could lead to misunderstandings, To bridge the gap, Erkkilä (2000) suggested using the term entrepreneur learning as an umbrella term that encompasses both enterprise and entrepreneur learning.

Some examples illustrate the current progression over time in the educational system, with shifting definition, pedagogical approaches and varying emphasis on theory over practice. The current lack of practice orientation on higher learning levels lamented by many researchers is illustrated in the figure above. In Northern and Eastern Europe, some additional terms are used. In Sweden and the Balkans the term *entrepreneur learning* is often used as an equivalent to enterprise learning (e.g., Johansen, 2018). This sometimes causes confusion, since it is the same term used in the research domain of entrepreneur learning, which is about studying how entrepreneurs learn outside of the educational domain. Another set of terms used in Finland is *internal entrepreneur learning* and *external entrepreneur learning* (e.g., Seikkula-Leino et al., 2010). Internal entrepreneur learning is a synonym to enterprise learning, and external entrepreneur learning is a synonym to entrepreneur learning. Adding to the confusion here is the fact that internal entrepreneur learning is sometimes used as a synonym to entrepreneurship, i.e. when acting entrepreneurship in an established organization (Brinckmann et al, 2010)

### Educating about, for and through entrepreneur learning





Entrepreneur learning can be categorized into three approaches: "about," "for," and "through" (O'Connor, 2008). The "about" approach focuses on providing theoretical knowledge and understanding of entrepreneurship, commonly used in higher learning institutions (Mwasalwiba, 2010). The "for" approach aims to equip aspiring entrepreneurs with the necessary knowledge and skills for their occupation. On the other hand, the "through" approach is process-based and experiential, allowing students to go through an actual entrepreneurial learning process (Kyrö, 2015). This approach can be integrated into other subjects, connecting entrepreneurial characteristics, processes, and experiences to the core curriculum.

While the "about" and "for" approaches cater primarily to secondary and higher-level students, the "through" approach has the potential to benefit all students across different levels of education (Handscombe et al., 2018). However, embedding entrepreneur learning into the broader curriculum poses challenges such as resource and time constraints, teacher resistance, assessment difficulties, and cost implications (Smith et al., 2016).

### **Nurturing Clarity and Collaboration: Advancing Entrepreneur Learning in Education**

Looking ahead, it is desirable to have less confusion in terminology and increased clarity and agreement among researchers and practitioners. Collaboration between the fields of entrepreneur learning and general education is crucial for progress in theory and practice. It is important to recognize the deficit of new and innovative value creation and the potential of entrepreneur learning to address this issue. Entrepreneur learning should be seen as a valuable pedagogical approach alongside other progressive methods. Infusing value creation experiences throughout the curriculum can significantly contribute to future education.

To achieve this, researchers and practitioners need to work together. Developing assessment strategies that cater to the collective, social, and emotional nature of entrepreneur learning is essential. Strategies to manage complexity and effectively integrate creative learning-by-doing into content-heavy curriculum should also be explored. Addressing these challenges will lead to a more comprehensive understanding and definition of entrepreneur learning in the future (Smith et al., 2016).

### **Unleashing Entrepreneurial Learning: Catalyst for Economic Growth, Engagement, and Societal Impact**



Entrepreneur learning is often promoted due to its potential as a catalyst for economic growth and job creation (Wong et al., 2005). In an increasingly globalized and complex world, the development of entrepreneurial competencies is seen as necessary for individuals and organizations to adapt and thrive. In addition to these economic and societal benefits, there is emerging recognition that entrepreneur activities can enhance students' engagement, motivation, and perceived relevancy in learning (Surlmont, 2007) and employees' engagement and motivation in the workplace (Amabile and Kramer, 2011). Moreover, entrepreneur learning is seen as a means to address important societal challenges and create social value for the public good (Rae, 2010).

An alternative approach to promoting entrepreneur learning is to highlight its potential to foster student interest, joy, engagement, and creativity (Johannisson, 2010). Some scholars suggest that entrepreneur learning can increase the perceived relevancy of subjects taught, enhance motivation and school engagement, and address issues of student boredom and dropout (Surlmont, 2007). This perspective, however, is not widely implemented in practice. Another promising starting point for entrepreneur learning is the growing interest in social entrepreneurship among students, as it aligns with their desire to solve societal challenges (Tracey and Phillips, 2017). By incorporating entrepreneurial learning into the curriculum and involving corporations in supporting such initiatives, deep and meaningful learning experiences can be created for students (Spinosa et al., 1999).

## Method

### I. Participants

The most popular and rigorous form of probability sampling form of a population is simple random sampling. Through this technique, any individual has an equal probability of being selected from the population. The sample of this study was drawn randomly from first secondary stage EFL students at Al-Yarmouk Secondary School in Kuwait during the 2022/ 2023 school year. It composed of twenty students . They all ranged between 16-18 years of age.

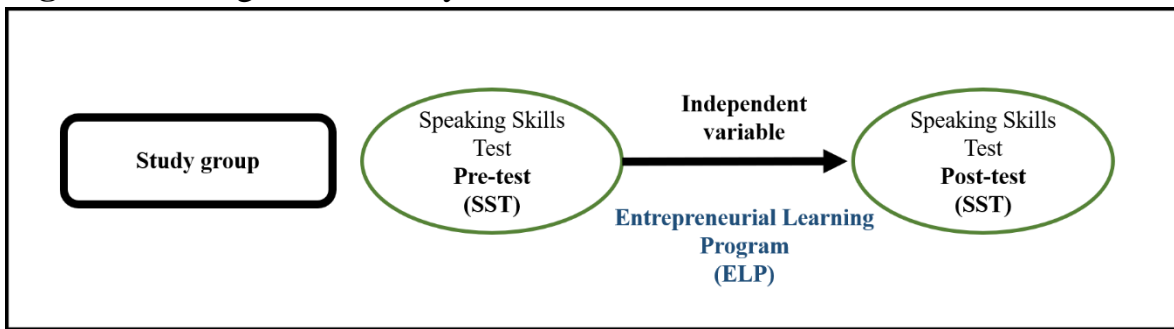
It seemed suitable for the researcher to choose such participants due to the fact that secondary stage learners have the minimum required level of English language skills to accomplish the ultimate goal and this stage is the last one of pre-university education. So, it should be as a preparation stage for higher education and beginning their own career. Launching a program based on

entrepreneur learning for developing speaking skills can help students learn, succeed and get ready for future life.

## II. Design

The design used in the present study was one group pre-post test quasi-experimental design. The researcher tested all the participants of the study on the speaking skills before the experiment. Then, the study group received the proposed Entrepreneurial Learning Program. Upon the completion of the experiment, the participants were posttested. Gain scores for each speaking skills test (pre/post) was evaluated to show differences between the pre and the posttest. This design can be diagrammed in Figure 9 below.

**Figure 1.** Design of the study



## III. Instrumentation

In order to test the hypothesis of the study, the researcher developed a speaking skills checklist (SSC) and speaking skills test (SST).

### 1. The Speaking Skills Checklist

The aim of this study was to develop secondary stage EFL students' speaking skills. Therefore, a list of speaking skills was prepared to identify the needed speaking skills for secondary stage EFL students. The skills included in the checklist were derived from different sources. Then, the checklist consisted of some needed sub-skills (Appendix A).

#### Validity of the Speaking Skills Checklist (SSC)

It was submitted to a group of jury to validate it and to determine the suitability of each sub-speaking skills and their necessity for secondary stage EFL students. After collecting the views of the jury members, the researcher reflected them and elaborated the checklist in order to reach the final version.

### 2. Speaking Skills Test (SST)

#### a. Description of the test



A Speaking Skills Test was used as pretest and posttest in order to measure students' speaking skills before and after the intervention. It consisted of two parts: individual and pair work to measure the target speaking skills for secondary EFL students in light of some entrepreneurial issues. It was allocated 25 minutes for the individual part and 15 minutes for the pair work part. See Appendix B for the Speaking Skills Test.

**b. Piloting the test** The test was administrated to a pilot group of students randomly chosen from first secondary stage EFL students in Al-Yarmouk Secondary school in Kuwait. The purpose was to find out how much time the students would take in answering the test. As for concerning the time needed for answering the test, it was estimated by calculating the mean of the time of all students in finishing the test. Forty minutes were found to be an appropriate time for answering the test; twenty-five minutes for the individual part, and fifteen minutes for the pair work part.

#### **c. Validity of the test**

The validity of a test is the extent to which it measures what it is supposed to measure. In the present study, the researcher used face validity to achieve validity for the speaking skills tests. Face validity is a measure of how representative test reflects the content of the concept in question. As for determining face validity of speaking skills test, the researcher asked some specialists working in the field of TEFL to review the test. Reviewers' suggestions were taken into consideration. See Appendix C for the names of jury members.

#### **d. Reliability of the test**

A reliability test must be consistent in its measurement. In the present study, the reliability of the test was calculated by Cronbach's Alpha formula. After statistical calculation, it was found 0.719 which means that the test is reliable. This indicates the high internal coherence of the test.

### **IV. The Study Material**

#### **1. Entrepreneurial Learning Program for Speaking Skills (ELPSS)**

##### **a. Aims of ELPSS**

ELPSS is designed for determining the effect of an Entrepreneurial Learning Program in developing secondary stage students' speaking skills in EFL classes. The sub speaking skills which were developed through the program are to:

1. Show effective presentation skills.



2. Ask various questions relevant to the topic in hand.
3. Identify the cause(s) of a problem.
4. Propose logical solutions to the problem(s) given.
5. Interpret information to make a judgment.
6. Explore details for a purpose.

#### b. Aids

Worksheets / handouts, whiteboard, power point presentations, pictures, posters, and authentic materials e.g. articles, videos, audios, templates, models...

#### c. Description of ELPSS

The varying definitions of entrepreneur learning and resulting variations in pedagogical approaches have made it difficult to give teachers firm advice on how to approach entrepreneur learning (Fayolle, & Gailly, 2012). If a useful definition could be agreed upon, the field and the teachers could benefit significantly. Bruyat and Julien (2011) state that studying the entrepreneur (or team) in isolation is inherently wrong, as it is not solely from the entrepreneur that entrepreneur learning occurs. Entrepreneur learning is as much about the change and learning that the individual entrepreneur experiences by interacting with the environment as the change and value creation the entrepreneur causes through his/her actions. Learning and value creation are thus seen as two main aspects of entrepreneur learning. This view aligns better with the learning focused aims of educational institutions than many other definitions of entrepreneur learning. It forms the basis of a resulting definition of entrepreneur learning leaning on value creation as a main goal for students. Letting students try to create value to outside stakeholders will then result in development of entrepreneur competencies,

Regardless of whether successful value creation is being achieved or not, alluding to famous educational philosopher John Dewey's notion of "Learning-by-doing" it is proposed to label this as "Learning-by-creating-value" approach grounded in the field of entrepreneur learning (Lackéus, 2013). According to this definition of entrepreneur learning, if a pedagogical intervention lets students learn to create value for other people (own group and teachers excluded), it is indeed entrepreneur learning. It could be done by actual value creation for other people as formal part of the curriculum (a preferred teaching "through" approach), or by learning about how to create value to other people (a less effective teaching "about" approach).



The current study suggested Entrepreneurial Learning Program using entrepreneurial topics to develop the students' speaking skills. It consists of twelve sessions. The first one is an Orientation session to grab the students' attention into the suggested program and present the main aims of this program. The last session is a conclusion session which summarizes the target speaking skills and assesses the development of the students' speaking skills in an incorporated way by some entrepreneurial real-life situations. Other sessions from two to eleven have different themes about Entrepreneurial topics which aim to develop some target speaking skills for secondary stage students. Each one includes many activities, which are divided into control, guiding, free activities, and they are supported with authentic materials to present and develop the target skill. By the end of each session, the target skill will be measured through a speaking situation assessment which aims to assess the students' development of the target speaking skill.

The ELP includes a Teacher's Manual. The Teacher's Manual includes the framework of the program, the lesson plans for each session, and some handouts which deal with the target speaking skills, in addition to some presentations/ slideshow of these sessions which include an authentic entrepreneurial material and resources (see Appendix D).

The following Table 6 illustrates the framework of the Entrepreneurial Learning Program for Speaking Skills (ELBP).

## V. Procedures

The experimental procedures of the present study were executed in Al-Yarmouk Secondary School in Kuwait during the 2022/ 2023 school year. The purpose of these procedures was to test the effect of ELBP on first secondary stage EFL students' speaking skills. These procedures were carried out in three consecutive stages: pre-testing, implementing ELPSS, and then post-testing. Each of those stages is described below.

### 1. Pretesting

At the beginning of the quasi-experimental study, the pretest was administrated to the participants of the study. The purpose was to determine the students' initial level of first secondary stage EFL students' speaking skills.

The implementing of SST is divided into *individual* and *pair work* parts. The researcher developed a rubric for evaluating the target speaking skills in order to be used by the rater in scoring the answers of the participants to speaking skills

pretest and posttest. The total score of SST is 100 points were divided into 70 points for *the individual* part and 30 points for *the pair work* part.

## 2. Implementing Entrepreneur-Based Program for Speaking Skills (ELBP)

The program had been condensed and taught for a month (four periods per week). It began from 30th of April to 31th of May, 2023.

## 3. Post-testing

Upon the completion of the experimentation, the study group was post-tested. The researcher evaluated gain scores for the study group so that she could determine whether there was a reliable change between the pretest and the posttest.

## Study Results

The hypothesis stated that there was a statistically significant difference at the 0.05 level between the mean scores of the pre and post-speaking skills test of the study group in favor of the post test. *t*-test was used to measure the difference in the mean scores of the study group between pretest and posttest, and find out if any significant shift in the dependent variable has occurred. See Table 4 for the difference in the mean scores of the study group between the pretest and posttest of speaking skills.

**Table 3** Comparing the participants' performance level on pre and post speaking skills testing.

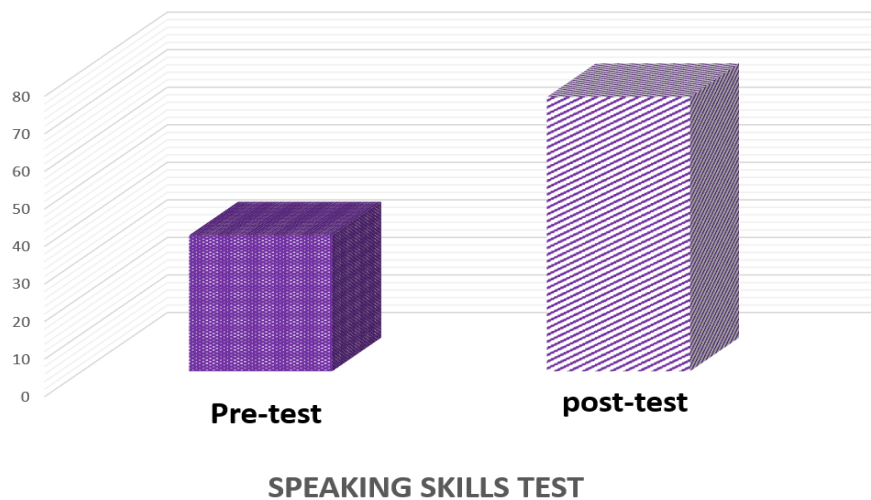
Test	N	Means	Standard Deviation	D.F	t-test	Significance (2-tailed)	ES
Pre-speaking test	20	6.23	0.166	19	-45.427	.000	.991
Post speaking test	20	3.057	0.5469	19			

As indicated in table 7, *t*-test revealed that the difference between the mean scores of the study group's level in speaking skills between the pretest and posttest was significant ( $t = -45.427$ ,  $p < .01$ ). This indicates that the development in student's speaking skills are due to the implementation of the ELBP.

In an attempt to determine the extent of mastering the target speaking skills, the researcher examined the mean scores of the study group's level of speaking skills in the pretest. See Figure 10 for the comparing participants' level in speaking skills before intervention to their level after intervention.

**Figure 2** Comparing the participants' performance level in speaking skills before and after the intervention.

Figure 2 shows the participants' level of speaking skills before the intervention (in pretesting). The graph indicates that the total score of the



speaking skills test equals 100 points and  $M1=36.2$ . It also shows the participants' level of overall speaking skills after the intervention (in post-testing). The graph indicates that the total score of the speaking skills test equals 100 points and  $M2=73.05$ . For determining the participants' extent of mastering the target speaking skills before and after the intervention, the percentage of participants' level in speaking skills before intervention was calculated and found 36.2%. This percentage seems weak because the participants' level in the speaking skills was less than 50%. Then, the percentage of participants' level in speaking skills was calculated after intervention and found 73.05 % and this percentage seems high. The comparison between the percentages participants' level of speaking skills before and after the intervention revealed that the students' level of target speaking skills enhanced due to the proposed Entrepreneurial Learning-Based Program for speaking skills (ELBP).

In order to test the hypothesis of the study, the participants' speaking skills pretest and posttest mean scores were compared using *t*-test which revealed a statistically significant difference at the 0.01 level in favor of the



posttest scores. This finding supports the hypothesis of the present study. Thus, one can say that the students of the study group achieved significant improvements in speaking skills during the period of the experiment and this hypothesis is therefore accepted. Thus, the result may be attributed to the proposed program of the present study.

The previously mentioned results indicate that the implementing of ELBP developed the students' the target sub speaking skills which are measured and tested by using *t*-test as the following **table 4**.

**Table 4** Comparing the study group performance level on pre and post the target sub speaking skills testing

Skills	Test	Mean	Std. Deviation	F	t-value	Significance (2-tailed)	ES
Skill 1 <sup>1</sup> (SP)	Pre-Test	0.2500	4.15331	9	-17.844	.000	0.944
	Post-Test	1.1500	2.45539				
Skill 2 <sup>2</sup> (AQ)	Pre-Test	0.0500	8.31913	9	-36.334	.000	0.986
	Post-Test	9.4500	6.94698				
Skill 3 <sup>3</sup> (IP)	Pre-Test	0.2500	4.15331	9	-17.844	.000	0.944
	Post-Test	1.1500	2.45539				
Skill 4 <sup>4</sup> (PS)	Pre-Test	0.0500	8.31913	9	-36.334	.000	0.986
	Post-Test	9.4500	6.94698				
Skill 5 <sup>5</sup> (II)	Pre-Test	0.0500	8.31913	9	-36.334	.000	0.986
	Post-Test	9.4500	6.94698				
Skill 6	Pre-Test	0.2500	4.15331		-17.844	.000	0.944

<sup>1</sup> Show effective presentation skills (SP)

<sup>2</sup> Ask various questions relevant to the topic in hand (AQ)

<sup>3</sup> Identify the cause(s) of a problem (IP)

<sup>4</sup> Propose logical solutions to the problem(s) given (PS)

<sup>5</sup> Interpret information to make a judgment (II)

Skill	Test	Mean	Std. Deviation	F	t-value	Significance (2-tailed)	ES
Skill 6 <sup>1</sup> (ED)	Pre-Test	2.45	1.31	9	-17.844	.000	.972
	Post-Test	1.1500	2.45539				
Skill 7 <sup>2</sup> (DB)	Pre-Test	1.39	1.31	9	-25.494	.000	.972
	Post-Test	3.6000	1.31889				
Skill 8 <sup>3</sup> (AD)	Pre-Test	1.39	1.31	9	-25.494	.000	.972
	Post-Test	3.6000	1.31889				

As indicated in table 8, *t*-test revealed that the difference between the mean scores of the study group's level in skill 1 (SP) between the pretest and posttest was statistically significant ( $t = -17.844$ ,  $p < .01$ ). As well as, *t*-test revealed that the difference between the mean scores of the study group's level in skill 2 (AQ) between the pretest and posttest was statistically significant ( $t = -36.334$ ,  $p < .01$ ). Moreover, *t*-test revealed that the difference between the mean scores of the study group's level in skill 3 (IP) between the pretest and posttest was statistically significant ( $t = -17.844$ ,  $p < .01$ ) and it revealed that the difference between the mean scores of the study group's level in skill 4 (PS) between the pretest and posttest was statistically significant ( $t = -36.334$ ,  $p < .01$ ). In addition, *t*-test revealed that the difference between the mean scores of the study group's level in skill 5 (II) between the pretest and posttest was statistically significant ( $t = -36.334$ ,  $p < .01$ ), the difference between the mean scores of the study group's level in skill 6 (ED) between the pretest and posttest was statistically significant ( $t = -17.844$ ,  $p < .01$ ), the difference between the mean scores of the study group's level in skill 7 (DB) between the pretest and posttest was statistically significant ( $t = -25.494$ ,  $p < .01$ ), and the difference between the mean scores of the study group's level in skill 8 (AD) between the pretest and posttest was statistically significant ( $t = -25.494$ ,  $p < .01$ ).

<sup>1</sup> Explore details for a purpose (ED)

<sup>2</sup> Describe one's job/business efficiently (DB)

<sup>3</sup> Analyze data given (AD)



These findings agree with those of some studies which aimed to develop speaking skills through various types of interventions (Lara, Yumi , Padilla and Padilla, 2020; Mali, 2015) and other researchers ( e.g. Agustina, 2012; Chou, 2021; Haliza, 2019) investigated the effect of different strategies to tackle the students' speaking problems.

This goes along with the most common reason that researchers and experts promote entrepreneur learning is that entrepreneur learning is seen as a major engine for economic growth and job creation (Wong et al., 2015). Entrepreneur learning is also frequently seen as a response to the increasingly globalized, uncertain and complex world we live in, requiring all people and organizations in society to be increasingly equipped with entrepreneur competencies. Besides the common economic development and job creation related reasons to promote entrepreneur learning, there is also a less common but increasing emphasis on the effects of entrepreneur activities can have on students' as well as employees' perceived relevancy, engagement and motivation in both learning (Surlmont, 2007) and in work life (Amabile and Kramer, 2011). Finally, the role entrepreneur learning that can play in taking on important societal challenges (Rae, 2010) has positioned entrepreneur learning as a means to empowering people and organizations to create social value for the public good (Volkman et al., 2009, Austin et al., 2006).

So, the previously mentioned results indicate that the implementing of ELBP developed the students' speaking skills. These results are in line with the work of other researchers investigating the effect of entrepreneurial learning on developing the students' skills (e.g. Baggen, Lans, Biemans, Kampen, & Mulder, 2016).

## Conclusions

In light of the findings of the current study, the researcher has concluded that:

1. Using entrepreneurial learning proved to be useful and effective in developing Some EFL speaking skills for the secondary stage students in Kuwait.
2. Entrepreneurial learning helps teachers create a proper positive environment for speaking skills.
3. Entrepreneurial learning makes students feel relaxed and enjoy participating in speaking activities and rarely get bored and tired.



4. Entrepreneurial learning allows students to make best use of learning opportunities in and out of the classroom.
5. Entrepreneurial learning helps students take more responsibility for their own learning and make them more motivated to think and work independently.

### Recommendations

Based on the present study, the following suggestions are recommended:

1. Teachers of EFL speaking skills should encourage their students to use entrepreneurial learning in learning speaking skills to develop their speaking proficiency.
2. Teachers should adopt entrepreneurial learning in teaching speaking.
3. Teachers should establish a proper positive learning environment for language learning using pair work and group work which help in making the learning process to be successful.
4. EFL teachers should be trained on the use of entrepreneurial learning to improve their teaching of speaking skills.
5. Speaking instruction should be given more attention in our EFL classes.

### Suggestions for Further Research

In light of the present study results, the researcher suggests the following areas for future research:

1. Using entrepreneurial learning to develop writing skills.
2. Studying the impact of mastering entrepreneurial speaking skills on reducing the students' reluctance in EFL classes.
3. The effect of entrepreneurial learning on critical thinking and making decision skills.

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الباحثة: Safaa Rshoud Saleh Al-Mutairi



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