

**DEVELOPING ORAL PROFICIENCY IN SECOND LANGUAGE
LEARNING: IMPORTANCE, BARRIERS AND SOLUTIONS**

Ozioma J. OKEY-KALU

oziomajulie@yahoo.comGeneral Studies Department, Federal School of Statistics, Enugu,
Nigeria**Abstract**

Second language learning is the process by which people learn a second language. For the language learner to be considered proficient in the target language, he has to show a great level of proficiency in the four language skills – listening, speaking, reading and writing. Speaking is an act of oral or verbal communication. It is the first means of communication open to any language user. Proficiency in speaking skills is important to a second or foreign language learner because speaking is the most frequently used means of communication, without which the language user may be unable to express himself. Proficiency in speaking skills also gives the language learner confidence in the use of the target language as well as creates room for his academic and career success. Learners of second language face a lot of obstacles while struggling to perfect on their oral communication. This paper looks into some of the importance of speaking skills to a language user and enumerates some of the barriers to oral proficiency in second language learning. It then went further to suggest a number of ways language learners can overcome these obstacles and attain proficiency in speaking skills in the target language.

Keywords: second language learning, importance of speaking skills, barriers to oral proficiency, improving on speaking skills.

Introduction

To Krashen(*Second Language Acquisition 2*), second language learning is a ‘conscious’ process by which people learn a second language. This is different from second language acquisition, which is similar to the ‘unconscious’ process used by children in acquiring first and/or second language. Second language learning requires efforts from both the learner and the instructor or teacher as it is usually taught and learnt in a classroom. Relating to this, Guettal (43) is of the opinion that the classroom should be a place where spoken language should be “sensitively supported” because the process of “learning and applying” speaking skills are closely related.

For a language learner to be considered proficient in the use of the target language, he has to be competent in its four language or communication skills: listening, speaking, reading and writing. These skills have to be learnt separately because proficiency in one does not automatically bring about proficiency in the others. However, improving in any of them could encourage the mastering of the others. For instance, in developing reading or listening skills, the learner can imitate the native speaker as well as build up his vocabulary, thereby perfecting in the speaking and writing skills.

Speaking skills is of great importance because it is usually the first means of communication open to any language user. In second language learning, developing this skill poses a great challenge to the learner. It is common to find language learners who can exhibit competency in the writing and reading skills in the target language but perform poorly in speaking. As a result of their poor performance in oral communication, some second language users face so many challenges, such as

difficulties with getting good employment in the community where the language is used, communication gap(since the speaker may hardly be understood), low self-esteem, among many others.

This paper focuses on strategies to developing and perfecting on the speaking skills in second language learning. It tends to look into the importance of this skill to a second language learner and the barriers to improving on this skill. It will then suggest ways a second language learner can develop competency on the speaking skills of the target language.

Theoretical Framework

The theoretical framework for this study is the Monitor Theory on second language acquisition as propounded by Stephen Krashen in 1982. This theory holds that there is a difference between language “learning” and language “acquisition. To show that second language learners can achieve competency in the language because they undergo the same stages in language learning as first language acquirers, Krashen presented five hypotheses, which are:

- a. The Acquisition-Learning Distinction
- b. The Natural Order Transition
- c. The Monitor Hypothesis
- d. The Input Hypothesis
- e. The Affective Filter Hypothesis

a. **The Acquisition-Learning Distinction:** Krashen (*Principles and Practice* 10) has the view that adults have two distinct and independent ways of developing competence in a second language. They are language acquisition and language learning. Language acquisition, according to him, is identical to the unconscious way children develop the ability in their first language, while language learning is a conscious activity, where the language user has a conscious learning of the rules of the language. This hypothesis claims that adults can also acquire language just as children though they may not achieve the native-like proficiency in the second language.

b. **The Natural Order Hypothesis:** This hypothesis claims that the acquisition of grammatical structure of a language goes in a “predictable manner” (Krashen *Principles and Practice* 12). According to him, “acquirers of a given language tend to acquire certain grammatical structures early, and others later.” This order for acquisition for second language is not the same with the order of acquisition for first language but there are some similarities.

c. **The Monitor Hypothesis:** Krashen (*Principles and Practice* 15) proposes that second language acquisition and second language learning are used in specific ways: acquisition initiates utterances and encourages fluency, while learning is the monitor and the editor. This hypothesis “implies that formal rules, or conscious learning play only a limited role in second language performance.” These rules can only be used if the performer knows all the rules guiding the second language and has enough time to focus on the form or think about correctness.

d. **The Input Hypothesis:** This hypothesis attempts to explain how the second language acquisition takes place. It suggests that second language can only be acquired if the learner understands language that contains structure a little beyond his current stage of linguistic competence (Krashen *Principles and Practice* 28). This hypothesis is also suggesting that speaking fluency cannot be taught directly for it emerges over time on its own. According to this view, “the best way, and perhaps the only way, to teach speaking is simply to provide comprehensible input ... Accuracy develops over time as the acquirer hears and understands more input,” (Krashen *Principles and Practice* 29).

e. **The Affective Filter Hypothesis:** This hypothesis states how affective factors relate to language acquisition process. These factors are motivation, self-confidence and anxiety (Krashen *Principles and Practice* 37). Krashen claims that learners with high motivation, self-confidence, good self-image and low level of anxiety are better equipped to acquire a second language, unlike those that have formed a mental-block as a result of low motivation, low self-esteem and high level of anxiety.

Speaking Skills: Meaning and Importance

Speaking is an act of passing on information through the use of vocal sounds. AbdulRahman (60), sees it as the “process of building and sharing meaning through verbal and non-verbal symbols, in a variety of contexts”. This definition shows that speaking also involves gestures used during speech as well as the context in which the speech is made.

Developing speaking skills is very important in second and foreign language learning. Guettal (43) agreed with this when he considers it the most important of the four skills. Speaking is the first and most frequently used means of communication, so an L₂ learner will find it difficult communicating in the target language if he is finding oral communication difficult. He will not be able to express his thoughts, opinions, ideas or feelings by putting them in words and phrases.

According to Qureshi (2), communication “takes place where there is speech” because without speech, we “cannot communicate with one another”. She goes further to state that speaking is very important because any language without speech will be “reduced to a mere script” (Qureshi 3).

Being proficient in speaking skills can also boost the confidence of the speaker in the use of the target language as well as increase his self-esteem. As Qureshi (3) puts it, “When we speak to others, we come to have a better understanding of our own selves. ... Speaking skills are important for career success ... and can also enhance one’s personal life.” This may be why Guettal (43) believes that through this skills, the learner’s proficiency in the language will be ‘judged’ and the ‘first impression’ about him formed. To him, speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is also the medium through which most languages are learnt, and which, for many, is particularly conducive for learning”.

Barriers to Developing and Mastering the Speaking Skills

Having considered the importance of speaking skills, it is necessary that special attention be paid to its teaching and learning. Learners of a second language usually have difficulties in achieving perfect oral performance in the target language. Empirical findings and scholarly works of some researchers and authors, such as Guettal Imene, Osakwe Nneka, Krashen Stephen, Ackley et al, Agullo Gloria, among others, were studied to find out the common factors that cause the barriers to oral proficiency. The following were the factors that featured in most of them:

Lack of Motivation and Interest

Motivation, according to Root (1 – 2), is “the process that can (a) arouse and instigate behaviour, (b) give direction or purpose to behaviour, (c) continue to allow behaviour to persist, and (d) lead to choosing or preferring a particular behaviour.” She holds that motivation has effect on the extent to which language learners persevere in learning what kinds of behaviour they exert and their actual behaviour.

Guettal(60) reveals that L₂ learners are not usually provided with “motivational atmosphere” to use the language. In most cases, these learners do not use the target language outside the classroom: the use of the language ends once the teacher leaves the classroom. They are not engaged in activities that will enable them interact with the other language users and express themselves freely in the L₂. Learners need to be highly motivated because there is need for “persistence and determination” for the language learner “to deal with the stress of a difficult language” (Root 1).

To Guettal (60), motivation is “closely related to interest”. When learners are not provided with enough motivation, they lose interest in the language, giving the impression that the activities they carry out in the classroom are “difficult”, “boring” and “uninteresting”. As a result, learner’s “failure to participate orally” could be as a result of lack of interest in the target language.

Inhibition

Most L₂ learners feel inferior to their teachers because they see their teachers as ‘possessors of great knowledge’ in the target language (Guettal 60-61). The result of this is that the learners feel shy and speak little or become totally silent during interactions with the language because they are afraid of making mistakes and being criticized. To throw more light on this, he states:

Learners occupy a permanent position of inferiority before a critical audience with little opportunity for asserting their own individuality. They are likely to feel drawn out to communicate with those around them [...]. On the contrary, many learners will prefer to keep a 'low profile', in the hope that they will not be called upon to participate openly. (61)

As Osakwe (14) puts it, these language learners develop ‘fear of and anxiety about making errors’ because they do not want to face ‘teasing from others’, which finally results to ‘inferiority complex’.

Vocabulary Constraint

Ackley et al (9: 606) state that a “strong vocabulary is an effective tool to communication. The more words you know, the more clearly you will be able to express yourself.” Guettal (61) holds that a “good knowledge of vocabulary” is essential to speak in a foreign language. However, some language learners often find it difficult expressing their ideas in the target language because they could not find the right words to use. They were not able to build up “enough vocabulary” in their “linguistic repertoire” (Guettal 61).

After conducting an empirical research, Osakwe (14) discovers that some of the respondents encountered difficulties in using English for oral communication because they were unable to use words correctly, and to “translate words mentally during speech”. Some of the respondents complained that they stammer during speech for “lack of words” and that they have problems “coping with too many English words”.

Poor Listening Practice

Listening is one of the most important ways we have for getting information (Ackley et al, 9: 648). This skill is essential in achieving proficiency in speaking skills. It is a way an L₂ learner can learn how to speak the language in a near-native speaker way. Some L₂ learners have difficulties ‘coping with fast speakers’ (Osakwe 14) and understanding native speakers of the target language. As a result, they will not learn the native speakers’ speech model such as intonation, pitch, fall, and facial expression (Guettal 61 – 62).

Grammatical Constraint

Grammar competency, to Guettal (61), performs a “greater role to convey meaning.” It upholds that it is very important to language learners because it helps them to be able to “combine words, sentences, phrases ... correctly to communicate.”

Grammar competency is one of the problems L₂ learners are battling with. Some of these learners find it uneasy making meaningful and coherent sentences using their vocabulary tank. Osakwe lists the following as some of the problems faced by students in using the English Language for oral communication outside the classroom:

Poor sentence construction; using wrong grammar; tense problems;

inability to match the subject of the sentence with a correct verb; problem with noun antecedent agreement; improper use of the right preposition; improper use of the English verbs; and inability to understand some phrasal verbs. (14)

Pronunciation Problem

Pronunciation is very important in every conversation, yet L₂ learners find it difficult. Osakwe (13) discovers that L₂ learners find it difficult to pronounce words in the target language because its intonation, phonemes, accents, stress and words are different from their L₁.

Inability to pronounce words well may affect the “spoken performance” of the L₂ learner (Guettal 62). The speaker may not be well understood by the listener, thus bringing about a communication gap. Guettal couldn’t agree more with this when he states:

A learner who mispronounces a range of phonemes can be extremely difficult for a speaker from another language to understand. This can be very frustrating for the learner who may have a good command of grammar and lexis but have difficulty in understanding and being understood by a native speaker. (62)

Furthermore, pronunciation problem discourages learners from using the target language as they are more “comfortable” speaking their mother tongue, which seems more “natural and secured” for them to speak (Guettal 62).

Age

The age of the L₂ learner has effect in his ability to attain proficiency in the L₂, though this factor has not been generally adopted as one of the cause of difficulties in L₂ learning. Paaki(17) states that age has been “discussed a great deal” in second language acquisition but there is still a “disagreement” on age factor. According to Major (1) there has not been any “decided conclusion on how age at the time of second language learning ... affects the eventual proficiency level of the learner.” But he is of the opinion that younger L2 learners are better than the older learners because he states that “early in life, humans have a superior capacity for acquiring language. This capacity disappears or declines with maturation.” (7).

In her empirical research, Agullo(2) observes after her empirical research that adults may have an advantage over children in learning the grammar of a language at the initial stage, but only children learners are capable of acquiring native-speaker accent in the target language. She further states that the ‘critical period’ for grammar is around the age of 15 years. Learners under this age may acquire native grammatical competence, thereby reaching higher level of attainment in both grammar and pronunciation than adults. In essence, the process of acquiring L₂ grammar is “not substantially by age, but pronunciation may be” (3).

Personality Factor

Agullo (8) and Krashen(*Second Language Acquisition* 23) hold that personality factors such as self-esteem, extroversion versus introversion, anxiety, willingness to take risks, sensitivity to rejection, empathy, inhibition and tolerance for ambiguity have effects in second language learning. As Krashen(*Second Language Acquisition* 23) opines, personality factors are “interrelated with motivational factors”. He states that a “self-confident or secured” person will be more “able to encourage intake” and will have a “lower filter”. He continued on same note by stating that “traits relating to self-confidence” are “predicted” to “relate” to second language acquisition. He concluded that a less self-confident person “may understand the input but not acquire, just as the self-conscious person may filter (or avoid) in other domains.”

Quoting Brown, Krashen (*Second Language Acquisition* 23) upholds that the person with high self-esteem is able to reach out beyond himself more freely, to be less inhibited, and because of

his ego strength, to make the necessary mistakes involved in language learning with less threat to his ego.

Social Factors

Social factors include attitude towards target language, status, assimilation and acculturation, preservation of ethnic and cultural identity, type of community, peers influence, and learning situation, (Paaki 14; Agullo 7 - 8). Paaki (33) holds that there are people in close contact with an L₂ learner, whose influence have effect on the way the learner sees himself as a user of the language. These people are usually from the same language group as the learner but also speak the target language as their first or second language. These people attitude of these people towards the language could either encourage or discourage the L₂ learner.

In addition to the attitude of those around the learner, the learner's attitude also affects his use of the target language – either positively or negatively. Agullo (8) holds that “variance in attitude of learners and those around him – parents, peers, community – towards the target language brings about variance in motivation, and the resultant variance in L₂ proficiency.” Paaki (33) concludes by stating that when the learner does not “feel comfortable” with “the people he could practice the language with”, interaction will prove difficult.

Cognitive and Aptitude Factors

Agullo(11) describes cognitive factor as the “preferred way in which individuals process information or approach a task”. To Paaki (16), cognitive and aptitude factors “include cognitive maturity and processes, strategies and styles, intelligence, interference from L₁ and field dependence and independence”.

Here, cognition is taken of the learner's intelligence, cognitive maturity and process, strategies and styles. Paaki (21) states that cognitive factors “might also be an influential factor in speech difficulties.” She upholds that the “aptitude for oral mimicry is the second most important factor (after L₁)” that determines a learner's pronunciation accuracy. Students with higher aptitude learn faster than those with lower aptitude (Krashen *Second Language Acquisition* 25).

First Language Interference

Derakhshan and Karimi (1) define first language as the language which is “acquired during early childhood starting before the age of about 3 years”. Other names for first language include “mother tongue”, “native language” and “primary language”. To Owheoli (10) mother tongue is “the language which a group of people considered to be the inhabitants of an area, acquire in their early years and which normally becomes their natural instrument of thought and communication.” First language or mother tongue is the first language a child “picks up” (Owheoli 10); it is not learnt but acquired.

First language interference is the “error that can be traced back to the first language while the language learner uses the target language” (Derakhshan and Karimi 1). Krashen (*Second Language Acquisition* 64) maintains that despite arguments by some scholars on whether first language truly affects second language learning, first language is “one of the several sources of errors” in the use of second language. Paaki (38) indicates that, though many researches are indicating that L1 does not influence pronunciation ability in “late learner” (those who have been learning the language for a long time) of L₂, it does affect that of “early learners (those just starting to learn the language).”

Language transfer has its significant influence in the learner's phonology (Paaki 39), which is as a result of the absence, in the L₁, of some sounds found in the target language. This is considered “negative transfer” because it affects intelligibility, which is caused by the speaker's mispronunciation of words.

Krashen (*Second Language Acquisition* 65) states that first language interference can be found in, (a) “complex word order and in word-for-word translations of phrases” and (b) “bound

morphology” such as omission of plurals on nouns, lack of subject-verb agreement, and adjective-noun agreement. Derakshan and Karimi (1) state that learners tend to have difficulties in L₂ phonology, vocabulary and grammar as a result of the influence of the L₁ on L₂. They further state that the learner tends to transfer the “forms, meanings and culture” of the L₁ to the L₂ when “attempting to speak” that language. Krashen (*Second Language Acquisition* 67) concludes that L₁ may “substitute” for the L₂ in utterances when the learner is to “produce in the target language but has not acquired enough of the L₂ to do so”.

Strategies to be Used in L₂ Oral Proficiency Development

Speaking skills is a very important skill that the L₂ learners should strive to acquire. The language learner will need to acquire this skill in order to be able to communicate in the L₂. This section recommends methods and strategies the learner can adopt to work on his speaking skills, with or without the help of an instructor, and perfect on it. These methods include:

Focusing First on Fluency, then on Accuracy

Fluency means “letting your ideas and words flow without interruption”, (Ackley et al 9: 3). Anderson (3) defines it as “when the learners and teacher are more concerned with producing meaningful language as close to native speaker speed as possible (mainly spoken)”. On the other hand, he defines accuracy as “when the learners and teacher are concerned with avoiding errors.” Srivastava (55) describes accuracy as the “ability of the learner to produce grammatically correct sentences”, and fluency as “the ability to produce written and spoken sentences with ease, efficiency, without pauses or a breakdown of communication.”

Note here that this paper is not against correctness in the use of second language, it only advocates that the L₂ learner, who is struggling to perfect his speaking skills in the target language, should focus first on being able to express his ideas and opinions freely, than worrying about mistakes and errors, as that will slow him down. Al Asmari agrees with this when he states:

The students majoring in English at the college of education in Madinah Munawwarah, Saudi Arabia, failed to converse in English accurately and fluently. The students tended to make several errors in their daily utterances. Moreover, they were hesitant to speak the target language because they were unable to keep the utterances flowing. (2)

Onuko (51) complains that French language learners in Nigeria are having problems with oral communication in French because class activities were more geared towards “a mastery of grammatical structures and vocabulary used in the class textbooks” than towards developing oral proficiency. It suggests that communicative approach be employed in language teaching, where students should be given opportunities to communicate with one another freely and “laugh at their mistakes”. Romero (3) states that in communicative approach to language teaching, “the focus shifted to fluency rather than accuracy”. As Ackley et al(3) portrays, the more a speaker speaks, thinks or writes without interruption, the more words flow freely. He will, thereby, find more “useful ideas” to express. Srivastava (57), in accessing the importance of accuracy and fluency in L₂ learning asserts that in a second language classroom, students should be free to “choose what they say ... the freedom of expression is the basic to the process of fluent communication.” He further states that language teachers can “monitor” the language activities of the students in the classroom, but not that which happens outside the classroom because students interact more freely outside than they do inside. Monitoring their activities within the classroom will give such language teacher the opportunity to monitor the learner’s “speech act”. It concludes that teachers should not “over emphasize” on accuracy and fluency because “learners can lose their confidence”.

To invent fluency in speech, Ackley et al (9: 3) suggest that the learner should “look” at a picture or an object and “speak whatever that comes to (his) mind (about the picture or object) for a minute or more without stopping ... keep talking even if you can’t think of anything to say or write.” It further suggests that in a situation where the learner is finding it difficult talking about the object of study, he should ask himself questions about it.

Other ways fluency in L2 can be attained include:

1. Think in English – to help you translate from your native language to English;
2. Talk to yourself in English;
3. Speak in front of a mirror – to watch your mouth, face and body language as you speak. Pretend you are having a discussion with someone or giving a speech;
4. Pay attention to fluency, not grammar;
5. Practice tongue twisters;
6. Watch good TV shows and listen to good radio programmes, try to talk like them;
7. Pay attention to stressed sounds;
8. Sing English songs;
9. Learn phrases, not words;
10. Relax, be more confident and comfortable;
11. Tell stories from your language to English.

Be Confident and Comfortable

It is a clear knowledge that lack of confidence in the oral use of a language hinders development of speaking skills (Agullo 8; Krashen *Second Language Acquisition* 23; Osakwe 14). L₂ learners need to be more confident and relaxed when speaking. They should not be afraid of making mistakes, neither should they worry about criticisms and teasing from their peers. They should remove every form of mental-block as this will discourage their acquisition of the second language.

Pronounce Words Clearly, Correctly and Distinctly

Ackley et al (9: 654) state that learners should learn to “separate” words so they can be heard clearly, not as “mumbles”. The language learner can do this by constantly practicing the sounds of the target language, especially the ones they found difficult (British Council). The learner can find a partner to practice with or he can practice alone by saying the words loudly and clearly to himself. He is to keep practicing until he gets the words correct.

Build Up your Vocabulary

Ackley et al (9: 606) state that a “strong vocabulary is an effective means of communication.” The more words you know, the more you will be able to express yourself. The most natural way to build up vocabulary is by reading (Ackley et al 9: 606). They hold that reading allows one to come across new words. These words occur in sentences and paragraphs; they occur in passages and stories; they occur in ‘context’. The meaning and usage of unfamiliar words can be learnt through their context.

Learners can also build up their vocabulary by playing games such as scrabbles, learning new words everyday and checking their meanings in the dictionary, and engaging in conversations.

Practice

‘Practice makes perfect’ is a common saying. Krashen (*Second Language Acquisition* 67) suggests that L₁ interference in the utterance of a learner can be eliminated or reduced by “natural intake and language use”. Guettal (47) advocates discussion as one of the best ways of “presenting speech” and a good “form of oral practice”. It further states that discussion allows language learners to develop their

communicative abilities because it, gives them practice in expressing ideas orally in an organized manner and enables them to arrive at conclusions.

An L₂ learner can also practice the target language frequently by joining in group conversations, telling stories, playing games, practicing tongue twisters, interacting with other language users, engaging in debates, and talking to imaginary audience (especially before a mirror).

Improve on Your Body Language

Ackley et al (12: 684) state that you speak “with your voice as well as with your body ... Learning and making use of body language makes communication easier.” They add that the way the voice is used during communication is also a body language, which “adds to the message” being communicated.

To improve on body language, Ackley et al (12: 684 - 685) suggest the following:

- a. Establish and maintain eye contact with the listener.
- b. Be in a relaxed and natural posture, it gives you the air of confidence.
- c. Use your face expressively, that is to say, let your face show your feelings.
- d. Be natural with your gestures.

In addition to these, Mellie, Yates and De Laney (47) state that to improve on body language, the speaker should learn to maintain a normal breathing, avoid unnecessary body movement, and practice to make them a habit.

Train Your Voice

Voice training helps in effective self expression (Ackley et al 12: 683). Ackley et al (9: 653) state that a good speaker should analyse and improve on his voice production by paying attention to pronunciation(pronounce words clearly and distinctly), volume(speak at a suitable volume – not too loudly, not too softly), tempo (speak at a suitable tempo – neither too slowly nor too fast), and pitch (shouldn't be too high nor too low).

Mellie, Yates and De Laney et al(49) suggest the following as ways language learners can improve on their voices:

1. Speak clearly so everyone can hear you easily. To improve on the clearness of your voice:
 - a. Overcome shyness;
 - b. Speak with greater force than you are accustomed to;
 - c. Exercise your voice enough to make speaking easily. Exercise by reading aloud, singing, and cheering;
 - d. Don't let your voice fade away at the end of sentences;
 - e. Enunciate distinctly and deliberately. Make jaws, lips and tongue move vigorously.
2. Pronounce words correctly.
3. Use inflection (changes in pitch and tone) in the voice to improve sound and meaning.
4. Avoid unnecessary and “annoying” habit of beginning statements with expressions such as why, well, say, see, uh, etc.

Conclusion

Oral communication is an important skill every second language learner should strive to develop. Exhibiting proficiency in the speaking skills of a second language is of great importance because it increases the chances of the user securing a better employment as well improves his or her self-esteem.

Despite the benefits open to those who can communicate orally in the second languages, a lot of these language learners find it difficult developing this skill. Some of the reasons behind this

problem include lack of motivation and interest, inhibition, vocabulary and grammar constraints, poor pronunciation, age of the learner, personality factor, first language interference, among others.

Language learners should not relent on their efforts towards developing the oral skills. They should first remove all mental-blocks, discard every inhibition towards the language and carry out all the suggested strategies proposed by this study towards attaining proficiency in the speaking skills. Above all, they should remember that practice makes perfect.

Works Cited

- Ackley, Elizabeth, Sonya Pohman, Paula Calabrese, Judi Purvis and Roberta Ranta. *Macmillan English: Thinking and Writing Processes*. California: Glencoe/McGraw-Hill, 1988.
- Agullo, Gloria Luque. *Factors Affecting L2 Learning*. Master's Thesis. Universidad de Jaen, Spain, 2006. <https://www4.ujaen.es/gluque> Accessed 23rd November, 2017.
- Al Asmari, AbdulRahman A. "A Comparative Determination of Barriers of Oral English Learning Faced by Preparatory Year Students." *European Scientific Journal*, 11.35 (2015): 58 – 81. <https://eujournal.org/esj/article/view/6782> Accessed 23rd November, 2017.
- Anderson, Jason. "Accuracy and Fluency: Practical Ideas and the Draft Framework for Helping Learners to Achieve Both Simultaneously." *IATEFL*. Liverpool, 2013. www.jasonanderson.org.uk/resources Accessed 5th December, 2017
- Derakshan, Ali and Elham, Karimi. "The Interference of First Language and Second Language Acquisition." *Theory of Practice in Language Learning* 5.10 (2015): 2112 – 2117. <http://dx.doi.org/10.17507/tpls.0510.19>
- Guettal, Imene. *Introducing Storytelling Activities as a Basic Technique to Develop Students' Oral Performance: An Experimental Case Study of Second Year Students of English at Batna University*. Master's Thesis, Univeriste Mohamed Khinder, Bistra, 2008. www.thesis.univ-biskra.dz/view/creators/guettal Accessed 16th November, 2017.
- Krashen, Stephen D. *Second Language Acquisition and Second Language Learning*. University of Southern California, 1981. www.sdkrashen.com/sl_acquisition_and_learning Accessed 21 November, 2017.
- . *Principles and Practice of in Second Language Acquisition*. University of Southern California, 1982.
- Major, Charisse Alain. *The Effect of Age on Second Language Acquisition in Older Adults*. Master's Thesis. Brigham Young University, Provo Utah. 2014. <https://scholarsarchive.byu.edu/etd> Accessed 20th November, 2017.
- Mellie, John, Paulene M. Yates, and Edward N. De Laney. *Basic Language Messages and Meanings*. Vol. IV, New York: Harper and Row, 1976.
- Onuko, T. U. "Communication in the French Language among Students of Tertiary Institutions in Nigeria: Problems and Prospects." *Awka Journal of English Language Literary Studies* 1.1 (2002): 49 – 56.
- Osakwe, Nneka. "Oral Communication Practice and Problems in English." *AJELLS* 1.1 (2002): 6 – 16.
- Owhoeli, Ucheoma. *The Impact of the Mother-Tongue on Second Language Learning and Proficiency: The Ikwere Native Speakers' Experience*. Master's Thesis. University of Nigeria, Nuskka, 2011. www.unn.edu.ng/files/images/owhoeli. Accessed 28th November, 2017.
- Paaki, Henna. *Difficulties in Speaking English and Perceptions of Accents: A Comparative Study of Finnish and Japanese Adult Learners of English*. Master's Thesis. University of Eastern Finland, 2013. https://epublication.uef.fi/pub/urn_nbn_fi_uef_20131057/index_en.html Accessed 16th November, 2017
- Qureshi, Ishrat Aamer. "The Importance of Speaking Skills for EFL Learners." Alama Iqbal Open University, Pakistan, <https://upload.wikimedia.org/common> Accessed 16th November, 2017

-
- Romero, Bestabe Navarro. "Improving Speaking Skills." *Encuentro* 18 (2009): 86 – 90.
www.encuentrojournal.org/Navarro
- Root, Elizabeth. "Motivational and Learning Strategies in a Foreign Language Setting: A Look at a Learner of Korean." *CARLA*. University of Minnesota, 1999.
www.carla.umn.edu/resources/working_papers Accessed 10th December 2011.
- Srivastava, Shilpi Rishi. "Accuracy vs Fluency in English Classroom." *New Man International Journal of Multidisciplinary Studies* 1.4 (2014).
www.newmanpublication.com/april14 Accessed 24th December, 2017.