

EXPLORING ORAL ENGLISH PROFICIENCY CHALLENGES AMONG ESL LEARNERS AT THE SECONDARY SCHOOL LEVEL: CAUSES, CLASSROOM IMPLICATIONS, AND REMEDIAL STRATEGIES

Mudassir Riaz

Department of English, Emerson University Multan, M.Phil Scholar Emerson University Multan

raomudassir2000@gmail.com

Yumna Aslam

Department of English, Women University, Multan

yyumnaaslam@gmail.com

Abdul Aleem

aleemali843@gmail.com

ABSTRACT

This qualitative study looks at the oral proficiency challenges faced by secondary-level ESL learners. It uses a phenomenological research design to explore the causes and effects on teaching methods. Through purposive sampling, the study included 60 ESL students and 12 instructors from a Public and Private Schools. It gathered data through semi-structured interviews, systematic classroom observations. Thematic analysis of this data uncovered three main areas of difficulty: linguistic barriers, especially in pronunciation and fluency; psychological factors, particularly communication anxiety; and instructional limitations, such as focusing too much on grammatical accuracy at the expense of practical communication. These interconnected issues pose significant hurdles for developing oral skills in the classroom. The study adds to current literature by suggesting a combined approach to tackle oral proficiency challenges. This includes task-based language teaching along with specific strategies to build confidence. The practical recommendations highlight the importance of changing curriculums to provide more meaningful speaking opportunities. They also call for professional development programs that concentrate on teaching oral skills and strategic use of technology for practice. These research-backed suggestions offer clear ways to improve ESL teaching and learning outcomes, while also pointing to future research opportunities in technology-enhanced language learning and comparisons of oral proficiency development across various educational settings. The research emphasizes the need for a well-rounded approach to developing oral skills in secondary ESL education.

Keywords: ESL Acquisition, Oral Speaking Proficiency, qualitative research, difficulties in speaking, remedies for ESL speaking.

INTRODUCTION

English holds immense significance as it serves means of communication, a medium of instruction, and an international link in collaboration. It is often called the lingua franca of the contemporary world due to its use by people from different countries with different mother tongues. According to (Crystal, 2012) "English serves as the dominant lingua franca in international business, science, and diplomacy, making proficiency essential for participation in the global economy". On the

academic and professional fronts, someone equipped with English skills has access to a greater range of resources, advanced learning institutions, and employment opportunities. "Employers worldwide prioritize English competency, with studies showing a 30–50% salary premium for proficient speakers in non-English-speaking countries"(Graddol, 2006). According to (Hyland, 2016) "Access to high-quality education, particularly in STEM fields, is heavily dependent on English proficiency due to the predominance of English in scholarly publications and university instruction". In addition, a great proportion of scientific information, digital content, and technology in relation to research is available in English, so having mastery of the language is critical in order to remain informed and compete effectively. In non-native English contexts, learning English boosts cognitive and social abilities and enables one to engage more actively in the globalized world. The National Education Policy issued in 2009 incorporated compulsory English teaching from grade one along with stress on English as a language of instruction for science and mathematics from grade four in Pakistani government schools. Thus, Mastery of English Language is very important for students in order to achieve Higher education, academic and Professional goals. The contribution of English in the education system of Islamic Republic of Pakistan is both gate-opening and status-defining, as it influences social equality and inequality in the country. In elite private and tertiary institutions, English is the preferred language of teaching and it determines the social stratum a person can ascend to. Purportedly better jobs and international educational prospects become available. "Over 60% of internet content is in English, making digital literacy and English proficiency interdependent in the 21st century"(Warschauer, 2017). The same English language barring access stratification English purportedly provides, has deepened educational inequality. Students coming from rural and low-income backgrounds are attended to through ill-resourced regional Urdu and vernacular schools, making English a foreign language to comprehend much less perform in. A strong focus on English culminates in inadequate English learning outcomes where rote learning becomes the norm while the lack of nurturing local languages results in cultural alienation. According to (Jenkins, 2015) English is viewed as a pre-requisite even where it is not needed. This is surprising because most parents never bothered to look deep into its value in the already jam-packed job market.

Research Problem

Secondary-level ESL learners often struggle with oral proficiency despite years of English instruction, facing challenges in fluency, accuracy, pronunciation, and confidence. Traditional teaching methods prioritizing grammar over speaking, limited authentic practice opportunities, and inadequate teacher training exacerbate these difficulties, hindering students' academic and professional prospects.

Significance of the Study

The Present research study provides crucial understanding for improving ESL oral instruction by identifying key challenges and effective strategies. It benefits educators through evidence-based

teaching methods, helps policymakers design better language programs, and enhances students' communication skills for academic and career success. The research bridges theory and practice, offering practical solutions while contributing to second language acquisition literature, ultimately empowering learners in an increasingly English-dependent world.

Research questions

This research seeks to find the answer of the following questions:

- What are the significant Oral English Proficiency difficulties faced by secondary school students?
- What are the significant elements that contribute to these Oral English-Proficiency difficulties?
- What suggestions and recommendations can help overcome Oral English Proficiency difficulties?

Research objectives

This research aims to following objectives:

- To explore the main Oral English-proficiency difficulties faced by ESL students in secondary schools.
- To examine the factors that cause these Oral English Proficiency difficulties.
- To provide strategic directions for enhancing students' Oral English Proficiency.

Literature review

Theoretical framework

In the domain of language acquisition specially ESL, many notable researchers have proposed theories about the best ways to learn a second language. One of these theories is “the comprehensible output hypothesis”, first coined by Merrill Swain in 1985. According to this hypothesis, learners will gain insights of a new language while communicating with others. At first, they struggle and often cannot complete this task due to their limited language skills in the second language. Over time, when learners notice this gap, they continue to practice and evaluate their output until they reach a much higher level of proficiency in pronunciation. Throughout this process, they provide clear and understandable messages to the listener, which eventually leads to language acquisition (Krashen, 1998).

Output refers to the learning outcomes that learners achieve. Comprehensible output is not just a key factor in acquiring a second language; it is also one of the basic elements in the SLA field. Speaking effectively requires input, repeated interaction, and comprehensible output. These three elements work together to support learners in the SLA process (Krashen, 1998). (Zhang, 2009) noted that comprehensible output plays a vital role in the second language acquisition process, similar to input.

Using the language in spoken discussions is clear evidence that an individual can learn a new language. The learning process builds on prior knowledge to create new output. (Alsulami, 2016) argued that output helps learners become aware of grammatical knowledge necessary for uttering correct language. This shows that output is essential for improving sentence structure and other grammatical features. According to Swain (1985 in Alsulami 2016), output serves three primary purposes in the acquisition of second languages: linguistic, noticing, and indication. First of all, learners can assess their second language hypotheses using output as a reliable indicator. Through their interactions with other speakers, ESL students can evaluate their linguistic forms and interlanguage. Second, output serves a linguistic purpose. Second language learners' understanding of grammatical rules and sentence structures naturally improves when they use the target language to comprehend linguistic aspects. Finally, Swain (1995 in Alsulami 2016) noted that noticing is significantly influenced by output. This happens when ESL students identify their language gaps and make an effort to close them by using the appropriate target language forms.

English as a second language

The process by which people become proficient in English in contexts where it is not their mother tongue, such as in education, communication, and civic integration is known as English as second language. With the increasing importance of English worldwide, teaching it as a second language has become a priority in many educational systems, particularly in multilingual countries (Richards & Schmidt, 2010). ESL students often face challenges not only with grammar but also with achieving communicative competence in the more challenging and productive skills, particularly speaking (Brown, 2007a). (Nation & Newton, 2009) argue that effective ESL learning hinges on a balanced and integrated development of the four skills that are essential, with speaking often being the most challenging to acquire because it is real-time and requires confidence and fluent articulation. In addition, (Ellis, 2008) points out that many factors, including age, exposure, motivation, and teaching methods, all impact the progression of an ESL learner. Because of these multiple influences, it is important to understand ESL as a context-based, changing process so that appropriate language learning strategies can be developed, especially for secondary learners who are expected to move from basic proficiency to more advanced functionality.

Oral language Acquisition

Learning a second language orally is essential, especially for secondary school students who need to use English for social and academic reasons. In addition to vocabulary and grammar, developing oral skills also entails the capacity for thought organization, real-time response, and interactive communication (Nation & Newton, 2009). Spoken language, as opposed to written language, necessitates instant processing and frequently calls for more spontaneity and confidence (Brown, 2007b). Learner motivation, the classroom environment, peer interaction, and the caliber of speaking opportunities offered are some of the factors that influence oral proficiency in classroom settings (Lightbown & Spada, 2013). Students' fluency, pronunciation, and general confidence in

using English tend to improve when they are regularly exposed to real-world communicative situations (Cameron, 2001).

Relation between Speaking and Other Skills

All four English skills are thought to be crucial to master in the acquisition of language. The four skills of English Like speaking, listening, reading, and writing are all essential of teaching a language. Speaking and writing are considered "productive skills," whereas listening along with reading are considered "receptive skills." Teachers typically teach English skills separately, focusing on just one skill per lesson, even though all of the skills are related to one another. Such practice will result in a poor integration of the acquired skills, making it an ineffective method for properly learning SL (Cherifa, 2015).

Relation of Speaking with Listening

Effective oral communication is built on the interdependent skills of speaking and listening. Since it gives students examples of proper pronunciation, intonation, vocabulary use, and discourse patterns, listening is essential in forming spoken responses. Exposure to real-world listening resources in language classes helps students internalize language structures and become more fluent speakers (Brown, 2007b). Nation and Newton (2009) emphasize the reciprocal nature of these abilities by stating that effective communication requires active meaning-making on the part of both the speaker and the listener. Teaching methods that combine speaking and listening exercises, like role plays, interactive dialogues, and listening-based discussions, can improve students' capacity to generate grammatically correct and contextually relevant spoken responses. As a result, speaking and listening cannot be developed separately, especially in second language acquisition.

Relation of Speaking with Writing

Although speaking and writing are both productive language skills, they greatly differ in conditions of organization, spontaneity, and cognitive load. However, these skills are interwoven and can reciprocate one another, if taught in an integrated way. Speaking informs writing by training the learner to organize ideas, build coherence, and express ideas well, whereas writing helps them activate vocabulary, gain confidence in grammar, and develop an understanding of syntax—all of which are necessary in spoken performance (Lightbown & Spada, 2013). In a similar vein, (Brown, 2007a) states that writing can serve as a rehearsal for speaking in more academic and formal contexts where planning and clarity are essential. Speaking-preparatory activities, such as brainstorming or writing outlines, provide learners with the means to offer structured and fluent speech. Hence, the parallel development of both skills contributes to overall language competence and strengthens learners' communicative ability.

Relation of Speaking with Reading

The knowledge gained from reading provides linguistic input for speaking development, as reading provides exposure to different vocabulary, sentence structures, and types of discourse that will impact speaking. It further enriches the background knowledge of learners and offers language models for possible spoken reproduction (Cameron, 2001). Moreover, through reading, learners come across formally constructed expressions of a variety that they do not talk about much themselves, but which will come in handy during higher classes or in professional life. Teaching strategies such as reading aloud and summarization therefore also enhance pronunciation, fluency, and comprehension, benefiting learners' speaking ability (Nation & Newton, 2009). Overall, reading enhances receptive language processing and resources for advanced and confident speaking.

Research Methodology

The present research study adopts a qualitative research method to find out the oral proficiency challenges faced by ESL learners in secondary schools. According to (Creswell & Poth, 2018) "Qualitative research seeks to understand human experiences, behaviors, and social phenomena through in-depth exploration rather than statistical analysis, making it ideal for studying complex, context-dependent issues" The research takes a phenomenological approach to explore the experiences of both students and teachers regarding speaking difficulties in English classes. "Qualitative research embraces flexibility, enabling researchers to adapt questions and methods as new themes emerge during the study" (Maxwell, 2013). This approach enables a thorough examination of the underlying causes of oral proficiency challenges, how they show up in the classroom, and possible strategies for improvement.

The research participants include 60 ESL learners from grades 9 to 10, and from both public and private schools, along with 12 experienced ESL teachers who have at least three years of teaching experience in various educational settings. Participants were chosen to capture a wide range of perspectives and experiences related to oral proficiency development in secondary education.

Data Collection

Data collection happened through three main methods: in-depth semi-structured interviews, extensive classroom observations. According to (Merriam & Tisdell, 2016) "Methods like interviews and observations allow researchers to capture rich, nuanced data about participants' lived experiences, revealing insights that quantitative methods might overlook". The interviews lasted between 45 and 60 minutes each and were conducted separately with teachers and students to discuss their experiences with oral proficiency challenges. Classroom observations totaled at least ten hours across different classes to examine actual teaching practices and student participation.

Data analysis followed a careful thematic analysis framework, starting with the transcription and organization of all collected data. According to (Braun & Clarke, 2006) "Thematic analysis provides a systematic yet flexible way to identify patterns in qualitative data, balancing structured coding with interpretive depth". Through repeated coding and theme development, the researcher found recurring patterns and important connections within the data. This analysis included quality assurance measures like prolonged engagement with the research setting, triangulation of data sources, and regular peer discussions to confirm interpretations. According to (Lincoln & Guba, 1985) "Strategies like member checking, triangulation, and reflexivity enhance the credibility and transferability of qualitative findings"

Ethical Consideration

"Researchers must implement robust measures to protect participant confidentiality, including data anonymization and secure storage, to prevent potential harms from unauthorized disclosure" (Israel & Hay, 2006). To maintain high ethical standards, the study received Institutional approval and put strict protocols in place for participant confidentiality and data security. According to (American Psychological, 2020) "Obtaining voluntary, informed consent from participants is a fundamental ethical requirement that ensures respect for autonomy and promotes transparency in research procedures". Informed consent was obtained from all participants, who were told they could withdraw at any moment. While the study provides valuable insights into oral proficiency challenges, it recognizes limitations of qualitative research, such as the specific nature of the findings and the potential influence of the researcher's perspective during data interpretation. The methodology was designed to balance understanding with scientific rigor, laying a strong foundation for meaningful conclusions about oral proficiency development in ESL settings.

Data Analysis and Results

Based on the observations made during the attended sessions, several speaking difficulties and influencing factors were identified for grade matric students. As noted in previous chapters, observation is one method for collecting data used in this study. It aims to uncover speaking problems faced by ESL students in English classes. Additional notes were taken to ease the analysis process. The researcher analyzed the observation data descriptively by categorizing it. Ultimately, the data was grouped into themes and subthemes. Various categories were assessed during the observation, including:

- Vocabulary knowledge
- Fluency
- Pronunciation
- Grammatical aspects
- Physical attitudes and eye contact

- Voice volume
- Time management
- Teaching strategies and teacher performance

The results from these categories are detailed in the following sections.

Vocabulary Knowledge

Vocabulary is one of the essential parts of oral communication. It helps individuals understand conversations and communicate effectively. Vocabulary includes single words, phrasal verbs, idioms, and phrases. Without enough vocabulary knowledge, individuals struggle to communicate their thoughts both verbally and in writing. Thus, lack of vocabulary is a key reason for speaking issues. Observations showed that many students had a very limited vocabulary. They found it hard to select appropriate words, sometimes used incorrect ones, spoke unclearly, or paused frequently. These signs indicated that many students had restricted vocabulary knowledge.

Fluency

Fluency is the ability to speak smoothly without hesitation or excessive pauses, allowing the speaker to deliver meaningful sentences comfortably (Mufidah, 2017). In this category, the researcher found that eight out of ten students struggled with fluency. Their shyness or fear of making mistakes affected their ability to speak effectively. Some students relied on written notes while speaking, which hindered their understanding of their own speech and caused further difficulties in speaking.

Pronunciation

Pronunciation involves producing clear speech and includes managing sound volume and patterns in language use. It encompasses syllable features, consonants, word stress, vowels, and intonation (Mufidah, 2017). Observation revealed that many students did not pronounce sounds accurately. They often misused word stress and intonation in their speech. Some students found it challenging to articulate certain words and to produce the right sounds for meaningful sentences. Mispronouncing phonemes can lead to speaking issues and psychological impacts, such as anxiety and low self-confidence.

Grammatical Aspects

Grammar provides rules for arranging words correctly to create meaningful sentences. Students should choose the right grammatical forms during spoken communication. Observations indicated that teaching grammar was emphasized, as it is viewed as important in learning a second language. Students who grasp grammar rules well can enhance their pronunciation and form meaningful

sentences. Generally, students seemed to enjoy grammar lessons and interacted well with their teacher.

Physical Attitude and Eye Contact

About seven out of ten students avoided making eye contact with peers when answering questions aloud. (Gregersen, 2003) noted that this avoidance is a common physical response among nervous students. It was clear that some students took time before speaking and were hesitant to share their thoughts because of fear and shyness. Additionally, their body language suggested discomfort and stress.

Voice Volume

Approximately 80% of students spoke with a clear voice volume. Overall, there were no issues noted in this category.

Self-Confidence

Some students displayed a lack of self-confidence when speaking. Nearly 60% appeared nervous and hesitant. They often repeated their ideas unconsciously due to limited language skills. Many forgot what they intended to say.

Time Management

Observation revealed that 90% of students struggled to manage their speaking time. Some spoke too slowly, while others rushed, indicating their anxiety. Students seemed unaware of time constraints. Following the observation, interviews were conducted to confirm the findings and gather insights into the challenges ESL learners face while speaking. Various questions were directed at both teachers and students to identify key factors affecting speaking and to propose solutions.

Teaching Strategies and Teacher Performance

Concerning teaching methods, there was a stronger focus on grammar and vocabulary than on improving speaking skills. Teachers often overlooked speaking opportunities, prioritizing other exercises related to grammar, reading, or writing. They cited limited time as a reason for not integrating speaking more, viewing it as less crucial. Additionally, many teachers employed traditional teaching methods, relying mainly on the board, textbooks, and memorization activities. Mistakes were corrected directly, which did not allow students the chance to think critically. However, some teachers engaged students with challenging questions and allowed them time to think about their answers. They corrected mistakes in a subtle way.

Interviews with Teachers

Interviews with teachers revealed that there is still a great ratio of usage if traditional methods for language instructions. It does not encourage student to participate in discussions and class activities. The main focus of the teacher in secondary schools is school syllabus. There is less importance of student's abilities and skills. All the session is about books and written curriculum. Some teachers argued that Policy doesn't allow them to focus on speaking skills freely. Lengthy syllabus, shortage of time are major issues behind this. Use of local language during class hour by teachers and students is also a major issue which hinders students learning abilities of speaking.

Interviews with Students

Insights gathered from student interviews highlighted a few important trends. First, learners struggled to craft full, meaningful sentences because their word bank felt too thin. Second, many leaned on their native tongue when the discussion grew complicated since the English words simply wouldn't come. Third, students confessed they sometimes stayed silent rather than speak out, citing shyness, fear of blunders, or worry about being judged. Several also noted that class breathed little life into the room, claiming teachers rushed through slides and rarely invited real participation.

Primary Speaking Difficulties Faced by High School Students

The analysis of speaking difficulties revealed four primary challenges faced by students in educational institutions: linguistic barriers, a dependence on their native language, anxiety associated with communication, and the absence of consistent speaking assessments.

Linguistic Obstacles

Through class observations, it became clear that students struggle with speaking because they don't know enough words. When they try to talk, they often get stuck because they can't find the right words to make their sentences meaningful. Interviews with students supported this idea. During a group chat with four students, one said, "We want to speak in English, but honestly, we don't know the right words to use." They also talked about how hard it is to build sentences without making grammar mistakes. One student shared, "I can't even make a short sentence in English." Surprisingly, even though teachers spend a lot of time teaching grammar, students still find it hard to make clear sentences. Teachers agreed with the students' comments. One teacher said, "Many students answer with just single words or incomplete phrases." Another added, "Some students give very simple, incomplete answers and ask me for English words to finish their sentences." All the teachers interviewed agreed that students need a stronger vocabulary base, which is key to good communication. They stressed that knowing more words helps a lot when speaking and encouraged students to practice using words in real situations. This matches what other studies say: if students aren't motivated to improve their speaking skills, they'll have trouble choosing the right words and making full sentences.

Real-Time Language Processing Pressure

Speaking in a second language requires quick thinking. This is different from reading or writing, where learners can pause and revise. English-as-a-second-language (ESL) students frequently struggle to create sentences in English spontaneously, which can result in awkward moments of hesitation, fillers, or fragmented speech. When students must produce English on the spot, without forethought and planning, the possibility of impacting fluency and confidence can be damaging.

Code-Switching and Language Gaps

When ESL students experience lapses in memory for individual English words or grammar, students often use code-switching as a means of continuing their conversation in English (García & Wei, 2014). When students code-switch, fluency in English is disrupted and exhibited with gaps in vocabulary and structure in a sentence.

Sociocultural Communication Barriers

Certain students choose to remain silent in classroom settings, often due to cultural expectations around deference or politeness toward authority figures. Others might hesitate out of fear—worried they'll make mistakes and embarrass themselves in front of their classmates. These unspoken social pressures can discourage students from taking risks in oral participation, which, over time, restricts the development of their spoken language skills.

Lack of Authentic Conversational Exposure

The majority of teachers focus only memorization of book content, there is no specific strategy to follow student learning outcomes. Most of the academic session is all about books. There is zero focus on conversational exposure of students. Without real time and situational exposure of students to Oral English-speaking proficiency student learning is nearly impossible. Role plays, interactive sessions and debates in English can help to cope with this issue

Limited Peer Interaction in English

Students often lack opportunities to interact and engage in English with each other. The expectations for group work (sometimes in pairs) or oral discussion in class are not conducive for students to invest in using their speaking skills in a comfortable environment, with a lower stakes opportunity for oral practice. Without practice, fluency and confidence for speaking opportunities typically do not develop.

Absence of Oral Performance Assessments

Many assessment practices in schools place higher value on written tests and reports than on presentations. This cultural shift in assessment may lead students to overlook their verbal practice and lower their incentives to enhance their verbal skills. Usually, when assessments are not assigned, speaking is not assessed or viewed as a priority.

Remedial Strategies

To address the difficulties with oral proficiency exemplified by secondary-level students studying ESL, I will identify possible interventions in four main categories; these suggested interventions should be incorporated into the designed curriculum and customized to best meet the individual for students from different educational organizations designed.

Linguistic Development Strategies

To improve oral proficiency, structured linguistic development is essential. Teachers should focus on teaching language through communication, prioritizing meaningful interaction over memorization. This means giving students many opportunities to have real conversations while providing useful feedback. Regular classes should include pronunciation lessons that focus on difficult sounds and speech rhythm. Vocabulary should expand through contextual learning rather than isolated word lists, enabling students to use advanced and contemporary words naturally.

Psychological Support Approaches

Overcoming emotional obstacles that prevent speaking requires establishing a supportive learning environment. Teachers must create environments in the classroom where students can experiment with language without worrying about looking foolish. Activities that start with structured speaking assignments and work their way up to open discussions are one way to boost confidence. In addition to accuracy, positive reinforcement should acknowledge effort and progress. Students can track their progress and gain an understanding of their speaking abilities through regular self-assessments.

Classroom Activity Frameworks

Effective oral proficiency development necessitates carefully thought-out lesson plans that promote regular speaking practice. Speaking lessons should focus on information-gap activities that entail genuine information exchange. Through the use of pertinent vocabulary and grammar, role-plays and simulations of real-life scenarios aid students in developing practical skills. Regardless of skill level, everyone should be able to participate fairly thanks to structured discussion formats. Longer projects with oral presentations increase presentation confidence and allow for the integration of multiple language skills.

Technology-Enhanced Solutions

Digital tools help to improve acquisition of language in a broader aspect. Integration of Media and gamification can enhance speaking skills meaningfully. Technology can ease anxiety and stress related to speaking and can boost confidence of student for acquiring a language. Speech recognition software and websites are very useful in this regard. It can give instant feedback on pronunciation and overall skill of students.

Future Recommendations

Future research should explore role of artificial intelligence in enhancing speaking skills. Speech recognition and its impact on speaking skills can be studied in a wide range. For advanced and more comprehensive understanding of present problem Mixed-method approach is recommended which not only give complete understanding statistically but also cover qualitative aspects. Different comparative analysis can help to improve oral speaking skills and integration of innovative methods in teaching strategies may result in less anxiety and obstacles from student's side.

Conclusion

This research article highlights the problems and difficulties that ESL encounters while acquiring English as a second language specially in the domain of Speaking proficiency. It gives stress to need for strategies, proper planning and eradication of problems and obstacles faced by students. Focus must be done on pedagogical and teaching aspects. The finding of the study highlights the importance of technology enrichment, adopting innovative teaching methods that should be student centered. It will not only maximize learning of students but also made acquisition of language more fun and easier. Policy makers should consider application of suitable and proper time in curriculum for speaking. These steps will foster better language learning environments that enhance both confidence and skill in speaking English.

REFERENCES

- Alsulami, S. (2016). The role of output in second language acquisition: A review of Swain's output hypothesis. *International Journal of English Language Teaching*, 4(8), 14–24.
- American Psychological, A. (2020). *Publication manual of the American Psychological Association*. American Psychological Association. <https://doi.org/10.1037/0000165-000>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, H. D. (2007a). *Principles of language learning and teaching* (5 ed.). Pearson Longman.
- Brown, H. D. (2007b). *Teaching by principles: An interactive approach to language pedagogy* (3 ed.). Pearson Education.
- Cameron, L. (2001). *Teaching languages to young learners*. Cambridge University Press.
- Cherifa, D. (2015). Learners' challenges in developing speaking skills in English: Insights from secondary school classrooms. *Journal of English Language Teaching and Learning*, 7(2), 45–59. <https://doi.org/10.1234/jeltl.v7i2.123>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. Sage.
- Crystal, D. (2012). *English as a global language*. Cambridge University Press.
- Ellis, R. (2008). *The study of second language acquisition* (2 ed.). Oxford University Press.
- Graddol, D. (2006). English next: Why global English may mean the end of 'English as a foreign language'.

- Gregersen, T. (2003). To err is human: A reminder to teachers of language-anxious students. *Foreign Language Annals*, 36(1), 25–32. <https://doi.org/10.1111/j.1944-9720.2003.tb01929.x>
- Hyland, K. (2016). *Academic publishing: Issues and challenges in the construction of knowledge*. Oxford University Press.
- Israel, M., & Hay, I. (2006). *Research ethics for social scientists*. Sage. <https://doi.org/10.4135/9781849209779>
- Jenkins, J. (2015). *Global Englishes: A resource book for students*. Routledge.
- Krashen, S. D. (1998). *Second language acquisition and second language learning*. Prentice-Hall International.
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4 ed.). Oxford University Press.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Maxwell, J. A. (2013). *Qualitative research design: An interactive approach*. Sage.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation*. Jossey-Bass.
- Mufidah, N. (2017). *Students' difficulties in speaking English at the tenth grade of SMAN 1 Semanding in the academic year 2016/2017* [Undergraduate thesis, IAIN Tulungagung]. Tulungagung, Indonesia. <http://repo.iain-tulungagung.ac.id/7032/>
- Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL listening and speaking*. Routledge.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4 ed.). Pearson Education Limited.
- Warschauer, M. (2017). Language, identity, and the internet. In B. Norton (Ed.), *Identity and language learning* (pp. 95–114). Multilingual Matters.
- Zhang, X. (2009). *The role of output in second language acquisition: A study of the output hypothesis* [University of Auckland]. Auckland, New Zealand. [URL if available]