Enhancing the performance of spoken English among the nonnative:
A conceptual model

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Abstract—**Knowledge of English as a second language has become essential in the era of Globalization. International communication requires an International language. English has become an international language. Speaking English has found a vital importance in this respect. Literature has a lot to say about how to learn English as a second language in order to understand people and yet allowing people to understand you. This paper explains factors that enhance learning English, with focus on speaking English, among the nonnatives. Predictors, through review of literature, are introduced in three main areas as individual learner's characteristics, learning environment, and instruction. A conceptual framework based on the predictors will round the paper and some suggestions for further research are presented at the end.**

Keywords-Spoken English, Learners' Characteristics, Institutional Environment , Learning Instruction.

I. INTRODUCTION

Globalization has encouraged everybody to get the knowledge of English as a second language. English language then has become the international language for communication. When we talk about the knowledge of English as a second language we mean both writing and speaking for communication. In special cases you may be able to use body language, but in the scientific environment you need to use a perfect language. A perfect knowledge of language requires excellent writing and excellent speaking performance. Literature has a lot to say about how to learn English as a second language in order to understand people and yet allowing people to understand you.

Speaking fluent English is a common problem among the nonnative. The second language learners have gone through a variety of cases to learn how to speak not only correct grammar and using the right vocabulary but with correct accent. Many obstacles, therefore, have been known as the predictors of such a problem among the second language learners. Literature suggests a list of actions to be implemented to improve the spoken English among the nonnative. This paper is going to review the literature on the common problems for performance of spoken English among the nonnative.

The paper will eventually present a theoretical framework. Three predictors have been known to enhance the knowledge acquisition of English language, namely, the learner's characteristics, institutional environment and learning instruction.

II. LEARNERS' CHARACTERISTICS

Ref.[1] studied the use of the multiple intelligences as a predictor of improving student motivation. In their report, they describe a plan for using the multiple intelligences to increase student motivation. The target population consisted of a sixth grade reading class in a rural setting, and second, fourth, and fifth grade students in a pullout ESL (English-as-a-Second-Language) program in an urban setting. The lack of motivation became evident as observed in incomplete assignments, low test scores, and disinterest in subject matter. A review of the literature indicated motivation to learn is a problem nationwide. Students need to be self-motivated since extrinsic rewards may be counter-productive. Traditional teaching methods often do not target individual student learning styles.

Having positive attitude toward learning a second language has become important in the literature. Efforts have been made to encourage a positive attitude among learners. Ref.[2] constructed a tailored undergraduate course at a tertiary institution in New Zealand to challenge, and encourage changes to, monolingual "English-only" attitudes. Findings are presented and discussed in terms of the effectiveness of this course to promote positive attitudes towards foreign language learning in New Zealand-based students. It raises the question of whether similar courses could be planned for use by secondary and other tertiary students as part of initiatives to help them to recognize that speaking languages other than English is normative in today's world.

Ref.[3] conducted a survey analysis to investigate students' attitudes and preferences towards learning English at Kuwait University in non-English major ESL students. Researchers, ESL teachers and administrators need to consider the fact that they need to have keys for knowing their students' attitudes and preferences towards learning English for motivation purposes [4].

In consideration of the widening achievement gap between native English speaking and non-English speaking students, Ref.[5] conducted a study to determine whether a

predictable relationship exists between the academic achievement of English language learners (ELLs) and their background variables. There were no significant associations between gender and academic achievement or between length of residence in the USA and academic achievement. However, significant differences were found based on the first language and ethnicity of the English language learners. Amharic and Vietnamese speakers performed significantly better than the Somali, Arabic, Kurdish, and Spanish speakers. Asian and White students performed significantly better than the Hispanic and Black students.

III. INSTITUTIONAL ENVIRONMENT

Ref.[6] studied the role of school strategy in encouraging female students to participate in spoken language. The female students have been discriminated against right from birth in their various cultures and this affects the way they perform in Spoken English class, and how they rate themselves. The study, therefore, examined the impediments to female students learning Spoken English; the male students are more vocal in the Spoken English class while the female students are shy to speak. The study recommended that: Lecturers should use strategies that are not sexually suggestive; female students should be well grounded in the study of phonetics and phonology; the university should assist the female students have a better self-image; female students should be encouraged to speak more in class, answer questions, imagine and present short dialogues in class.

In her study, Ref.[7] tried to determine the relationships between student noncognitive variables (positive self-concept, realistic self appraisal, successfully handling the system, preference for long-term goals, leadership experience, presence of a strong support person, community service, and knowledge of the field) and the academic success of international graduate students, as measured by the cumulative grade point average and expected time to degree completion. The analysis showed a relationship between the noncognitive scores and the degree level, GPA, and time to degree, but failed to establish its significance. The findings emphasize the academic discipline as a variable in studies on graduate students, where discipline moderates the predictive value of noncognitive abilities on achievement. The strong correlation between the student's ability to handle discrimination and the student's community involvement shed perspective on the extent to which international student involvement in professional or extracurricular activities could facilitate a positive adjustment experience by way of providing opportunities to recognize prejudice and be involved in handling institutional practices that may be indifferent to his or her needs as an international student.

In a 5-year longitudinal study, Ref.[8] investigated the acquisition of 6 English grammatical morphemes (i.e., regular and irregular past tense, 3rd person singular, progressive aspect-ing, copula BE, and auxiliary DO) by 10 native Mandarin-speaking children and adolescents in the United States (arrived in the United States between 5 and 16 years of age). The goals were to chart and compare the acquisition directions and levels of mastery across the morphemes identify when age-related differences emerged and which forms they took. As L2 learners exhibit some error types and difficulties similar to monolingual children with specific language impairment, caution needs to be taken when interpreting and using morphological errors as indicators of speech/language learning problems in this population.

Second language learning and development is a complex process that is situated in socio-cultural settings. Classrooms provide such daily life settings in which language acquisition occurs via social interactions among peers and the instructor as well as other mediated means. On his research, Ref.[9] studied the socio-cultural perspective of instruction in learning second language. The purpose of his research study was to examine the roles of peer interaction in a Chinese as a foreign language (CFL) classroom and how different types of peer interaction affect learners' second language development in a classroom setting, and what roles peer interactions played in such a setting. Based on the socio-cultural theory, the study explored the opportunities for learning that occurred during peer interactive work.

Findings indicated that peer interactions played an important role in the Chinese classroom.

IV. LEARNING INSTRUCTION

In a study on the impact of hybrid instruction, Ref.[10] describes the design, implementation, and effectiveness of hybrid course modules in fourth-year German-as-a-foreign-language classrooms at a large research university. Hybrid instruction refers to a carefully planned blend of both traditional classroom instruction and online learning activities and represents an innovative curricular facet that takes into account recent trends in foreign language education such as student-centered, engaged, and active learning, enhanced proficiency, and computer-assisted language learning.

Due to the growth of at risk learners failing the language requirements in the US, Intervention techniques have been utilized to foster English language acquisition among the at-risk learners. Ref.[11] presented multisensory structured language (MSL) teaching strategies to remediate these students' difficulties in reading, writing, and speaking English. These strategies are underscored by recent findings of cross-linguistic studies. The MSL strategies are evidence-based and can be applied to any language. They are supported by a variety of teaching resources to assist instructors in helping at-risk English language learners improve their English language skills.

Effective MSL instruction is based on seven principles that the instructor integrates into language instruction. First, language is taught in a multisensory fashion. Students are taught to use auditory, visual, and tactile-kinesthetic learning channels simultaneously. Second, the ELL instructor creates a learning environment that fosters metalinguistic awareness, i.e., explicit knowledge about the patterns of language. Third, the ELL instructor makes language patterns explicit by directly teaching the concepts. Fourth, the ELL instructor provides students with opportunities for over-learning through practice and frequent review so that the skill

becomes automatic. Fifth, language concepts are taught in logical, sequential steps from simple to more complex tasks. Sixth, the instructor uses a cumulative approach by connecting what the students know with the new information. Seventh, the ELL instructor assesses student learning with potential cross-linguistic challenges in mind and adapts instruction as needed.

Yet among many other techniques, multiple intelligences are effective in exploration of language acquisition. Ref.[12] conducted a qualitative phenomenological study to explore the lived experiences of 20 qualified teachers who used the multiple intelligences theory for improving the teaching strategies of English as a Second Language (ESL) at university level. The findings of the study confirmed importance of multiple intelligences to language acquisition. Synthesis of the study findings revealed seven invariant themes. The themes are: (a) using multiple intelligences as integrated domains, (b) integrating multiple intelligences into language learning theories, (c) enhancing multiple intelligences through cooperative learning, (d) using technology for teaching multiple intelligences, (e) incorporating language taxonomies into multiple intelligences, (f) differentiated instruction is compatible with multiple intelligences, and (g) employing authentic assessment in ESL enhances multiple intelligences. Study recommendations include training strategies for ESL teachers to use multiple intelligences in order to improve students' second language acquisition.

Among the multiple intelligences, Emotional Intelligence has opened its place as a predictor of English speaking ability among Iranian EFL learners. The importance of emotional intelligence in fostering speaking ability was studies among a group of 99 EFL sophomores studying at Islamic Azad University of Shiraz [13]. The data analysis of their study showed there was significant correlation between emotional intelligence and Iranian EFL learners' English speaking skill.

The effect of the implementation of Cooperative Learning (CL) activities was investigated by another researcher [14]. The study incorporated within the insights given by Howard Gardner's theory of Multiple Intelligences on Iranian EFL learners' academic achievement in English reading comprehension. The results of the data analysis indicated that the linguistically developed students in the experimental group outperformed the students with the same type of intelligence in the control group. Thus the study came up with the result that Multiple Intelligence Based Cooperative Learning is among other factors that improves the reading comprehension ability of linguistically developed students more than the interpersonal ones.

Another study intended to examine the possible existence of the relationship between reading strategies employed by Iranian EFL learners and the eight types of intelligences [15]. For this purpose, 79 male and female EFL learners studying in fourth semester at Azad university of Ahvaz participated as an intact group. The researchers gathered data utilizing a questionnaire on multiple intelligences based on Gardner's multiple intelligences. The correlation analysis of the findings revealed that there is a strong relationship between

Logical/Mathematical, Spatial/Visual, and naturalistic intelligences and reading strategies used by EFL learners.

Ref.[16] investigated the multiple factors affecting English language learners' (ELLs) low reading achievement in standardized tests by exploring the complex, hierarchical relation in student, classroom, and school levels.

A study conducted to investigated the needs of adult ESL learners intending to pursue higher education in Canada [17]. Its chief purpose was to enable educators and administrators to design ESL programs that would prepare students to function at optimal levels in academic and social settings during their university studies.

V. CONCLUSION AND CONCEPTUAL FRAMEWORK

It is the existentialists' philosophy that says if a broken leg individual cannot win the judging race, it is not because he is disable physically but because he is disable mentally. The willingness of a person is talking about his motivation and determination. To learn a second language needs to be determined and needs to have a set of individual values and individual characteristics.

It is important what strategy the institution takes to enhance learning. There should be no discrimination, nor any segregation. Institutional culture should allow flow of knowledge among participants. This discrimination is universal and women have been crying against it. It is the bone of contention in the forever raging war between the sexes. Moreover, it militates against meaningful development in the society. Gender discrimination is the worst form of oppression the woman suffers worldwide. Her sex is used against her. Institutional culture and institutional environment can foster learning. Learning should occur in a social complex.

A variety of studies have focused on the role of formal instruction on learning English as a Second language. Yet, group learning as well as individual learning conditions has been recommended to enhance learning. Each may be used in special environment and may have different impact on the level of learning acquisition. Hybrid instruction, Linguistic intervention techniques, Multiple intelligences, flexible instruction to meet individual needs, as well as multiple factors have been used as institutional instructions to enhance learning English in general and learning spoken English specifically.
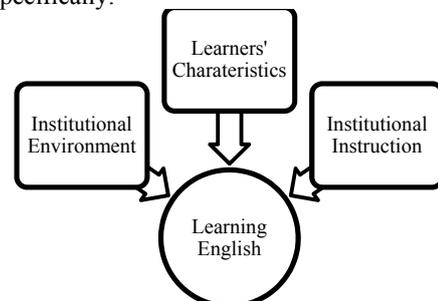

Figure 1. A conceptual model for enhancing the performance of spoken English among the nonnative

The model in figure 1 might be conceptualized based on this review paper and could be formulated as:

Learners' Characteristics + Institutional Environment + Institutional Instruction = Learning English as a Second Language.

A holistic approach, therefore, might be taken to enhance learning of English in which all three major predictors are involved.

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