

Strategies to Develop Speaking Skills among Malay Learners of Arabic

Sueraya Che Haron

Institute of Education
International Islamic University Malaysia
P.O Box 10, 50728 Kuala Lumpur, Malaysia.

Ismail Sheikh Ahmad

Institute of Education
International Islamic University Malaysia
P.O Box 10, 50728 Kuala Lumpur, Malaysia.

Arifin Mamat

Institute of Education
International Islamic University Malaysia
P.O Box 10, 50728 Kuala Lumpur, Malaysia.

Ismail Hassanien Ahmed Mohamed

Institute of Education
International Islamic University Malaysia
P.O Box 10, 50728 Kuala Lumpur, Malaysia.

Abstract

Learning L2/FL in the outside world or in societies where the language is in actual use can be more meaningful, as compared to learning it inside the classroom. Most of the time learners are not able to develop much functional ability, as a result of limited opportunity to use the L2/FL in the classrooms. However, research shows that one of the things that characterizes good language learners is their ability to make use of their class learning to develop their speaking skills. Therefore, the role of classrooms should not be denied. This paper describes a study involving good and poor Malay speakers of Arabic, to investigate the strategies used by them to develop Arabic speaking skills in the classroom. It highlights the similarities and differences of the strategies used by both groups of speakers. Finally, the paper suggests some strategies for teachers to help increase the opportunities to develop Arabic speaking skills in the classroom.

Keywords: speaking skills, second language acquisition, second language learning, language learning strategies, speech communication.

1. Introduction

Learners who study L2/FL for educational benefit or personal profit, in places where the L2/FL has no place in society, accrue no advantage outside of the classroom. Unfortunately, the opportunities to use the L2/FL in the classrooms are always limited because the target language is taught as a subject only, and is not commonly used as a medium of communication outside the classroom. According to Ellis (1994:214), “formal learning takes place through conscious attention to rules and principles and greater emphasis is placed on mastery of the subject matter that was treated as a decontextualized body of knowledge”. Lightbown and Spada (2002:92) wrote that the “teacher’s goal is to see to it that students learn the vocabulary and grammatical rules of the target language” and “the goal of learners in such courses is often to pass an examination rather than to use the language for daily communicative interaction.” As a result learners fail to develop much functional ability (Ellis, 1994).

In contrast, Lightbown and Spada (2002:91) explained that in a natural context “the learner is exposed to the language at work” or “in social interaction or where the instruction is directed toward native speakers rather than toward learners of the language.” Therefore, the emphasis is more on the social significance rather than mastery of the subject matter.

However, one of the things that characterize good language learners is their ability to make use of their class learning to develop their speaking skills. Macaro (2001: 38) stated that “effective speakers do not give up or hesitate for too long when they cannot think of how to say something. Most of the time they find ways to solve the problem or ask the person they are speaking with to help them. In this way they are involved in much more exposure and interaction with the L2. When they are not directly involved in the interaction, successful learners seem to use strategies to help them stay focused in the classroom. The more active ones will use strategies to attract the teacher’s attention to them.” The author believes that being aware of certain strategies in enhancing L2/FL speaking skills would help learners to acquire good speaking skills. This assumption is based on several theories in language learning strategies which postulate that learners’ success in language learning or lack of it is attributable to the various strategies which different learners bring to tasks and not solely relying on environment per se. Therefore the role of classroom learning should not be underestimated.

Littlewood (1992, as cited in Zawawi et al., 2005) stressed that the classroom provides a unique social environment. Many strategies have been proven effective in developing L2/FL in the classroom. According to Robin & Oxford (1992), participation in communicative tasks and activities, such as paired and small group activities, would enhance meaningful and interesting interactions as well as provide more opportunities to speak. Essberger (2000) and Rubin and Thompson (1982) suggested that learners take the opportunity to answer the questions asked by the teacher and perform all classroom activities. Meanwhile Essberger (2000) stressed that learners should grab the opportunity to speak with teachers and other learners at school because speaking cannot be performed effectively alone like other language skills. Ernenwein (2002:1) explained that “the way a language is spoken in a classroom is often different than the more informal style of speaking used in everyday life.” Language learners should be familiar with many idioms and slang terms of a particular language.

Therefore, seeking opportunities to actively use the language is crucial to be fluent speakers. Lewis (1999:158-159) suggested “that learners could start out their participation in the classroom by asking information questions, for example asking the teacher’s explanation on how to translate a passage, sharing their opinions with their classmates and teachers, for example, by commenting briefly on the topic of discussion, making a connection between the current lesson and the previous ones, reporting the reading predictions, making inferences, making generalizations and justifying their viewpoints.” She further suggested “that learners participate in the classroom by adding information to someone else’s points, agreeing or disagreeing, asking for clarification, giving examples from other readings, own experience or of other people’s, presenting both sides of an argument and suggesting an untested hypothesis” (p:159). Essberger (2000) and Rubin and Thompson (1982) suggested that learners take the opportunity to answer the questions asked by the teacher and perform all classroom activities. Besides paired or group activities, communicative participation could also be accomplished by means of presentations as suggested by Essberger (1998).

2. Methods

This was a case study employing individual interviews and focus group interviews to elicit data. The case study mode was chosen because it clearly delineates what is to be studied and what is not to be studied. The study focused on Malay learners only. The parameters involve, on the one hand, a differentiation between Malay learners and the rest, and on the other, between Malay learners who are good Arabic speakers, and Malay learners who are poor speakers of Arabic. If there is no clear differentiation, the discussion might simply turn out to be about the average speaker and the comparison might not be valid. Furthermore, a case study hints at deeper exploration, and offers a thick description of the case being investigated.

3. Procedures

3.1 Selection of participants

To guide in the identification of an information-rich sample, the researchers began by listing all essential criteria for the participants before locating a unit matching the list. The first step was to clarify the meaning of ‘Malay’.

In the study 'Malay learners' refer to Malaysians who have never been abroad. Malay learners of Singapore, Indonesia, Brunei, South Thailand, and so forth, were not included in the group. The rationale for limiting Malay learners to Malaysians only is to establish some degree of congruence in the Arabic Language learning background, environment and experience. Malay learners of other countries might receive their Arabic Language education differently from their counterparts in Malaysia. Their distinct Arabic learning experiences could result in different levels of ability in Arabic speaking skill. Furthermore, those who obtained their formal study abroad from the Middle Eastern countries presumably have better Arabic speaking skills, as the consequence of direct exposure and immersion in the environment of indigenous Arab native speakers.

Secondly, the Malay learners were current students of the International Islamic University Malaysia (IIUM), comprising year one to year four students. Malay learners from other universities and school children were excluded from the list. Thirdly, the selection of good Arabic speakers among the Malay learners disregarded any Arabic language-based specialization, since the number was small compared with that of the moderate or poor Malay Arabic speakers. However, the selection was made from the Arabic Language-based specializations such as Arabic Language and Literature, Islamic Revealed Knowledge, and Teaching Arabic for the non Native Speakers. As for the poor Arabic speakers group, the study selected Malay learners from the Arabic Language-based specializations. Fourthly, the researchers applied the Arabic Placement Test (APT) results announced by Centre for Languages and pre Academic Development (CELPAD) of the IIUM to select good and poor Malay speakers of Arabic. Good speakers of Arabic were those who scored band 7 (out of 10) and above. According to the scheme issued by CELPAD, they were described as demonstrating high proficiency and fluency while speaking. They were also able to express their thoughts very clearly and orderly, commit no or very few mistakes in pronunciation, vocabulary and grammar. The poor Malay speakers of Arabic included those who scored band 4.5 (out of 10) and below. They were characterized as being unable to express or convey their thoughts clearly, made many mistakes in pronunciation, grammar and vocabulary. In general, their communicative interaction was very difficult. Their lack of proficiency was usually characterized as being totally clueless and not able to communicate in the Arabic Language at all.

3.2 Data collection and analysis

As mentioned earlier, the researchers conducted individual interviews and focus group interviews to collect the data. For the individual interviews, the researchers interviewed six participants. Three of them were good Malay speakers of Arabic, and the other three were poor Malay speakers of Arabic. As for the focus group interviews, the researcher conducted two focus group interviews consisting of four participants each. The total number of participants involved in this study was 14. The interviews conducted were semi-structured. The questions that formed the main body of the interview required the participants to report on the strategies performed in the classroom to develop Arabic speaking skills. The individual interviews were audio-recorded while the focus group interviews were audio- and video-recorded. The data collected were then transcribed verbatim into texts and coded manually to elicit the main ideas and themes. The researcher began the analysis of the data by using the transcriptions of the verbal information from the interviews recorded as the body of material for content analysis. The main ideas were then transferred into the coding template to be coded and assigned themes.

3.3 Validation strategies

For this study, the researchers engaged four validation strategies; a) multiple methods triangulation strategy, b) member checking, c) peer examination, and d) rich description of the findings. Such amount is considered sufficient as Creswell (2000) recommends that researchers engage in at least two of those validation strategies. After the data analysis, the researchers proceeded with the member checking procedure, whereby they took the tentative results back to the participants, asking for their reviews, to check if the main ideas and themes emerged corresponded to what they have said during the interviews. The necessary correction was made after the exercise. The study proceeded with a peer examination procedure whereby they sought help from two colleagues who were well-experienced in teaching the Arabic Language, including the language skills to recheck and provide comments on the main ideas and themes that emerged.

4. Results

*Note: From this part onwards the good speakers of Arabic will be labeled as **MGAS** and the poor speakers of Arabic will be labeled **MPAS**.*

The findings revealed some strategies that were commonly performed by both groups of speakers in the classroom; collecting new vocabulary or expression, spotting new vocabulary or expression, imitating the pronunciation of Arabic word or expression, and comparing different expressions.

4.1 Collecting new vocabulary or expression

The most frequently performed strategy by the MGAS was collecting new vocabulary or new expression, as mentioned by 6 of them. The collecting tasks involve recording any new vocabulary or expression heard during the lesson in a piece of paper or note book. Sometimes the process may include making a sentence out of it or applying it in speaking. Some of the MGAS extended its use in the Malay speaking situation as well to make them remember the word better and be familiar with its application. Some of the MGAS performed a mini research before applying any expression heard especially from non-Arab lecturers. The purpose of the mini research was mainly to check for grammatical errors, if any, in the expression and to look for its variations of meanings and purposes. For the MGAS, it is important to know how the native speakers speak their language, for example, how the different uses of prepositions affect the meaning of a sentence, how different patterns of a verb carries different meanings, and so on. Without the mini research learners might be using incorrect speech expressions, thus being misunderstood by the native speakers. The collecting activity was also reported as the most performed activity among the MPAS, as mentioned by 4 of them. However, this was not as extensive as did the MGAS. For example, they (MPAS) did not report any action such as making sentences out of the words and doing some mini research. But some of them did apply this strategy while speaking with friends.

4.2 Imitating the pronunciation of Arabic word or expression

The second most performed strategy by the MGAS was imitating the pronunciation or expression as mentioned by 3 of them. Similar to the ones mentioned earlier, this activity exposes the learners to the way the native speakers express themselves except the learners do not record anything. They just copy what they hear from the lecturers orally. According to the MGAS 2, this activity is the most effective strategy for learning Arabic speaking skills as compared to the other strategies because it allows her to copy full sentences, and most of the time it is correct because it was heard directly from the Arabic speaking lecturers. A similar strategy was reported by Bueno (2006) as she stated that the participants involved in her study also tried to imitate expressions heard as a strategy to develop their speaking skills. This strategy was performed by 1 of the MPAS only.

4.3 Spotting new vocabulary or expression

Spotting new vocabulary or expression was more popular among the MPAS than it was with the MGAS as it was mentioned by 2 of the MGAS and 4 of the MPAS. Spotting differs from collecting as it involves listening only without further effort to record the vocabulary or expression, and so on. The participants who performed this activity said that it is easier than collecting because it is hard to record anything while listening to the lectures. They asserted that the main concern in class was always the lesson itself. Spotting also includes identifying the grammatical mistakes in the lecturers' speech especially those who are teaching non-Arabic specialization courses that use Arabic as the medium of instruction. According to the participants, the main purpose of this activity was mainly to avoid repeating the same mistakes. It was by no means to underestimate the lecturers. Sometimes the MGAS bring the grammatical error analysis to their lecturers for discussion.

4.4 Comparing different expressions

The strategy that requires critical and analytical thinking was comparing expressions as practiced by one of the MGAS only. It means spotting different expressions, for example, order, instruction and so on, heard from different lecturers Malays, native Arabs and those born in Arab countries-- recording them, analyzing them and referring to the lecturers for the best one to be used in speaking.

4.5 Class participation

Most participants also showed interest in class participation except for a few of them. The findings have revealed 2 types of class participation; elaborative and simple participations. Elaborative participation includes putting forward views and opinions or responding to the lectures by discussing, giving comments, explanation, elaboration and description on the lesson being discussed and to the question being asked. Normally it requires students to produce original and elaborate statement.

On the contrary, simple participation includes asking questions and giving simple answers yes/no, reading passages, reciting poetry memorized or *tasmi*^c and revising lessons. This kind of participation requires short and simple statements and sometimes the idea is already in the book.

4.5.1 Types of participation

Both groups of speakers showed high involvement in simple participation than elaborative participation. The most frequent form of simple participation was asking questions as mentioned by 7 of the MGAS and 6 of the MPAS, followed by answering questions, including giving simple answers yes/no as mentioned by 2 of the MGAS and 4 of the MPAS, and reading passages as mentioned by 1 of the MGAS and 4 of the MPAS. The questions were mainly about the lessons that they do not understand and about things related to the current lesson. The least frequent form of class participation was reciting memorized poems and revising lessons, as they were mentioned by 1 of the MPAS only. These 2 types of participation were not performed by the MGAS. According to Zawawi Ismail, Ab Halim Tamuri, Nik Mohd Rahimi Nik Yusoff, Mohd Ala Uddin Othman (2011) most of the time teachers use teaching techniques that does not allow elaborative response from the learners. They added that the most popular teaching techniques used were asking simple questions and repeating after the teachers. No wonder simple participation was performed more frequently by the learners than elaborative participation. Learners will also refuse to participate if they feel that the approach used by the teachers is meant for the good speakers (Ghazali, Yusri, Nik Mohd Rahimi & Parilah M. Shah, 2010). As for elaborative participation, group discussion was the most performed by the MGAS followed by the sharing of opinions and giving comments. According to one of the MGAS, giving comments is necessary to ensure his understanding about a topic is correct. As for the MPAS the most performed elaborative participation was the sharing of opinions followed by group discussions.

4.5.2 Nature of participation

The MGAS appeared to be comfortable with voluntary and involuntary participations. Voluntary participation refers to willing and honest participation from the students without any external compulsion from the lecturers or peers. On the contrary, involuntary participation entails external force, such as reward for each participation or name calling. The voluntary participation among the MPAS was constrained to 4 situations, namely, if the lesson was not understood, the participation will be rewarded, the environment was not evaluative and for simple participation like reading passages only. The MPAS did not show interest in involuntary participation because it normally demands elaborative contributions which require a good command of the language, speaking skill, self-confidence and courage. One of the MPAS narrated that she never participated in class except if she will be rewarded or her name was called by the lecturer. She was always in need of external force because that was the only way that she can be pushed to speak. Otherwise she preferred to keep silent and listen to her friends' participation. One other of the MPAS preferred a non-evaluative situation where he can speak freely without being judged or evaluated by anyone, for example, in a group discussion.

His attitude really restricted the rate of class participation as he will only speak for 10 times voluntarily for ten marks. McIntyre, Baker, Cle'ment & Conrod (2001) explained that the least communication usually occurs when performance, error correction, evaluation are emphasized. A similar finding was reported by Tanveer (2007) who found that the participants involved in his study "appeared to be blaming a strict and formal classroom environment as a significant cause of their language anxiety" (p:40). Second language learners normally view the classroom as a place where their mistakes are noticed and their deficiencies are pointed out constantly by both teachers and peers. As a result they "get more apprehensive about making mistakes in front of their teachers because they think it is more likely to influence their end of course results (p:43). These perceptions suggest that learners feel more anxious and under pressure in the classroom environments that follow the traditional behaviorist theorists of learning..." (p:41). "Contrarily students feel less anxious and stressed in classroom environments that follow the constructivist theories of learning..." (p:41).

Simultaneously, another one of the MPAS explained that he was always frustrated to perform elaborate participation such as sharing an opinion or giving comments about the lesson being discussed even though he was prepared. Tanveer (2007:44) explained that "this kind of learner finds it difficult to endure a perceived high degree of inaccuracy in their speech". Resulting from a fear of negative evaluation, the apprehensive students reported that whenever they anticipate that complete communication is not possible and that they are unable to express a particular point fully, they either try to escape or "end up being quiet and reticent, contrary to their initial intention to participate" (Ohata, 2005: 135; Jones, 2004: 31 as cited in Tanveer, 2007:44).

Similar scenario was also reported by Ghazali Yusri et al. (2010) as they said that learners who feel weak in Arabic speaking tend to be angry with themselves, frustrated and refuse from communicating in Arabic. Horwitz et al. (1986: 127) and Ghazali Yusri et al. (2010) believed that frustration experienced when a learner is unable to communicate a message can lead to apprehension about future attempts to communicate. This would explain why anxious learners tend to avoid classroom participation (Ely, 1986: cited in MacIntyre & Gardner, 1991: 297, as cited in Tanveer, 2007:44), because they are either unsure of what they are saying or lose confidence when giving an answer to a question in the classroom.

4.5.3 Frequency of participation

3 of the MGAS showed frequent rate of participation while respectively 2 of them showed moderate and lower rates of participation. As for the MPAS, only 1 participant showed frequent rate of participation, and respectively 3 participants showed moderate and infrequent rates of participation. Participants with frequent rates of participation will always participate as long as they have the opportunity. Learners tend to participate more if the lecturers are encouraging and appreciating students' participation especially in the class that is created to be interactive and participative. If they are allowed to participate they will do both simple and elaborate participation. However, if the class is conducted traditionally relying only on plain lectures, most students prefer to listen or do simple participation only. Price (1991: 107, as cited in Tanveer, 2007:56) found that the subjects "would feel more comfortable if the instructor were more like a friend helping them to learn and less like an authority figure making them to perform". Cathcart (1986, as cited in Ellis, 1994:594) explained "that situations where the learner had control of the talk were characterized by a wide variety of communicative acts and syntactic structures, whereas the situations where the teacher had control seemed to produce single word utterances, short phrases, and formulaic chunks. One of the MGAS stressed that he enjoyed class participation only if the lecturer was ready for critical discussion, ready to be challenged, criticized and willing to defend their opinions. Otherwise he preferred to keep silent in the classroom.

Sometimes the nature of the lesson also determines the rate of students' participation as they were more likely to participate if the lesson was easy and interesting or cannot be understood. Participants with a moderate rate of participation were more selective as they will participate only if the lesson was not understood and they cannot make it on their own or with certain lecturers. Infrequent participation most of the time requires external force to speak for instance rewards for each participation or name calling. Learners who lack self-confidence were reluctant to participate in the classroom. If the lesson was understood, the MGAS appeared to initiate more opportunities to participate. One MGAS said that he will try to create questions that are related to the lesson even though it was fully understood. He stressed that extra participation enabled him to speak more and understand the lesson from a wider perspective. Another one of the MGAS said that extra participation allowed her to gain more understanding of the lesson and satisfaction. Extra participation however was not found among the MPAS.

5. Discussion

The research revealed that the participants of both groups of speakers did perform some strategies to develop their Arabic speaking skills in the classroom. Normally the strategies performed were preparatory in nature. What the researchers mean by that is most strategies performed are more to learning, preparing or equipping self with the essential knowledge and skills to speak. In other words learners are not able to develop functional language ability in the classroom as mentioned by Ellis (1994). In order to understand this, the researcher would like to recapitulate several strategies performed in the classroom as reported earlier. For example during a lesson, the common strategies performed by the participants were collecting new vocabulary or expression, spotting new vocabulary or expression, spotting the grammatical mistakes found in the lecturers' speech, imitating the pronunciation of Arabic word or expression, and comparing different expressions uttered by different lecturers. All these strategies are best described as the efforts to furnish themselves with the elements necessary for speaking, for instance Arabic vocabulary, native-like pronunciation and expressions. In other words most strategies performed in the classroom were meant to build a foundation for speaking skills. But in order to apply it functionally, the learners need to seek opportunities outside the classroom.

As mentioned earlier, both groups of speakers did spend some effort to develop Arabic speaking skills in the classroom. Some strategies performed were identical in both groups of speakers. However what makes good speakers good and poor speakers poor is the quality of the strategies.

The nature of strategies performed by the MPAS was normally not extensive and not thorough as performed by the MGAS. For example when they found new diction or heard nice expressions they did not perform any follow up actions, like checking the correctness or how to use them the correct way, as did the MGAS. In addition, the MPAS tend to avoid challenging strategies, like those requiring elaboration and explanation, and favor those requiring the least effort from them. In most cases they tried to keep silent except in circumstances when they cannot avoid speaking, such as collecting rewards for the participation, etc. This is totally different from some of the MGAS who tried to create a situation that can enable them to participate. In terms of the quantity of strategies performed, the MPAS reported lesser strategies than did the MGAS.

6. Conclusion

It is unfair to claim that the classroom hinders totally the development of L2/FL speaking skills. In fact it does contribute in its own way. Thus comes the role of strategies. Strategies would change the formal classroom into a place that can help develop speaking skills. Even though the development may not be as great as outside the classroom environment, at least learners can strengthen the language foundation that is required for good speaking skills. So the success in L2/FL language learning/speaking skills highly depends on the use of quality strategies, especially when the environment that supports the development of speaking skills is lacking. Learners who apply various strategies in the classroom will normally become good language learners or good speakers. On the other hand, learners who are reluctant and show unwillingness towards applying effective strategies are normally less successful.

7. Suggestions for teachers

The findings reflect that there is still a lot to be done to improve the Arabic speaking skill of the Malay learners. Among the actions that can be done by teachers are:

- 1) Introducing students to Arabic speaking skill learning strategies. Students should be guided as to how to direct their attention away from self- anxiety when they are speaking Arabic. The formal teaching of the strategies will expose to the poor Arabic speakers potential strategies that they can perform to develop their Arabic speaking skills. As for good Arabic speakers they will be able to increase or refine the strategies being used. The strategies should be applicable both inside as well as outside the classroom.
- 2) Teachers or lecturers should be able to make the course as communicative as possible and avoid using translation and memorization as the main methods of teaching and learning.
- 3) Incorporating the Arabic Speaking Skill in all courses. All courses that use Arabic as a medium of instruction should also play a role in incorporating the teaching of Arabic speaking skill indirectly in their respective courses. The advantage of this is to expose the students to a variety of learning experience so that they are able to speak better as they collect more vocabulary, expressions and so on from different fields of study.
- 4) To make it even more effective, teachers or lecturers could design an assignment using media such as Arabic movies, songs and video clips with proper evaluation.
- 5) Since there are a lot of complaints about time constraint, teachers can combine class participation, presentation and the use of media together. Besides saving some time, the use of the media can be observed.
 - a. Example 1: Teachers or lecturers can use cartoons or classical movies that use formal Arabic in the language laboratory and ask the learners to complete the dialogue spontaneously. By this way learners are not only trained to be courageous to speak spontaneously but they also learn to be creative and critical in completing the stories.
 - b. Example 2: Teachers and lecturers can also use children's songs in the class or laboratory and let the learners present spontaneously what they have understood from the songs.
 - c. Example 3: Teachers and lecturers can also use movies, songs, cartoons and so on and let the learners ask questions and answer them all among themselves. The role of teachers and lecturers are only as observers that will correct the language and solve any problem arising.
 - d. Example 4: Teachers and lecturers can also use Malay or English songs, movies, news, and so on, and let the learners translate into the Arabic language spontaneously.

- 6) Similar to the media, teachers or lecturers can design an assignment that requires the students to meet the native speakers for some information. The role of the native speakers is not only to give information but also to rate the students' speaking skill including fluency, proficiency and so on. To ensure that the evaluation is valid, the native speakers will later give their signatures as a proof. The students should be required to report on their personal experiences, performing the assignment besides presenting the information gathered in the class.

Acknowledgements

The authors wish to thank the reviewers for the comments and suggestions. They would also like to thank all the participants who participated in the research, without whom this research would not have been possible. This research was funded by the IIUM Funding.

References

- Bueno, C. (2006). Stepping out of the comfort zone: Profiles of the third-year Spanish students' attempts to develop their speaking skills. *Foreign Language Annals*, vol. 39, iss.3, 451-470. Retrieved January 2009, from ERIC Database. www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ766754
- Creswell, J.W. (2007). *Qualitative inquiry & research design: Choosing among five approaches (2nd edn)*. Thousand Oaks: Sage Publications.
- Creswell, J.W. & Plano Clark, V.L. (2007). *Designing and conducting mixed methods research*. Thousand Oaks: Sage Publications.
- Ellis, R. (1985). *Understanding second language acquisition*. Oxford; Oxford University Press.
- Ellis, R. (1994). *The study of second language acquisition*. Oxford; Oxford University Press.
- Ernenwein, S. (2002). Tips for language learning. Retrieved April, 2009. <http://www.englishclub.com/esl-articles/200202.htm>
- Essberger, J. (1998). English speaking practice through presentation. Retrieved April, 2009. www.englishclub.com/tefl-articles/english-speaking-practice-presentations.htm
- Essberger, J. (1998). Practicing English outside school. Retrieved April, 2009. <http://www.englishclub.com/esl-articles/199811.htm>
- Essberger, J. (2000). Speaking to yourself can be dangerous. <http://www.englishclub.com/esl-articles/200002.htm>
- Essberger, J. (2001). Chatting in English. Retrieved April, 2009. <http://www.englishclub.com/esl-articles/200105.htm>
- Ghazali, Yusri, Nik Mohd Rahimi, Parilah M. Shah. (2010). Sikap pelajar terhadap pembelajaran kemahiran lisan bahasa Arab di Universiti Teknologi MARA (UiTM). *GEMA Journal of Language Studies*. Volume 10(3) 2010, 15-33.
- Horwitz, E. K. (1987). Surveying students' beliefs about language learning. In Wenden, A. & Rubin, J. (eds.), *Learner strategies in language learning* (pp. 119-127). Englewood Cliffs, New Jersey: Prentice Hall International.
- Lewis, M. (1999). *How to study foreign languages*. Basingstoke: Palgrave.
- Lightbown, P.M. & Spada, N. (2002). *How language are learned (2nd edn.)*. Oxford: Oxford University Press.
- Littlewood, W. (1992). *Pengajaran bahasa secara komunikatif: suatu pengenalan*. Kuala Lumpur: Dewan Bahasa dan Pustaka.
- MacIntyre, P.D., Baker, S. C., Clement, R., Conrod, S. (2001). Willingness to communicate, social support, and language learning orientations of immersion students. *SSLA*, 23, 369-388. Retrieved January 2009, from ERIC Database. www.eric.ed.gov/ERICWebPortal/recordDetail?accno=EJ655747.
- Macaro, E. (2001). *Learning strategies in foreign and second language classroom*. London: Continuum.
- Merriam, S.B. (1998). *Qualitative research and case study applications in education*. San Francisco: Jossey-Bass Publishers.
- Robbins, C. (2001). Progress in English through homestay. Retrieved May, 2009. <http://www.englishclub.com/esl-articles/200110.htm>
- Rubin, J. & Thompson, I. (1982). *How to be a more successful language learner*. Boston, Mass: Heinle & Heinle Publishers.
- Rubin, J. (1987). Learner strategies: Theoretical assumptions, research history and typology. In Wenden, A. L. & Rubin, J. (eds.), *Learner strategies in language learning* (pp. 15-29). Englewood Cliffs, New Jersey: Prentice Hall International.
- Tanveer, Muhammad. (2007). Investigation of the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language. Unpublished Master's thesis, University of Glasgow.
- Zawawi Ismail, Ab Halim Tamuri, Nik Mohd Rahimi Nik Yusoff, Mohd Ala Uddin Othman. (2011). Teknik pengajaran bertutur bahasa Arab di SMKA di Malaysia. *GEMA Journal of Language Studies*. Volume 11(2), May 2011, 67-82).
- Zawawi Ismail, Mohd. Sukki Othman, Alif Redzuan Abdullah & Sanimah Hussin. (2005). *Masalah penguasaan kemahiran mendengar dan bertutur Bahasa Arab dan Jepun: Satu kajian perbandingan* [Problems of Arabic and Japanese speaking skills: A comparative study]. In Kamisah Ariffin (eds.), *Pendidikan bahasa di Malaysia: Isu, amalan dan cabaran* [Language education in Malaysia: Issues, practice and challenge] (pp. 131-149). Shah Alam: Pusat Penerbitan Universiti (UPENA).