

AFFECTIVE LANGUAGE LEARNING AND ENGLISH LANGUAGE COMPETENCE OF PURPOSIVE COMMUNICATION STUDENTS

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Abstract

The English language is significant and useful in the academic life of students. The correlational study was designed to determine the significant relationship between affective language learning and English language competence of Purposive Communication students. After the data being gathered, the results showed that the respondents have a very high level of affective language learning with a mean score of 4.55. While the English language competence has 4.33 mean score which also has a very high description. When it comes to determining the acceptance or rejection of the hypothesis, it was found out that there is a great significant relationship between the two variables with a p-value of 0.003, hence the rejection of the hypothesis at the 0.05 level of significance. The results of the study can be used to design strategies to expand students' English language competence in order to support their affective language learning and succeed in school and in their chosen profession. Therefore, the institution must ensure that the teaching strategies and authentic activities for increasing students' English language competence are effectively incorporated into the undergraduate program. Teaching the curricular subject and having competence in the language used for instruction surges the learner's exposure and opportunity to understand the content of instruction, resulting in enhanced student control over what is taught in class and favorable academic outcomes.

Keywords: *affective language learning, English language competence, motivation, purposive communication, self-confidence, speaking performance*

INTRODUCTION

According to some educators, academic performance is based on mastery in the English language. Language proficiency is, without a doubt, crucial to academic success. A person who does not speak English, for example, may be unable to access the majority of the world's known scientific and technological breakthroughs, which are written in English. This means that students must be skilled in English in order to gain a better understanding of language learning concepts. Students who have not yet established their cognitive and affective academic language competence will undoubtedly face challenges and problems in a variety of scenarios. As a result, the greater their command of the English language, the more likely they are to excel in their academic disciplines (Racca & Lasaten, 2016).

In Nigeria, according to their English teachers' experiences and views, students typically refuse or respond adversely when assigned literary works and novels for home reading reports, compositions, and analyses to submit. Teachers of Science and Mathematics have made similar observations. They claim that students have trouble communicating their ideas, assessing problem sets, and applying theory to real-world circumstances. In general, students say that despite their

best efforts, they are unable to comprehend a language that is not their native tongue. Even if their teachers were fluent in the language, they were unable to achieve proficiency in the language (Fakeye & Ogunsiyi, 2015).

Furthermore, the relevance of affect in relation to L2 acquisition was validated by the study of Alrabai and Moskovsky (2016): the five emotional factors accounted for between 85 and 91 percent of the L2 performance variance in our sample. Individually, each of the five variables was found to have a distinct impact on L2 performance, but motivation was found to be by far the best predictor of L2 achievement; by comparison, the impacts of the other four variables on achievement were minimal. This result provides persuasive evidence of the crucial role that motivation plays in L2 acquisition in general and performance in particular. The outcomes of the study could have a wide variety of consequences for L2 learning and teaching approaches. In light of these findings, EFL teachers can have a significant impact on the operation of the affective factors by strengthening learners' autonomy and self-esteem, reducing anxiety, promoting positive attitudes, and increasing motivation

Moreover, in the Philippines, some students find it challenging to pick up the language. Making inferences and interpretations of information, deducing meaning, drawing conclusions, and summarizing concepts were all areas where the students struggled in English. All of these issues boil down to a comprehension issue, causing children to misunderstand what they are reading. They are not improving their linguistic skills. They have trouble expressing themselves verbally and in writing (Javier, 2017; Alharbi, & Yakout, 2018).

Furthermore, in Davao City, there are still some students who are struggling to master the language. Some students have just rudimentary knowledge of mechanics, including capitalization and punctuation. In addition, students make the most mistakes in their papers, especially in oral participation, when it comes to the usage of verbs and verb tenses, as well as capitalization requirements. As a result, language proficiency is a true impediment to pupils' affective language acquisition and academic success (Cabansag, 2013).

Hence, issues with this topic are almost always unavoidable, and purposive communication students are frequently associated with it. Thus, the researcher is curious to learn how students feel about the necessity for and importance of learning English especially in their affective language learning, as well as what they did to improve their English language competence. This research can help teachers and students identify the strengths and shortcomings of the participants in terms of writing and speaking ability. It can also serve as a foundation for teachers and administrators to design programs or courses that address the study's problems.

In general, the researcher's goal in conducting this research is to establish how the aforementioned characteristics limit affective language learning and how this relates to English language competence among purposive communication students. This will greatly assist researcher in providing students with the necessary activities, reinforcements, remediation, and programs to solve the problem of the study.

The study is grounded on Cummins' (1982) Cognitive Academic Language Proficiency (CALP), which establishes a link between students' affective language learning processes and their English language competence. Affective language learning (motivation and self-confidence) is necessary for developing the language competence (particularly in speaking performance) required for academic success. CALP also indicates a combination of cognitive and affective language learning and language competence processes that determine a student's academic achievement. It allows the student to study in an environment that mainly relies on vocal explanations of abstract concepts.

Besides, the research study is underpinned on Krashen's (1981) theory, which claims that affective elements include motivation and self-confidence. As a result, learners with a positive attitude and self-confidence may have a low filter, allowing them to acquire languages more easily. Learners with a low affective filter seek and receive more information, engage confidently, and are more receptive to the information they are given. Anxious learners, on the other hand, have a high affective filter, which hinders acquisition. He claimed that a less stressful and relaxed learning environment resulted in more accurate speaking performance.

With this, the study attempts to determine the relationship between Affective Language Learning and English Language Competence of Purposive Communication Students in University of Mindanao Tagum College. The questions presented below are considered for thorough discussion:

1. What is the level of affective language learning of the purposive communication students in terms of:
 - 1.1 Motivation;
 - 1.2 Self-confidence?
2. What is the level of English language competence of the purposive communication students in terms of:
 - 2.1 Speaking Performance?
3. Is there a significant relationship between affective language learning and English language competence of purposive communication students in University of Mindanao Tagum College?

NULL HYPOTHESIS

The following null hypothesis was tested at 0.05 level of significance using appropriate statistical tools:

1. There is no significant relationship between affective language learning and English language competence of purposive communication students in University of Mindanao Tagum College.

MATERIALS AND METHODS

A quantitative, non-experimental design is employed in this research. Further, a descriptive-correlational method is utilized in determining the level of affective language learning in terms of motivation and self-confidence and determining the level of English language competence in terms of speaking performance. Moreover, this method also determines the significant relationship between affective language learning and English language competence among purposive communication students in University of Mindanao Tagum College. This research work involves gathering of data in order to test hypotheses or answer questions pertaining to the current issue of the research problem.

Nonexperimental designs are research methods that look at social phenomena without altering the environment that the subjects are in. There is also no chance of participants being assigned to different groups at random. As a result, evidence supporting cause-and-effect correlations is few. On the other side, correlational design is the study of relationships between two or more constructs. A positive correlation describes the relationship between high values of one variable and high values of another one (Frey, 2018).

The respondents of this study involve 125 First year students in the University of Mindanao in Arellano Street, Tagum City. This study used total enumeration technique that involves students who are enrolled in GE 2 with the description of Purposive Communication. There were 45 respondents from 8:00-9:00 period, 42 respondents from 11:00-12:00 and 38 from 1:30-2:30 period that summed up the total population of the study.

Further, the study utilized researcher-made questionnaire. The questionnaire was composed of the two variables and its indicators of the study – Affective Language Learning (Motivation, and Self-confidence), and English Language Competence (Speaking Performance). This researcher-made questionnaire was done through the process of validation to make the instrument reliable and ready to administer to the respondents. The purpose of this instrument was to test the indicators of the two variables of the study.

In gathering data for this study, the researcher followed the following procedure: the researcher sent a letter to the Dean of College in University of Mindanao Tagum College requesting for the permission and recommendation to conduct this study among the respondents; in administering the tests, the researcher presented the letter and the questionnaire to the subject teacher and asked to administer the questionnaire to the respondents; and upon approval, the researchers personally distributed and administered the tests.

Also, the researcher asked for the written outputs and collected them with the guarantee of secrecy and for academic purposes only. Then, the data were collected, tallied, tabulated, and interpreted confidentially and accordingly.

In the analysis of data of this research, the statistical tools employed: **Mean** was used to answer Problems 1 and 2 which determines the Affective Language Learning of the students in terms of Motivation and Self-confidence and English Language Competence of the students in terms of Speaking Performance; **Pearson r** was used to measure significant relationship between students' Affective Language Learning and English Language Competence in University of Mindanao Tagum College; and **T-test** was used to compute the r value.

RESULTS AND DISCUSSIONS

The Level of Affective Language Learning of Purposive Communication Students

Table 1 shows the level of affective language learning of Purposive Communication students at University of Mindanao Tagum College. There were two indicators for this variable: motivation and self-confidence. Based on the results, the indicator **motivation** has the mean score of **4.67** which can be interpreted as very high distinction. On the other hand, **self-confidence** has an overall mean

score of **4.45** which can also be interpreted as very high.

The results can be explained as purposive communication students if they are highly motivated and also having self-confidence their affective language learning will be greatly affected as well. Thus, the higher motivation and self-confidence, the higher the affective language learning. A student cannot perform well if he/she is not motivated and does not have self-confidence inside the classroom.

Table 1. The Level of Affective Language Learning of Purposive Communication Students

Indicators	Mean	SD	Description
Motivation	4.67	0.39	Very High
Self-confidence	4.45	0.34	Very High
Over-all	4.55	0.35	Very High

Legend:

- 4.30 – 5.00 *Very High*
- 3.50 – 4.20 *High*
- 2.70 – 3.40 *Moderate*
- 1.90 – 2.60 *Low*
- 1.00 – 1.80 *Very Low*

Motivation refers to a person's personal desire or drive to learn the target language, whereas self-confidence refers to a person's belief or trust in their own skills to succeed in learning. Language learners with integrative motivation and self-confidence were more likely to identify with the target language group of any native English speakers and to want to be more like them or a part of their community. A language learner who just wants to study the target language to further his or her professional career, on the other hand, is considered instrumentally driven. (Listyani, & Tananuraksakul, 2019). Motivation, we may say, is an element in SLA that is influenced by a variety of other factors like as self-confidence, self-image, the environment, family members, anxiety, and others. Intrinsic motivation is the best type of motivation since it comes from inside the learner. Other elements, such as parental considerations and instrumental motivation, might, nevertheless, become sources of motivation for learners who want to acquire a second language.

Krashen (1982) proposed the presence of an "Affective Filter" made up of high learning motivation, self-confidence, self-esteem, and low anxiety. These are the affective domains that influence how well people learn a second language. Language anxiety and self-perceived competence have been shown to have a major impact on second language learning. He postulated that as advanced adult learners get more comfortable with their ability and gain self-confidence in chatting, they will be more willing to communicate with others. Learners could learn a language informally if they voluntarily initiated a conversation with the goal of learning to speak the language and were willing to take risks and make mistakes in order to improve their language skills.

Affective factors, according to Hui (2012), determined the proportion of language learners' input and intake. In the process of learning L2, affective elements included specific emotions or

sensations such as motivation, self-confidence, worry, and a few others. Negative emotions, on the other hand, slowed down the processing of the verbal input. Positive emotions, on the other hand, may have aided the purchase process' efficiency. Language learners with high motivation, self-confidence, and low anxiety may have had low filters, allowing them to receive a lot of information. Learners with low motivation, low self-confidence, and a high level of worry, on the other hand, may have had high filters, resulting in less input. Emotional aspects influenced learners' input, and how much input was transformed into intake was also influenced by these characteristics.

In a classroom context, Diaz-Ducca (2012) stated that students' feelings toward their teacher, program content, and evaluation were all important factors in second language acquisition (SLA). If all of these factors were good, learning would be boosted. "Language learning should include a variety of stimuli, including but not limited to knowledge, visual, sound, imagination and intuition, social contact, movement, and reasoning," he continued. A nice teaching atmosphere elicits these favorable sentiments."

Du (2009) also stated that personality variables in L2 acquirers influenced the learning impact. Self-confidence was a significant component among the personality variables. Language learners with sufficient self-confidence and a positive personal image were more successful. People who were confident in themselves ventured to take risks, talked confidently in a foreign language, and gained more. Those who lack confidence will miss out on opportunities to practice their target language. People with low self-esteem were terrified of losing face and making blunders. Their language learning journey appeared to have been influenced by shyness and embarrassment.

We can claim that positive affect is crucial in learning in three ways. To begin with, sentiments and emotions are among the most powerful factors influencing long-term language acquisition endurance in the face of difficulties or adversity (Oxford 2015). It takes a lot of trial and error, experimentation, failure, and success to become a confident user of a second or additional language. While cognition and reasoning are definitely present and necessary in this process, the emotive dimension is also actively involved. Indeed, affect is regarded as a manifestation of emotion that plays a critical part in how we connect with our surroundings.

THE LEVEL OF ENGLISH LANGUAGE COMPETENCE OF PURPOSIVE COMMUNICATION STUDENTS

Table 2 presents the level of English language competence of Purposive Communication students at the University of Mindanao Tagum College with an indicator speaking performance. With the data being gathered, the result shows that the *speaking performance* of the respondents has an overall mean score of **4.33** which describes as a very high distinction. With this, the result implied that having high speaking performance truly reflects the high English language competence of the students.

Different linguistic (e.g., listening and speaking) and cognitive (e.g., picture-based descriptions, information recounting based on input) skills may affect YLSs' performance (Bailey & Heritage, 2014). Despite the fact that the use of integrated tasks has sparked considerable research interest in the field of language assessment, no publicly available study has studied children's answers to integrated speaking tasks to our knowledge.

Table 2. The Level of English Language Competence of Purposive Communication Students

Indicators	Mean	SD	Description
Speaking Performance	4.33	0.31	Very High

Legend:

4.30 – 5.00	Very High
3.50 – 4.20	High
2.70 – 3.40	Moderate
1.90 – 2.60	Low
1.00 – 1.80	Very Low

Our linguistic competence, according to Chomsky's view, is our unconscious understanding of languages and the organizational principles of a language. Then there's language performance, which is what we really produce as utterances (Denham & Lobeck, 2013). "...speakers of language know a system that allows them to make and understand innovative utterances," O'Grady, Dobrovolsky, and Aronoff (1989) write. Linguistic competency is a term used to describe this kind of unconscious knowledge. As a result, linguistic competence refers to an individual's knowledge and capacity to utilize proper language in communicative situations in which they find themselves in any given speech community.

Furthermore, speaking is a type of linguistic performance that uses linguistic knowledge as input. Instead of being applied as language performance, linguistic knowledge is taken as a theory. According to Hamerka (2009, p. 14), the term competency is used in linguistics to indicate a learner's ability to generate a language. The production of actual utterances as a result of specific psychological processes is referred to as performance.

The current study supports Soomro and Farooq's (2018) results that language acquisition occurs when learners are given a conducive setting, either inside or outside of the classroom. The findings of this inquiry revealed that students do not pay attention to class discussions and are unable to identify their own strengths and limitations; these variables make achieving target competency extremely challenging.

Hence, the language is a set of arbitrary verbal symbols that allow all members of a culture, or those who have learned the culture's system, to communicate and interact. We don't only imply mouthing words when we say speaking. It entails communicating a message through spoken words. This is a talent that is also undervalued in our classrooms. Students do not have the opportunity to speak English in the classroom or outside. Our exams do not need us to speak. Learning to speak needs a great deal of effort and focus. Simply by hearing and repeating, we can learn to speak our mother tongue. The same natural approach can be used by the teacher. He can teach them specific structures and have them repeat them. This will help them overcome their timidity. He can provide those drills in simple language patterns. This talent can also be developed in the classroom by asking short questions and using short dialogues.

Significant Relationship between Affective Language Learning and English Language Competence of Purposive Communication Students

Table 3 presented the significant relationship between affective language learning and English language competence of purposive communication students in the University of Mindanao Tagum College. As shown in the table, *affective language learning* has the highest mean of **4.55** which describes as very high than the *English language competence* with an overall mean of **4.33** which can also be described as very high.

Furthermore, the null hypothesis presented on this study that there is no significant relationship between affective language learning and English language competence of purposive communication students in University of Mindanao Tagum College has been rejected since the tabulated *r-value* is **0.57** and while the *p-value* is **0.003** at the 0.05 level of significance. This means that there is a great connection between affective language learning and English language competence.

Moreover, this denotes that there is a significant relationship between the two variables. With this, although language teachers must cover a set syllabus, executing every activity in the textbook is by no means the only way to do so. Teachers have the advantage of knowing their pupils and may locate content that is relevant and appealing to them to reinforce what they need to teach. Learners can also be encouraged to seek out materials on their own, minimizing teacher workload and encouraging learner autonomy. Finding solutions to satisfy the necessary course requirements while also providing for "whole person learning" would be a significant challenge – but not impossible – for teachers.

Table 3. Significant Relationship between Affective Language Learning and English Language Competence of Purposive Communication Students

Variables	Mean	SD	r - value	p - value	Decision $\partial \alpha = 0.05$
Affective Language Learning	4.55	0.35	0.57	0.003	Ho rejected
English Language Competence	4.33	0.31			

* $p < 0.05$

Competence and confidence have a direct and reciprocal link in language learning. Greater competence leads to increased confidence, but confidence also makes it simpler to gain more competence. There has been theoretical and practical work in the domain of self-confidence/self-esteem in language learning (Rubio 2007, de Andrés and Arnold 2009, Arnold, and de Andrés, 2010), and taking this area into account in the classroom can improve learning.

A student with a low self-esteem is unlikely to be motivated, which is a critical component of successful language learning. Students with a low self-esteem find it more difficult to focus on their studies since they must often divide their concentration between learning and dealing with self-doubt. This puts you in a double bind: first, you'll have less energy to complete the activity, and second, the negative sentiments you'll have will make learning less enjoyable, motivating, and

hence less successful. There are several intriguing possibilities for increasing motivation through self-work (Arnold, 2011).

It is impossible to overstate the importance of English in the Philippine educational system. According to the 1987 Philippine Constitution, while Filipino is regarded the national language, Filipino and English are the official languages of the country for communication and teaching. Civan & Coşkun (2016) found that a language different than the students' mother tongue is employed at all levels of the educational system in developing and even developed countries.

The English language is significant and useful in the academic life of students. The use of English in the classroom and in the expectations of students, including as case presentations, class reporting, and documenting work, may have helped to the growth of student nurses' verbal and writing communication abilities in English. Ethnicity and English competence were predictors of academic achievement and growth, according to Green (2015). Learning languages has numerous cognitive and affective benefits that are undeniable. People who know multiple languages have higher memory, problem-solving, and critical-thinking skills, as well as greater concentration, multitasking ability, and listening skills.

In a comprehensive evaluation of the literature, language hurdles were also recognized as a substantial challenge faced by ESL nursing students (Olson, 2012). With the impact of globalization and economic development, command of the English language is becoming increasingly important for people working in the global workforce. A learner's attitude toward English, the teacher, the other students in the class, and himself/herself are all affective aspects that influence how effectively he or she learns.

Thus, students who had a stronger grasp of the English language performed better in their classes. Students who were more fluent in English were able to do better in writing, speaking, grasping, and understanding the instructions and lessons given to them in professional nursing courses because English is the language of instruction. Teaching the curricular subject and having fluency in the language used for instruction increases the learner's exposure and opportunity to understand the content of instruction, resulting in increased student control over what is taught in class and favorable academic outcomes.

CONCLUSIONS

It is safe to say that students having high affective language learning will ultimately have English language competence. Hence, the study focuses on the affective language learning and English language competence of the Purposive Communication students at University of Mindanao Tagum College. With the data being gathered on this study, results clearly showed that there is a significant contribution and connection the two variables have on each other.

Students frequently believe that the ability to speak a language is a result of language study, but speaking is also an important component of the process. Effective instructors teach students speaking methods such as employing minimal responses, recognizing scripts, and using language to talk about language that they can use to further their language knowledge and confidence. These instructors assist pupils in learning to speak so that they can learn by speaking (Racca & Lasaten,

2016).

The results of the study can be used to design strategies to improve students' English language skills in order to help them succeed in school and on their chosen profession. Therefore, schools must ensure that strategies for increasing students' English language competence are adequately integrated into the undergraduate program.

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