



## Fluency Beyond the Classroom: A Study of ESL Learners' Speaking Skills in the Digital Era

<sup>1</sup>R. Akshaya, <sup>2</sup>Dr. S. Meena Rani

<sup>1</sup>Research Scholar, Department of English, Dr. M.G.R Educational and Research Institute, Chennai-600095, Tamil Nadu, India.

<sup>2</sup>Professor, Department of English, Dr. M.G.R Educational and Research Institute, Chennai-600095, Tamil Nadu, India.

**Abstract:** Speaking fluently is essential for ESL learners as they negotiate language learning and everyday conversation. A structured questionnaire covering six important aspects—fluency and confidence, pronunciation and clarity, vocabulary and speech structure, Adaptability to Different Speaking Content, use of technology for improvement, and Psychological Factors Influencing Speaking—is used in this study to assess the background knowledge of ESL learners. The study seeks to establish patterns, strengths, and challenges ESL learners experience, offering insights for targeted pedagogical interventions. Nevertheless, the objective is to determine the learners' sensitivity to these factors and analyze how external and internal factors affect their speaking skills. Additional research would investigate targeted interventions that reduce language anxiety while maximizing speech clarity and fluency among learners of diverse proficiency levels. Therefore, Learner's ought to incorporate AI-powered language learning programs, systematic speaking exercises, and psychological support techniques to boost learners' confidence and flexibility. This study demonstrates the potential of AI-driven pedagogical methodologies and adaptive digital platforms to improve speaking abilities by incorporating state-of-the-art technology into ESL instruction. ESL students can overcome language barriers and improve their speaking ability in authentic situations by fusing technological innovation with classic language learning concepts.

**Keywords:** Speaking Proficiency, Fluency, Pronunciation, Vocabulary, Adaptability, AI-Driven Tools, Psychological Factors, Language Anxiety.

### 1. Introduction

Among the four basic language skills—speaking, listening, reading, and writing—speaking is usually regarded as the most challenging to acquire and the one that causes a lot of anxiety. ESL learners frequently struggle with fluency, vocabulary structure, pronunciation accuracy, adaptability to various speaking situations, and psychological barriers like anxiety and a lack of confidence.

Many ESL students need to be proficient in speaking and comprehending English in order to thrive academically and to engage in with increasingly globalized social and professional



settings. Despite its importance, speaking is still a skill that is commonly disregarded in ESL classes where the focus is on vocabulary, grammar, and written communication. According to (Bygate, 2009) research has emphasized the value of continuous speaking practice, ways to receive feedback, and digital tools in improving speaking proficiency. Studies show that anxiety, limited vocabulary, and difficulty pronouncing words correctly are the main obstacles. AI-based pronunciation tools and interactive tools could help overcome these challenges.

With the rapid progress of technology in education, another avenue emerged for improving language acquisition, particularly speaking skills. Digital tools and technologies, such as speech recognition software, interactive mobile apps, AI-powered platforms, and online speaking forums, allow students to practice English in a personalized, self-paced, interactive setting. However, in order to use these resources effectively, learners must be motivated, strategic, and digitally literate in addition to being aware of them. The merging of artificial intelligence (AI), virtual reality (VR), mobile applications, and interactive learning platforms has already shown promise in enhancing ESL speaking skills. AI-powered speech recognition tools assess pronunciation and fluency, VR simulations generate immersive conversation settings, and gamified applications encourage systematic speech practice. This study adds to the current discussion on ESL education and technology-enhanced language learning by examining how ESL learners interact with these tools and how they affect their language proficiency. The purpose of this study is to assess ESL learners' previous knowledge in speaking competency using a structured questionnaire approach in order to discover important areas that influence their capacity to communicate successfully. The study aims to evaluate learners' prior knowledge and experience with speaking skills by classifying responses into six domains fluency and confidence, pronunciation and clarity, vocabulary and speech structure, Adaptability to Different Speaking Content, use of technology for improvement, and Psychological Factors Influencing Speaking. Furthermore, the study investigates how technological breakthroughs can improve language acquisition and deliver individualized learning experiences that are tailored to individual needs.

## **2. Literature Review**

Speaking is a cognitive, social, and psychological process that contributes significantly to learners' academic and professional achievement (Bygate, 2009). Fluency, pronunciation, vocabulary structure, context-specific adaptability, technology use, and psychological barriers like confidence and fear are some of the aspects that affect ESL learners' speaking proficiency (Lightbown & Spada, 2013). By offering dynamic, flexible, and customized learning experiences, technology integration in language learning has gained recognition for its capacity to enhance the advancement of speaking abilities (Chen, 2020). The ability to successfully communicate in English is an essential component of second language



acquisition. Fluency, pronunciation, vocabulary structure, context-specific adaptability, technology use, and psychological barriers like confidence and fear are some of the aspects that affect ESL learners' speaking proficiency (Lightbown & Spada, 2013). By offering dynamic, flexible, and customized learning experiences, technology integration in language learning has gained recognition for its capacity to enhance the development of speaking abilities (Chen, 2020).

## **2.1 Fluency and confidence**

The primary trait of verbal proficiency is fluency. Nation (2007) defines fluency as the ability to produce spoken words with ease, efficiency, and minimal hesitation.

The importance of pronunciation training in ESL instruction is highlighted by the fact that learners usually struggle with pronunciation clarity due to interference from their mother tongue (Derwing and Munro, 2005). It includes both the speaker's comfort level in sustaining cogent speech and the speed at which they deliver it. Anxiety is common among learners who struggle with fluency, and it can affect how well they perform in class (Woodrow, 2006). According to (Derwing, Munro, & Thomson, 2008), practicing speaking regularly through organized activities like debates and role plays can significantly enhance fluency and boost student confidence. Through digital feedback, AI-driven speech recognition programs like Google's pronunciation assistant and ELSA Speak have proven successful in assisting ESL learners in improving their speech production (Neri et al., 2008).

## **2.2 Pronunciation and Clarity**

Pronunciation and clarity are critical components of oral communication, particularly for English as a Second Language (ESL) learners seeking intelligibility and effective interaction. Clear pronunciation does not always indicate accent-free speech, but rather the ability to make comprehensible and listener-friendly statements (Derwing & Munro, 2005). According to the idea that communicative competence is more important than phonological perfection, clarity is frequently valued in language learning contexts over attaining native-like pronunciation (Morley, 1991). Inappropriate pronunciation, regardless of a speaker's grammatical or lexical proficiency, has been shown in research to have a major impact on comprehension. For example, if a student's speech is unclear in terms of stress, intonation, or segmental sounds, even very skilled learners may experience communicative breakdowns (Field, 2005). As a result, pronunciation training must be carefully integrated into programs for developing speaking skills.

However, it is vital to highlight that pronunciation progress is a gradual process that is influenced by a variety of factors, including first language interference, learner motivation, exposure to real English input, and access to corrective feedback. Furthermore, technology-enhanced learning tools have broadened the options for pronunciation instruction. AI-driven



pronunciation analyzers and voice recognition software are examples of applications that give users instant feedback, enabling them to successfully self-monitor and modify their oral production (Godwin-Jones, 2018). Incorporating digital pronunciation tools can significantly improve student intelligibility and self-confidence.

### **2.3 Vocabulary and Structuring of Speech**

Vocabulary is essential for creating coherent communication, says Nation (2013). To express ideas clearly, ESL students need to improve their lexical retrieval skills. According to Derwing and Munro (2005), comprehensibility is more important for effective communication than accent elimination, hence pronunciation instruction should stress intelligibility.

The capacity to structure speech clearly and have an expansive vocabulary contribute to both fluency and content depth. Schmitt (2008) asserts that vocabulary is essential for conveying complex concepts, particularly in scholarly discourse. Limited vocabulary makes it difficult for learners to elaborate or paraphrase, which can cause communication failures. According to Boers, Lindstromberg, and Eyckmans (2012), scaffolding strategies when combined with structured speaking activities that integrate academic and daily terminology help students produce more coherent and clear spoken output.

According to recent studies, AI-powered programs like Duolingo and Speech notes improve speech structuring—by providing adaptive exercises and contextual vocabulary support (Schmitt, 2019). Furthermore, research on language adaptability demonstrates that learners' capacity to modify their speech in various settings is significantly improved by real-world simulations in virtual learning environments (Peterson, 2010).

### **2.4 Adaptability to different speaking content**

Speaking adaptability refers to a learner's capacity to change their language use according to different topics, audiences, and communication circumstances. This ability is essential for ESL learners to have as they attempt to communicate effectively in the real world, where it is frequently necessary to be flexible in language output (Richards, 2008). Learners need to adjust their language according to the subject matter, change registers between formal and informal contexts, and respond correctly to unexpected conversational twists (Bygate, 1987).

Even when confronted with unfamiliar subjects, research shows that flexible presenters are better at sustaining engagement and communicating their intended meaning (Goh & Burns, 2012). This involves rapid cognitive processing, pragmatic awareness, and language proficiency. By exposing students to a variety of real-world speaking activities, Task-Based Language Teaching (TBLT) approaches promote flexibility (Ellis, 2003).



However, research has also shown that ESL learners frequently struggle with inadequate adaptability, which is sometimes caused by an over-dependence on practiced language and limited exposure to a variety of communication situations (Taguchi, 2007). Therefore, regular practice with impromptu speaking exercises, scaffolded subject switches, and the strategic use of discourse markers to successfully manage conversations is necessary to improve flexibility. Using technology, including AI conversation partners and adaptive speaking simulations, helps students further develop this important ability (Godwin-Jones, 2018).

## **2.5 Use of technology for improvement**

Technological innovations have created immersive and engaging learning settings that promote speaking proficiency. For example, ESL students can practice speaking with AI-driven tools in a variety of settings using VR-based applications that mimic real-life interactions (Godwin-Jones, 2016). According to Reinders and Wattana (2015), gamified learning platforms also include competitive components that encourage students to participate in speaking exercises more regularly.

Recent research shows how AI-powered technologies can improve accent modulation and voice clarity. According to Satar & Akcan (2018), learners' oral expression, fluency, and pronunciation are significantly improved when AI speech-processing models are combined with interactive mobile applications. Furthermore, ESL learners can self-correct and improve their spoken English competence with the aid of machine learning algorithms that examine speech patterns to provide specific feedback (Bhatia & Bremner, 2021).

## **2.6 Psychological factors influencing speaking**

For ESL learners, language anxiety continues to be a major obstacle to fluency (Horwitz, Horwitz & Cope, 1986). According to studies, conversational agents and AI chatbots provide relaxed settings for language practice, which helps people feel less anxious (Plonsky & Kim, 2016). Additionally, individualized feedback from mobile-assisted language learning tools increases self-confidence and promotes self-directed learning (Stockwell, 2013).

Thus, as examined research emphasizes how important technology is for improving ESL speaking abilities, especially AI-driven solutions, virtual simulations, and gamification. According to studies, immersive virtual reality experiences, adaptive learning platforms, and speech recognition software all work together to increase vocabulary, pronunciation, and fluency. Additionally, overcoming psychological obstacles with AI-powered solutions can reduce language anxiety and increase student confidence. To optimize language acquisition and ensure long-term speaking proficiency, future research should concentrate on incorporating these technical developments into the ESL curriculum.



### **3. Methodology**

#### **3.1 Research Design**

The research design used in this study is a quantitative descriptive. To systematically evaluate and examine present-day speaking ability competencies among ESL learners without changing any variables, a descriptive approach was chosen. The goal was to evaluate students' assessments of themselves in a variety of speaking-related domains, identify trends, and give an in-depth understanding of their advantages and disadvantages. The goal of the design is to provide unbiased, statistical insights that might direct future learning programs, particularly those that incorporate technology-assisted language acquisition.

#### **3.2 Research Instrument**

The primary research instrument used was a structured questionnaire developed by the researcher. The questionnaire was designed to evaluate six major aspects of speaking skills:

1. Fluency and Confidence
2. Pronunciation and Clarity
3. Vocabulary and Structuring of Speech
4. Adaptability to Different Speaking Content
5. Use of Technology for Improvement
6. Psychological Factors Influencing Speaking Performance

Each section contained statements rated on a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree), allowing participants to self-assess their proficiency and experience. Participants were undergraduate ESL learners from varied academic disciplines. The methodology aimed to offer a holistic understanding of learners' current speaking competencies and to identify areas requiring pedagogical intervention, particularly with the integration of technology-based speaking tasks to enhance fluency, clarity, and adaptability.

### **4. Results and Findings**

This section presents the results derived from the analysis of responses to the speaking skills questionnaire completed by 52 ESL learners. Six major domains were used to classify responses, each of which provides information on particular aspects of students' oral communication skills. Descriptive statistics were used to examine the data, and the mean scores for each domain were calculated.

#### **4.1 Fluency and Confidence**

The findings showed that participants' fluency was moderate. Even while a significant number of students stated they felt at ease in informal conversations and group discussions,



many acknowledged that they hesitated when faced with formal tasks like debates or presentations. This domain has an average mean score of 3.4 on a 5-point scale, indicating partial confidence but space for improvement.

Notably, learners expressed difficulty in maintaining continuity of speech without fillers such as "um" and "uh," which reflects limited automaticity in speech production (Nation, 2007). A possible explanation is that learners lack consistent exposure to spontaneous speaking opportunities, as suggested by Woodrow (2006), who identified that classroom anxiety and insufficient practice often hinder fluency development.

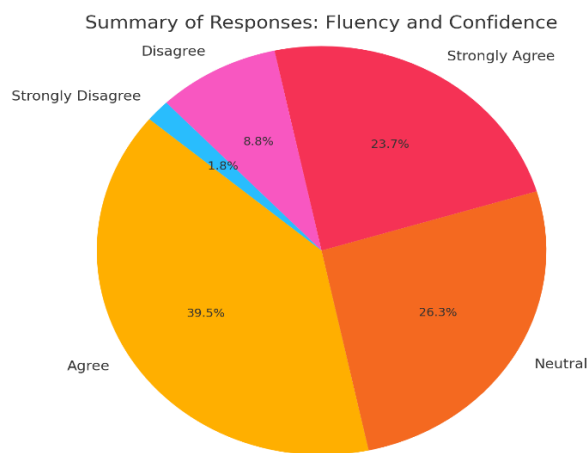


Figure 1

#### 4.2 Pronunciation and Clarity

With an average score of 3.6, this domain indicated a comparatively higher level of awareness and effort in terms of pronunciation. According to the learners, they actively attempt to imitate native pronunciation and frequently listen to English-language media. However, only a few reported receiving consistent feedback on their spoken output.

These results are consistent with those of Derwing and Munro (2005), who emphasize the importance of intelligibility over flawless accents. Even while the majority of learners aim for clarity, they might not receive enough instructor-led or peer-led feedback, which Foote et al. (2011) found to be essential for successful pronunciation development.

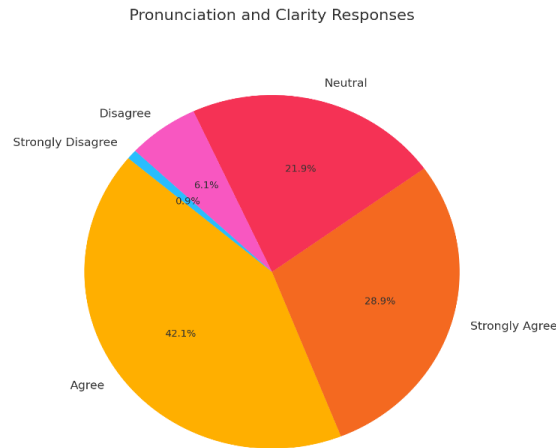


Figure 2

### 4.3 Vocabulary and Structuring of Speech

With an average score of 3.5, learners' performance in this domain was balanced. While several individuals reported using newly taught words and academic language, others struggled with cohesive structures and transitional phrases throughout extended speeches.

This result supports Schmitt's (2008) assertion that in academic settings, vocabulary depth—defined as clarity, adaptability, and appropriateness—is more important than breadth. Learners in this study appeared to understand word meanings, but they frequently struggled to paraphrase or apply transitions successfully.

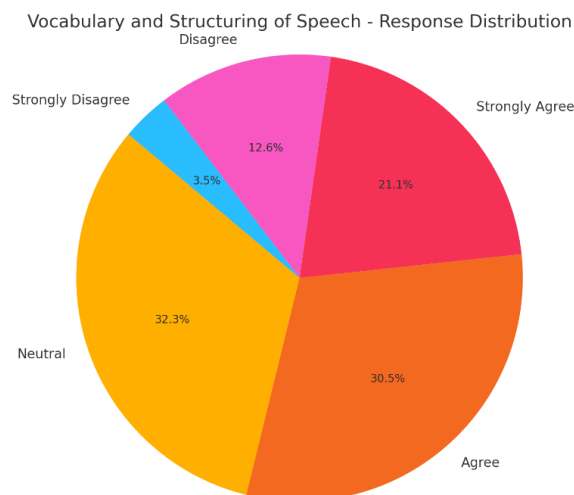


Figure 3



#### 4.4 Adaptability to Speaking Contexts

The average score for this category was among the lowest: 3.2. Learners acknowledged that they found it difficult to modify their vocabulary or tone according to the situation and audience. One major obstacle was finding ways to strike up a conversation, particularly with new people. According to Canale and Swain (1980), effective communication requires sociolinguistic proficiency. According to the results, in order to develop adaptability, students need more exposure to real-world communication situations and scenario-based practice, like role-plays and simulations.

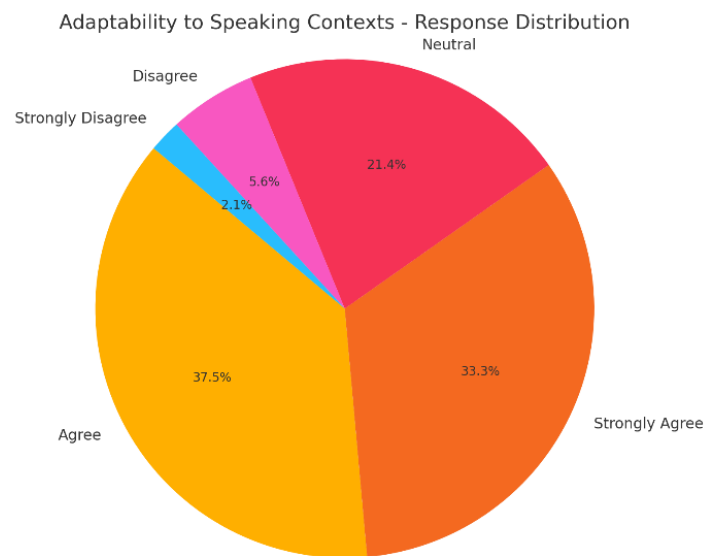
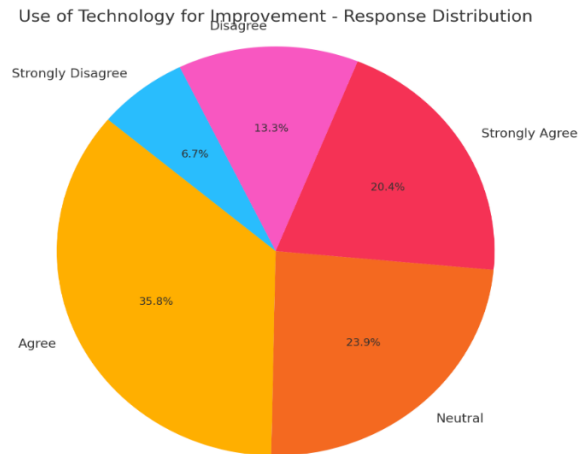


Figure 4

#### 4.5 Use of Technology

With the highest average score of 3.9 across all areas, the analysis showed a high level of engagement with digital technologies. To track their development, participants frequently employed self-recording techniques, YouTube, mobile apps, and AI tools like language correction apps. This supports findings by Godwin-Jones (2018) and Stockwell (2012), who stated that MALL provides learners with increased autonomy, regular feedback, and motivational advantages. Due to these tools, learners in this study reported a noticeable improve they're in confidence and pronunciation.

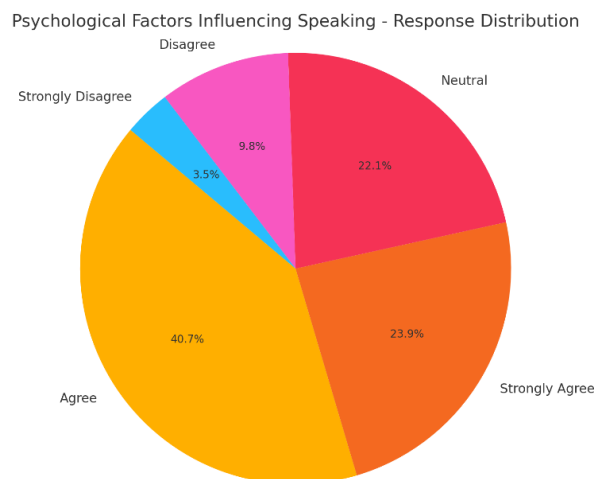


**Figure 5**

#### 4.6 Psychological Factors

A mean score of 3.3 indicated that psychological factors like anxiety or fear of being judged, and low self-esteem continued to be obstacles to successful speaking. Several learners reported feeling anxious in formal settings and concerned about receiving negative peer reviews.

These results support the findings of Horwitz et al. (1986), who highlighted how anxiety related to foreign languages can affect oral performance. Additionally, the data indicate that individuals who practiced peer practice and self-reflection over time had reduced anxiety, which is in line with MacIntyre and Gardner (1991).



**Figure 6**



## 4.7 Summary of Findings

The analysis of the questionnaire responses showed that ESL learners' levels of proficiency varied across a range of speaking skill parameters. Learners highlighted a high level of adaptability to digital learning platforms by actively using technology to enhance their speaking practice. There was a need for more lexical resources and improved concept organization, as seen by the modest vocabulary use and speech structure. Improvements were found to be needed in fluency and confidence, since many learners showed hesitation and a tendency to use fillers, especially when speaking in formal settings. Speaking performance was strongly impacted by psychological elements including anxiety and fear of making mistakes, highlighting the need of removing emotional obstacles in addition to language instruction. Overall, while learners showed promising use of technology and basic communication abilities, targeted interventions are required to improve fluency, adaptability, and psychological preparation for effective oral communication.

**Table 1: Levels Of Proficiency Varied Across a Range of Speaking Skill Parameters**

Domain	Mean Score (out of 5)	Key Insight
Fluency and Confidence	3.4	Moderate confidence; difficulty maintaining flow
Pronunciation and Clarity	3.6	Good awareness, limited feedback
Vocabulary and Structuring	3.5	Strong vocabulary, issues with coherence
Adaptability to Speaking Contexts	3.2	Difficulty switching tones and settings
Use of Technology	3.9	Strong use of tech tools for improvement
Psychological Factors	3.3	Anxiety and self-consciousness affect performance

## 4.8 Comparison of Speaking Skill Categories

A comparative investigation of speaking skill domains revealed notable differences in performance among learners. The most significant domain is the use of technology, suggesting that learners had high levels of autonomy when using digital tools for practice.



Although there were sporadic problems, vocabulary and pronunciation were generally consistent. On the other hand, psychological resilience, fluency, and adaptability to various speaking circumstances all received lower scores, indicating that psychological readiness and spontaneous speech production continue to be major obstacles. These results highlight how ESL learners' speaking abilities improve randomly.

Proportional Distribution of Speaking Skill Domain Scores

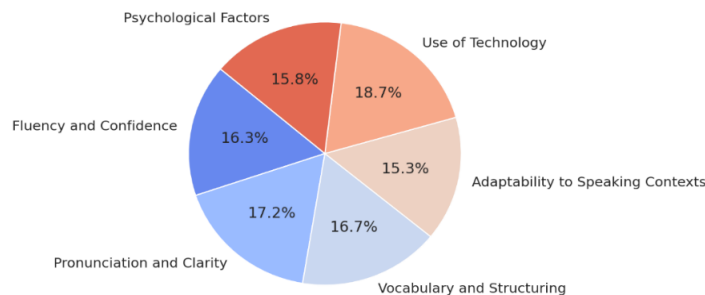


Figure 7

This comparison chart provides a comprehensive overview of ESL learners' self-assessed speaking abilities. The Use of Technology category had the highest average score (3.9), indicating that learners are using digital tools such as language apps, self-recording tools, and AI-based feedback—to enhance their spoken English. This demonstrates the increasing importance of technology-assisted language acquisition, particularly for independent learners.

Conversely, the lowest score (3.2) in Adaptability to Contexts indicates a significant gap in learners' ability to modify their speech to diverse audiences or circumstances.

This involves difficulties in switching between casual and formal tones, handling unexpected topics, and responding spontaneously in real-time encounters. Together, Psychological Factors (3.3) and Fluency and Confidence (3.4) highlight the psychological foundations of oral proficiency. Even if they may know how to pronounce words correctly, learners may nonetheless experience anxiety or performance pressure, particularly in academic or assessment setting. The incorporation of Task-Based Language Teaching (TBLT) methodologies, which combine technology use with real-time, adaptive speaking activities to boost confidence and reduce anxiety, is supported by these findings, which also highlight domain-specific difficulties.



## 5. Conclusion

The present study sought to investigate ESL learners' speaking skills by analysing their performance in six essential domains: fluency and confidence, pronunciation and clarity, vocabulary and speech structure, adaptability to different speaking content, use of technology for improvement, and psychological factors influencing speaking. By thoroughly examining the questionnaire responses, it is evident that, while learners have basic communication skills, numerous areas require deliberate pedagogical interventions.

The findings revealed that students are highly skilled at incorporating technological tools to help them improve their speaking abilities. This strength indicates to a constructive trend toward independent learning methods made possible by digital platforms. Although learners can maintain basic clarity and lexical range, more improvement is still required, particularly in challenging speaking scenarios, as indicated by the adequate pronunciation and vocabulary use.

However, there remain challenges with psychological resilience, adaptability, and fluency. Frequent pauses, hesitations, and difficulty adapting speech to diverse settings indicate a lack of spontaneous communication skills. Furthermore, psychological obstacles that frequently outweigh linguistic proficiency include anxiety, low self-esteem, and anxiety about receiving a low score.

These results highlight the need for a more comprehensive method to instruct speaking, one that promotes psychological readiness in addition to linguistic accuracy and fluency. Learners can be better equipped to handle a variety of speaking circumstances by incorporating task-based speaking activities, real-world simulations, and confidence-building techniques. Additionally, although technology integration is still a useful tool, it needs to be combined with focused assistance for reducing speaking anxiety and fostering more spontaneous interaction.

To conclude, improving the speaking abilities of ESL learners requires a comprehensive strategy that includes practice with technology, strategic vocabulary building, pronunciation improvement, fluency exercises, and psychological empowerment. Future study should investigate longitudinal interventions that target these qualities in a systematic manner, resulting in more confident, adaptive, and proficient English speakers.

## References

- [1] Bygate, Martin. *Speaking*. Oxford University Press, 1987.
- [2] Bygate, Martin. "Teaching and Testing Speaking." *The Handbook of Language Teaching*, edited by Michael H. Long and Catherine J. Doughty, Wiley-Blackwell, 2009, pp. 412–440.



- [3] Canale, Michael, and Merrill Swain. "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing." *Applied Linguistics*, vol. 1, no. 1, 1980, pp. 1–47.
- [4] Celce-Murcia, Marianne, Donna M. Brinton, and Janet M. Goodwin. *Teaching Pronunciation: A Course Book and Reference Guide*. 2nd ed., Cambridge University Press, 2010.
- [5] Chen, Chih-Ming. "Enhancing ESL Speaking Skills Using AI-Supported Tools." *Language Learning & Technology*, vol. 24, no. 2, 2020, pp. 72–90.
- [6] Derwing, Tracey M., and Murray J. Munro. "Second Language Accent and Pronunciation Teaching: A Research-Based Approach." *TESOL Quarterly*, vol. 39, no. 3, 2005, pp. 379–397.
- [7] Derwing, Tracey M., Murray J. Munro, and Ron I. Thomson. "A Longitudinal Study of ESL Learners' Fluency and Comprehensibility Development." *Applied Linguistics*, vol. 29, no. 3, 2008, pp. 359–380.
- [8] Ellis, Rod. *Task-Based Language Learning and Teaching*. Oxford University Press, 2003.
- [9] Field, John. "Intelligibility and the Listener: The Role of Lexical Stress." *TESOL Quarterly*, vol. 39, no. 3, 2005, pp. 399–423.
- [10] Foote, Jennifer A., Anita K. Holtby, and Tracey M. Derwing. "Survey of the Teaching of Pronunciation in Adult ESL Programs in Canada." *TESL Canada Journal*, vol. 28, no. 1, 2011, pp. 1–22.
- [11] Goh, Christine C. M., and Anne Burns. *Teaching Speaking: A Holistic Approach*. Cambridge University Press, 2012.
- [12] Gilbert, Judy B. *Teaching Pronunciation: Using the Prosody Pyramid*. Cambridge University Press, 2008.
- [13] Godwin-Jones, Robert. "Emerging Technologies: Mobile-Assisted Language Learning." *Language Learning & Technology*, vol. 22, no. 3, 2018, pp. 2–11.
- [14] Horwitz, Elaine K., Michael B. Horwitz, and Joann Cope. "Foreign Language Classroom Anxiety." *The Modern Language Journal*, vol. 70, no. 2, 1986, pp. 125–132.
- [15] Kang, Okim. "Relative Salience of Suprasegmental Features on Judgments of L2 Comprehensibility and Accentedness." *System*, vol. 38, no. 2, 2010, pp. 301–315.
- [16] Lightbown, Patsy M., and Nina Spada. *How Languages Are Learned*. 4th ed., Oxford University Press, 2013.
- [17] MacIntyre, Peter D., and R. C. Gardner. "Methods and Results in the Study of Anxiety and Language Learning: A Review of the Literature." *Language Learning*, vol. 41, no. 1, 1991, pp. 85–117.
- [18] Morley, Joan. "The Pronunciation Component in Teaching English to Speakers of Other Languages." *TESOL Quarterly*, vol. 25, no. 1, 1991, pp. 51–74.



- [19] Nation, I. S. P. *Learning Vocabulary in Another Language*. Cambridge University Press, 2001.
- [20] Nation, I. S. P. "The Role of Vocabulary Learning Strategies." *Vocabulary: Description, Acquisition and Pedagogy*, edited by Norbert Schmitt and Michael McCarthy, Cambridge University Press, 1997, pp. 238–254.
- [21] Neri, Ambra, et al. "The Pedagogy-Technology Interface in Computer-Assisted Pronunciation Training." *Computer Assisted Language Learning*, vol. 21, no. 5, 2008, pp. 441–455.
- [22] Peterson, Mark. "Computerized Games and Simulations in Computer-Assisted Language Learning." *Simulation & Gaming*, vol. 41, no. 4, 2010, pp. 607–628.
- [23] Reinders, Hayo, and Sudporn Wattana. "A Study of the Effects of Online Gaming on Fluency." *Innovation in Language Learning and Teaching*, vol. 9, no. 1, 2015, pp. 17–34.
- [24] Richards, Jack C. *Teaching Listening and Speaking: From Theory to Practice*. Cambridge University Press, 2008.
- [25] Satar, H. Muge, and Sumru Akcan. "Promoting Oral Production in a Synchronous CMC Environment." *ReCALL*, vol. 30, no. 1, 2018, pp. 95–113.
- [26] Schmitt, Norbert. "Review Article: Instructed Second Language Vocabulary Learning." *Language Teaching Research*, vol. 12, no. 3, 2008, pp. 329–363.
- [27] Schmitt, Norbert. *Vocabulary in Language Teaching*. 2nd ed., Cambridge University Press, 2019.
- [28] Selinker, Larry. "Interlanguage." *International Review of Applied Linguistics in Language Teaching*, vol. 10, no. 3, 1972, pp. 209–231.
- [29] Stockwell, Glenn. "Using Mobile Phones for Vocabulary Activities: Examining the Effect of the Platform." *Language Learning & Technology*, vol. 14, no. 2, 2010, pp. 95–110.
- [30] Taguchi, Naoko. "Development of Speed and Accuracy in Pragmatic Comprehension in English as a Foreign Language." *TESOL Quarterly*, vol. 41, no. 2, 2007, pp. 313–338.
- [31] Woodrow, Lindy. "Anxiety and Speaking English as a Second Language." *RELC Journal*, vol. 37, no. 3, 2006, pp. 308–328.