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Relationship Of Motivation By Teacher And School And Speaking Proficiency Of L2 Learners

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Abstract

The purpose of learning a language is the ability to communicate. Based on behaviorist theory, this research finds a relationship of speaking proficiency of L2 learners and motivation. L2 learners (n=204) aged 25-30 (males and females) from public and private universities were selected through convenient sampling. They participated in the study by filling out a questionnaire and took a speech test based on the British Council IELTS. They were examined by two experienced IELTS Examiners. Correlations were found. It was found that motivation had a positive significant relationship with speaking proficiency. This research urges that students should be more and more motivated and supported to do practice and imitation which will improve their speaking proficiency.

Keywords: motivation, L2 Learners, behaviorism, speaking proficiency

1. Relationship of motivation by teacher, school and the speaking proficiency of L2 Learner

The ultimate goal of teaching a second language in schools is the growth of communicative competence in the students so that they could use it for communication and socialization (Bourina & Dunaeva, 2017). Thus, the students need to learn language and, in the process, feedback plays an important role. Learners who receive comprehensive feedback during their schooling while learning language show a better result than those students who did not receive corrective feedback. Nowbakht and Shahnazari (2015) investigated two groups of English learners who learnt English as a Foreign Language (EFL) learners and found that the learners who received feedback got better performance as compared to the group which got input only in the post-test. In order to produce students with better communicative competence; Bourina and Dunaeva (2017) have shared that the language instructive influence of the language environment affects the learner by providing a natural environment for learning language and develops an internal learning motivation. This leads to language learning by getting in contact with the language environment. This paper throws light on the importance and the need of motivation for improving speaking proficiency of students.

2. Literature Review

2.1 Theoretical framework

According to Devaki (2021) behaviorist theory can be divided into Watson's (1970) early behaviorist theory and Skinner's (1938) new behaviorist theory. Watson's stimulus response theory is based on classical conditioning. The two important aspects of Behaviorist theory are responsive behavior and operational behavior.

Thus, language learning is a behavior just like any other behavior. Children learn language from other humans through imitation, reward and practice. The rewards and stimuli are provided by humans. Language is learnt by picking meaning from the surroundings. A child for example learns the meaning of a word ball by first listening or uttering the word ball and then by observing the process of seeing the object being picked and given to someone. Skinner explains this phenomenon as learning of language which is strengthened or reinforced with the help of positive and negative feedback from the environment. Previous circumstances are important in learning and they forecast it. Stimulus and response interact. Learning happens as a result of the automatic and not conscious thinking of the learner. This theory explains how language maximizes learning. Ratnasari (2019) shares that Behaviorist theory mainly focuses on spoken language and asserts natural priority of the spoken language over written language. Behaviorist theory states that oral language is learnt from other humans through appreciation, imitation and practice. This theory analyses human behavior through stimulus response interactions. Developed upon Skinner's operant conditioning model this theory postulates that all learning is due to appreciation or reinforcement. This goes parallel to Pavlov's experiment which states that stimulus and response work together. Language learners according to this theory acquire language when others (e.g., teachers) repeat those words. Learners receive appreciation and reinforcement in the process of repeating words. As a result, learners produce further responses. When learners receive appreciation on acceptable word production and do not receive any appreciation on unacceptable word production by trial and error, they know which words are acceptable and which are not.

2.2 Second Language Speaking Proficiency (L2SP)

Murray (2013) defines Language proficiency as a catch-all-term. Based on British Council rubric for speaking test, speaking proficiency has the following elements: Fluency, Lexical resource, Pronunciation, Grammar and accuracy. According to Gutiérrez (2016) knowledge of grammar is an important component of L2 proficiency. De Jong (2018) found that lay people consider Fluency similar to speaking proficiency. Fluency, according to him, partly depends on personal speaking style. Disfluencies depict problems one faces while speaking but they are not always negative. Sometimes they are signals for the listeners, and let them take part in effective speaking. He argues that not all disfluencies hamper successful communication and those that are due to lacking L2 proficiency should be penalized only. The widespread use of English globally as the world lingua franca has changed the concept of teaching native like pronunciation. Rather teaching a comfortably understandable pronunciation is the goal (Zoghbor, 2018). Pronunciation according to Isaacs, Trofimovich, Yu and Chereau (2015) encompasses individual consonant and vowel sounds. Boenisch and Soto (2015) recorded speech of elementary and middle school children (both natives and nonnatives) when they were engaged in different activities in school such as meals transition between classes, field trips, breaks and classroom activities. They identified the most frequent words used by them which consisted of nouns, verbs and adjectives. They found that the top 100 words used by both native and non-native students overlapped up to 85%. Instead of having a smaller vocabulary nonnative speakers used practically the same top 100 words. Kaneko (2008) conducted a study the part of which investigated the influence of elicitation tasks on oral performance. It was found as a first stage L2 learners first develop a tendency to create longer sentences and then become more fluent. Accuracy comes at a later

time and syntactic complexity progressively develops.

2.3 L2 Speaking Proficiency and motivation to speak

Gan (2013) based on a questionnaire survey of two Chinese populations explored English speaking difficulties experienced by L2 learners and found that most students found difficulty to speak due to inadequate linguistic knowledge, self-evaluations, shyness, failure to see how to proceed and feeling of lack of confidence. You (2015) selected three hundred and three speech samples from the Oral English Proficiency Test, representing four different L1 groups of Korean, Mandarin, Hindi and English. In order to measure lexical proficiency, the Lexical Frequency Profile was employed. It was found that advanced L2 speaking proficiency leads to more lexical words production in the speech. In addition, advanced L2 speakers try to speak by using more frequent words and not less frequent words in their speech. Riasati (2018) investigated the relationship between willingness to speak and language learning anxiety, language learning motivation, and self-perceived speaking ability. In addition to it, the contribution of willingness to communicate in improving learners' speaking ability was also sought. It was discovered that willingness to speak is negatively correlated with language learning anxiety and positively correlated with language learning motivation and self-perceived speaking ability. It was further discovered that the individuals who were additionally eager to speak got a higher speaking score. In a study by Nzanana (2016) the three aspects of oral proficiency: comprehensiveness, accentedness and fluency were measured. The relationship of motivation with which learners learn English and their speaking proficiency was also examined. Results of the survey and interviews with the teachers and students showed that a high level of motivation was found in students although their speaking proficiency was found to be average. Thus, a weak relationship between motivation and speaking proficiency was found. The study by Nizonkiza (2011) showed that lexical competence was found parallel to general L2 proficiency. Similarly, collocations and analytic relations were also correlated to lexical competence and L2 proficiency. Results indicated vocabulary acquisition is not a linear process. Lexical competence is one of the aspects of L2 proficiency. High-frequency collocates were better identified than low-frequency collocates. Acquisition of Arabic vocabulary is speeded with age and this can be explained by a high regularity morphological derivation system in Arabic language. Thus, it is easily acquired in adulthood. Contradictory to it is the case of English where the speed of acquisition decreases with age. Vocabulary size in Arabic depends not on the number of words a speaker has but on the function of combining these words to make larger size vocabulary. In order to resemble natives, one has to acquire 25,000 words (Masrai & Milton, 2017). Ardasheva (2010) conducted a study to investigate the relationship between language learning strategies and student academic outcomes in a second language. Results showed that meta cognitive strategies, motivation and native language literacy positively contribute to the English Language Learning outcomes.

3. Materials and Methods

This study is based on a survey questionnaire (Guimaraes & Sampaio, 2011) and speaking skills test. Two independent variables used in this study are encouragement and repeated suggestions. Speaking test examines fluency, pronunciation, vocabulary, grammar and overall speaking skills of an individual. Scores of the speaking test (fluency scores, pronunciation scores, vocabulary scores grammar score and over all scores) in the form of bands were collected as dependent variables. 204 participants aged between 25-30 years (almost half males and half females) who belonged to both public and

private university were selected through convenient sampling (Etikan, 2016). Speaking test was based on the British Council IELTS speech test. Speech test was in the form of an interview that was of 10 minutes. Scores were coded and put in SPSS. Correlations were computed and results were generated.

4. Data Analysis and Results

Latent variables from the following two questions were made observed variables and subjected to correlational analyses:

Q 1. Would your teachers encourage you to practice speaking English?

(a) Yes, almost always (b) No, almost never (c) Sometimes (d) Often

Q 2. Would there be a repeated suggestion by your teacher or arrangement of an activity in your school to improve upon your English-speaking proficiency?

(a) Yes, always (b) No, never (c) Sometimes (d) Often

Table. 1: Encouragement: repeated suggestion or arrangement of activity (frequency table)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Almost never	48	23.5	23.5	23.5
	Sometimes	89	43.6	43.6	67.2
	Often	18	8.8	8.8	76.0
	almost always	49	24.0	24.0	100.0
	Total	204	100.0	100.0	

Out of 204 respondents 89(43.6%) shared that there were sometimes suggestions and arrangement of activities to improve upon their speaking proficiency 48(23.5%) shared it would happen almost never, 49(24%) shared it would always happen.

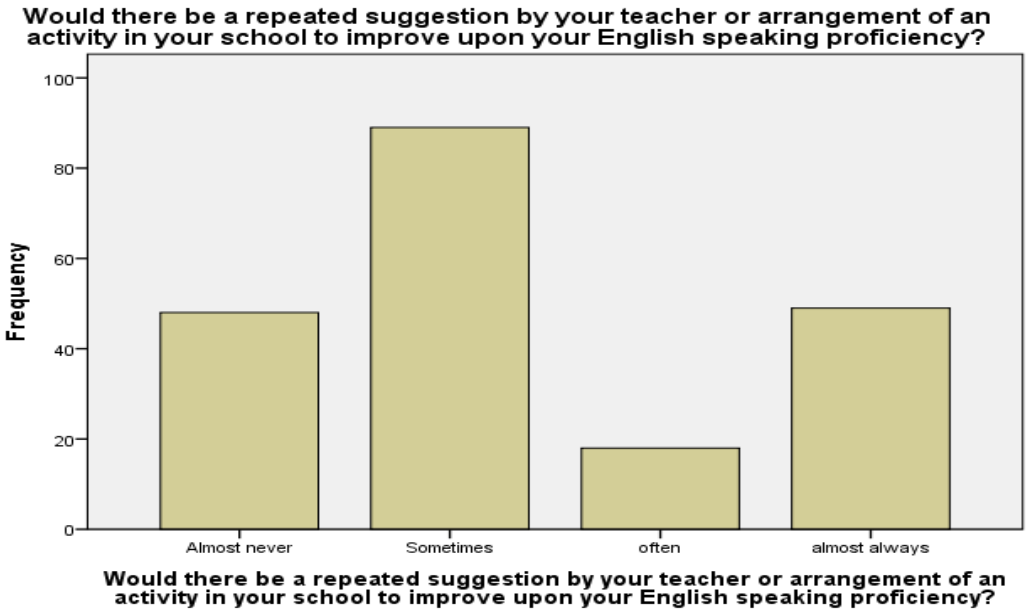

Figure1. Repeated suggestion by teacher or arrangement of activity to speak English

Table 2. Relationship of role of encouragement and L2SP (correlations)

		Encouragement	**Fluency**	**Pronunciation**	**Lexical Resource**	**Grammar & Accuracy**	**Overall Bands**
Encouragement	Pearson Correlation	1	.143*	.107	.238**	.152*	.191**
	Sig. (2-tailed)		.042	.126	.001	.030	.006
	N	204	204	204	204	204	204
Fluency	Pearson Correlation	.143*	1	.666**	.730**	.692**	.868**
	Sig. (2-tailed)	.042		.000	.000	.000	.000
	N	204	204	204	204	204	204
Pronunciation	Pearson Correlation	.107	.666**	1	.609**	.581**	.727**
	Sig. (2-tailed)	.126	.000		.000	.000	.000

	N	204	204	204	204	204	204
Lexical Resource	Pearson Correlation	.238**	.730**	.609**	1	.675**	.833**
	Sig. (2-tailed)	.001	.000	.000		.000	.000
	N	204	204	204	204	204	204
Grammar & Accuracy	Pearson Correlation	.152*	.692**	.581**	.675**	1	.830**
	Sig. (2-tailed)	.030	.000	.000	.000		.000
	N	204	204	204	204	204	204
Overall Bands	Pearson Correlation	.191**	.868**	.727**	.833**	.830**	1
	Sig. (2-tailed)	.006	.000	.000	.000	.000	
	N	204	204	204	204	204	204
*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).							

There are significantly positive correlations between encouragement and Fluency (.143*), encouragement Lexical Resource (.238**), encouragement and Grammar & Accuracy (.152*) and encouragement and Overall Bands (.191**). There is no significant correlation between encouragement and Pronunciation**.**

Table 3. The impact of encouragement on fluency (regression analysis)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.143[a]	.020	.015	.6375

a. Predictors: (Constant), Encouragement

The coefficient of determination is 0.020, which means only 2 percent variation in the fluency is explained by its linear relationship due to encouragement.

Table 4. Relationship of role of encouragement and fluency (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.703	1	1.703	4.189	.042[b]
	Residual	82.105	202	.406		
	Total	83.808	203			

a. Dependent Variable: Fluency
b. Predictors: (Constant), Encouragement

Interpretation: THE ANOVA is significant and the B coefficient 0.091 means as encouragement increases 1 unit fluency increases 0.091 unit.

Table 5. Relationship of role of encouragement and fluency (coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.221	.122		51.037	.000
	Encouragement	.091	.045	.143	2.047	.042

a. Dependent Variable: Fluency

Table 6. Impact of encouragement on pronunciation (model summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.107[a]	.012	.007	.7904

a. Predictors: (Constant), Encouragement

The coefficient of determination is 0.012, which means only 1.2 percent variation in the pronunciation is explained by its linear relationship due to encouragement.

Table 7. Relationship of role of encouragement and pronunciation (ANOVA)

Model	Sum of Squares	Df	Mean Square	F	Sig.

	Regression	1.473	1	1.473	2.357	.126[b]
1	Residual	126.184	202	.625		
	Total	127.657	203			

a. Dependent Variable: Pronunciation
b. Predictors: (Constant), Encouragement

Table 8. Relationship of role of encouragement and pronunciation(coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.088	.151		40.287	.000
	Encouragement	.085	.055	.107	1.535	.126

a. Dependent Variable: Pronunciation

Interpretation: THE ANOVA is insignificant and the B coefficient 0.085 means as encouragement increases 1 unit pronunciation increases 0.085 unit but this is insignificant as p-value is 0.126.

Table 9. Impact of encouragement on lexical resource (model summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.238[a]	.056	.052	.6508

a. Predictors: (Constant), Encouragement

The coefficient of determination is 0.056, it means only 5.6 percent variation in the lexical resource is explained by its linear relationship due to encouragement.

Table 10. Impact of encouragement on and lexical resource (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
	Regression	5.123	1	5.123	12.095	.001[b]
1	Residual	85.567	202	.424		
	Total	90.690	203			

a. Dependent Variable: Lexical Resource
b. Predictors: (Constant), Encouragement

Table 11. Impact of encouragement on Lexical resource (coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.747	.124		46.181	.000
	Encouragement	.159	.046	.238	3.478	.001

a. Dependent Variable: Lexical Resource

Interpretation: THE ANOVA is significant and the B coefficient 0.159 means as encouragement increases 1-unit lexical resource increases 0.159 unit and this is significant as p-value is 0.001.

Table 12. Impact of encouragement on grammar and accuracy (model summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.152[a]	.023	.018	.6475

a. Predictors: (Constant), Encouragement

The coefficient of determination is 0.023, which means only 2.3 percent variation in the grammar and accuracy is explained by its linear relationship due to encouragement.

Table 13. Impact of encouragement on grammar and accuracy (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.009	1	2.009	4.793	.030[b]
	Residual	84.677	202	.419		
	Total	86.686	203			

a. Dependent Variable: Grammar & Accuracy
b. b. Predictors: (Constant), Encouragement

Table 14. Impact of encouragement on grammar and accuracy (coefficients)

Model	Unstandardized Coefficients	Standardized Coefficients	T	Sig.

		B	Std. Error	Beta		
1	(Constant)	5.875	.124		47.461	.000
	Encouragement	.099	.045	.152	2.189	.030

a. Dependent Variable: Grammar & Accuracy

Interpretation: THE ANOVA is significant and the B coefficient 0.009 means as encouragement increases 1 unit G&A. increases 0.099 units and this is significant as p-value =0.030.

Table 15. Impact of encouragement on overall bands (regression analysis)

Model	Variables Entered	Variables Removed	Method
1	Encouragement[b]	.	Enter

a. Dependent Variable: Overall Bands
b. b. All requested variables entered

Table 16. Impact of encouragement on overall band (model summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.191[a]	.036	.032	.5921

a. Predictors: (Constant), Encouragement

The coefficient of determination is 0.036, which means only 3.6 percent variation in the overall band is explained by its linear relationship due to encouragement.

Table 17. Impact of encouragement on overall band (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	2.682	1	2.682	7.650	.006[b]
	Residual	70.813	202	.351		
	Total	73.495	203			

a. Dependent Variable: Overall Bands
b. b. Predictors: (Constant), Encouragement

Table 18. Impact of encouragement on overall band (Coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.037	.113		53.329	.000
	Encouragement	.115	.041	.191	2.766	.006

a. Dependent Variable: Overall Bands

The relationship between encouragement and overall band is significant. The B coefficient 0.115 means as encouragement increases 1-unit overall band increases 0.155 unit and this is significant as p-value is 0.006.

Table 19. Impact of encouragement on overall band (model summary)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.130[a]	.017	.012	.5981

a. Predictors: (Constant), Method

The coefficient of determination is 0.017, which means only 1.7 percent variation in the overall band is explained by its linear relationship due to encouragement.

Table 20. Impact of encouragement on overall band (ANOVA)

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1.244	1	1.244	3.478	.064[b]
	Residual	72.251	202	.358		
	Total	73.495	203			

a. Dependent Variable: Overall Bands

b. Predictors: (Constant), Method

Table 21. Impact of encouragement on overall band (coefficients)

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	6.027	.167		36.049	.000
	Method	.097	.052	.130	1.865	.064

a. Dependent Variable: Overall Bands

The relationship between encouragement and overall band is insignificant. The B coefficient 0.097 means as encouragement increases 1-unit overall band increases 0.097 unit and this is insignificant as p-value is 0.064.

5. Summary of the Findings

Out of 204 respondents 84(41.2%) shared that they were almost always encouraged to speak English. 22(10.8%) shared they were encouraged often,60(29.4%) shared they were sometimes encouraged while 38(18.6%) were never encouraged. Out of 204 respondents 89(43.6%) shared that there were sometimes suggestions and arrangement of activities to improve upon their speaking proficiency 48(23.5%) shared it would happen almost never 49(24%) shared it would always happen. The descriptive results above can be summarized into two points: Majority of the respondents had been encouraged in their schools to speak and majority reported that there was an arrangement of activities for speaking in their classes. There are significantly positive correlations between encouragement and Fluency (.143*), encouragement Lexical Resource (.238**), encouragement and Grammar and accuracy (.152*), and encouragement and Overall Bands (.191**). There is no significant correlation between encouragement and Pronunciation. From the result of the correlational analysis, it was found that all the proficiency variables are significantly and positively correlated at 5% level of significance with the Encouragement, except pronunciation. THE ANOVA is significant and the B coefficient 0.091 means as encouragement increases 1 unit fluency increases 0.091 unit. THE ANOVA is insignificant and the B coefficient 0.085 means as encouragement increases 1 unit pronunciation increases 0.085 unit but this is insignificant as p-value =0.126 THE ANOVA is significant and the B coefficient 0.159means as encouragement increases 1-unit lexical Recourse. increases 0.159 units and this is significant as p-value =0.001. The ANOVA is significant and the B coefficient 0.009 means as encouragement increases 1 unit G&A. increases 0.099 units and this is significant as p-value =0.030. The relationship between encouragement and overall band is insignificant. From the above results it is found that with an increase in the encouragement level L2SP gets better. However, pronunciation and overall bands remained unaffected.

6. Discussion and Conclusion

The results of the study are in accordance with the behaviorist theory by Watson and Skinner according to which language is a behavior that is learnt by a human from other humans (Devaki, 2021). Majority of the respondents shared that they were either often motivated or sometimes to speak English. Similarly, the majority of the

respondents reported that there was an arrangement of activities in their schools for speaking English. The result of the current study shows a significant relationship between L2 speaking proficiency and motivation. The behaviorist theory supports this relationship by putting emphasis on the importance of stimulus and response. When learners are given stimulus, they can be made responsive. The stimulus in case of the present study are repeated suggestions to speak English and arrangement of activities to speak English in school. The term reward in this theory is in the praise they receive from their teachers. Children learn language from other humans through imitation, reward and practice (Devaki, 2021; Ratnasari, 2019). They imitate their teachers and see them speaking and repeating words which may be new for them. Through repetition and by practice they learn these words and make them part of their vocabulary.

In this process of learning L2 speaking proficiency two points are important: the concept of native like pronunciation is changed now as Zoghbor (2018) has pointed out. The goal of English teaching should now be comfortably understandable pronunciation. Secondly, according to Chomsky (as cited in Anandan, 2019) the human brain is biologically designed to learn language. All that a teacher should do is to facilitate this process (Patrick, 2019). This goes in parallel with Krashen (1982, as cited in Henry et al., 2014) who believes that learning of language occurs with the involvement of teacher's assessment and instruction. Thus, be it pronunciation, vocabulary or fluency teacher instruction improves language learning in the students. The feedback given by teachers has a positive effect on their learning. It gives them inspiration to work on their language errors and develops their interest in improving their speaking proficiency. According to a study, Learners who receive comprehensive feedback during their schooling while learning language show a better result than those students who did not receive corrective feedback (Nowbakht & Shahnazari, 2015). Based on researcher's observation during the last 12 years, the English curriculum mostly focuses on syllabus covering. English speaking skills are usually supposed to be improved by debating societies and dramatic clubs. In the university. Just as the point of understandable pronunciation is discussed above, L2 speaking proficiency should be understood as a catch-all term as suggested by Murray (2013). Grammar is an important component of L2SP (Gutierrez, 2016). This component of L2 speaking proficiency is paid the most attention in Pakistani schools. In addition to grammar, the concept of fluency should also be understood and practiced in a better way. Here De Jong (2018) can be referred to; He shares that lay people consider fluency similar to proficiency. It depends on personal speaking style. Disfluency sometimes is a positive signal for learners and helps them take part in effective speaking. It can be inferred that taking pause is not disfluency as is generally understood by people rather taking spontaneous pauses and handling them with confidence and continuing communication is fluency. Many studies have shown that learners indulge in fluent speaking when they are motivated to speak (Riasati, 2018; Nzana, 2016). As far as vocabulary is concerned, results of the study have shown a significant positive relation between vocabulary and encouragement. Good vocabulary means good speaking proficiency. Although limited vocabulary is used by nonnative speakers as compared to native speakers (Boenisch & Soto, 2015) that also works. Native speakers and nonnatives use the same most frequent words as Boenisch and Soto (2015) found that the top 100 words used by natives and nonnative speakers overlap up to 85%. Moreover, complex sentence formation and then fluency are reported to happen in L2 learning. As grammar translation method is usually used in Pakistani

schools (Bukhari & Shakir, 2020) speaking proficiency is overlooked.

Once the concept of understandable pronunciation, personal style-based fluency, importance of grammar and vocabulary is understood there arises a need to motivate L2 learners to indulge in speaking with the goal to improve on these elements of L2 speaking proficiency. This can be done by knowing the difficulties L2 learners are facing to speak English, for example, inadequate knowledge of language, self-evaluations, shyness, no knowledge of how to proceed and lack of confidence (Gan, 2013). These difficulties need better understanding. Motivation is vital in L2SP. Many speaking centers the researcher had contacted during this research to collect data claim improvement in speaking proficiency of students in a couple of weeks. This becomes possible through letting students practice and giving them feedback. Unfortunately, it is not affordable by majority though. Inspired by a study by Patrick (2019), the researcher conducted Speak English week for her students as an activity along with routine syllabus covering to practice speaking English. Students were very much motivated to speak English only during class hours and even outside the class for gaining practice. It was observed that the students could come out of their shyness at least to some extent and started speaking somehow. All this had been possible by motivating them. This experience is confirmed by Riasati (2018) who found that willingness to speak is positively related with motivation and self-perceived speaking ability. On Similar grounds Masrai and Milton (2017) also found a positive contribution of motivation in language learning outcomes.

L2 learners need to treat English as a tool only. They visualize English speaking as the way native speaker speaks in a particular accent. In addition, in our society the concept of fluency is taken as a synonym of speaking speedily in the target language. Based on two expert opinions, one of a school principal and the other of an experienced university teacher, teachers usually are neither proficient nor they work on their proficiency. The proficiency practice that can be done side by side with teaching is ignored in the classes. This leads to non-proficient students even after a decade of school education.

7. Pedagogical Implications

Keeping in mind imitation, reward and practice rule from behaviorist theory students may repeat new vocabulary again and again in order to get mastery of new words through drilling. In case teachers' pay no attention to the speaking proficiency of the L2 learners they can imitate any good speaker from you tube. Vocabulary lists can be provided to the students or they may be asked to make their own vocabulary list and follow up responses can be observed on their usage. Boenisch and Soto (2015) developed a list of core vocabulary words that consist of frequent words used by school children. Such lists can be used to develop language learning. Speaking proficiency can be improved through drilling. An acceptance of the so-called desi/paindu style of speaking English in our society can be given to the students. This awareness will develop Pakistani English in the near future.

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