

**RESEARCH PAPER****Identification of the Factors affecting Oral Proficiency Skills of ESL Learners at Elementary Level****<sup>1</sup>Kausar Parveen Malik\*, <sup>2</sup>Faryal Amin and <sup>3</sup>Dr. Muhammad Arfan Lodhi\***

1. M. Phil Scholar, Department of English, NCBA&E University Bahawalpur, Punjab, Pakistan
2. M. Phil Scholar, Department of English, NCBA&E University Bahawalpur, Punjab, Pakistan
3. Higher Education Department (Collegiate Wing) Punjab, Pakistan

**\*Corresponding Author**

samaritan\_as@hotmail.com

**ABSTRACT**

The purpose of the present study was to establish the factors that hinder the English speaking skills of the elementary students in Pakistan. Being aware of the significance of English in the global world, this study aimed at identifying the factors, which promote or hinder oral proficiency development among young learners. The study employed both quantitative and qualitative data collection tools in the mixed-method research framework. Self-administered questionnaires were administered among 300 proportionate randomly selected students of different elementary schools located in Bahawalpur district of Southern Punjab. Similarly, interviews and focus group discussions were used for 40 teachers and 20 parents. Findings obtained from data analysis indicate many factors including social background of the students, qualifications of their teachers, teaching practices used in the classroom, availability of the resources like environments in home and school where a student can find English speaking contexts, and the motivational levels along with self-efficacy in the students. The findings revealed that the students from higher Socio-economic have improved competency in English speaking as well as comprehending instructions due to 'better exposure and better access to learning materials'. Besides, the study established that the use of appropriate instructional practices and the fluency of the teacher in the English language were paramount in increasing student's speaking skills. The suggestions postulated in the study include continuing education programs for teachers, parent literacy, and formulation of high quality school curricula that is replete with language contents and skills.

**KEYWORDS**

Academic Issues, ESL Oral Proficiency, Institutional Issues, Instructional Techniques, Social Factors

**Introduction**

Due to the fertile implication of English language in the academic and career prosperity in the educational system of Pakistan, the language has been elevated to the realm of a relevant platform. Given the fact that English is used as the medium of instruction in many schools and is required for admission to universities English proficiency is valuable for students. However, there is rising concern with the speaking skills of elementary learners which most of the time are below par (Ghafar & Raheem, 2023). To get through schools, colleges, and universities and to attain an appropriate job in future, and above all to communicate within the society English speaking skills are inevitable. As more and more stress is laid on English education, it is being observed that many elementary level students have serious problems in speaking the language fluently and confidently and the research question arises as to what could be the cause of this (Oli et al, 2023).

As highlighted above, the task of fostering English speaking skills among young learners in Pakistan hence has several aspects. This is due to several factors that includes educational practices as well as the socio-cultural factors (Tayyab et al. 2023). Primary education is a significant period in the development of oral competence, any learning deficiency at this stage has a tendency to continue into the further years, and the child's self-esteem takes a knock as well. In order to respond to the problems mentioned above, it is necessary to study the various components which are related that are relevant to the teaching speaking in English in general, the process of curriculum development and implementation, the socio-cultural factors, psychological features (Khasawneh, 2023).

This study has explored the problems of students during speaking skills, concerning academic settings and real life interactions. Moreover, in speaking, the students experience diverse difficulties because of inadequate classroom conduct (Ghafar & Raheem, 2023; Qasim, 2021). Many students have complications that stem from poor seating arrangement particularly thing like group work, pair work as well as peer associations. This issue become rather problematic for teachers since it is a daunting task to get students' involvement and ensure they perform to the best of their abilities in speaking tasks (Naz et al., 2022; Oli et al., 2023). In order to improve the speaking skills of students, there must be a proper environment in the classroom that could enable a student to develop and enhance oral competence. Hence, what the present research aims at investigating is the determinants of students' performance in learning English as a foreign language (Muklas et al., 2024; Nijat et al., 2019). This research is carried out with the purpose of helping the students in developing the skills that are necessary for effective verbal communication not only within the classroom environment but also in other conditions. It also aims to increase students' awareness, to develop a favorable attitude towards learning, and to be active communicators (Begum, 2020; Khan, 2022). According to Wright, for instance, when a student is willing to learn and to master a second language, it is because he or she has cherished the value of communication and the desire to enhance his or her language efficiency. The current study highlighted the problems at personal, institutional, social, psychological and cognitive level during acquiring oral competence by the English language learners at elementary level.

## **Literature Review**

### **Factors affecting language learning of students**

#### **Impact of Socioeconomic Status on English Language Proficiency**

Laila et al. (2023) used a quantitative method to investigate on the correlation between the socio-economic status (SES) and English language skill amongst students in the elementary education level in Pakistan. This study used quantitative data from 300 students studying in public and private school in Karachi, Pakistan. In order to compare SES indices like income; parental educational level and job status with students' English language performance, multiple regression analysis was conducted. It was concluded that while student's abilities in English and Mathematics had been raised quite well, increased access to private tutoring and well-resourced schools that favored students in higher SES had triggered better results. Nevertheless, there were some limitations such as the study was conducted in only one city named Karachi; therefore, the findings cannot be generalized for overall other places of Pakistan. Author of this study employed both quantitative and qualitative techniques to examine the effects of SES on English language of the students of Lahore in their early grade level. The researchers attempted to collect both primary and secondary data from 250 students and conducted questionnaires and interviews of students as well as teachers in fifteen schools. This (Farooq et al. 2011),

analysis incorporated factors like household income, parents occupation, education among others. It also revealed that students who came from higher SES had more opportunity to be exposed to the English language in such areas as extra English clubs, reading English media, and private tutors and hence better English language competency. Tasdemir et al. (2020), conducted a cross sectional study alongside SEM to examine the correlation between SES factors and Students' English Language Proficiency among the elementary students in Punjab. The study adopted cross-sectional research design and used self-administered questionnaire to gather information from 200 students in rural and urban schools. Yaseen (2018) used a longitudinal research design where, she followed the English language development of four hundred students in two successive years in Islamabad. The research included using scores from standardized tests to identify increase in the teaching of English when implemented over time and the two SES measures used were parental income and education.

In the similar context, Kanwal et al. (2022) studied the role of socioeconomic status (SES) influencing English language achievement of students at elementary level in Pakistan and conflated only bilingual schools of Peshawar. The study sought to find out how these socio economic factors affected the students' mastery of English, especially on grammar and vocabulary. The findings shown that there are significant relationship between SES and better performance of English language. Wiranatakusuma & Pitchay (2021) examined the relationship between SES and ELT to assess the impact of the socio economic status on the English language of elementary students in Pakistan where the authors specifically targeted 250 students from each districts of Balochistan. In the study, a comparative approach was used in order to assess the English performance of the high, middle as well as the low SES students. Socioeconomic status is one of the factors determining the students' English language skills, and Akhtar et al. (2019) investigated the impact of this factor in a study carried out on 350 students in Multan, Pakistan. A hierarchical linear modeling analysis to examine the influence of these SES components including parental education, family income and the size of the household on the students' ELPS scores was conducted by the author.

### **Role of Family Background and Parental Education in English learning**

To inquire the issue of family background and parental education that affect English-speaking ability of elementary school students of Pakistan, Nadesan & Md. Shah (2020), was conducted. From the outcome of the study, it was indicated that there exists a relation between parents' education and children language development. More specifically, the subset who provided information about their parents' education showed that if the parents had attained more years of education, their children were able to speak English better. Haq (2022) analyzed historical development and current status of English composition teaching learning in Turkey that may shed light on English learning in Pakistan. Education and parents' involvement and their socio-economic level are particularly important for children in Multilingual societies such as Pakistan; Children's family background is therefore found to be a key determinant of a child's language learning. " Using parental education level to understand the English-speaking ability of the presently enrolled elementary school children of rural areas especially Bahawalpur (Akram and Ghani, 2017). Bashir & Rahman (2018) stated that parents who have higher levels of education were more aggressive in ensuring that their children use English at home. The researchers suggested that schools in such areas inculcate support programs including after school language development since some of the students might lack such opportunities at home (Bashir & Rahman, 2018). Quite similarly, Shah & Raza (2019) used a parental education level to explain students' attitudes towards learning English, which is one of the important aspects of language use. Cross-sectional survey design was

employed to establish the relationship between students and parents' attitude towards English and children's motivation to learn the language. Shahreena et al. (2021) examined the effects of the family background and parental education on speaking English of the students of Elementary school of Karachi, Pakistan. Gul et al. (2022) examined family background, Parental education and speaking English fluency of the elementary students of Hyderabad Pakistan. Two hundred and twenty students have been explored by the means of language proficiency tests as well as the questionnaires filled in by parents. Sarwat et al. (2021) also highlighted a cross-sectional study with the purpose to identify family background and parental education as predictors of English-speaking ability of elementary school children in Faisalabad city of Pakistan. Kaur (2019) on other hand focused on the impact of parental education on the English speaking skills of elementary students in Sialkot-Pakistan while identifying family background as the independent variable.

### **Teaching Methods on English Speaking Abilities of ESL learners**

Nijat et al. (2019) assessed the practices within a school to identify the extent to which various teaching approaches influenced the EFL learners' performance of the students especially in the Pakistani context. Kathirvel & Hashim (2020) work centred on the evaluation of the effects of interactive modes of instruction on the English as a foreign language of elementary students in Karachi, Pakistan. Farooq et.al. (2011) undertook a detailed study reveal the effects of SES in regard to English language fluency of students in Pakistani context. Aslam and Kingdon (2011) extended the analysis of the home and school anti language background on elementary student English speaking abilities in Pakistani school. The research conducted by Naz and Gulzar (2020) was concerned with psychological barriers mainly language anxiety that hinders learning and speaking English among elementary students. Bashir and Bhatti (2018) aimed at establishing the contribution of parents' engagement that would improve ESL among the elementary students in rural Punjab particularly Bahawalpur. The study of Khan (2022) aimed to compare the effect of experiential learning techniques on English-speaking skills of elementary student in Peshawar, Pakistan. Furthermore, Shakil (2020) investigate the effect of peer learning activities on the English language learners of elemental schools of Faisalabad Pakistan. All these studies highlighted the significant role of appropriate teaching methods in learning English at different levels.

### **Cultural and Environmental Factors and English language learning**

Qudoos (2022) investigated the role of culture and environment on acquisition of English language by the students of elementary school in Pakistan. The study targeted 350 students in both urban and rural schools in Lahore and the important variable included cultural perception of English, exposure to the English media and languages and the language used at home. Raza & Ali (2016) did a more comprehensive study concerning peer interaction and English speaking achievement of elementary students in Pakistan. In one of the prior studies Ahmed and Ghani (2019) analyzed a crucial source that focuses on the ways in which resource support can be used to improve the ability to speak English in rural elementary school in Bahawalpur Pakistan. Another study done by Malik and Qureshi (2017) investigated the contribution of teaching feedback on the improvement of English speaking skills of students in elementary schools in Pakistan. Using a quasi-experimental research design. The final results show that the group with no feedback made the least amount of progress, which once again proves the necessity of timely interferences in the learning process of a language. The study pursued by Nawaz and Sheikh (2020) aimed at ascertaining the motivational factors that impact on learning English language in particular speaking skills of elementary level students of Punjab including Bahawalpur. It

was recommended by the research that teachers should therefore develop an interest in the counts by designing outstanding, motivating, collaborating, and cooperating enriched learning environment and student involvement and that teachers should direct their efforts to promote and maintain the intrinsic motivation in the learning of English (Nawaz & Sheikh, 2020). On the other hand, Ahsan and Farooq (2018) directly studied the impact of learning environment and teacher-student communication on the students' English speaking skills.

**Table 1**  
**Comparative Table of Previous Study**

Reference	Technique	Outcome	Results
Akram, M., & Ghani, S. (2017)	Qualitative interviews with teachers	Challenges and strategies in teaching speaking	Identified need for more practical and interactive methods
Ali, R., & Ahmed, H. (2020).	Survey of students and teachers	Factors negatively affecting speaking skills	Highlighted issues like lack of practice and fear of mistakes
Cabaltica, R., & Arcala, R. J. M. (2021)	Mixed-methods (surveys and observations)	School-related factors influencing speaking skills	Found inadequate resources and teacher training as major issues
Hayat, F. (2020)	Case study with focus group discussions	Oral fluency problems in undergraduate students	Identified anxiety and limited vocabulary as key challenges
Khan, S. (2022)	Student surveys	Factors affecting use of English in classrooms	Found lack of confidence and insufficient exposure to English
Mahboob, A. (2021).	Psychological assessment and surveys	Psychological factors affecting speaking	Anxiety and fear of negative evaluation were significant factors

Although steps have been taken in the direction of improving English language instruction in Pakistan, little is known about the factors that affect English-speaking abilities of the elementary students. Past studies have more concentrated their research on overall language skills or, more specifically, reading and writing skills, whereas the speaking component of English has been largely ignored. In addition, although prior research has investigated the instructional approaches and the importance of socioeconomic status, no synthesis of theoretical frameworks has examined cultural, environmental, and family factors affecting spoken language development. This scarcity is more apparent when it comes to the multilingual setting of the learners in context to Pakistan that is transformed into learning English as second language.

## Material and Methods

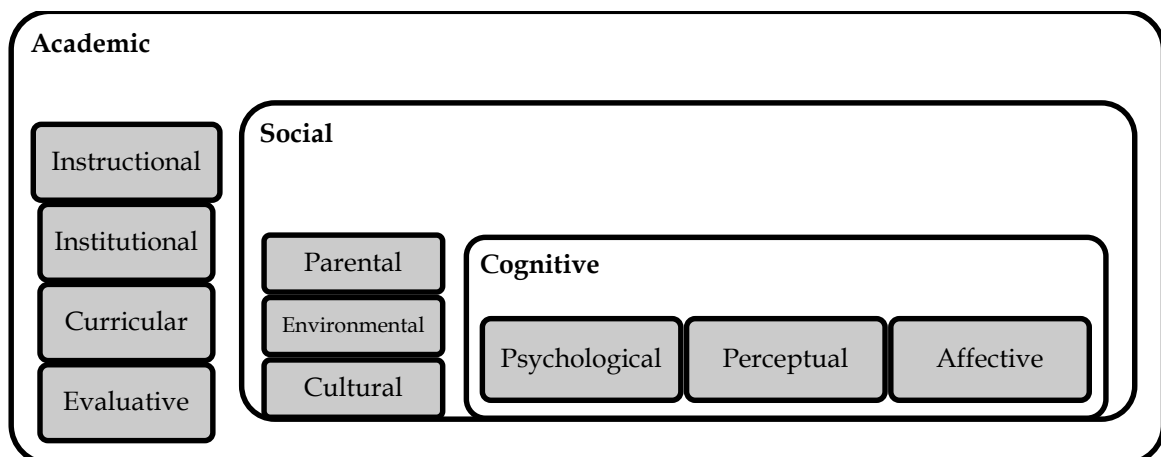


Figure 1: Methodological Framework

The study adopted descriptive framework in survey-oriented enquiry. The data was collected quantitatively as well as qualitatively. Random sample of 300 students was obtained for the purpose of data collection and analysis.

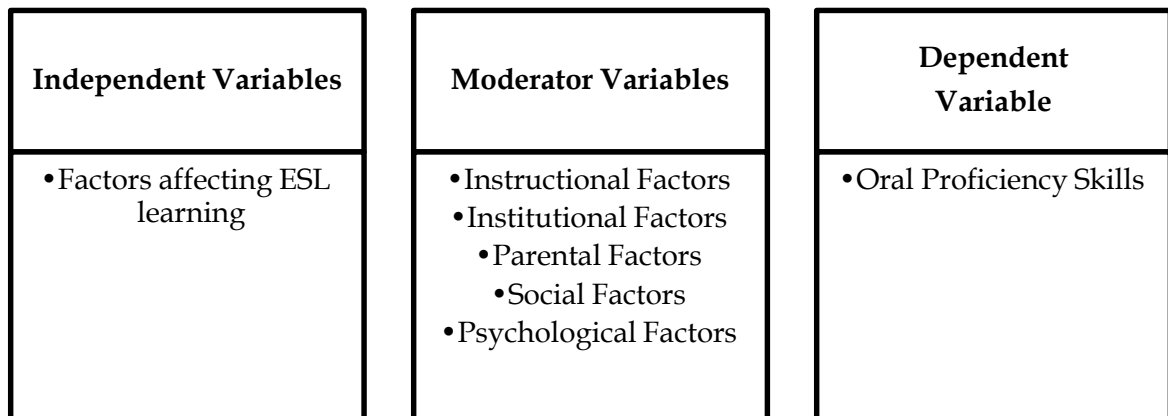


Figure 2: Variables of the study

Table 2  
Sample Description

Sample Strata	Private Male	Private Female	Public Male	Public Female	Total
Students	75	75	75	75	300
Teachers	10	10	10	10	40
Parents	5	5	5	5	20

To achieve the research objectives several data collection tools were employed in order to both quantitative and qualitative data. For this study, researcher selected 03 different tools to gather data from three types of respondents. The data was collected from students through questionnaire, from teachers through interviews, and from parents through focus group discussions.

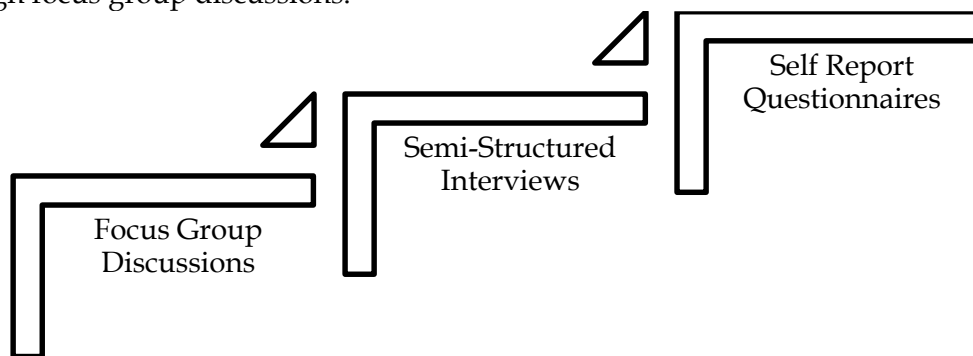


Figure 3 Data Collection Tools

The first method for collecting quantitative data was an endowed structured questionnaire to the 300 the elementary students. The survey consisted of 40 items grouped into 10 sections; socio- economic status, contact with English media, school characteristic and students' perception of their English speaking ability. In order to gauge students' attitudes to learning English as well as their perception of their speaking skills, the survey used a Likert scale of 1 being 'Strongly Disagree' to 5 being 'Strongly Agree'. For the qualitative part, the participants who were teachers and parents were administered semi structured interviews. These interviews comprised questions, which had no

predetermined answers and which had the aim of getting the participants' perception of the issue at hand, more of the factors that make the students speak English fluently. Most of the interviews with the individual participants and focus groups were conducted and lasted for approximately between 30-45. Moreover, semi structured focus group discussions were made with each group comprising of 10 students. These were more focused as they were pursued according to a list of topics but were not as rigid as those in the previous conversations granted a sense of the students' attitudes and the challenges, which they experience when learning English. The use of these tools enabled the research to gather data on quantitative differences as well as qualitative facts concerning the ways and means of language acquisition.

**Table 3**  
**Questionnaire Description**

No	Category	Statements	Nature of Data	Scaling
1	Confidence in Speaking	04	Quantitative	5- point Likert
2	Classroom Environment	04	Quantitative	5- point Likert
3	Peer Interaction	04	Quantitative	5- point Likert
4	Teacher Support	04	Quantitative	5- point Likert
5	Parental Engagement	04	Quantitative	5- point Likert
6	Use of Resources	04	Quantitative	5- point Likert
7	Cultural Attitudes	04	Quantitative	5- point Likert
8	Media Influence	04	Quantitative	5- point Likert
9	Anxiety and Pressure	04	Quantitative	5- point Likert
10	Overall Experience	04	Quantitative	5- point Likert
<b>Total</b>			<b>40</b>	

#### Data Analysis

The data analyzed from students have been analyzed on categorical level as well as cumulatively. The information obtained from the respondents is analyzed as under:

**Table 4**  
**Speaking with confidence**

No	Statement	Students	SA	A	SWA	DA	SDA	Mean Value
1	I feel confident when speaking English in front of my classmates.	Private Male	10	15	08	20	22	2.61
2		Private Female	12	17	04	16	26	2.64
3		Public Male	08	10	03	40	14	2.44
4		Public Female	18	14	12	18	13	3.08
		Overall Value	48	56	27	94	75	2.70

Data shown in above table indicates the frequency distribution and descriptive statistic values of various responses, ranging from strongly agree (05) to Strongly disagree (01), obtained from private male and female learners along with public male and female language learners. The information required from the respondents concerning the statement "I feel confident when speaking English in front of my classmates". The data mentioned in the above table highlights the extreme variation of responses on behalf of male and female respondents. The overall mean score of private male learners was 2.61 that indicates that majority of the respondents were somewhat agree regarding the statement. Similarly, the obtained mean score of private female students was 2.6; public male was 2.44, whereas public female was 3.8. Cumulatively, the overall calculated mean score was 2.70 that indicates that students majorly affirm the statement that they maintain their confidence level while talking to others in language class.

**Table 5**  
**Concern regarding pronunciation**

No	Statement	Students	SA	A	SWA	DA	SDA	Mean Value
1	I often worry about my pronunciation when speaking English.	Private Male	30	26	10	4	5	3.96
2		Private Female	45	20	4	3	3	4.37
3		Public Male	20	40	12	1	2	2.78
4		Public Female	35	26	4	6	4	4.09
		Overall Value	130	112	30	14	14	3.8

Data shown in above table indicates the frequency distribution and descriptive statistic values of various responses, ranging from strongly agree (05) to Strongly disagree (01), obtained from private male and female learners along with public male and female language learners. The information required from the respondents concerning the statement "I often worry about my pronunciation when speaking English". The data mentioned in the above table highlights the extreme variation of responses on behalf of male and female respondents. The overall mean score of private male learners was **3.96** that indicates that majority of the respondents were somewhat agree regarding the statement. Similarly, the obtained mean score of private female students was **4.37**; public male was **2.78**, whereas public female was **4.09**. Cumulatively, the overall calculated mean score was **3.8** that indicates that students agree that they confront anxiety during speaking.

**Table 6**  
**Learning through conversation**

No	Statement	Students	SA	A	SWA	DA	SDA	Mean Value
1	I learn a lot from speaking with my classmates in English.	Private Male	6	6	10	32	21	2.25
2		Private Female	10	10	5	20	30	2.6
3		Public Male	8	4	2	21	40	1.92
4		Public Female	11	7	5	24	28	2.32
		Overall Value	35	27	22	97	119	2.27

Data shown in above table indicates the frequency distribution and descriptive statistic values of various responses, ranging from strongly agree (05) to Strongly disagree (01), obtained from private male and female learners along with public male and female language learners. The information required from the respondents concerning the statement "I learn a lot from speaking with my classmates in English". The data mentioned in the above table highlights the extreme variation of responses on behalf of male and female respondents. The overall mean score of private male learners was **2.25** that indicates that majority of the respondents were somewhat agree regarding the statement. Similarly, the obtained mean score of private female students was **2.6**; public male was **1.92**, whereas public female was **2.32**. Cumulatively, the overall calculated mean score was **2.27** that indicates that students disagree with the statement they learn a lot from their class fellows.

**Table 7**  
**Teacher's Feedback**

No	Statement	Students	SA	A	SWA	DA	SDA	Mean Value
1		Private Male	14	10	14	20	27	2.92



2		Private Female	16	30	8	10	11	3.4
3	My teacher provides constructive feedback on my speaking.	Public Male	10	25	8	17	15	2.97
4		Public Female	21	16	15	13	10	3.33
		Overall Value	61	81	45	60	63	3.16

Data shown in above table indicates the frequency distribution and descriptive statistic values of various responses, ranging from strongly agree (05) to Strongly disagree (01), obtained from private male and female learners along with public male and female language learners. The information required from the respondents concerning the statement "My teacher provides constructive feedback on my speaking". The data mentioned in the above table highlights the extreme variation of responses on behalf of male and female respondents. The overall mean score of private male learners was **2.92** that indicates that majority of the respondents were somewhat agree regarding the statement. Similarly, the obtained mean score of private female students was **3.4**; public male was **2.97**, whereas public female was **3.33**. Cumulatively, the overall calculated mean score was **3.16** that indicates that students majorly affirm that their teacher provides constructive feedback on my speaking.

**Table 8**  
**Parental encouragement**

No	Statement	Students	SA	A	SWA	DA	SDA	Mean Value
1	My parents encourage me to practice speaking English at home.	Private Male	30	26	10	4	5	3.96
2		Private Female	35	19	8	7	6	3.93
3		Public Male	15	20	5	8	27	2.84
4		Public Female	6	9	12	30	18	2.4
		Overall Value	86	74	35	49	56	3.28

The information required from the respondents concerning the statement "My parents encourage me to practice speaking English at home". The data mentioned in the above table highlights the extreme variation of responses on behalf of male and female respondents. The overall mean score of private male learners was **3.96** that indicates that majority of the respondents were somewhat agree regarding the statement. Similarly, the obtained mean score of private female students was **3.93**; public male was **2.84**, whereas public female was **2.4**. Cumulatively, the overall calculated mean score was **3.28** that indicates that parents usually motivate their children to speak in English.

**Table 9**  
**Need of English**

No	Statement	Students	SA	A	SWA	DA	SDA	Mean Value
1	I think learning English is essential for connecting with others.	Private Male	26	34	8	3	4	4
2		Private Female	29	33	10	2	1	4.16
3		Public Male	30	25	9	4	7	3.89
4		Public Female	8	52	6	9	0	3.78

Overall Value	93	144	33	18	12	3.96
---------------	----	-----	----	----	----	------

The data mentioned in the above table highlights the extreme variation of responses on behalf of male and female respondents. The overall mean score of private male learners was **4** that indicates that majority of the respondents were somewhat agree regarding the statement. Similarly, the obtained mean score of private female students was **4.16**; public male was **3.89**, whereas public female was **3.78**. Cumulatively, the overall calculated mean score was **3.96** that indicates that students majorly affirm the statement that they think learning English is essential for connecting with others.

**Table 10**  
**Watching language programs**

No	Statement	Students	SA	A	SWA	DA	SDA	Mean Value
1	I enjoy watching English-language programs to improve my speaking.	Private Male	15	30	10	8	12	3.73
2		Private Female	10	16	20	24	15	3.16
3		Public Male	35	4	3	15	18	3.30
4		Public Female	30	6	4	16	19	3.16
		Overall Value	90	56	37	63	64	3.34

The data mentioned in the above table highlights the extreme variation of responses on behalf of male and female respondents. The overall mean score of private male learners was **3.73** that indicates that majority of the respondents were somewhat agree regarding the statement. Similarly, the obtained mean score of private female students was **3.16**; public male was **3.30**, whereas public female was **3.16**. Cumulatively, the overall calculated mean score was **3.34** that indicates that students majorly affirm the statement that somewhat enjoy watching English-language programs to improve my speaking.

### Analysis of the data obtained from Teachers' Interviews

The data was collected from teachers through semi-structured interviews. The analysis of data obtained from teachers regarding the factors affecting English speaking skills of elementary students in Pakistan revealed several key insights. According to data, a significant number of educators felt unprepared to instruct speaking skills since they had received insufficient training in communicative language teaching approaches. Their capacity to successfully engage pupils in speaking activities is strongly impacted by this gap in their professional growth. Many educators said that traditional teaching strategies, like lecture-based instruction and rote learning, were still widely used in their classes. Although several educators utilized interactive exercises, they observed insufficient time and resources to apply these techniques on a regular basis. According to data, educators stressed the value of a supportive learning environment in the classroom for developing speaking abilities. Learners who were placed in inclusive and encouraging environments showed increased levels of engagement and decreased anxiety.

Data indicates that a common concern was the availability of instructional resources. Instructors reported having insufficient resources, including technology, audio-visual aids, and textbooks, which made it difficult for them to give students interesting

speaking practice. It was further found that teachers acknowledged that students' desire to participate in speaking activities was greatly influenced by cultural attitudes toward communication and English. Due to their fear of making mistakes or falling short of cultural norms, many students were reticent or hesitant when speaking. According to data, teachers observed that parental support was essential for pupils' language development. They noticed that because these parents frequently encouraged practice at home, students with more involved parents generally performed better on speaking activities. Teachers emphasized how peer contact improves speaking abilities. Students' confidence was bolstered by the opportunity to practice speaking in a less scary setting in classrooms that encouraged group work and conversations.

It was also found that a large number of teachers noted that when pupils were requested to speak in English, they displayed high levels of fear. Lack of confidence, fear of criticism from peers, and insufficient classroom speaking experience were blamed for this nervousness. Teachers have voiced the need for more efficient speaking-skills-focused assessment techniques. Oral proficiency assessment was largely neglected in favor of written exams in many of the contemporary assessments. Teachers have emphasized the necessity for continuous professional development with a focus on speaking skills instruction. To increase their efficacy, interactive teaching methods workshops and training sessions were suggested. These results demonstrate how important it is for teachers to shape primary pupils' English speaking abilities. Students' speaking proficiency can be significantly improved by addressing the issues raised by professional development, resource allocation, and the adoption of more engaging teaching techniques.

### **Analysis of the data obtained from Parents**

Focus group discussion technique was used to gather data from the parents. The language used by the researchers was Urdu and mixture of local languages as the students belonged to different linguistic and ethnic backgrounds. The results of parent focus group conversations highlight how important it is for parents to help their kids become proficient English speakers. Their observations emphasize the necessity of improved methods for fostering a pleasant atmosphere for language learning, as well as improved communication with schools and resource availability. Stakeholders can provide a more encouraging framework that improves Pakistani primary children's English-speaking skills by addressing these factors. The information obtained from focus group discussions is given as under:

Parents unanimously recognized the significance of English speaking skills for their children's future academic and professional success. Many expressed a desire for their children to become fluent in English to improve their career prospects. Data also shows that Parents highlighted their efforts to support their children's English learning at home, such as encouraging reading English books, watching English-language programs, and practicing speaking together. However, they noted varying levels of success based on their own English proficiency. It was found that cultural attitudes towards English as a second language can influence how parents perceive and support their children's language learning. Some parents felt that English was essential, while others viewed it as secondary to their native language. Many parents expressed a desire for more communication and engagement with teachers regarding their children's progress in English. They felt that stronger partnerships between home and school could enhance their children's speaking skills. Parents discussed the limited availability of resources, such as English language classes outside of school. They expressed a need for extracurricular programs that focus specifically on developing speaking skills.

Several parents mentioned observing their children's anxiety when asked to speak English, particularly in front of peers. They believed that a supportive and encouraging home environment could help alleviate this anxiety. Parents recognized the influence of peer interactions on their children's speaking skills. They noted that children who had friends with strong English skills were more motivated to practice speaking. It was further explored that the use of media, including educational TV shows, YouTube channels, and language apps, was mentioned as a helpful tool for exposing children to English. Parents believed that these resources could supplement classroom learning effectively. Data indicated that some parents expressed concerns about the pressure their children felt to perform well in English, fearing that high expectations could lead to stress rather than motivation. Parents further provided feedback on school programs, emphasizing the need for more interactive and practical approaches to teaching English speaking skills. They suggested that schools incorporate more group activities and speaking opportunities in the curriculum.

## **Conclusion**

The current study emphasizes the complex process of language learning and identifies a number of important variables that have an impact on students' capacity for successful English communication. The main conclusions indicate that a number of factors, including resource accessibility, classroom atmosphere, cultural influences, and teacher competency, have a big impact on students' speaking abilities. It is further highlighted that enhancing students' confidence and participation in speaking activities requires a supportive classroom atmosphere that is marked by opportunities for interactive practice and positive reinforcement (Gregersen & MacIntyre, 2014). Teachers play a critical role in fostering a culture of speaking that promotes involvement and lowers fear. They can do this by modeling successful communication and utilizing a variety of instructional tactics (Thomson & Derwing, 2015). The influence of parental participation and socioeconomic circumstances on students' language learning experiences is also highlighted in the study. Parental involvement in the classroom can boost kids' enthusiasm and offer extra assistance for language practice outside of the classroom (Swain, 2000). In addition, it is imperative to consider the cultural background of students in order to design pertinent and meaningful language learning experiences (Kramsch, 1998). Overall, the results support all-encompassing approaches that foster the development of English speaking abilities by means of curriculum reform, improved teacher preparation, resource distribution, and technological integration. Future studies should investigate these aspects in order to gain a deeper understanding of and solutions for the difficulties Pakistani elementary pupils encounter in their pursuit of English proficiency.

## **Recommendations**

The study concludes with number of suggestions, which are possible to improve young learners' English speaking abilities:

- Increase the amount of speaking-focused activities in the curriculum, such as role-playing, debates, and presentations, to give students regular chances to practice oral communication. The implementation of professional development programs that prioritize successful teaching strategies, such as interactive and student-centered approaches, is crucial for the continued training of instructors in speaking skills development.

- To provide an example for pupils, teachers should practice pronouncing words well and having conversations. Teacher training sessions should be arranged for teachers to incorporate innovative teaching strategies among them.
- Allocation of Resources in teaching materials and language learning laboratories can enhance oral proficiency of students. The concerned should invest in Teaching Materials to support interesting speaking activities in the classroom; give educators enough resources, including multimedia tools, language-learning applications, and visual aids. Furthermore, establishing Language Laboratories may provide specialized language labs with technology so that students can practice speaking and engage in interactive learning.
- Engagement of Parents in different workshops and at-home activities may develop and further enhance language learning capabilities of the learners. Teachers should arrange parent workshops that educate parents on the value of speaking abilities and offer tips on how to encourage their kids' English practice at home. They should further provide easy-to-follow exercises that parents may conduct with their kids to help them practice speaking outside of the classroom.
- Integration of Cultural Context should be the priority of the policy makers. Culturally relevant materials should be provided to make learning more relatable and interesting, include resources and subjects that are representative of the cultural backgrounds of your pupils.
- Researchers should conduct longitudinal studies to track the development of speaking skills over time, examining how various factors influence progress and retention in different educational contexts. Future researchers may explore the impact of socio-economic, cultural, and regional differences on English speaking skills among diverse student populations to gain a more comprehensive understanding of challenges and effective strategies.

## References

- Aslam, M., & Kingdon, G. G. (2011). What can teachers do to raise pupil achievement? *Economics of Education Review*, 30(3), 559-574.
- Akram, M., & Ghani, S. (2017). Parental education and its impact on English language proficiency of elementary students in rural Pakistan. *Journal of Language Studies*, 9(3), 45-62.
- Ahmed, M., & Ghani, S. (2019). Resource limitations and their impact on English speaking proficiency in rural schools of Pakistan. *Journal of Language Teaching and Research*, 10(1), 50-65.
- Ahsan, M., & Farooq, F. (2018). Teacher-student interaction and its role in enhancing English-speaking skills among elementary learners. *Pakistan Journal of Educational Research*, 5(2), 120-138.
- Ali, R., & Ahmed, H. (2020). The role of parental involvement in enhancing English speaking proficiency among elementary students. *Journal of Educational Development*, 13(2), 73-91.
- Bashir, Z., & Bhatti, R. A. (2018). Parental involvement in improving English speaking skills of rural elementary students in Punjab. *International Journal of Educational Development*, 62(1), 20-29.
- Bashir, Z., & Rahman, M. (2018). The influence of socio-economic background on English speaking skills in Pakistani elementary schools. *Pakistan Journal of Educational Research*, 6(2), 110-128.
- Begum, Z. (2020). E Mental Health and Its Future in South Asia. *Qlantic Journal of Social Sciences*, 1(2), 13-18. <https://doi.org/10.55737/qjss.592539900>
- Cabaltica, R., & Arcala, R. J. M. (2021). Factors Affecting the Speaking Skills of Second English Language Learners. *Galaxy International Interdisciplinary Research Journal (GIIRJ)*, 9(5), 121-134. <https://doi.org/10.5281/zenodo.4817502>
- Coleman, H. (2022). The roles of English in Afghanistan. *World Englishes*, 41(1), 54-71. <https://doi.org/10.1111/weng.12555>
- De Jong, N. H., Steinel, M. P., Florijn, A., & Schoonen, R. (2013). The development of second language fluency: A longitudinal study. *Language Learning*, 63(1), 132-157.
- Ellis, R. (2006). *The study of second language acquisition*. Oxford University Press.
- Farooq, M. S., Chaudhry, a H., Shafiq, M., & Berhanu, G. (2011). Factors Affecting Students' Quality of Academic Performance: A Case of Secondary School Level. *Journal of Quality and Technology Management*, VII(II), 1-14.
- Ghfar, Z. N., & Raheem, B. R. (2023). Factors Affecting Speaking Proficiency in English Language Learning: A general overview of the speaking skill. *Journal of Social Science (JoSS)*, 2(6), 507-518. <https://doi.org/10.57185/joss.v2i6.107>Gregersen,
- Haq, H. U. (2022). *ScholarWorks Georgia State University Secondary & Collegiate English Composition Education in Turkey : a Case Study of History and Present State*.

- Hayat, F. (2020). Factors affecting Students' English Speaking Skills at Secondary School Level. *Qlantic Journal of Social Sciences*, 1(2), 41-62. <https://doi.org/10.55737/qjss.884519208>
- Hussain, S. S. (2020). *Punjab School English Text-Book Analysis of Class 7Th: the Unesco Text-Book Analysis Approach*. Researchgate.Net,
- Juan, Wu, X., & Abidin, Mohamad, J. (2013). *Linguistic and Translation*. 57, 14009-14022.
- Karimah, S. A., Education, I. R., Nahdlatul, U., & Indonesia, Khan, S. (2022). Factors Affecting Speaking and Listening Skills of English Language Learners at Secondary School Level in Sindh, Pakistan. *Journal of Development and Social Sciences*, 3(II), 875-884. [https://doi.org/10.47205/jdss.2022\(3-ii\)79](https://doi.org/10.47205/jdss.2022(3-ii)79)
- Kramersch, C. (1998). *Language and culture*. Oxford University Press.
- Laila, F. N., Adityarini, H., & Maryadi, M. (2023). Challenges and Strategies in Teaching English Speaking Skills to Young Learners: Perspectives of Teachers in Indonesia. *VELES (Voices of English Language Education Society)*, 7(3), 542-556.
- Leong, L.-M., & Ahmadi, S. M. (2017). An Analysis of Factors Influencing Learners' English Speaking Skill. *International Journal of Research in English Education*, 2(1), 34-41.
- Mahboob, A. (2021). English in Pakistan: Past, present and future. *English in East and South Asia: Policy, Features and Language in Use*, 75-89.
- Muklas, M., Yuliana, R., Nurkhasanah, E., Fahriza, L. N., & Yulianda, S. Z. (2024). Analysis of the Factors Affecting Students' English Speaking Proficiency. *Wiralodra English Journal*, 8(1), 154-164. <https://doi.org/10.31943/wej.v8i1.275>
- Naz, S., Jalban, N., & Jarah, A. A. (2022). Exploring the Factors Affecting Speaking Skills in the English Language: The Case Study of Rural Sindh Students. *Erevna, Journal of Linguistics and Literature*, 6(1), 127-152.
- Nijat, N., Atifnigar, H., Chandran, K., Tamil Selvan, S. L., & Subramonie, V. (2019). Psychological Factors that Affect English Speaking Performance among Malaysian Primary School Pupils. *American International Journal of Education and Linguistics Research*, 2(2), 55-68. <https://doi.org/10.46545/aijeler.v2i2.117>
- Oli, L., Manickam, R., Rajesh, K., Ponmuthuramalingam, M., & Aravind, B. R. (2023). Probing the Determinant Factors Affecting Students' English Speaking Skills. *World Journal of English Language*, 13(7), 232-242. <https://doi.org/10.5430/wjel.v13n7p232>
- Qasim, A. Y. (2021). A Study of the Factors Affecting the Learning of English Speaking Skills College of Languages , Duhok University , Kurdistan Region - Iraq. *Academic Journal of Nawroz University (AJNU)*, 10(1), 193-202.
- Saleem Khasawneh, M. A. (2023). Factors Affecting the Improvement of Speaking Skills Among Jordanian EFL Learners. *Journal of Language Teaching and Research*, 14(6), 1559-1568
- Swain, M. (2000). *The output hypothesis and beyond: Mediating acquisition through collaborative dialogue*. In *Sociocultural theory and second language learning* (pp. 97-114). Oxford University Press.