

EXPLORING THE DYNAMICS OF ENGLISH SPEAKING FLUENCY: A CASE STUDY OF SECONDARY LEVEL STUDENTS IN DISTRICT MALAKAND

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ABSTRACT

The paper explores the factors affecting English-speaking fluency among secondary level students and evaluates the extent of teachers' facilitation in improving their fluency in District Malakand. The study used a mixed method approach with qualitative assessments from interviews undertaken with students, focus group discussion, and classroom observations and quantitative data from questionnaire and interviews with teachers. A purposive sample of fifty students with low, mid and high English language fluency (i.e., 25 male and 25 female students) was taken from Hira School and College, Dargai, Malakand. Moreover, four English language teachers with more than two years of teaching experience, two male and two female teachers were selected. The researchers found out students faced personal barriers, such as low self-confidence and limited vocabulary as well as social challenges like peer pressure and a lack of classroom encouragement. Moreover, from the teachers' responses the researchers concluded that they implemented debates and role-plays to teach fluency, but large classes and time constraints posed challenges. Content analysis of all collected qualitative material and frequency analysis of quantitative data highlighted the role of interactivity and supportive classroom climate to address these barriers. This paper offers an extended view of the complex factors affecting speaking fluency and implies specific developments in teacher training and curriculum improvement to resolve problems. The findings of this study are to inform educators and policymakers in designing better approaches for developing English-speaking skills in similar learning environment.

Key words: Speaking fluency, personal barriers, training, curriculum, debates

INTRODUCTION

Introduction

Background of the Study

Language is a source of sharing ideas, feelings, desires and thoughts with friends, family and the rest of the community. But for linguist, language is not merely an expression of thoughts, sentiments,

perception and values; it also represents a fundamental expression of a social identity of an individual. Speaking is a key aspect of language acquisition, a domain that skillfully represents how a learner is able to express him/herself in real time. Speaking fluency has several aspects; the rate, the

accuracy and the language flow; thus, it is a multifaceted construct affected by factors of language knowledge, language processing and task characteristics (Skehan, 2009). In second and foreign language instructional settings, especially in the developing world where the English language is widely taught, fluency continues to be a major concern to learners and trainers. Another aspect of learner talk is the flow of talk and it is closely associated with text organization and task difficulty along with the amount preparation that is possible (Skehan Foster, 1999).

The studies indicate that the characteristics of the utilized tasks as well as the conditions of processing have a considerable influence on fluency indices. For example, transition and structural assistance prompts during written and oral narrative tasks decrease linguistic pause and improve overall flow in contrast to open tasks (e.g. Skehan et al., 2016). However, teachers' contributions such as; offering adequate planning time and feedback that is student-specific is crucial since it leads to learners' fluency (Richards, 2006). The purpose of this research is to make a novel contribution to the body of knowledge and practice concerning the factors that relate to the learning, teaching or assessment of fluency in English speaking by utilizing learner teacher and task related factors.

When it comes to speaking English, one can produce language at a fast pace or be able and willing to speak with greater complication but that does not necessarily mean fluency is achieved meaningful communication. This balance is with reference to the learner's linguistic repertoire and the nature and context of the language used, and the task and context in which it is used (Nation, 2007). Thus, current research indicates that in meaningful activities it can increase learners' fluency hundreds of percent when the tasks are chosen thought to minimize cognitive load and promote natural use of language (Bygate, 2001). For example, less demanding tasks or those related to content context allow learners to concentrate on accurate contextualization instead of groping for words or ideas or choosing an appropriate syntactic construction (Skehan et al., 2016).

Moreover, studies find the concept of the teacher as an enabler of fluency to be particularly

important. Several strategies can be through which teachers can facilitate fluency Effective instruction includes; organizing tasks based on the ability level of the students; engaging in collaborative speaking tasks; and providing constructive feedback which will help to boosts the confidence of the students (Richards, 2006). Fluency processes are, therefore, a function of learner characteristics, task specifics and the teaching approaches. Knowing these dynamics is crucial for approaching instructional approaches to enable learner to eliminate English language barriers to fluent communication.

Statement of the problem

The research titled 'Exploring the Dynamics of English Speaking Fluency: A Case Study of Secondary Level Students in District Malakand' aims to explore the factors affecting speaking fluency in English Language among secondary level students in district Malakand and to find out the extent to which secondary level teachers facilitate students for improving their English speaking fluency

Research Objectives

1. To explore the factors affecting speaking fluency in English Language among secondary level students in district Malakand
2. To find out the extent to which secondary level teachers facilitate students for improving their English speaking fluency

Research Questions

- What are the factors affecting speaking fluency in English Language among secondary level students in district Malakand?
- To what extent do secondary level teachers facilitate students for improving their English speaking fluency?

Significance of the Study

The findings of this study have important implication for educators, policy makers and researchers who seek to improve the teaching and learning of English to the second school students especially in backward areas. Given that literacy in English is important for success in academic learning as well as for communication within the global world, awareness of the factors influencing

students' learning and the role of the teacher as a catalyst brings out practical recommendations that can advance education. To the educators, the outcomes reveal that more focus should be aimed to organize the learning environment to cover the issues related to specific students, like low self-esteem, inadequate word choices, and bullying. As the research maps out key approaches such as debates, role plays and group discussions, the research provides teachers with usable solutions to enhance the fluency and interest of the lesson. The research also adds to the existing body of knowledge related to second language acquisition as it combines qualitative and quantitative approaches.

Literature Review

Language is an important source of communication. We interact with one another through speeches, to convey our message, ideas, and thoughts and to know others ideas, thoughts as well. Interaction takes place where there is language. Without language, we cannot interact with one another. The importance of English language is enormous for the learners of any society. People working in any institute either in government or private are supposed to speak language correctly and effectively in order to communicate with one another. Any deficiency in speaking results in misunderstanding and hurdles. For running any institute smoothly, the speaker of the language needs to be trained in the Skill of speaking. Second language speaking fluency is determined by individual factors, aspects of the second language and the situation. According to Nation (1991), learner's fluency involves sufficient smoothness, coherence and adequate facility for the effective spontaneous use of the language without undue search for forms and proper lexical items. Indeed, motivation, anxiety or the amount of exposure to the target language greatly determines the degree of fluency in the language under learning (Ellis, 1994).

Previous research for speaking has also stressed on the value of a conducive learning context. Brown notes that class practices such as role-plays and group discussions increase interaction, and hence contributes to influence fluency. Furthermore, speaking fluency crucially depends on

comprehensible input as far as the Input Hypothesis by Krashen (1985) is concerned also, if a student is helped to perform in a low-anxiety environment, they are extremely likely to become more fluent.

According to Shamim (2008) in Pakistani structural factors include overcrowded classrooms, teacher directed instruction, and teachers' gate keeping to ideas related to communicative language learning. In addition, Manan, David, and Dumanig (2016) specify the problem of a lack of practice space in English due to the dominance of Urdu and regional languages in socioculture context.

An effective teacher always ensures students practice in their speaking skills and where necessary correct the mistakes made by the students. Richards and Rodgers (2001) state CLT approaches work proactively to enhance speaking ability by emphasizing interaction and specifically, communication. The general skills of teachers to develop interesting speaking activities are crucial in aiding students to progressive speaking and tones down the level of speaking fear (S. K. Horwitz, H. Baker Horwitz & Cope, 1986).

Speaking fluency, teacher feedback and teacher education are topics which are covered in the article of Harmer (2007). Such feedbacks make learners aware of their any areas of weakness together with bolstering their strengths. In addition, Thornbury (2005) pointing out on this particular aspects of focus accuracy/ not accuracy for fluency, He pointed out that activities that are developed to enhance focus on the accuracies are appropriate for the beginners, while intermediate to the advanced learners, fluency activities such as debates and impromptu speaking should be emphasized.

Teacher-related practices are confirmed by the study of Shamim and Tribble conducted in Pakistan in 2005; the investigation shows that prevailing teacher-centred approaches do not promote development of speaking practice. Teachers themselves, as it was pointed out earlier, may not have adequate training to teach communicatively. Consequently, Mahboob (2017) asserts that EFL teachers in the context of Pakistan undertake challenges which include inadequacy of resources, congestion in classroom, and strict

curriculum and instructional control that hinders them from developing the speaking fluency of the learners.

A large part of speaking fluency results from engaging and highly communicative classroom practices. Ur (1996) argues that pair work, group discussions and role-plays are meaningful ways of communicating in the classroom. These activities also help to cultivate academic speaking and improve students' ability of cooperation and communication.

Conducted in the context of secondary schools in Pakistan, Ali and Rehman (2015) note that 'speaking' related activities are particularly rare in classrooms. They found that 79% of them focus on grammar and reading rather than oral fantasy. This gap demands a call for teacher training programs that put emphasizes on speaking focused strategies. Patel (2008) pointed out that increase the learner's confidence to reduce their shyness of in Order to make learners feel easy with the use of their language. By the appropriate syllabus design, methodology of teaching, satisfactory tasks and stuffs. Students' interaction in classroom is also important and useful to make students fluent in speaking skills. The role to be active in a classroom is enhancing speaking skill and overcome either factors which affect students speaking fluency. Classroom communication involves exchange of words between teachers and students for teachers to have a better knowledge about the learners that the learners need to take part in speaking to improve their speaking skills since speaking skills require more practice and more exposure.

Research Methodology

The study at hand focuses on factors which affect the secondary students' English-speaking fluency and evaluates teacher facilitation, using both quantitative and qualitative research methods. In the qualitative aspect, the study focused on Students' views and experiences, and in case of teachers, the quantitative section looked at classroom practices and measures. This broad design facilitated the researchers' exploration of speaker-specific and contextual factors affecting English speakers fluency.

Purposive sampling technique was used in the study in which 50 secondary level students (25

males and 25 females) were selected from Hira School and College, Dargai, Malakand. The selected students had different levels of English proficiency ranging from beginner level up to the advanced level. The students were grouped in 4-5 students and engaged them in English speaking discussion. The conversations of the students were recorded and then transcribed for analysis. Similarly, 4 secondary school teachers (SSTs) of English, 2 males and 2 females with two and above year teaching experience were selected. The data collection involved teachers in filling out structured questionnaires on the speaking activities, strategies used and challenges encountered and thereafter, having the teachers undergo semi structured interviews to get qualitative data. Classroom observations as a research approach extended the exploration of the implemented speaking tasks, teacher-student talk interactions, and feedback.

Qualitative data collected from student interviews, focus groups and direct observations was analyzed through thematic analysis whereby the research sought to identify emergent themes that captured the experiences of participants. Quantitative data collected from the teachers in the form of structured questionnaires was analyzed descriptively. Together, these methods offered a distinguished view on the barriers in students' speaking fluency and teacher-mediated approaches.

Data Analysis and Discussion

Overview

Second language speaking is a complex and an intricate process that depends on a number of personal and contextual factors where the language is being used. They include the fluency of thoughts as well as their ability to present these thoughts into words and sentences with ease and in various communicative situations. Data collected from Secondary level students of District Malakand indicates multifaceted factors, significantly affecting the students' ability to communicate fluently in English.

Factors Affecting Students' English Speaking Fluency

Personal Factors

Confidence and Anxiety

Confidence as a feature was revealed as playing a significant role in the level of students' fluency, the majority of the respondents pointing at its influence on their successful interactions in the English-speaking environment. Fear of making a mistake sometimes lead to delay in response or action especially in front of an audience, a teacher or friends where the feeling of being judged made students anxious. This emotional barrier decreased participation which in turn limited opportunities for practice and increased performance. The study also has implications for eliminating worries that might be impairing participation and engaging approaches for doing so like assurance that the environment will not judge them for their wrong answers.

The Paucity of Proficiency and Vocabulary

Large number of students pointed out that they cannot use a lot of words and phrases and the lack of grammar knowledge as the main obstacles in speaking. Overall, observing the fluency in the use of words, learners with lower level of grasp was frequently lost for words or stammered and in most cases could not compose meaningful sentences making their speaking full of breaks with extremely little fluidity or style. This lack not only diminished the presentation of the thought or idea further but also lack of self-confidence at every step was sustained by the similar lack. Such attitudes prove the existence of the need for specific supplementary. Such views raise concerns for a particular language tuition that would focus on lexical expansion and grammatical accuracy to provide the learners with the verbal tools for interaction.

Motivation and Practice

Thus motivational aspect was constantly changing in the students and it started with extreme want of the subject to acquire better fluency in English speaking. Many such students knew that English is necessary in other aspects and aims of their academic and professional lives that pressed for practicing. But some of them mentioned that they had no concern or they thought it as not their

business that English is the medium of instruction, so they scarcely seek chances to use it. This difference, therefore, requires strategies that address aspects of both self-motivational and extra motivational approaches such as, incorporating interest and familiarity into the teaching of a language. Moreover, their practice and frequency indicated that the routine use of the envisaged language in all spheres is conducive to enhancing, and should be maintained for long-term Language retention.

Therefore, confidence, proficiency as well as motivation are equal and significant variables that are always associated with the English facility abilities among the students at University. All sorts of these aspects can be improved with the help of specific interventions to increase students speaking to a considerable extent.

Social Factors

Orientation to social factors affects the degree of students' speaking English as elements of the social context define the conditions for language acquisition and practice. Analysis of the collected data highlights two critical dimensions: features of peer interactions within the school context and the role of home environment as a source of linguistic resources.

Peer Pressure and Perception

As for the findings related to speaking fluency, peer dynamics appeared as a two-folded process in peer-interaction settings. To many of the students, teasing by peers was the biggest push back towards full engagement in speaking practice. This fear very often was related to peers, as means of competition where even a slight mispronunciation or a grammatical error could lead to mockery. Consequently, students often did not engage in speaking tasks and, therefore, did not improve in fluency.

On the other hand, the students who highlighted the encouraging interaction with the peers noted that they improved considerably in confidence and fluency. Potential feedback or encouragement from classmates fostered an environment where students are encouraged to learn without prejudices or prejudices and constant practices. : These results highlight the need to encourage peer support in a

classroom setting they are key determinants or anxiety and fluency. The means by which this might be accomplished include submitting group activities and collaborative tasks that foster inclusiveness and increased respect.

Home Environment

The home environment is also found to have a great influence on students' level of speaking fluency. Most of these students reported that they seldom used the language outside school especially those from homes where English was seldom heard or appreciated. This led bottom-line to limited occasions through which they could revise and practice the skills they learned from their classes. For many, English was within the classroom only, so it was impossible to familiarize oneself with English or build fluency when using it.

Looking at the socialist side, students who had their families with them were found to understand and use fluent English perhaps due to interaction in English with their parents or siblings. The implication of these studies suggests that one can gain substantial improvement in speaking by providing more practice events at home regardless of their level of formality. For instance, parents can use learning experience at school and reinforce it as follows: While in the car or at home, one may talk in English, telling every member of the family about what happened in the day in English, telling stories in English or playing games that entail the use of language in English.

Educational and Institutional Factors

Experience derived from the education and institutional nature impacts fluency of English speaking by secondary level students. The findings highlight the importance of teaching strategies, classroom practices, and teacher feedback concerning students' second language learning process.

Teaching Methodologies

Interrupted education, lack of necessary resources, and continued use of traditional methods of frontal education were also named by the participants as the restrictions towards fluency. Students pointed out that the bulk of learning activities in classrooms involved drilling and memorization as well as

many lessons being literally translated into grammar practice with little or no practical or interactive language use. Although, this approach made student over-lexicalized used to that extent that they acquire theoretical knowledge but very poor aspect of speaking. Many aspects associated with CLT such as role play, debate, group discussion, storytelling and so many others were either entirely missing or used sparingly.

This means that such practices do not give the students the conversational practice they require in real life setting in order to build fluency and confidence. Many current approaches to classroom practice involving students as the active participants, such as task-based learning or using authentic language materials, were absent from their classrooms. Given these findings, attention must be paid to the pre-service and in-service teacher preparation and development as well as to the curriculum and textbook development that encourages and incorporates the use of interactive and student-centered practices in the context of the English language teaching and learning.

Classroom Environment

The researchers learnt that another factor that influenced the students' fluency development was the class environment. Students expressed that formal and structured classroom environment discouraged them to use English in communication practices. It only diminished when students were made to be fearful of speaking, and this was made worse by high pressure situations, in which mistakes were followed by criticism or embarrassment.

On the other hand, the viewpoints expressed in classes which were more open and free, and which valued the interactions of its members, were viewed as positive environment for fluency development. Other environments I can associate to learning include such environments where students could safely try the language without any stigma associated with it. It would seem that group and atmosphere where a student felt that his inputs mattered and where speaking was like a communication with friends, helped student to practice speaking without putting himself under too much pressure to speak fluently immediately. From these results there is the need to ensure that

learners are in friendly environment where every learner is appreciated, supported and actively involved.

Feedback and Encouragement

Feedback and encouragements provided by teachers was another prominent ideas found within the analysis. It was equally surprising to hear students complain of the failure of their lecturers to demystify the aspects of speaking that the students had a challenge with through corrective feedback. Some of them reported that they had one turned conversations with teachers who rarely asked them questions individual and offered them little feedback when they had errors in their speech. Lack of adequate funding and large class sizes were also seen to have contributed highly to this problem; this is because, due to huge classes, teachers could not be able to 'meet' the students' needs' as required. Opinions on what was necessary to increase fluency identified constructive feedback providing for each student was informative. Furthermore, verbal encouragement from teachers was reported as one of the most important factors/messages from the study for motivating students' engagement in speaking activities.

Implications

The studies require intervention at the institutional recommendation and propose the following: teacher training for a change in pedagogy pattern in which teachers include more communication-based teaching methods, classroom promotion for favorable teacher-student interactions, and policies for teacher-student ratios. When these educational and institutional factors are addressed, students will then be equipped with what they need from this social institution in order to increase their fluency of English speaking.

Cultural and Linguistic Barriers

Cultural and linguistic barriers constitute a multifaceted context affecting students' achievement of English language speaking proficiency in District Malakand. These elements partly rooted within the socio cultural context of the students function as hindrances that are both direct and masked.

Cultural Inhibitions

The culture of the people of Malakand is being modest and shy and not encouraged to exercise any aggression or come out in to the public square. Such a culture discourages most students to express themselves freely, and especially when learning in a second language like English. Some challenges face female students in addition to the fact that their gender puts restrictions on their public activity. Most of the female participants stated that they find it socially unacceptable to speak fluent English due to lack of venues where they can freely exercise their language skills without being slanderously labeled by irritating cultures they come across daily. Although speeches are perceived as critical in enhancing confidence in speaking, the practice is scarce for both male and female students; however, the limitations are worst for girls, causing a gendered difference in language mastery.

Sources of Mother Tongue

The findings show that the Pashto language and many other spoken languages within the region offer a major linguistic barrier. One of the most common complaints that students made is the inability to stay in English all the time throughout the discussion, as they switch back to the first language to save time. This tendency for code-switching shows the rather profound patterns by which people here intervene in the usage of English.

Moreover, interference of the English phonetics and grammar to the local languages intensify the pronunciation and grammatical mistakes. Students commented that any thoughts that they have, or any thinking patterns, which they seem to think in their L1, add to the time it takes to construct grammatically correct English sentences. Consequently, these outcomes prove the urgency of specific instructional methods willing to eliminate the differences in the language distance between English and the students' first language.

Resource Limitations

They identified shortage of resources as one of the factors that hinder the fluency of English Speaking. The outcome shows the opportunities in access of some more learning materials and extra curricula

activities to improve the students' language learning that were missing.

Learning Resources

The students from low performance schools complained of inadequate acquisition tools in English language including the books, tapes, videos, and the language laboratory. As urban or well-endowed schools have put in place these learning facilities, the rural or less privileged learners were disadvantaged in equal proportion. Lack of the necessary resources for learning such as multimedia or foreign languages Internet platforms limited students to hearing only one kind of accent, listening to only one type of conversation or lack of contextual learning.

In addition, these students described absence of basic resources, including functional dictionaries or supplementary readings as rare. This lack of English outside the classroom deprived the learning process from adequate practice and exploration in which the teacher instruction should not be the only source.

Other Activities

They identified extra curriculum activities like English speaking clubs, debate, storytelling competitions, and drama performances as good practice activities. However, the researchers established that many schools had not implemented such efforts to provide covetable opportunities for students to converse in real life situations.

The students particularly indicated a high level of interest in speaking fluency activities but complained of lack of programs supported in the institution. Opportunities of this nature do not only give the students a practice session, they also enable them overcome speaking phobia and gain confidence in using the language in front of a crowd in a very safe environment.

Teachers' Role in Students' English Speaking Fluency

Teacher's approaches to instruction, interactions with students, and others, are known to critically determine the learner development in English speaking fluency. The information gathered with the help of questionnaires from the secondary level students and teachers of Hira School & College

Dargai District Malakand is helpful in understanding how the teachers contribute to or aggravate the development of speaking fluency in English. The study identifies the acts of teachers and classrooms which can enhance, and the barriers that can hinder the process of speaking fluency in secondary school students based on an analysis of teacher practice, the classroom, and teacher-student interaction.

Teaching Methodologies

It has also been identified that students' speaking fluency has relationship with the teaching approach used by English teachers. As we progress with the analysis of the data, the study identifies the degree to which teachers facilitate quality learning practices of student learning practices, and how their instructional methods are effective for learning needs of students across all achievement levels.

Traditional vs. Communicative Approaches

The analysis showed that current practices of teachers are not dramatically different from the non-integrated approach based on the formal models of direct instruction, correct-pronunciation speaking, and rote learning. Some of these methods do not promote student participation and do not offer enough speaking practice for the learners. Consequently, students often got into a situation of being learning prisoners and are exposed to very few speaking activities or none at all.

On the other hand, a few of the teachers used what could best be described as more communicative methods calling for a lot more interaction and use of role-play and debates, among others. These have been described as the methodologies that assume more yardstick in dynamics of students and in the improvement of their fluency in speaking. The students said they felt more relax when practicing English in classrooms where such strategies were applied even if they committed a mistake.

Use of Real-Life Contexts

Another factor which should be considered in enhancing speaking fluency is context based approach. Descriptive data also pointed to differences in student interaction based on the activities that were chosen: Teachers who took the

initiative to link the content of the lessons to real life situations as current events, social and cultural issues saw an increase in student discussions. Apart from these activities making the linguistic content of lessons more relevant and meaningful, these teachers also demonstrated how the process of speaking English may have practical application.

Classroom Environment

Teacher expectations regarding learners' participation also limits the willingness to speak in classroom environment. A relaxed atmosphere gives student a platform on which they can practice their speaking fluently while a more rigid structure can dampen their spirits.

Teacher-Student Interactions

By using the research findings, it was established that the social relations between teachers and students influence their speaking confidence. Some teachers posted friendly gestures and gave positive feedback enabling the class to have a friendly learning environment. These teachers encouraged students when they were difficulties while speaking and if the students made a mistake, they corrected them gently to reduce stress from speaking tasks.

Teachers with high ELF score who offered correction or comments that were excessively negative or related to error only prevented the students from using the L2. Pupils were found to avoid speaking exercises just because they would be scolded in case they made mistakes. Such a scenario was mainly attributed to lack of positive feedback from the teacher, and concentrating more on correcting wrong doing rather than admiring good work.

Class Size and Individual Attention

The ratio of students per group proved to be important in the speaking fluency of students with regard to the class size. Just as the group sizes increased, most teachers still could not get personal attention with each of their students. Thus, many students remained invisible to their peers during speaking activities and individual feedback opportunities are scarce. Students suggested enhanced ways of seeking help from the teacher about some of the academic areas of constraint like

fluency, where students may require teacher's attention on aspects like pronunciation or sentence construction.

There were positive aspects in those male students who mentioned that they felt much more comfortable in small classes. Students were also able to receive personal attention from the teachers as Individual feedback and comprehensive solutions to more specific learner's needs. This shows that through the establishment of small class sizes there is increase support and quality teaching that enhances the courses' goals of enhancing fluency in speaking.

Feedback and Encouragement

Feedback is a significant aspect of enabling students understands aspects they need to improve on and equally boost confidence in speaking. The paper also noted that feedback from teachers is given frequently in the classrooms and noted that the quality of feedback varied not only in quality but also in the General nature.

Constructive Feedback

Those teachers who used both positive and negative feedback appeared more effective at improving students' fluency compared to those who did not. These teachers never scolded; instead they encouraged the students, informed them of wrong ways and even offered correction ways of doing it. For instance, instead of correcting the words and their pronunciation as other teachers do, these teachers may well demonstrate the right way of pronunciation. This kind of feedback which makes students to look at their performance and a way to correct it was positively seen by the students.

Lack of Feedback and Its Consequences

On the other hand, teachers who had not given enough or appropriate feedback failed to give student necessary direction of how they could come up with better work. This was evident most in classrooms where teachers aimed at delivering curriculum content rather than tackling the students. The participants identified themselves in these learning settings complained of ignorance, they do not see their errors and they are made to

believe that they cannot develop in their speaking skills.

Extracurricular Support

However, since teaching is generally focused on the classroom, speaking fluency is also improved by related out of classroom activities. While several of these additional academic experiences (and many other similar ones — English club, speech competition or frequent conversing in English on other topics) may also improve students' speaking skills beyond the classroom, the research indicated that not many teachers provided or encouraged such contexts or opportunities for the students.

Students who engaged in these activities, either in school or through outside programs, were observed substantial enhancement of their self-esteem and facility. They included activities which enabled the learners to practice English with other people in their group/ company in other than classroom setting and hence they were not bounded by classroom regulations. In structuring such opportunities, teachers were considered more committal to supporting the developing of the students' language.

Challenges Faced by Teachers

The study also revealed some factors that act as barriers to the teachers in helping learners become fluent English speakers. These include:

Large Class Sizes: So, when the number of students is great and the classes are large, the teacher cannot address every learner and identify his or her problem in speaking.

Limited Resources: Some teachers expressed they often had few instructional materials: multimedia, language labs, or English-language learning materials that would enable more communicative speaking activities.

Time Constraints: The focus on covering material 'gets in the way' of the possibility to include students in sustained speaking activities or interactions, reducing also chances of student practice in fluency.

Conclusion and Recommendation

Conclusion

In this research, the authors have investigated personal, social, educational, cultural and resource related factors that determine English speaking fluency of the secondary level students of District Malakand. The findings suggest that there is no such thing as 'second language acquisition,' because there are a myriad of factors that affect students' performance levels in English.

At the personal level, confidence and anxiety were identified as the factors. Students kept on pulling out of practice especially when such practice could be done in front of others due to overly expressed fears of making mistakes. This emotional barrier raised the importance of promoting environments that would encourage learners to feel free to produce correct or errors in language. Furthermore, it is indicated that vocabulary and grammar deficiencies hampered fluency and, therefore, learning interventions directed at vocabulary and grammar should be prioritized. Interests also count greatly since there were students who were motivated to learn English, and moreover since it is going to be useful in their future professions, there were students who negligently gave their responses. Therefore, increasing the engagement level might be achieved by the use of motivational approach such as associating the language used with students' interests and the future plans.

Another important class was social class comprised of interactions with peers and the kind of environment they spend most of their time in; home environment. Although pressure from peers and especially in competitive environment made learners reluctant to speak positive peer support assists them to speak fluently. Another factor that was also had a big impact was the home environment where the students flap higher fluency of the language if the family used English more frequently. This may in fact indicate that promoting language practice in the home environment could even help enhance students' language learning.

Teaching practices and classroom setting were identified as potential predictors of speaking fluency as a function of education and institutional input. Two of the instructional practices still widely applied at that time – recitation and direct

instruction – taught students to memorize and reproduce words and phrases in their classrooms rather than use them in meaningful communicative contexts. An enhanced focus on more engaging, student driven strategies could offer students the strategies needed to improve their fluency as well as incorporating more role play or group work. However, the classroom environment itself should be receptive, for students who excel where what they have to say is appreciated.’

Other factors included issues relating to culture and language including dominance in the use of Pashto language and culture in Malakand affected fluency in speaking English among students was affecting. The use of both English and Pashto, and students’ hesitation to speak in front of others, especially girls, pointed to the deficit in the culture consciousness and the need for appropriate intervention approaches.

Lastly, the scarcity of resources was admitted to be crucial factors hinder the advancement of speaking fluency. More, the availability of supplementary learning materials, language laboratories, and after school activities including speaking clubs and debates were a nightmare, and this seriously restricted the students’ channel of exposure to English language outside classroom. Forcing students through these resources to practice more could reduce some of these barriers and help them to gain the confidence of using English.

Thus, the complex issue of students and how to help them develop flow in English is highly complex and instead should be met with emotional intervention as well as strategic language development in addition to changing the way teachers instruct as well as the home and classroom environment and resources which are at the students’ disposal. Thus, the application of these strategies will lead to improved speaking fluency of students as well as to increased readiness for successful academic, interpersonal, and career functioning.

Recommendations

The future recommendation of the research is to investigate eclectic instructional techniques such as task-based learning, peer grouping, as well as other activity-based approaches towards improving students’ fluency in English speaking. More

enduring investigations could evaluate the effects of constant early L2 contextual exposure at home and in school. Also needs to be researched on how best gender and language issues can be dealt with especially regarding the use of language in culture friendly means for female students. Studying the use of digital resources and multimedia tools in teaching and learning in resource limited schools may offer information on how the gap in language learning resources might be closed.

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