

THE DYNAMIC INTERPLAY OF LINGUISTIC DIVERSITY AND INFLUENCE ON THE SPEAKING SKILLS OF ESL LEARNERS IN THE CLASSROOM

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ABSTRACT

The objective of this study was to explore the dynamic interplay of linguistic diversity and influence on the speaking skills of ESL learners in the classroom in district Khairpur Mir's Sindh, Pakistan. Employing a qualitative research method, the investigation focused on ESL learners from two secondary and higher secondary schools. Employing a survey approach, the researcher disseminated face to face questionnaire containing seven closed-ended questions to 80 participants of both sections to male students for data collection. The collected data underwent analysis in excel using tables. The outcomes reveal that speaking skills are being affected due to first language use; class environment, cultural influences, first language instructions and cognitive processing are substantial determinants affecting the speaking skills of ESL learners. Furthermore, the research puts forth practical and dynamic recommendations to address the language diversity hurdles impacting the speaking proficiency of second language learners, offering valuable insights for decision-makers in academia, individuals, teachers, and other stakeholders.

Keywords: Linguistic diversity, Classroom setting, Speaking skill, ESL learners, Instructional, Strategies, Educational contexts.

INTRODUCTION

In the contemporary global era, English plays a pivotal role in various facets of life. The widespread use of English as a global lingua franca is significant, with lingua franca referring to a language adopted for communication between individuals with different first languages or between those who use English as their second language Naima, (2014).

English has proven highly advantageous as a primary driver for advancement across various domains such as science, technology, finance, and business, serving the purpose of facilitating global communication. As according to Maitlo et al. (2022) within the English curriculum, students are required

to proficiently acquire speaking skill in four essential language skills: reading, listening, speaking, and writing. It is crucial to recognize that these skills are interrelated and cannot exist in isolation; thus, students must attain proficiency in all four. This perspective is endorsed by Permatasari, S. (2023), who assert that the mastery of language skills plays a decisive role in determining students' communicative competence in the targeted language. Among these skills, speaking stands out as one of the activities actively undertaken by students.

Furthermore, speaking is considered a productive skill in the context of English. It serves as a means for students to engage in communication

with one another and acts as a gauge for assessing their proficiency in English. According to Brown, A. (2003), speaking is a productive skill that can be directly and empirically evaluated. Proficiency in English can be inferred from the ability to articulate thoughts effectively. Various factors can impact students' proficiency in speaking as Maitlo et al. (2023) defined that the use of diverse languages within the class may be derogated the English language skills of learners in L2 environment.

As per Taghilou, S. (2019) several elements contribute to the diversity of influences on students' speaking abilities. Broadly, these factors can be categorized into two main types. The first category is internal factors, which originate from the students themselves and encompass physiological aspects (related to bodily organs) as well as psychological aspects such as intelligence, attitudes, interests, talents, and motivation. The second category is external factors, encompassing the social environment and the nonsocial environment (involving home, school, facilities, and ambiance).

In the context of secondary and higher secondary education in Pakistan, the primary objective of teaching speaking aligns with the speaking goals outlined in the English curriculum. This includes fostering speaking competence, where students are not only capable of active participation in the teaching and learning processes but also proficient in expressing their ideas through spoken language. Further Soomro A.R. et al. (2023) said that proficiency in language enables individuals to communicate their thoughts and ideas with effectiveness, nurturing refined and compelling communication abilities essential in diverse personal and professional environments.

In summary, students have the opportunity to enhance their speaking skills through daily communication Jalbani et al. (2023). It is evident that speaking proficiency involves mastering various components. Consequently, if students fail to master a specific aspect required by the curriculum for speaking, it can result in challenges, impeding the effectiveness of learning spoken communication Jeevan et al. (2023). This study aims to investigate dynamic interplay of language diversity within classroom, addressing the pertinent factors influencing students' speaking skills. Given the relevance of these first language influences, the

writer is motivated to explore and analyze this issue comprehensively. The interest lies in scrutinizing all aspects of speaking skills, particularly in relation to communicative purposes. The choice of students' speaking skills as the focus of this study stems from the recognition that speaking is a crucial skill utilized in everyday communication. Based on this rationale, the writer aims to conduct research titled "the dynamic interplay of linguistic diversity and influence on the speaking skills of ESL learners in the classroom setting."

Problem Statement

Drawing from the background information and the observed challenges faced by secondary and higher secondary grade students in the public higher secondary schools in Khairpur, Sindh the research problem is delineated through the following identifications: Some students struggle with fluency in English speaking, lack of confidence when addressing the class, face difficulty expressing their thoughts effectively, experience nervousness in English communication within the classroom. Conversely, this study concentrates on exploring the determinants that impact the speaking proficiency of secondary and higher secondary level students. The research is confined to know the dynamic influence and reasons of language diversity and use at Government Higher Secondary Schools, and it specifically investigates the students' speaking skills in accordance with the identified influencing factors on speaking skills.

RESEARCH QUESTION

- How does the dynamic interplay of linguistic diversity within the classroom impact the development of speaking skills among ESL learners?

THE SIGNIFICANCE

This research is anticipated to make valuable contributions to subsequent studies and offer insights to individuals engaged in the field of education Cheema et al. (2023). Its significance is multi-faceted. Firstly, it aims to enhance the researcher's understanding of the diverse language factors influencing students' speaking skills. Secondly, the study seeks to stimulate intrinsic motivation among students to comprehend the intricacies of speaking skills. Thirdly, it intends to provide pertinent

information for fellow English researchers regarding the dynamic interplay influencing students' speaking abilities. Fourthly, the research holds practical utility for English teachers by aiding in the formulation of effective policies and plans to emphasize the importance of speaking skills. Teachers can enhance their expertise in choosing suitable methods and materials that align with teaching values, syllabi, and other relevant aspects. Additionally, the study is poised to offer students a meaningful learning experience. Furthermore, it is anticipated that the findings will serve as a valuable reference for future researchers and assist material writers in developing more refined educational materials.

DEFINITION OF SPEAKING SKILL

Handayani, A. (2013), emphasizes that speaking entails the capacity of individuals to use language in everyday communication. goes on to assert that, among the four language skills, speaking appears to be inherently the most crucial, leading to individuals proficient in a language being termed as "speakers" of that language. Speaking as an interactive process involved in constructing meaning, encompassing the production, reception, and processing of information. Conversely contends that mastering the skill of speaking is the paramount aspect of learning a second or foreign language, with success gauged by the ability to engage in meaningful conversations in the language.

LINGUISTICS DIVERSITY

The Dynamic Interplay of Linguistic Diversity and Influence on the Speaking Skills of ESL Learners in the Classroom Setting refers to the complex and interactive relationship between the varied linguistic backgrounds of English as a Second Language (ESL) learners and their impact on the development of speaking skills within the educational environment. This concept recognizes the dynamic nature of language acquisition, acknowledging the diverse linguistic influences that learners bring to the classroom and their subsequent effects on the enhancement of oral communication abilities in the process of acquiring English proficiency Maitlo et al. (2023).

REVIEW OF THE RELATED LITERATURE

"Review of the literature summarize and evaluate the text of writing of the definite theme, and provide frame work to think about the possible consequence of innovative study. It also divulges what has previously done by giving advanced concepts for new research. Moreover, it helps researchers in replacing their work in larger contexts, for showing better results from their researches" (Lashari et al. 2023). The literature review of the present study defines speaking skill, its importance, and linguistic diversity affecting speaking skill, followed by some previous studies.

THE DEFINITION OF SPEAKING

Speaking constitutes one of the primary macro skills in the realm of English language teaching and learning. Defining the term "speaking skill" proves challenging, given its varied interpretations across different disciplines. According to David Nunan (1991), "Speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language" (p.39). Additionally, Florez, M. C. (1999) and Burns & Joyce (1998) characterize speaking as an interactive process involving the construction of meaning through the production, reception, and processing of information.

In the context of language teaching and learning, speaking is acknowledged as an ability that requires practice and mastery. Kayi, H. (2006) defines speaking as the productive oral skill, involving the systematic production of verbal utterances to convey meaning. In summary, based on the expert definitions above, speaking emerges as a dynamic process of articulating ideas in spoken language, representing a pivotal aspect of language acquisition. Furthermore, Luoma (2004) underscores that the ability to communicate with friends, colleagues, visitors, and even strangers in a shared language is a significant goal for language learners. The success of learning English, as indicated by Luoma, is observable and measurable through the learners' performance in speaking and their effectiveness in conveying ideas during communication Soomro et al. (2022).

THE IMPORTANCE OF SPEAKING

Playing a crucial role in our daily lives as a communication tool, speaking is integral to various aspects, be it social or personal interactions Cheema et al. (2023). The capability to speak effectively holds substantial importance in the interaction process across different facets of life. Moreover, in the context of language teaching and learning, speaking constitutes a significant component of the curriculum, as highlighted by Luoma (2004). In social interactions, effective speaking contributes to the depth and success of our interactions and relationships. In professional settings, communication skills stand out as a key factor for career success. For example, leaders rely on communication abilities to disseminate information, influence others, and guide actions. On a personal level, communication skills are essential for showcasing our abilities and competencies. Our personality, self-image, understanding of the world, and our capacity to think and articulate thoughts are all mirrored in our spoken performance in the target language (Luoma, (2004).

LINGUISTIC DIVERSITY AFFECTING SPEAKING SKILL

Language learning is influenced by a myriad of factors, which can be broadly categorized as follows;

1. Learning environment

In their study, Minghe & Yuan (2013) noted that an additional external factor impacting students' oral English learning is the absence of a language learning environment. Given that English is a language primarily used for communication, a favorable language environment can significantly enhance the learning process. Further, impact of local languages may suffer students to incorporate second language skills even within the classroom setting. Therefore, conducive environment and instructional use of language is very much important to boost the language skills of learners.

2. Psychology

Kusumastuti, D., & Utami, E. R. (2022), Contend that psychological influences such as anxiety, shyness, lack of confidence and fear of making mistakes are common hindrances for

students in speaking. Additionally, Brown asserts that successful cognitive or affective activities require a certain level of self-esteem, self-confidence, self-knowledge, and belief in one's capabilities for the given activity. Jamshidnejad, A. (2020), reveals that English learners face challenges in speaking due to their fear of making mistakes before others. Similarly, Ballard's research (1996), as cited in Yung et al (2017) points out that students refrain from participating in English discussions due to vocabulary issues and the fear of making errors, ultimately affecting their proficiency in spoken English. Moreover, Ballard notes that speaking English can be a stressful activity for students, particularly when they have to perform tasks using the language.

3. Language Competence

Chomsky (1965) defines competence as the ideal language system that empowers speakers to generate and comprehend an infinite number of sentences in their language, enabling them to distinguish between grammatical and ungrammatical sentences. Linguistic performance, a term introduced by Chomsky in (1960) and documented by Wikipedia, pertains to the actual use of language in concrete situations, encompassing both language production and comprehension. In the context of this study, the language factor in speaking performance refers to a speaker's ability to master various aspects of language during communication. These aspects include fluency, intonation, vocabulary, pronunciation, and grammar.

4. Topical Knowledge

Topical knowledge refers to the knowledge structures stored in long-term memory. Simply put, it represents a speaker's awareness of relevant information related to a specific topic. This knowledge allows learners to use language with reference to the world around them. According to Bachman and Palmer (1996), certain test tasks may be more manageable for individuals possessing the pertinent topical knowledge, while proving more challenging for those lacking it. They argue that topical knowledge can impact speaking performance. In a study conducted by Huang et al. (2018), the relationships among topical knowledge, anxiety, and integrated speaking test performance were explored. One of his findings indicated that topical knowledge

significantly influenced integrated speaking performance, albeit in an opposite manner.

5. Performance Condition

In a study cited by Afebri, et al. (2019), Nation and Newton proposed that students engage in speaking tasks under diverse conditions, indicating that the conditions under which performance occurs can influence speaking proficiency. They identify four types of performance conditions, which encompass time pressure, planning, the standard of performance, and the level of support Soomro, A. R. (2023).

PREVIOUS STUDIES

Related studies encompass research conducted by other scholars, serving as a foundational reference and providing relevance to the ongoing study. Several pertinent research studies on the same topic have been conducted. For instance, Sanchita Battacharya (2017) authored a journal titled "A Study on the Factors Affecting ESL Learners' English Speaking Skills," aiming to identify the factors influencing English speaking skills among ESL learners at Calcutta University in India. Another relevant journal by Nisreen Basem Yaseen (2018) is titled "Factors Negatively Affecting EFL Students' Speaking Skills at Jordanian Private Schools." This study shares similarities with the present one in exploring factors influencing students' speaking skills. However, a notable difference lies in the research methodology, as the cited studies used a mixed-methods approach, whereas the current study specifically focuses on quantitative research methodology. Next, there is a journal by Le Thi Ngoc Die (2017) titled "Measurement of Factors Affecting English Speaking Skills of Students at The Foreign Languages Department of Van Lang University." This study shares common ground with the present research in its focus on factors influencing students' English speaking skills, but it differs in terms of research design.

Additionally, a journal by Nguyen Hoang Tuan and Tran Ngoc Mai (2015) titled "Factors Affecting Students' Speaking Performance at Le Thanh Hien High School" is relevant to this study due to its shared topic. However, the differences lie in the study instruments used; the previous study utilized both a questionnaire and an observation checklist, while the current study employs a

questionnaire as its primary instrument. Furthermore, a thesis by Lai-Mei Leong & Seyedeh Masoumeh Ahmadi (2016) titled "An Analysis of Factors Influencing Learners' English Speaking Skill" aims to underscore the importance of addressing factors that impact language learners' English speaking skills. Similarities with this study include a focus on factors influencing English speaking skills, but the differences involve the subjects of the research: the previous study involved both students and teachers, while the current study concentrates solely on students.

METHODOLOGY AND DESIGN

The approach employed in this study encompasses the research design, research population and sample selection, research instrument, data collection procedures, and data analysis. Collectively, these procedures constitute the methodology used by the researchers in the study and are referred to as the research design (Maitlo et al. 2023). "Research is the methodical process of significant data and rationalization on a specific topic" Ahmed, et al. (2023). Research design provides details of various procedures for assembling data. "Therefore, it is important to be familiar with different designs of research and its use". Qualitative research design is used in this research to procedure the study.

SUBJECT, OBJECT AND LOCATION OF THE RESEARCH

This study was carried out at two Government Higher Secondary School in District Khairpur. In adherence to ethical considerations, the specific name is withheld. Focusing on the research title, the study centered on secondary and higher secondary students. The research aimed to investigate how the dynamic interplay of linguistic diversity and influence on the speaking skills of ESL learners in the classroom setting.

POPULATION AND SAMPLING

The population, as defined by Sugiarto (2003); Amin et al. (2023), represents the entire group under investigation. "The population is defined as a set of individuals, data, or items from which a statistical sample is taken". In this study, the population comprised of (IX, X, XI, XII) grade

students. The schools in question had IV classes with multiple sections. Consequently, the research focused exclusively on both secondary and higher secondary students. To ensure the collection of reliable data from more mature students facing genuine challenges in speaking skills, the researcher specifically selected upper classes. In order to enhance the validity and reliability of data collection and results, the researcher narrowed down the population, ultimately identifying a total of 80 students as the study's comprehensive sample. The decision to use a simple random sampling method was influenced by the relatively small size of the population. The simple random sampling is a process where the researchers ensure that every individual has an equal probability of being selected from the population. The objective of employing simple random sampling was to choose a representative set of questionnaires that accurately reflects the characteristics of the entire population.

TECHNIQUE OF COLLECTING THE DATA

To gather the necessary data for this study, the researchers employed a questionnaire as the primary instrument. The questionnaire was designed to assess the Factors Influencing Students’ Speaking Skill within the classroom setting. As per Sugiyono, S. (2021), a questionnaire is a data collection technique involving a set of questions or written

statements for respondents to answer. In this instance, the researchers distributed the questionnaire to students. The questionnaire served as the focal point, addressing the specific issues under investigation. Ahmad, et al. (2023) in their questionnaire added seven close ended questions similarly in this questionnaire is also containing on seven close ended questions for the purpose of data collection.

TECHNIQUE OF ANALYZING THE DATA

The findings derived from the analysis of how the dynamic interplay of linguistic diversity and influence on the speaking skills of ESL learners in the classroom setting were elucidated descriptively. The data analysis involved tabulating the collected data to provide responses to each item in the questionnaire through assigned scores. For each problem item presented as a statement, respondents had five alternatives, and their responses were evaluated using the Likert scale. The Likert scale, a commonly used instrument, allows responders to express their agreement or disagreement with statements by indicating whether they strongly agree, agree are neutral, disagree, or strongly disagree, Compiler (2012). The statements presented in the questionnaire were both positive and negative and were arranged according to the Likert scale for compilation and analysis.

RESULTS OF THE STUDY

Table:01

Your teachers use to deliver lectures in local languages other than English in the classroom.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	22.4%	22.4%	22.4%
	Agree	46	54.1%	54.1%	76.5%
	Neutral	9	10.6%	10.6%	87.1%
	Disagree	4	4.7%	4.7%	91.8%
	Strongly disagree	2	2.4%	2.4%	94%
	Total	80	100%	100%	100%

The table presents a comprehensive overview of student responses concerning the intricate relationship between linguistic diversity and its impact on the speaking proficiency of ESL learners within the classroom context. The data reveals that 22.4% of students strongly agree, while 54.1% agree that linguistic diversity plays a significant role in influencing speaking skills. However, a notable 10.6% remain neutral, 4.7% disagree, and 2.4% strongly disagree with the statement. The collective findings suggest a consensus that the speaking skills of ESL learners have suffered due to the use of local languages by teachers in the classroom, with English being

employed only sporadically. Consequently, the overall outcome indicates a lack of improvement in the speaking skills of ESL learners.

Table:02
Sindhi and Urdu languages are being used for communication purposes by both the teachers and students in the classroom.

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	27.1%	27.1%	27.1%
	Agree	50	58.8%	58.8%	85.9%
	Neutral	4	4.7%	4.7%	90.6%
	Disagree	2	2.4%	2.4%	92.9%
	Strongly disagree	1	1.2%	1.2%	94%
	Total	80	100%	100%	100%

The provided table illustrates students' perspectives on the dynamic interplay between linguistic diversity and its impact on the speaking skills of ESL learners in the classroom. Notably, 27.1% strongly agree, and 58.8% agree that linguistic diversity significantly influences speaking skills. A small percentage, 4.7%, remains neutral, while 2.4% and 1.2% express disagreement and strong disagreement, respectively. The findings unequivocally indicate that local languages have a discernible effect on the language proficiency of ESL learners, underscoring the relevance of this linguistic diversity in shaping their language abilities.

Table:03
Does linguistic diversity impact on your speaking skills?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	13	15.3%	15.3%	15.3%
	Agree	57	67.1%	67.1%	82.4%
	Neutral	5	5.9%	5.9%	88.2%
	Disagree	3	3.5%	3.5%	91.8%
	Strongly disagree	2	2.4%	2.4%	94%
	Total	80	100%	100%	100%

The presented table encapsulates student feedback concerning the intricate relationship between linguistic diversity and its influence on the speaking skills of ESL learners in the classroom. Noteworthy percentages reveal that 15.3% strongly agree, and 67.1% agree that linguistic diversity significantly impacts speaking skills. A minor proportion, 5.9%, remains neutral, while 3.5% and 2.4% express disagreement and strong disagreement, respectively. The overall consensus from these results underscores the tangible effect of using other languages in the classroom, highlighting how local languages specifically impact the proficiency of ESL learners' speaking skills. The cumulative findings strongly suggest a connection between linguistic diversity and the observed challenges in enhancing English language learners' speaking abilities.

Table:04
Do your teachers use to communicate with you in English at school?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	31.8%	31.8%	31.8%

Agree	33	38.8%	38.8%	70.6%
Neutral	6	7.1%	7.1%	77.6%
Disagree	9	10.6%	10.6%	88.2%
Strongly disagree	5	5.9%	5.9%	94%
Total	80	100%	100%	100%

The table provides a comprehensive view of student perspectives on the interaction between linguistic diversity and its impact on the speaking skills of ESL learners in the classroom. Notably, 31.8% strongly agree, and 38.8% agree that linguistic diversity significantly influences speaking skills, while 7.1% remain neutral, and 10.6% and 5.9% express disagreement and strong disagreement, respectively. The overarching pattern revealed by students from both secondary and higher secondary classes suggests a prevalent practice of teachers not communicating in English at school. Instead, they commonly use local languages for communication, which evidently hampers the proficiency of students' language skills. These findings underscore the crucial role of language used in instruction and its potential impact on ESL learners' speaking abilities across different educational levels.

Table:05
What challenges do you face to improve speaking skills?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	14.1%	14.1%	14.1%
	Agree	42	49.4%	49.4%	63.5%
	Neutral	13	15.3%	15.3%	78.8%
	Disagree	10	11.8%	11.8%	90.6%
	Strongly disagree	3	3.5%	3.5%	94%
Total		80	100%	100%	100%

The presented table outlines student feedback on the intricate relationship between linguistic diversity and its impact on the speaking skills of ESL learners in the classroom. Notably, 14.1% strongly agree, and 49.4% agree that linguistic diversity significantly influences speaking skills, while 15.3% remain neutral, and 11.8% and 3.5% express disagreement and strong disagreement, respectively. The key insight derived from these responses is the belief among students that utilizing the English language in the classroom facilitates the improvement of their speaking skills. Furthermore, they posit that such an approach positively influences grammar and pronunciation, highlighting the perceived connection between language usage and overall language proficiency in the context of ESL learning.

Table:06
Have you ever use English outside the classroom with family and friends?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	24	28.2%	28.2%	28.2%
	Agree	31	36.5%	36.5%	64.7%
	Neutral	15	17.6%	17.6%	82.4%
	Disagree	6	7.1%	7.1%	89.4%
	Strongly disagree	4	4.7%	4.7%	94%
Total		80	100%	100%	100%

The provided table delineates student opinions on the intricate relationship between linguistic diversity and its impact on the speaking skills of ESL learners in the classroom. Notably, 28.2% strongly agree, and 36.5% agree that linguistic diversity significantly influences speaking skills, while 17.6% remain neutral, and 7.1% and 4.7% express disagreement and strong disagreement, respectively. The discerning observation from these results is that students appear to intermittently utilize the English language with friends and family, suggesting a connection between the dynamics of language use in personal settings and their perceptions of linguistic diversity's influence on speaking skills within the educational context.

Table:07
Do you use to speak English proficiently?

	Response	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	39	45.9%	45.9%	45.9%
	Agree	33	38.8%	38.8%	84.7%
	Neutral	1	1.2%	1.2%	85.9%
	Disagree	4	4.7%	4.7%	90.6%
	Strongly disagree	3	3.5%	3.5%	94%
	Total	80	100%	100%	100%

The presented table encapsulates student perspectives on the nuanced relationship between linguistic diversity and its impact on the speaking skills of ESL learners in the classroom. Notably, 32.9% strongly agree, and 48.2% agree that linguistic diversity significantly influences speaking skills, with no respondents remaining neutral. However, 7.1% disagree, and 5.9% express strong disagreement. The evident takeaway from these results is the prevailing notion that students recognize cultural influences on English speaking skills. This underscores the acknowledgment among ESL learners that cultural factors play a significant role in shaping their proficiency in the English language within the educational context.

DISCUSSION

In the educational system of Sindh, particularly in government sectors, there is a prevalent tendency to neglect the English-speaking skills of second language learners, a challenge observed across all academic proficiency levels. These learners often utilize first language during all types of activities in the classroom that prove ineffective despite studying English as a mandatory subject at this level. The teaching-learning process lacks practical English language use which often deviating from the recommended emphasis on both theory and practice. As a result, ESL (English as a Second Language) classrooms often lack meaningful activities to reinforce the speaking skills of English language learners. Despite acknowledging the global importance of English, the education system tends to overlook this aspect due to resource constraints. A potential solution involves collaborative efforts between the government and institutions to

implement strict policies to utilize English language while in the premise's institutions.

CONCLUSION

The recent study aimed to investigate the intricate relationship between linguistic diversity and its impact on the speaking skills of ESL learners in the classroom, specifically in the district of Khairpur, Sindh, Pakistan. The research highlights that various factors significantly influence the proficiency of speaking in a second language learning environment, particularly at the secondary and higher secondary school levels, posing challenges due to the use of the first language in the classroom. The collected data underscores that the understanding of speaking skills relies on the speaker's ability to deduce speaking activities and communication effectively. Speaking proficiency is found to be positively associated with effective communication. Affective factors analyzed concerning speaking skills include the influence of

the first language, socio-cultural factors, classroom dynamics, school environment, and motivation, all of which emerge as crucial contributors. Additionally, both extrinsic learning factors and study habits demonstrate statistically significant indirect relationships with speaking skills.

SUGGESTION

- The researcher suggests English teachers choose appropriate teaching methods to make speaking skill lessons interesting and engaging for students, drawing from the teaching experience gained during the research.
- It is crucial for teachers to enhance students' speaking skills through assignments or homework, particularly when students are required to speak in English in front of the class—a task perceived as challenging by students.
- As for students, the researcher recommends an active effort to improve their speaking skills in English, as it can significantly impact their overall language learning.
- To enhance speaking skills, students should seek various resources related to the English language. This approach can contribute to their proficiency and confidence in using English.

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