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RESEARCH ARTICLE

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Identifying Challenges to Speaking Skill Faced by EFL Learners in Pakistan

Abida Ali ^a Fatima Chaudhary ^b Fatima Ali ^c Mubeen Akhtar ^d Muhammad Arslan ^e

Corresponding Author: Fatima Ali; fatima.hps@wum.edu.pk



Abstract: The pedagogical demand for English-speaking skills has been growing since the creation of Pakistan (1947) in the national and global context. There are technical, linguistic, non-technical, social and psychological challenges faced by EFL learners to accomplish speaking skills in Pakistan which are needed to be solved through proper channels. This research is significant as it reveals the issues in the national learner context, specifically, and the possible steps taken by the different departments, corporations, and government policies. It aims to explore the different problems faced by learners to become proficient English speakers and suggests the proper possible solutions. This is essentially qualitative research, and data has been collected through document analysis as a tool. The researcher takes ten research articles (2011-20) of the previous ten years, particularly on speaking skills in Pakistan and analyses them under Freire's (1968) 'Problem Posing Model'. The findings assert a number of inconveniences faced by learners in order to develop English speaking skills in Pakistan. Similarly, the foreign language policies, access to technology, the classical pedagogy, the modern language teaching methods, gender bias, English and Urdu medium of education, maximum anxiety and minimum motivation level among learners create obstacles for them. The researchers mentioned different solutions to it, i.e. the use of technology for learning and practice purposes, which enhances the e-literacy of the learners irrespective of gender bias and tries to diminish psychological problems. The current research demands multiple modes of English pedagogy and exposure to a native-speaking system through the use of technology, and leads them towards autonomous learning to speak. Future researchers will conduct a comparative analysis of the National and international English-speaking strategies and the implementation of native speaker strategies in Pakistan to produce efficient speakers in EFL context.

Keywords: Speaking Skill, Challenges, Document Analysis, Solutions, Problem Posing Model

Introduction

The pedagogical demand for English has been burgeoning since the creation of Pakistan (1947) in the national and global context (Nawab, 2012). There exists a policy to teach the language of the Brits, but there has been a policy change (1989), and it democratizes English (Shamim, 2008). Furthermore, these changes have some flaws which may lead to illiteracy, specifically in the area of foreign languages. Moreover, it is a challenging task to teach the language of Whiteman in a multi-lingual country like Pakistan, where instructors have to use code switching technique in the pedagogic process of education in a classroom (Rasheed, Zeeshan & Zaidi, 2017). Henceforth, it is viewed that there is no proper training of learners, which results in less communicative competence (Jabeen & Akhtar, 2013). According to Nunan (1988), the process of teaching English in Pakistan is traditional, bookish and linguistically competence-targeted. There is more attention is given to reading and writing skills in the classroom, and the rest of the linguistic skills are ignored (Teevno,

^a M.Phil. Research Scholar, Department of English, The Women University, Multan, Punjab, Pakistan.

^b PhD Scholar, Department of English, The Women University, Multan, Punjab, Pakistan.

^c Assistant Professor, Department of History, The Women University, Multan, Punjab, Pakistan.

^d MS Scholar, Department of Mathematics, COMSATS University Islamabad, Sahiwal Campus, Punjab, Pakistan.

^e Research Scholar, Department of Biotechnology, Emerson University, Multan, Punjab, Pakistan.

2011). Additionally, the language teaching policies are not clear. The socially biased bent of behaviour towards English, lack of proper training and dexterous teachers, improper assessment and evaluation, and the lack of practical lessons in the context of language learning pose problems in achieving the goal of communicative competence (Khan & Khan, 2016). Hence, in the current state of affairs, teaching EFL has become a significant part of the curriculum (Akbari, 2015).

In the curriculum of Pakistan, English is a compulsory subject in which four linguistic skills are focused on teaching, and one of them is the speaking skill. To speak fluently Chomsky's linguistic competence (Karimnia & Izadparast, 2007) and Hymes' communicative performance are essential elements (Hymes, 1992). Furthermore, four competencies are viewed as essential to speak. This comprises discourse, grammatical, strategic and socio-linguistic competencies (Canale & Swain, 1980). Moreover, according to Bailey (2003), speaking is a productive and verbal process which is from highest to lowest level, e.g. text to phoneme (Van Lier, 2014). Hence, this specific linguistic skill requires competencies at various levels and proceeds hierarchically in the practical production of English in social life.

According to Brown (2004), certain conversation norms aid smooth speech production in everyday life. These conversation strategies are the use of verbal vs. nonverbal clues, cohesive vs. coherence, turn-taking, goal-oriented, and language use in context. Furthermore, the choice of conversation rules depends upon the task associated with speaking. Task categories have been introduced by Brown (2004), but the process under each category is the creative work of Heaton (1988), Hughes (1989) and O'Malley and Pierce (1996). Its basic purpose is to judge the speaking process. Hence, these categories with processes are as follows (Ahmad, Qasim & Khushi, 2019).

- 1. Imitative Task:** In this category, the speaker imitates a certain assigned task, and the main focus is on pronunciation, grammar and prosody.
- 2. Intensive Task:** This comprises some activities such as reading aloud, responding to recorded speech, completing certain dialogues and a picture game that involves arranging them and telling a tale that relates to these photos.
- 3. Responsive Task:** The task in this section deals with the responsive activities. These are question vs. answer and paraphrasing.
- 4. Interactive Task:** This deals with the reciprocal process of interaction. Some activities are interactive, i.e. taking an interview, communication and active role play in dramas.
- 5. Extensive Task:** The activities involved in this task category demand more from the self-ability and involve a kind of monologue. These are oral presentations, telling about the news the listener just hears, telling and retelling a picture-clued story, etc.

It is opined by Dr. Peter Grundy, who had visited SPELT (Society of Pakistani English Language Teachers), that English should be learned as a language of communication because it is now a lingua franca (Grundy, 2011, as cited in Jafri et al., 2013). Contrarily, in EFL classes, it is taught as a foreign language in which the inclination is towards reading and writing, and the rest of the skills, especially speaking skill is slightly ignored. Furthermore, some challenges need to be addressed and explored for possible solutions. Similarly, under the paradigm of the problem-posing model, the teachers should unlearn and re-learn through proper language courses to teach a wide variety of learners (Smith-Maddox & Solórzano, 2002). This model allows the reciprocal communication between students and teachers, which speeds up their speaking and learning potential (Freire, 1968). So, the ability to speak English can be improved through cooperative learning.

Statement of the Problem

There are technical, linguistic, non-technical, social and psychological challenges faced by EFL learners to accomplish speaking skills in Pakistan which are needed to be solved through proper channels.

Objectives

The researcher attempts to explore the different sorts of challenges faced by learners to accomplish speaking skills in the EFL National context. Similarly, the investigator discusses the mentioned elucidations and suggests the proper possible solutions.

Research Questions

The research questions of this study are as follows:

1. Do the learners face challenges in learning speaking skills in the EFL National context?
2. What are the possible solutions to these challenges?

Significance of the Study

This study is significant because it highlights the challenges faced by learners in the EFL National context and the possible steps taken by the different departments, researchers, corporations, and government policies previously. So, it discusses the rate of investigation in the field of speaking skills, and it also suggests some possible solutions to overcome the existing problems.

Rationale of the Study

It is evident by taking into consideration the previous studies that the speaking skill is a less explored area in Pakistan, specifically because they are conducted in a specific geographic context. Furthermore, a bulk of studies deal with the improvement of foreign linguistic four skills generally. In addition to that, many studies investigated the challenges at different grades of education, i.e. intermediate, post-graduate, under-graduate and at the school level. However, the current study investigates the overall challenges faced by learners to achieve speaking skills in the EFL National context at the technical, linguistic and non-linguistic level through meta-analysis. Hence, this paper discusses the previous solutions and suggests some new explanations.

Literature Review

Philosophy of Freire's Problem-Posing Model

Freire "*The Pedagogy of the Oppressed*" proposes politically associated terms, i.e., the problem posing model is one of them. The basic motif behind this is to invoke the process of proper communication and build up critical consciousness. Hence, he presents revolutionary ideas through this anti-colonial work in the field of education (Giroux, 1992).

It is argued that there are some common hallmarks shared between the problem posing model and problem-based learning. These notions assist in changing the community through proper planning and strategy (Barnes & Fairbanks, 1997). Furthermore, this philosophical model has also been used in the medical field as a method to develop a health literacy toolkit. The focused group discussion under the selected model makes communication participatory, transfusion of information and the assessment of the toolkit sketch (Rikard et al., 2012). Hence, this epistemological pedagogic model leads the learners on the way to a solution.

It is asserted through research that in order to teach a difficult lesson or subject, e.g. mathematics, the proposition of queries by learners and then suggesting their possible solutions enables the process of learning to be smooth (Mishra & Iyer, 2015). Furthermore, this explores the dynamic nature of this model at two levels. At the first level, it detects a problem which reveals knowledge, and it has been applied as a technique. Subsequently, in introductory courses, it has been used as an assessment tool in order to know the outcomes. Hence, this particular critical philosophy brings revolution in academic pedagogy (Shih, 2018).

Research on Speaking Skills in Pakistan

The investigation has been conducted to improve the oral communication proficiency of the sixth-grade public school students in Pakistan. The National English Curriculum and planners are used as a tool to find out the overwhelming effect of reading and writing on speaking skills. Furthermore, there are some other

factors like hesitation, being less vocal and being introverted which impede the practical use of this language in social life. Hence, the encouraging environment, practical use of language in communication and strategic lessons teaching improve the oral competency of learners (Alam & Bashiruddin, 2013).

The quantitative research explores the anxiety level among EFL learners in Pakistan at the intermediate level. The results show the sense of negative evaluation, anxiety and their own perception about their inefficiency to speak English; all these elements lead them away from their goal to learn English speaking skills (Bhatti & Memon, 2016). Similarly, a quantitative research has been conducted to examine the effects of anxiety on communicative competence among EFL learners at the post-graduate level at the University of Baluchistan. It is asserted that there are different factors which influences communicative competency of learners. Hence, the anxiety in an English-speaking learning context is not gender specific, but it exists among both masculine and feminine (Ahmed, Pathan & Khan, 2017).

Current Controversies

It is opined that fluent English speaking is a reflection of successful learning of a foreign language. Contrarily, there are some factors, i.e. less exploration of speaking and vocabulary, that can affect the expression of ideas in a foreign language. Furthermore, the investigator used a storytelling technique to improve the speaking skills of grade eleven learners. Hence, the outcomes of this study are positive as it enhances the confidence among students to learn a foreign language (Sharma, 2018).

The online survey has been conducted in order to find out the use of digital technology in education among students at the public university of Pakistan at the undergraduate level. The finding reveals the access of learners to smartphones and computers/laptops, but the use of these devices for educational activities is meagre. Henceforth, few learners want to learn digital technology for educational use (Rashid et al., 2018). The quantitative research has analysed the teacher's trouble in teaching English by using CALL to the students of Pakistani Madaris. The results of this study reveal some technical issues, i.e. the power breakdown, lack of digital devices, lack of interest in online learning, absence of practical coursework and proper training programmes for students. Hence, these issues should be tackled with an iron hand to promote learning (Chohan et al., 2018).

English possesses the official language status after Urdu in Pakistan, but the actual use of it in communication is a complicated process. The challenge of Pakistani learners in the ESL context has been highlighted through quantitative research. It is asserted that the learners confront psychological, social and language proficiency issues while speaking English (Ali et. al., 2020). Furthermore, there has been introduced Integrated Collaborative Learning.

Approach which is the amalgamation of Collaborative and Integrated Teaching approaches. Hence, this is a multidisciplinary approach which joins ESL, EFL and ENL in a classroom to teach the four linguistic skills (Khan & Mansoor, 2020).

It is evident by taking into consideration the previous studies that the speaking skill is a less explored area in Pakistan, specifically because they are conducted in a specific geographic context. Furthermore, a bulk of studies deal with the improvement of foreign linguistic four skills and challenges at different grades of education. However, the current study investigates the overall challenges faced by learners to achieve speaking skills in the EFL National context at the technical, linguistic and non-linguistic level through meta-analysis. Hence, this paper discusses the former and some new solutions at the end of the analysis.

Research Methodology

This is essentially qualitative research, and data has been collected through document analysis as a tool. The researcher takes ten research articles (2011-20) of the previous ten years, specifically on speaking skills in Pakistan and analyzed under Freire's (1968) 'Problem Posing Model'. The findings have been drawn from this analysis, which provides suggestions at the end. Hence, the researcher chooses the qualitative method of

investigation because it provides the deep descriptive information from the perspective of an individual (Price, 1991, as cited in Teevno, 2011).

Theoretical Framework

Paulo Freire (1968) created a critical work on '*Pedagogy of the Oppressed*'. This thinker opined that the teacher should pose those questions which stimulate thoughts and enhance the inquisitive level of learners. Furthermore, he proposes the 'Problem Posing Model' in this respect, which suggests the investigative mode of learning. This is opposite to 'Banking Model' in which students are filled with knowledge and are forced to accept the reality without raising questions. Contrarily, the problem-posing paradigm of education develops among learners a quest for reality, and they strive to get knowledge. It is a reciprocal, cooperative, and mutual process of getting an education. Hence, this invokes the consciousness of learners critically (Shor, 1993).

The core motif of this pedagogical model is to create a critical thinking habit among learners. For this purpose, they are exposed to various challenges and are allowed to find out their possible solutions (Freire, 2018). Furthermore, these challenges arise from generative themes, particular academic disciplines and topics. According to Freire, the learning process has some values, and classroom activities are one of them, which should be participatory and interactive. Moreover, the course should be comprehensible and in a language which relates to their context. There should be critical thinking among learners, i.e. knowledge about ontology, epistemology, methodology and the effectiveness of pedagogy. Henceforth, the dialogical and democratic elements relate to each other because students should have the right to speak in class and be involved in the process of reciprocal communication with the teacher that leads to un-socialization. The curriculum should be impartial to races, gender and class. Hence, the class activities should be active, interactive, and participatory, which deal with the sentiments of the learners and social investigation.

Findings and Discussion

Table 1

Two Official Languages in Pakistan

Publication Year	Author's Name	Research Work Theme	Challenges	Solutions
2011	Shamim	Challenges and Solutions to English Language in Pakistan	<ol style="list-style-type: none"> English and Urdu both are both official languages in Pakistan, but only a few People are competent to communicate in a foreign language. The foreign language is used frequently to write official documents, but Urdu is used for communication. The challenge is to create an equilibrium between the language of education and social interaction. 	The policy makers of Pakistan should make such sort of policies/plans that implement the practical use of language.

Interpretation

The challenges arise from generative themes, particular academic disciplines and topics (Freire, 1968). The investigation explores the cause of lower English speaking proficiency in Pakistan, which is the imbalance between the language of education and interaction. Hence, English is just used as a language of documentation and education, but the medium of interaction is Urdu or other regional languages. This inhibits the English-speaking skill development in this country.

This is the existing social reality of Pakistan, which represents the complex phenomenon of language because it is theoretical as well as practical. In the specific field of education, the main attention is given to developing linguistic competence, but to teach learners, the medium of instruction is not the foreign language because of the demands of the situation. The basic reason behind this is the linguistic impracticality. Similarly, English is not used to communicate by the masses or officials in society and institutions. Furthermore, learners are not exposed to the English-speaking society, at least in institutions, which leads to less proficient foreign language speakers in Pakistan. Hence, the gap between policy and practices in this Nation is one of the reasons for failure.

The investigator highlights the issue in the field of language and education because few people can communicate in English. This reflects the inequality in pedagogy and curriculum. Furthermore, this shows the differences in the technical practices and educational access to technological aids to teach language. Hence, it is suggested that a balance should be created between academic, official and national language use to cope with the challenge of fewer English speakers in this country.

Table 2

Oral Communication Skill and Learning Environment

Publication Year	Author's Name	Research Work Theme	Challenges	Solutions
2013	Alam & Bashiruddin	Oral English Skill at School level in Pakistan	<ol style="list-style-type: none"> 1. Provide a favourable Learning Environment for OCS (oral communication skill). 2. Afraid of language errors, bashful and hesitant. 3. The lack of a healthy and motivating environment in which learners feel safe to speak. 4. Lack of a created sense of worthiness 5. The instructor's use of a foreign language and the learner's exposure. 6. The attention is on accuracy instead of fluency. 7. Listening skill role in speaking skills. 	<p>The teachers should encourage learners to speak because excessive emphasis on accuracy creates impediments in the accomplishment of oral communication skills. Learners should be provided with activities in which they can speak. The teacher should promote a self-correction and peer correction environment under observation. Minimum use of code switching by learners.</p>

Interpretation

The learning process has some values, classroom activities are one of them, which should be participatory and interactive (Freire, 1968), but in Pakistan, the situation is somewhat different. The investigation reveals the psychological and social elements that affect the learning process of the students. Furthermore, the various elements, i.e. the fear of being negatively evaluated, the sarcastic attitude of listeners and the sense of impotency of learners, all these factors created in them pessimism. Moreover, the mode of language pedagogy is traditional in this country, which makes learners from their childhood passive students, and this habit prolongs to the next levels. Henceforth, the classroom environment should be conducive to learn and interactive, in which students feel encouraged, but the situation is different here. Hence, in EFL classes, more

attention is given to accuracy rather than fluency, and the tutor uses code-switching mode to teach English, which is not perfect in this specific national context.

Table 3

Anxiety to Comprehend and Speak English for EFL Learners

Publication Year	Author's Name	Research Work Theme	Challenges	Solutions
2013	Khan	Learner's perception to English Medium of Instructions in Universities of Pakistan	<ol style="list-style-type: none"> 1. The students at the post-graduation-level face issues due to the English medium of instruction. 2. They feel anxious to speak English and comprehend lectures in the classroom. 3. Students use the strategy of cramming to pass the examination rather than learning the linguistic skills. 	The anxiety level among learners should be reduced and motivate them to speak through an amendment in university curriculum which enhances the English proficiency of learners. It should be allowed to use Pakistani English as a variety in university premises.

Interpretation

The course should be comprehensible and in a known language which relates to their context. The learners at the post-graduate level face the challenge of foreign language comprehension because at the preliminary levels, they are taught English through different modes, e.g. code switching. Henceforth, the sudden change to teaching and learning completely in English creates a problem for EFL learners. Hence, the students feel anxiety about speaking a foreign language in class, and they adopt the method of cramming to pass the examination instead of learning linguistic skills.

Table 4

Language Policies in Pakistan and Practices

Publication Year	Author's Name	Research Work Theme	Challenges	Solutions
2016	Manan et al.	Policies Illusions and Solutions to English Language Teaching in Pakistan.	<ol style="list-style-type: none"> 1. There is a contradiction between foreign language learning policy, and its practices i.e. poor management, pedagogy and unskilled staff leads to the unsatisfied results. 2. Earlier practices to teach English are not according to bilingual or multilingual environment in Pakistan. 	English should be taught as a mother language to learners in society equally.

Interpretation

There should be critical thinking among learners, i.e. knowledge about ontology, epistemology, methodology and the effectiveness of pedagogy (Freire, 1968). There are language policies in Pakistan, but practices and their outcomes are different. Similarly, based on the medium of teaching, technological aids, the dexterous language teacher and proper implementations of rules to teach language matter a lot. Hence, language should be taught as the mother tongue, and the mould method according to the academic situation, in addition to that, expose them to an English-speaking environment to make them competent speakers.

Table 5*English Speaking and Psychological Pressure*

Publication Year	Author's Name	Research Work Theme	Challenges	Solutions
2016	Bhatti & Memon	The Issues of Anxiety faced by Pakistani Learners in EFL Classes.	<ol style="list-style-type: none"> 1. The Learners face the problem of anxiety in EFL classes. 2. The learners are reluctant to communicate in English. 3. Their own psychological issues, i.e. The learners think that they can't speak English because if they speak. The other may assess them negatively. 	The language anxiety is multifaceted, but teachers should try his/her best to create a healthy and cooperative environment to learn English.

Interpretation

Freire viewed that the class activities should be active, interactive, and participatory, which deal with the sentiments of the learners and social investigation. In the National context, the academic situation is contrary to some extent at different levels in Pakistan. Moreover, learners are confronting the psychological pressure to learn a language because they feel bashful to communicate in English in usual life. However, the sense of negative evaluation and the stern attitude of listeners stop them from practicing. Hence, in this way, their motivation to improve their English speaking skills remains a dream.

Table 6*Fear of Committing Linguistic Errors*

Publication Year	Author's Name	Research Work Theme	Challenges	Solutions
2016	Ahmed et al.	English Speaking Anxiety among the Learners of Baluchistan University in Pakistan.	<ol style="list-style-type: none"> 1. Anxiety to speak English due to interlanguage semantic differences. 2. Learners fears to communicate with the instructor of a foreign language because they are afraid to commit grammatical errors while speaking English. 3. They feel anxiety about speaking English due to negative evaluations in academic field and society. 	Teachers should create a cooperative and conducive environment for learners. They should motivate them to communicate in English.

Interpretation

It is a reciprocal, cooperative, and mutual process of getting education (Freire, 1968), but in the National EFL classrooms, learners are afraid to communicate with their tutors due to the fear of committing errors. Hence, the psychological pressure, the social environment and academic attitudes of listeners and evaluators influence the English speaking skill accomplishment activity.

Table 7*Medium of Education, Gender and Use of Technology in EFL*

Publication Year	Author's Name	Research Work Theme	Challenges	Solutions
2018	Rashid et al.	Role of Technology in EFL Context in Pakistan.	<ol style="list-style-type: none"> 1. Gender Bias: Males (30%) use smartphones for speaking practices more than females (19%). 2. Urdu medium learners (11%) use less than English medium learners (19%) their cell memory for Speaking skill practices. 3. Computer science students (48%) perform speaking practices more than social science students (15%) and others. 4. Learners are less explored to the fact that mobiles can be used as a tool to learn speaking English. 	Learners should use a cellphone to enhance four linguistic skills, but only (49%) of them want to pursue this technology for future use.

Interpretation

The curriculum should be impartial to races, gender and class (Freire, 1968), but the activities to learn speaking in the EFL context through the use of technology are partial. Furthermore, cell phones are more commonly used by males than by females. Similarly, English medium students use mobiles for speaking practice more than Urdu medium, and computer science students use them more than social science. Hence, the challenge is to develop critical thinking among learners, which involves the use of technology for English-speaking practices.

Table 8*Technical and Non-Technical Issues in EFL Context*

Publication Year	Author's Name	Research Work Theme	Challenges	Solutions
2018	Chohan et al.	The Use of CALL as a Tool to Teach in EFL Context in Pakistani Madaris	<ol style="list-style-type: none"> 1. English learning is enhanced by the use of computer technology, but there are some issues, i.e. some people can't afford laptops. 2. There is a lack of proper training to use that technology. 3. The dearth of inspiration, power breakdown, no administrative support and more focus on theory rather than the practice of a practical subject. 	Teachers should use technology in language learning.

Interpretation

The investigation reveals the technical and non-technical issues. This refers to the use of technology to learn English speaking, the proper training of the staff and students, and the economic and power breakdown challenges in Pakistan, respectively. All these factors create impediments in the process of learning language skills. Hence, in order to cope with these challenges, the critical thinking among learners should be developed by the staff. So, they can learn the English speaking skill more fluently.

Table 9

Practical Use of English to Communicate in Society

Publication Year	Author's Name	Research Work Theme	Challenges	Solutions
2019	Manan	Myth and English Practices in Low Cost Schools in Pakistan	<ol style="list-style-type: none"> 1. English is used rarely by the learners and instructors in usual life. 2. The main attention is given to reading and writing skills. 3. The impractical policies of institutions and cultural or linguistic gap creates problem in EFL pedagogy. 	The reviewer should present the gap between policies and practices of English in Pakistan. It should also highlight the modern foreign language pedagogies.

Interpretation

This thinker opined that the teacher should pose those questions which stimulate thoughts and enhance the inquisitive level of learners (Freire, 1968). This asserts the view to use English by the instructors in class and to let the learners speak. They can assign such tasks to be discussed by the learners in a foreign language outside the class and then take feedback from them. However, there are issues, i.e., the instructor's less frequent use of English, and the gap between policy and its practice in learning a foreign language. Hence, the language teacher should pay equal attention to the four skills of English to develop speaking ability.

Table 10

Classical, Modern and Multiple Modes of Teaching English

Publication Year	Author's Name	Research Work Theme	Challenges	Solutions
2020	Khan & Mansoor	Integrated Collaborative Learning Approach and Pedagogy to Foreign Language	<ol style="list-style-type: none"> 1. Teaching methods in Pakistan are classical, in which the teachers possess a central role in class. 2. There is a single method of teaching for every student, which is not sufficient. 3. There is a need for another approach to teach learners speaking and other skills of English language 	The researcher gives ICLA. (Integrated Collaborative Learning Approach) approach, which is the combination of two approaches, i.e. ITA (Integrated Teaching Approach) and CLA (Collaborative Learning Approach). This approach is beneficial in teaching English speaking and other skills to learners.

Interpretation

According to Freire (1968), the learning process should be co-operative, participatory and inquisitive, but the foreign language teaching method in Pakistan is classical frequently. The choice of the appropriate method

to teach the English language is a challenge for the language teacher. Furthermore, there should be proper training of the staff to select one or multiple modes to teach the students, e.g., the Integrated Collaborative Learning Approach, because there are multiple potential levels of mind in a class. Hence, there should be proper training of the instructors in order to make them capable enough to tackle the language learning process.

Conclusion

The researcher finds a number of challenges in order to accomplish English speaking skill in Pakistan by learners. This area has been less explored by the previous researchers in this country. There are technical as well as non-technical issues in learning a language. Similarly, the psychological and societal elements also pose a problem for the learners of the foreign language. The improper training of the staff, the classical method of teaching, the lesser use of technology, and the lesser use of amalgamation of approaches that suit the pedagogic environment. Additionally, the policies and curriculum to teach speaking skill those are less practised by the instructors. Likewise, the code-switching mode of teaching, although it helps in teaching a foreign language, slows down the learner's efficiency in speaking English. Furthermore, other than technical challenges, there are non-technical and societal problems as well. Mobile phones are more commonly used to learn English speaking skills by English medium learners as compared to Urdu medium learners. Moreover, the male use this technology more as compared to the female; gender bias, lack of digital devices, and power breakdown are all factors that pose issue to learn English speaking skills. Henceforth, the less motivation level, the higher the anxiety, fear of committing linguistic errors, and the sense of not being worthy to speak, the attitude of listeners and the less exposure to English-speaking society affect the speaking ability of learners. Hence, there are technical, non-technical, social and psychological factors which influence the speaking ability and process to get proper command of it.

Various challenges are faced by the learners, but there are some possible solutions to it. The previous research mentioned different solutions to it, i.e. the use of technology for learning and practice purposes, enhances the e-literacy of the learners irrespective of gender bias. Similarly, in order to make the learners proficient English speakers, the teacher should enhance the motivation level to speak and minimise the anxiety level among students. Additionally, the instructor should communicate with learners in a foreign language and try to avoid the code-switching mode of education. Furthermore, the policies of language pedagogy should also be applicable and equal attention should be given to the four skills of language. Hence, the attitude of the instructor towards the learners should be cooperative and motivating and expose them to the English-speaking society because it enhances their speaking practices.

There are some more possible solutions, one of them is the use of modern language pedagogies, i.e. Content-Based Instruction, Natural Approach, Suggestopedia, Silent Way Method, Audio Lingual Method, Collaborative Learning Approach, Integrated Collaborative Learning Approach, etc. Furthermore, the language teacher should use a combination of one or more modern/classical methods to develop speaking skills among learners. Moreover, they should be assigned such task which enhances their speaking English practice not only within the class but outside of it as well. They are exposed to a foreign language more through technology and peer discussion. Hence, the provision of a healthy psychological environment to learners motivates them and the functional coherence between policy, technology, and pedagogy and priorities lead to the achievement of speaking skills.

Implication

This study is useful for future researchers because it helps the policy makers, the curriculum developers and instructors to revise the language pedagogies and curriculum. This paper identifies the challenges to English-speaking skills and possible solutions. However, the comparative analysis of the National and International English Speaking Strategies and the implementation of native speaker strategies in Pakistan to produce efficient speakers can be done.

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