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The Role of IPC (International Primary Curriculum) Learning Methods in Enhancing the Students' Readiness for Oral Presentation in English at Peachblossoms School, Bekasi

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Abstract: *This study examines the role of the International Primary Curriculum (IPC) in enhancing students' readiness for oral presentations during the 2024 Student-Led Conference at Peachblossoms School Bekasi. The study was conducted through three months of classroom observation covering the IPC learning cycle from the Entry Point to the Exit Point, with particular attention to recurring learning conditions that supported students' confidence in using English as a foreign language (EFL). The findings show that the IPC learning cycle contributed to students' growing confidence in using English for everyday classroom communication and supported their readiness to present in the Student-Led Conference. Three interrelated conditions emerged as particularly important: a psychologically safe learning environment, supportive peers with positive attitudes, and opportunities to communicate with a real audience. Together, these conditions encouraged students to move beyond concerns with linguistic accuracy toward more fluent and purposeful communication. The study suggests that communicative confidence at the primary level develops not only through language instruction but also through a learning environment that provides meaningful opportunities for authentic interaction. These findings offer practical insight for Indonesian primary schools seeking to strengthen communication-oriented English learning and students' oral presentation readiness.*

INTRODUCTION

The ability to speak English is increasingly important in education and professional life because English functions not only as a subject of study but also as a medium of communication across academic and workplace settings. In Indonesia, this demand contrasts with broader proficiency conditions. The EF English Proficiency Index placed Indonesia 80th among 123 countries and regions in its 2025 edition, with a national score of 471 and a speaking score of 447 (EF Education First, 2025). Setiawan (2022) likewise found that more than 80% of respondents in

his workplace survey identified English as one of the requirements for obtaining employment. At the educational level, English has also been progressively reintroduced into Indonesian primary schools, reinforcing the importance of developing communicative competence from an early stage (British Council, 2024). Yet English instruction does not automatically produce students who are willing and able to communicate. Classroom learning may emphasize vocabulary, grammar, written exercises, and scripted speaking tasks, leaving students with knowledge of the language but insufficient experience in using it spontaneously. This creates a persistent discrepancy between linguistic knowledge and actual communicative performance.

This discrepancy becomes particularly relevant in English as a Foreign Language (EFL) settings because speaking requires more than grammatical and lexical knowledge. Learners must also have opportunities, confidence, and willingness to use the language. MacIntyre et al. (1998) conceptualize *willingness to communicate* (WTC) as learners' readiness to enter into communication at a particular time with particular interlocutors, showing that linguistic competence alone does not ensure actual language use. Recent evidence further demonstrates that foreign-language anxiety can negatively predict learners' WTC, particularly when they fear mistakes or negative evaluation (Lin et al., 2025). Conversely, supportive classroom environments characterized by positive feedback, collaborative activities, and reduced fear of error can encourage learners to participate more actively in speaking (Khoudri, 2024; Wu, 2023). The issue, therefore, is not merely whether students know English, but whether the learning environment provides sufficient psychological and communicative space for them to use it. This distinction reflects the gap between *das Sollen*—EFL learning that develops meaningful communicative competence—and *das Sein*—classroom practices in which opportunities for authentic and sustained speaking may remain limited.

An interesting empirical condition emerges at Peachblossoms School Bekasi, where the International Primary Curriculum (IPC) is implemented alongside the national curriculum. Preliminary observation of its 2025 Student-Led Conference showed Grade 3 students delivering extended English presentations before a large audience. Although grammatical errors remained evident, students were able to communicate their ideas intelligibly and demonstrate considerable confidence; the setting also provided space for them to speak without excessive fear of being negatively scrutinized. This phenomenon is consistent with the structure of IPC learning at the school, where students repeatedly exchange ideas, conduct collaborative projects, discuss findings, and communicate verbally during activities such as *Knowledge Harvest*, *Big Picture*, and *Research and Recording*. During these processes, communication is prioritized while linguistic errors are treated as part of learning rather than as grounds for punishment. Conceptually, this corresponds with the broader orientation of IPC toward communication, collaboration, critical thinking, and creativity. Adzillah et al. (2025), for example, identify IPC as a curriculum model that promotes 21st-century competencies through meaningful and cross-disciplinary learning. Thus, Peachblossoms School provides a relevant empirical setting for examining how a curriculum-based learning environment may create conditions that support young EFL learners' spoken communication.

Existing research, however, has largely examined the components of this relationship separately. Studies on EFL speaking have demonstrated the importance of positive classroom environments for engagement and speaking proficiency (Wu, 2023), the role of instructional strategies in reducing speaking anxiety and increasing WTC (Khoudri, 2024), and the negative relationship between foreign-language anxiety and willingness to communicate (Lin et al., 2025). Meanwhile, research specifically addressing IPC has primarily emphasized its contribution to

holistic learning, social responsibility, and 21st-century competencies, including communication and collaboration (Adzillah et al., 2025). These findings provide important foundations, but they leave a more specific question insufficiently addressed: how does the learning environment generated through IPC translate into students' readiness and actual engagement in English oral communication, particularly among primary-school EFL learners? Previous studies tend either to investigate psychological and environmental determinants of speaking outside the IPC context or to examine IPC without specifically tracing its relationship with speaking readiness and oral presentation. The present study therefore moves beyond treating supportive learning environment, WTC, speaking practice, and IPC as separate concerns. It positions them within a connected explanatory pathway in which IPC learning practices may reduce communicative inhibition, strengthen willingness to communicate, expand opportunities for repeated speaking practice, and consequently support students' speaking fluency and readiness for oral presentation.

Against this background, the study investigates how the International Primary Curriculum creates a supportive English-speaking environment and how that environment supports Grade 3 students' speaking fluency and readiness for oral presentation at Peachblossoms School Bekasi. More specifically, it examines the implementation of IPC learning activities, the ways these activities create opportunities for English interaction, and the factors that shape students' readiness to communicate and present orally. Rather than assuming that IPC directly produces speaking proficiency, the study focuses on the processes through which its learning environment may facilitate communication, thereby linking curriculum practice with WTC, anxiety reduction, interaction, and repeated speaking opportunities. Theoretically, the study is expected to extend EFL speaking research by locating communicative readiness within a curriculum-embedded learning environment rather than examining psychological or linguistic factors in isolation. Empirically, it provides evidence from young learners, a population less represented in studies of WTC and EFL speaking environments. Practically, the findings may offer teachers and schools a clearer understanding of how collaborative, psychologically supportive, and communication-oriented learning practices can be organized to encourage children to use English more naturally and confidently.

RESEARCH METHOD

This study employed a qualitative descriptive approach to examine how the International Primary Curriculum (IPC) learning process contributed to students' confidence and fluency in using English for communication. A qualitative approach was considered appropriate because the study focused on naturally occurring classroom interactions, students' engagement, and communication practices rather than on measuring predetermined variables statistically (Creswell & Poth, 2018). The research was conducted at Peachblossoms School Bekasi, involving two Grade 3 classes, P3 Cairo and P3 Brasilia, throughout the IPC learning cycle from the *Entry Point* to the *Exit Point* of the "Home and Houses" unit. The observation period extended from October to December 2025. The two classes comprised 33 students aged approximately nine to ten years, consisting of 17 students in P3 Brasilia and 16 students in P3 Cairo. Most students came from Indonesian-speaking families, while a smaller number had multilingual family backgrounds.

The study used both primary and supporting documentary data. The primary data were derived from students' classroom behavior, participation, interaction, and use of English during daily IPC learning activities. Particular attention was given to how students communicated with peers, responded to learning tasks, discussed differences between their own experiences and those presented in the IPC materials, and presented their ideas during classroom activities. Documentary

sources included copies of IPC Geography and International subject lesson plans, the Term 2 *Big Picture* PowerPoint materials, and classroom learning materials related to the "Home and Houses" unit. Additional supporting data consisted of photographs and video recordings documenting students' project-making activities and presentations. The students' enrollment status was cross-checked against the official scoring sheets of P3 Cairo and P3 Brasilia to ensure that the participants observed were active students of the two classes.

Data were collected primarily through naturalistic classroom observation and document collection. Observation was conducted during regular IPC sessions in the classroom and, on several occasions, in the school's basketball area on the lower ground. Naturalistic observation enables researchers to examine behavior and interaction within the setting in which they normally occur without experimentally manipulating the situation (Cohen et al., 2018). The researcher followed the students throughout the IPC learning cycle and recorded their participation, peer interaction, communicative engagement, and responses to learning activities. One focus of observation was the "Home and Houses" unit, in which students examined different forms of housing around the world and compared them with their own living environments. Learning plans, presentation slides, photographs, and video recordings were collected alongside observational data to provide documentary evidence of the learning process. The use of multiple forms of evidence also enabled the researcher to compare classroom observations with instructional materials and visual documentation, thereby strengthening the credibility of the findings (Creswell & Poth, 2018).

The data were analyzed using a qualitative thematic analysis focusing on recurring patterns in students' communication, engagement, peer interaction, and confidence in using English throughout the IPC learning cycle. The analysis began with repeated examination of observational records and supporting documents, followed by the identification and coding of meaningful patterns related to students' communicative behavior. These codes were subsequently organized into broader themes that represented conditions and learning experiences associated with students' English communication during IPC activities. Thematic analysis provides a systematic yet flexible procedure for identifying and interpreting patterns of meaning within qualitative data (Braun & Clarke, 2022). Particular attention was given to changes and recurring behaviors from the *Entry Point* through subsequent learning activities to the *Exit Point*, including how students responded to unfamiliar social and cultural contexts, interacted with peers, articulated comparisons, and communicated their ideas before an audience. Findings from classroom observations were compared with lesson plans, instructional slides, photographs, videos, and class records as a form of data-source triangulation to improve the credibility and consistency of the interpretation (Creswell & Poth, 2018).

RESULTS AND DISCUSSION

General Description of the Research Context

Peachblossoms Primary School serves families from residential areas around Kota Harapan Indah and Summarecon Crown Gading, Bekasi. The student population reflects diverse cultural, religious, family, and, in some cases, national backgrounds. This diversity creates a plural learning environment in which students regularly interact with peers from different social and cultural backgrounds. Located close to residential and commercial areas, the school also operates within a broader urban environment in which education is positioned as preparation for participation beyond the classroom.

This orientation is reflected in the school's emphasis on project-based learning, presentation, collaboration, and the application of knowledge to authentic contexts. At the primary

level, the International Primary Curriculum (IPC) provides the curricular framework for this learning environment. The IPC is structured around subject, personal, and international learning goals and emphasizes active, connected, and globally oriented learning. Its learning process is designed to encourage students to become active and collaborative learners while connecting classroom knowledge with wider experiences. This orientation is broadly consistent with the IPC's stated emphasis on academic, personal, and international development.

The wider school environment provides additional illustrations of this orientation. At the secondary level, students participated in a school exhibition on 13 June 2026 in which they presented projects to an audience through gallery-style and open-market activities. Projects included applications of 3D-printing technology, experiments involving simple chemical processes, and cultural projects combining Chinese cultural heritage with traditional Javanese batik. Although these secondary-school activities were not the primary objects of observation in the present study, they illustrate the broader institutional emphasis on presenting ideas, applying knowledge, collaborating with others, and communicating with authentic audiences.



Note. The student explains the application of 3D-printing technology while the machine produces a component subsequently assembled into a pencil case.

Figure 1. Secondary-School Student Demonstrating a 3D-Printing Project



Note. Students demonstrate a simple fermentation project and present the resulting product to parents attending the exhibition.

Figure 2. Student Chemistry Project Presented During the School Exhibition



Note. The student project combines elements of Chinese cultural heritage with traditional Javanese batik as an illustration of intercultural learning within the school environment.

Figure 3. Cultural Collaboration Through Batik

These examples provide contextual evidence of a school-wide learning culture in which presentation and communication are treated as ordinary components of learning. The primary analysis, however, focuses specifically on the observed experiences of Grade 3 students in P3 Cairo and P3 Brasilia.

Results

Three months of classroom observation identified five interconnected conditions associated with students' readiness to communicate and present in English: English as a medium of meaningful communication, a low-anxiety classroom environment, collaborative peer interaction, repeated presentation experience, and supportive teacher facilitation. These conditions did not operate independently. Rather, they formed a classroom ecology in which English speaking became embedded in everyday learning activities.

Table 1. Main Themes Identified from Classroom Observation

Theme	Observed pattern	Relevance to oral-presentation readiness
English as meaningful communication	English was used to discuss tasks and ideas rather than treated only as an object of study	Increased opportunities for functional language use
Low-anxiety environment	Students were not continuously penalized or interrupted for grammatical and lexical errors	Reduced hesitation and fear of speaking
Peer collaboration	Group discussion and project work required students to communicate with classmates	Made English interaction socially routine
Repeated presentation practice	Students regularly explained projects to classmates	Familiarized students with speaking before an audience
Supportive teacher facilitation	Teachers prompted ideas, encouraged participation, and allowed students to complete messages	Sustained engagement and communicative confidence

English as a Medium of Meaningful Communication

The first prominent pattern was the functional role of English during IPC sessions. English was not consistently presented as a discrete object to be memorized or analyzed. Instead, it served as the language through which students discussed classroom tasks, responded to teachers, collaborated with classmates, and communicated ideas related to their projects.

Students therefore encountered English as part of the process of accomplishing academic tasks. Their attention was frequently directed toward what they wanted to communicate rather than exclusively toward whether every grammatical form was correct. Across the observation period, students in both P3 Cairo and P3 Brasilia increasingly used English during ordinary classroom interaction.

This pattern suggests that the IPC environment created recurring opportunities for *meaning-focused output*. Rather than separating speaking practice from other classroom activities, spoken English became integrated into project work, discussion, explanation, and presentation.

A Low-Anxiety Environment and Freedom to Make Mistakes

A second and particularly salient theme was the relative absence of fear during speaking activities. Students were encouraged to communicate even when their speech contained grammatical or vocabulary errors. Teachers did not consistently interrupt students to correct every linguistic mistake, and classroom participation was not organized around the expectation of error-free speech.

Consequently, making a linguistic mistake did not automatically terminate the student's speaking turn. Students could continue expressing their ideas, listen to others, and revise their language through continued interaction. Classroom observations indicated that students participated voluntarily and appeared comfortable speaking in front of classmates.

The importance of this finding lies less in the complete absence of language errors than in the students' willingness to continue communicating despite them. The observed readiness to speak was therefore associated with a classroom climate in which errors were treated as part of learning rather than as immediate grounds for negative evaluation.

Peer Collaboration as Routine Communicative Practice

The third theme concerned the role of peers. Students regularly participated in group discussions and collaborative project work, requiring them to explain ideas, negotiate tasks, listen to classmates, and contribute to shared outcomes. Because English was commonly used within these activities, peer collaboration simultaneously created opportunities for language use.

One example was observed when students in P3 Cairo worked collaboratively to construct a replica of a sarcophagus and prepare the accompanying narration. The task required students not only to produce a physical project but also to organize knowledge that could subsequently be communicated to others.



Note. Students worked in groups to construct a replica of a sarcophagus and prepare its accompanying narration.

Figure 4. P3 Cairo Students Collaborating on a Sarcophagus Project

The significance of peer interaction became particularly visible because students' interlocutors were classmates with whom they interacted repeatedly. Speaking English therefore occurred within a familiar social group rather than exclusively during formal assessment. Across repeated interactions, communication in English became embedded in collaborative classroom routines.

Repeated Presentation as Normalized Speaking Experience

A fourth pattern was the recurrence of classroom presentation. During each academic term, students were expected to present group work before their classmates. Presentation was therefore not reserved for a single high-stakes event such as the Student-Led Conference. Instead, students repeatedly experienced explaining what they had produced and communicating the knowledge underlying their projects.

P3 Brasilia provided another example. Students presented their sarcophagus project and explained what a sarcophagus was and why it was historically used. The explanation was delivered in English.



Note. Students explained the meaning and historical function of a sarcophagus in English before their classmates.

Figure 5. P3 Brasilia Students Presenting Their Sarcophagus Project

Repeated exposure to this pattern appeared to reduce the novelty of public speaking. Students became accustomed to standing before an audience, being listened to, and having their ideas acknowledged. Within the observed classroom environment, oral presentation increasingly functioned as a normal learning activity rather than an exceptional performance demanded only during formal assessment.

Teacher Facilitation and Communicative Support

The fifth theme concerned the role of the teacher. Teachers facilitated discussion, encouraged students to contribute ideas, asked questions throughout the learning process, and created opportunities for students to communicate rather than immediately supplying answers themselves. Linguistic accuracy remained relevant to learning, but it did not consistently override communicative participation.

This approach was especially apparent during activities designed to activate students' interest at the beginning of a learning cycle and during subsequent questioning and discussion. Teacher prompts encouraged students to retrieve prior knowledge, articulate emerging ideas, and respond orally to the topic under study.

Taken together, the observations suggest that students' readiness for oral presentation emerged from repeated participation in a communicative environment rather than from isolated presentation training. English was used for meaningful purposes; mistakes could occur without

terminating communication; peers provided recurring interlocutors; presentations were repeated across learning activities; and teachers maintained opportunities for students to speak.

Discussion

The findings indicate that oral-presentation readiness among students in P3 Cairo and P3 Brasilia was associated with a combination of communicative, affective, social, and pedagogical conditions embedded within the IPC learning process. The most important interpretation is therefore not that IPC automatically produces speaking proficiency, but that its classroom implementation created recurring conditions under which students could use English, tolerate linguistic imperfection, interact with peers, and repeatedly address an audience. This distinction is important because the study did not directly measure changes in linguistic fluency through standardized pre- and post-assessment.

1. Meaning-Focused Communication and Everyday English Use

The observation that English functioned as a means of completing learning tasks is consistent with Newton and Nation's (2021) framework for developing listening and speaking. Their four-strand model distinguishes *meaning-focused input*, *meaning-focused output*, *language-focused learning*, and *fluency development*, emphasizing that learners require substantial opportunities to understand and produce language for communicative purposes.

The classroom practices observed at Peachblossoms particularly reflect the principle of meaning-focused output. Students did not speak English merely to demonstrate knowledge of English itself; they used it to explain projects, answer questions, negotiate group activities, and convey content. This distinction helps explain why speaking could become increasingly ordinary within the classroom. The communicative purpose preceded perfect linguistic form.

This interpretation also fits the broader design of the IPC. The curriculum emphasizes active and connected learning across academic, personal, and international domains and encourages learners to collaborate and apply their understanding to real-world contexts. The observed use of English should therefore be understood as occurring within a broader task environment rather than as a stand-alone language exercise.

2. Psychological Safety and Reduced Speaking Anxiety

The strongest observational theme was students' apparent freedom from excessive fear of making mistakes. This finding is theoretically important because foreign-language anxiety has repeatedly been associated with poorer language performance. Zhang's (2019) meta-analysis of 55 independent samples involving more than 10,000 learners reported an overall negative association between foreign-language anxiety and language performance. Recent experimental work has likewise linked speaking anxiety with disruptions to L2 fluency.

The Peachblossoms observations add a classroom-level perspective to this literature. Students were not observed avoiding communication simply because their sentences might contain inaccurate grammar or vocabulary. Teachers generally allowed communicative turns to continue, while peers did not appear to function primarily as evaluators of linguistic accuracy. Such conditions potentially reduced the perceived interpersonal cost of speaking imperfectly.

Accordingly, the phrase absence of fear in the original observation is better understood analytically as a low-threat communicative environment. It should not be interpreted to mean that students experienced no anxiety whatsoever, because anxiety was not measured directly. The evidence supports the more bounded conclusion that observable classroom interaction was characterized by willingness to participate despite possible linguistic errors.

3. Peer Interaction and Willingness to Communicate

Peer collaboration constituted a second mechanism through which oral communication became routine. The findings are compatible with the substantial literature on peer interaction in second-language learning. Sato and Ballinger (2016) conceptualize peer interaction as a pedagogically productive environment in which learners can engage with language while jointly completing communicative tasks. Their synthesis also emphasizes that social relationships and task characteristics shape the quality of learner interaction.

This perspective helps explain the importance of group work in P3 Cairo and P3 Brasilia. Students did not move directly from individual language learning to formal public presentation. Between these two points was a recurring layer of peer communication: discussing, planning, constructing projects, rehearsing explanations, and responding to classmates. The development of presentation readiness was therefore socially distributed across ordinary classroom interaction.

The finding can also be considered through the concept of *willingness to communicate* (WTC). WTC is not simply a stable personality characteristic; it is responsive to interpersonal and contextual conditions within the language-learning environment. Contemporary reviews emphasize that engagement and WTC emerge from interacting individual and contextual systems. In the present study, familiar peers, collaborative goals, and repeated English use appear to have provided conditions conducive to voluntary communication, although WTC itself was not quantitatively measured.

4. Repetition and the Normalization of Oral Presentation

The recurring presentation cycle represents another important finding. Students repeatedly explained group projects during ordinary academic terms. Such repetition may matter because repeated task performance can reduce the processing demands associated with performing an oral task and provide learners with opportunities to reorganize what they want to say.

Hanzawa and Suzuki (2023) found that learners generally perceived repeated speaking tasks as effective and engaging, while prior research synthesized in their study has repeatedly associated task repetition with improvements in aspects of oral fluency. Their results also show that the way repetition is distributed influences learners' engagement with repeated performance.

The relevance to Peachblossoms lies in the recurrence of communicative experience, rather than literal repetition of an identical script. Students repeatedly encountered a familiar participation structure: complete a project, organize ideas, and explain the result to others. Over time, standing before classmates and communicating academic content became a recognizable classroom routine.

This provides a more defensible interpretation than claiming that repetition itself conclusively “improved fluency.” The observational evidence shows that repeated presentation opportunities reduced the unfamiliarity of public speaking and provided recurrent oral practice. Whether they produced measurable gains in speed, pausing, complexity, or accuracy would require specific longitudinal measures of oral performance.

5. Teacher Support as an Enabling Condition

Teacher behavior further reinforced this communicative ecology. Teachers encouraged students to contribute, asked questions, listened to developing responses, and avoided making grammatical perfection the sole criterion for successful participation. This pattern aligns with research emphasizing the importance of teacher–student relatedness and teacher engagement in EFL learning environments.

Gan (2021), in a review of teacher–student relatedness in EFL classrooms, argues that teacher–student relationships and contextual factors can contribute to student engagement and language development. Related research also suggests that caring and supportive teacher behavior

can promote student engagement in EFL settings.

The present findings suggest that teacher support did not replace student agency; rather, it created conditions in which students could exercise it. By permitting students to formulate answers, make mistakes, interact with peers, and complete communicative turns, teachers helped preserve opportunities for meaningful language use.

6. From Classroom Participation to Presentation Readiness

Taken together, the findings point to a cumulative process. Presentation readiness did not appear to emerge from one isolated technique. Instead, it developed within an environment in which several conditions reinforced one another:

IPC learning activities
→ meaningful use of English
→ supportive teacher and peer interaction
→ reduced fear of communicative error
→ repeated opportunities to explain and present
→ greater readiness to speak before an audience

This process provides a more precise interpretation of the observed Student-Led Conference performance. Students' apparent confidence during formal presentation can be understood as the visible outcome of communicative routines already established within everyday classroom learning. The audience changed in formality and scale, but speaking to others about one's work was not entirely new.

The finding therefore extends the discussion beyond linguistic competence alone. Students' readiness depended simultaneously on opportunities to speak, perceived interpersonal safety, repeated practice, supportive relationships, and the existence of meaningful content to communicate. Coulter-Kern's (2023) study of task-based interaction is relevant in this regard because it conceptualizes WTC as a factor that shapes how fully learners engage with opportunities for authentic input, negotiation, output, and feedback.

Theoretical and Pedagogical Implications

The findings suggest that primary-school speaking development may benefit from being conceptualized less as preparation for isolated oral tests and more as the gradual construction of a communicative classroom ecology. In such an ecology, language is regularly needed to accomplish something: collaborating, explaining, questioning, presenting, and responding to an audience.

This interpretation has three pedagogical implications. First, speaking opportunities should be distributed throughout everyday learning rather than concentrated immediately before formal presentations. Second, corrective feedback needs to be managed so that attention to accuracy does not consistently interrupt students' attempts to communicate meaning. Third, presentation training may be more effective when students first develop communicative familiarity through peer interaction and small-group explanation before addressing larger audiences.

The findings also suggest that an authentic audience may add purpose to speaking. Students did not merely reproduce memorized sentences for a teacher; classroom presentations required them to make their work intelligible to others. This shifts oral performance from language display toward communication of substantive knowledge.

Scope of the Findings

The results should nevertheless be interpreted within the limits of the research design. The evidence was generated through classroom observation of P3 Cairo and P3 Brasilia rather than

through experimental comparison or standardized measures of oral proficiency. Consequently, the study can identify recurring conditions associated with students' observed readiness to speak, but it cannot establish that IPC alone caused improvements in English fluency.

Similarly, the observations of secondary-school exhibitions provide useful institutional context but should not be treated as direct evidence of outcomes produced by the primary-school IPC programme. They involve different age groups and, at the secondary level, a different curricular framework. Their function in the article is therefore contextual: they illustrate the broader presentation-oriented learning culture of the school.

Within these boundaries, the study suggests that the distinctive contribution of the IPC classroom lies in the interaction among meaningful communication, psychological safety, peer collaboration, teacher support, and repeated audience-facing tasks. These interconnected conditions provide a plausible explanation for why Grade 3 students appeared prepared to communicate in English during oral presentations even though English itself was not always the explicit instructional subject.

CONCLUSION

This study identifies three interrelated conditions that support Grade 3 students' English-speaking fluency in the context of the Student-Led Conference at Peachblossoms Primary School: a safe learning environment, supportive peer interaction, and opportunities to speak before an authentic audience. Together, these conditions appear to create a learning environment in which students can develop confidence and fluency through continuous practice rather than through linguistic instruction alone.

First, a safe learning environment provides students with opportunities to experiment with English, make mistakes, and gradually improve without excessive fear of academic consequences. Such an environment is particularly important for young learners, as speaking development requires repeated attempts, correction, and confidence-building over time. Second, supportive peers contribute to the normalization of English use in everyday classroom interaction. Frequent exposure to classmates who actively use English allows the language to become part of students' regular communication rather than merely an academic subject to be mastered. Through repeated peer interaction, students become increasingly accustomed to expressing themselves in English in a more natural and less pressured manner.

Third, authentic audiences provide meaningful purposes for speaking. The Student-Led Conference offered students an opportunity to present their work to parents and other participants while receiving recognition for both their performance and effort. Such experiences may strengthen students' confidence and motivation by positioning English as a medium for communicating ideas to real listeners rather than solely as an object of classroom assessment.

These findings suggest that speaking fluency at the primary-school level is shaped not only by linguistic knowledge but also by the social and pedagogical conditions in which language is practiced. English instruction may therefore benefit from providing students with psychologically supportive classrooms, sustained opportunities for peer interaction, and meaningful communicative situations involving authentic audiences. Within this approach, English becomes a language used for communication rather than merely a subject studied during scheduled lessons.

Schools and English teachers may consider incorporating these three conditions into speaking instruction by creating low-risk opportunities for oral practice, encouraging regular English interaction among students, and providing authentic contexts in which students can present or communicate their ideas. Activities such as classroom presentations, project exhibitions, peer

discussions, and student-led conferences may provide meaningful opportunities for developing speaking confidence and fluency.

Nevertheless, the findings are derived from a specific school context and should not be assumed to produce identical outcomes in other educational settings. Further studies are needed to examine whether similar patterns emerge across different schools, student populations, proficiency levels, and instructional environments. Comparative and longitudinal research would also be valuable for determining how safe learning environments, peer support, and authentic audiences contribute individually and collectively to the development of English-speaking fluency over time.

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