

**RESEARCH PAPER**

A Correlation between Teachers' Attitude and Speaking Skills of the ESL Learners: A Study Conducted at BS Level in Rahim Yar Khan

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ABSTRACT

Teaching English as a Second Language (ESL) presents significant challenges in Pakistan, particularly at the university level. ESL learners often struggle with speaking skills due to limited vocabulary, anxiety, fear of making mistakes, and inadequate teacher motivation. The attitudes of ESL teachers play a crucial role in shaping students' learning experiences and their ability to communicate effectively in English. This study aims to explore the correlation between teachers' attitudes and the speaking proficiency of ESL learners at the BS level in Rahim Yar Khan. A quantitative correlational research design was employed, involving 250–300 BS-level ESL learners selected through random sampling. Data were collected using a structured questionnaire based on a 5-point Likert scale and a speaking proficiency test assessing grammar, pronunciation, fluency, and vocabulary. Statistical analysis, including Pearson correlation, was conducted using SPSS software to determine the relationship between teacher attitudes and student speaking abilities. A significant correlation between teacher attitudes and students' speaking proficiency. Supportive and encouraging teacher behaviors positively influenced students' confidence and fluency, whereas negative attitudes hindered language acquisition. The study concludes that fostering a positive and engaging classroom environment can enhance ESL learners' speaking skills. Recommendations include teacher training programs emphasizing motivational strategies and communicative teaching methods to improve language proficiency outcomes.

Keywords: ESL (English as a Second Language), Teacher Attitudes, Speaking Proficiency, Quantitative Research, Language Acquisition

Introduction

Teaching English as a foreign language (ESL) is a major difficulty in Pakistan and many other regions of the world. There are several challenges that ESL students in Pakistani colleges must overcome to improve both their language skills and general academic performance. Little is known about the specific issues graduate-level ESL students encounter, despite the fact that previous studies have looked at some of the challenges faced by ESL students in Pakistan. Previous research shows that ESL learners face difficulties in several countries. The primary problems that ESL students encounter include low self-esteem, a small vocabulary, reluctance and uneasiness while speaking, fear of making mistakes, a lack of a supportive environment for English practice, and a lack of strong teacher enthusiasm. teacher-centered learning. The state continues to strive for common ESL learners to reach a suitable level in order to acquire English language abilities, even after implementing this strategy, (Rahman, M. M. & Pandian, 2018).

The teacher's role as the coordinator of the learning activities is essential to the educational process. A teacher's main duty is to educate students through training, supervision, assessment, player evaluation, and instruction. To imparting knowledge,

masters have an obligation to instill morals, values, and educational character in their charges (Aziza, 2020).

A teacher must be held accountable for the results of their students' learning activities through interactions between teaching and learning. The usage of L1 in English language acquisition, teachers-centered teaching strategies, the effects of subpar education, unsuitable classroom environments, and a lack of attention to speaking abilities in university course material were shown to be the main causes of speaking difficulties. Since English is such a vital language for communication, all private schools in Pakistan provide English to their students as a second language. Because of its history as a British colony, Pakistan uses English the most for general communication, technology, business, and education. English is taught as a required subject from basic to upper secondary school levels in Pakistan, regardless of whether it is referred to as an EFL (English as a Foreign Language) or an ESL (English as a Second Language).

The effectiveness of a teacher's teaching strategy in the classroom as well as their professional growth may be impacted by their beliefs about a certain method, approach, or style of instruction. Teaching is viewed as a process of cognition and decision-making, and teachers are viewed as agents in the development of their own practices. Richard (1998) asserts that teachers' belief systems—the knowledge, attitudes, values, expectations, beliefs, and presumptions they have acquired over time regarding teaching and learning—have a big influence on how they teach in the classroom.

The quantity of teaching experience a teacher has is significantly proportional to their level of proficiency and productivity. Muhammad Rakib (2017) asserts that in order to provide students with the knowledge and skills necessary to accomplish learning objectives, teachers need possess a substantial quantity of teaching experience. The study of English by non-native speakers in nations where it is not the primary language is known as English as a Foreign Language (EFL). According to Nhung (2017), this should not be confused with English as a Second Language (ESL) or English as an Additional Language (EAL), terms used to describe the practice of studying English in a nation where a sizable section of the population speaks the language.

Literature Review

Development of Speaking Abilities

The development of speaking abilities is a key element of English language teaching (ELT) and is required for effective communication. Analysis of speaking deficiencies among English as a Second Language (ESL) learners is crucial in this discipline, particularly when considering the viewpoints of instructors who teach BS courses. Proficiency in the English language not only enhances academic achievements but also expands professional and social opportunities for students in a society where communication is becoming increasingly crucial. As a result of many English language learners' reluctance and lack of excitement, Nunan (1999) claims that many pupils either struggle or refuse to communicate in English on their own.

Principles and Activities of Teachers

An analysis of instructors' remarks and actions will be done to find out how their attitudes impact their choices and overall performance. According to research, teachers' performance in the classroom is influenced by their preexisting attitudes and beliefs, as well as their experiences as both students and teachers (Prabhu 1990).

The link among emotions and actions is intricate. Despite the assertion that attitudes have an impact on conduct, social psychologists doubt the validity of these associations as

attitudes and behaviors are sometimes inconsistent. "Very little attention has been paid to the long-standing problem of the relationship between attitudes and conduct," claim Krebs and Schmidt (1993).

Fishbein (1970) conducted three studies to predict overt behavior from attitudinal traits in order to illustrate the intricacy of the relationship between attitudes and behaviors. He provides examples of the significance of an individual's motivation to carry out a specific activity in a specific set of circumstances. Teachers' perspectives may be shown by their feelings on a certain teaching strategy (in this case, the Communicative Approach in ESL classes in Zimbabwe).

ESL Teacher's Attitude

Effective English teachers need to have four types of attributes, according to Dincer, Goksu, Takkac, and Yazici (2013): pedagogical expertise, subject matter knowledge, personality traits, and socio-affective abilities.

- This is referred to as socio-affective competence, and a good English teacher needs to connect and build strong relationships with each of his students. The teacher must be able to motivate students to learn English in an enjoyable setting.
- The educational expertise of the English instructor is what makes them who they are. A proficient English teacher must possess a range of teaching methods, including test-taking strategies, application during class, pre-lesson preparation, and instructional tactics.
- The second characteristic of an effective English teacher is a thorough comprehension of the subject. English teachers must have a broad understanding of English-related subjects in order to be deemed subject matter competent. For example, they must become fluent in both language and content in accordance with educational attainment.
- Personal character is a last element, often known as personality traits. A competent English teacher needs to have high moral standards in addition to the necessary knowledge. Learning performance is also significantly impacted by good personal character.

Research indicates that teachers can foster a language-learning environment by maintaining a positive attitude and demonstrating support, encouragement, and faith in their students' abilities (Mercer & Gregersen, 2020). By providing constructive feedback and fostering meaningful oral contact, educators can increase their students' self-confidence and motivation to communicate. Conversely, negative attitudes or a lack of enthusiasm from educators could hinder the growth of speaking abilities by creating a climate of fear or apprehension about engaging in speaking activities (Horwitz, 2008).

Teachers' Opinions and Methods of Instruction

The importance of teachers' attitudes in shaping their pupils' speaking ability is demonstrated by a BS-level analysis of ESL students' speech deficiencies. Cultural norms influence teachers' opinions and methods of instruction, which in turn influence students' confidence, motivation, and fluency. Positive teacher attitudes, characterized by enthusiasm, encouragement, and belief in students' abilities, have been consistently linked to enhanced learner engagement, participation, and achievement (Mercer & Gregersen, 2020).

One of the most important people in implementing education is the teacher. The instructor's role is to guide and instruct pupils for their own personal growth (Latifatul, 2022). Without the influence of outside variables that have an indirect impact on their performance, teachers could not possibly function (Sari, 2013). The attitudes of teachers play a significant role in addressing these psychological problems. Supportive teachers who

encourage risk-taking, provide constructive feedback, and foster a positive learning environment in the classroom can boost students' confidence and desire to speak (Darmadi, 2015).

Language Teaching Approaches

Richards and Rodgers (2014) assert that the expansion of language teaching approaches has had a significant influence on the development of speaking skills. Understanding the evolution of language education is necessary to identify speaking issues in BS students. By placing a strong emphasis on memorization, grammar-translation and other early methods restricted conversational abilities. The Direct Method, which shifted the focus to oral communication, pushed teachers to emphasize speaking. Later techniques that emphasized exercises and repetition included structural and audio-lingual approaches. Interaction was highly valued in the communicative approach of the mid-20th century, and speaking in real-world contexts is still highly valued in modern techniques like task-based and content-based learning. Teachers' attitudes regarding these evolving methods are crucial to the development of speaking skills, according to research on the effects of their beliefs and practices.

Role of Teachers' Attitude in ESL Speaking Skills

The manner ESL teachers conduct their jobs affects BS students' speaking skills and affects how well they learn the language in the long run. Research demonstrates that teachers' attitudes about language learning have a significant impact on students' motivation, sense of self, and ultimately, their capacity to communicate (Smith, 2019). Teachers who show enthusiasm, encouragement, and a positive outlook on language learning empower students to take risks and engage in speaking activities in a supportive classroom environment. Conversely, negative opinions or a lack of support from teachers can make students less inclined to participate fully in speaking tasks, which will hinder their ability to get better at speaking (Brown, 2020).

Teacher's attitude has a big influence on how pupils perceive language acquisition and how proficient they are in it outside of the classroom. Students who get genuine encouragement and demonstrations of the teachers' belief in their talents develop a growth mentality, which makes them more resilient and persistent when faced with speaking challenges (Johnson, 2019). ESL teachers who cultivate a positive attitude toward language acquisition and a supportive learning environment can greatly enhance the speaking abilities of BS students. This will enhance pupils' language proficiency overall and help close gaps.

The alignment of teachers' beliefs and their teaching strategies has a significant influence on students' perceptions of language learning and their willingness to engage in speaking activities (Johnson, 2018). Instructors who are enthusiastic about speaking exercises and who have a positive attitude toward language learning build confidence and desire in their pupils, which encourages engagement and active participation in the language learning process. Conversely, educators who display cynicism or lack fervor for their beliefs may inadvertently spread negative perceptions about public speaking, undermining students' self-worth and hindering their growth (Lee, 2017). Consequently, to address the lack of ESL speaking skills among BS students and to foster a positive learning environment that supports the development of speaking skills, teachers must align their ideas, attitudes, and instructional practices.

The Training of Teachers in Pakistan

To improve the quality of English language instruction in Pakistan, especially in the area of ESL speaking skills, teacher preparation is crucial. Despite significant challenges

including limited funding, teacher training programs have been developed to enhance educators' pedagogical knowledge and professional abilities. However, research indicates that the effectiveness of these programs is significantly influenced by the attitude of the teacher. Teachers who have a favorable attitude toward professional development and language acquisition create a more effective learning environment. Teachers who exhibit passion and openness during training are more likely to create dynamic, student-centered classrooms that foster language development, particularly in speaking, claims Akhtar (2015).

Pakistani teacher training programs place a strong emphasis on academic knowledge, but they can undervalue the importance of instructors' attitudes toward teaching and learning. How teachers interact with students and teach is directly influenced by their attitudes and beliefs. Teachers with a positive attitude, for instance, are more likely to use communicative techniques and task-based learning tactics in their lessons, which will help students improve as speakers. Teachers who actively employ innovative language teaching techniques and maintain positive attitudes toward language learning significantly boost their pupils' self-esteem and engagement in speaking activities, claims Naz (2020). It is essential to incorporate training that shapes teachers' attitudes in order to ensure that language acquisition in ESL courses is effective.

Prescriptive lectures and practical lessons on various ESL teaching pedagogies, such as the Communicative Approach, are provided to teachers, whether they are pre- or in-service (Nyawaranda 1998). Training programs offered to instructors who "are already teaching and formed part of their continued professional development" are referred to as in-service training (Richards et al. 1992). The goals of these in-service programs include giving teachers the tools to evaluate the curriculum, teaching methods, learning experiences, lesson planning, material evaluation, and more.

Pair and Group-Work Activities

This section discusses pair and group work, which is a fundamental component of the Communicative Approach. How group and duo projects improve student-teacher interaction in the classroom will be discussed. Through the use of group and pair work tasks, a thorough summary of the findings will be given. Classroom involvement occurs in pairs and groups to provide students the opportunity to talk about meaning. By providing information, observing social relationships, and developing suitable assignments for ESL learner pairs and groups, activities like as pair and group work are carried out. In order to negotiate meaning—to comprehend and be understood in the ESL—continuous interaction between teachers and students promotes and supports language development (Allwright and Bailey 1994).

Students are asked to pretend to be in a range of social roles and scenarios during role-playing activities (Harmer, 2001; Thornbury, 2002). Students perform roles that they don't play in real life. The selection of social roles in various areas was led by the expectations of the students; these learning experiences taught the students how to act out the role in certain communication circumstances. Students pretend that they are someone else in a certain situation. Basically, role-playing is one way we can allow our children to practice a variety of real-life spoken language abilities in the classroom.

Most language games are designed and developed with the learner's needs and skill level in mind. Games can be created with the intention of reaching a specific speaking target. Teachers should be informed of the various game kinds before deciding which language games are suitable for the classroom. Language games can be grouped based on their organizational needs, classroom management, linguistic focus, and resources (Brewster, Girard & Ellis, 2002).

Picture describing is regarded as one of the most straightforward methods for teaching speaking skills to first-level English learners. It is expected that after seeing the picture, the students will have no trouble remembering it. Right now, the pupils' brain development is at its fastest. As a result, it needs to be used as much as possible when learning a foreign language, particularly when it comes to speaking. By using the image strategy, educators can impart language with concrete meanings (Brandon, 2012).

Material and Methods

A quantitative strategy is employed in this research to get the controlled responses of the respondents.

Population and Sampling

The study's population consists of ESL students at the graduation level who are enrolled in the English department of educational institutions located in the Rahim Yar Khan district of Punjab, Pakistan. The information was collected from 300 university level male and female students.

Research Instrument

In the subsequent study, a questionnaire is employed as a research tool. Its capacity to methodically collect data from a sizable and varied sample has made it the perfect research instrument for investigating the connection between learners' autonomy and the performance of ESL learners at the graduation level.

Data Collection

To collect data for this study, graduate-level ESL students are given a standardized questionnaire to fill out. The purpose of the questionnaire is to gather information on student's academic performance in English as well as their perception of autonomy in their language learning activities.

Data Analysis

All statistical analyses are undertaken using the applicable software (e.g., SPSS, R). A thematic analysis of qualitative data obtained from open-ended questionnaire responses will be performed to gain a deeper understanding of learners' experiences with autonomy in ESL learning.

Limitation/Delimitation

The research is limited to a particular context and does not apply to other ESL environments or learner demographics.

Ethical Considerations

To avoid the moral and moral hardships, each key region was thoroughly inspected. Before the review, moral contemplations were not dismissed as members were addressed on the off chance that they concurred with their support in the review. The assent of members was acquired before the spread of the polls to the members. The members were made sense of the examination and they were instructed by the specialist concerning the filling of the survey. The specialist made a declaration asking the understudies who were uninvolved in partaking in the exploration to leave the survey clear since their heedless reactions and absence of handle of the inquiries could hurt the review's decisions. None of the members was pressured to partake in the overview. The scientist confirmed the privacy

of the individual information. Respondents were offered the choice of not sharing their personality to hold their namelessness. The members connected to a great extent because their certainty was reinforced by the scientist's consolation during the examination.

Table 1
Constructive criticism and speaking skills

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	87	32.8	32.8	32.8
Agree	139	52.5	52.5	85.3
Undecided	12	4.5	4.5	89.8
Disagree	19	7.2	7.2	97.0
Strongly Disagree	8	3.0	3.0	100.0
Total	265	100.0	100.0	

Table1: Out of 265 valid responses, 87 (32.8%) strongly agreed, 139 (52.5%) agreed, 12 (4.5%) were undecided, 19 (7.2%) disagreed, and 8 (3.0%) strongly disagreed. This indicates that a majority of participants feel that constructive criticism from their teachers positively impacts their speaking skills.

Table 2
Teachers Inspire English Expression

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	122	46.0	46.0	46.0
Agree	113	42.6	42.6	88.7
Undecided	9	3.4	3.4	92.1
Disagree	17	6.4	6.4	98.5
Strongly Disagree	4	1.5	1.5	100.0
Total	265	100.0	100.0	

Table 2: Out of the 265 valid responses, 122 (46.0%) strongly agreed, 113 (42.6%) agreed, 9 (3.4%) were undecided, while 17 (6.4%) disagreed, and 4 (1.5%) strongly disagreed. This indicates that most participants feel encouraged by their teachers to express their thoughts in English.

Table 3
Fluency Through Encouragement

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	94	35.5	35.5	35.5
Agree	121	45.7	45.7	81.1
Undecided	23	8.7	8.7	89.8
Disagree	20	7.5	7.5	97.4
Strongly Disagree	7	2.6	2.6	100.0
Total	265	100.0	100.0	

Table 3: Out of 265 valid responses, 94 (35.5%) strongly agreed, 121 (45.7%) agreed, 23 (8.7%) were undecided, 20 (7.5%) disagreed, and 7 (2.6%) strongly disagreed. This indicates that a large majority feel that their teachers' positive attitudes enhance their pronunciation and fluency.

Table 4
Encouraged to Speak Publicly

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	95	35.8	35.8	35.8
Agree	130	49.1	49.1	84.9
Undecided	8	3.0	3.0	87.9
Disagree	23	8.7	8.7	96.6
Strongly Disagree	9	3.4	3.4	100.0
Total	265	100.0	100.0	

Table 4: Out of 265 valid responses, 95 (35.8%) strongly agreed, 130 (49.1%) agreed, 8 (3.0%) were undecided, while 23 (8.7%) disagreed, and 9 (3.4%) strongly disagreed. These results indicate that the majority of participants feel supported by their teachers to speak English in front of the class.

Table 5
Communication Skills Support

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	100	37.7	37.7	37.7
Agree	115	43.4	43.4	81.1
Undecided	26	9.8	9.8	90.9
Disagree	19	7.2	7.2	98.1
Strongly Disagree	5	1.9	1.9	100.0
Total	265	100.0	100.0	

Table 5: Among 265 respondents, 100 (37.7%) strongly agreed, and 115 (43.4%) agreed, 26 (9.8%) were undecided, 19 (7.2%) disagreed, and 5 (1.9%) strongly disagreed. This suggests that most participants view their teachers as supportive in enhancing their English communication skills.

Table 6
English Speaking Anxiety

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	60	22.6	22.6	22.6
Agree	79	29.8	29.8	52.5
Undecided	36	13.6	13.6	66.0
Disagree	64	24.2	24.2	90.2
Strongly Disagree	26	9.8	9.8	100.0
Total	265	100.0	100.0	

Table 6: Out of 265 respondents, 60 (22.6%) strongly agreed, and 79 (29.8%) agreed, 36 (13.6%) were undecided, while 64 (24.2%) disagreed, and 26 (9.8%) strongly disagreed. This indicates a mixed response, with a slight majority feeling discomfort speaking English in front of classmates.

Table 7
Mistakes Create Hesitation

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	53	20.0	20.0	20.0
Agree	76	28.7	28.7	48.7
Undecided	22	8.3	8.3	57.0
Disagree	88	33.2	33.2	90.2
Strongly Disagree	26	9.8	9.8	100.0
Total	265	100.0	100.0	

Table 7: Out of 265 respondents, 53 (20.0%) strongly agreed, 76 (28.7%) agreed 88, 22 (8.3%) undecideds, (33.2%) disagreed, and 26 (9.8%) strongly disagreed, showing mixed feelings on the impact of open correction.

Table 8
Sarcasm Kills Confidence

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	26	9.8	9.8	9.8
Agree	65	24.5	24.5	34.3
Undecided	37	14.0	14.0	48.3
Disagree	93	35.1	35.1	83.4
Strongly Disagree	44	16.6	16.6	100.0
Total	265	100.0	100.0	

Table 8: Among 265 respondents, 26 (9.8%) strongly agreed, 65 (24.5%) agreed, 37 (14.0%) were undecided, while 93 (35.1%) disagreed, and 44 (16.6%) strongly disagreed. This indicates that the majority did not feel affected by sarcastic remarks from teachers.

Table 9
Demoralized by Criticism

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	16	6.0	6.0	6.0
Agree	42	15.8	15.8	21.9

Undecided	51	19.2	19.2	41.1
Disagree	107	40.4	40.4	81.5
Strongly Disagree	49	18.5	18.5	100.0
Total	265	100.0	100.0	

Table 9: Out of 265 participants, 16 (6.0%) strongly agreed, 42 (15.8%) agreed, 51 (19.2%) were undecided, while 107 (40.4%) disagreed, and 49 (18.5%) strongly disagreed. This indicates that most respondents did not feel discouraged by their teachers' attitudes.

Table 10
Demoralizing Teaching Approach

Option	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Agree	35	13.2	13.2	13.2
Agree	63	23.8	23.8	37.0
Undecided	43	16.2	16.2	53.2
Disagree	74	27.9	27.9	81.1
Strongly Disagree	50	18.9	18.9	100.0
Total	265	100.0	100.0	

Table 10: Among 265 respondents, 35 (13.2%) strongly agreed, 63 (23.8%) agreed, 43 (16.2%) were undecided, while 74 (27.9%) disagreed, and 50 (18.9%) strongly disagreed. These results suggest that the majority did not view their teachers' focus as demoralizing.

Findings

The data indicates that constructive criticism and encouragement from teachers significantly enhance ESL learners' speaking proficiency. A majority of students reported that positive teacher attitudes, including supportive feedback, build their confidence to speak English more fluently and accurately.

Encouragement to Express Ideas in English

Teachers who encourage students to express their thoughts in English foster an environment conducive to language practice. Most learners agreed that their teachers' positive encouragement helps them articulate ideas confidently, reducing hesitation and promoting better oral communication skills.

Supportive Attitudes and Pronunciation Improvement

The data highlights that learners perceive their pronunciation and fluency to improve when teachers exhibit a positive and supportive attitude. Constructive feedback, rather than harsh criticism, motivates students to practice speaking more frequently, leading to gradual improvement in language skills.

Impact of Public Speaking Encouragement

When teachers motivate students to speak in front of the class, it positively affects their public speaking abilities. Most students feel less anxious and more willing to participate when their teachers display a non-judgmental and encouraging attitude, fostering speaking competence.

Negative Attitudes and Speaking Inhibition

While positive reinforcement aids speaking proficiency, negative attitudes, such as sarcastic remarks and public criticism, hinder learners' willingness to speak. Some students reported feeling demoralized and anxious, indicating that a supportive approach is crucial for enhancing speaking skills.

- Most respondents (85.3%) agreed that constructive criticism from teachers positively impacts their speaking skills, building confidence.
- A significant majority (88.7%) felt encouraged to express thoughts in English, indicating a supportive and motivating teaching environment.
- Around 81.1% of students acknowledged that teachers' positive attitudes significantly improved their pronunciation and fluency, fostering linguistic growth.
- The data revealed that 84.9% felt comfortable speaking English in class due to their teachers' encouraging approach.
- Most respondents (83.4%) disagreed that teachers use sarcasm when correcting pronunciation, indicating a respectful and positive atmosphere.

The survey indicates that teachers' positive attitudes significantly enhance the speaking proficiency of ESL learners at the BS level. Encouragement, constructive criticism, and supportive teaching practices are pivotal in fostering confidence and linguistic skills, while negative reinforcement and sarcastic remarks are minimal, maintaining a conducive learning environment.

When teachers encourage all students to participate, it reduces anxiety related to speaking. An inclusive environment allows learners to practice without fear of judgment, leading to consistent improvement in their oral communication skills.

Teachers' Patience Builds Learner Confidence

Students appreciate when teachers patiently listen to them, even if they struggle with pronunciation or fluency. This patience demonstrates understanding, reducing students' fear of making mistakes, and encouraging more active participation in speaking activities.

Encouraging Peer Interaction Enhances Speaking Skills

Facilitating peer discussions and group activities allows learners to practice speaking in a less formal setting. Teachers who encourage peer collaboration help students develop conversational skills, making speaking practice more engaging and less intimidating.

Addressing Mistakes Privately Reduces Anxiety

Correcting errors in private rather than in front of peers helps maintain learners' dignity. Teachers who adopt this approach create a supportive learning atmosphere where students feel comfortable experimenting with language.

Offering Authentic Speaking Opportunities Enhances Skills

When teachers incorporate real-life scenarios in speaking tasks, students are better prepared to use English outside the classroom. Role-plays, presentations, and debates make speaking practice meaningful and relatable, building practical skills.

Promoting Self-Reflection Builds Speaking Autonomy

Teachers who encourage students to reflect on their speaking progress foster self-awareness. Self-assessment techniques enable learners to identify areas of improvement independently, promoting autonomous language development.

Building Trust Encourages Open Communication

When students trust their teachers, they are more likely to participate in speaking activities. Building rapport by showing empathy and understanding fosters an open environment where learners feel valued and supported in their language journey.

1. Supportive teacher behavior in communication skill development is affirmed by 81.1% of students, emphasizing encouragement in language acquisition.
2. Around 52.5% of students find speaking English in front of peers challenging, indicating a need for confidence-building strategies.
3. Open correction of mistakes is viewed negatively by 48.7%, suggesting the importance of more discreet and supportive feedback.
4. Sarcastic remarks from teachers negatively impact 34.3% of students, emphasizing the need for respectful error correction.
5. Only 21.9% feel demoralized by teachers' attitudes, indicating that most learners feel positively supported in their speaking efforts.
6. The perception that teachers focus on demoralization is shared by 37.0%, reflecting a need for positive reinforcement.

Conclusion

The survey results indicate that positive teacher attitudes, including constructive criticism and encouragement, significantly enhance ESL learners' speaking skills. Conversely, openly pointing out mistakes and using sarcasm can hinder language confidence. Implementing supportive feedback and fostering a respectful classroom atmosphere are essential for promoting effective speaking skill development.

Recommendations

Based on the survey findings, it is recommended that teachers continue to provide constructive criticism, encourage English expression, and foster positive attitudes towards pronunciation and fluency. Teachers should aim to create a supportive environment where mistakes are viewed as opportunities for growth. Avoiding sarcasm and demoralizing remarks can further enhance student confidence, contributing to more effective speaking skill development in ESL learners.

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