
**TEACHERS' BEHAVIOR AND ESL LEARNERS' PRODUCTIVE SKILLS
PROFICIENCY: A SURVEY-BASED QUANTITATIVE STUDY FROM STUDENTS'
PERSPECTIVE AT ELEMENTARY LEVEL IN DISTRICT RAHIM YAR KHAN**

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Abstract:

Behavior is a concept that refers to the range of actions and mannerisms of individuals, organisms, systems, or artificial objects in reaction to the environment or interior stimuli. It has both external behaviors as well as internal behavior, in the form of thoughts and feelings that determine how the individuals perceive their interactions with the environment (Baron and Byrne, 2003).

The behavior of the teachers play important role because it determines the academic success of the English as Second Language (ESL) learners, especially in skills like speaking and writing. The current research examined how the behavior of teachers influences the proficiency of ESL learners when it comes to acquiring the productive skills at elementary level.

It was a study based on a quantitative research design with a structured questionnaire on Likert scale being used. The results suggested that positive teacher behavior played a significant role in increasing the motivation and classroom participation as well as speaking and writing skills in the learners, but at the same time, negative teacher behavior impact negatively on the confidence and performance of the learners. The research indicated the need to embrace positive, supportive, and learner friendly behaviors among teachers in ESL classrooms and avail pedagogical implications to teachers, curriculum makers, and future researchers as ways of enhancing ESL teaching in the elementary schools.

Key words: behavior, teacher behavior, productive skills, ESL learners, elementary level.

Introduction

1.1 Introduction

English has established itself as global language of communication and in many non- English speaking countries it is taught as a second language from the elementary level. Early exposure is considered crucial, as foundational learning significantly influence long-term academic achievement and communicative competence (Lightbrown & Spada, 2013). However, developing productive skills speaking and writing is cognitively demanding and socially complex, often causing anxiety among young learners (MacIntyre et al., 2020). Teacher behavior including positive verbal and nonverbal plays a decisive role in leaner engagement and achievement (Hattie, 2009; Wang & Degol, 2016; Alrabai, 2020; Derakhshan et al., 2020).

1.2 Statement of the problem

In the modern world, learning English has become essential. The ability to communicate effectively through speaking and writing is crucial in ESL contexts, especially at the elementary school level, since it enables students to actively utilize the language to interact with people rather than just understand it. The absence of any productive skills practicing opportunities in the classroom setting is one of the most significant challenges the young ESL learners face. In addition, available studies concerning teacher behavior and ESL proficiency have been conducted on elementary levels.

1.3 Research Objectives

To determine how the behavior of the teachers affects the attainment of the productive skills in the ESL learners at the elementary level.

To establish how positive behavior of teachers can affect the attainment of productive skills by the ESL learners at elementary level.

To establish whether negative behavior of teachers has consequences to the participation and the accuracy of learners of elementary level in productive skills.

1.4 Research Question

What are the teachers' behavior on ESL learners' proficiency in productive skills (speaking and writing) at the elementary level from student' perspective?

In what ways does teachers' positive behavior affect elementary level learners' proficiency in productive skills?

In what ways does teachers' negative behavior contribute to or hinder elementary level learners' development of speaking and writing skills?

1.5 Significance of the Study

This research is relevant because it emphasizes the essential part of the teacher behavior in determining the achievement of ESL learners in productive language skills particularly speaking and writing level in the elementary-level setting. This study will benefit various stakeholders in the following ways:

1.5.1 For Teachers: It will help teachers recognize which of their behaviors positively or negatively affect learners' productive skills.

1.5.2 For Students: By fostering a more encouraging classroom environment, students will gain greater opportunities to practice speaking and writing, leading to improved fluency, accuracy, and confidence in using English.

1.5.3 For Researchers: It will add to the body of knowledge on ESL learning, particularly at the elementary level, where limited research exists on the link between teacher behavior and productive skills.

1.6 Limitation of the Study

The research targets elementary level ESL learners. The research is based on quantitative research design, which limits the comprehension level of the contextual and experience-based conditions behind the teacher behaviors and the productive skills of learners. The research area is limited to two productive skills, which include speaking and writing. The research was conducted in District Rahim Yar Khan.

1.7 Delimitation of the Study

The population of study is delimited to 250 elementary ESL learners. Regarding the teacher behavior, the study is limited to given behavioral dimensions, which will be measured based on structured questionnaires to be used in data collection. The study is also restricted geographically and confined to District Rahim Yar Khan. The study takes a quantitative approach of research methodology, using questionnaires as the main instrument of data collection.

Literature Review

2.1 Behavior: An Overview

Behavior is broadly defined as any action or response of an individual in interaction with the environment (Skinner, 1953).

2.2 Teacher's Behavior

Teacher behavior encompasses both verbal (feedback, questioning, encouragement) and nonverbal (eye contact, gestures, proximity) actions (Bambaeroo & Shokrpour, 2017). Research consistently shows that positive teacher behavior creates a supportive learning climate, reduces anxiety, and enhances student motivation (Hsu & Roso, 2005). Conversely, negative or authoritarian behavior tends to elevate learners' affective filters, making language input less comprehensible (Krashen, 1982).

2.3 Importance of Teacher Behavior in Classroom Learning

The behavior of the teacher is a focal and final determinant of classroom learning environment and support student achievement. According to Brophy (2010), positive behaviors of teachers, including encouragement, constructive feedback and respectful interaction, will help to include intrinsic motivation and interest in learning activities among learners.

Students require teachers mainly at the elementary level, who offer them emotional sense of security, direction and confirmation. According to Woolfolk (2020), providing supportive teacher behavior improves the feeling of belonging in students and encourages them to continue with the classroom tasks.

2.4 Teachers' Positive Behavior

According to Hattie & Timperley (2007), teacher positive behaviors including praise, constructive criticism, and supportive interaction can increase learners' motivation and engagement and improve their speaking and writing skills. According to Hattie & Timperley (2007), feedback that is clear, relevant and goal oriented is an effective indicator of engaging students in the learning process. Verbal affirmation and encouragement has commonly been identified as one of the strong motivators that help it eliminate the fear of failure and encourage risk taking. There is empirical evidence that this kind of positive reinforcement leads to higher quality and frequency of oral participation, and learners are more likely to use a richer vocabulary, as well as, to produce a syntactically more complex utterance in the long term (Sun, 2021). Ryan & Deci (2020) observe that teacher behaviors in which students are given the autonomy, competence, and relatedness would contribute to intrinsic motivation and thus enhanced engagement in any complex work (such as speaking and writing). Empirical researches indicate that, when learners get positive, corrective feedback, they become more willing to engage in oral activities and improve in their pronunciation, vocabulary and their general communicative skills (Lyster & Ranta, 1997; Walsh, 2011). Research indicates that in cases when teachers give out process based and supportive feedbacks, learners exhibit growth in the narrative structure, thematic development and syntactic variety (Hartshorn et al., 2010; Alisoy, 2024).

2.5 Teachers' Negative Behavior

According to Krashen's affective-filter hypothesis, negative emotional climates (fear, shame, low confidence) raise the affective filter and block language acquisition, reducing opportunities for output and measurable gains in productive skills (Krashen, 1982). The elementary ESL learners are highly sensitive to criticism and over-punitive pitfalls can instill fear in speaking or writing making them has fewer chances to experience real language usage (Hattie & Timperley, 2007). Elementary students may tend to work out a lack of teacher approval and individual failure, which may result in the lack of motivation, anxiety, and self-image development (Brophy, 2010; Dornyei, 2001). The elementary learners are extremely

sensitive to any kind of social assessment, and the feeling of favoritism may diminish the intrinsic drive and engagement in the productive language activities (Pianta et al., 2012). Learners feel like being frustrated, confined, and lose interest when not guided by teachers (Cameron, 2001). Mehrabian (2007) and Richmond et al., (2006) agree that nonverbal communication channels can either approve or discourage and play a significant role in the emotional reaction of the learners.

2.6 Verbal Behaviors

Supportive verbal behaviors, such as praise, encouragement, and open-ended questioning, foster learner confidence and willingness to communicate (Mercer & Howe, 2012). Harsh correction, by contrast, can heighten anxiety and inhibit participation (Krashen, 1982). According to Ferris (2011), the tone and quality of verbal remarks made by teachers is a major boost to the self-perception of the learners as writers. Positive reinforcement that recognizes effort and mentions progress, makes the learners perceive writing as a form of development instead of a test of accuracy that ought to be taken once in life, hence improve the fluency and sophistication in the long run. On the other hand, verbal behaviors, which are used to portray impatience, intolerance, or over- negativity, destroy the motivation of the learner and may lead to withdrawal of communicative opportunities. This is the point to which Lyster and Saito (2010) warn that unbalanced corrective practices, in the absence of an affective support, can cause learners to associate the usage of language to failure as opposed to exploration to decrease oral output and written effort.

Nonverbal Behaviors

Nonverbal behaviors have been described as the “silent language of teaching” because they complement and reinforce verbal instruction (Mehrabian, 2007). Teachers’ nonverbal cues such as smiling, nodding, and open gestures reduce student anxiety and increase willingness to communicate (Burgoon, Guerrero, & Floyd, 2016). Nonverbal behavior is an imperative but less emphasized aspect of teacher behavior and forms a significant component of proficiency attainment in productive skills, especially speaking and writing, by ESL learners in the elementary level. Teacher immediacy theory will give a strong perspective of the effects of the nonverbal behavior in oral communication of the learners. Teacher immediacy is the type of behavior that minimizes physical and psychological distance between teacher and student such as maintaining eye contact, leaning forward, encouraging gestures, and expressions (Mehrabian, 1971; Richmond et al., 2006). Nonverbal reinforcement is very crucial in controlling the interaction in the classroom and contributes to acquiring productive skills. Nodding, maintaining eye contact when students speak and participating in imitating turn taking using hands aid learning interaction to flow more smoothly and support the input of learners (Mottet et al., McCroskey, 2006).

2.7 Theoretical Foundations of Teacher Behavior

To interpret the behavior of teachers, it is necessary to base on the existing and properly developed learning theories to describe the ongoing classroom interaction as contributing to the language acquisition of the learners. The current study is based on behaviorist theory, social cognitive theory and sociocultural theory each provides the avenue through which the impact of the teacher behavior on the productive skills of the ESL learners can be assessed.

2.7.1 Behaviorist Theory and Classroom Behavior

The behaviorist theory, which is mostly linked to Skinner (1953), is a theoretical approach to learning that assumes that learning involves a stimulus-response pattern, which is reinforced through feedback and repetition. When applied to the classroom aspects, teacher behavior plays as an external stimulus which brings out and influences the responses of students. The beneficial effects of positive reinforcement, i.e., praise, corrections, and award schemes,

empower positive learning behaviors whereas negative reinforcement/punishment diminishes the negative reactions (Skinner, 1953).

2.7.2 Social Cognitive Theory and Teacher–Student Interaction

The social cognitive theory developed by Bandura (1986), pays attention to the mutual interplay between the individual, the behavior and the surrounding. It is not all about reinforcement as an act of learning takes place through observation, modelling and imitating. The behaviors that teachers exhibit both verbal and nonverbal ones provide their students with examples that they can follow.

2.7.3 Sociocultural Theory and Classroom Learning

The sociocultural theory of Vygotsky (1978) emphasizes on the importance of social interaction and guided instruction in the learning process. The role played by teacher behavior is very important in facilitating learning in the zone of proximal development (ZPD) of the learners- the gap between what the learners can perform when left alone and what they can perform when aided.

2.8 ESL Learning at the Elementary Level

Elementary ESL students are not the same as their older counterparts in their cognitive, emotional, and linguistic aspects, therefore teaching behavior is the key factor that can define the success of learning. These traits along with the related difficulties are important to comprehend the influence of verbal and nonverbal behavior of teachers in the development of productive skills.

2.9 Challenges Faced by Elementary ESL Learners

Elementary ESL students encounter a number of challenges which can define the inability to develop productive skills. These obstacles are low vocabulary, grammar mistakes, lack of confidence, fear of mistakes and increased anxiety on talking and writing (Krashen, 1982). On the other hand, such difficulties can be addressed by positive behaviors of teachers (e.g., constructive feedback, modelling, encouragement and nonverbal support) to provide a safe, motivating and interactive learning environment. It has been found that a supportive teacher behavior can enhance the linguistic performance of the learners as well as a positive attitude towards learning English, which in turn encourages the learners to practice consistently and achieve progress in their speaking and writing skills (Mercer & Dornyei, 2020).

2.10 Research Gap

While existing literature establishes that teacher behavior influences ESL learning outcomes, there is limited empirical research specifically targeting the impact of teacher behavior on productive skills (speaking and writing) at the elementary school level. Many studies either address general academic achievement or concentrate on higher education contexts. Moreover, prior research often emphasizes affective or motivational aspects without directly linking teacher behaviors to measurable proficiency in speaking and writing. This gap indicates the need for a focused quantitative investigation that examines how distinct dimensions of teacher behavior predict ESL learners' productive- skill proficiency in early learning stages.

Research Design

The research was carried out using the quantitative research method, which involved a cross-sectional survey design. Sampling was done on ESL students who were enrolled in both public and private elementary school in District Rahim Yar Khan. The research design was adequate since it enabled the researcher to obtain a substantial amount of quantitative data involving a large sample and analyze trends and associations among the variables in a natural learning environment. The most important data collection tool was a structured questionnaire developed on the basis of a Likert scale.

3.1 Population of the study:

In order to carry out this research, a sample population of 250 students was chosen, and this sample represented the target population. These pupils were selected from the schools in the Liaquatpur, Khanpur, and Rahim Yar Khan.

3.2 Sampling Technique:

The sampling technique that I applied in this study was convenience sampling. The non-probability technique of convenience sampling was used to select the sample since it gave the researcher access to the students who were convenient and ready to participate in the study. The data was collected from students who were willing.

3.3 Research Instrument

The major research instrument of the research is a structured, close-ended questionnaire, which attempts to assess the behavior of the teachers regarding the proficiency of the ESL students on productive skills, which are speaking and writing, in terms of the students at the elementary level in District Rahim Yar Khan. The statements are answered by students on a five-point Likert scale (1 = Strongly Disagree and 5 = Strongly Agree). The questionnaire is separated in three parts (A, B and C) to measure various sides of teacher behavior and how it influences productive skills of students:

3.3.1 Section A: Teacher Behavior and Speaking Skills

3.3.2 Section B: Teacher Behavior and Writing Skills

3.4 Section C: Teacher Interpersonal and Supportive Behavior

3.5 Data Collection Procedure

Formal permission to data collection was taken before the actual data collection was carried out in the heads of the selected public and private elementary schools in Liaquatpur, Khanpur and Rahim Yar Khan in District Rahim Yar Khan. Students were also informed on the objective of the research. The questionnaires were given physically in the classes so as to achieve maximum response rate and to ensure all respondents fill the tool in such conditions. Completion of every questionnaire is estimated to take between 15- 20 minutes which is a timeframe that gives enough time to the respondents to give reasonable thought to the questionnaire and still avoids disruption of normal classroom processes.

3.6 Data analysis tool:

The information gathered in the structured questionnaires is processed with the help of SPSS (Statistical Package of the Social Sciences), popular software of quantitative research that makes it possible to make the correct computational and interpretative operations. It is valuable software which offers a consistent platform to list, generalize and analyze relations amid variables in an orderly, objective way.

3.7 Ethical Consideration

All ethical guidelines were abided by in this research as data were gathered and analyzed about elementary-level ESL learners and ESL teachers in District Rahim Yar Khan. The following were the measures that were taken to uphold the ethical standards:

3.7.1 Informed Consent

In the case of the advisory on administration of the questionnaires, participants were given adequate information on the aim, objectives, and scope of the study. It was explained to students and teachers that they were doing the participation on a voluntary basis and that they could opt out at all levels without any adverse repercussions.

3.7.2 Confidentiality

In order to preserve the privacy of the participants, anonymous and strict measures were followed to keep the participants confidential. No personal identifiers (names or roll numbers) were captured during the data collection. Rather, the participants were given their own different

codes in order to make sure that individual responses could not be identified to a particular student or a particular teacher.

3.7.3 Institutional Approval

In order to collect the data, the heads of the schools to be part of the study were formally requested. School administrators were approached and asked to give their permission so that the study could be conducted in their institutions, and the classroom teachers educated about the research procedures.

Data analysis

4.1 Introduction

This part examined the response of the students to a structured questionnaire and interpreted the result in relation to the research objectives in the study. The data obtained were gathered in a questionnaire of 30 questions in three parts (A, B, and C). Attitudinal items were all gauged through a five-point Likert scale that was expressed as strongly disagree, strongly agree, and so on. A total of 250 elementary level students studying in both the public and private schools of District Rahim Yar Khan responded to the questionnaire and this gave a wide coverage of the views of the learners in various institutional settings. After the collection of the data, codes were created and the responses were entered into the Statistical Package of the Social Sciences SPSS to analyze the data. The chapter uses descriptive analysis to analyze the data.

4.2 Analysis

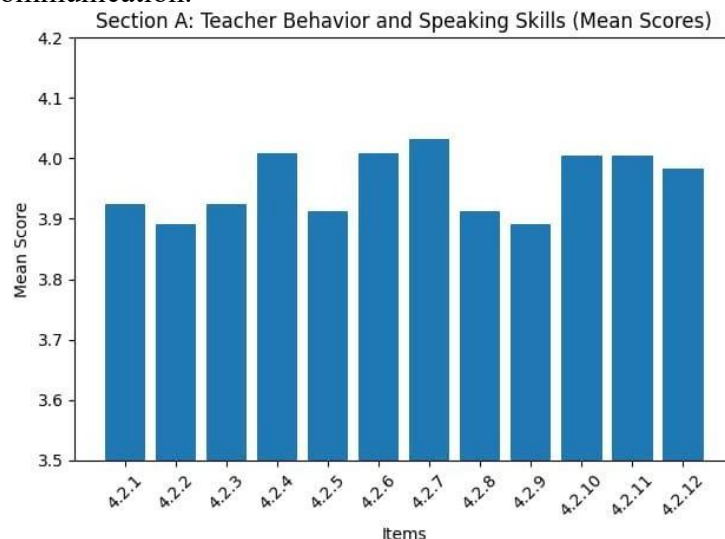
Section A: Teacher Behavior and Speaking Skills

No	Statement	SD (f)	DA (f)	N (f)	A (f)	SA (f)	Mea n	SD
4.2.1	My English teacher encourages me to speak English in class	9	12	18	161	50	3.924	.814
4.2.2	My teacher asks questions that help me speak English confidently.	7	19	18	156	50	3.892	.9035
4.2.3	My teacher corrects my speaking mistakes politely.	8	13	22	152	55	3.924 0	.89523
4.2.4	My teacher helps me pronounce English words correctly.	7	11	19	149	64	4.008	.8717
4.2.5	My teacher gives helpful feedback on my spoken English.	7	24	16	140	63	3.912	.8213
4.2.6	My teacher motivates me to use new English words while speaking.	4	20	16	140	70	4.008	.8988
4.2.7	I feel confident speaking English because of my teacher's behavior.	8	10	18	144	70	4.032	.8938

.2.8	Fear of criticism affects my speaking accuracy in English.	7	20	17	150	56	3.912	.9252
4.2.9	My teacher gives everyone a chance to speak English in class.	11	20	18	137	64	3.892	1.015
4.2.10	My teacher’s behavior helps me improve my English speaking.	7	15	18	140	70	4.004	.9186
4.2.11	I avoid speaking English due to fear of making mistakes.	5	15	17	150	63	4.004	.8601
4.2.12	Teacher scolding discourages me from speaking English.	8	12	18	150	62	3.984	0.8942

Discussion of section A:

The average scores for every item fall between 3.892 and 4.032, suggesting that students typically have a favorable opinion of the way teachers behave when it comes to their speaking abilities. The categories with the highest scores (around 4.032) are related to students' confidence and teacher support, indicating that teachers' support and encouragement directly increase students' willingness to communicate in English. Items with somewhat lower means (around 3.892) emphasize areas where teachers may concentrate more on fostering a risk-free speaking environment, suggesting that some students may still be reluctant or fear criticism. Overall, the evidence demonstrates that teacher behavior has a favorable impact on the speaking skills of elementary ESL students, encouraging involvement, confidence, and accuracy in oral communication.



Section B: Teacher Behavior and Writing Skills

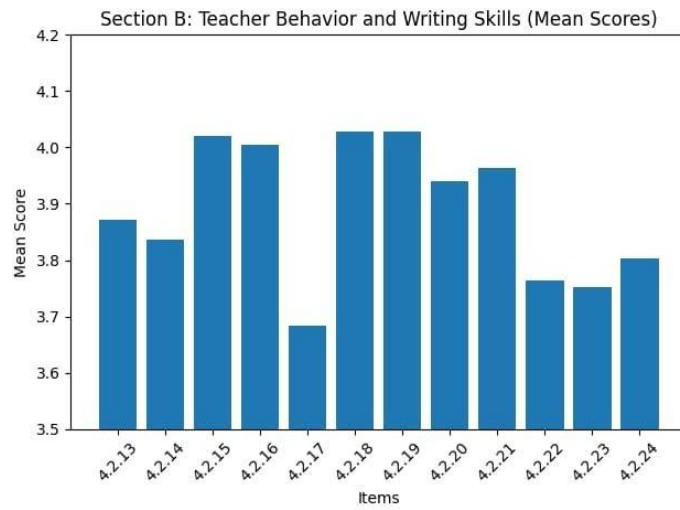
No	Statement	SD(f)	DA(f)	N(f)	A (f)	SA (f)	Mea n	SD
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4.2.13	My teacher explains writing tasks clearly.	16	14	18	140	62	3.872	0.9019
4.2.14	My teacher helps me organize my ideas before writing.	01	35	16	150	48	3.836	.908
4.2.15	My teacher corrects my writing mistakes in a helpful way.	4	13	15	160	58	4.02	.8022
4.2.16	My teacher gives feedback that helps me improve my writing.	2	17	20	150	61	4.004	.8172
4.2.17	Lack of encouragement affects my sentence formation skills.	11	33	17	152	37	3.684	1.0198
4.2.18	My teacher encourages me to write more in English.	3	18	11	155	63	4.028	.8313
4.2.19	My teacher motivates me to use new vocabulary in writing.	5	12	20	147	66	4.028	0.8454
4.2.20	My teacher's behavior helps me improve my English writing skills	4	21	22	142	61	3.940 0	.90091
4.2.21	My English writing skills improve because of my teacher's guidance.	6	15	20	150	59	3.964	.8778

4.2.22	Negative comments from the teacher affect my confidence.	11	35	17	126	61	3.764	1.10099
4.2.23	Favoritism by the teacher reduces my interest in class activities.	5	45	20	117	63	3.752	1.0818
4.2.24	Harsh behavior of the teacher reduces my participation in class.	4	40	15	133	58	3.804	.9578

Discussion of section B:

The range of mean scores for writing-related items is 3.684 to 4.028, indicating a moderately to highly positive sense of teacher assistance for writing skill development. The items with the highest mean scores (around 4.028) highlight the value of positive teaching behavior by showing how instructor encouragement, direction, and feedback significantly aid students in using new terminology and fixing mistakes. Items with lower scores (around 3.684) are associated with harsh behavior, unfavorable remarks, or a lack of encouragement, indicating that some teaching methods may lower students' confidence or involvement in writing assignments. Overall, the findings show that student writing proficiency is greatly influenced by teacher conduct, which has an impact on concept organization, grammatical precision, and general engagement.



Section: C Teacher Interpersonal and Supportive Behavior

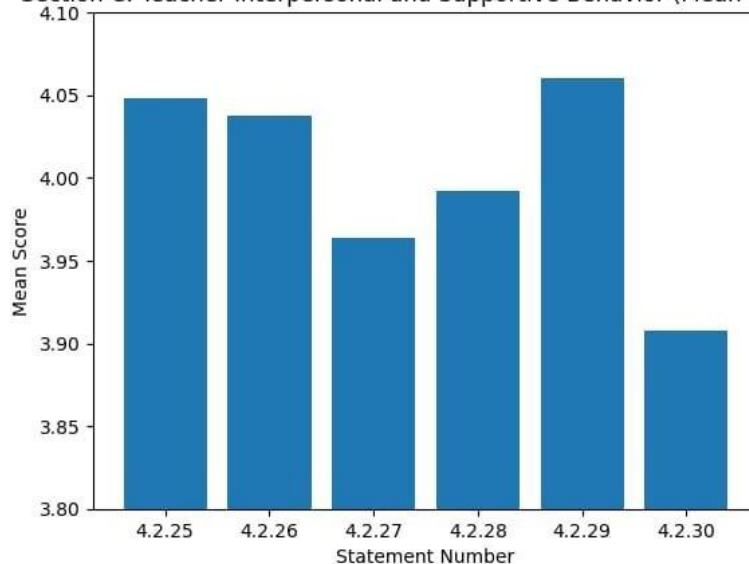
No	Statement	SD	DA	N	A	SA	Mea	SD
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		(f)	(f)	(f)	(f)	(f)	n	
4.2.25	My teacher treats all students equally in English class.	4	15	14	149	68	4.048	.842
4.2.26	My teacher encourages me even when I make mistakes.	4	17	16	142	71	4.038	.8732
4.2.27	My teacher creates a friendly and supportive English classroom.	6	19	12	154	59	3.964	.89560
4.2.28	I feel comfortable asking my teacher questions about English.	5	16	17	150	62	3.992	.8670
4.2.29	My teacher listens carefully when I speak or ask questions.	5	11	20	142	72	4.06	.848
4.2.30	My teacher motivates me to practice speaking and writing in English.	7	19	19	150	55	3.908	.9183

Discussion of section C:

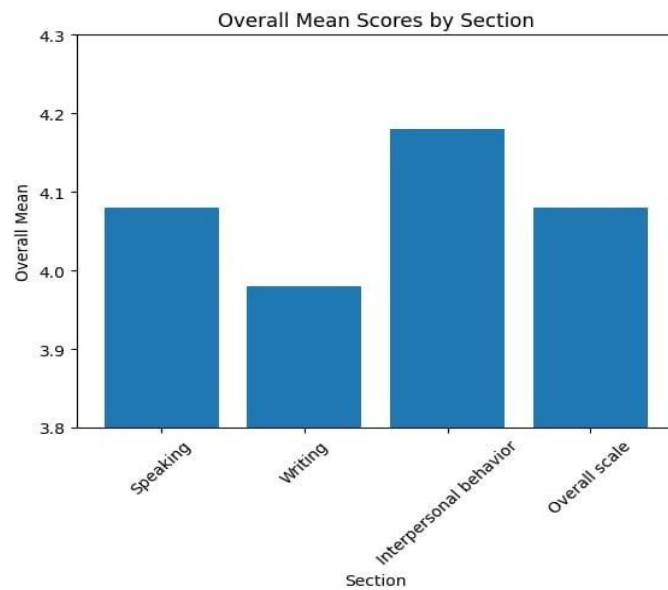
A very significant positive influence is seen in Section C (Overall Mean = 4.18, SD ≈ 0.80). This shows that students firmly believe their instructor treats them fairly, supports them, listens intently, and fosters a welcoming and encouraging learning atmosphere. The low standard deviation indicates that the majority of pupils have similar favorable viewpoints.

Section C: Teacher Interpersonal and Supportive Behavior (Mean Scores)



Overall result:

The total scale mean (4.08, SD = 0.85) shows that teachers have a very beneficial impact on students' interpersonal, writing, and speaking development. This indicates that the instructor is crucial to raising students' English proficiency and keeping a positive learning environment.



Discussion, Recommendation and Conclusion

5.1 Discussion:

The results indicate that the behavior of the teachers is an important factor in determining performance of learners in productive language skills. Students complained that positive teacher actions, including encouragement, clear spoken descriptions, constructive feedback, patience, and positive nonverbal behavior, contributed significantly to their extent of ability to express themselves well in both speaking and writing. Negative or indifferent teacher behaviors on the other hand were seen as obstacles to active participation and language development. The motivational behavior of teachers has been proposed as another important aspect in determining the engagement and creativity of the students in the productive skills. The research also determined that when teachers acted in a positive manner, it improved the speaking abilities of students specifically their fluency, pronunciation and confidence. The results also suggest that the levels of student involvement and skill growth were relatively lower in such classrooms as traditional, rigid, or authoritarian teacher behavior. The students who received low exposure and over-correction of errors said that they were hesitant to speak and that they did not have much interest in writing activities.

5.2 Recommendation:

According to the results of the current research on the impact of the behavior of the teachers on the ESL students' development of the productive skills (speaking and writing) in the elementary school level, some suggestions are made to the teachers and the future researchers.

5.2.1 Directions for Teachers:

- Emphasis on Supportive Verbal Behavior
- Adoption of Positive Teacher Behaviors in ESL Classrooms
- Use of Positive Nonverbal Behavior to Reduce Anxiety
- Promotion of Interactive and Participatory Classroom Practices
- Teacher Training and Professional Development

5.2.2 Directions for Future Research

Future research may build upon the findings of this study by:

- Extending the scope to secondary or higher secondary levels to examine whether similar patterns of teacher behavior influence productive skills.

- Employing qualitative methods, such as interviews or classroom observations, to gain deeper insights into students' lived experiences.
 - Comparing public and private schools to explore contextual differences in teacher behavior and learner outcomes.
 - Investigating individual components of teacher behavior (verbal vs. nonverbal) to determine their relative impact on speaking and writing proficiency.
- Such studies would contribute to a more comprehensive understanding of the role of teacher behavior in ESL education.

5.3 Conclusion:

These findings indicated that positive teacher behaviors such as supportive verbal interaction, constructive feedbacks, encouragement, patience and positive nonverbal reactions had a role in improving the speaking and writing competence of students. In the eyes of the students, the teacher with well explained concepts and motivating words and communication in the classrooms were able to put in place an environment where the learners felt comfortable enough to engage in speaking activities and sharing ideas in writings. These behaviors had a high level of association with the enhancement of fluency, grammatical accuracy, the use of vocabulary, organization of ideas and communicative competence.

On the other hand, the results also revealed that negative or less supportive teacher behaviors that included being overly criticizing, unsupportive, restrictive regarding interaction with the students, as well as teachers being authoritarian deterred students' willingness to speak and write in English. Students who were exposed to these behaviors reported more anxiety, fears of committing errors, decline to engage in productive language activities which in the long run resulted in language proficiency.

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