Academic Schematic Effect on English Language Instructors' behavior in ESL Classes

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ABSTRACT

The objective of present study was to observe impact of behavior of English instructor on second language competence of Pakistani students in high school. The present research has been basically expository. It was adopted for surveying type of method to conduct functioning process. Populations were selected by applying random sampling. Sixty students and twenty teachers were selected to conduct research. Data was collected quantitatively. Data was collected through Questionnaire. It has been developed for getting evidence of educators and learners to understand opinions of respondents to see influence of teacher's behavior on students' progress. New collection of facts has been scrutinized in form of tables and bar charts .Results of present research revealing manners of teachers. It had great impact on students' performance in whole language learning process. It further resolved that etiquettes of educators had positive correlation with learners' sense of understanding in language and educational progress. The study was concluded with essential and main suggestion for arranging special training for teachers to bring change in teachers' manners because friendly and frank classroom environment would enable teachers to get desired linguistic proficiency of learners.

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1.   Introduction

The way of treating others in routine life is called behavior. A person meets lot of people, it deals people according to situation, the process of dealing and interacting within context it called attitude. The best teaching depends on the competence and attitude with students which give confidence to the learners. Teaching makes ways to move forward and build their future. This is the basic knowledge that we get from teachers. Teaching is guiding roadmap where students tread nicely and obstacles are removed with teacher's guidance. Teacher has power to raise confidence and improve potential power that makes way for students' future (Sprinthall, 2007). The innovative styles are required to get proficiency in field of education. It helps the pupils to move forward and bear the hardships bravely. Definition of behavior is simply a way to deal people in multiple situations and handles problems by implementing different solutions that are based on previous behavior (UNESCO, 1986). Teaching techniques help the students to get desired knowledge and make the way for teachers to go smoothly and guide them how to gain success in future (Joyce & Weil, 1986). Best teacher provides accurate information about past and predicts ills in society that build confidence in students to remove and save themselves from these evils with base of their knowledge (Iqbal, 1996).

The impact of teachers' behavior on students' competence was investigated in this current research. The teachers in Pakistan have no approach to get any specific training in field of education. The influence of instructor's manners on learning ability was prime root of current

research that was essential to be noticed. Thorndike (1963) says that learners' success and competence depend on teachers' behavior and way of teaching.

The purpose of this current study to find out problems that were hindrance in way of learners' success in field of English as second language .English language teaching is also challenging work for teachers. With help of present study, demolish ills that make the task difficult to get excellent results. The teachers' competence and behavior in classroom directly and indirectly influenced the performance of teachers. The objectives of study are to find out the reasons that was hindrance in way of progress in field of English language teaching and to investigate teachers' manners on students' competence in target language. This research carried the following research questions:

• What was the effect of trainers' manners on students' competence in target language?
• What were the hindrances in way of progress in field of English language teaching?

The focus on the evolution of teaching techniques and behavior in order to comprehend the basic issues related to learners 'success. As Saeed (2001)'s comments, the whole society's progress is based on the educational procedures because it has power to bring change in society. This present research would help policy maker, school administration and staff members to get and maintain status of education especially in field of ESL. In this current investigation on ESL pave the ways to other researchers and find out the solutions of these latest hurdles. This would make our teachers and students motivated to remove ills from their behavior and do something constructive for students. This research would uncover the hurdles and problems that were interrelated to the behavior of teachers.

It was neglected subject in field of research to investigate the impact of teachers' behavior on students 'progress. In this study, the researcher would found obstacles in way of teaching English language. It was strong relation between students and teachers due to behavior and respect that students have for their teachers. The teachers 'manners' and language were copied their students. They supposed to be role model for students. As Thorndike (1963) , The teachers were responsible for students 'success and failure. It depends on trainers 'way of conduct and teaching styles in classroom. An attitude associates with personality .It was affected with mood, feelings, psychological and social domains. Every individual has different character traits that were relevant to behavior directly and indirectly (shah, 2008, p.14).So this type of researches cannot be done without limitations. This was broad research in field of education. English language teaching is vast field. The researcher delimited the population. The researcher selected two private schools from Toba Tek Singh by adopting convenient sampling technique. This study would investigate the impact of teachers 'behavior, It was not investigated the impact of culture and environment. The English is demand of success for everyone. No one can deny its importance. in Pakistan the conditions were alarming in field of ESL. This study would helpful for teachers and policy makers to take initiative in way of learners' progress in English language. The research would open new horizon for future researchers to do work in this special field that was essential for learners 'competence.

2.   Literature Review
2.1.   Behavior and Its Types
Every person tackles situations according to his experience and knowledge. The way of behaving others in present situation is called behavior. It is a type of response that a man shows differently in different situations. According to UNESCO (1986) report that whatever a man or any living being is doing and expressing desires through action that is behavior.

2.1.1. Response Behavior
Different people have different mindset. Some learners have interest and aptitude in learning language. Some don't have motivation to go forward. Approach of leaning varies from student to student. A learner does some aggressive actions in response of some unethical actions happened with him. This is called response behavior.

2.1.2.Association Behavior
Some learners emotionally attach with their teachers. This type of association is called associated behavior. This type of behavior has two types of impacts. If pupil likes his teacher,

he develops interest in his subject too but if he does not like his teacher, he is starting hate that subject

2.1.3. Multiple-Discrimination
Sometimes, teachers' behavior change due some external issues. His personal issues effects on his performance in class. Sometimes, he does not stop himself to show aggressive attitude towards students. It creates intense situation in class that is called multiple-discrimination.

2.1.4. Behavior Chains
Behavior makes the personality of person .It depends on education, family growth, friend circle and society. The teacher should tell the difference between right and wrong, how to live balanced life in society and the role of good citizen. These links make the study and learning approach more compatible.

2.1.5. Class Concepts Behavior
Race discrimination should be removed by teachers. Class conflicts have deep rooted in private sector. A role of trainer is to demolish these evils from class and students by showing positive and equal behavior to everyone. Parents transferred these characteristics in children and then modify this type negative behavior by the teachers.

2.2. Strategies
The institutes need modification and flexibility in learner's mood. The teachers have approach to bring positive change in learners 'behavior. Instructor applied many strategies to change tendency of learning English language. He has to develop interest in favor of English speaking fluently.

2.2.1. Lifelong Learner
According to Rabindranath, the light is not useful unless it provides light for welfare of the needy (Ray, 2004). Teacher does not satisfy his knowledge. Every time he tries to get more and innovative knowledge that he can transfer to his pupils. The process of learning is unending. Knowledge is like a sea, it is possible that you have some drops but it is not possible that you carried whole sea.

2.2.2. Organizer of Co-curricular Activities
It is the responsibility of teachers to arrange some co-curricular activities to build their character and raise their confidence to face the hard realities of life bravely. These things build patience while doing group work. They came to know the importance of team work. These activities make a bridge between teachers and students through frank atmosphere.

2.2.3. Administrator
The role of teacher is not to teach the students. The instructor has to perform multiple tasks, supervision, guidance and manage the class as administrative. In classroom, he has to show the ability to lead the class, time management and punctuality.

2.2.4. Professional Teachers
English teachers are not fully capable to teach before practical type of training (Sarwar, 2002). The curriculum lack of practice, activities, speaking practices and full of shortcoming. This is the reason of learning a language is uphill task.

2.3. Academic Background
According to Chomsky, learning a language is a multi-step process that begins with the assimilation of a chaotic and disconnected array of stimuli. This, in turn, leads to the development of abstract concepts that are derived from a limited pool of linguistic examples. Because of their own limited capabilities in the English language, the teachers are the ones who carry the responsibility for giving inadequate linguistic input in this particular environment. This is because the teachers are the ones who are providing the input. The provision of understandable input in the form of teacher discourse is hypothesised to play a significant part in the successful acquisition of a second language in accordance with Krashen's theory. This is due to the fact that it is absolutely necessary for the student to be capable of comprehending the material that is being presented by the instructor. Transference is a phenomena in which

linguistic patterns and structures are passed on from one speaker to another. This phenomenon has the potential to be seen as a contaminating element in the usage of a second language (L2). Students end up with a poor grasp of the language because their teachers have a poor grasp of the language themselves. According to Marinova-Todd (2003:61; 67; 70), the presence and availability of high-quality second language (L2) input and instruction are key elements that contribute to optimal outcomes in second language (L2) learning, which eventually leads to the attainment of native-like proficiency. In other words, the presence and availability of high-quality L2 input and instruction are crucial aspects that contribute to optimal outcomes in second language (L2) acquisition.

It has been discovered that the utilisation of the method of making is successful in promoting the acquisition of native-like competency in a second language (L2) among learners of all ages, even the younger ones. The level of competency in L2 that can be acquired by different groups of language learners is impacted by social factors. When referring to the process of learning a second language, the term "submersion" refers to a pedagogical strategy known as "immersion," in which second-language learners are instructed in a classroom environment in which speakers of the first language maintain a dominant position. On the other hand, immersion is a teaching approach that comprises first-language students being instructed in a second language with that language serving as the medium of instruction. This is done by bilingual teachers in classes that only contain first-language students.

Because of the complex nature of educational reform and the limitations of pre-service education in the setting of South Africa, it is necessary to establish rigorous in-service training efforts for teachers. The acquisition of practical knowledge bases by teachers is improved when those bases are firmly rooted in theoretical foundations and principles, and when those bases are supplemented by a comprehensive understanding of effective language and content teaching strategies that are suitable for the specific stage of the educational programme and aligned with the professional growth of the teachers. In other words, the acquisition of practical knowledge bases by teachers is enhanced. Unisa (2006) reports that the university has developed a language policy that is in line with the language policy for higher education. The different language origins of pupils are taken into consideration while formulating this policy, which is founded on the notion of functional multilingualism. In addition, the policy recognises the kids' right to receive their education in the official language of their choice, regardless of the language they speak at home. The educational establishment is dedicated to assisting first-year students in developing their cognitive academic language abilities and provides assistance in this area as part of this commitment.

Over the past ten years, there has been a meteoric rise in the number of people interested in Foreign Language (FL) learner emotions (J. M. DEWAELE, Magdalena, & Saito, 2019). The fact that the positive and negative emotions that learners experience in the classroom have a significant effect on their performance in the FL, as shown in the meta analyses of Botes, Dewaele and Greiff (to appear), Botes, DEWAELE, and Greiff (2021); (Teimouri, 2017), indicates that these findings cannot be dismissed as mere froth in a field that is still dominated by cognitive perspectives on FL learning. Dörnyei (2009) does not dispute the fact that learner emotions play a significant part in foreign language (FL) acquisition; however, he does not fully subscribe to the viewpoint that emotions are inherently motivating; rather, he argues that emotions just add to the motivational processes involved in L2 acquisition (p. 122).

Neff and Rucynski's research from 2017 and 2018 demonstrated that teachers of FL who make regular use of impromptu humour in the classroom are able to establish a better rapport with their pupils and increase the students' level of motivation. Recent research has also begun to integrate motivation constructs in the research design in order to establish the connection between the emotions of learners and their motivation (J.-M. Dewaele, Chen, Padilla, & Lake, 2019; J. M. DEWAELE et al., 2019; Teimouri, Goetze, & Plonsky, 2019). This is done in order to establish the connection between the emotions of learners and their motivation. In order to broaden the scope of the study, Zhang and Tsung (2023) focused their attention on the FLE of 216 adult students from other countries who were studying Chinese in China. They discovered that the most important factors in determining FLE were a feeling of personal fulfilment and a desire to advance in order to communicate more effectively in day-to-day life.

2.4. Theories of second or foreign language learning

The groundwork of current language guidance was made in the mid-20th century as applied etymologists and others attempted to lay out rules and systems for the production of educational methodologies and materials. They did as such by drawing on the extending fields of etymology and brain science to help a progression of thoughts for what they accepted to be more proficient and hypothetically sound instructing methodologies. The 20th century saw constant development and changes in language guidance, as well as the rise of periodically clashing methods of reasoning. Changes in showing methods gave a lot of the inspiration for changes in ways to deal with language guidance. The possibility of a precise assortment of showing procedures in light of a specific etymological hypothesis is known as the "strategy idea" in schooling.

By and large, there are three sorts of second language or unknown dialect learning speculations: nativist hypothesis, ecological hypothesis, and utilitarian hypothesis. Krashen [14] are two of the most conspicuous defenders of the nativist speculation, which holds that people are brought into the world with the possibility to procure a language. A few gifts or regulations are shared by all people inside the capacity of language. Accordingly, "general peculiarity" or "widespread sentence structure (UG)" alludes to what all people share for all intents and purpose with regards to language advancement. The natural hypothesis centers around private encounters to make sense of the language obtaining process utilizing the student's outside factors. One of the most well-known approaches is the Schumann social transformation model, which expresses that the student's mom language and social contrasts impact L2 learning. The level of language still up in the air by the assimilation level. To begin with, the objective language's social variation can administer the amount of openness for students; second, it addresses the student's learning plan. As per Schumann, input that students get and learning goals may totally decide second language securing. Useful hypothesis (collaboration hypothesis) makes sense of the language obtaining process by consolidating innate and natural components.

2.5. Theories of Teachers' Behavior

Of the relative multitude of hypotheses about human way of behaving, one of the most predominant is that of molding - an oblivious growing experience that interfaces a boost to a reaction or evokes a conduct through support. There are two fundamental sorts of molding, and various individuals might be more affected by one structure over the other. The APA characterizes molding as "the cycle by which specific sorts of involvement make specific activities pretty much logical". Normally, molding people to act in some ways can provoke moral or moral discussions, particularly when somebody is molded to act in a way that neglects to suit their wellbeing. In any case, others keep up with that people are innately customized to act somehow. How about we investigate the two sorts of molding in more detail

2.5.1. Classical conditioning

Classical conditioning happens when somebody comes to connect explicit upgrades with a specific result. This way of molding frequently urges individuals to act in manners that will give them pleasure and delight. For example, assuming somebody finds that they will quite often well when they follow their senses instead of keeping the guidelines, they are likelier to be a maverick and face challenges. Old style molding doesn't necessarily in every case need to happen from the activities or controls of a particular person. At times, it normally occurs from the climate to which somebody is regularly uncovered.

2.5.2. Operant conditioning

Operant conditioning controls human way of behaving by means of positive and negative support. For instance, an individual who ends up continually in a difficult situation with the law when they disrupt specific guidelines commonly figures out how to relate rule-breaking with legitimate issues. In like manner, somebody who routinely reads up for tests and pros them begins to connect examining with positive grades. With regards to human way of behaving, individuals will generally avoid what causes them torment and incline toward delight and individual fulfillment.

2.5.3. Cognition

One more hypothesis in the domain of human way of behaving is known as discernment. This common hypothesis keeps up with that human way of still up in the air by a singular's considerations, inward decisions, individual inspirations, and so on. This hypothesis puts an

accentuation on individuals' secret states and contends that what an individual is feeling, thinking, or fighting will ultimately influence the way of behaving which the world sees. Mental speculations which relate to human way of behaving are vigorously upheld by emotional wellness studies, mental examinations, and then some. A lot of what exists inside the substantial, outside present reality initially existed inside a singular's psyche.

2.6. Schema theory

It is a mental structure that helps us to understand how the things working. Its functions are to set and organize knowledge. As our brain takes new knowledge, it tries to find out the relevant information from previous knowledge, experience might be happen in past. And these connections make and shape new structure in brain. Kant, a German psychologist, is credited with making the initial suggestion for schema theory in the year 1781.He claims that schema theory has been utilised to illustrate the full mental process. According to what he said, meaning is only created when a concept is linked to the individual's own set of experiences and knowledge Yu-hui, Li-rong, and Yue (2010) (Canadian Social Science, Volume 6, Number 1, 2010, Pages 59–65). According to the schema theory, the text in teaching reading does not hold meaning in and of itself; rather, it delivers suggestions to assist readers and listeners to construct meaning from past knowledge. Additionally, the text initiates and builds on existing schemata (Pearson-Casanave, 1984). According to Carrell (1984), schema theory is a comparative and contrasting form of information processing that takes place between text and background knowledge. The research conducted by Anderson (1994) focuses on the idea that the interpretation of a text is available in a variety of ways; this is due to schema that is dependent on the culture and surroundings of the reader.

To sum up the above discussion, after going through some literature review about the Impact of teachers on ESL learners, many types of teaching techniques used to make it easy for students to learn and use in daily affairs fluently but it is hard neck to crack for teachers and students. The improper methodology use, students" nervousness and inexperienced teachers and many books and researches have been conducted on problems of English language learning and teaching for ESL learners. But it was found that more researches on what causes and Effects the English variety brought in the Standard English keeping in view that language is dynamic can be done. What impact of teachers „Behavior on ESL learners" proficiency can also be a good area to explore? What types of problems students and teachers are facing today in ESL classroom?

3. Methodology
3.1. Research Design

This research was needed to be executed due to get information about sensitive issues related to language. Descriptive framework was used to know the perspective and opinions about different events and situations that exists in society. Survey method was applied in this current research. This study was quantitative in nature because numerical data was collected by using questionnaire as tool of research. Data was interpreted and analyzed through statistical software SPSS.

3.2. Population

The researcher selected two higher secondary private schools from district Toba Tek Singh as target population. The available of population was the teachers and students of secondary schools of tehsil Toba Tek Singh.

3.3. Sample of the Study

There were many schools in Toba Tek Singh. But researcher selected convenient sapling and choosing accessible two secondary schools The National School System girls and boys campus to collect data. At next step, by using random sampling, researcher selected twenty teachers and sixty students. However equal number of male and female teachers and students were taken as target population.

3.4. Sample Size

Convenience sampling was used to pick the two private schools that were considered for the position. For the purpose of data collection, an equal number of ten male and 10 female

educators were selected. Students in grades 9 and 10 were randomly selected to have thirty boys and thirty girls selected from their classes.

3.5. Data Collection
The data was collected through closed ended questionnaire. The tool was based on five likert scale namely strongly agree, agree, undecided, disagree and strongly disagree. In survey based research questionnaire was used to know the perspective of people. One questionnaire was applied for both students and teachers by giving their views according to their experiences. The questionnaire was adopted from recent published research.

3.6. Validity and Reliability of Data Collection Tools
The pilot testing was used to investigate the tool of research validity. This term first time introduced Kelly in 1927. He used this terminology to see the accuracy of tool for example whether the thermometer was valid to check the temperature of the patient. This was compulsory to check and right for accurate result. The researcher checked the reliability of tool through specific research formula Cronbach alpha test. This was quite essential to verify the tool to get accurate result.

4. Data Anaylsis
4.1. Research Instruments
The current study was based on opinions of teachers and students. It was descriptive approach. In which survey design was applied to gather data. Closed ended questionnaire was used as tool to collect data. To maintain the validity and reliability the researcher adopted already published questionnaire from S. S. A. Shah (2009) with little editing under the guidance of experts.

4.2. Pilot Testing
It was determined that the validity and reliability of the questionnaire needed to be tested. This was an important step. It was required that the goods be modified and moulded in easy language for the convenience of the students in order to authenticate them. This was done so that the products could be used by the students. After getting some favourable comments on it, we decided to go ahead and finalise it. The students' questionnaire was managed on 60 students, and the teachers' questionnaire was managed on 20 teachers at two private schools: National School System ladies campus Toba Tek Singh and National School System boys campus Toba Tek Singh. Both campuses are part of the National School System.

Table 1: Item-Total Statistics

Category	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Q1	86.16	108.695	.183	.681
Q2	86.53	108.151	.247	.677
Q3	86.72	100.759	.524	.656
Q4	86.50	103.772	.443	.664
Q5	87.28	102.227	.313	.669
Q6	86.47	104.404	.374	.668
Q7	87.06	107.705	.087	.692
Q8	86.95	104.478	.267	.674
Q9	86.95	102.099	.304	.670
Q10	86.44	103.971	.366	.667
Q11	87.22	97.518	.459	.654
Q12	86.24	107.272	.241	.677
Q13	86.65	101.623	.500	.658
Q14	87.82	105.058	.219	.678
Q15	86.71	108.131	.132	.685
Q16	87.92	113.766	-.106	.710
Q17	86.84	118.062	-.255	.718
Q18	87.14	98.475	.399	.659
Q19	87.12	102.161	.367	.665
Q20	87.96	102.745	.320	.669
Q21	87.57	115.741	-.167	.715
Q22	87.70	113.225	-.087	.707
Q23	87.14	104.576	.218	.678
Q24	87.05	96.073	.521	.647
Q25	86.84	98.011	.479	.653

The researcher personally oversaw their care and provided the treatment. The researcher requested that participants provide their honest feedback in a free and open manner so that the ongoing research might be improved. In order to verify the reliability of the questionnaire's individual components, a comprehensive statistical analysis was carried out. A tabular representation of the validity coefficient of the questionnaire may be seen in Table 1. The reliability of these instruments was evaluated using Cronbach's Alpha, which measures the degree to which individual items are consistent with one another. These findings were double-checked using the Software Package for the Social Sciences, version 11.0 (IBM), which may be downloaded here. The table that can be found above displays an examination of total correlation to each of the 25 items, and it can be seen that each item is associated with the overall score of the teacher's behaviour. There aren't many things that significantly correlate with each other. It indicates that all of the items measure the same dimension, which is the conduct of the teachers.

Table 2: Reliability of Teachers' Behaviour scale viewed by Teachers and students

Cronbach's Alpha	N of Items
.685	25

On the basis of pilot testing of questionnaire, 25 items of questionnaire for students and teachers were finalized. For reckoning the teachers' behaviour one questionnaire was adopted from previous study (M. Shah, 2002).

4.3. Data Collection and Analysis

This was quantitative research. It was based on opinions and thoughts. Tool questionnaire was approached to gather data. Questionnaire was based on five likert scale. The closed ended questionnaire was nominated for getting correct and valid information. For this purpose the researcher worked as English instructor in the same institute to get data under her guidance. The data was analyzed through statistical tool SPSS. Chi-square Formula was applied to get the results. For statistical treatment chi-square was applied.

4.4. Responses of Teachers and Students

The worth of the table was 3.393[a] higher than the value of 5. The teachers' opinion about this statement was obvious. According to Trendall (1989), He commented that there is correlation between salaries and teaching competence. Both are parallel. If Teachers are paid more than work, they must show sincerity and use time in enhancing their pupils 'credibility.

Table 1: Teachers 'concept about their subject are very much clear

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.393[a]	4	.494
Likelihood Ratio	3.513	4	.476
Linear-by-Linear Association	1.702	1	.192
N of Valid Cases	80		

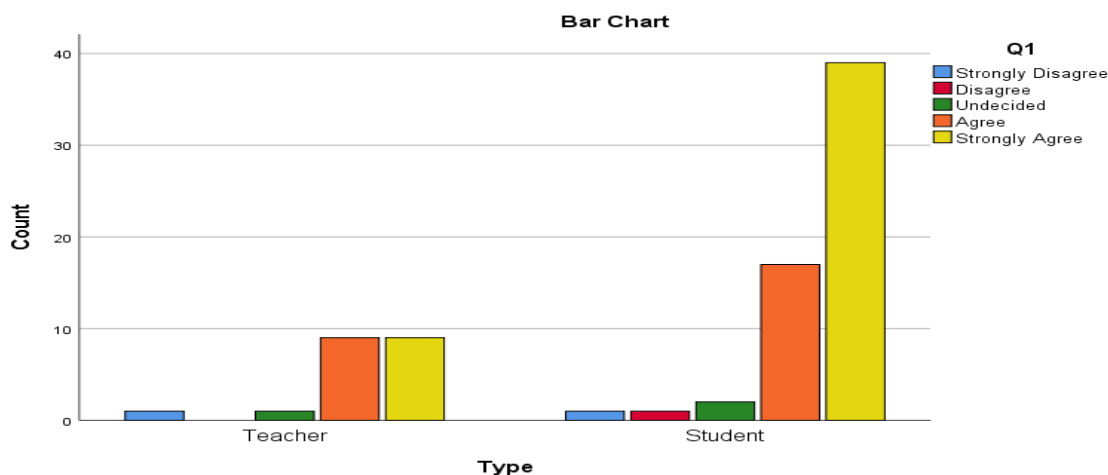**Figure 1: Teachers 'concept about their subject is very much clear**

Table 2: On time, English Teachers Arrive and Depart the classroom

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.241[a]	4	.263
Likelihood Ratio	5.209	4	.266
Linear-by-Linear Association	.117	1	.733
N of Valid Cases	80		

5 cells (50.0%) have expected count less than 5. The minimum expected count is .25.

Table 2 demonstrates the exact value was viewed as 5.241[a] that was little higher than the supposed value at 5. Therefore, the statement, '*On time, English Teachers Arrive and Depart the classroom*', is accepted. Teachers and students have same opinion about this statement.

Figure 2: On time, English Teachers Arrive and Depart the classroom
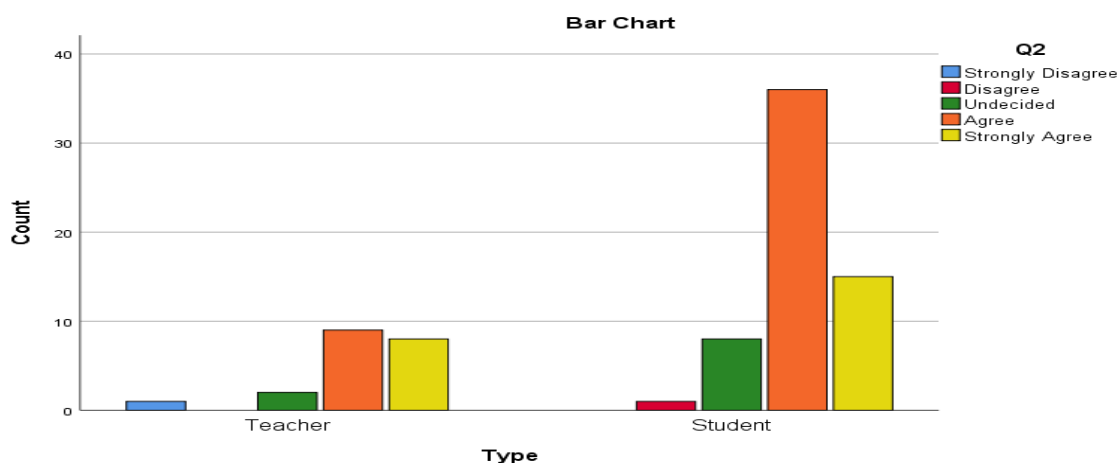
Table 3: Students will find that English Teachers are Approachable and Friendly

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.651[a]	4	.105
Likelihood Ratio	9.446	4	.051
Linear-by-Linear Association	2.279	1	.131
N of Valid Cases	80		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .50.

Table 3 result display that the value of table was 7.651[a] that was greater than the table worth. So the above statement '*Students will find that English Teachers are Approachable and Friendly*' is accepted.

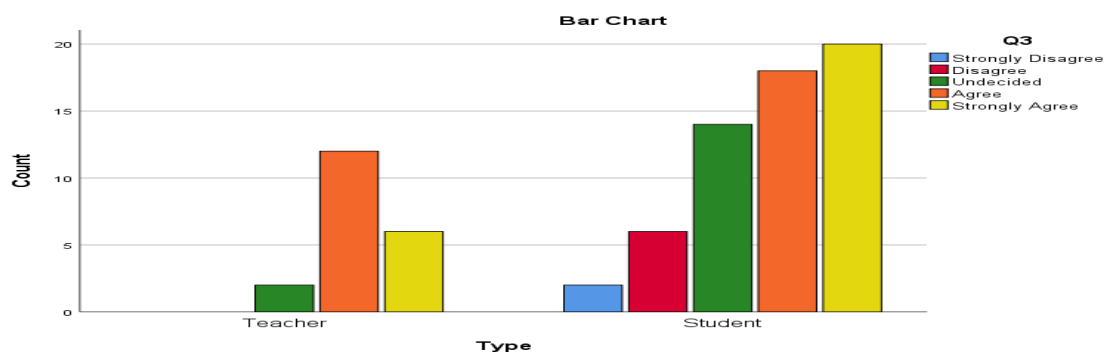**Figure 3: Students will find that English Teachers are Approachable and Friendly**

Table 4: Teachers make lesson plan before taking lecture

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.038[a]	3	.169
Likelihood Ratio	5.283	3	.152
Linear-by-Linear Association	3.546	1	.060
N of Valid Cases	80		

a. 3 cells (37.5%) have expected count less than 5. The minimum expected count is 1.25.

Table result was quite clear. It showed the determined worth was as 5.038[a]higher than the exact value 5.The lectures are source of guidance for students. Teaching makes ways for learners to walk on smoothly. The teachers give opinion about this statement that they ready their lesson plan in order to remove difficulties in learning.
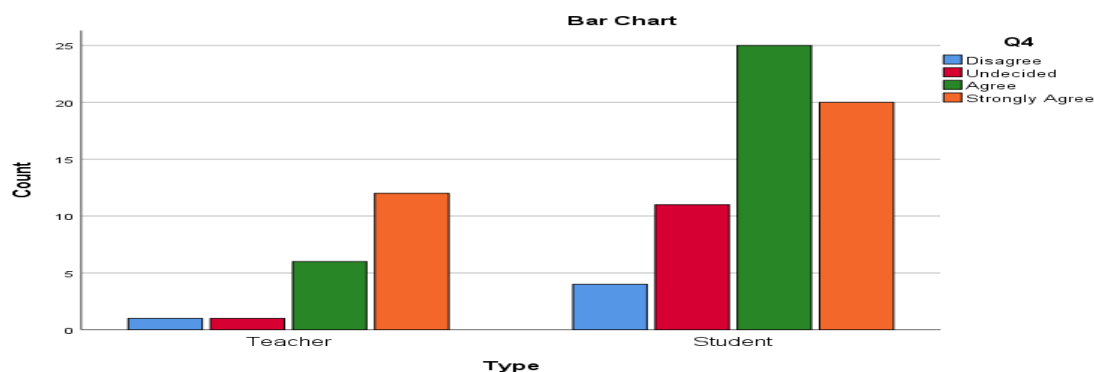
Figure 4: Teachers make lesson plan before taking lecture

Table 5a: Teachers tell about their personal life experiences to the students

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.628[a]	4	.459
Likelihood Ratio	4.591	4	.332
Linear-by-Linear Association	.541	1	.462
N of Valid Cases	80		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.00.

The table 5a shows the result worth was viewed as 3.628[a] less than the determined value 5. They opined that their English teachers share their personal experience with them. The students love to see the picture of life of their teachers' students' life. They encourage them to share their old memories. The teachers opined on this statement that the teachers wanted to create soothing environment in ESL class. They told them much valuable information that was part of instruction but conveyed in simple way of sharing personal experiences.

Table 5b: English Educators focus on Understudies in their Extra Time

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.843[a]	4	.144
Likelihood Ratio	8.322	4	.080
Linear-by-Linear Association	.913	1	.339
N of Valid Cases	80		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.50.

Table 5b displays that the worth of the table was 6.843[a] that was higher than the table value at 5.Hence, the statement, '*English Educators focus on Understudies in their Extra Time*', is accepted.

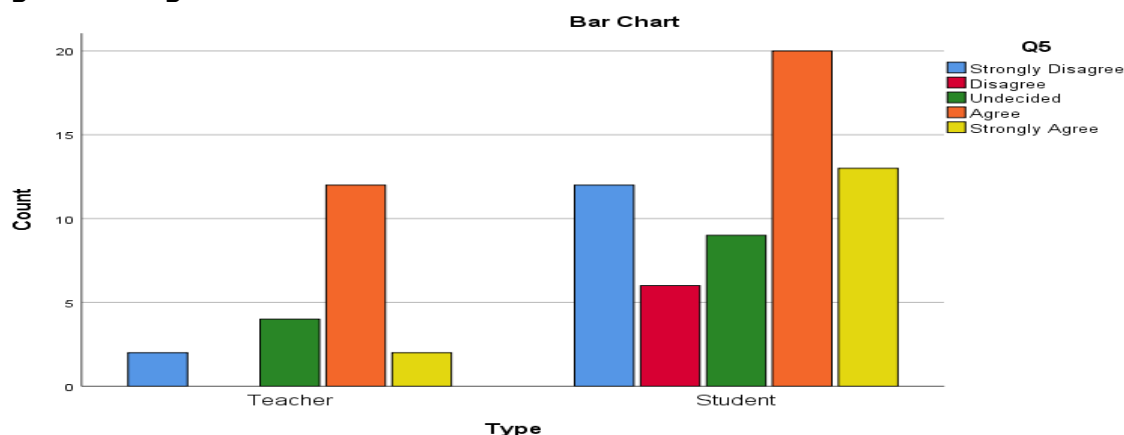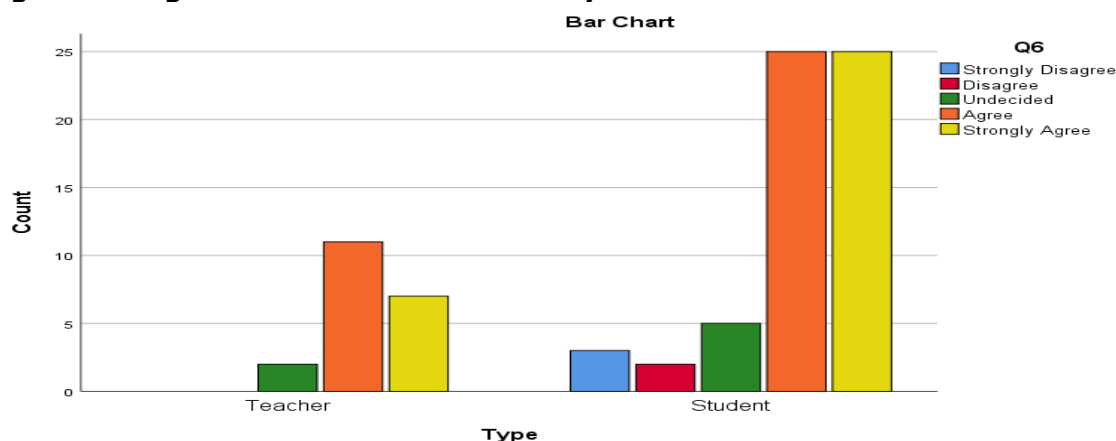**Figure 5: English Educators focus on Understudies in their Extra Time**

Table 6: English Teachers Behave Nicely to Some Students

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.474[a]	4	.649
Likelihood Ratio	3.661	4	.454
Linear-by-Linear Association	.292	1	.589
N of Valid Cases	80		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .50.

This table 6 shows result that value was viewed as 2.474[a] that was lower than the table value at 5. So, the statement, '' English teachers behave nicely to some students'', is negatively accepted.

Figure 6: English Teachers Behave Nicely to Some Students

Table 7: Teachers tell about their personal life experiences to the students

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.628[a]	4	.459
Likelihood Ratio	4.591	4	.332
Linear-by-Linear Association	.541	1	.462
N of Valid Cases	80		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.00.

The table shows the result worth was viewed as 3.628[a] less than the determined value 5. They opined that their English teachers share their personal experience with them. The students love to see the picture of life of their teachers' students' life. They encourage them to share their old memories. The teachers opined on this statement that the teachers wanted to create soothing environment in ESL class. They told them much valuable information that was part of instruction but conveyed in simple way of sharing personal experiences.

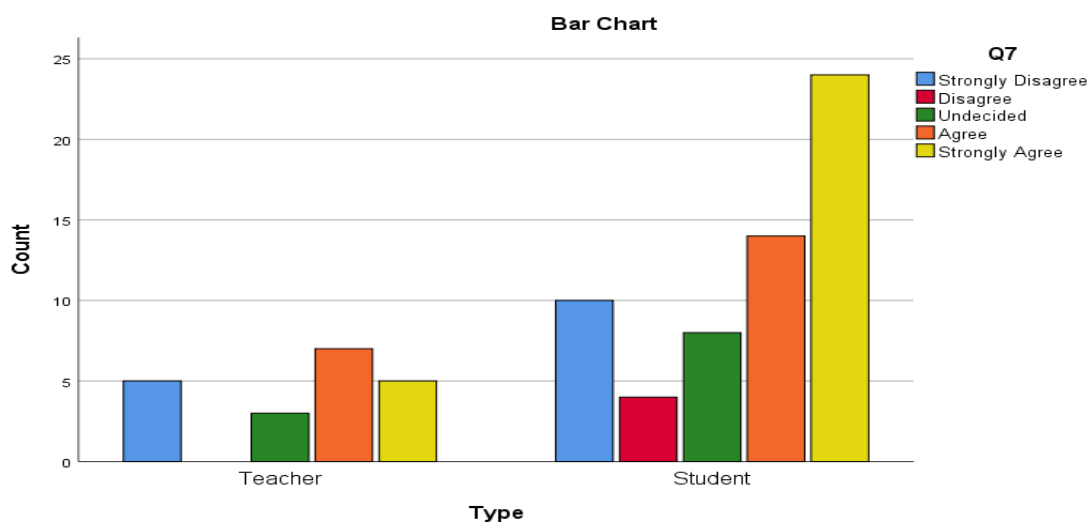**Figure 7: Teachers tell about their personal life experiences to the students**

Table 8: English Educators Start the Illustration in an Arranged Manner

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.109[a]	4	.191
Likelihood Ratio	9.421	4	.051
Linear-by-Linear Association	4.940	1	.026
N of Valid Cases	80		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.75.

The worth of the table was 6.109[a] that was more noteworthy than the table worth at 5.Therefore, the proclamation, '*English Educators Start the Illustration in an Arranged Manner'*, is accepted.

Figure 8: English Educators Start the Illustration in an Arranged Manner
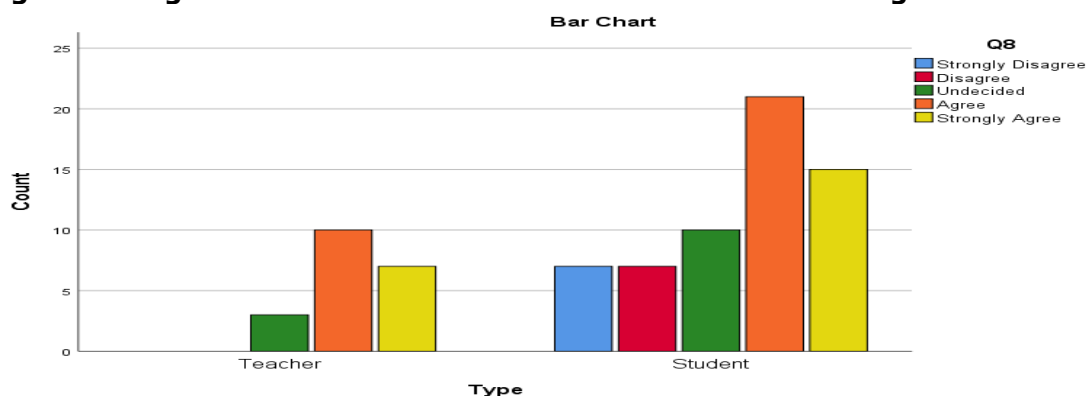
Table 9: *Understudies favor Pleasant and shared Entrust with Educators*

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	1.027[a]	4	.906
Likelihood Ratio	1.064	4	.900
Linear-by-Linear Association	.009	1	.926
N of Valid Cases	80		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.75.

Table 9 shows that the determined worth was viewed as 1.027[a] that was less than the table value at 5. Hence, the statement, '*Understudies favor Pleasant and shared Entrust with Educators'*, is accepted.

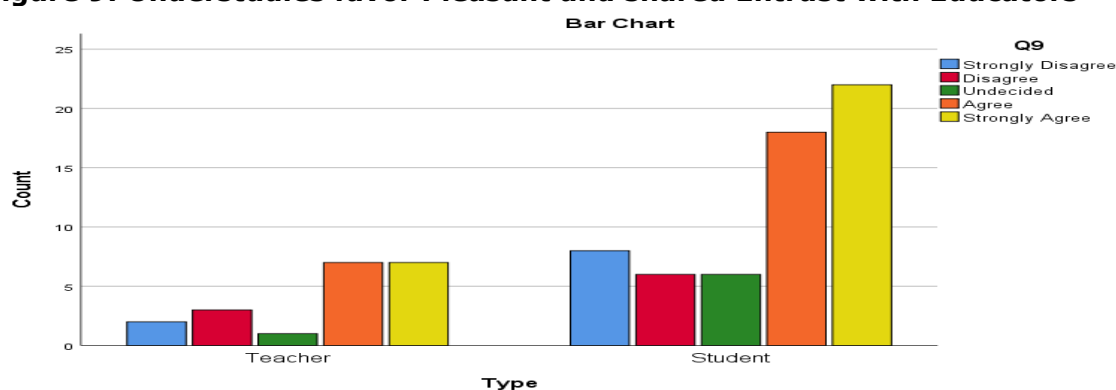**Figure 9: Understudies favor Pleasant and shared Entrust with Educators**

Table 10: English Educators value Understudies with great words, when understudies perform well in the class

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.819[a]	4	.589
Likelihood Ratio	4.117	4	.390
Linear-by-Linear Association	2.503	1	.114
N of Valid Cases	80		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .25.

Table 10 shows that the determined worth was viewed as 2.819a that was less than the table worth at 5.So, the statement,', *English Educators value Understudies with great words, when understudies perform well in the class* , is accepted.

Figure 10: English Educators value Understudies with great words, when understudies perform well in the class
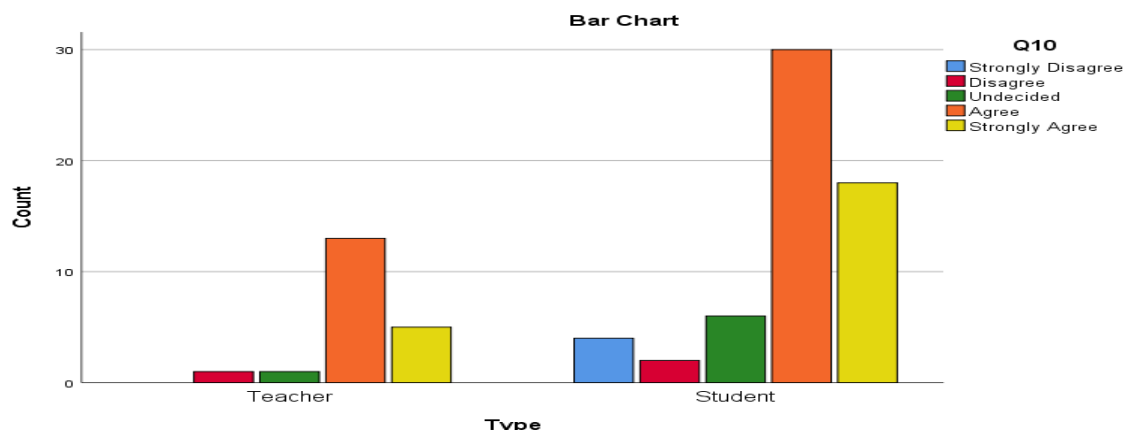

Table 11: Teachers try to build confidence in students for speaking fluently

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	6.640a	4	.156
Likelihood Ratio	8.735	4	.068
Linear-by-Linear Association	3.227	1	.072
N of Valid Cases	80		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 1.75.

The above table defined that the value of the result as 6.640a was higher than the criterion value 5.It is duty of teacher to teach them and do effort to work on the weak areas of students.

Figure 11: Teachers try to build confidence in students for speaking fluently
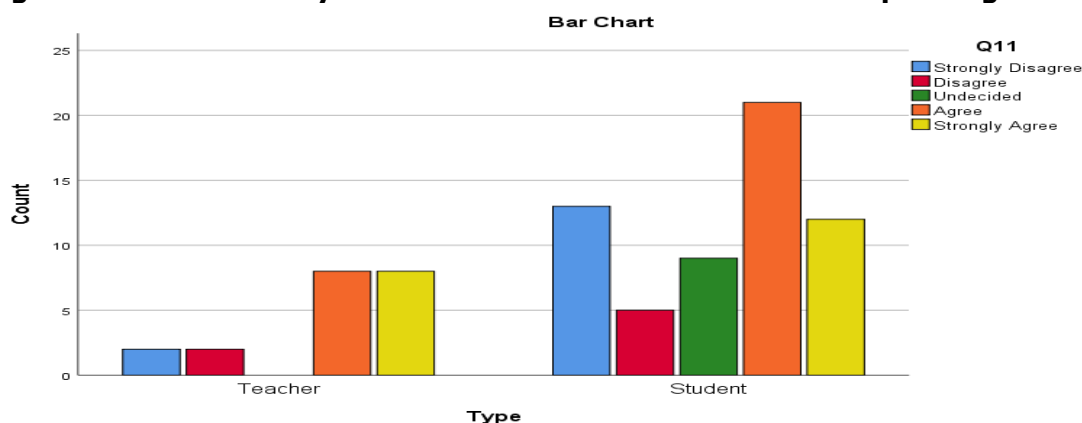

Table 12: Teachers demonstrate knowledge and confidence in class

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.943a	4	.293
Likelihood Ratio	5.277	4	.260
Linear-by-Linear Association	.005	1	.943
N of Valid Cases	80		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .25.

The table worth was viewed as 4.943a little less than the presupposed value 5.Many students opined that their teachers delivered lecture confidently. They made the lesson easy and comprehensive by using innovating teaching techniques.

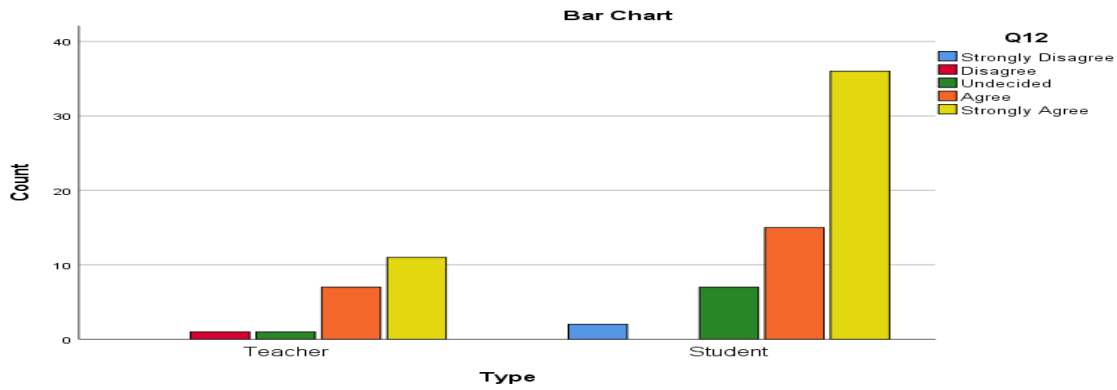## Figure 12: Teachers demonstrate knowledge and confidence in class

Table 13: English Educators Dress up officially, perfectly and Temperately

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.631ᵃ	4	.621
Likelihood Ratio	3.625	4	.459
Linear-by-Linear Association	.422	1	.516
N of Valid Cases	80		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is .75.

Table 13 shows the result that the determined worth was viewed as 2.631ᵃ that was less than the table value at 5. The statement, ''*English Educators Dress up officially, Perfectly and Temperately*'', is accepted.

Figure 13: English Educators Dress up officially, Perfectly and Temperately
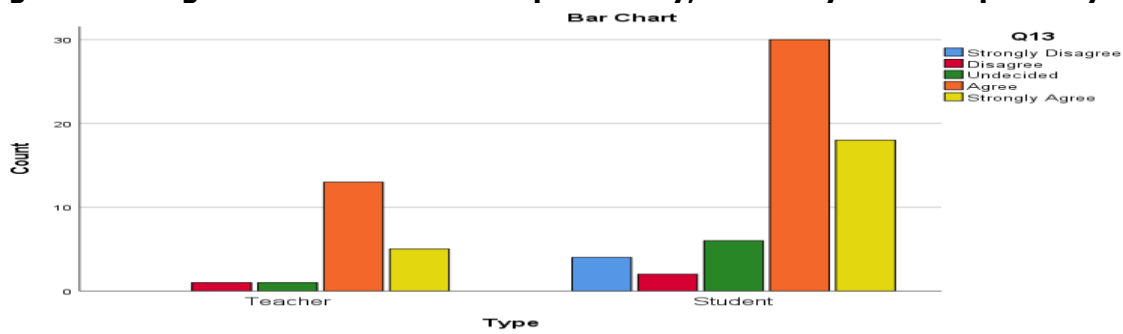

Table 14: During Educating, Educators use Reference Books and Arranged Notes

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.193ᵃ	4	.268
Likelihood Ratio	5.070	4	.280
Linear-by-Linear Association	3.907	1	.048
N of Valid Cases	80		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 2.25.

Table 14 shows that the determined worth was viewed as 5.193ᵃ that was more noteworthy than the table worth at 5.Hence, the explanation, '*During Educating, Educators use Reference Books and Arranged Notes*', is positively and negatively accepted.

Figure 14: During Educating, Educators use Reference Books and Arranged Notes
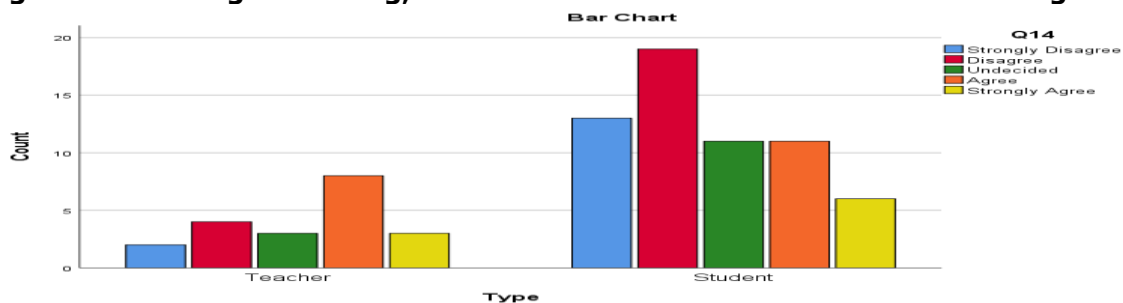
Table 15: Students' lives are connected to the material taught by Teachers

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.622ᵃ	4	.229
Likelihood Ratio	8.038	4	.090
Linear-by-Linear Association	3.030	1	.082
N of Valid Cases	80		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.00

Table 15 shows that the determined worth was viewed as 5.622ᵃ that was more noteworthy than the table worth at 5.Hence, the explanation, *'Students' lives are connected to the material taught by Teachers'*, is accepted.

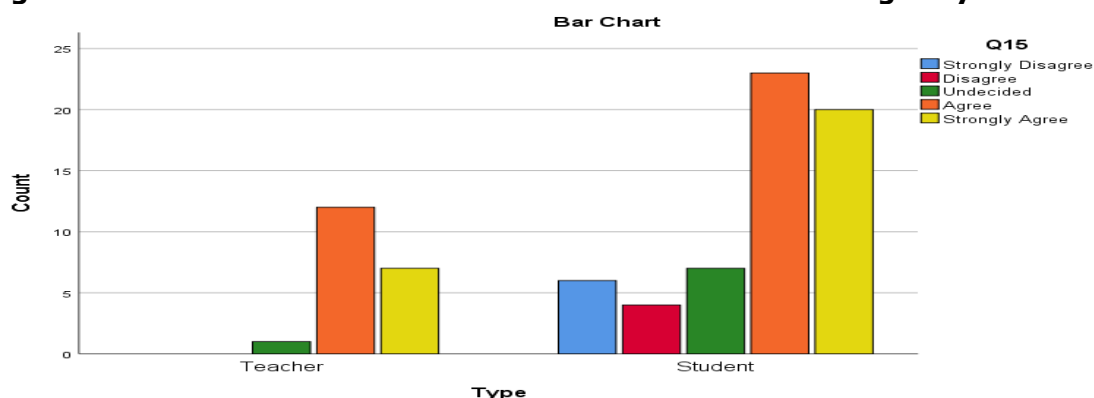**Figure 15: Students' lives are connected to the material taught by Teachers**

Table 16: Teachers confused on replying answers of students 'question during lecture

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23	19	11
Likelihood Ratio	28.7%	23.8%	13.8%
Linear-by-Linear Association	23	19	11
N of Valid Cases	28.7%	23.8%	13.8%

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 2.75.

The table 16 displays that the exact value of present research was 12.210ᵃ greater than the supposed value of 5.The teachers were happy to see the interest of students during lecture that show in form of asking question. Teachers always ready to satisfy them by giving valid justification.
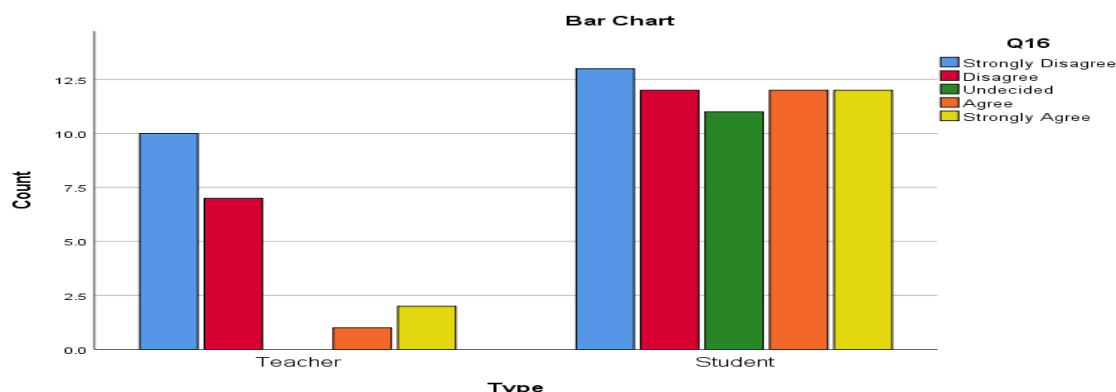
Figure 16:

Table 17: English Educators Instruct while utilizing Single Strategy

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	32.986ᵃ	4	.000
Likelihood Ratio	31.775	4	.000
Linear-by-Linear Association	31.345	1	.000
N of Valid Cases	80		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.25.

Table 17 shows that worth was viewed as 32.986[a] that was more noteworthy than the table worth at 5.Hence, the explanation, '*English Educators Instruct while utilizing Single Strategy*', is accepted.

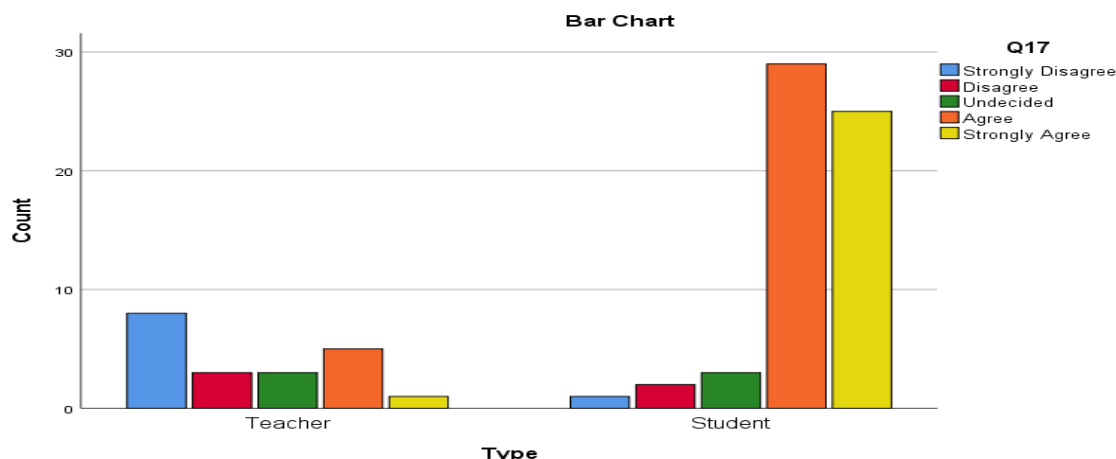**Figure 17: English Educators Instruct while utilizing Single Strategy**

Table 18: English Instructors set out Opportunity to make sense of Troublesome Points

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.003[a]	4	.287
Likelihood Ratio	7.121	4	.130
Linear-by-Linear Association	1.156	1	.282
N of Valid Cases	80		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is .75.

Table 18 shows that the calculated value was found to be 5.003[a] that was more noteworthy than the table worth at 5.Hence, the explanation, '*English Instructors set out Opportunity to make sense of Troublesome Points*', is accepted.

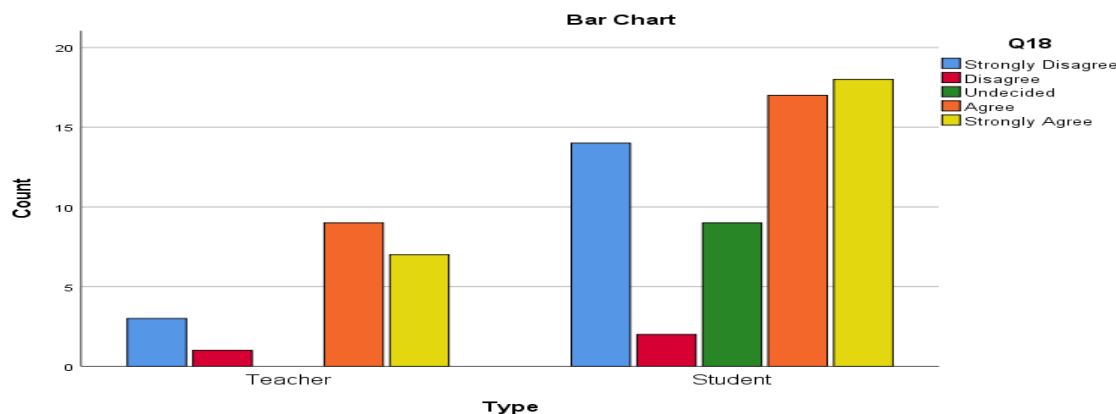**Figure 18: English Instructors set out Opportunity to make sense of Troublesome Points**

Table 19: Responses of the Students are Listened Patiently

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.024[a]	4	.002
Likelihood Ratio	18.558	4	.001
Linear-by-Linear Association	4.540	1	.033
N of Valid Cases	80		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.75.

Table 19 shows that the determined worth was viewed as 17.024[a] that was more noteworthy than the table worth at 5.Hence, the explanation, 'Responses of the students are listened patiently' 'is accepted.

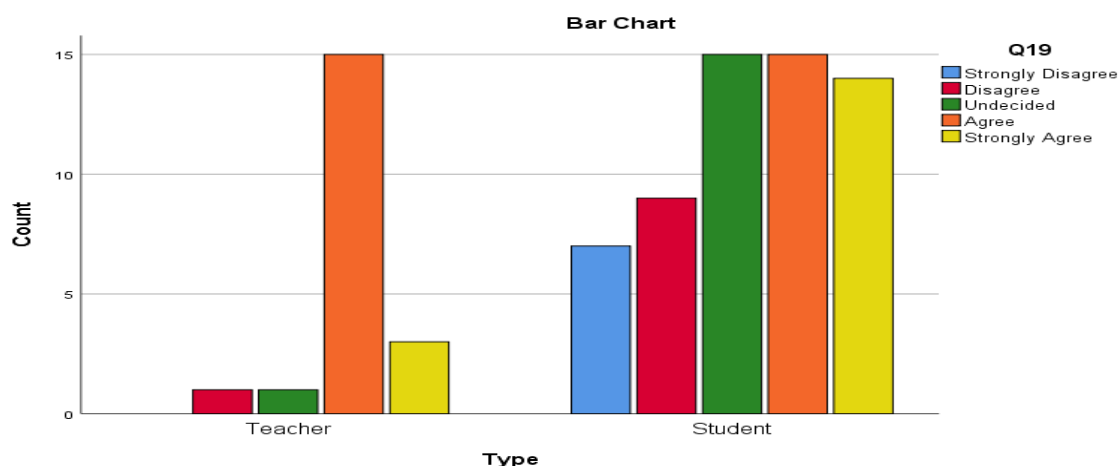**Figure 19: Responses of the Students are Listened Patiently**

Table 20: English Teachers Prefer this Profession for their Children and other Family Members

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.995ᵃ	4	.041
Likelihood Ratio	10.094	4	.039
Linear-by-Linear Association	5.686	1	.017
N of Valid Cases	80		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 1.00.

Table 20 shows that the determined worth was viewed as 9.995ᵃ that was more noteworthy than the table worth at 5.Hence, the proclamation, *'English Teachers Prefer this Profession for their Children and other Family Members''*, is accepted.

Figure 20: English Teachers Prefer this Profession for their Children and other Family Members
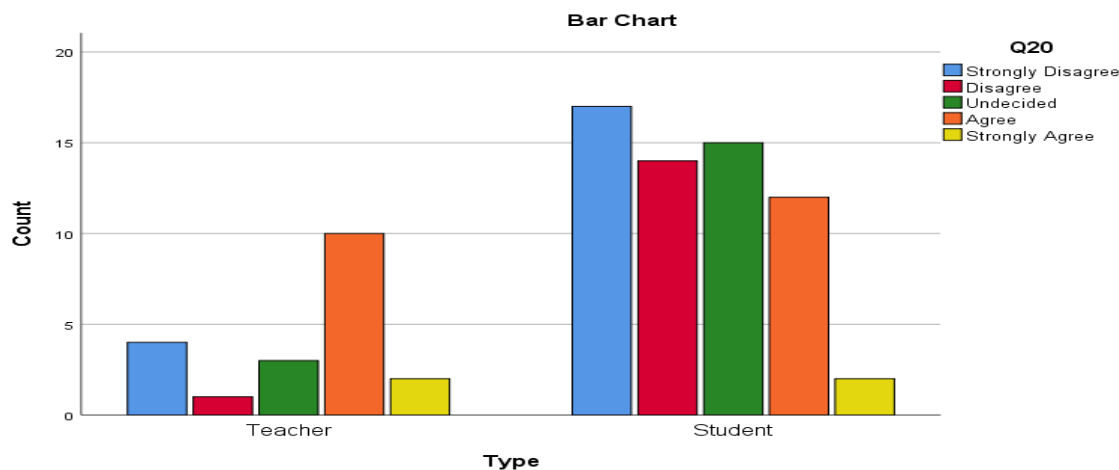

Table 21: The Standard of English Language is decreasing due to the poor Teaching.

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	3.810ᵃ	4	.432
Likelihood Ratio	3.643	4	.457
Linear-by-Linear Association	.000	1	1.000
N of Valid Cases	80		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 3.50.

This table demonstrates the result of the statement that current value 3.810ᵃ was less than the criterion value 5.The views on this statement were totally different between teachers and students. There were many reason of downfall. This is one of them.

Figure 21: The Standard of English Language is decreasing due to the poor Teaching
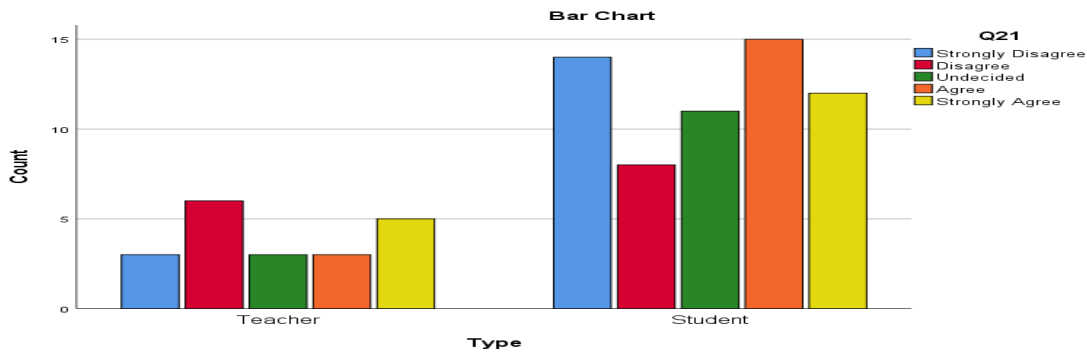

Table 22: Instructors consider That showing Position is The Last Decision

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2.631a	4	.621
Likelihood Ratio	3.625	4	.459
Linear-by-Linear Association	.422	1	.516
N of Valid Cases	80		

a. 4 cells (40.0%) have expected count less than 5. The minimum expected count is 3.25.

Table 22 shows that the determined worth was viewed as 14.099a that was more noteworthy than the table worth at 5.Hence, the explanation, '*Instructors consider that showing Position is The Last Decision*'', is rejected.

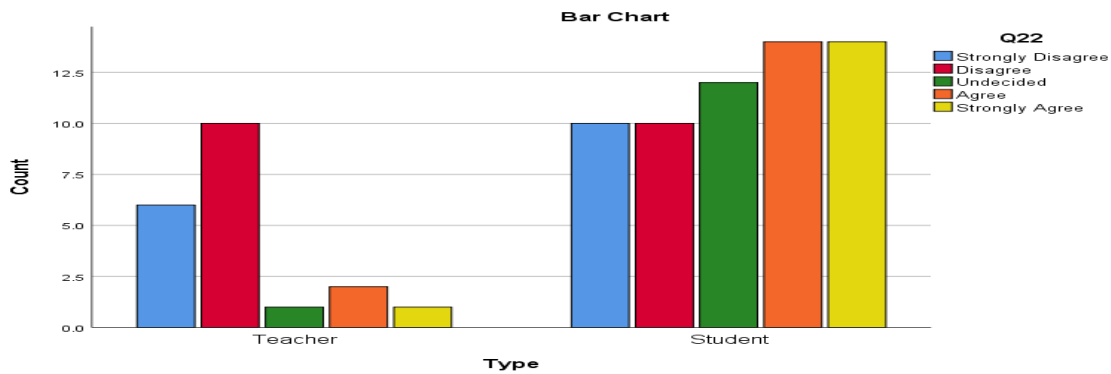## Figure 22: Instructors consider that showing Position is The Last Decision

Table 23: The English teachers Arrive at class in good Attitude

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.235a	4	.010
Likelihood Ratio	17.932	4	.001
Linear-by-Linear Association	8.166	1	.004
N of Valid Cases	80		

a. 3 cells (30.0%) have expected count less than 5. The minimum expected count is 2.50.

Table 23 shows that the determined worth was viewed as 13.235a that was more prominent than the table worth at 5. Subsequently, the assertion, '*The English teachers Arrive at class in good Attitude*', is accepted.

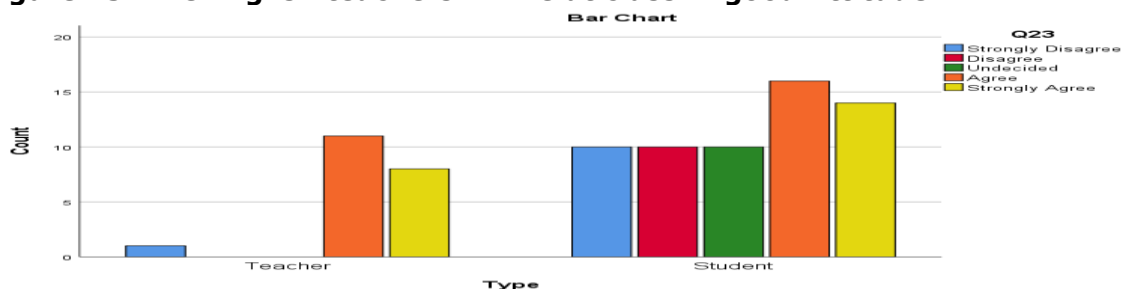## Figure 23: The English teachers Arrive at class in good Attitude

Table 24: English Instructors give an amazing Opportunity to enhance Support in seeking Information through Question

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.107ᵃ	4	.130
Likelihood Ratio	8.695	4	.069
Linear-by-Linear Association	5.158	1	.023
N of Valid Cases	80		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.25.

Table 24 shows that the determined worth was viewed as 7.107ᵃ that was more prominent than the table worth at 5.

Figure 24: English Instructors give an amazing Opportunity to enhance Support in seeking Information through Question
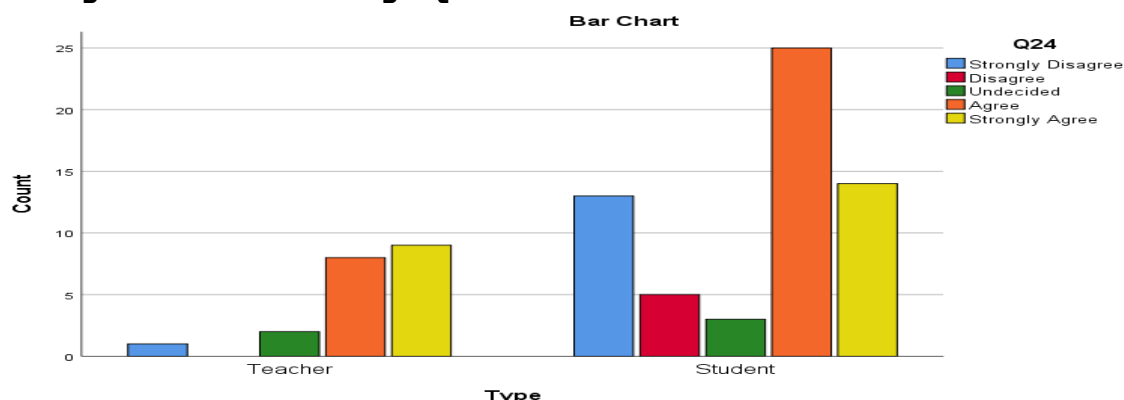

Table 25: Teachers of English are Proud to be called Teachers

Category	Value	Df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.980ᵃ	4	.007
Likelihood Ratio	17.280	4	.002
Linear-by-Linear Association	12.233	1	.000
N of Valid Cases	80		

a. 5 cells (50.0%) have expected count less than 5. The minimum expected count is 1.00.

Table 25 shows that the determined worth was viewed as 13.980ᵃ that was more prominent than the table worth at 5.Hence, the explanation, ''*Teachers of English are Proud to be called Teachers*'', is accepted.

Figure 25: Teachers of English are Proud to be called Teachers
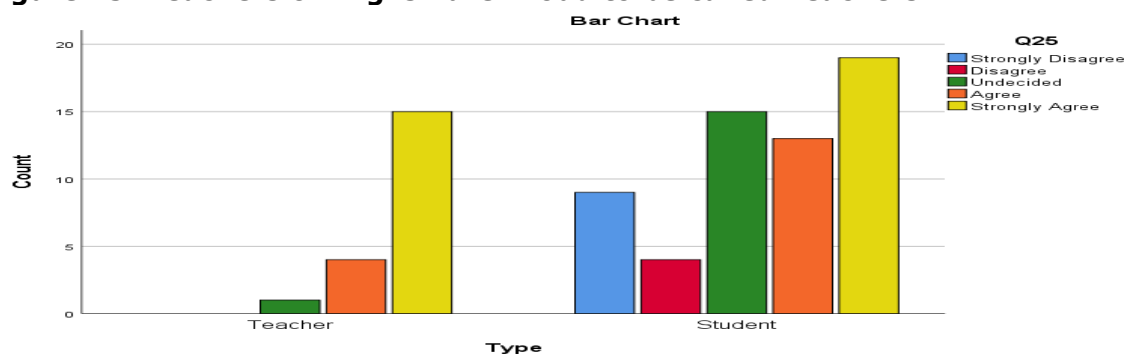
5.   Discussion

The role of teacher in education is like a pillar in building. The whole building of school depends on teachers. The all strategies are shallow if the instructors are not capable of adopting in real sense. The character of educator and common comprehension has been viewed as vital variable for learners" accomplishment The present research has declared that there was absence of qualified and experienced educators in the remote area schools of Pakistan; thus, the pass level of students was very low.Mohanty and Pani (1979) give their views about the relation of students with teacher. They said that a good relation between learner and trainer has constructive effect on the learner's competence. According to the statement of Schneider, Gruman & Coutts (2012), It is quite difficult for learners to get desired outcome in order to

follow purposive behavior. The consequences of the review uncover that instructors are answerable for declining standard of English. The explanation for the issue is clear that the instructors are going about responsibilities on low compensation. They are an excessive amount of troubled by accomplishing extra administrative work. Thusly, the instructor will be more conscious to use their additional energy on pupils' success in education. Sadkar's idea (1997) supported to clarify the above view point that teachers' job is not insignificant. it has its own value and worth in the society. It is not to cover the syllabus rather to train the learners for challenges to face in real life.

The current result discovered that understudies learn fluency of communicating in English to their English educators. The English instructor ought to urge their learners to communicate in English. They present these sorts of exercises which assist them with learning their conceptions by doing communication exercises. The aftereffects of the ongoing review exhibit by giving students 'views that their trainers act all the more pleasantly to certain understudies and favor them. Instructors ought to be fair with all understudies. This kind of preference should be deterred on the grounds that it adversely effects on students' competence. The view relevant to Iqbal (1996) in which he said, the students must be dealt fairly by the teacher in and outside class. The review results showed that Fair, intelligent, confident, dependable and diligent are the characteristics of effective educators who goodly affect students' conduct. Assuming instructors expose absence of self-confidence , confused while composing something in front of students and lack of punctuality that are the reasons of understudies negative way of behaving**.** Reddy'**s** views remarkably described the above statement in his own views that Teacher is all in all responsible of the character building of the students. His views help to understand the above discussion.

The skillful instructors save their time by adopting different attention seeker activities in which students get participation. In this way, learners feel pleasure and get confidence through their personal experience. These activities release their tensions, worries and assist to gain confidence to face hard realities of life. Discussion in classroom is given chance to all students to view about under discussion topic. Question answer technique is another way to get desired results. In this way, teachers get familiar to the problems and concept of under discussion topic in the class. Students are put forward their queries about the lecture. This idea supported Ahmad (2001) who viewed that questions answer technique work amazingly to clear the concepts of students. It is included in effective teaching methodology. The Ahmad's statement supported the above idea in which he said that technical work like question answer in class is done marvelously. It has the capacity to clarify the concepts of learners. It is powerful weapon that teachers used in his teaching methodology. In 1983, Ansari said that the issues of understudies connected with their mentality towards educators need more explanation. Ansari and Chawdhri (1990) further expressed that the most significant perspective in method of progress in student's achievement is teacher's demeanor. A large number of respondents both teachers and students strongly agree on the given statement that English teachers give students individual attention in their spare time. The teachers opined that they help the students in their free time to make their confusion clear. The students enjoy friendly relation with teachers and take help whenever they need their support. A large number of students are strongly agreed that their teachers give favor to some students. The students accepted the statement negatively because they never discrimination in classroom. But at the same time, teachers also strongly agreed on this point that English teachers behave nicely to some students. The teachers' point of view was different from students. They gave importance to those students who did their work nicely. They used positive reinforcement for their appreciation. So it is not wrong to give good response to these competent students.

A large number of students viewed on this statement by expressing the expression of agree and strongly agree. They opined that their English teachers share their personal experience with them. The students love to see the picture of life of their teachers' students' life. They encourage them to share their old memories. The teachers opined on this statement that the teachers wanted to create soothing environment in ESL class. They told them much valuable information that was part of instruction but conveyed in simple way of sharing personal experiences. A large number of students admitted this statement that their teachers started lesson in planned way. They started lesson relating connection between past knowledge and present content. The teachers expressed that they started lesson in proper planning. The

teachers started lesson with asking about past knowledge and made a link between past and present knowledge. The teachers divided time first to convey information and specific time for relating concepts with past, thirdly students feedback while asking question. The majority of students opined that their English teachers appreciated their students with good words, when they performed well in class. The students feel pleasure to listen good words from teachers. The teachers expressed that they used positive reinforcement for students because it worked wonder. Positive words for encouragement are appreciated students by their teachers. The students viewed on this statement that they learnt confidence of speaking English to their teachers. The English teachers used to speak English during lesson and encourage students to speak. The English teachers expressed their views about the statement that they introduced different activities and task during class in which students got chance to perform act and speaking English types of dialogue.

6. Conclusion

Teachers of English are an essential component of the language acquisition process since they impart their own linguistic knowledge and shape the atmosphere of the classroom. However, private schools often struggle to find qualified educators, and many of those who do work in the field lack both experience and education. Because of this, there is a substantial impact on the accomplishments of pupils, as teachers are frequently uninformed about the most recent English pattern developments. The most recent findings indicate that educators, on the whole, take pride in the fact that they are called teachers and choose their line of work not only for themselves but also for their children and their families. They approach teaching as a lifelong pursuit to develop their knowledge and abilities, and they organise their lesson plans in a way that makes suitable connections between their prior and current expertise. In addition to this, they make use of a variety of instructional strategies, such as ways of question-answering and evaluation, to keep the classroom in order. While there are students who believe that the teachers provide equal opportunities for all students to ask questions, there are also students who say that the teachers show favouritism towards particular students and offer them additional time after class. In addition, teachers encourage the growth of students' senses of humour and character, which in turn helps pupils obtain the self-assurance necessary to speak English successfully. Teachers take immense pride in their work and make significant efforts to modernise their practises in response to the ever-changing educational landscape. They prepare classes in an appropriate manner, creating links between prior and current information in an effective manner, and use a variety of approaches for motivating students. They offer helpful direction to students and encourage them to make use of the most up-to-date research tools, both of which are valued by professors who rely on the internet for better conceptual understanding.

The majority of educators address challenges in classroom instruction and student learning through action research, the application of question-and-answer strategies, and the implementation of fair evaluation procedures. They treat kids with respect, ensure that there is freedom and safety in the classroom, and realise that the measure of a teacher's effectiveness is the success of the students in the classroom. In addition to providing opportunities for student participation through questioning, teachers also guide and appreciate students, assist them in the development of positive manners and habits, write articles and books related to their subjects, encourage participation in extracurricular activities, establish healthy relationships with parents, and offer constructive feedback. They do their best to increase the overall quality of the students' experiences while learning the language, and they listen to the responses of their pupils with patience.

6.1. Recommendations

The study highlights the lack of qualified and experienced teachers in Pakistan's private sector schools, leading to low pass percentages. To improve secondary school performance, qualified teachers should be hired. English teachers are also responsible for low wages due to extra clerical work. To address this issue, pay rates should be increased and the government should take action against private schools. Teachers should encourage students to speak English and introduce speaking activities to help them learn concepts. Teachers should be encouraged to share their personal experiences with students, as excessive frankness can negatively impact their study and coach temper. Favoritism should be discouraged, and heads of departments should be checked without merit. Efficient teachers are fair, competent, bold, punctual, and hardworking. Teachers with lack of confidence, confusion, non-punctuality, and aggressive

attitudes can cause negative behavior. Ethics and behavior should be included in teacher training. A positive correlation exists between teacher behavior and students' academic achievement. Teachers should receive at least three months of training based on students' psychology, psychological guidance, and appropriate reinforcement methods. Future research should focus on specific teacher groups and their results on student performance.

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