

Navigating Challenges and Solutions in English as a Second Language Speaking Instruction: Insights from the Teachers' Perspectives

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Abstract

Speaking skills play a significant role in language learning, and they support learners by engaging effectively in academic, professional, and social interactions. It is necessary for language teachers to help learners participate efficiently in various academic and social contexts. The perceptions of teachers are influential in deciding effective techniques for teaching speaking skills, as they impact the learning environment and learners' language improvement directly. The main objective of this study is to examine the perspectives of English as a Second Language (ESL) schoolteachers in teaching speaking skills. The current study employed a survey method to collect information on the skills needed for language teachers, the factors that influence the learners' speaking skills, and information regarding teachers who teach speaking skills. A total of 72 English school teachers across the state of Tamil Nadu, situated in India, participated in this study. Although teachers use interactive and student-centered methods in the language classroom, they often rely on conventional teaching methods to address the lack of motivation, confidence, and courage among the learners. The findings of this study revealed that the reduction of psychological barriers and the development of self-esteem among language learners should be the prime focus of ESL teachers. Teachers can create holistic and supportive learning environments that address linguistic and psychological barriers by implementing psychological and therapeutic modalities.

Keywords: English Language Teaching, English as a Second Language, student-centered methods, psychological barriers, therapeutic modalities

1. Introduction

The United Nations Educational, Scientific, and Cultural Organization (UNESCO; 2022) outlined the importance of language in education and encouraged multilingual education to promote learning and linguistic diversity. This organization supports three languages: native, regional or national, and international. Speaking many languages is considered a necessary skill that has a notable influence on achieving the sustainable development goals (SDGs), since it contributes to the growth of the economy (SDG8), good health and well-being (SDG3), and wealth (SDG1) (In Focus, 2023). According to the Collins English Dictionary, English Language Teaching (ELT) denotes the practice and theory of teaching English to individuals whose first language is not English. Additionally, since ELT has developed recently, there is a greater need for language teachers to strengthen learners' English language proficiency, which is inevitable in the present world.

The domains of second and foreign language teaching have shifted over the years. According to Modrak (2001), English has a special status today because of its global position and reputation as an "international" or "world language." Countries like Australia, Canada, the United States, and Great Britain use English as a first language. Likewise, countries like Nigeria, India, and the Philippines used English as a second language. Additionally, English as a Second Language (ESL) is defined by Bolton (2018) as the widespread use of English in communication, education, and administration in nations where it is not the national language. On the other hand, the author defined English as a Foreign Language (EFL) as learning English in countries where it is mainly studied as an academic subject and is not widely used in daily life. Teachers can support learners in achieving their language goals, whether academic, professional, or personal development, and integration into English-speaking contexts by recognizing and addressing the distinctions between ESL and EFL.

1.1 Problem Statement

The curriculum in the schools of Tamil Nadu places more emphasis on reading and writing skills than on the advancement of speaking skills. There is a lack of sufficient training and confidence for the teachers in terms of teaching speaking skills. The existing curriculum and examination have less focus on speaking skills. Additionally, psychological issues like anxiety, fear of making mistakes, lack of motivation, and lack of confidence hinder both effective teaching and learning. Even though these problems are significant, there is a dearth of literature in Tamil Nadu on the views of teachers on teaching speaking skills. Hence, a detailed examination of the various pedagogical approaches

employed by the teachers to teach speaking skills is necessary to bridge this gap.

1.2 Purpose of Study

The present study aims to explore ESL teachers' perspectives on teaching speaking skills in schools across Tamil Nadu. Accordingly, the specific objectives are to

- examine the key factors which improve learners' speaking skills.
- determine the requirements of teachers to teach their speaking skills effectively.
- explore the reasons behind teachers' lack of confidence in teaching speaking skills.
- investigate the difficulties teachers encounter when teaching speaking skills.
- evaluate the methodologies and key components that contribute to teaching speaking skills effectively.

1.3 Research Questions

Consequently, this study addresses the following research questions:

RQ1: What factors are important for enhancing learners' speaking skills?

RQ2: What factors do teachers believe are essential for teaching speaking skills?

RQ3: What factors affect teachers' confidence in their speaking skills?

RQ4: What challenges do teachers face in teaching speaking skills?

RQ5: Which factors improve the effectiveness of teaching speaking skills?

1.4 Significance of the Study

The present study enhances the understanding of how ESL speaking instruction can be improved in the educational system of schools in Tamil Nadu. By emphasizing the needs, difficulties, and strategies of teachers, the study's conclusions can support enriching teacher education programs, curriculum design, and modifying language policies. The findings of the study might contribute to the advancement of curriculum design, teacher education programs, and the reform of language policies by highlighting the requirements, challenges, and approaches of teachers. Furthermore, this study elucidates the psychological and institutional factors that influence classroom practices, thereby offering valuable insights for teachers, policymakers, and researchers operating in multilingual and multicultural environments.

2. Review of Literature

2.1 Technology-Enhanced ESL Speaking Instruction

The teaching of speaking skills in ESL has been influenced by recent technological improvements. The integration of digital resources such as YouTube videos, spoken dialogue systems (SDS), virtual reality (VR), and artificial intelligence (AI) voice chatbots has made learning environments more immersive, flexible, and interactive. VR has the potential to reduce foreign language anxiety (FLA) and facilitate public speaking practice in safe environments among learners (Kaplan-Rakowski & Gruber, 2023). AI voice chatbots support the development of English-speaking proficiency among Vietnamese students through repeated and personalized practice (Duong & Suppasetseree, 2024). Moreover, project-based learning (Song et al., 2024) and digital storytelling (Nair & Yunus, 2021) are also successful methods in enhancing speaking skills. These methods promote creativity, engagement, and experiential learning. Timpe-Laughlin et al. (2020) highlighted the power of SDS in terms of its diagnostic and instructional use in the flipped classroom.

2.2 Teachers' Beliefs and Pedagogical Practices

Teachers' beliefs and perspectives play a major role in the selection of approaches to teach in the ESL context. ESL teachers in Tamil Nadu recognize the importance of speaking skills for learners' professional development but feel constrained by systemic and practical limitations (Gowri et al., 2019). Borg (2019) and Farrell and Vos (2018) illustrated that teachers' beliefs, which are shaped by their personal experiences and professional training, influence their approach to speaking instruction. Moreover, research conducted by Miguel (2019) and Garrity and Guerra (2015) presented the influence of such beliefs on instructional decisions, curriculum development, and interactions between the teachers and learners. Baleghizadeh and Shahri (2014) discussed the role of teaching environments and personal pedagogical knowledge (PPK) in shaping instructional strategies.

2.3 Psychological and Affective factors in Speaking skills

Psychological factors, including anxiety, fear of judgment, and low confidence, play a prominent role in ESL speaking skill instruction. Krashen (1982) illustrated eminent psychological barriers such as fear of making mistakes, shyness, lack of confidence, and anxiety during oral communication. Hanifa (2018) clarified that speaking anxiety notably hinders learners' oral performance, a phenomenon influenced by both cognitive and affective factors. Moreover, interventions derived from positive psychology, as illustrated by Seligman (2011) and Oxford (2016), including positive emotions, engagement, relationships, meaning, achievement (PERMA), and emotion and empathy, meaning and motivation, perseverance, agency and autonomy, time, habits of mind, intelligences, character strengths, and self-factors (EMPATHICS) models, correspond to mindfulness practices. Gregersen and MacIntyre (2017) have shown efficacy in fostering emotionally secure classroom environments. Cognitive Behavioral Therapy (CBT) revealed potential efficacy, as evidenced by Najeeb et al. (2024), who reported

significant reductions in speaking anxiety among international learners.

2.4 Curriculum Assessment, and Institutional Barriers

Systemic challenges, such as an inflexible curriculum, exclusion of oral components in examinations, and a large number of learners in a class, impede the instruction of speaking skills. Although English has been taught as a second language for years, a gap remains between curriculum objectives and classroom practices, particularly in terms of speaking skills (Infanta Vincy & D'Souza, 2023). Meganathan (2017) noted that many teachers lack specialized training in teaching and assessing speaking skills, and some teachers struggle with English proficiency. Karatas and Tuncer (2020) found that emergency distance education (EDE) did not provide adequate support for the enhancement of speaking skills. Saimon et al. (2022) contended that educational programs prioritizing grammar tend to neglect communicative exercises. As Cunningsworth (1995) and Tomlinson (2011) critically examined, textbooks significantly restrict interaction with language through exercises. Increased student-teacher ratios, assessment policies not correctly aligned, and inadequate instruction time are among the challenges associated with teaching (Wang & Calvano, 2022; Wright et al., 2017). There can be a structural change where the instructional strategies are amalgamated with communication goals in order to overcome these challenges.

2.5 Strategies and Innovations for Teaching Speaking

An effective instruction in speaking skills combines student-centered teaching and communicative methodology. Task-based language teaching (TBLT), collaborative learning, and authentic-speaking activities such as role-plays and debates have been continuously shown to be the most effective in classrooms (Aura et al., 2023; Mulyadi et al., 2023). Additionally, Derwing and Munro (2015) emphasized the importance of intelligibility in attaining 'native-like' pronunciation. Becker and Roos (2016) revealed the use of creative and improvisational tasks to foster learner autonomy. Communicative language teaching (CLT) and experiential learning methodologies considerably increase engagement and skill acquisition. These innovative strategies are valuable for promoting genuine communication competencies.

2.6 Themes and Debates in ESL Speaking Instruction

Interactive technology in speaking practice has become a significant field of focus. Timpe-Laughlin et al. (2020) examined the potential of spoken dialog systems (SDS) to offer learners meaningful, goal-oriented speaking practice. Teachers expressed views regarding SDS tasks for both speaking practice and diagnostic purposes, especially in the flipped classroom framework. De Wilde et al. (2019) expressed that children can achieve substantial language advancement through informal contexts before formal instruction. Interactive and multimodal types of input, such as playing games, the use of social media, and spoken communication, are known to help learn a language. Ramalingam et al. (2022) demonstrated an increase in the integration, use, and popularity of blended learning for ESL education, including collaborative learning, learning management systems (LMS), social media applications, and technology-enhanced learning. According to Macintyre and Wang (2021), the dynamic nature of willingness to communicate (WTC) is influenced by the emotions and motivations of the speakers, particularly regarding the personal relevance of discussion topics. This study indicated the interplay among the various psychological factors, that dynamically construct second language communication. ESL speaking instruction faces new issues, as Karatas and Tuncer (2020) noted that whereas EDE successfully supported the advancement of writing skills, it failed to address speaking skills in online courses. Finally, the themes and debates discussed in the present study highlight the dynamic nature of ESL speaking instruction. These findings outline the need for innovative methodologies that incorporate technology, consider individual learner differences, and provide dynamic educational environments.

2.7 Research Gap

Although there is an increasing emphasis on English-speaking skills in ESL education, research focusing on the ESL teachers of Tamil Nadu remains limited. Previous studies have addressed student challenges, with little attention paid to teachers' confidence and proficiency in teaching speaking skills. Furthermore, the influence of language and cultural diversity on teaching strategies remains unexplored. Despite the existence of numerous pedagogical approaches, substantial empirical evidence regarding their efficacy in the educational setting of Tamil Nadu is inadequate. Additionally, the role of teacher training and professional development in enhancing speaking instruction is not well documented. Policies do not adequately support speaking skills improvement (Meganathan, 2017). Furthermore, there has been scant research on the institutional and policy-related challenges that impact ESL teaching, including the development of curriculum and evaluation techniques. Addressing these gaps will provide valuable insights into enhancing ESL teachers' instructional practices and informing future curriculum and teacher training programs. This study aims to fill this gap by investigating the opinions of the ESL teachers, who offer context-specific insights, which could be used to reform teacher education, curriculum, and educational policy.

3. Methodology

3.1 Research Design and Instrumentation

This study employed a descriptive survey design to explore the perspectives of ESL teachers in Tamil Nadu regarding English-speaking instruction. According to De Vaus (2013) and Fink (2015), the survey method is especially effective in educational research for collecting a wide range of perspectives, attitudes, and practices. In addition, Vu (2023) developed a questionnaire on teachers' perspectives on teaching speaking skills to investigate the beliefs and practices of Vietnamese EFL teachers. Similarly, the present research adopted a structured questionnaire by Vu (2023), modified and tailored to align with the educational context of the school system in Tamil Nadu.

The modified questionnaire was comprised of eight demographic questions and forty-four primary items that assessed teaching practices, challenges, teacher confidence, pedagogical needs, and beliefs regarding speaking skills. The questionnaire contained both closed-ended (multiple choice and checklist) and open-ended questions, facilitating the collection of both quantitative and qualitative data.

3.2 Participant Selection and Sampling

The target population of the current study is ESL school teachers in the state of Tamil Nadu, India. This study has employed convenience sampling. According to Rahi (2017) convenience sampling is a widely recognized non-probability sampling method that enables researchers to select participants based on their availability and accessibility. This approach is particularly influential in educational research settings, where accessing specialized populations, such as ESL teachers, may be challenging due to geographic dispersion and institutional barriers. The employment of convenience sampling in this study, which involved 72 ESL teachers, is selected, concentrating on the exploratory nature of the research, the constraints on resources, and the specialized characteristics of our target population (Etikan et al., 2016). Additionally, the participant sample shows significant differences in age, teaching experience, learner levels, and geographic location (urban, suburban, and rural). Furthermore, Creswell (2014) illustrated that this demographic and professional diversity increases the value of the findings by offering insights across several ESL teaching contexts. A total of 72 teachers took part in the study through convenience sampling (Dornyei, 2007).

3.3 Data Dissemination and Analysis Process

The survey questionnaire was administered through a Google Form and circulated through e-mail and social networking sites. The study participants completed the questionnaire using digital devices within a two-week timeframe. This approach was done in order to reduce paper consumption according to environmentally sensitive research. Informed consent based on a clear guarantee of anonymity and a pledge of confidentiality was sought digitally before participation. The participants also had the opportunity to directly get in touch with the researcher for questions (in an official institutional email address).

Numerical results were transcribed from Google Forms and analyzed within the R statistical environment. Descriptive statistics (mean, standard deviation, and frequency) were used to describe recurring patterns in participants' responses. Unstructured comments were analyzed using inductive thematic analysis. The themes are categorized into teaching strategies, instructional challenges, and professional development needs. Two independent reviewers coded the qualitative data, and discrepancies were resolved by mutual agreement to ensure reliability.

Potential confounding factors were considered, including location, school type, teacher experience, and medium of instruction. These categories were used to separate descriptive data to account for their impact. Furthermore, factors including oral proficiency and teacher motivation were identified as potential moderators in influencing instructional strategies and teaching confidence.

3.4 Reliability and Validity of the Questionnaire

The content validity of the questionnaire was established by adapting its structure and items from a previously validated instrument (Vu, 2023), with minor modifications to suit the cultural and educational context of Tamil Nadu. The validity of the 44-item binary questionnaire was examined through an item-total correlation (r drop), which reached above 0.30 in 34 items. However, items 1, 4, 9, 22, and 26 showed poor correlations ($r < 0.20$) and were reworded or removed. Internal consistency, as measured by Cronbach's alpha, was 0.88, with a 95% confidence interval of 0.84 to 0.92 (Feldt), indicating high reliability. Although the mean IIC was 15, most items contributed positively. Two ELT experts rated the clarity and relevance of the items to ensure the content validity of the scale. Construct validity was confirmed by exploratory factor analysis (EFA), including a few cross-loadings. Fit indices (RMSEA = 0.035, TLI = 0.811) indicated that the model fit well (Fabrigar et al., 1999).

4. Results

4.1 Crucial Elements for Improving Teaching Speaking Skills

According to Borg (2006), "belief" is an evaluative concept, consciously or subconsciously held, and regarded by the individual as accurate. Since this concept is connected to emotional commitment, this study investigated the opinions of teachers from primary, secondary, and higher secondary schools regarding the important factors that can improve learners' English-speaking skills. Table 1 shows the descriptive statistics of the demographic details.

Table 1. Characteristics of Participants (N=72)

Characteristics	Categories	Frequency (N)	Percentage (%)
Gender	Male	32	44.4
	Female	40	55.6
School Location	Rural	36	50.0
	Sub-Urban	12	16.7
	Urban	24	33.3
School Type	Government	30	41.7
	Private	40	55.6
	Aided	2	2.8
Students' Level	Primary	11	15.3
	Secondary	29	40.3
	Higher Secondary	32	44.4
Medium of Instruction	Tamil	3	4.2
	English	32	44.4
	Bilingual	37	51.4
Age Group	25-30 years	25	34.7
	31-35 years	20	27.8
	36-40 years	16	22.2
	Above 40 years	11	15.3
Teaching Experience	1-5 years	29	40.3
	6-10 years	22	30.6
	11-15 years	13	18.1
	Above 15 years	8	11.1

Table 2 represents the priorities of teachers in terms of the key factors for teaching speaking skills. Whereas, Figure 1 shows the percentage of preference given by the teachers on factors that contribute to the development of speaking skills. According to this figure, 45% of primary, 41% of secondary, and 53% of higher secondary teachers identified “good knowledge of grammar” (1A) as pivotal for enhancing learners' speaking skills. This information suggests that grammatical knowledge is given greater importance at the higher secondary level than at the primary and secondary levels.

Table 2. Descriptive statistics of crucial elements for improving teaching speaking skills (N=72)

Items	Mean	Median	SD
Good knowledge of grammar	0.4722	0	0.503
Good knowledge of vocabulary	0.6667	1	0.475
English-speaking context	0.375	0	0.488
Converse with native speakers	0.1806	0	0.387
Acquire native-like pronunciation	0.1944	0	0.399
Acquire native-like fluency	0.1667	0	0.375
Acquire native-like accuracy	0.0556	0	0.231
Communicate effectively in English	0.5278	1	0.503
Never use Tamil in the classroom	0.2083	0	0.409
Practice speaking without fear of making mistakes	0.6667	1	0.475
Motivation to learn to speak English	0.6667	1	0.475
Enjoy communicating in English	0.7083	1	0.458

“Good vocabulary knowledge” (1B) is required to upgrade learners' speaking skills. Most teachers across all levels selected this element, including 82% of those teaching at the primary level, 66% at the secondary level, and 63% at the higher secondary level. The findings indicated that teachers broadly concurred with the importance of vocabulary knowledge in promoting their speaking skills.

Furthermore, 55% of primary, 28% of secondary, and 41% of higher secondary teachers agreed that “English-speaking context” (1C) was indispensable for enhancing speaking skills. In English-speaking environments, teachers at the primary level appear to prioritize student engagement, whereas those teaching at the secondary level place greater emphasis on subject matter. Next, “converse with a native speaker” (1D) was highlighted by 18% of primary, 28% of secondary, and 9% of higher secondary teachers as a pivotal element in enhancing learners' speaking skills. The collected data revealed that secondary teachers focused more on this component than primary and higher secondary teachers.

Teachers have different views on the importance of teaching learners to “Acquire native like pronunciation” (1E) to enhance their speaking skills. The significance of the issue varied across educational levels, with 27% of primary educators deeming it important. This percentage dropped to 21% for secondary school teachers and further decreased to 16% for those teaching at the higher secondary level. In higher education, the emphasis on word pronunciation tends to decrease, like the approach adopted by native English speakers. The analysis of the data showed that “acquire native-like fluency” (1F) is believed to be a vital component for augmenting learners' speaking skills as reported by teachers, 9% at the primary stage, 17% at the secondary level, and 19% in higher secondary education. As learners advanced through their educational journey, there was a gradual increase in their focus on achieving native-like fluency.

Also, this study revealed variations in the importance of “acquiring native-like accuracy” (1G) in speaking skills across educational levels.

Primary and higher secondary teachers did not consider this goal important (0% response rate), while only 14% of secondary school teachers acknowledged its significance. This finding suggests that the emphasis on native-like accuracy diminishes as learners progress through higher education. The survey results highlighted the factor “communicate effectively in English” (1H) for strengthening learners’ speaking skills, which was pointed out by 64% of primary, 66% of secondary, and 38% of higher secondary teachers, representing strong agreement among primary and secondary teachers. In comparison, higher secondary teachers placed relatively less importance on this aspect.

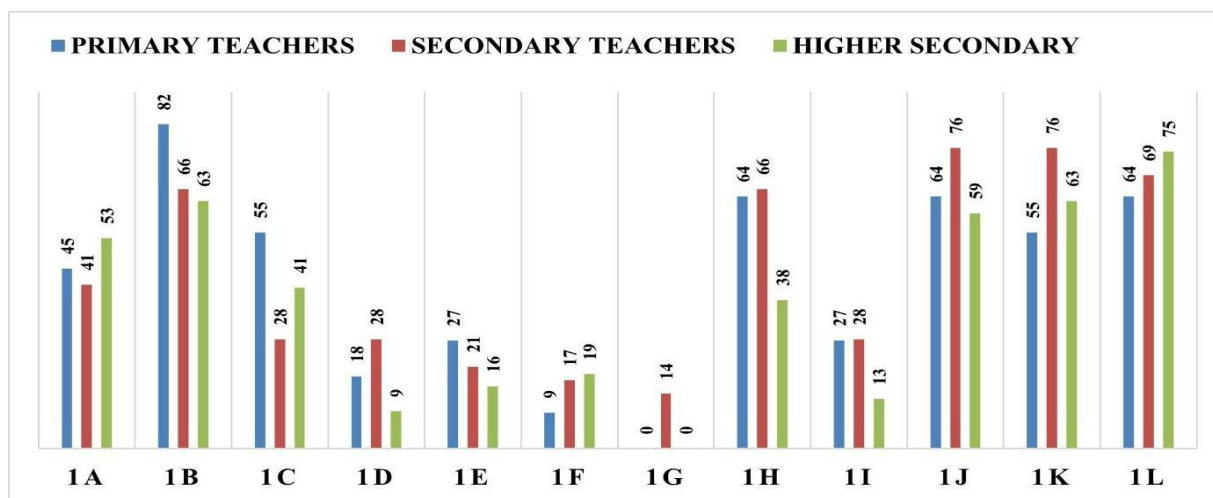


Figure 1. Important factors to improve teaching speaking skills

The preference to “never use Tamil in the classroom” (1I) gets modified according to teaching levels. This component was supported by 27% of primary, 28% of secondary, and 13% of higher secondary teachers. These results demonstrate that primary and secondary teachers are more likely to avoid the Tamil language during their lectures than higher secondary teachers. Teachers across all levels recognized the need for learners to engage in “speaking practice without fear of mistakes” (1J). This factor was supported by 64% of primary, 76% of secondary, and 59% of higher secondary teachers. The outcome indicates a shared understanding of creating a supportive environment where learners can practice speaking without fear of mistakes.

And then, “motivation” (1K) was identified as an essential factor for advancing speaking skills. This element was chosen by 55% of primary, 76% of secondary, and 63% of higher secondary teachers. The results denote that secondary teachers place the highest value on motivation to speak in English. Finally, “enjoying communicating in English” (1L) was found to be a prominent factor for strengthening speaking skills, as 64% of primary, 69% of secondary, and 75% of higher secondary teachers gave preference for this factor. This evidence highlights the consensus among teachers on the need to create an enjoyable environment for communicating in English.

4.2 Foundational Requirements for Teaching Speaking Skills

“Foundational requirements for teaching speaking skills” refers to the key elements teachers need to teach oral communication in ESL settings effectively. Table 3 shows the descriptive statistics of the foundational requirements for teaching speaking skills and illustrates the varying priorities of these factors across educational levels. Similarly, Figure 2 demonstrates the percentage of preferences given by the teachers on the requirements of teaching speaking skills.

It is observed that “native-like pronunciation” (2A) is considered an important component required for teachers to teach speaking skills. This element is preferred by 18% of primary, 24% of secondary, and 28% of higher secondary teachers. The data displays that emphasis on native-like pronunciation increases at higher secondary proficiency levels. The study found that 27% of primary, 24% of secondary, and 9% of higher secondary teachers prioritized “native-like fluency” (2B). Teachers at higher levels place less emphasis on fluency than those at the primary and secondary levels.

Table 3. Descriptive statistics of foundational requirements for teaching speaking skills (N=72)

Items	Mean	Median	SD
Native-like pronunciation	0.25	0	0.436
Native-like fluency	0.181	0	0.387
Native-like accuracy	0.139	0	0.348
Communicative competence	0.639	1	0.484
Good oral English proficiency	0.736	1	0.444
Appropriate teaching strategies for teaching speaking	0.458	0	0.502
Motivation to teach speaking skills	0.629	1	0.487
Experience in teaching speaking	0.394	0	0.492

“Native-like accuracy” (2C) was prioritized by 9% of primary, 21% of secondary, and 9% of higher secondary school teachers. Secondary

teachers presented the highest focus on accuracy compared to other levels. Then, “communicative competence” (2D) was considered an essential factor by 45% of primary, 69% of secondary, and 66% of higher secondary teachers. This finding highlights the rising importance of communicative competence as learners progress through higher education. “Good oral English proficiency” (2E) is regarded as an essential element required for teaching speaking skills. This option was selected by 73% of primary, 76% of secondary, and 72% of higher secondary teachers. The data supports the importance of this factor across all levels of education.

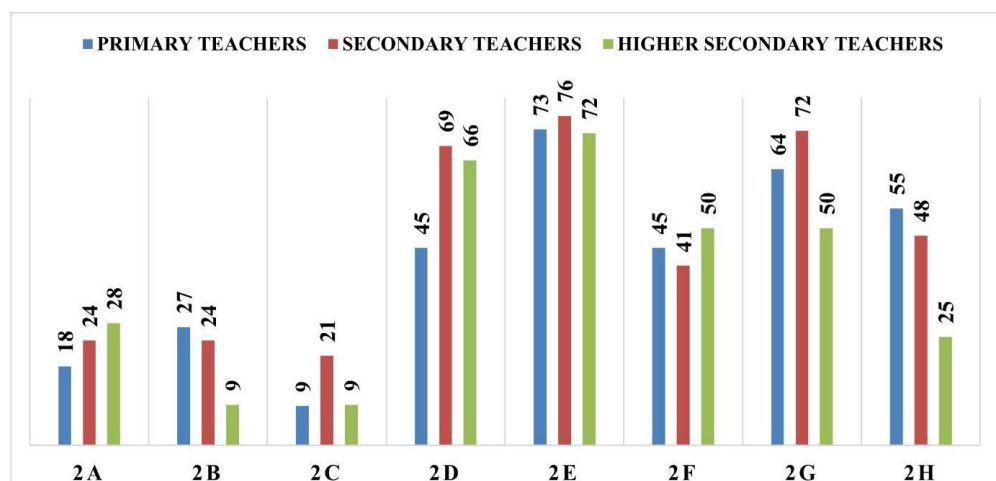


Figure 2. Required factors to teach speaking skills

“Effective teaching strategies” (2F) were acknowledged as a necessary component in teaching speaking skills effectively. 45% of primary, 41% of secondary, and 50% of higher secondary teachers selected this factor. The result demonstrates that effective teaching strategies are required for teaching speaking skills. “Motivation to teach speaking skills” (2G) was affirmed by 64% of primary, 72% of secondary, and 50% of higher secondary teachers. Motivation accomplishes a vital role in teaching speaking skills. The secondary teachers placed the most significant emphasis over other teachers. “Teaching experience” (2H) is an important aspect of teaching speaking skills. This option was selected by 55% of primary, 48% of secondary, and 25% of higher secondary teachers. The importance of this factor is notably higher among primary than higher secondary teachers. These results provide support for the importance of communicative competence, good oral proficiency, and motivation in teaching speaking skills across various educational levels.

4.3 Challenges Influencing Teacher Confidence in Teaching Speaking Skills

Teaching speaking skills in ESL classes presents unique challenges that significantly affect teachers’ confidence. Table 4 presents descriptive statistics on challenges affecting teacher confidence in teaching speaking skills. Similarly, Figure 3 highlights the different priorities among the teachers regarding factors that undermine their confidence. “Lack of oral English proficiency” (3A) was reported by 64% of primary, 52% of secondary, and 56% of higher secondary teachers. Oral proficiency remains a key challenge for primary and higher secondary teachers, with secondary teachers reporting slightly lower concerns. “Lack of interest in teaching” (3B) is considered an essential contributor to teachers’ feelings of low confidence in teaching speaking skills. This option was chosen by 36% of primary, 38% of secondary, and 50% of higher secondary teachers. Higher secondary teachers showed less interest in teaching speaking skills compared to primary and secondary teachers.

Table 4. Descriptive statistics of challenges affecting teacher confidence in teaching speaking skills (N=72)

Items	Mean	Median	SD
Lack of oral English proficiency	0.556	1	0.5
Lack of teachers’ interest in teaching speaking	0.431	0	0.499
Lack of knowledge of speaking topics	0.361	0	0.484
Use of inappropriate teaching methodologies	0.222	0	0.419
Lack of pedagogical strategies for teaching speaking	0.292	0	0.488
Lack of experience in teaching speaking	0.278	0	0.451

“Lack of knowledge of speaking topics” (3C) is one of the challenges affecting teacher confidence in teaching speaking skills. This element was chosen by 45% of primary, 38% of secondary, and 31% of higher secondary teachers. Primary teachers were the most affected by this issue. This result highlighted the importance of specialized professional training in advancing their teaching skills. “Use of inappropriate teaching methods” (3D) is a key factor that affected teacher confidence in teaching speaking skills. This option was selected by 36% of primary, 17% of secondary, and 22% of higher secondary teachers. Secondary and higher secondary teachers gave less preference to this factor, but primary teachers were most affected by this issue. The results indicate a need for professional development and training to address the challenges faced by primary teachers, thereby boosting their confidence in teaching speaking skills.

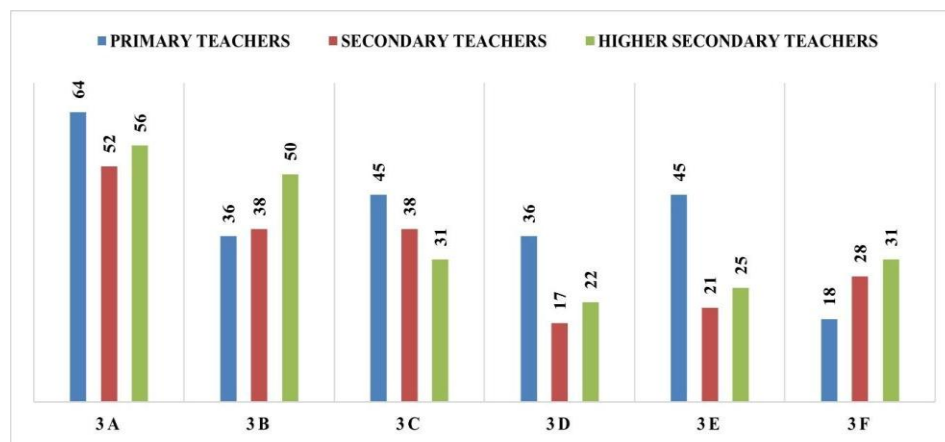


Figure 3. Factors that make teachers feel less confident in teaching speaking

This study noted that a “lack of pedagogical strategies” (3E) is a pivotal element that leads to teachers’ lack of confidence in teaching speaking skills as 45% of primary, 21% of secondary, and 25% of higher secondary school teachers acknowledged this concern. The results imply that, compared to secondary and higher secondary teachers, primary teachers are more concerned about the necessity of successful teaching practices. This difference suggests a need for focused professional development, particularly among primary school teachers. Teachers’ confidence was predominantly affected by their “lack of experience in teaching speaking skills” (3F). This issue was noted by 18%, 28%, and 31% of primary, secondary, and higher secondary school teachers, respectively. According to these findings, teachers at the higher secondary level perceived themselves as having less experience than their counterparts in primary and secondary schools.

4.4 Factors Influencing the Excellence of Teaching Speaking Skills

This study identified principal factors that influence the effectiveness of teaching speaking skills. Table 5 presents descriptive statistics on components influencing the excellence of teaching speaking skills. Figure 4 illustrates the varying priorities among teachers regarding factors that impact the quality of teaching speaking skills.

Table 5. Descriptive statistics of factors influencing the excellence of teaching speaking skills (N=72)

Items	Mean	Median	SD
Lack of materials for communicative activities	0.347	0	0.479
Textbooks (that focus much on grammar, vocabulary, and reading and do not support teaching speaking)	0.389	0	0.491
Lack of speaking activities in the curriculum	0.556	1	0.5
Large number of students in a class	0.417	0	0.496
Insufficient teaching time	0.486	0	0.503
Examinations and assessment policies that do not include speaking activities	0.375	0	0.488
Students' fear of speaking in public	0.528	1	0.503
Teachers who are not proficient in speaking	0.306	0	0.464

“Lack of materials for communicative activities” (4A) is an essential factor that influences the excellence of teaching speaking skills. This option was recorded by 64% of primary, 31% of secondary, and 28% of higher secondary teachers. The primary teachers are most concerned about this factor. “Textbooks focusing on reading, grammar, and vocabulary over speaking” (4B) was another prominent element that impacted the excellence of teaching speaking skills, as 36% of primary, 31% of secondary, and 47% of higher secondary teachers mentioned that this factor influenced the excellence of teaching speaking skills. Higher secondary teachers were the most affected by this factor. The “lack of speaking activities in the curriculum” (4C) also influences the excellence of teaching speaking skills., where 73% of primary, 55% of secondary, and 50% of higher secondary teachers declared this factor as a primary influence. The data affirms the necessity of including speaking activities in the curriculum to foster speaking skills.

Statistical analysis revealed several factors affecting the effectiveness of teaching speaking skills. “A large number of students in a class” (4D) was identified as a significant challenge, with 45% of primary and secondary teachers and 38% of higher secondary teachers acknowledging its influence. Primary and secondary teachers pointed out stronger awareness of its impact than their higher secondary counterparts. “Insufficient teaching time” (4E) emerged as another critical issue, with 36% of primary, 55% of secondary, and 44% of higher secondary teachers expressing concern, demonstrating that this problem is most pronounced at the secondary level.

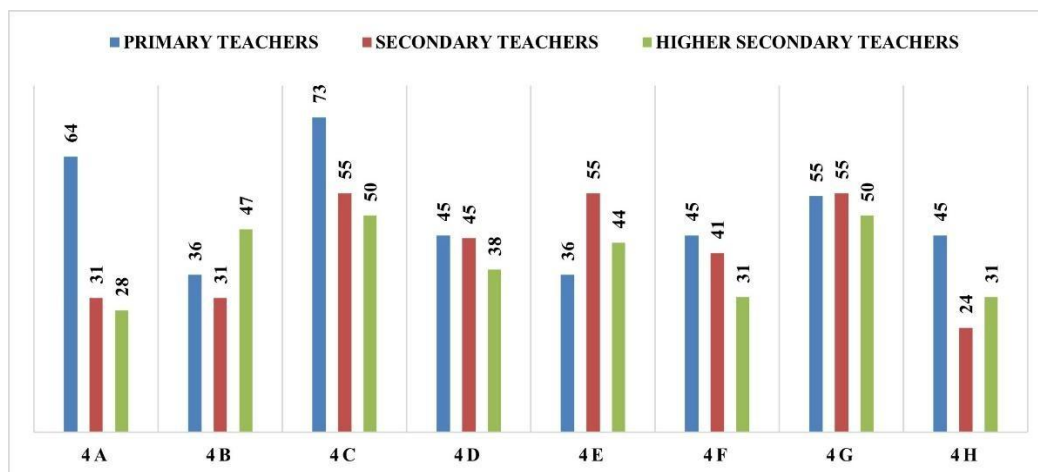


Figure 4. Factors affecting the quality of teaching speaking

“The omission of speaking activities in examinations and assessment policies” (4F) also negatively affected teaching effectiveness. This option was recorded by 45% of primary, 41% of secondary, and 31% of higher secondary teachers, with primary and secondary teachers expressing greater concern than those at the higher secondary level. “Students’ fear of public speaking” (4G) was recognized by 55% of primary and secondary teachers and 50% of higher secondary teachers as a substantial barrier, with primary and secondary teachers equally acknowledging its impact, while higher secondary teachers placed slightly less emphasis on this issue. “Teachers who are not proficient in speaking” (4H) was also a significant component that influenced the excellence of teaching speaking skills. This factor was acknowledged by 45% of primary, 24% of secondary, and 31% of higher secondary teachers. These results imply that primary teachers need enhanced teacher training in speaking skills. Addressing these challenges is valuable to strengthen the quality of teaching speaking skills across all educational levels.

4.5 Essential Factors for Enhancing Teaching Speaking Skills

The survey identified key strategies and elements to upgrade the teaching of speaking skills. Table 6 represents descriptive statistics of essential factors for enhancing teaching speaking skills. Similarly, Figure 5 reveals the varying priorities among the teachers regarding essential factors for enhancing speaking skills.

Table 6. Descriptive Statistics of essential factors for enhancing teaching speaking skills (N=72)

Items	Mean	Median	SD
Activities for classroom-based speaking practice	0.639	1	0.484
Real-life tasks like role-play, storytelling, and debates	0.667	1	0.475
Communicative textbooks	0.236	0	0.428
Professional training to improve teachers’ efficacy	0.338	0	0.476
Reducing the number of students in a class	0.417	0	0.496
Assessment and examinations that include Speaking skills	0.347	0	0.479
Increasing the time given to teaching speaking skills	0.431	0	0.499
Adapting the CLT (communicative language teaching) approach	0.361	0	0.484
Using student-centered learning instead of traditional teacher-centered teaching techniques	0.264	0	0.444
Students’ motivation and engagement in learning speaking skills	0.486	0	0.503

“Classroom-based speaking activities” (5A) were affirmed by 64% of primary, 72% of secondary, and 56% of higher secondary teachers. These results illustrate strong support from primary and secondary teachers for classroom activities, while higher secondary teachers also recognized their value to a lesser extent. Then, “real-life tasks such as role-play, storytelling, and discussions” (5B) were widely regarded as effective for expanding students’ speaking skills. This factor was noted by 64% of primary, 62% of secondary, and 72% of higher secondary teachers, expressing a shared belief across all levels that real-life tasks are crucial for developing speaking proficiency. Additionally, “communicative textbooks” (5C) were endorsed by 27% of primary, 21% of secondary, and 25% of higher secondary teachers to elevate speaking skills. The primary, secondary, and higher secondary teachers placed comparable levels of agreement on this component. The results denote the importance of integrating practical activities to teaching the development of speaking skills.

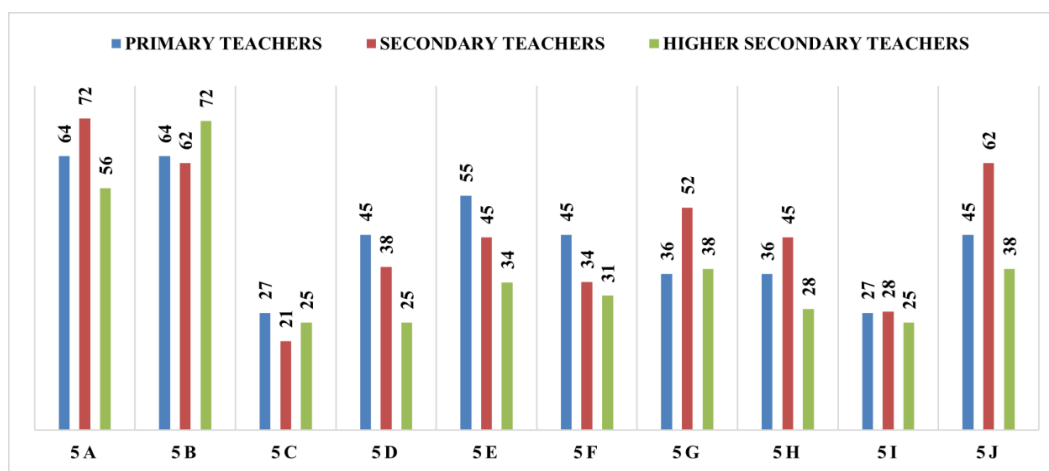


Figure 5. Factors enhancing speaking skills

“Professional training to improve teachers’ efficacy” (5D) was a significant factor for promoting teaching speaking skills. This element was mentioned by 45% of primary, 38% of secondary, and 25% of higher secondary teachers. The primary teachers provided the strongest support to professional training, followed by secondary and higher secondary teachers. “Reducing the number of students in a class” (5E) is another major component in augmenting teaching speaking skills, as 55% of primary, 45% of secondary, and 34% of higher secondary teachers selected this element. Primary teachers gave the highest importance to this factor over others. Then, “the inclusion of speaking skills in examinations and assessments” (5F) was a central element required for enriching speaking skills. This factor was expressed by 45% of primary, 34% of secondary, and 31% of higher-secondary teachers. Primary teachers indicated the highest interest, highlighting the necessity to include speaking skills in examinations and assessments.

Furthermore, “increasing instructional time for speaking skills” (5G) was identified by 36% of primary, 52% of secondary, and 38% of higher secondary teachers. Secondary teachers identified this factor as the most important necessity. Besides, “adopting the communicative language teaching (CLT) approach” (5H) was mentioned by 45% of secondary, 36% of primary, and 28% of higher secondary teachers, reflecting secondary teachers’ stronger inclination toward CLT. “Student-centered learning” (5I) was endorsed by 27% of primary, 28% of secondary, and 25% of higher secondary teachers, indicating moderate support across all levels. Furthermore, “student motivation and engagement” (5J) was proposed by 62% of secondary, 45% of primary, and 38% of higher secondary teachers, underscoring their importance, particularly at the secondary level. These findings address the need for targeted strategies, such as professional training, curriculum reform, and adopting student-centered and communicative approaches, to create a more supportive and effective environment for teaching speaking skills.

5. Discussion

5.1 Essential Factors that Strengthen the Teaching of Speaking Skills

The current study corresponds to established theories in second language learning and teaching, determining that vocabulary knowledge and fear-free practice environments are necessary to improve learners’ speaking skills. This recommendation relates to Kenesei’s (1986) view on the role of effective teaching in real-world communication, and Garcia-Ponce and Tagg’s (2020) finding that ESL teachers’ perspectives significantly influence speaking practice effectiveness. Creating fear-free practice environments is crucial for advancing speaking skills in foreign and second language education. VR technology helps reduce foreign language anxiety and offers safe, immersive speaking practice (Kaplan-Rakowski & Gruber, 2023), while AI voice chatbots provide flexible, interactive opportunities to increase speaking proficiency (Duong & Suppasetseree, 2024). Limited grammar, vocabulary, and pronunciation skills contribute to learners’ lack of confidence and anxiety (Hutabarat & Simanjuntak, 2019).

Effective speaking skill development is prompted when learners concentrate on enriching vocabulary and clear communication rather than striving for perfect native-like pronunciation (Derwing & Munro, 2015). It is imperative to generate fear-free environments for practicing speaking skills to overcome these psychological barriers. Teachers are moving toward communicative competence over native-like accuracy, with CLT providing strong support for speaking skill development when adapted to local contexts. Employing ASR technology with CLT enriches vocabulary and pronunciation (Bashori et al., 2022), while creative and improvisational activities strengthen independent language production (Becker & Roos, 2016).

5.2 Professional Requirements and Teacher Competencies

The second research question indicated that teachers prioritize oral English proficiency, communicative competence, and motivation as foundational components of effective speaking instruction. Goh and Burns (2012) provided robust support that oral proficiency is a crucial indicator of the language competencies necessary for effective real-life communication. The concept of communicative

competence is rooted in the influential model proposed by Canale and Swain (1980), which integrates grammatical, sociolinguistic, discourse, and strategic elements. The current findings are consistent with research in the field of ELT. It implied that teachers' professional development is one of the prominent factors to enrich English language learning (Darling-Hammond et al., 2017; Richards & Farrell, 2005). Professional development programs that cater to the individual needs of teachers, emphasizing oral proficiency and pedagogical strategies, have been shown to improve teacher effectiveness and student outcomes (Freeman, 2016; Guskey, 2002). Previous research has also shown that levels of motivation can contribute to the creation of engaging and effective learning environments (Day & Gu, 2007; Dornyei & Ushioda, 2011).

5.3 Addressing the Teacher Confidence and Professional Development Needs

The third research question revealed prominent insights into the factors that undermine teachers' confidence, specifically the lack of oral proficiency and teaching experience. This outcome supports Medgyes's (1994) research, which explained that non-native English teachers often experience a lack of confidence in their language skills, thereby diminishing their teaching effectiveness. The identification of inadequate pedagogical knowledge at the primary education level elucidates the necessity for specialized professional development programs. Also, the findings of this study has considerable implications for teacher education programs and institutional support systems. Scholarly research has demonstrated that teachers with limited practical experience encounter challenges in teaching speaking skills and selecting appropriate pedagogical activities effectively (Borg, 2006; Farrell, 2007; Freeman & Johnson, 1998). The identification of these gaps in the study indicates that existing teacher training programs may fall short of effectively addressing the unique requirements of ESL speaking instruction (Burns & Richards, 2009; Garton & Richards, 2008).

5.4 Systemic Challenges and Institutional Barriers

Results for the fourth research question demonstrated various systemic factors that impact teaching effectiveness, such as lack of time, high numbers of students in classes, and curriculum priorities. The findings of the present study are in line with a large body of literature regarding structural challenges for ELT. For instance, Harmer (2007) discussed the idea that a lack of time to teach speaking skills, as well as a high number of students in classes, are challenges in conducting speaking activities and giving individualized attention. Further, teachers working in small class settings with a small number of learners are more likely to use learner-centered pedagogical strategies that involve physical as well as cognitive activities like collaborative group work and simulations (Wright et al., 2017). Wang and Calvano (2022) suggested that a large number of learners in a class often function as a barrier to the use of interactive teaching strategies, which can lead to reduced student engagement and satisfaction.

Moreover, Saimon et al. (2022) demonstrated that traditional teaching practices in communication skills courses fail to provide learners with opportunities to develop essential 21st-century skills, including critical thinking, communication, collaboration, and creativity, in Tanzania. Kim et al. (2019) found that implementing contextualized teacher practice knowledge and professional development programs improved instruction and student outcomes. This focus on textbook constraints is indicative of larger problems with curriculum development and resource management in ESL instruction. Textbooks with a focus on grammar and vocabulary could lead to a negative impact on speaking practice, thus preventing overall language learning (Cunningsworth, 1995; Mikulecky & McCrohon, 2003; Tomlinson, 2011). These results are necessary because they may have extensive consequences on curriculum development and educational policies. They outline the importance of designing more comprehensive methodologies that can address speaking skills at all levels of education.

5.5 Evidence-Based Solutions and Pedagogical Innovations

The final research question determined that real-world tasks, role-playing exercises, and classroom-based activities were the most effective methods for developing speaking instruction. This finding provides robust support for task-based learning methodologies that have been demonstrated to be highly effective in improving speaking skills. For instance, Aura et al. (2023) described that task-based learning is effective in achieving the advancement of speaking skills. The learners can manage communicative tasks and benefit from peer feedback. A study conducted by Mulyadi et al. (2023) confirmed that TBLT with technology enables learners to apply planning processes, task completion, and internal attributions in language learning. This approach augments language skills while fostering self-directed learning, essential for sustained language improvement. The focus on collaborative learning strategies in ELT develops confidence, fluency, and willingness to communicate (Dornyei & Murphey, 2003; Gillies, 2016; Liu & Chen, 2018; Vygotsky, 1978). Furthermore, research shows that collaborative learning fosters dynamic and engaging environments that align with real-world communication needs (Liu & Chen, 2018).

5.6 Qualitative Support for Quantitative Findings

Selected quotations from open-ended responses are included to assist and enrich the interpretation of quantitative findings. Direct quotations from teachers were added to include their voices and to show the themes found in the data. One teacher said, "Students speak more when we do role-play or debates; they do not feel like they are learning and just talk," while another teacher commented, "Motivating students to speak without fear of mistakes changes the whole classroom atmosphere." Regarding the teacher requirements, a respondent noted, "A teacher who can model correct pronunciation and fluency motivates students to imitate and improve," and another teacher mentioned, "We need updated strategies, not just the same grammar drills from textbooks." Challenges such as a large number of students in a class and curriculum constraints were also highlighted: "With forty-five students in my class, it is not possible to give each one a chance to practice speaking," and "Our syllabus is exam-focused; speaking activities are sidelined." Suggestions for improvement included, "Training workshops on communicative language teaching would help us adapt better methods," and "Reducing class size

would allow more interaction and individual attention.” These teacher recommendations enrich the discussion, providing concrete examples that anchor the quantitative findings in lived classroom experiences.

6. Theoretical Frameworks and Broader Implications

6.1 Positive Psychology Applications

The identification of psychological barriers provides an opportunity for the incorporation of positive psychological interventions in ESL classrooms. Empirical research shows that the application of positive psychology in the context of foreign/second language learning can foster experiences of flow, hope, courage, well-being, and optimism, thereby helping linguistic advancement. The PERMA model (Seligman, 2011), as well as the EMPATHICS framework (Oxford, 2016), provides systematic approaches to consider the psychological factors that are salient in language learning. Positive psychology in Second Language Acquisition (SLA) can help increase well-being, flow, hope, and courage (Dewaele et al., 2019; Gregersen & MacIntyre, 2017; MacIntyre et al., 2016).

6.2 Mindfulness-Based Interventions

The emphasis on decreasing anxiety and building confidence harmonizes with current mindfulness-based approaches in language teaching research. Mindfulness-based practice has been found to strengthen the well-being of teachers and learners, foster a better learning environment, and enhance academic performance. These results correspond to the findings from previous studies on mindfulness in language education that suggested the value of raising less stressful learning environments through the advancement of emotional self-control and attention (Gregersen & MacIntyre, 2017; Oxford, 2017). Mindfulness practices help learners become more aware of their cognitive and physical responses to create a less stressful learning environment.

6.3 Cognitive-Behavioral Approaches

This study showed that cognitive-behavioral interventions helped decrease speaking anxiety. Research shows that cognitive behavioral therapy (CBT) can reduce public speaking anxiety, especially in those with speech impairments. Najeeb et al. (2024) found that CBT was most effective in reducing anxiety levels across all groups of interventions. Anwar et al. (2024) described that CBT enhances self-efficacy, which is crucial for international learners who face different cultural demands, and hence their confidence in a public speaking context rises.

7. Conclusion

7.1 Key Findings and Their Significance

This study examines the perspectives of ESL teachers in Tamil Nadu on teaching speaking skills, corresponding to global research, while addressing local issues. Findings show consensus that vocabulary knowledge is crucial for speaking skill acquisition and is closely tied to psychological safety. As a challenging yet eminent language skill, effective vocabulary teaching supports literacy and academic achievement, especially for the learners with limited language exposure (McKeown, 2019; Zakian et al., 2022). Supportive, psychologically safe environments that reduce anxiety can help learners’ develop speaking skills and upgrade their academic performance (Somerville et al., 2023). Opportunities beyond scripted dialogue increase young learners’ fluency, while respectful, collaborative classrooms strengthen academic and socioemotional growth (Becker & Roos, 2016). Implementing effective vocabulary teaching, self-assessment, conducive learning spaces, traits like growth mindset, and emotional intelligence is vital for boosting learner autonomy and overall achievement (Namaziandost et al., 2024).

7.2 Theoretical Contributions

The present research adds to the literature on teacher cognition, supporting Borg’s (2019) consideration that teacher beliefs shape classroom practices significantly. This study expands on prior research by considering key factors shaping teachers’ confidence and effectiveness in teaching speaking within the Indian educational context. Teachers’ beliefs about teaching objectives, knowledge acquisition, and inclusive education significantly shape their instructional strategies and classroom decisions (Lee et al., 2013; San Martin et al., 2021; Uibu et al., 2017). Furthermore, Kubanyiova and Feryok (2015) identified teacher cognition as a primary research domain, indicating its interplay with language teaching practices across diverse contexts. Further, understanding the teacher cognition is valuable for effective teaching and improved teacher training, with future research aimed at bridging theory-practice gaps and upgrading innovative training for interactional competence-based language teaching (Huth et al., 2019; Konig et al., 2024). The relationship between teachers’ beliefs and classroom practices is multifaceted and shaped by factors such as cultural context, teaching experience, and professional development (Abedi et al., 2023). The results proposed how systemic factors such as curriculum design, assessment policies, and institutional support can prevent or improve speaking instruction, affirming a multilevel approach for advancing its quality.

7.3 Implications for Educational Policy and Practice

7.3.1 Teacher Education and Professional Development

Identifying gaps in oral proficiency and pedagogy highlights the need for teacher training that focuses on stronger speaking skill advancement, practical experience, and evidence-based methods, such as positive psychology, mindfulness, and cognitive-behavioral techniques, to boost teacher confidence and reduce the student anxiety. Advancing teacher education requires a comprehensive approach, integrating sustainability education, research, and school-based projects, support for the teacher educators, empowerment of early career teachers, and transformative learning through self-study interventions (Antonsen et al., 2024; Dahl, 2019; Griffiths et al., 2013; MacPhail

et al., 2018; Meijer et al., 2016; Niemi, 2015).

7.3.2 Curriculum and Assessment Reform

Integrating speaking activities across the curriculum corresponds to the National Education Policy 2020's priority on holistic language development, assisted by frameworks like CoDesignS ESD, which incorporates cognitive, socio-emotional, and behavioral domains, and the Whole Education Approach for addressing school-based issues (Ahmad et al., 2023; Kenny et al., 2023). UNESCO and the Educational Vision and Mission Framework (EVMF) provide tools to align educational strategies and integrate speaking activities across the curriculum in line with the National Education Policy 2020. However, practical implementation needs strong teacher preparation, adequate resources, and assessment policies that include speaking skills (Butler et al., 2018).

7.3.3 Institutional Support Systems

This study suggests that comprehensive institutional support, such as smaller classes, sufficient instructional time, appropriate materials, supportive environments, and therapeutic interventions to reduce anxiety among the teachers and learners. Diab and Green (2024) pointed out the need for holistic induction and mentoring systems that express novice teachers' personal, emotional, psychological, and professional needs through emotional support, collaboration, and personalized guidance. While a small number of learners in a class is generally favored, some schools expand numbers for operational efficiency, accentuating the need for strategies to sustain quality in large classes (Lund Dean & Wright, 2016). Teacher-student relationships are considered a protective factor against student depression, highlighting the prioritization of mental health in academic contexts (Kidger et al., 2016).

7.4 Broader Implications for Global ESL Education

This study offers globally suitable insights into ESL teaching, indicating a shift toward communicative competence over native-speaker norms, recognition of psychological barriers, and the value of therapeutic interventions. It emphasizes cultural sensitivity as essential, strengthening strategies that respect linguistic diversity while improving English proficiency, particularly in multilingual contexts where English complements rather than replaces local languages.

7.5 Future Research Directions

This study presents several opportunities for future research, including longitudinal investigations into the efficacy of specific interventions, comparative analyses across diverse cultural contexts, and exploration of the application of therapeutic modalities within language classrooms. Future research should investigate the integration of technology-enhanced methodologies and their effects on the enhancement of speaking skills.

7.6 Limitations and Considerations

Although this study provides significant insights, it is constrained by its geographical specificity, dependence on survey methodology, and the absence of observational data. Future research should adopt mixed method approaches and incorporate classroom observations to achieve a more comprehensive understanding of speaking instruction practices.

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Authors' contributions

Mr. Nallamuthu P was responsible for the study design, development of the survey instrument, and drafting of the manuscript. Dr. Gandhimathi S N S contributed to data collection, analysis, and critical revision of the manuscript. Both authors read and approved the final version of the manuscript and contributed equally to this work.

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The authors declare that they have no competing financial interests or personal relationships that could have influenced the work reported in this study.

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No additional data are available.

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Appendix A

Survey Questionnaire

A Survey Questionnaire on English Teachers' Perspectives on Teaching English Speaking Skills in Tamil Nadu

Dear Respondents

I am Nallamuthu P. pursuing Ph.D. in English Language Teaching at Vellore Institute of Technology (VIT), Vellore. The aim of my research is to examine the perspectives of English language teachers on teaching English in Tamil Nadu. Your insights are invaluable and will help the young researchers and teachers like me. Your responses will remain confidential and will only be used for research purposes. It may take approximately 20 minutes to complete the survey. If you have any questions or concerns, please feel free to contact

nallamuthu.p@vit.ac.in.

*** The questionnaire is completely anonymous and your responses will be kept strictly confidential.**

(Note: Make a tick mark in the appropriate boxes)

* Indicates required question

1. Email ID *

1. I agree to participate in this study *

☐ Yes ☐ No

2. Gender *

☐ Male ☐ Female
☐ Others

3. Age Group *

☐ 25-30 years
☐ 31-35 years
☐ 36-40 years
☐ Above 40 years

4. Location of the School *

☐ Rural
☐ Sub-urban

☐ Urban

5. I am teaching in a *

☐ Public (Government) school ☐

Government Aided school

☐ Private school

6. Name of the School and Place *

7. I teach, *

☐ Primary Students ☐

Secondary Students

☐ Higher Secondary Students

8. My teaching experience *

☐ 1-5 years

☐ 6-10 years

☐ 11- 15 years

☐ Above 15 years

9. The mode of instruction in my classroom is *

☐ Tamil ☐ English

☐ Bilingual ☐ Others

10. In my opinion, the factors given below are important to improve students' speaking skills (You can choose more than one answer) *

Check all that apply.

- ☐ A. Good knowledge of grammar
- ☐ B. Good knowledge of vocabulary
- ☐ C. English-speaking context
- ☐ D. Converse with native speakers
- ☐ E. Acquire native-like pronunciation
- ☐ F. Acquire native-like fluency
- ☐ G. Acquire native-like accuracy
- ☐ H. Communicate effectively in English
- ☐ I. Never to use Tamil in the classroom
- ☐ J. Practice speaking without fear of making mistakes
- ☐ K. Motivation to learn to speak English
- ☐ L. Enjoy communicating in English

11. According to me, the other factors which are important to improve students' speaking skills are (please suggest any two)
12. In my opinion, the factors given below are required for teachers to teach speaking *

skills (You can choose more than one answer)

Check all that apply.

- ☐ A. Native-like pronunciation
- ☐ B. Native-like fluency
- ☐ C. Native-like accuracy
- ☐ D. Communicative competence
- ☐ E. Good oral English proficiency
- ☐ F. Appropriate teaching strategies for teaching speaking
- ☐ G. Motivation to teach speaking skills
- ☐ H. Experience in teaching speaking

13. In my point of view, the other factors which are required for teachers to teach speaking skills (Please suggest any two)

-
14. In my opinion, the factors given below make teachers feel less confident in teaching speaking skills (You can choose more than one answer) *

Check all that apply.

- ☐ A. Lack of oral English proficiency
- ☐ B. Lack of teachers' interest in teaching speaking
- ☐ C. Lack of knowledge of speaking topics
- ☐ D. Use of inappropriate teaching methodologies
- ☐ E. Lack of pedagogical strategies for teaching speaking
- ☐ F. Lack of experience in teaching speaking

15. According to me, the other factors which make teachers feel less confident in teaching speaking skills (Please suggest any two)

-
16. In my view, the factors given below will affect the quality of teaching speaking skills *
- (You can choose more than one answer)

Check all that apply.

- ☐ A. Lack of materials for communicative activities
- ☐ B. Textbooks (that focus much on Grammar, Vocabulary and Reading and do not support teaching speaking)
- ☐ C. Lack of speaking activities in the curriculum
- ☐ D. Large number of students in a class
- ☐ E. Insufficient teaching time
- ☐ F. Examinations and assessment policies that do not include speaking activities
- ☐ G. Students' fear of speaking in public
- ☐ H. Teachers who are not proficient in speaking

17. In my point of view, the other problems that affect teaching speaking skills are (Please suggest any two)

18. In my opinion, the factors given below will improve teaching speaking skills. (You can *

choose more than one answer)

Check all that apply.

- ☐ A. Activities for classroom-based speaking practice
- ☐ B. Real-life tasks like role-play, storytelling and debates
- ☐ C. Communicative textbooks
- ☐ D. Professional training to improve teachers' efficacy
- ☐ E. Reducing the number of students in a class
- ☐ F. Assessment and examinations that include Speaking skills
- ☐ G. Increasing time given to teaching speaking skills
- ☐ H. Adapting CLT (Communicative Language Teaching) approach
- ☐ I. Using student-centred learning instead of traditional teacher-centred teaching technique
- ☐ J. Students' motivation and engagement in learning speaking skills

19. Kindly suggest other factors that improve teaching speaking skills (please suggest any two)
