

A Study of Trainee Teachers' Attitude Towards Learning and Teaching Speaking Skills In ESL Classrooms

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ABSTRACT

This study investigated the effect of trainee teachers' attitude on learning and teaching English as a second language in Pakistani classrooms. The aim of this study was to investigate those social and cognitive factors that influence learner's attitude, motivation and oral proficiency skills in ESL class. It was also observed that the oral communication of the learners in this area is directly affected by the most influential factors: socio-economic status and cognitive style and strategies. The quantitative methodology was adopted to assess the impact of attitude on ESL oral proficiency skills. The students enrolled in the B.Ed. programs of 3 different Elementary colleges and 3 university campuses based in Multan division comprised the population of this study. Data was analyzed through SPSS finding out the relationship among different variables. The data collection tools for the proposed research were test, questionnaire and interviews. The findings show that language learning is deeply influenced by the factors of positive attitude, motivation and socio economic status. These factors play a significant role in attaining oral communication. Moreover social status of the parents contributes a lot. Analysis also shows that there is an absolute linkage among speaking proficiency and the above-mentioned factors.

KEYWORDS

Communication; English as a second language; teaching; trainee teachers speaking skill;

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1. INTRODUCTION

Communication plays a significant role in our daily life in order to exchange our ideas, feelings, emotions etc. Berg (2009) ascertained as "words are singularly the most powerful force available to humanity. This force is chosen constructively with the words of encouragement or destructively using words of despair. Words have power and energy and ability to help, to heal, to hinder, to hurt, to harm, to humiliate and to humble". In this context man needs some language as a source of communication in order to interact with others. Luhmann (1992) stated that communication plays its significant role in perspective of connection building between two different cultures and languages: one having high social status and the others with low social status in society. Even then, people with two different social classes, have to communicate with each other in order to build relation and familiarize with each other cultures and social norms while keeping in view ethnic, geographic and regional background. Rao (2019) declared that English language is known and universally acknowledged the global language throughout the global world in the wider social context in perspective of its significance. In this way, it has become the privileged language. English language occupies diverse status in Pakistan. The young generation is of the view that the future of English language is bright than any other languages of Pakistan to be spoken in society that is why they are curious to learn English in order to get respectable status in society.

Keeping in view the significance and importance of English language, our educationists decided to promote this language from the very beginning of the education. Now English is being taught from Grade-I to onward as a compulsory subject to face the challenges of global world. The quality of education can only be achieved if the teaching staff is qualified. In this way, quality education and qualified teaching staff having knowledge of modern teaching methodologies are positively correlated with each other.

In this regard, some other factors like teacher and course are also being influenced in relation to motivation and attitude formation while learning SLA in order to achieve the desired goals set by favourable attitudes and motivational intensity which ultimately lead towards the effective learning. The prospective teachers and their attitude towards learning and speaking ESL are the subject for the present research in order to identify the factors which affect their speaking proficiency.

Gardner (1985) in his socio-educational model, represents the classroom learning motivation and considers it an essential part of motivation that is associated to classroom or any situational motivation. In this study following are major research questions:

1. What are the problems of trainee teachers related to speaking proficiency?



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2. What are the common social and cognitive factors that affect oral communication of prospective teachers?
3. What is the role of attitude and motivation in acquiring oral proficiency skills for both the teachers and the trainee teachers?

2. LITERATURE REVIEW

Vaezi (2008) conducted a study on 79 undergraduate students and results showed that the Iranian undergraduate students were more instrumentally motivated and are charge positively as far as their attitudes to learn English as second language are concerned. She approves the opinion of some other researchers that in foreign language situation case, students are not integratively motivated but their motivation is instrumental.

Research conducted by Chang and Haung (2007) proved a significant association between motivation and language learning strategies. They said that learners with instrumental motivation employ more effective strategies and memory as compared to integratively motivated learners who make use of higher range of cognitive and meta-cognitive learning strategies.

In a study carried on Japanese learners' motivation in English as an L2, Yashima, Zenuk-Nishide, and Shimizu (2004) concluded that the learners with high motivation participate well in and outside the class. They communicate more in the class and are communicative outside the class too. Berwick and Ross (1989) find Japanese students' instrumentally motivated to learn English in order to gain admission in university. Once they are admitted to university, the motivation to continue learning English sometimes decreases. On the other hand, Brown (2000) states about the concept of instrumental and integrative motivation that it is not necessary for both to be mutually exclusive. He makes his point that learner, rather choosing any one form of motivation, selects a combination of both of the motivations when he learns a second language. Ellis (1997) on the bases of some findings that student select instrumental reasons constituting motivational factor more frequently than integrative reasons in second language learning; says that a few researches acknowledge instrumental motivation as an important factor but success to learn second language is continually linked to integrative motivation. He maintains that the learners who advocate and favour the integrative approach to learn a language are more successful and are more highly motivated.

Mori and Lyster(2006) finds in the context of Japan where English language learners don't have a healthy contact with their target language and the culture of their target language, their desire to interact and know about the target language and integration is rather weak. Mahdavy (2012) conducted a study on high school students in Iran to find out gender based motivational orientations of English language learners. The study on 401 students revealed that students were instrumentally motivated and their instrumental motivation was influenced with the desire to get promotion their future perspectives. He further concluded that male students of this study were found to be more motivated as compared to female students. Four types of motivation have been categorized among Chinese learners of English by Li (2006). These motivations include instrumental, integrative, truly extrinsic and expressive motivation. He stated that only a small number of learners are integratively motivated even though, for them, English is a compulsory course. In a research conducted on 1000 Chinese students Nui (2003) revealed that the learners of English are instrumentally motivated as they learn the language with the goal to get a highly paid job in their mind.

3. RESEARCH METHODOLOGY

This research study carried on three different Elementary colleges and three university campuses based in South Punjab. The students enrolled in the B.Ed. programs of education departments from a big district of South Punjab and from a small district of the South Punjab were the population of this study. These participants from both genders have got at least graduation degree and were now enrolled in B.Ed. program where English is taught as a compulsory subject including general grammatical content as well as TEFL methodologies. Total students enrolled in B.Ed. program for the session were 578 having female teachers more than those of male teachers. In total 184 students were male and 394 were female students. A non-probability sample of 240 students was selected through purposive sampling technique from different GCET colleges and university campuses. Three data collection tools for the proposed research were used i.e. test, questionnaire, and interviews.

As the objective of this study was to investigate the factors that affect the proficiency level of the learners, in this regard a speaking proficiency test (SPT) was conducted according to IELTS Speaking module to assess overall oral proficiency level of the participants. In order to adjust in particular context, IELTS speaking module was modified and pilot tested. Secondly, a questionnaire was also developed in order to measure the motivational level and attitudes of the prospective teachers towards the target language and desire to learn English positively. The questionnaire was developed by using Gardner's Attitude motivation test battery (ABTM). Gardner's AMTB questions were adopted in the following parts of questionnaire: attitudes towards learning English, attitudes towards native speaker, motivational intensity, reason and desire for speaking English language, attitude towards English language and people of English community. The first part of the questionnaire consisted demographic information about the participants. The participants were divided into upper class, middle class and lower class based upon the data obtained from them through questionnaires. Finally, data was collected through structured and semi structured interviews. The results of the test and information obtained through questionnaire were compared on their socio-

economic status too. It was found that social status and economic class has valid impact on developing positive or negative attitudes of trainee teachers hence affecting their oral proficiency skills as well.

The data obtained was processed and analyzed through SPSS (version 17) and using Pearson’s correlation analysis that was used for finding out relationship between different variables i.e. attitude, motivation, desire to learn, and speaking proficiency of learners in terms of lower, middle and upper classes respectively. Moreover, graphs and tables were used for better interpretation of the data which are based on data analysis techniques.

4.DATA ANALYSIS

This part of the study explores the analysis of data by processing it through SPSS (version 17) and using Pearson’s formula that is used for finding out relationship between different variables: attitude, motivation, desire to learn and speaking proficiency of learner’s in terms of lower, middle and upper classes respectively. Moreover, graphs and tables are given for better interpretation of the data which are based on data analysis techniques consisting on three stages.

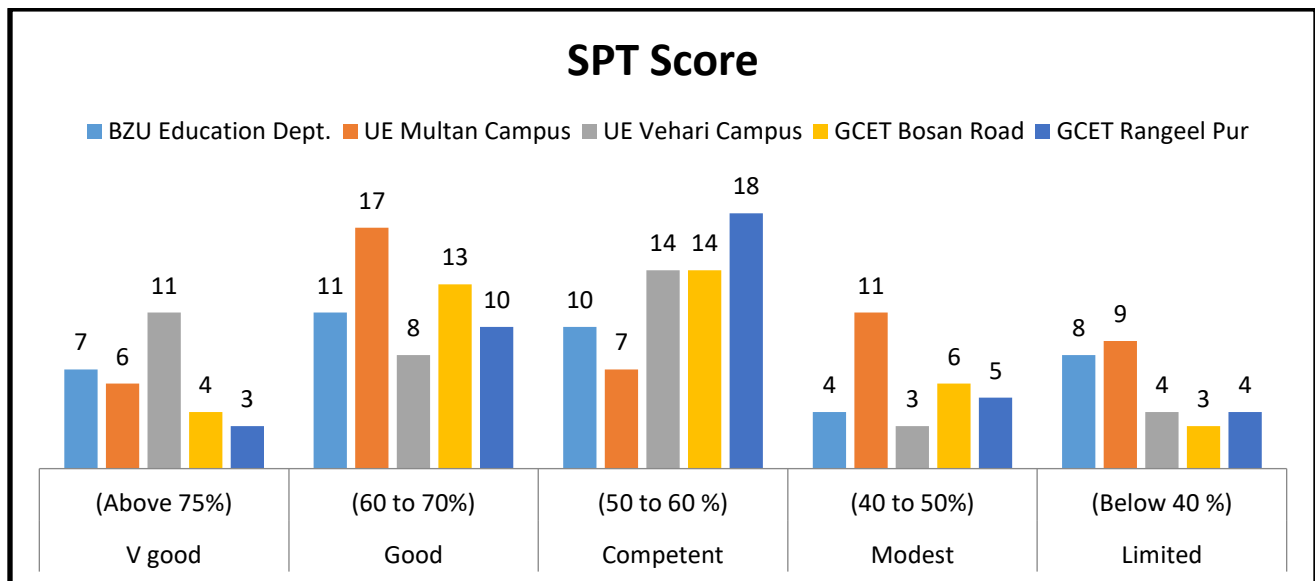
Analysis of the Results obtained from Tests

Speaking section was arranged to check the proficiency level of the participants. The categories of high achievers and low achievers were made on the basis of results obtained in the test. Data indicated that most of the students of GCET Nawan Shehr were among high achievers while most of the students of University of Education, Multan campus were in low achievers. The frequency of the result and average of all the institutions is given below:

Table 1: Speaking Proficiency Test Score Participant’s Classification

Institutions	V good (Above 75%)	Good (60 to 70%)	Competent (50 to 60 %)	Modest (40 to 50%)	Limited (Below 40 %)
BZU Education Dept.	7	11	10	4	8
UE Multan Campus	6	17	7	11	9
UE Vehari Campus	11	8	14	3	4
GCET Bosan Road	4	13	14	6	3
GCET RangeelPur	3	10	18	5	4
GCET NawanShehr	8	14	12	3	3

The test was taken on the patterns of IELTS modules and they were marked by external examiners on the rubric provided by IELTS and ETS exam services. For this, different topics like college based activities, best teachers; problems to reach college etc. were given to the participants and were encouraged to speak. Moreover, they were asked to talk about their individual opinions and ideas towards different things in real situations in order to check their speaking proficiency. Then, all the discussion of the participants was recorded in order to verify the validity of test in participants’ speaking proficiency.



Graph 1: Speaking Proficiency Test and Participant’s Classification

Data reflects that teacher trainers studying at University of Education, Vehari campus performed better in oral proficiency tests as compared to the students of other university and colleges. However students of University of education Multan campus ranked high among the category of good students. On the other hand prospective teachers of GCET RangeelPur ranked high among the mediocre and competent students, whereas University of Education Multan campus students ranked high among the low achievers. The attitude shown by the students of same campus was also found more negative or less interested as compared to the other students. It reflects that attitude and motivation is directly proportional to the oral competence and communication skills of ESL prospective teachers.

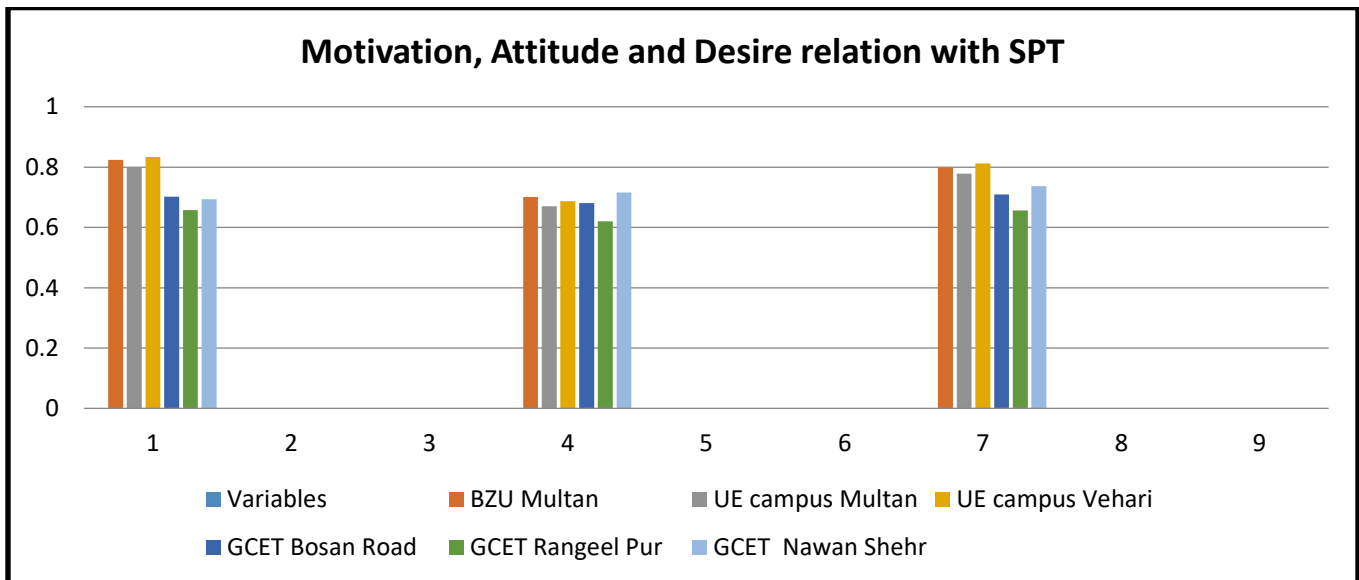
Relationship of Attitude, Motivation and Desire with SPT Results

The first step comprises of learners attitude towards learning English and towards English group, their motivational power, and their desire to learn English. To find out the relationship a statistical analysis was being carried out. The findings obtained from data were analyzed statistically. At that point the findings are further divided into social classes and interpreted. The results are related with the mean frequency of students’ scores in Speaking Performance Tests.

Table 2: Tabulated result of variable correlations

Variables	BZU Multan	UE campus Multan	UE campus Vehari	GCET Bosan Road	GCET RangeelPur	GCET NawanShehr
Motivation	.824** .000 40	.798** .000 40	.834** .000 40	.702** .000 40	.657** .000 40	.693** .000 40
Attitude	.701** .000 40	.670** .000 40	.687** .000 40	.681** .000 40	.620** .000 40	.716** .000 40
Desire	.799** .000 40	.778** .000 40	.812** .000 40	.709** .000 40	.656** .000 40	.737** .000 40

Correlation is significant at 0.01 levels (2-tailed)



Graph 2: Graphical representation of correlation b/w SPT and Variables

The obtained results found satisfactory showing a strong affiliation between all the variables and language proficiency skills in oral competency. The students of University of Education Vehari campus were found more motivated and desired to learn English as compared to students of other universities. However, teacher trainees of GCET NawanShehr Multan were bearing more positive attitude. On the whole it was found that students having low level of motivation and attitude performed

low in the speaking proficiency tests. On the other hand, High achievers were found more motivated with positive attitude towards learning and using English inside and outside class.

The Graph shows that participants from University of education Vehari campus did well in oral proficiency test as compared to other participants, while performance of the participants from GCET RangelPur was at last. As far as the motivation level of the students is concerned, students of UE Vehari campus were found slightly more motivated than other students in the same vein like the other two variables of attitude and desire to learn.

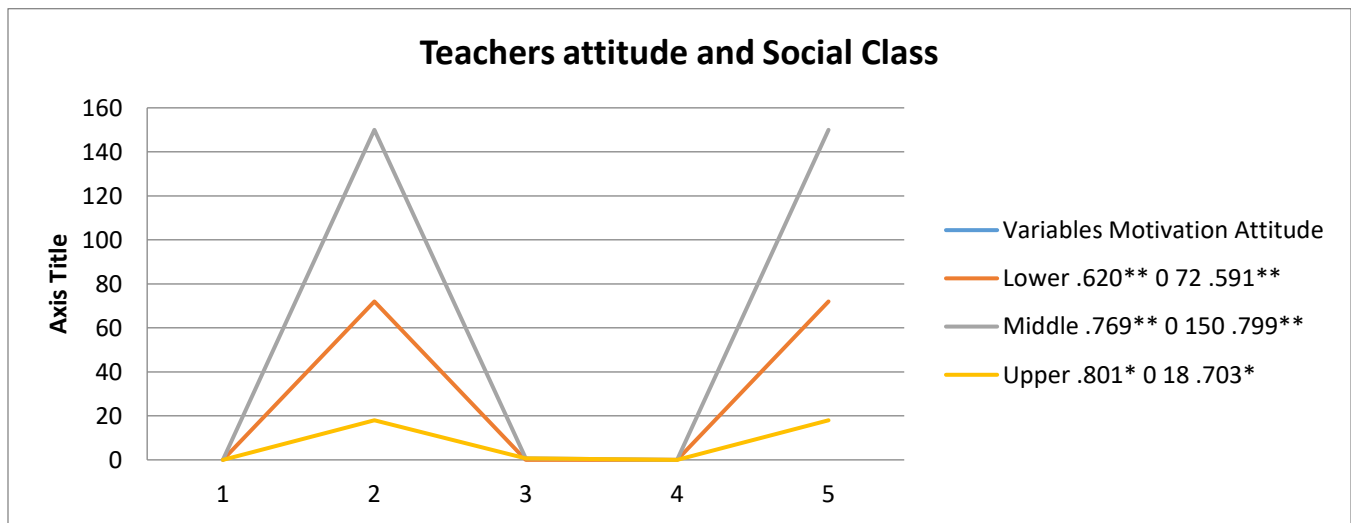
Correlation between Speaking Proficiency Test and the Variables based on social ranking

Out of total sample size, 72 students belonged to lower social group, 150 to middle social group and only 18 students belonged to elite class. So it is found that upper strata and elite class are less interested to adopt teaching as their profession. Teaching profession is normally adopted by middle and poor class citizens in Multan division which strengthen the previous research studies and statistics as well.

Table 3: Correlation between Speaking Proficiency Test and the Variables based on social ranking

Variables	Lower	Middle	Upper
Motivation	.620**	.769**	.801*
	.000	.000	.000
	72	150	18
Attitude	.591**	.799**	.703*
	.000	.000	.000
	72	150	18
Desire	.716**	.619	.672
	.000	.000	.000
	72	150	18

Correlation is significant at 0.01 levels (2-tailed)



Graph 3: Relationship of motivation with the lower, middle and upper class level students

The graph indicates the relationship of motivation with the lower, middle and upper class level students. It is found that the prospective teachers’ attitude varies little in connection with the social class they belong. The graph shows that middle class acquired top scoring ratio in oral Proficiency test, while upper class comes after that. Lower class achieved lowest scores in Speaking Proficiency as per thinking. Furthermore, The graph indicates that Lower class is less motivated to utilize and learn English language as Upper class who is strongly motivated to learn and utilize English language. As far as attitude is concerned, The graph shows that lower class indicates less interest in English language and people while upper and middle class is interested in English language and towards English community. The graph indicates that lower class has strong desire to learn English, while upper class has least desire of utilization of language. Upper class shows average desire in learning and the use of English.

Interpretation and analysis of data obtained through Questionnaires

The second step comprises of learner's motivational orientations. To check the connection between motivational orientations and the Speaking Proficiency, a statistical way was adopted. Firstly, the composed results of three colleges are compared so, to find out which orientation is strongly connected with the high scores and further those results are compared with SPT findings. Then the findings are further classified into social classes.

Table 4: Correlation between SPT and Orientations in different Groups:

Orientations	BZU Multan	UE campus Multan	UE campus Vehari	GCET Bosan Road	GCET RangeelPur	GCET NawanShehr
Instrumental	.675**	.643**	.834**	.534**	.435**	.602**
	.000	.000	.000	.000	.000	.000
	40	40	40	40	40	40
Integrative	.701**	.547**	.787**	.603**	.596**	.826**
	.000	.000	.000	.000	.000	.000
	40	40	40	40	40	40

Correlation is significant at 0.01 levels (2-tailed)

Data shows that students of Vehari campus were more instrumentally motivated that the students of other institutions. Similarly on scale of integrative motivation, female students of GCET NawanShehr ranked highest with correlation of .826 which signifies high amongst trainee teachers. On the other side participants of GCET RangeelPur were least instrumentally motivated and participants from University of Education Multan campus were least motivated integratively. These measures were correlated with their scores obtained in the speaking proficiency test. The motivation whether instrumental or integrative proved directly in proportion to ESL achievement according to data found from tests and questionnaires.

Correlation between SPT and Orientation on the basis of social ranking

Table 5 shows the extent of orientation in regard of instrumental and integrative and the 2-tailed significance as per lower, middle and upper class.

Table 5: Correlation between SPT and Orientation on the basis of social ranking

Orientations	Lower	Middle	Upper
Instrumental	.826**	.865**	.815**
	.000	.000	.000
	36	75	9
Integrative	.835**	.794**	.830**
	.000	.000	.000
	36	75	9

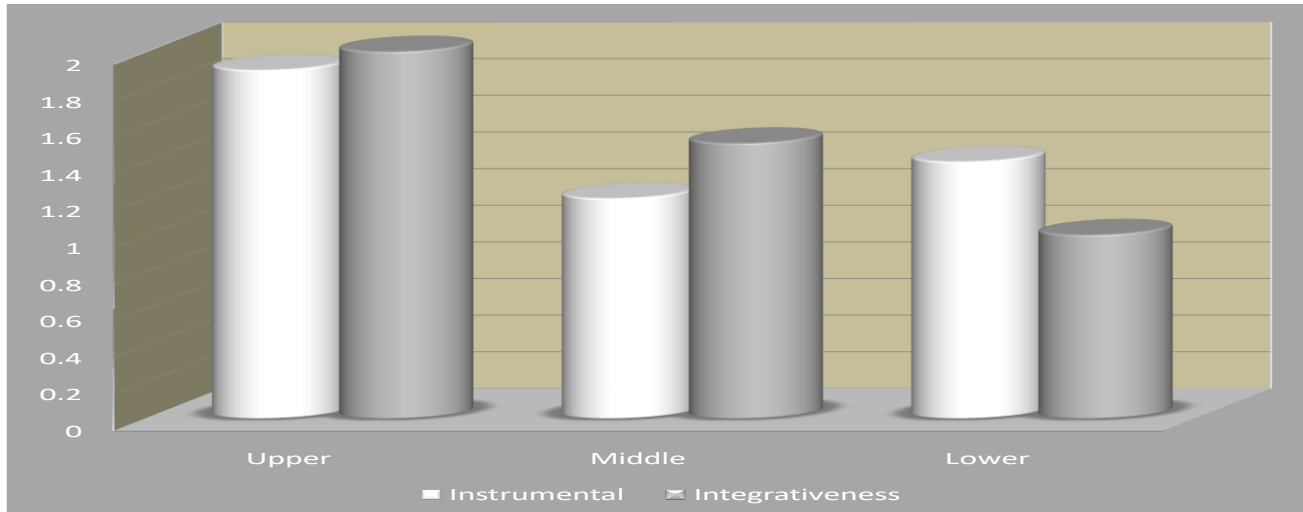
** Correlation is significant at 0.01 levels (2-tailed)

The results illustrate that that there is a strong relationship between SPT and the orientations. Statistically there is a significant correlation at (0.01 level) survive between SPT scores and the orientations scores obtained by three classes.

The results show that the lower class shows much interest in integrative orientations inspire of instrumental orientations. While middle and upper classes show their integrative interest simultaneously. The graph shows lower class for instrumental orientations than that of other two classes.

Instrumental Reason to Learn English

Percentage score of participants' stated reasons to learn ESL on instrumental motivation scale is as under:

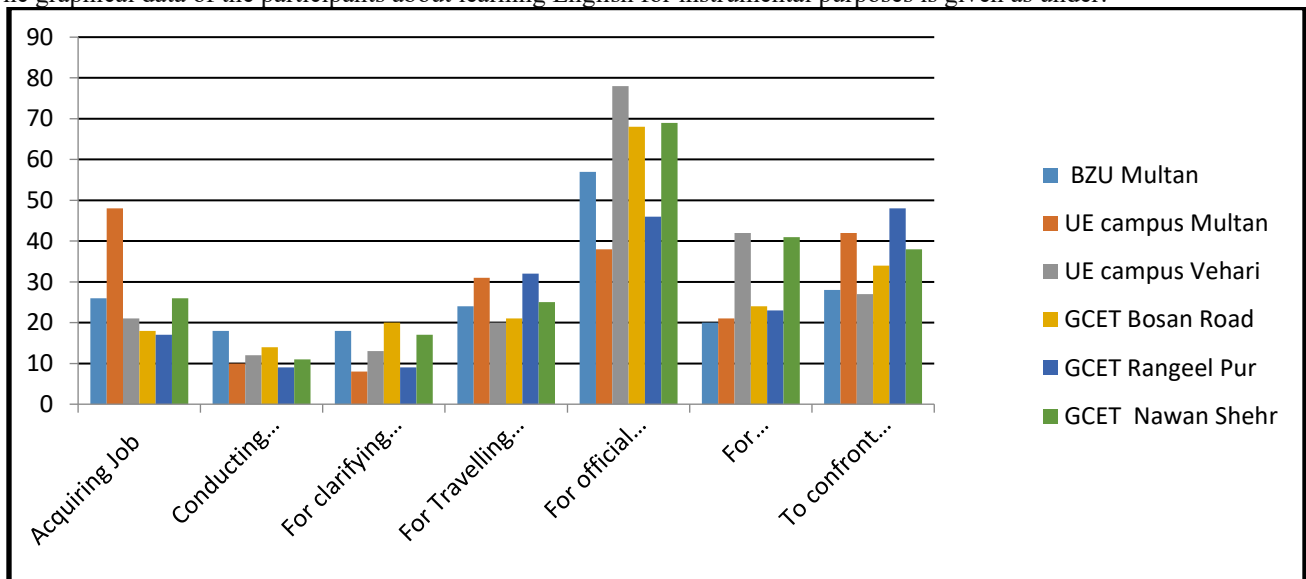


Graph 5: Instrumental and integrativeness orientations of classes

Table 6: Instrumental Reason to Learn English

Reasons to learn ESL (Percentage score)	BZU Multan	UE campus Multan	UE campus Vehari	GCET Bosan Road	GCET RangeelPur	GCET NawanShehr
Acquiring Job	26	48	21	18	17	26
Conducting university classes	18	10	12	14	9	11
For clarifying the concepts of advanced literature	18	08	13	20	09	17
For Travelling abroad	24	31	20	21	32	25
For official Communication considering it as the language of future.	57	38	78	68	46	69
For communication by considering it the official language of Pakistan	20	21	42	24	23	41
To confront the exams	28	42	27	34	48	38

The graphical data of the participants about learning English for instrumental purposes is given as under:



Graph 6: Graphical presentation of Instrumental Reasons

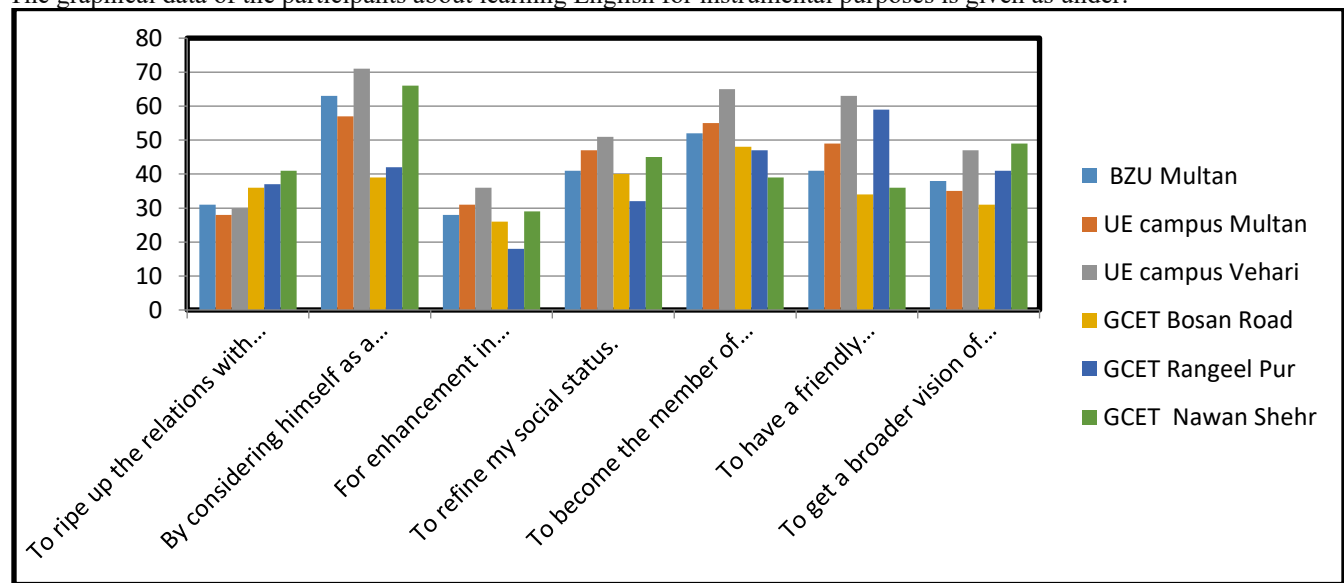
The data states that most of the participants who are proposed teachers tend to learn and use ESL only due to the reason of its official liability. 78% of the participants in UE campus Vehari learn English due to the fact it is an official language of Pakistan. Similarly other participants get same type of motivation during learning ESL in their B.Ed programs. Small number of participants learns English to acquire good job out of them students from UE campus Multan ranked high with 48% responses. Only few number of participants learn English to join university classes or for their own enjoyment i.e. reading literature or stories etc. Participants from BZU consider English is importance of English in order to perform well in different academic and professional exams.

Percentage score of participants’ stated reasons to learn ESL on instrumental motivation scale is as under:

Table 7: Integrative Reason to Learn English

Reasons to learn ESL (Percentage score)	BZU Multan	UE campus Multan	UE campus Vehari	GCET Bosan Road	GCET RangeelPur	GCET NawanShehr
To ripe up the relations with the Foreign Community	31	28	30	36	37	41
By considering himself as a fluent Pakistani speaker.	63	57	71	39	42	66
For enhancement in knowledge and broadening one’s insight	28	31	36	26	18	29
To refine my social status.	41	47	51	40	32	45
To become the member of Elite class	52	55	65	48	47	39
To have a friendly environment with English people.	41	49	63	34	59	36
To get a broader vision of English people.	38	35	47	31	41	49

The graphical data of the participants about learning English for instrumental purposes is given as under:



Graph 7: Graphical presentation of Instrumental Reasons

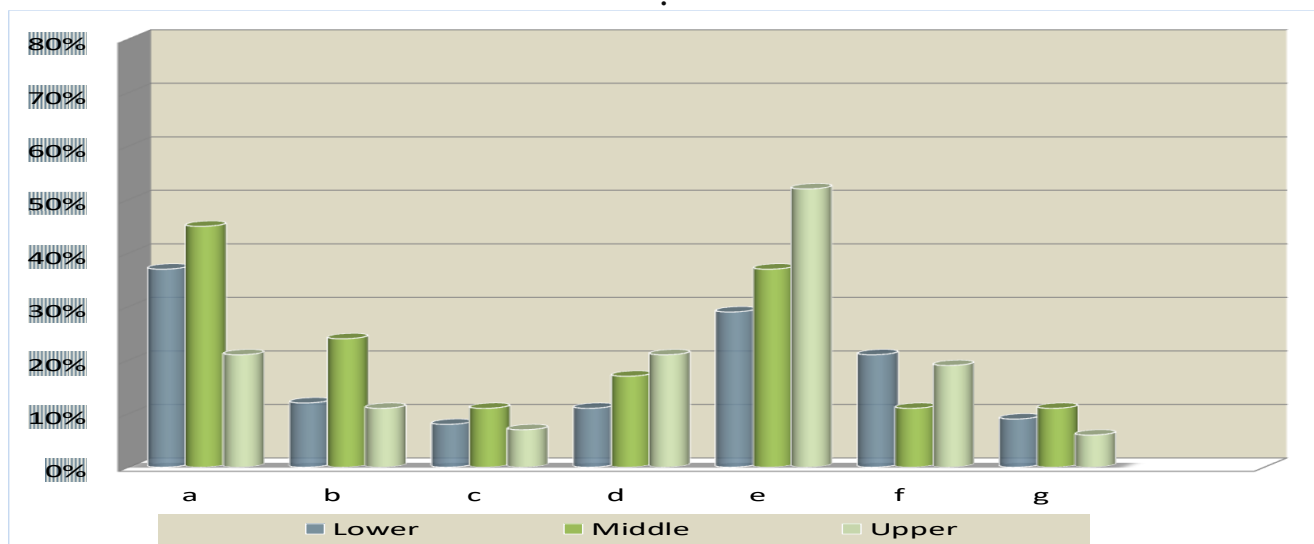
The data represented in graph illustrates that the ratio of the reasons equated by participants in favour to integrative motivation is less than that of the ratio towards instrumental motivation. Most of the participants learn English due to being

considered as fluent speakers. On the other hand lowest numbers of participants learn and use English for personal satisfaction or internal enhancement growth. Here again the data reveals that trainee teachers in the UE campus Vehari on the whole more motivated as compared to the participants and students of other institutions.

Table 8: Comparative Study of Obtained Data on instrumental motivation factors on the basis of Social Ranking

Reasons to learn ESL (Percentage score)	Lower Class	Middle Class	Upper Class
Acquiring Job	37	45	21
Conducting university classes	12	24	11
For clarifying the concepts of advanced literature	8	11	7
For Travelling abroad	11	17	21
For official Communication considering it as the language of future.	29	37	52
For communication by considering, it the official language of Pakistan	21	11	19
To confront the exams	9	11	6

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Graph 8: Graphical presentation of Obtained Data On the basis of Social Ranking

Instrumental Orientation for participants of lower Class

The instrumental orientations are essential for lower class in following array:

- a) Acquiring Job
- b) For clarifying the concepts of advanced literature
- c) For Travelling abroad
- d) For communication by considering it the official language of Pakistan

Instrumental Orientation for participants of middle Class

The instrumental orientations are essential for Middle class in following array:

- a) Acquiring Job
- b) Conducting university classes
- c) For clarifying the concepts of advanced literature
- d) For official Communication considering it as the language of future.

e) For communication by considering it the official language of Pakistan

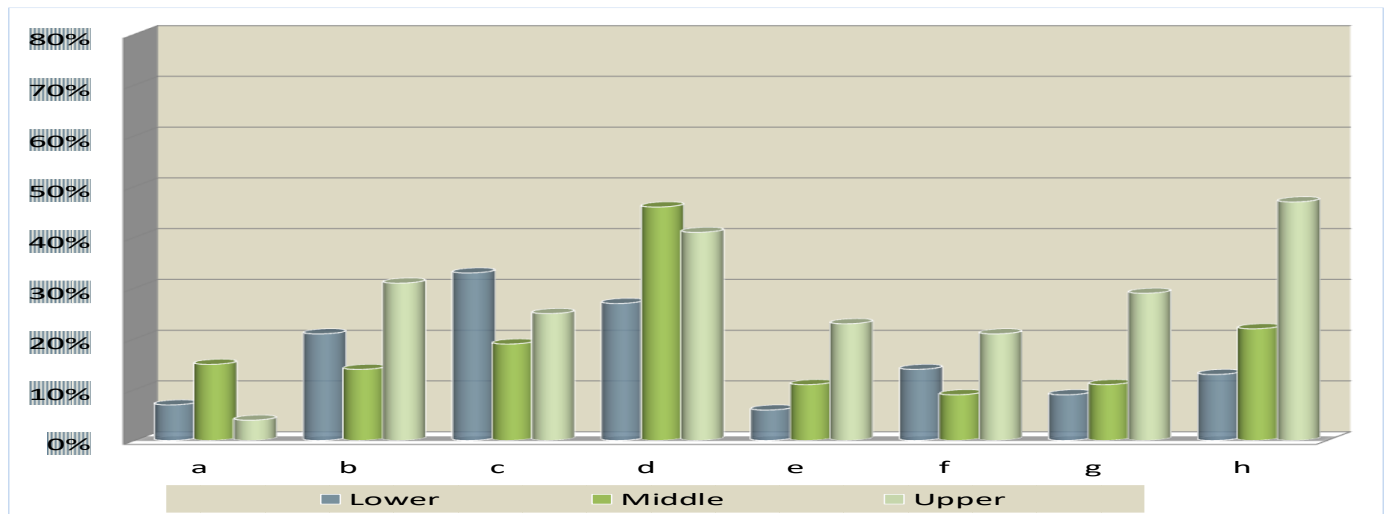
Instrumental Orientation for participants of upper Class

The instrumental orientations are essential for upper class in following array:

- a) Acquiring Job
- b) Conducting university classes
- c) For Travelling abroad
- d) For official Communication considering it as the language of future.
- e) For communication by considering it the official language of Pakistan

Table 9: Comparative Study of Obtained Data on integrative motivation factors on the basis of Social Ranking

Reasons to learn ESL (Percentage score)	Lower Class	Middle Class	Upper Class
To ripe up the relations with the Foreign Community	7	15	4
By considering himself as a fluent Pakistani speaker.	21	14	31
For enhancement in knowledge and broadening one’s insight	33	19	25
To refine my social status.	27	46	41
To become the member of Elite class	6	11	23
To have a friendly environment with people	14	9	21
To get a broader vision of English people.	9	11	29
To confront exams	13	22	47



Graph 9: Graphical presentation of Integrative Reasons on the basis of Social Ranking

Integrative Orientation for participants of lower Class

The integrative orientations are vital for lower class in following array:

- f) To travel abroad
- g) By considering himself as a fluent Pakistani speaker.
- h) To refine my social status.
- i) To have a friendly environment with English people.
- a) To get a broader vision of English people.

Integrative Orientation for participants of middle Class

The integrative orientations are important for Middle class in following array:

- b) By considering himself as a fluent Pakistani speaker.
- a) For enhancement in knowledge and broadening one's insight
- b) To refine my social status.
- c) To become the member of Elite class
- d) To have a friendly environment with English people.

Integrative Orientation for participants of upper Class

The integrative orientations are essential for upper class in following array:

- c) To ripe up the relations with the Foreign Community
- d) By considering himself as a fluent Pakistani speaker.
- e) To refine my social status.
- f) To have a friendly environment with English people.

Analysis of Data obtained through Questionnaires

Data were also collected, tabulated and analyzed obtained through semi structured interviews from the prospective teachers of various institutions. The most important features recorded through interview and discussions are briefly described below. The participant's positive attitudes towards English illustrate the significant role of English in modern world. However, most of the participants consider English language learning and using a matter of liability rather than a matter of interest. They think and are dedicated to teach their students with great devotion and dedication; however they demand some type of instrumental motivation too in regards of professional or financial stance. Majority of the participants acknowledge the role of English in Pakistani society and consequently role of teacher in ESL classroom to invoke healthy learning amongst hi/her students. They come on to an agreeable point that teachers should adopt new methods and techniques to motivate and to encourage their students. Teachers should create the discussion environment among students. For this reasons, tutorial classes must be conducted in which all students should take an active part. English speaking has become the status symbol in Pakistan, therefore a teacher's responsibility increases with every increasing day in ESL classroom.

5.CONCLUSION

In order to get competency in oral communication positive attitudes, desire of the learners and motivation are very important. These factors play a significant role in attaining oral communication. The positive association between second language learning and these factors are consistent with previous studies like Gardner (1985), Gardner (1993), Chang and Haung (2007), Nishide and Shimizu (2004), and Ghani (2003) also have the same standpoints which show these factors are the most significant for the betterment of oral communication. Our study results indicate that attitude plays a vital role in acquiring and using a language. These results relate with many previous studies like Gardner (1985) studied that one's positive attitude and desire to learn lead him to achieve the goals, on the other hand in views that One's negative attitude leads the way to failure. Ghani (2003) investigated that attitude has positive effects in English learning. Sedighi and Zarafshan (2006), Mansoor (1993) and Spolsky (1969) authorized the detail that if one has an interest towards the target language speaking commonly helps him attaining proficiency.

The results of this research indicate that the participants belonging to the middle class have shown better results in speaking proficiency test. The results disagree with the study of Ghani(2003), and (Farukh& Shah, 2020) that the language learning is directly affected by social status as the upper class performs better in learning as compared to middle and lower classes. The discussion wraps up and validates the hypothesis as well as affecting factors in English language learning context. This research also attests that Pakistani learners show keen interest in English language learning by acknowledging its decisive position. The findings verify that research questions raised in introductory chapter in connection with English language learning are fully addressed. The present study also unveils the constructive role of, parents, teachers, significance of social status and particularly learner's role in terms of language learning.

The role of a teacher in the context of language learning process is vital because the students' fruitful learning is the reflection of teacher's personality. Thus, the positive learning and teacher's role is positively correlated. Moreover, teachers' contribution in language learning is indispensable as the positive and fruitful results are directly related to it. A teacher is a facilitator also who facilitates his students by developing language capacity and promoting positive attitudes in them so that they might be able to learn communicative competency. In this context, the discussion with participants regarding the improvement in their proficiency level highlights the positive role of teacher but on the contrary, teachers do nothing to improve the oral communication skills of their students. Thus, the communication gap between teachers and the students is increased by the negative attitude of teachers. The teacher is a facilitator agent who should take imperative and positive measures to

remove hesitation regarding language learning by considering their performance level. In addition to it, teachers should give enough confidence to their students so that they feel comfort while consulting teachers for solving their problems. Only then the communication gap between teachers and the students can be removed and the learning capacity among them be developed which in turn will improve the results regarding communication skills and competency. To cope up with this situation, teachers should adopt new teaching techniques and strategies to motivate their students so that they could improve their learning capacity and give positive feedback regarding communication skills. Moreover, students should be encouraged to speak English by assigning topics to them for presentation without pointing out their mistakes. In this way, the fruitful learning will be promoted in them. In the end of their presentations, the mistakes being done during their presentation must be highlighted by teachers so that the students could rectify them for further improvement. In this way, learning process will not be affected by the teachers' interruption in the form of pointing out mistakes. Only then the students can concentrate towards learning without being interrupted by the teachers.

The research comprised the population of some small and big districts of South Punjab only. The study was delimited to investigate the impact of two individual differences only i.e. attitude and motivation on ESL proficiency skills. Furthermore, individual differences were not measured. The study was further delimited to assess the oral proficiency skills of trainee teachers only. The present study aligns its attention at scrutinizing the factors that directly affect speaking proficiency of the prospective teachers. It is worth mentioning that the present study focuses at prospective teacher's attitude, motivation and social disposition only. It is suggested that the future research should be conducted on other factors like intelligence, aptitude, cognition. The suggestions for further research about other factors like age, gender, cultural beliefs could also be investigated. As the present study is being conducted to investigate the speaking proficiency of the prospective teachers, the next step could be to study the other language skills like listening, reading and writing.

Credit author statement:

Hafiz Ghulam Murtaza: Conceptualization, Methodology, Results and Discussion, Writing- Original draft preparation. **Ammara Farukh:** Data curation, Supervision. **Naureen Nazar:** Visualization, Investigation, Software, Validation, Writing- Reviewing and Editing, **Muhammad Mansha:** Graphical Analysis, Design of Study

Compliance with Ethical Standards:

It is **declared** that all authors don't have any conflict of interest. It is also declared that this article contains studies with trainee teachers' attitude towards learning and teaching speaking skills in ESL classrooms performed by the first author. Furthermore, informed consent was obtained from all individual participants included in the study.

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