

## **Analyzing Teachers' Role in Converting Unsuccessful Self-image of a Learner into a Successful one**

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### **Abstract**

*Impact of teachers' attitude toward learners in facilitating or inhibiting the development of speaking skill has got quite prominence in the study of EFL speaking classroom. Researchers have studied on teachers' attitude toward learners in the classroom and its influence on their speaking performance. The present study reports 33 Bangladeshi university EFL learners' perception of the attitude of the teacher toward learners in EFL speaking classroom to convert unsuccessful self-image of a learner into a successful self-image. An analysis of their response indicates that the participants in the study view teachers' attitude toward learners plays a crucial role in speaking English class and believe that a teacher's attitude is able to increase the speed of development of speaking skill of a learner. They express that in a spoken language class, the access of motivation, confidence, encouragement, assistance, help, co-operation, friendliness by a teacher converts an unsuccessful self-image of a learner into a successful self-image and, on the other hand, strict and rude attitude of a teacher ultimately does not let the conversion take place.*

**Keywords:** EFL, self-image, motivation, anxiety, CLL, risk-taking, speaking skill, target language

### **Introduction**

Learners' development in English as a Foreign Language (EFL) speaking classroom was thought as dependent primarily only on designing a sound syllabus, or selecting a proper teaching method. Later on, teachers were also taken into consideration as an important factor in EFL context. To promote the development of speaking skill of a learner, considering attitude of teachers toward learners is also important. The present study conducted on 33 Bangladeshi EFL learners in a private university, reveals their opinions and views regarding the role of teachers' attitude toward learners to convert unsuccessful self-image of a learner into successful self-image. The idea of successful and unsuccessful self image derives from learners' comparison of their performance with their peers in SLA classroom and this comparison leads the poor performers to see unsuccessful self-image which is a blockage toward their progress because it decreases their learning effort (Ellis, 1999). The participants in the study expressed that the conversion of an unsuccessful self-image of a learner into a successful self-image is facilitated by their teacher. They think that teachers' attitude toward learners can motivate the learners toward learning and lead them to the way of achieving successful self-image. They expressed that the type of attitude of teachers which may lead them to the way of achieving successful self-image is a blend of encouragement, help, support, confidence, motivation. They also expressed their negative attitude

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toward strict and harsh behavior of the teacher in the EFL classroom. They think being friendly, providing risk-taking environment, bridging generation gap between teachers and learners motivate them toward learning when the learners struggle in certain areas of learning and this motivation facilitates the development of the learners' self-image.

### **Research Questions:**

1. Does teachers' attitude toward learners help to convert unsuccessful self-image of a learner into a successful self-image in classroom learning?
2. If it does, to what extent it helps to convert the unsuccessful self-image into a successful one?
3. What type of attitude of the teachers helps the conversion of an unsuccessful self-image of a learner into a successful self-image?

### **Literature Review**

The learning situation affects the learners in variety of ways in classroom SLA (Ellis, 2001). These affective states influence the concentration ability of the learners on their learning (Ellis, 2001) as well as determine the level of their success (Ellis, 1999). Ellis (1999) divided these factors into two: personal and general factors. General factors contain: (1) group dynamics, (2) attitudes to teachers and course materials, and (3) individual learning techniques and personal factors include (1) age (2) aptitude, (3) cognitive style, (4) motivation, and (5) personality.

In case of classroom SLA, group dynamics seem to play an important role (Ellis, 1999). Through studying learners' diary, Bailey (1983 cited in Ellis, 1999) showed that classroom learners suffer from anxiety and competitiveness which let themselves compare their progress with other learners and these comparison and anxiety put a sensitive effect on their language learning.

Anxiety is one of the affective states which influence a learner's second or foreign language learning. Though anxiety can be divided into three: trait anxiety, state anxiety and, situation-specific anxiety; the study of situational anxiety is quite prominent in SLA research (Ellis, 2001). Research indicates that learners frequently encounter with a situation specific anxiety when they are supposed to learn and communicate L2 (Ellis, 2001). Specific type of situation like public speaking, examinations or class participations arise this type of anxiety (Ellis, 2001).

According to the model proposed by Bailey (1983 cited in Ellis, 1999), learners may find themselves into a comparison with other learners in classroom SLA. These comparisons lead them to have self-image which damages or develop their SLA. In case of learners who see themselves as successful are encouraged by the positive rewards and they put more effort to sustain this successful self-image image and their SLA is increased. On the other hand, the learners who possess unsuccessful self-image may suffer from either debilitating or facilitating anxiety. In case of facilitating anxiety, learners try to perform well so that they will be compared favourably with other learners but in case of debilitating anxiety learners may lose the effort of learning and ultimately become losers.

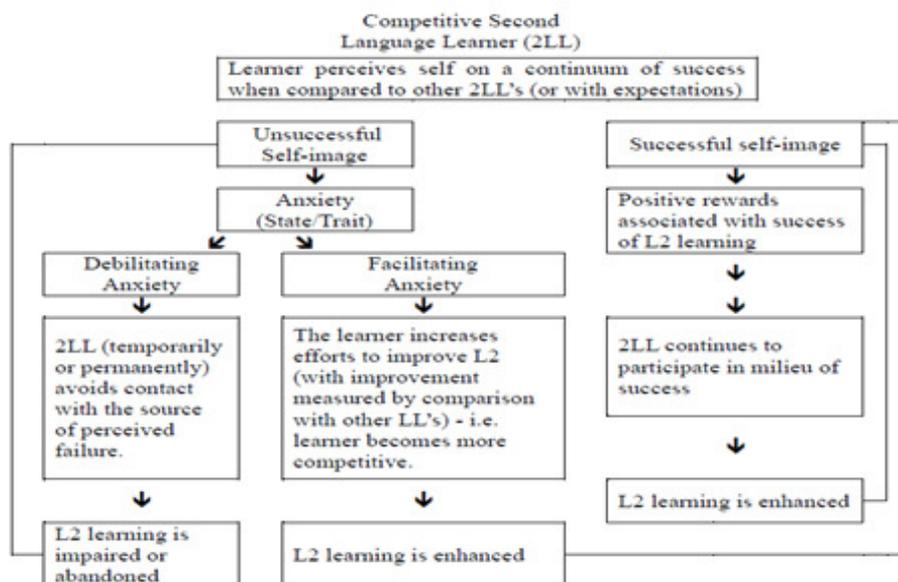


FIGURE 1 : COMPETITIVENESS AND THE SECOND LANGUAGE LEARNER  
(Bailey,1983, cited in Ellis, 1999: 102)

Through several studies MacIntyre and Gardner found that anxiety has negative impact on the performance of second language learning (1991a, cited in Ellis, 2001). It is necessary to eradicate the debilitating anxiety of a learner. Otherwise, he will be tagged by this unsuccessful self-image forever. In case of a learner who possesses debilitating anxiety loses interest in learning. To get rid of this anxiety a teacher plays an important role as the teacher is assumed to take the role of a facilitator in the class. Here, the teacher can motivate the learner to regain his interest as "motivated learners find it important to succeed in learning in order to maintain and promote his or her own (positive) self-image" (Ur, 2003:275). According to Ellis (2001), motivation is the effort that the learner makes to learn a language. In the success of second and foreign language learning, 'motivation' plays an important role (Kaboody, 2013) and "it consists of such factors as the attached value of a task, the rate of success expected by learners, whether learners believe they are competent enough to succeed, and what they think to be the reason for their success or failure at the task" (Dörnyei & Ushioda, 2011, cited in kaboody, 2013:45). According to Dörnyei and Csizer (1998), a teacher's behavior is a powerful tool of motivation because it lets the students engage in the class (cited in Kaboody, 2013). "The researchers concluded that teachers are one of the most determinant factors of L2 learners' motivation" (Kaboody, 2013:45).

Teacher's attitude toward learners in the classroom influences the learner to be motivated toward their learning. Learners' motivation may be influenced by their interactions with their teachers about learning experiences, feedback, punishment, reward, praise (Williams & Burden, 1997 cited in kaboody, 2013). Teacher's enthusiasm also motivates learners because if learners see their teacher is enthusiastic about the task, they also try to be the same (Dörnyei & Ushioda,

2011 cited in Kaboody, 2013). Dörnyei and Csizer (1998) found that teachers can motivate the learners by making sure that the class atmosphere is relaxed and pleasant, ensuring that the language class is interesting, having good student-teacher relationship (Kaboody, 2013). Ellis and Rathbone (1987 cited in Ellis, 2001) reported the helpless situation of some of the diarists in the classroom. For example, one of the diarists, Monique, commented:

I was quite frightened when asked questions again. I don't know why; the teacher does not frighten me, but my mind is blocked when I am asked questions. I fear lest I give the wrong answer and will discourage the teacher as well as be the laughing stock of the class may be. Anyway, I felt really stupid and helpless in class (Ellis 1989a, cited in Ellis, 2001:480).

So teachers need to create a safe, welcoming, and non-intimidating teaching environment (Oxford and Shearin, 1994, cited in Kaboody, 2013). Another problem learners face in the speaking class is that they find nothing to say in speaking tasks but being tormented inside from guilty feeling that they have to say something and also learners become inhibited which makes them worried about making mistakes, fearful of criticism or losing face or shy of the attention that their speech attract in speaking class (Ur, 2003). So, learners need a safe environment where they do not feel hesitant to speak. Providing safe classroom environment is also a motivational factor for the learners which involves encouraging the learners to express their opinions and perspectives on different issues (Kaboody, 2013). Learners need an environment where they are not scared of being a laughing stock by their peers after committing errors. The teachers need to create a cohesive learner group and establish some convenient group norms where 'tolerating learners' mistakes' can be granted as a norm because it may indicate a learner's improvement (Kaboody, 2013). Only providing motivation from the teacher's side is not enough for the conversion of an unsuccessful self-image into a successful self-image. Rather, the teacher needs to remain aware to sustain the motivation of the learners so that the learner can ultimately possess a successful self-image. According to Kaboody (2013), when learners find themselves in an environment where they do not get humiliated or criticized, they create a positive social image of themselves which preserve their motivation. In maintaining motivation, learners' self-esteem and confidence can play an important role (kaboody, 2013). Alison & Halliwell (2002 cited in Kaboody, 2013) described the following ways to promote learner's self-confidence:

Teachers can focus on the positive aspects of their learners by showing their learners what they can do rather than what they cannot and by giving them a chance to make a useful contribution in class. They can also make the students feel that they can come forward to offer help, and making the teaching context relaxing and less stressful (Alison & Halliwell, 2002, cited in Kaboody, 2013: 51)

Dörnyei (1994, cited in Kaboody, 2013) shows that teacher can influence learner's motivation by the their style of teaching and strategies of providing feedback. Alison & Halliwell (2002) believes that establishing mutual trust and respect between teachers and students is necessary (cited in Kaboody, 2013), which can be achieved by providing chances of teacher-learner interaction, showing learners that the teacher cares about learners' personal issues or the challenges they face in the classroom (Kaboody, 2013).

The teacher can act following the rules of Cooperative Language Learning (CLL) where learners' motivation is enhanced and stress is reduced by the teacher, and learners are also provided a positively affective classroom environment (Richards and Rodgers, 2002). CLL puts emphasis on creating a co-operative environment in the classroom rather than a competitive one (Richards and Rodgers, 2002)

In CLL, when a class is assigned to group or pair work of speaking activities:

The teacher or facilitator interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, emphasizes. Depending on what problems evolve, the following supportive behaviors are utilized. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students and supplying resources (Harrel, 1992, cited in Richards and Rodgers, 2002:199).

## **Methodology**

### **Participants:**

The primary data for this research were collected through a survey carried out among 33 students of a private university based in Dhaka, Bangladesh. The learners who participated in the survey were from a) students studying LLB, b) students studying BBA. Both the groups had attended the classes of an English fundamental course. All the learners' L1 is Bangla and they were studying English in an EFL context.

### **Data Collection:**

The data were collected through a questionnaire that included close-ended questions except one open-ended question. The questionnaire was constructed on a five point Likert type attitude scale which was completed by the learners. Questions of different aspects to analyze the role of teachers' attitude toward learners in EFL speaking class were included in the questionnaire and students were asked to indicate their agreement or disagreement with the statements. The open-ended question in the questionnaire provided some qualitative data which sheds light into the expectations of the learner of the type of attitude they expect from their teachers to facilitate them a successful self-image. The questionnaire along with the results is given in the appendix.

## **Findings**

Major findings of the study are discussed in relation to the following areas:

- a) Speaking English generates nervousness.
- b) Role of motivation in EFL class.
- c) Impact of teacher's encouragement on learning environment.
- d) Approaches of evaluating learners' performance
- e) Elements of an effective learning environment:
- f) Learners' expected attitude from a teacher.
- g) Outcome of behaving strict in learning environment.

a) Speaking English generates nervousness

Most of the participants in the study expressed their view that they are afraid of taking part in classroom speaking activities due to nervousness, anxiety, lack of self-confidence, possibility of making errors and losing face by being ridiculed after committing errors and being focused during speaking. This is evident when they rejected the statement that *speaking English is a comfortable matter to me* (36.36% learners strongly disagreed and 54.54% learners disagreed). On the other hand, 30.30 % learners strongly agreed and 45.45% learners agreed with the statement that *I feel nervous when I am asked to talk in English in the classroom*. Again, 27.27% learners strongly agreed and 42.42 % learners agreed with the statement that *due to nervousness, I avoid taking part in the in speaking activities in the classroom*. Learners also expressed that they are scared of being ridiculed by their teacher after committing errors which is evident in their agreement with the statement that *I am afraid of losing face as I may be ridiculed for committing errors* (54.54% learners strongly agreed and 27.27 % learners agreed). In response to the statement *I avoid speaking in the class because I do not want to be at the centre of attention, most of them showed their agreement* (54.54% learners strongly agreed and 27.27% learners agreed) (Figure 2).

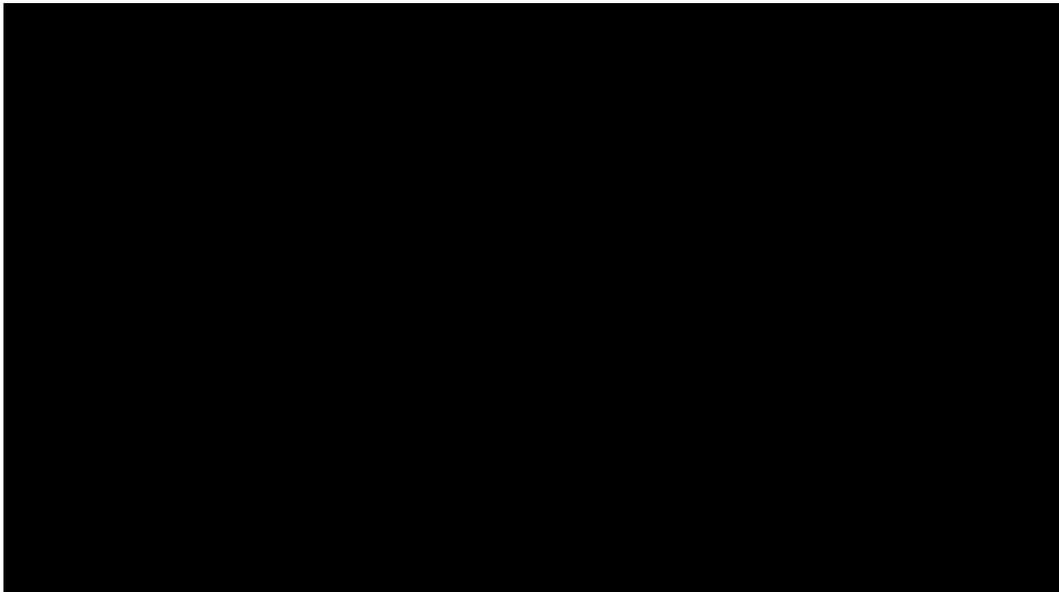
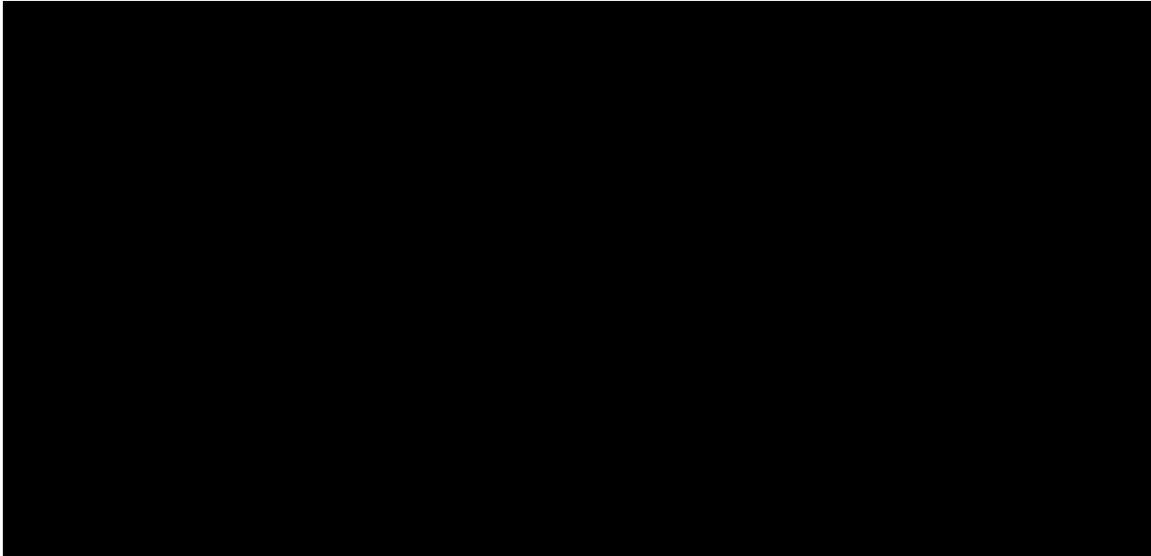


Figure 2: Speaking English generates nervousness

b) Role of teachers' motivation

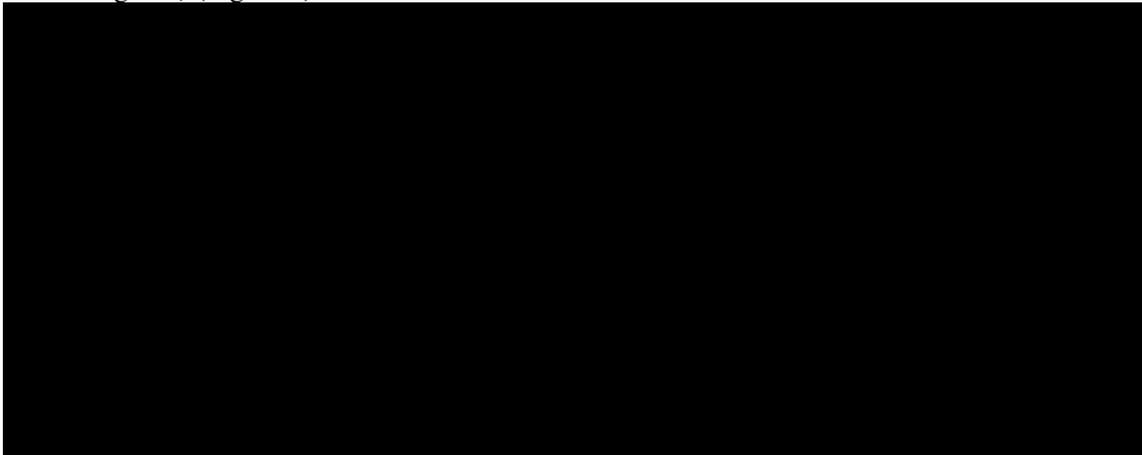
Three statements were given to uncover learners' idea regarding effectiveness of motivation in the speaking classroom. In response to the statement that *motivated learners become more involved in tasks* almost all the learners agreed (54.54% learners strongly agreed and 45.45% learners agreed). Again, 54.54% learners strongly agreed and 18.18% learners agreed with the statement that *learning speed of motivated learners is increased*. The learners in the study expressed that their teachers' motivation acts as a facilitating factor in language learning which is evident in their agreement with the statement that *motivation from teacher is very helpful and effective in language learning* (63.63% strongly agreed and 36.36% learners agreed)(Figure 3).



**Figure 3: Role of teachers' motivation**

c) Impact of teacher's encouragement

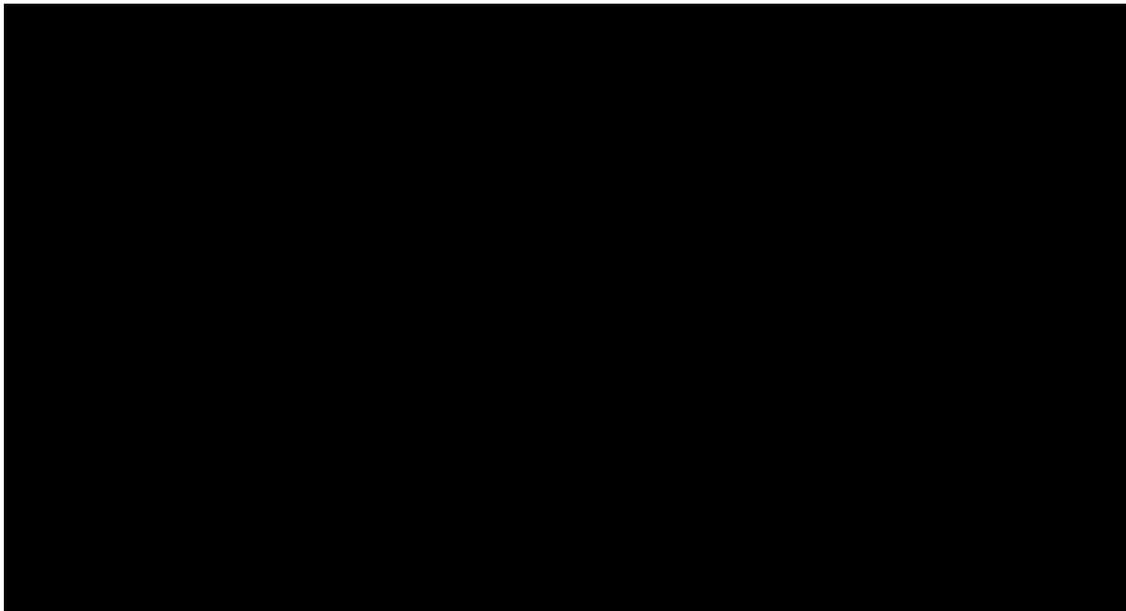
Encouragement is found as a helpful factor by the learners in EFL speaking class which is shown in their agreement with the statement that *teacher's encouragement motivates me in language learning* ( 54.54% learners strongly agreed and 27.27% learners agreed). They also think that teacher's encouragement removes their nervousness in speaking activities which is visible in their agreement with the statement that *I feel comfortable when my teacher encourages me to speak in English and I start speaking* (18.18% learners strongly agreed and 45.45 % agreed).They also think that encouragement from their teachers is helpful by showing their agreement with the statement that *I feel confident when my teacher praises me.* (63.63% learners strongly agreed and 18.18% agreed) (Figure 4)



**Figure 4: Impact of teacher's encouragement**

d) Approaches of evaluating learners' performance

Some statements were included in the questionnaire to find out learners' perception regarding the evaluation strategies applied by the teacher. Participants expressed that continual focus on their mistakes in front of peers makes them feel embarrassed and uneasy by rejecting the idea that *I feel motivated when my teacher focuses on my error repeatedly* (63.63% learners strongly disagreed and 18.18% learners disagreed). Again, 54.54% learners strongly agreed and 36.36% learners agreed with the statement that *I become discouraged when my teacher mentions my mistakes repeatedly*. Moreover, they expressed that encouraging and congratulating the learners ultimately create a favorable condition for the learner by supporting the statement that *if teacher congratulates me on my success, my interest toward performing more activities increases* (54.54% learners strongly agreed and 30.30% learners agreed) (Figure 5).



**Figure 5: Approaches of evaluating learners' performance**

e) Elements of an effective learning environment

Some statements were provided to find out learners' perception of an effective learning environment which can be formed by the help of the teacher. 54.54% learners strongly agreed and 18.18% learners agreed with the statement that *encouraging and supporting student create an effective learning environment*. Learners showed their agreement with the statement that *I avoid speaking in the class because I do not want to be the laughing stock* (54.54% learners strongly agreed and 36.36% learners agreed) (Figure 6). They wish a learning environment where they will not be scared of making error is evident by their agreement with the statement that *an environment where learners are not scared of making error is safe and relaxed* (63.63% learners strongly agreed and 18.18% learners agreed). When students struggle with performing certain types of tasks instead of being ridiculed, they expect to be supported by the teacher which is

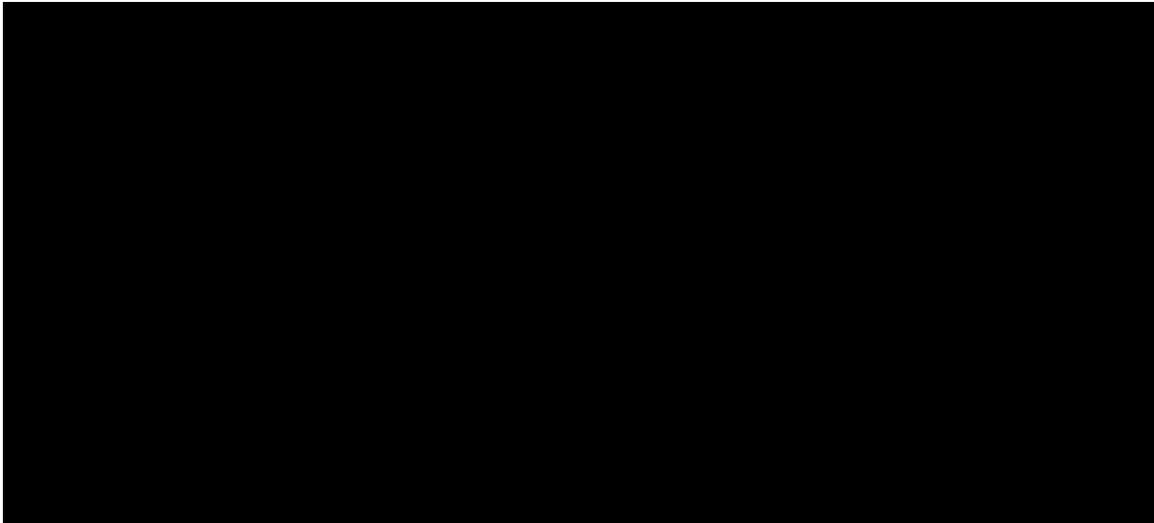
evident in most of their agreements with the statement *that encouraging and supporting students when they face obstacle in certain create a helpful learning environment* (63.63 % learners strongly agreed and 9.09% learners agreed).



**Figure 6: Elements of an effective learning environment**

f) Learners' expected attitude from teacher in a language class

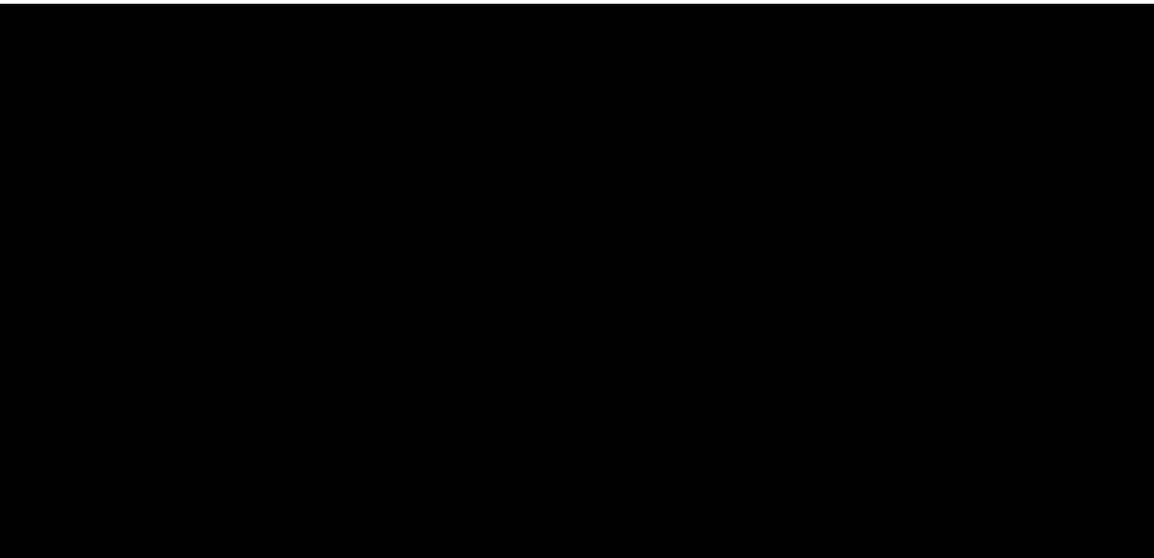
Learners do not consider their teacher as a person who just comes into the classroom, delivers lecture or provide tasks and goes, rather they believe that the teacher seems to be that prominent person whose attitude influences the learner which is shown in their agreement with the statement that *teacher's attitude and personality strongly influence a learner* (54.54% learners strongly agreed and 27.27% learners agreed). Moreover, in case of attitude, they prefer a teacher who behaves in a friendly manner instead of being rude which is again evident in their agreement with the statement that *I like to speak when my teacher behaves in a friendly manner* (63.63% learners strongly agreed and 27.27% learners agreed) (Figure 7) and in their disagreement with the statement *I like to speak when my teacher behaves in a very rude manner* (45.46% learners strongly disagreed and 39.39% learners disagreed). Again, 63.64% learners strongly agreed and 18.18% learners agreed with the statement that *teacher can encourage the learner to speak freely rather than correcting mistakes*.



**Figure 7: Learners' expected attitude from teacher in a language class**

g) Outcome of being strict in the classroom

Learners who participated in this study expressed their negative approach toward strict or rude attitude of the teacher by rejecting the statement that *if teacher forces me to speak, I start speaking English* (36.36% learners strongly disagreed and 36.36% learners disagreed) (Figure 8). Their negative approach is emphasized by again rejecting the statement that *I feel motivated when my teachers become irritated at my mistakes*. (54.54% learners strongly disagreed and 36.36% learners disagreed). Regarding the statement that *If teacher gets irritated because of my continuous query, I stop taking part in speaking activities*, 63.63% learners strongly agreed and 18.18% learners agreed.



**Figure 8: Outcome of being strict in the classroom**

### **Further qualitative data**

The open-ended question included at the end of the questionnaire provides some qualitative data reflecting learners' perception of attitude that they expect from their teachers in EFL speaking classroom. A number of issues, like to assist and to talk to a learner with care when he faces obstacle in certain area, choosing interesting topic for discussion, having sense of humor, being energetic, being friendly in some situations were suggested by them. Bridging the generation gap to make them feel comfortable came up in their comments. Some of them commented that they expect that their teachers must try to minimize their nervousness and maximize their confidence. One learner suggested, "I think teachers can let the students speak in the beginning without correcting the mistakes because at that time learners remain nervous. After some time when they gather confidence teacher can start correcting them" (L24). Another one wrote, "I think teachers can choose easy subject-matter, this creates eagerness among the learner to learn English (L20)". They also expressed that sometimes their teachers can take a break and tell interesting jokes and stories in the class to make the class interesting.

### **Discussions**

Participants in the study expressed that speaking English is not much easy for them and they feel anxious during the speaking English. They think that teachers' attitude toward learners in the classroom plays an important role in removing this anxiety. They also think teachers' motivation encourages the learning as well as makes them confident. Teachers' attitude affects them to such an extent that even teachers' strategies of evaluating learners' performance also influence them. As they are not proficient in speaking English, it is obvious that their utterance contains some errors during class performance. If teachers notify and focus these errors in front of the peers repeatedly, learners think that they lose their face or take it as a matter of shame and further they avoid taking part in speaking activities. This avoidance ultimately declines their performance because achieving proficiency in speaking skill of a language is quite impossible without practice. On the other hand, when teachers congratulate the learners for their success, even though how little the success is, teachers' congratulations and positive focus on that success make them confident and this confidence motivates them toward learning. Learners also expect that their teacher can provide them a safe and relaxed environment where they will not be worried of being a laughing stock by the peers or being criticized or ridiculed by the teachers after producing wrong utterances. They believe that this type of environment leads them toward learning. They expect that their teachers can ignore the errors in the beginning of their course work and after some time when the learners gather courage and become confident their errors can be corrected. Not only safe environment, but also they believe that a teacher with a friendly behavior can help the learners to remove their anxiety and motivate them toward learning. On the other hand, students become too afraid in the classroom under the guidance of a strict teacher that they avoid risk-taking. Sometimes they want that their teachers can tell them interesting stories and jokes to minimize their nervousness. All of these indicate that, success in language learning is quite dependent on teachers' attitude toward learners in the classroom. A teacher through providing motivation, self-confidence, relaxed environment and, friendliness can lead the learners toward success.

## Conclusion

The study covered only 33 Bangladeshi university EFL learners' perception regarding teachers' attitude toward learners to convert unsuccessful self-image of a learner into a successful self-image. Therefore, the views of the learners may not be generalized. However; the study sheds some light on the EFL learners' perception of the attitude of their teachers which is able to convert unsuccessful self-image of a learner into a successful self-image. The result of the survey shows that these learners think that a teacher is a facilitating factor in EFL speaking classroom. They believe that the teacher has the capacity to motivate or demotivate the learners by his attitude. They prefer a teacher who motivates, encourages, inspires them and also provides an environment where they do not need to be scared of being ridiculed or being laughed at by others after producing wrong utterances in speaking tasks. They expect that their teacher can provide them a co-operative learning environment which is overflowed with assistance, friendliness. They believe that the teacher who combines all these traits in his attitude may be able to convert the learners' unsuccessful self-image into successful self-image.

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## Appendix

### Questionnaire for Learners

Batch:.....	Department:.....
Name of the University:.....	

Sl. No.	Statement	Level of agreement									
		1		2		3		4		5	
		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
		# of respondent	%	# of respondent	%	# of respondent	%	# of respondent	%	# of respondent	%
1.	Speaking English is a comfortable matter to me.	12	36.36	18	54.54	0	0.00	1	3.03	2	6.06
2	I feel nervous when I am asked to talk in English in the classroom.	3	9.09	1	3.03	4	12.12	15	45.45	10	30.30
3.	Due to nervousness, I avoid taking part in the speaking activities in the classroom.	3	9.09	3	9.09	4	12.12	14	42.42	9	27.27
4.	I am always scared of making mistakes in classroom speaking activities.	0	0.00	6	18.18	3	9.09	15	45.45	9	27.27
5.	I am afraid of losing face as I may be ridiculed committing error.	0	0.00	3	9.09	3	9.09	9	27.27	18	54.54
6.	I avoid speaking in the class because I do not want to be at the centre of attention.	0	0.00	3	9.09	0	0.00	9	27.27	18	54.54
7.	Motivated learners become more involved in tasks.	0	0.00	0	0.00	0	0.00	15	45.45	18	54.54
8.	Learning speed of motivated learners increases.	0	0.00	6	18.18	3	9.09	6	18.18	18	54.54
9.	Motivation from teacher is very helpful and effective in language learning.	0	0.00	0	0.00	0	0.00	12	36.36	21	63.63

Sl. No.	Statement	Level of agreement									
		1		2		3		4		5	
		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
		# of respondent	%	# of respondent	%	# of respondent	%	# of respondent	%	# of respondent	%
10.	Teacher's encouragement motivates me in language learning	0	0.00	0	0.00	6	18.18	9	27.27	18	54.54
11.	I feel comfortable when my teacher encourages me to speak in English.	6	18.18	0	0.00	6	18.18	15	45.45	6	18.18
12.	I feel confident when my teacher praises me.	0	0.00	6	18.18	0	0.00	6	18.18	21	63.63
13.	I feel motivated when my teacher focuses on my errors repeatedly.	21	63.63	6	18.18	3	9.09	3	9.09	0	0.00
14.	If teacher congratulates on my success, my interest toward performing more activities increases.	0	0.00	0	0.00	5	15.15	10	30.30	18	54.54
15.	I become discouraged when my teacher mentions my mistakes repeatedly.	0	0.00	3	9.09	0	0.00	12	36.36	18	54.54
16.	Encouraging and supporting student creates an effective learning environment.	0	0.00	0	0.00	9	27.27	6	18.18	18	54.54
17.	Encouraging learners to use chances of using target language creates a motivating learning environment.	3	9.09	0	0.00	0	0.00	9	27.27	21	63.63
18.	I avoid speaking in the class because I do not want to be the laughing stock.	0	0.00	3	9.09	3	9.09	9	27.27	18	54.54
19.	An environment where learners are not scared of making errors is safe and relaxed.	0	0.00	3	9.09	3	9.09	6	18.18	21	63.3
20.	Encouraging and supporting students when they face obstacle in certain area create a helpful learning environment.	0%	0.00	0	0.00	9	27.27	3	9.09	21	63.63

Sl. No.	Statement	Level of agreement									
		1		2		3		4		5	
		Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree	
		# of respondent	%	# of respondent	%	# of respondent	%	# of respondent	%	# of respondent	%
21.	I feel embarrassed when my classmate laughs at my mistake.	0	0.00	3	9.09	0	0.00	9	27.27	21	63.3
22.	Teacher's attitude and personality strongly influence a learner.	0	0.00	0	0.00	6	18.18	9	27.27	18	54.54
23.	I like to speak when my teacher behaves in a very rude manner.	15	45.45	13	39.39	3	9.09	2	6.06	0	0.00
24.	I like to speak when my teacher behaves in a friendly manner.	3	9.09	0	0.00	0	0.00	9	27.27	21	63.63
25.	Teacher can encourage the learner to speak freely rather than correcting mistakes.	0	0.00	3	9.09	3	9.09	6	18.18	21	63.63
26.	I think, teacher's co-operation is important in language class.	0	0.00	0	0.00	6	18.18	9	27.27	18	54.54
27.	I like to get encouragement from my teacher.	3	9.09	0	0.00	3	9.09	6	18.18	21	63.63
28.	If teacher forces me to speak, I start speaking English.	12	36.36	12	36.36	3	9.09	6	18.18	0	0.00
29.	I feel motivated when my teacher becomes irritated at my mistakes.	18	54.54	12	36.36	0	0.00	3	9.09	0	0.00
30.	If teacher gets irritated because of my continuous query, I stop taking part in speaking activities.	3	9.09	3	9.09	0	0.00	6	18.18	21	63.63

31. The type of attitude you expect from your teacher when you perform poorly