



## RESEARCH PAPER

# Impact of Teachers' Speaking Fluency and Grammar Translation Method on Speaking Skills of ESL Learners: A Study Conducted at BS Level

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## ABSTRACT

This study investigates the impact of teachers' speaking fluency and the Grammar Translation Method (GTM) on the speaking skills of ESL learners at the BS level in Rahim Yar Khan, Pakistan. Speaking fluency is essential for ESL learners in higher education. While GTM emphasizes grammar and translation, it often overlooks oral communication. Teachers' fluency can positively influence students' pronunciation, confidence, and speaking competence. A quantitative research design was used. Data were collected through a structured Likert-scale questionnaire from 300 ESL teachers and students. Descriptive statistics, Q-Q plots, and SPSS were used for data analysis. Findings showed a strong positive correlation between teachers' fluency and students' speaking proficiency. GTM, although effective for grammar, failed to develop interactive speaking skills adequately. A hybrid instructional model combining GTM with communicative and fluency-driven techniques is recommended. Teacher training should emphasize speaking fluency, and ESL curricula should incorporate more interactive speaking activities to improve students' oral proficiency in higher education contexts.

## KEYWORDS

Speaking Fluency, English As A Second Language (ESL), Teacher Proficiency, Grammar Translation Method (GTM), Communicative Competence

## Introduction

In the context of English as a second language education (ESL), composing for the communications are an election of language skill and a communicative skill of communication. The teaching of the teaching room and mastery of the teeth of the teeth as a second language often called for two light causes. The amateur-served the linguistic models for their mastery, and its master's masterpiece can depth the motivation, the commitment and acquisition of students The language contest. At the globalized society of today, instructions of English is not necessary for academic success, but also for a social security and integration. In spite of their importance, many English-tongue student - especially at the level of (BS) - are under control of control and confidence in the oral communication. The grammar translation method (GTM), a long educational approach, continue by prevail with classes of the excited, especially in the accountants where Prioritize exams grammatical accuracy in communication capacity. Actual teachers help the integrate in integrate and represent communication strategies. Distant Intonation and security patterns. The design of exercises, translated texts and attracts grammar rules are often hierarchical to talk to and hear (GTM). Although this can facilitate the grammatical rules, rarely encourage people to use the language in them in conversation. In the light of these dynamics, this study as examples as the discussion of the dates of the grammatical translate method affects ESL students' ability. It's trying to determine if

teaching control may offset gaps or if the method limits the development of oral competency, independently of teachers. Exploring this intersection, the goal is intended to contribute to the comical speech Pedagogy and provide practical information to improve the learning of speech in higher education. This study is particularly important for the educational systems that continue to inventive in teaching joints for the Communication. The results for the purpose of the trainings of the programs, programs supporting the development of English ability between English students, Academic and true communication.

## **Literature Review**

### **Core Component of Communicative Competence**

The speech is indexing for development of communication skill in acquisition of a second language. Require treatment, control, accuracy and true importance in many social contexts (thornbury, 2005). It is index for the ESL students to the BS level to improve their discourse skill not only of academic success but also for future professional opportunities.

### **Method (GTM): Overview and Influence**

The Grammar Translation Method (GTM) is one of the oldest approaches used in language instruction, placing strong emphasis on grammar rules and vocabulary memorization. It prioritizes accuracy over communication skills, with a teacher-centered focus (Richards & Rodgers, 2001). While GTM helps learners understand grammatical structures, it often neglects oral communication. However, some recent studies suggest that when GTM is combined with interactive elements, it can still support the development of speaking skills (Larsen-Freeman, 2000). In many countries, GTM has persisted due to examination systems, institutional constraints, and long-standing traditions (Rahman, 2002). The continued use of this method raises important questions about its alignment with modern communicative goals in language education.

### **The Relationship between GTM and Teacher Fluency**

While the GTM tends to focus on the teacher and focus on the written forms, the actual use of the destination teacher can improve their effective. For example, a fluid teacher will also include spoken examples, short dialogues and first pronounced in grammatical lessons. Harber (2007) predeed for an industration approach that combine instituted grammatical with communication activity by viguity viggin. The way that (GTM) is implemented even an impact I speak Students are very little exposed to talk to English if teachers only translates the texts and explain the grammar in the student's mother tongue. In contrast, students enjoyed grammar accuracy accuracy and communication when they use examples speak to contextulalize the rules of the grades.

### **Gender and Speaking Skills in ESL**

Generate differences have been observed in the speakers of the English students' English students. Search suggests the students often demon taller levels of verbal mastery, participation and the classroom in the classroom (Sunderland, 2000). The teacher's majester can affect male and female students differently, as well as a socio and educational dynamics. when assessment of teaching methods of teaching, is essential to consider these changes because, According to the learning preferences, students can reply more favorable to communication methods as male students can benefit of (Tannen, 1990).

## **Implications for Education and Suggestions**

A well-intended and productive experience can be provided to combine the grammatical lines structure with a fluid speech from the teacher. Second students English -Languages beneficiabile when the grammar is not learned in isolation, but I would rather anchorily in meaningful communication. This change in matches with teaching communication (CLT), which enfuses of mastery accuracy and development. In the contexts where GTM is deeply rooted, teacher training programs should emphasize the importance of speech English control. Even in grammar lessons, the majesters have encouraged to integer ops, interactive game and discussions (1996).

## **Material and Methods**

This quantitative study aims to examine the impact of teachers' speaking fluency and the Grammar Translation Method (GTM) on the speaking skills of BS-level ESL learners in Rahim Yar Khan. Data will be collected using a structured questionnaire administered to 400 randomly selected students and teachers from three public sector institutions: The Islamia University of Bahawalpur (RYK campus), Government Degree College for Women (Sukkur Adda), and Government Post Graduate College for Women (RYK). The questionnaire is designed to measure correlations between teaching fluency, GTM use, and learners' spoken English competence. Both male and female participants from urban and rural areas will be included using a simple random sampling technique to ensure equal and unbiased representation.

### **Data Collection**

In order to collect data for the study titled "Impact of Teachers' Speaking Fluency and Grammar Translation Method on Speaking Skills of ESL Learners: A Study Conducted at BS Level," a standardized questionnaire was developed and distributed to BS-level ESL students. The purpose of this questionnaire was primarily to collect quantitative information about students' English academic performance, their perceptions of their teachers' speaking fluency, the frequency and efficacy of the Grammar Translation Method (GTM) used in the classroom, and their self-assessed speaking skills.

### **Data Analysis**

Any statistical analysis has been performed with SPSS. Descriptive statistics, including median results and standard deviations, are calculated to compare students' performance between groups. Trial results after the test are compared to the teachers' control with a test of independent samples. A monster test was also used to examine the change in the way you talked. Before and participating in the grammar translation method (GTM). According to a correlit analysis, students' development talk about the significant student and inappropriate teachers, according to a correlation analysis.

### **Ethics**

To guarantee the rights and well-being of all participants, this study adhered to stringent ethical guidelines. Both teachers and students gave their informed consent, and all participants were aware of the study's purpose, the procedures, and their right to withdraw at any time without penalty. By anonymizing all data, eliminating personal identifiers, and securely storing information, confidentiality and anonymity were maintained. No participant was coerced into taking part in the study, so they were free to decide whether or not they wanted to. The study also upheld principles of non-

discrimination, treating all participants equally regardless of gender, ethnicity, or academic background. In addition, participants' experiences were respected, particularly during the qualitative data collection phase, to guarantee that their responses were accurately represented. Finally, in order to maintain the integrity of the research process, the study's outcomes will be transparently presented, with both positive and negative outcomes being discussed openly.

## Results and Discussion

**Table 1**  
**Traditional teaching methods improve my understanding**

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	82	27.3	27.3	27.3
Strongly Agree	85	28.3	28.3	55.7
Disagree	73	24.3	24.3	80.0
Strongly Disagree	60	20.0	20.0	100.0
Total	300	100.0	100.0	

A total of 167 respondents (55.7%) agreed or strongly agreed that traditional teaching methods enhance their spoken English. Specifically, 82 respondents (27.3%) agreed, while 85 respondents (28.3%) strongly agreed. On the other hand, 133 respondents (44.3%) disagreed or strongly disagreed. Among them, 73 respondents (24.3%) disagreed, and 60 respondents (20%) strongly disagreed.

**Table 2**  
**Lectures are effective for developing my speaking skills**

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	63	21.0	21.0	21.0
Strongly Agree	84	28.0	28.0	49.0
Neutral	20	6.7	6.7	55.7
Disagree	112	37.3	37.3	93.0
Strongly Disagree	21	7.0	7.0	100.0
Total	300	100.0	100.0	

A total of 147 respondents (49%) agreed or strongly agreed that lectures help improve their speaking skills. Specifically, 63 respondents (21%) agreed, while 84 respondents (28%) strongly agreed. 20 respondents (6.7%) remained neutral, indicating they neither agreed nor disagreed. On the other hand, 133 respondents (44.3%) disagreed or strongly disagreed. Among them, 112 respondents (37.3%) disagreed, and 21 respondents (7%) strongly disagreed.

**Table 3**  
**Textbook exercises help me practice my spoken English effectively**

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	116	38.7	38.7	38.7
Strongly Agree	54	18.0	18.0	56.7
Neutral	20	6.7	6.7	63.3
Disagree	90	30.0	30.0	93.3
Strongly Disagree	20	6.7	6.7	100.0
Total	300	100.0	100.0	

A total of 170 respondents (56.7%) agreed or strongly agreed that textbook exercises are beneficial for practicing spoken English. Specifically, 116 respondents (38.7%) agreed, while 54 respondents (18.0%) strongly agreed. 20 respondents (6.7%) remained neutral, indicating they neither agreed nor disagreed. On the other hand, 110 respondents (36.7%) disagreed or strongly disagreed. Among them, 90 respondents (30.0%) disagreed, and 20 respondents (6.7%) strongly disagreed.

**Table 4**  
**The structure of traditional lessons aids my fluency in English**

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	63	21.0	21.0	21.0
Strongly Agree	74	24.7	24.7	45.7
Neutral	30	10.0	10.0	55.7
Disagree	63	21.0	21.0	76.7
Strongly Disagree	70	23.3	23.3	100.0
Total	300	100.0	100.0	

A total of 137 respondents (45.7%) agreed or strongly agreed that traditional lesson structures support their fluency. Specifically, 63 respondents (21.0%) agreed, while 74 respondents (24.7%) strongly agreed. 30 respondents (10.0%) remained neutral, indicating they neither agreed nor disagreed. On the other hand, 133 respondents (44.3%) disagreed or strongly disagreed. Among them, 63 respondents (21.0%) disagreed, and 70 respondents (23.3%) strongly disagreed.

**Table 5**  
**Traditional methods are sufficient for teaching speaking skills.**

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	104	34.7	34.7	34.7
Strongly Agree	43	14.3	14.3	49.0
Neutral	20	6.7	6.7	55.7
Disagree	63	21.0	21.0	76.7
Strongly Disagree	70	23.3	23.3	100.0
Total	300	100.0	100.0	

A total of 147 respondents (49.0%) agreed or strongly agreed that traditional methods are sufficient. Specifically, 104 respondents (34.7%) agreed, while 43 respondents (14.3%) strongly agreed. 20 respondents (6.7%) remained neutral, indicating they neither agreed nor disagreed. On the other hand, 133 respondents (44.3%) disagreed or strongly disagreed. Among them, 63 respondents (21.0%) disagreed, and 70 respondents (23.3%) strongly disagreed.

**Table 6**  
**Teachers' uses of traditional teaching methods in English classes**

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	85	28.3	28.3	28.3
Strongly Agree	62	20.7	20.7	49.0
Neutral	10	3.3	3.3	52.3
Disagree	113	37.7	37.7	90.0
Strongly Disagree	30	10.0	10.0	100.0
Total	300	100.0	100.0	

A total of 147 respondents (49.0%) agreed or strongly agreed that traditional teaching methods keep them engaged. Specifically, 85 respondents (28.3%) agreed, while 62 respondents (20.7%) strongly agreed. 10 respondents (3.3%) remained neutral, indicating they neither agreed nor disagreed. On the other hand, 143 respondents (47.7%) disagreed or strongly disagreed. Among them, 113 respondents (37.7%) disagreed, and 30 respondents (10.0%) strongly disagreed.

**Table 7**  
**Group activities within traditional lessons enhance my speaking practice**

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	142	47.3	47.3	47.3
Strongly Agree	85	28.3	28.3	75.7
Neutral	10	3.3	3.3	79.0
Disagree	53	17.7	17.7	96.7
Strongly Disagree	10	3.3	3.3	100.0

Total	300	100.0	100.0
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A total of 227 respondents (75.7%) agreed or strongly agreed that group activities help improve their speaking skills. Specifically, 142 respondents (47.3%) agreed, while 85 respondents (28.3%) strongly agreed. 10 respondents (3.3%) remained neutral, indicating they neither agreed nor disagreed. On the other hand, 63 respondents (21.0%) disagreed or strongly disagreed. Among them, 53 respondents (17.7%) disagreed, and 10 respondents (3.3%) strongly disagreed.

**Table 8**  
**Traditional methods participation in English discussions**

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	85	28.3	28.3	28.3
Strongly Agree	62	20.7	20.7	49.0
Neutral	70	23.3	23.3	72.3
Disagree	73	24.3	24.3	96.7
Strongly Disagree	10	3.3	3.3	100.0
Total	300	100.0	100.0	

A total of 147 respondents (49.0%) agreed or strongly agreed that traditional methods encourage their participation. Specifically, 85 respondents (28.3%) agreed, while 62 respondents (20.7%) strongly agreed. 70 respondents (23.3%) remained neutral, indicating they neither agreed nor disagreed. On the other hand, 83 respondents (27.6%) disagreed or strongly disagreed. Among them, 73 respondents (24.3%) disagreed, and 10 respondents (3.3%) strongly disagreed.

**Table 9**  
**Hesitation to speak during traditional lessons**

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	159	53.0	53.0	53.0
Strongly Agree	41	13.7	13.7	66.7
Neutral	10	3.3	3.3	70.0
Disagree	80	26.7	26.7	96.7
Strongly Disagree	10	3.3	3.3	100.0
Total	300	100.0	100.0	

A total of 200 respondents (66.7%) agreed or strongly agreed that they feel hesitant to speak in traditional lessons. Specifically, 159 respondents (53.0%) agreed, while 41 respondents (13.7%) strongly agreed. 10 respondents (3.3%) remained neutral, indicating they neither agreed nor disagreed. On the other hand, 90 respondents (30.0%) disagreed or strongly disagreed. Among them, 80 respondents (26.7%) disagreed, and 10 respondents (3.3%) strongly disagreed.

**Table 10**  
**Enjoyment in participating in class discussions and traditional methods are used**

	Frequency	Percent	Valid Percent	Cumulative Percent
Agree	117	39.0	39.0	39.0
Strongly Agree	73	24.3	24.3	63.3
Neutral	20	6.7	6.7	70.0
Disagree	10	3.3	3.3	73.3
Strongly Disagree	80	26.7	26.7	100.0
Total	300	100.0	100.0	

A total of 190 respondents (63.3%) agreed or strongly agreed that they enjoy participating in discussions with traditional methods. Specifically, 117 respondents (39.0%) agreed, while 73 respondents (24.3%) strongly agreed. 20 respondents (6.7%) remained neutral, indicating they neither agreed nor disagreed. On the other hand, 90 respondents (30.0%) disagreed or strongly disagreed. Among them, 10 respondents (3.3%) disagreed, and 80 respondents (26.7%) strongly disagreed.



## **Conclusion**

According to the findings of this study, teachers' speaking fluency significantly contributes to the improvement of ESL students' speaking skills at the BS level. Learners taught by fluent-speaking teachers showed greater improvement in fluency, vocabulary use, and confidence compared to those taught by less fluent instructors. Although the Grammar Translation Method (GTM) improved some grammatical accuracy, it had little effect on the ability to speak spontaneously. A strong positive correlation between teacher fluency and student speaking performance was found by statistical analysis. According to these findings, improving speaking proficiency in ESL classrooms necessitates combining learner-centered strategies with teacher fluency. Therefore, the study emphasizes the need for teacher training programs to focus on improving spoken English proficiency and recommends a balanced use of GTM alongside more communicative strategies to meet the speaking needs of EFL learners.

The study highlights that teacher fluency significantly enhances learners' speaking skills by providing accurate language models. While the Grammar-Translation Method is useful for comprehension, it restricts the development of spontaneous speech. More effective is a balanced approach that combines communicative practices with fluency-focused instruction. Thus, adopting interactive methods alongside grammatical instruction can improve BS-level learners' speaking proficiency. The combination of teachers' speaking fluency and the Grammar Translation Method (GTM) significantly influences ESL learners' speaking skills and confidence. Fluent teachers serve as strong role models, promoting accurate pronunciation, interactive learning, and a low-anxiety environment. Because of their fluency, students are more likely to participate and feel less afraid to make mistakes. In contrast, GTM emphasizes grammar and translation, often neglecting oral communication. This hinders fluency and limits students' exposure to real-world speaking practice. Although GTM can improve vocabulary and grammar, it must be complemented by communicative methods. Teaching fluency and method selection play a crucial role in the speaking development of ESL students.

## **Recommendations**

To enhance ESL learners' speaking skills, institutions must prioritize teachers' fluency through training in pronunciation, vocabulary, and interactive methods like role-plays and discussions. Students suffer from a lack of confidence, poor speech habits, and unclear explanations when their teachers lack fluency. Peer collaboration and continuous development can improve teacher fluency. The Grammar Translation Method (GTM), though grammar-focused, can be modified by incorporating communicative activities such as dialogues and real-life conversations. Blending GTM with Communicative Language Teaching (CLT) reinforces both accuracy and fluency. To improve their fluency, students should participate in daily speaking drills, pronunciation drills, and speech challenges. A supportive environment helps students speak naturally and confidently. Institutions should revise curricula to include spoken English courses and oral assessments like presentations and interviews. Establishing English-speaking clubs fosters informal practice and spontaneous speaking. These combined efforts can bridge gaps in oral communication and boost ESL learners' global competence.



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