

**THE ROLE OF TEACHER'S BEHAVIOUR ON ENGLISH LANGUAGE LEARNING: A STUDY OF HIGH ACHIEVERS AT INTERMEDIATE LEVEL**Tahir Ahmad Shams<sup>1</sup> (Principal & Corresponding Author), Anser Mahmood<sup>2</sup>**Original Article**

1. Scholar, Department of English Language and Literature, University of Lahore, Sargodha Campus  
Email: [tashams80@gmail.com](mailto:tashams80@gmail.com)
2. Associate Professor, Department of English Language and Literature, University of Lahore, Sargodha Campus. Email: [anser.mahmood@ell.uol.edu.pk](mailto:anser.mahmood@ell.uol.edu.pk)

**Abstract**

This research paper has focused to find out the role of teacher's behaviour on English language learning of the students at the intermediate level. The behaviour of the teacher in this study has been measured by the standard inventory devised by Murray and the interview of the randomly selected students who were asked close-ended questions. This standard inventory consists of nine components of behaviour (clarity, enthusiasm, interaction, organization, pacing, disclosure, speech, rapport and teaching Aids). As for as the academic performance of the students is concerned, it has been measured by the percentage of the students they scored in their first year preboard exams. The researcher took the whole sample of the high achiever group of 137 students studying at Nusrat Jehan Boys College (NJBC) and Nusrat Jehan Girls College (NJGC) Chenab Nagar Chiniot in the first year at the intermediate level. The preboard results of the students were statistically analyzed to find out the correlation between the behaviour of the teacher and the academic performance of the students. Data analysis has proved that teachers' behaviour has a significant relationship with the academic performance of the students. Of these, three components (Clarity, Pacing and Teaching Aids) have a significant relationship with the academic achievements of the students while six other parts of the teachers' behaviour inventory (Enthusiasm, Interaction, Organization, Disclosure, Speech and Rapport) have no significant relationship with academic performance of the students.

**Keywords:** Teacher, Behavior, Students, Academic Achievements, ELT

**Introduction**

It is a common observation that students coming from the same background, studying in same schools but are getting different grades in English papers which show the world of difference between the academic results of the students which boggle one's mind. Various factors play a significant role in the academic performance of students in the English language. Some of the factors related to students' parental background and their role to help their children get good results. Luchuck, 1998 and Yahaya et al., (2010) opined that it is an extrinsic motivation that is involved in getting good grades. Rashid (2018) gives equal importance to teachers as well as students. He says that it is a collective effort of both learners and teachers to make the stone turn to score good grades. Mucella, Melis, & Eryilmaz (2011) argued that after the family the school is the most important educational institute. It is the teacher who is effective in the front seat when it comes to the academic as well as the social performance of the student. The effect of each of these factors varies from student to student and context to context. It is a hard job to compile all these factors in one article, so the researcher has focused on one of these factors which have grasped the attention of (Mucella et al.,

2011) and many other famous researchers. This factor is the role of a teacher's behaviour towards the academic achievements of his students. In this article, the researcher has focused on the high achiever group of students in the English language at the intermediate level. The researcher will see what impact their teacher had upon the results of the English paper of this high achiever group of the students.

### **Problem Statement**

Although a lot of research has been conducted about the effects of teacher's behaviour upon the educational performance of the students no one has focused specifically on the group of the high achievers whose second language was English and saw whether and how much these strata of students are affected by the specific behaviours of their teachers as for as their academic performance is concerned, the researcher has tried to fill this gap.

### **Significance of study**

The results of the study will help the ELT teachers to focus upon those components of teaching which will help them to improve their results by adopting them during their classes. This research paper will not only help the English language teachers to improve their results but will be a beacon for them to abandon those ways of teaching which hinder the interest of their students to take in their lectures and ultimately result in getting poor grades.

### **Objectives of Study**

- To find out which teaching methods are being used by the teachers at the intermediate level.
- To find out the role of teacher's behaviour on English proficiency skills of learners at the intermediate level.
- To discover the desired teachers' behaviours towards English language teaching and learning at the intermediate level.

### **Research Questions**

- Which teaching methods are being used by the teachers at the intermediate level?
- What is the impact of teachers' behaviour on the English proficiency skills of learners at the intermediate level?
- What are the desired teachers' behaviours towards English language teaching and learning at the intermediate level?

### **Literature Review**

Many studies have been conducted throughout the world to prove the fact that teachers' behaviours do have a significant effect on the academic performance of their students and English language learning. Rashid (July) did his conference paper to find out the impact of teachers' behaviour on the academic performance of their students. He investigated 141 students of various disciplines from Shaheed Zulfikar Ali Bhutto Institute of Science and Technology Islamabad Campus. He took a random sample of these students which was an amalgam of below as well as above-average students. His results showed that teachers' behaviour has a significant effect on the academic achievements of the students.

Shields et al. (2018) went one step further than the other researchers to show the effects of teachers' behaviours on the academic achievements of the students. They did their study that what will be the effects if teachers' pay a visit to their students' homes and meet parents of their students. They conducted their study in Texas. The findings of their research showed that the group of students who

had a home visit by their teacher had substantially higher levels of academic achievements. And the group of students who did not have any home visits by their teachers had many low levels of academic achievement.

McCormick and O'Connor (2015) did their study to analyze the effect of teachers' behaviour on 1st to 5th-grade students' academic achievement in the subject of Math. Their finding proved that the effect of teachers' behaviour was more significant on the academic achievements of male students than females. The girls showed less improvement in math achievements.

Zarrinabadi (2014) did his research to find out what are the behaviours and attitudes of the teachers which urge students' willingness to speak in English. During this qualitative study, several students were investigated. Out of those students, 97 entries were received from students in which the students were most willing to speak and in 87 situations they were least interested in speaking of English inside the class. The finding of the study showed that the following qualities of the teachers had a significant impact and influence on learners to willingly communicate in English and they were: teachers' wait time, correction of the errors, decision on the topic and his support.

O'Connor et al. (2013) did their cross-sectional and longitudinal research to find out the relationship between teacher-child and academic achievements at the elementary school level. They tried to estimate the effect of high-quality teachers in kindergarten on math and reading achievement in first grade. The sample of their study comprised 324 low-income, Black and Hispanic pupils and 112 kindergarten and first-grade students. Results of the study manifested a prominent impact of high-quality teacher-child relationships on the achievements in math subject of first grade.

Saichaie et al. (2012) conducted a study that comprised 26 institutions and lasted for three years, starting in 2006 and lasting till 2008. The selected students for this study were first-year college students. The researchers tried to find out the effect of specific teacher behaviour on students' inclination to inquire and lifelong learning. They found out that specific behaviours used by teachers do influence their students' will to participate in educational and effortful activities which motivate the students for learning the English language.

Melis et al. (2011) organized their research on 353 students of primary, secondary, high and university level students in Turkey and concluded that teachers do have a strong impact upon the personality as well as the academic performance of their students.

Shah and Learning (2009) wrote his article to find out the effect of teacher's behaviour upon academic achievement of university students. He conducted his dissertation upon the random sample of 25 teachers and 100 students of fifteen public universities. He found out that there was a significant correlation between teachers' behaviour and students' academic grades.

Li and Pan (2009) conducted their research upon the students of Qingdao Agriculture University in China in 2007. The participants of their study were 65 junior students. When they got admission to university there was very little difference between their grades. They were divided into three groups low achievers, moderate achievers and high achievers.

The results of the study showed that the high achievers' group received extrinsic motivation from their teacher and scored outstanding grades while the low achievers did not receive any kind of motivation from teachers and they did not give good results.

Shishavan and Sadeghi (2009) conducted their study in Iran to find out the attributes of an effective English language teacher. To find out the required results they spanned their study over to 59 English

language teachers and 215 students of universities, schools and English language institutes of Iran. The teachers thought that teachers should make proper lesson planning, and conduct assessments about what the students have learnt. On the other hand, the students agreed that the personality of the teacher and the way he behaves towards learners count more and produces good results if adopted by the teachers.

Wenglinsky (2001) conducted a study in the U.S upon seven thousand one hundred and forty-six eighth grade mathematics students to find out the correlation between the behaviour of the teachers during their classroom practices and the academic performances of their students. He expanded his study to the teachers as well as students. He found out at the end of his study that the behaviours are shown by the teachers during their classroom practices indeed had a prominent impact upon the achievements of the students.

Wong et al. (1999) set forth their research to check the effect of teacher's interaction upon the academic achievements of the students. The sample of their study was 106 female and 70 male students ranging from 18 to 56 years of age. The results of their study showed that where there were student-faculty interactions there the academic achievements were better and where the interaction lacked, it resulted in a lack of their results. They also found that there was no relation between teacher immediacy behaviours and intellectual ability or social acceptance or global self-worth of the students.

Ahmadi and Reza (2018) did their article to scrutinize the literature written on the use of technology in teaching and learning of English language. They found that the use of technology has become a significant part of learning the language in and outside the classes. There are several advantages of using technology for learning the language. According to technology, the teachers adapt the activities which they are going to use in the language learning classroom. Just like other tools for language learning technology has become an integral tool that is being used a lot nowadays. Additionally, if the teachers make effective use of technology while teaching, it will surely lead to enhancing students' language learning skills.

### **Research Methodology**

In the present research study, the research adopted a quantitative research methodology. The population of the study was the students studying at Nusrat Jehan Boys College (NJBC) and Nusrat Jehan Girls College (NJGC) Chenab Nagar a small town in district Chiniot Pakistan. The sample of the study was 137 high achiever students of NJBC and NJGC Chenab Nagar. The male students were 49 while the female students were 88. The selection criterion for these high achievers was the marks of these students which they got in their final matric results conducted during 2020. All the students who scored more than 60 percent marks in English subjects were selected for this study. This criterion is also set by the government of Pakistan to get the first division in any of the exams conducted at any level in Pakistan. The tool that the researcher has used is 'The teacher Behaviour Inventory (TBI). This is a direct measurement tool for students' ratings of instructors' teaching behaviours, developed by Murray (1983a). According to this tool, teacher behaviour is composed of the following nine categories: 1. Clarity, 2. Enthusiasm, 3. Interaction, 4. Organization, 5. Pacing, 6. Disclosure, 7. Speech, 8. Rapport, 9. Teaching Aids. These nine categories of TBI are further divided into 60 indicators that a good teacher should adopt during his lectures. The researcher selected 10 indicators from these sixty and devised a questionnaire with close-ended questions for taking an interview from his respondents. The questionnaire containing nine categories of behaviour with sixty indicators was administered to 137 high achievers in English subjects while the questionnaire

containing 10 questions for interviews was administered upon 10 male and 10 female students to strengthen the research. To collect the data from the respondents the researcher contacted principals of NJBC and principals of NJGC Chenab Nagar respectively who provided data of 137 students who had scored first division in English subject result of matriculation for the researcher wanted to do his research upon the high achiever group.

After the selection of the sample, the researcher contacted the directorate of education (a private body that runs both the collages) to provide him with the results of preboarding papers which they organize every year externally and the marking of the papers is also done externally before the commencement of annual board exams which they cordially provided. The researcher adopted a questionnaire-based teacher's behaviour inventory developed by Murray in 1983. This inventory measured teachers across nine aspects of behaviour. Later on, the researcher got this questionnaire filled out by the students of both colleges. Moreover, the researcher conducted interviews with 20 randomly selected students to strengthen the results of his research. All the interviews of the students were recorded as well. All the data gathered by questionnaire and interview was entered into excel software for statistical analysis.

Independent variable

Dependent

Figure 7: Conceptual Framework

The teachers' behaviour was measured by the quantitative inventory of teachers' behaviour devised by Murrey while the academic performance of the students in English subject was measured by the current cumulative percentage of the students in their preboard English paper results.

The teacher behaviour is composed of the following nine components:

Clarity, enthusiasm, interaction, organization, pacing, disclosure, speech, rapport and teaching aids. The conceptual framework of this study is shown in figure 1. As it has been depicted in the figure, the teachers' behaviour which is the independent variable consists of nine components. The academic performance of the students is measured through the current percentage they got in their English paper results of preboard exams. The effect of teachers' behaviour is measured through the resulting change in the academic achievement of the students. The data collected from the questionnaire and filled by the students were entered in excel sheets and excel software was used so that quantitative data analysis could be enabled. By using excel software the statistical correlation matrix was prepared.

### Data Analysis and Findings

This chapter presents a glimpse of different statistical tests performed on the given data set and an analysis of the data taken from respondents.

**Table 4.1: Population of the Respondents**

Gender	Frequency	Percentage
Male	49	35.77%
Female	88	64.23%

Data recorded in table 1 showed that male students are 35.77% while female students are 64.23% of the total population.

Table 4.2: Correlation Matrix of Teachers' Behaviour and Percentage of Students

		Clarity	Expres sion	Interacti on	Organi zation	Pa cin g	Discl osure	Spee ch	Rap port	Teachin g Aids	Marks
Clarity	r value	1.000									
	p- value										
Expres sion	r value	0.7518	1.000 0								
	p value	0.000									
Intera ction	r value	0.7916	0.801 9	1.0000							
	p value	0.000	0.000								
Organi zation	r value	0.7275	0.656 4	0.6998	1.000 0						
	p value	0.000	0.000	0.000							
Pacin g	r value	0.7325	0.598 5	0.7483	0.725 9	1.0 00 0					
	p value	0.000	0.000	0.000	0.000						
Discl osure	r value	0.6811	0.659 9	0.7546	0.741	0.7 53 5	1.000 0				
	p value	0.000	0.000	0.000	0.000	0.0 00					
Speec h	r value	0.5683	0.639 7	0.6517	0.615 9	0.5 6	0.630 8	1.000 0			
	p value	0.000	0.000	0.000	0.000	0.0 00	0.000				
Rappo rt	r value	0.6838	0.700 6	0.7626	0.656 2	0.7 03 6	0.750 1	0.640 2	1.0 000		
	p value	0.000	0.000	0.000	0.000	0.0 00	0.000	0.000			
Teach ing Aids	r value	0.5942	0.566 8	0.5759	0.528 9	0.6 08 9	0.540 7	0.395 7	0.5 399	1.0000	
	p value	0.000	0.000	0.000	0.000	0.0 00	0.000	0.000	0.0 00		
Marks	r value	0.2607	0.090 2	0.1064	0.050 7	0.1 66 3	- 0.003 6	0.126 9	0.0 13	0.2136	1.000 0
	p value	0.002**	0.294 7	0.2161	0.556 5	0.0 52 1	0.966 4	0.139 6	0.8 799	0.0122*	

\*\*  $p < 0.05$ , \*  $p < 0.10$

Table 2 consists of a correlation analysis of 9 major categories of teachers' behaviour and academic achievements of students (measured by the percentage they scored in their pre-board English language paper). A significant relationship was observed from the correlation analysis between the independent variable e.g., teacher's behaviour and dependent variable e.g., the academic performance of the students. The researcher has observed that the three categories of teachers' behaviours inventory (Clarity, Pacing and Teaching Aids have a significant relationship ( $p < 0.10$ ) with academic achievements of the students while six other parts of the teachers' behaviour inventory (Enthusiasm, Interaction, Organization, Disclosure, Speech and Rapport) have no significant relationship ( $p > 0.10$ ) with academic performance of the students.

**Table 4.3: Difference in teachers' behaviour and academic performance due to the gender of the respondents**

	Gender	N	Mean	SD	t	p	95% CI.	
							Lower	Upper
Percentage in Matric	Boys	49	71.86	7.35	-1.2	0.233	-4.53	1.11
	Girls	88	73.56	9.03				
Percentage Pre-Board	Boys	49	76.73	6.63	0.51	0.613	-2.02	3.41
	Girls	88	76.04	9.29				
Clarity	Boys	49	32.04	9.23	-3.15	0.002	-7.43	-1.67
	Girls	88	36.59	5.56				
Expression	Boys	49	31.53	8.82	-3.52	0.001	-8.12	-2.25
	Girls	88	36.72	7.17				
Interaction	Boys	49	30.59	9.94	-3.98	0	-9.33	-3.1
	Girls	88	36.81	6.05				
Organization	Boys	49	25.94	6.84	-2.01	0.047	-4.53	-0.03
	Girls	88	28.22	5.32				
Pacing	Boys	49	18.69	5.3	-2.57	0.012	-3.93	-0.5
	Girls	88	20.91	3.86				
Disclosure	Boys	49	21.24	6.56	-3.55	0.001	-5.93	-1.67
	Girls	88	25.05	4.87				
Speech	Boys	49	18.81	4.99	-2.54	0.013	-3.91	-0.48
	Girls	88	21.01	4.59				
Rapport	Boys	49	18.18	5.64	-3.43	0.001	-4.92	-1.31
	Girls	88	21.3	3.89				
Teaching aids	Boys	49	18.76	5.74	0.84	0.404	-1.13	2.77
	Girls	88	17.93	5.08				

The researcher checked the ability of the students in academic performance of their matric results in English subjects. The average marks of male students in matric were 71.86 with a standard deviation of 7.35, while the average marks of female students in matric were 73.56 with a standard deviation of 9.03. It seemed that the girls had a better percentage in English paper annual matric results. To evaluate the ability of students the researcher conducted a two independent sample t-test which showed that both the genders had the same ability in their matriculation results. The percentage of the students in preboard results showed that the male students scored approximately 3 percent on

average higher than their results in matriculation. After having this done the researcher scrutinized the preboard results of the students by using a two-sample independent t-test. The results still are not statistically significant at a 10% level of significance. From the results of table 4.3, it can be observed that the average percentage of the boys' results in preboard was increased up to 4.20% while the standard deviation has been decreased. The girls too improved in their preboard average marks but the standard deviation has been increased. The researcher conducted hypothesis testing to find out the difference of opinion among genders regarding nine categories of teachers' behaviour and concluded that only one category which is teaching aid is not statistically significant according to the opinion of boys and girls.

All other eight categories (clarity, expression, interaction, organization, pacing, disclosure, speech and rapport) have a statistically significant difference of opinion between boys and girls at a 10% level of significance. Furthermore, from table no 4.3 it can be seen that in each category girls on average gave high ranks to all eight statistically significant categories.

**Table 4.4: Model Summary**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	SE Estimate
1	0.467	0.218	0.162	7.703

Predictors : ( Constant), Clarity, Enthusiasm, Interaction, Organization, Pacing, Disclosure, Speech, Rapport and Teaching Aids

Dependent Variable: Percentage of the students

Table 4.4 indicated the model summary for the regression analysis. The value of R<sup>2</sup> is .218 which means that about 21.8 percent of the students' percentage is predicted by their assessment of teachers' behaviour. It means that almost 78 percent of students' academic achievement depends upon variables other than teacher behaviour (Demographic variables, financial issues, educational facilities, IQ and interest of the students in the subject).

**Table 4.5: Variance for regression Model**

Model		Df	SS	MS	F	P
	Regression	9	2097.075	233.0083	3.9274	0.0002
1	Residual	127	7534.786	59.32903		
	Total	136	9631.861			

Dependent Variable: Percentage of the students

Predictors: (Constant), Clarity, Enthusiasm, Interaction, Organization, Pacing, Disclosure, Speech, Rapport and Teaching Aids

The analysis of variance table 4.5 validates the regression significance ( $p < 0.10$  with  $F = 3.92$ ). This helps the study to move forward and look at coefficients deeply for the variables, and confirm the impact of teachers' behaviour on the academic performance of the students.



Table 4.6: Coefficients of the regression model

	Coefficients	Standard Error	t	P-value	95 % Confidence Interval	
					Lower	Upper
Constant	67.657	3.546	19.081	0.000	60.641	74.674
Clarity	0.637	0.172	3.697	0.000	0.296	0.977
Expression	-0.142	0.155	-0.916	0.361	-0.447	0.164
Interaction	-0.083	0.178	-0.467	0.641	-0.435	0.269
Organization	-0.336	0.193	-1.737	0.085	-0.718	0.047
Pacing	0.380	0.276	1.376	0.171	-0.166	0.927
Disclosure	-0.412	0.215	-1.919	0.057	-0.838	0.013
Speech	0.419	0.199	2.104	0.037	0.025	0.814
Rapport	-0.433	0.245	-1.768	0.079	-0.917	0.051
Teaching Aids	0.315	0.167	1.886	0.062	-0.016	0.646

From the regression coefficients 'table 4.6, it can be seen coefficients are positively significant ( $p < 0.10$ ) for clarity, speech, and teaching aids while negatively significant ( $P < 0.10$ ) for organization, disclosure and rapport. The coefficient beta for clarity is 0.637 which means with the one-degree increase in clarity the students' academic performance would rise by 0.637% of academic performance of students. Similarly, the coefficient beta for speech is 0.419 which means with an increase of one degree in the speech the students' academic performance would rise by 0.419% of academic performance of students. Moreover, teaching aid is also positively associated with student marks with  $\beta = 0.315$  which means that with an increase of one degree in teaching aids the marks would increase by 0.315 percent. In the case of organization the association is noted to be negative with a  $-0.336$  beta coefficient, which means that with an increase of one degree in the organization, the academic performance of students falls by about 0.336%. Similarly, disclosure and rapport have beta coefficients  $-0.412$  and  $-0.433$  respectively. It means that by an increase of one degree in disclosure and rapport the academic performance of the students would fall by about 0.412% and 0.433% respectively. As for Expression, interaction and pacing are concerned they do not hold a significant effect on the academic performance of the students.



Figure 8: Interview Results of Students

To strengthen the study the researcher decided to take a random sample of 20 students from 137 high achiever groups of the students already chosen for the research. Additionally, the researcher selected 10 indicators from the 60 indicators present in the TBI devised by Murray to interview such students. In the above figure, the results of the interviews have been depicted which show that in question 1 (Does your English teacher give good examples of each concept for students learning?), question two (Does your English teacher encourage students to ask questions?)

, question 5(Does your English teacher ask his students if they have understood before proceeding to the next topic) question 6(Does your English teacher advise you as to how to prepare for tests and exams?) and question 10 (Does your English teacher speak clearly?) the ratio of yes opted by the students is very higher than the other 5 questions which are the following:

Q#3: Does your English teacher ask rhetorical questions (which give rise to effective speaking)

Q#4: Does your English teacher summarise points previously made?

Q# 7 Does your English teacher address, individual students, by their names?

Q# 8 Does your English teacher announce availability for the consultant outside of class for study-related issues?

Q# 9 Does your English teacher use audio/video aids?

The results of the interviews have been shown in the figure above. In this table, the blue colour stands for 'yes' responses while the orange colour is used to depict the 'no' responses by the students. From the regression coefficients 'table 7, it can be observed that coefficients are positively significant.

### Discussion

The findings of this study show that the teachers teaching at NJCB and NJCG make a lot of use of 'clarity ' teachers' behaviour suggested by Murray, H. G. (1983) while teaching their students which helped the students of both the colleges to get remarkable percentage in preboard English paper of the first year. This main category comprises 9 indicators. According to the data received from the students of these colleges, six indicators are most of the time used by their teachers. These indicators are giving good examples of each concept, defining new or unfamiliar terms, repeating difficult ideas several times, stressing the most important points and explaining subject matter in familiar conversational language. So, if any teacher wants his students to give good results in English papers then he should make use of clarity a lot.

This supports the idea of (Mucella et al., 2011) who gave importance to the communication skills of the teacher. They tried to prove in their study that if the teacher had powerful communication ability his students will understand more and will get high scores in the exams.

According to the results of the study by the researcher, the second teachers' behaviour which has played a vital role in the academic results of English learning of the students of NJCB and NJGC is 'pacing 'which comprises the rate of presentation of information and efficient use of the class time by the teacher. The teachers of both the colleges are making use of two indicators of this behaviour category and they are that teachers always clarify the fundamental points and stick to the points in answering the questions put by the students. According to the results of the study due to these reasons the high achievers of both the colleges improved in their preboard results of English subjects. This supports the idea of (Shishavan & Sadeghi, 2009) who thought that if the teachers want to

improve the results of their students, then they must do proper lesson planning and then start teaching in the classroom.

Moreover, the results of the study show that the teachers of NJCB and NJCG are making use of other teachers' behaviour components devised by Murray to improve the academic performance of their students. This teachers' behaviour is the use of 'teaching aids' which consists of using media technology and materials to enhance learning. There are five indicators in this component but the teachers of both the colleges are excessively using only three out of these five such as using visual teaching aids, making effort to ensure readability of visual aids, making use of audio, video and computer equipment. This supports the idea of (Shyamlee & Phil, 2012) who said that whether there is a traditional classroom or a computer-assisted cooperative language learning one, the purpose of both of them is always to facilitate the students to learn the language effectively. But if we are using multimedia in the classroom to teach the student a foreign language like English, it will become much easier for the teachers to motivate their students and create a kind of interest among them that a traditional classroom cannot do. If the teachers are using multimedia, then the students will not be too much dependent on their mother tongue instead they automatically will be motivated and guided to communicate in the English language with each other. If we focus on the present scenario in the development in the field of technology, the future of English language teaching with the use of multimedia will develop a lot. The English language learning process will be student-centred and less time-consuming. English language teaching and learning will be further developed in future due to multimedia.

Another important thing which the researcher has noticed after the findings of his study is that the effect of the teacher behaviour was more on the academic performance of the male students than the female students as in the preboard English paper results the male students of NJCB got better percentage than the female students of NJCG e.g. the male students' percentage was 4.66% better than the female students in preboard results this means that the same behaviour of the teacher had a better effect on the results of the male students. This supported the idea of (McCormick & O'Connor, 2015) who did their study to analyze the effect of teachers' behaviour on 1st to 5th-grade students' academic achievement in the subject of Math. Their finding proved that the effect of teachers' behaviour was more significant on the academic achievements of male students than females. The girls showed less improvement in math achievements.

Last but not least according to the results of this dissertation the teachers at NJCB and NJCG are also focusing a lot on the behaviour of 'speech' e.g., characteristics of voice relevant to classroom teaching. According to the data given by the students and statistically analyzed by the researchers it has been shown that two indicators of this category are being used by the teachers. These two indicators are speaking at an appropriate volume and speaking at an appropriate pace.

### **Conclusion**

The objectives of the study were to find out which teaching methods are being used by the teachers at the intermediate level, to find out the role of teacher's behaviour on English proficiency skills of learners at the intermediate level and to discover the desired teachers' behaviours towards English language teaching and learning at the intermediate level. In the light of the objectives of the research and results perceived by the statistical analysis of the data the researcher has drawn the following conclusions:

The researcher has measured in his study the role of teacher's behaviour on English language learning of students at the intermediate level at NJCB and NJCG, Chenab Nagar, Chiniot. The researcher chose 137 students 49 male and 88 female students of the high achiever group from both

the colleges studying in the first year. The selection criterion was their matric results of English subjects. The researcher did his study to find out his objectives and get answers to his research questions by analyzing the effect of the behaviour of both the colleges' English teachers upon the academic performance of the students.

The behaviour of the teachers was measured by nine categories set by Murray in his TBI an instructor's behaviour measurement tool. These nine categories are further divided into 60 indicators. These 60 indicators of the teachers of teachers' behaviour were recorded through Likert scale-based responses from the respondents.

The percentage of the students' English subject results in their pre-board exams was recorded as a measure of their academic performance. The results of the pre-board papers were taken by the researcher because during the year 2021 the government did not allow the boards to conduct papers on English subjects in the first year at the intermediate level.

The researcher also took an interview of 20 students from this group of 137 high achievers to strengthen the study that what are the behaviours being used by the teachers of these colleges, what effect they have and what are the desired behaviours which the teacher should adapt according to the students. The statistical analysis proved that most of these high achievers improved in their percentage in their pre-board exams results.

The students of both the colleges opined that their teachers were focusing a lot on the behaviour of clarity by giving good examples of each concept, defining new and unfamiliar terms, repeating difficult ideas several times, giving a lot of emphasis on most important points, and explaining subject matter in familiar conversational language.

The students identified that to make efficient use of class time their teachers would clarify the fundamental points and always would remain stick to the points while addressing the questions of the students. Furthermore, students of both the colleges responded while filling the TBI and giving interviews that to improve their academic performances their teachers were making the use of technology and media.

The last significant behaviour of teachers pointed out by the students of both the colleges was the interaction of the teachers with their students This too had a significant influence upon the increase of percentage in the results of English papers of first-year students at the intermediate level.

In nutshell mainly there were three behaviours (Clarity, Pacing and Teaching Aids) which had significantly played an integral role in enhancing the English subject results percentage of the students of Nusrat Jehan College for boys and Nusrat Jehan College for girls.

At the end of the study the researcher in the light of his results has concluded that the following recommendations should be suggested for the academicians in general and English faculty of NJCB and NJCG in particular: Both the colleges should arrange an orientation about all the nine categories of teacher's behaviour inventory along with the 60 indicators present in it. Among these nine categories of behaviour more weightage should be given to clarity, pacing and teaching aids, less weightage should be given to expression, interaction, and speech and no weightage should be given to organization, disclosure and rapport.

The male students perceived more teaching aids than female students and the results of male students were better than female students. . The researcher recommends that the institutes who want to improve the results of their students should focus more on teaching aids. The researcher did

quantitative research and would suggest for future scholars to conduct a qualitative study for the validation of this inventory. Last but not the least, the researcher recommends for future researchers to add the demographic factors involved in the academic performance of the student with these nine categories set by Murray to find out a complete picture of the reasons behind the academic performance of the students at the intermediate level.

### References

- Ahmadi, D. and Reza, M. (2018). "The use of technology in English language learning: A literature review." 3(2): 115-125.
- Li, P. and Pan, G. (2009). "The Relationship between Motivation and Achievement--A Survey of the Study Motivation of English Majors in Qingdao Agricultural University." 2(1): 123-128.
- Loes, C. N., et al. (2012). "The Effects of Teacher Behaviours on Students' Inclination to Inquire and Lifelong Learning." 6(2): n2.
- Luchuck, V. L. (1998). "The Effects of Parent Involvement on Student Achievement."
- McCormick, M. P., et al. (2013). "Teacher-child relationships and academic achievement: A multilevel propensity score model approach." 51(5): 611-624.
- McCormick, M. P. and E. E. J. J. o. E. P. O'Connor (2015). "Teacher-child relationship quality and academic achievement in elementary school: Does gender matter?" 107(2): 502.
- Mucella, U., et al. (2011). The effects of teachers' attitudes on students' personality and performance. 2nd World Conference on Psychology, Counseling and Guidance (WCPCG-2011), Procedia-Social and Behavioural Sciences.
- Rashid, M. (2018). "Effects of Teacher's Behaviour on Academic Performance of Students." from [https://www.researchgate.net/publication/325248514\\_Effects\\_of\\_Teacher's\\_Behaviour\\_on\\_Academic\\_Performance\\_of\\_Students](https://www.researchgate.net/publication/325248514_Effects_of_Teacher's_Behaviour_on_Academic_Performance_of_Students).
- Shah, S. S. and Learning (2009). "Impact of teachers behaviour on the academic achievement of university students." 6(1).
- Shishavan, H. B. and Sadeghi, K. (2009). "Characteristics of an effective English language teacher as perceived by Iranian teachers and learners of English." 2(4): 130-143.
- Wenglinsky, H. J.. (2001). "Teacher classroom practices and student performance: How schools can make a difference." 2001(2): i-37.
- Woodside, B. M., et al. (1999). "The effect of student-faculty interaction on college students academic achievement and self-concept." 119(4): 730-730.
- Wright, K. B., et al. (2018). "The Effects of Teacher Home Visits on Student Behaviour, Student Academic Achievement, and Parent Involvement." 28(1): 67-90.
- Yahaya, N., et al. (2010). "The effects of extrinsic motivational factors in learning among students in secondary school in Negeri Sembilan." 2(1): 128.
- Zarrinabadi, N. J. S. (2014). "Communicating in a second language: Investigating the effect of the teacher on learners' willingness to communicate." 42: 288-295.