

An Experimental Study of the Impact of Teachers' Expectations and Pressure on the Skill of Speaking English as a Foreign Language of Elementary Students in Aseer

Rehab A. Almajli¹, & Wafa I. Saud²

¹ Department of Teaching English as a Foreign Language King Khalid University, Saudi Arabia

Correspondence: Wafa I. Saud, Department of Teaching English as a Foreign Language King Khalid University, Saudi Arabia.

Received: July 25, 2024

Accepted: October 9, 2024

Online Published: January 24, 2025

doi:10.5430/wjel.v15n3p389

URL: <https://doi.org/10.5430/wjel.v15n3p389>

Abstract

This experimental study, conducted over ten classroom sessions, examined the influence of teachers' expectations and pressure on the speaking abilities of EFL elementary students in Aseer, Saudi Arabia. It aimed to explore the relationship between teacher expectations, pressure, and students' speaking skill development and to provide practical strategies for managing pressure while enhancing speaking abilities. The study employed a quantitative research design, incorporating pre- and post-tests to assess students' speaking skills and a questionnaire survey to collect data on teacher expectations and pressure. The study included 32 elementary students, divided into a control group (n=17) and an experimental group (n=15), as well as 107 EFL teachers from various schools in Aseer. The results indicated that teachers' realistic expectations and reasonable pressure significantly improved students' speaking skills, particularly in pronunciation, grammar, and fluency. However, vocabulary skills did not show significant improvement under reasonable pressure. EFL teachers in Aseer held high expectations for their students' speaking proficiency and applied moderate pressure to enhance performance. Differentiated instruction, constructive feedback, and hands-on learning strategies effectively managed pressure and enhanced speaking skills. The study emphasizes balancing teacher expectations and pressure to improve students' speaking skills. It recommends that teachers maintain realistic expectations, clearly communicate them to students, and implement strategies such as differentiated instruction and constructive feedback. Further research could explore the long-term effects of teacher expectations and pressure on overall language proficiency and examine additional factors influencing vocabulary development in this context.

Keywords: Differentiated instruction; Constructive feedback; Hands-on learning; EFL students; Teacher expectations; Teacher pressure

1. Introduction

In Aseer, a region in Saudi Arabia, elementary students face various challenges and pressures in their English as a Foreign Language (EFL) learning journey. These challenges include high teacher expectations, a focus on grades and academic achievements, excessive homework assignments, and unrealistic demands. Such pressures can significantly impact students' speaking skills, often resulting in anxiety, fear of making mistakes, and a lack of confidence in speaking English (Qin, 2022). The effects of teachers' expectations and pressure on students have become a growing concern in education (Butler, 2015).

Research suggests that teachers' expectations can profoundly influence students' academic performance and attitudes toward learning (De Boer et al., 2010). While much of the research has focused on the negative consequences, such as increased stress and anxiety among students (Yan & Horwitz, 2008), positive effects have been observed. In the context of language learning, these pressures can lead to heightened stress and anxiety. Conversely, certain studies indicated that high teacher expectations can motivate students and enhance their achievements (Nazirova, 2018).

1.1 Statement of the Problem

From this perspective, it is evident that understanding how teacher expectations and the pressure placed on students learning a language can make a difference is crucial (Phillips, 1992). It is essential to examine how these factors influence students' speaking skills in Aseer and explore teaching methods that can enhance their speaking abilities (Yan & Horwitz, 2008). Investigating this topic provides valuable insights and recommendations for teachers, decision-makers, and educators in Aseer, aiming to create a supportive environment for students learning a foreign language.

1.2 Objectives

This study emphasizes three central objectives. First, it aims to investigate the effects of teachers' expectations and their pressure on students' speaking skill development at Sabah Elementary School in Aseer. Second, it strives to explore EFL teachers' expectations in Aseer and the extent of pressure they apply to their students. The final objective is to examine practical teaching strategies and approaches, including differentiated instruction, constructive feedback, and hands-on experiential learning, to set appropriate expectations, manage classroom pressure, and provide relevant and practical recommendations for teaching speaking skills in Aseer.

1.3 Research Questions

This study investigated how teacher expectations and the pressure they exert influence the development of speaking skills in elementary students in Aseer. It aims to contribute to the existing body of knowledge by addressing the following questions:

1. How do teachers' expectations and pressure levels affect the advancement of EFL learners' speaking abilities at Sabah Elementary School in Aseer?
2. What expectations do EFL teachers in Aseer hold, and how much pressure do they place on their students to improve speaking performance?
3. What practical strategies can teachers employ to manage pressure, inspire learners, and enhance their speaking skills?

1.4 Significance of the Study

This study addresses a gap in the existing literature by examining how teacher expectations and pressure influence the development of students' speaking abilities in Aseer. The findings can potentially enhance foreign language education in Aseer by providing valuable insights to educators. Understanding the impact of teacher expectations and pressure is critical, as it can illuminate the effectiveness of language learning programs in fostering speaking skills at Aseer elementary schools. This knowledge enables teachers to adapt their methods to maximize student potential and cultivate a supportive learning environment.

The study holds particular significance in the context of Aseer, as it can identify the challenges and opportunities teachers and students face in developing speaking skills. By understanding the interplay between teacher expectations, pressure, and language learning outcomes, educators can devise strategies to better support students. Ultimately, the findings could guide the development of policies and approaches aimed at improving the teaching of speaking skills in schools across Aseer.

1.5 Limitations of the Study

While this study emphasizes the importance of investigating how teachers' expectations and pressure affect elementary school students' speaking skills in Aseer, it is essential to acknowledge its limitations. Firstly, the focus on a specific school and region limits the generalizability of the findings. Additionally, challenges arose in capturing the full range of student responses to teachers' expectations due to the limited time and number of classes available for assessment and evaluation. External influences, such as home environments, personal motivation, and cultural differences, were not thoroughly examined.

Another significant limitation is the potential for bias in data collection and analysis, as the evaluation was conducted solely by the researcher. The quantitative nature of the study restricted the depth of understanding of students' experiences and perceptions. Furthermore, the limited time impacted the scope of data collection, hindering follow-ups to assess the long-term effects of teacher expectations and pressure on students' speaking skills development.

The most significant limitation is the high absenteeism rate among participants during the study period, particularly during Ramadan and the week following the Eid vacation. This absenteeism could not be controlled and affected the experimental procedure and data collection process.

1.6 Theoretical Framework

Establishing a theoretical framework is crucial for guiding the exploration and analysis of this topic. The Self-Fulfilling Prophecy Theory is a critical framework that offers insights into the impact of teacher expectations and pressure on students' learning. This theory posits that when teachers hold high expectations for their students, those students are more likely to perform better (Tsiplakides & Keramida, 2010). Conversely, low expectations from teachers can lead to underperformance.

The Self-Fulfilling Prophecy Theory centers on the interplay between expectations and their influence on behavior and performance. It suggests that individuals' expectations shape their perceptions and interpretations of information, confirming their initial beliefs. This process can influence others' behaviors to align with those expectations, creating a self-fulfilling cycle. The theory underscores the role of expectations in shaping individual performance, where positive expectations foster improved outcomes and negative expectations hinder achievement. Contextual factors and feedback loops significantly contribute to the formation and perpetuation of expectations, highlighting this framework's complexity and dynamic nature.

1.6.1 Definitions of Key Concepts

It is essential to clarify the key terms in this study on teachers' expectations and pressure on young learners in schools, as this will ensure accuracy of understanding and prevent confusion. First, language anxiety refers to the uneasy feeling of fear, nervousness, or discomfort that individuals experience when required to communicate in a second or foreign language. It arises from the pressure to perform linguistically in unfamiliar contexts (Javid, 2014). This definition is widely accepted within the EFL context.

Another important term is teacher pressure, which, according to Afzal and Qayyum (2021), refers to the expectations, demands, and perceived scrutiny teachers place on students regarding their academic performance and language skills. It encompasses teachers' influence on students' motivation, self-confidence, and perceived competence. While this definition provides a clear understanding of teacher pressure, it does not address the dual effects (both positive and negative) that teacher pressure may have.

Next, defining the teaching strategies employed in this experimental study is relevant. Endeshaw (2023) defines differentiated instruction as

an instructional approach that tailors teaching methods, materials, and assessments to meet individual students' diverse needs and learning styles. It recognizes students' unique strengths, weaknesses, and preferences, aiming to provide personalized learning experiences to maximize educational growth.

The second teaching strategy is constructive feedback. As defined by Klimova (2015), constructive feedback focuses on identifying students' strengths and areas for improvement, providing a comprehensive framework for both students and teachers in the EFL context.

Finally, as Minh and Kim (2021) elaborated, hands-on and experiential learning is a process in which knowledge is acquired through direct experience and active participation in real-world situations. It involves learners engaging in tasks, reflecting on their experiences, drawing conclusions, and applying knowledge to new experiences. This definition is particularly relevant to teaching speaking skills in EFL classrooms.

The following section presents and reviews relevant studies related to this topic.

2. Literature Review

The literature review will focus on aspects related to teachers' expectations and the impact of pressure on students learning a language. The influence of teachers' expectations and pressure on students' learning outcomes has been a topic of interest in educational research. Several studies have examined the effects of high expectations, academic pressures, and anxiety on students' performance and well-being in diverse learning environments (Han et al., 2021). Previous research has provided insights into how teachers' expectations and stress affect students' language acquisition. The review will initially highlight the adverse effects of teachers' expectations and pressure in language teaching.

Spielmann and Radnofsky (2001) explored the effects of tension on language learning. The study focused on beginners and false beginners in 1994, with students of various ages and motivations to learn French. They gathered data using research methods and ethnographic techniques such as interviews, observations, and document analysis. The results revealed that students experience both dysphoric (negative) and euphoric (positive) tension during language learning. The study emphasizes the importance of managing tension to optimize learning experiences, leading to a flow state. Therefore, educators should create a nurturing and encouraging learning environment to manage expectations and pressure effectively, allowing students to harness tension for growth and success in foreign language acquisition.

In contrast, research specifically examining the impact of teachers' expectations and pressure on students learning foreign languages offers additional insights. For example, Lightbown and Spada (2013) noted that anxiety before an exam or public speaking event can provide a blend of motivation and focus, contributing to success. Their *book How Languages are Learned* suggests that a certain degree of pressure and stress can enhance performance and learning outcomes. In this context, teacher expectations and pressure may create stress for students, which can lead to improved performance when properly supported and guided by the teacher.

A study by Younes and Albalawi (2016) examined the difficulties Saudi EFL students face in speaking English. The study investigated the factors leading to speaking difficulties among Saudi EFL learners and their teachers. It emphasized the importance of speaking as a process of constructing meaning through verbal and non-verbal symbols. The study highlighted various factors affecting students' speaking performance, including linguistic competence, sociolinguistic competence, anxiety, confidence, listening ability, and time allowed for preparation. The study utilized a mixed-methods approach, employing both quantitative and qualitative data collection techniques. To investigate the factors leading to speaking difficulties among Saudi EFL learners, the researchers used three instruments: two questionnaires and a classroom observation sheet. The results showed that anxiety and lack of confidence were significant factors contributing to speaking difficulties among Saudi EFL learners. Therefore, exploring practical strategies to leverage current stress to push students toward maximum achievement is crucial.

Another study conducted by Asif (2017) focused on the anxiety experienced by Saudi students learning EFL. It highlighted the factors contributing to this anxiety, such as interference from their first language, fear of making mistakes, and a discouraging classroom environment. The research involved qualitative methods, including structured interviews with EFL teachers, to gather data on the perceptions of language anxiety. The findings emphasized the impact of anxiety on speaking proficiency and the need for a supportive and encouraging classroom environment. Thus, it is essential to provide teachers with the necessary tools and strategies to address students' anxiety and manage pressure to create a conducive learning environment for developing speaking skills.

One of the strategies applied in this study to enhance language learning and direct teachers' pressure and expectations to develop students' speaking skills is feedback. Ebadi and Asakereh (2017) disclosed in their study conducted at Razi University in Iran the impact of dynamic assessment on the development of English-speaking skills in language learners. The study utilized various picture stories and language tasks to diagnose speaking problems and provide tailored mediation to the participants. The participants in the study were two male individuals, Ali and Reza, who were recruited based on convenience and purposive sampling. The findings highlighted the importance of personalized mediation in providing feedback and guidance to language learners during the assessment and development of speaking skills, emphasizing the need for personalized support for learners at different proficiency levels. Thus, by providing specific and actionable feedback, teachers can guide students toward areas of improvement and help them build confidence in their speaking abilities.

Regarding self-efficacy, Bensalem (2018) concurs with Lightbown and Spada (2013) in that specific levels of stress and pressure can impact learning. To demonstrate this point, Bensalem (2018) explored the anxiety related to learning EFL among students. The study examined how self-belief, perceived proficiency, and socio-biographical factors influence foreign language anxiety. Two hundred sixty-one students studying English as a language from three universities in Saudi Arabia participated in the research. The study examined their characteristics,

including gender, age, proficiency in a language, and international experience concerning foreign language anxiety. The findings revealed that self-confidence is inversely related to foreign language anxiety, suggesting that higher levels of self-confidence are linked to lower levels of anxiety when learning a language.

Furthermore, Rudland et al. (2019) highlighted in their article "The Stress Paradox: How Stress Can Benefit Learning" that significant change often requires exposure to stress or crisis, leading to what they term "stress-induced growth." This growth refers to the educational outcomes of facing and overcoming challenging situations, such as high teacher expectations and academic pressure.

Differentiated instruction, such as task-based language teaching (TBLT), is a practical pedagogical approach implemented in this study that values and caters to the diverse learning needs of students and improves foreign language learning. In their study, Masuram and Sripada (2020) discussed the importance of speaking skills in language learning and the effectiveness of task-based teaching in improving oral communication. The study involved a teaching program to enhance undergraduate-level students' speaking skills through TBLT. The program included classroom observations, questionnaires, and interviews with teachers and students from a college in Hyderabad, India. The findings showed significant improvement in students' oral fluency, communication skills, and confidence, indicating differentiated instruction's significant role in managing psychological stress and raising the level of performance in speaking skills.

Shedding light on hands-on and experiential learning activities in improving speaking skills, especially for young learners, El Nekhely (2021) stressed the impact of hands-on, minds-on learning in reducing Foreign Language Learning Anxiety (FLLA) among kindergarteners learning EFL. The research involved interviews with 21 experts and EFL teachers in kindergarten in Egypt to gather qualitative data on their perceptions and experiences related to hands-on, minds-on learning and FLLA among kindergarteners. The study confirmed that hands-on, minds-on learning can help kindergarteners use their hands and minds, creating an environment free from the fear of making mistakes and providing a different assessment technique free from test anxiety. From the previous studies reviewed regarding teaching strategies (differentiated instruction, constructive feedback, and hands-on and experiential learning), it becomes clear that these strategies are important in controlling the pressure placed on students by teachers to achieve enhanced speaking performance.

Another aligned study by Wang (2022) explored the relationship between teacher emotional intelligence (EI) and student academic achievement using a moderated mediation model. The research was conducted with 365 teachers from 25 public middle schools in Hubei province, China. It suggested that teacher EI can positively impact student academic achievement through teacher work engagement, with the link between teacher work engagement and student achievement being moderated by teacher self-efficacy. The findings revealed that teachers' emotional intelligence positively influenced students' academic achievement through the mediating role of their teaching efficacy. Thus, it can be inferred that teachers' expectations and pressure may directly impact students' motivation and anxiety levels, which can influence their foreign language learning outcomes.

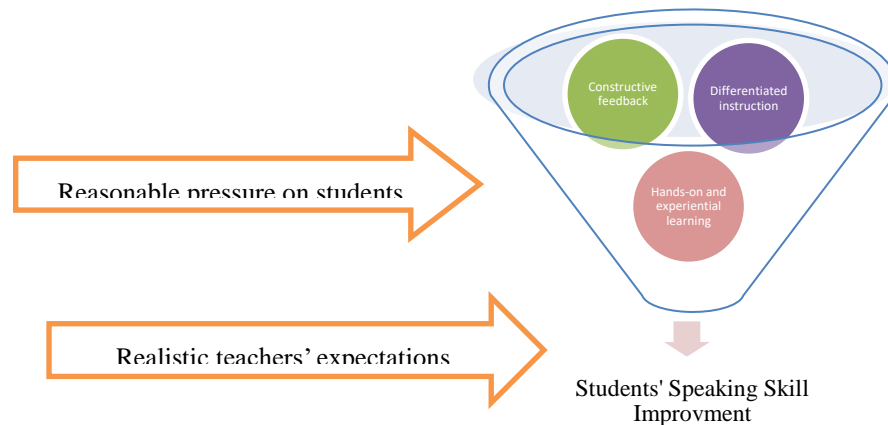


Figure 1. The impact of teachers' pressure, expectations, and practical teaching strategies on students' speaking performance

The research mentioned above suggest that the pressure and anxiety experienced by students in EFL classrooms significantly impact their speaking skills. Therefore, teachers must implement practical teaching strategies and approaches that set appropriate expectations and manage pressure in the classroom. The following section investigates how teachers' pressure and expectations impact elementary students in Sabah Elementary School and the extent to which teaching strategies (differentiated instruction, constructive feedback, and hands-on and experiential learning) affect students' speaking development (Figure 1).

3. Methods

Teachers' expectations and pressure on students can significantly impact their learning outcomes and overall well-being. Studies by Rahayu et al. (2020), Riadil (2020), and Ratnasari (2020) showed that students are reluctant to speak up because they fear making mistakes and falling short of their teachers' high expectations. Therefore, teachers must create a supportive and inclusive learning environment that fosters

students' progress and reduces anxiety. This study investigated the impact of teachers' expectations and pressure on EFL elementary students' speaking skills in Aseer, specifically at Sabah Elementary School. This section discusses the research design, participants, and data collection methods.

3.1 Research Design

An experimental study was conducted at Sabah Elementary School in the Aseer region to investigate the impact of teacher expectations and pressure on elementary students' speaking skills. The study employed a quantitative experimental design, featuring pre- and post-tests and a questionnaire survey as the primary data collection methods. The research design combined both descriptive survey and experimental study methodologies. The descriptive survey methodology was used to gather information about teacher expectations and pressure through a questionnaire administered to EFL teachers in Aseer. The experimental methodology was used to measure the impact of teacher expectations and pressure on EFL elementary students' speaking skills through pre- and post-tests. The quantitative design allows for measuring the students' speaking skills before and after implementing various teaching strategies. Additionally, the questionnaire survey provides insights into teacher expectations and student pressure perceptions. Given the limited time and resources, the quantitative design was deemed suitable for efficiently gathering and analyzing the data.

3.2 Participants

The study participants were elementary students at Sabah Elementary School in the Aseer region. Thirty-two students were conveniently selected and assigned to two groups: the experimental group (n=15) and the control group (n=17). The students were between 9 and 12 years old and were from grades four, five, and six. Most participants were Saudi female students, with one Egyptian, one Sudanese, and one Syrian student. The participants were selected based on their availability and willingness to participate in the study. Each group was randomly divided into smaller groups, with a maximum of five students per group, to facilitate the effective implementation of the different teaching strategies.

Additionally, the online survey participants in this study consisted of 107 EFL teachers from all stages of primary education in Aseer. The sample included 24.3% male and 75.7% female teachers, indicating a higher representation of female participants. Regarding teaching experience, 44.9% of respondents had more than 15 years of experience, while 37.4% had been teaching for 6-15 years. Furthermore, most participants (91.6%) held a bachelor's degree, while 8.4% had a master's degree. Regarding teaching levels, 54.2% taught at the elementary stage, 23.4% at the intermediate stage, and 22.4% at the secondary stage. Class sizes varied, with 48.6% teaching classes with 26-55 students, 44.9% teaching classes with 10-25 students, and 6.5% teaching classes with 5-10 students. Regarding teaching load, 43.9% of participants had 13-18 classes per week, 31.8% had 19-24 classes per week, and 24.3% had 3-12 classes per week. These demographic and professional characteristics provide valuable insights into the composition of the sample population and contribute to a comprehensive understanding of the study's findings.

3.3 Instruments and Measures

Data were collected through a questionnaire survey for the teachers and pre- and post-test measures of students' speaking skills. A five-point Likert scale (1 = Strongly Agree, 2 = Agree, 3 = Neutral, 4 = Disagree, 5 = Strongly Disagree) questionnaire (see Appendix A) of 16 items was administered to 107 female and male EFL teachers from different school stages in Aseer, focusing on their expectations and views on instructional approaches and personal teaching efficacy. This questionnaire was adapted and modified from Midgley (2000). It was administered in both Arabic and English to accommodate the language preferences of the teachers and ensure accurate responses. This questionnaire was chosen based on its use in research that thoroughly explores teacher expectations, pressure, and standardized structure. By using this questionnaire, the study ensures a basis for comparison and analysis to uphold the reliability of the results. The multi-dimensional nature of the questionnaire enables researchers to examine teacher-student interactions, academic pressure, and its effect on language learning outcomes.

In addition, pre-test and post-test assessments were conducted using the assessment of Harris (1969) (see Appendix B) to consistently measure students' speaking performance and learning outcomes, while identifying areas for improvement. The rubric includes the following criteria: fluency, pronunciation, vocabulary usage, grammatical accuracy, and comprehension. This standardized evaluation helps track progress, assists teachers in tailoring instructional techniques, offers personalized support, and serves both as an evaluative tool and a source of motivation for enhancing speaking abilities.

3.4 Data Collection and Analysis

Data collection involved multiple steps. First, data was collected over ten EFL classes after obtaining online consent from the students' parents for participation (see Appendix D for English and Appendix E for Arabic). During the first class of the study, pre-test measures of students' speaking skills were administered to both the experimental and control groups. Each group presented the target conversation from the course curriculum, "We Can 3-Unit 9 Lesson 1: My School is Cool." During the following eight classes, the experimental group received practical teaching strategies and approaches, including differentiated instruction, constructive feedback, and hands-on and experiential learning, to set appropriate expectations and manage pressure in the classroom.

On the other hand, the control group received traditional teaching strategies, which included excessive emphasis on grades, homework overloading, and unrealistic expectations. After the intervention period, post-test measures of students' speaking skills were administered to both groups in the last class. Each group presented a similar target conversation, "We Can 3-Unit 11 Lesson 1: Hanging out in Town," from

the same course curriculum.

The collected data, including the pre- and post-test scores of students' speaking skills and the responses from the questionnaire survey for teachers, were analyzed using SPSS statistical software. The pre- and post-test scores of students' speaking skills were analyzed using a repeated measures t-test to compare the differences between the pre and post-tests of the experimental group (Ross & Willson, 2018). The responses from the questionnaire survey for teachers were analyzed using descriptive statistics to examine the frequency and distribution of their expectations and perceived pressure.

The research methodology involved an experimental study at Sabah Elementary School in Aseer. The study utilized a quantitative experimental design with pre-test and post-test measures of students' speaking skills and a questionnaire survey for teachers. The study included 33 elementary students, divided into an experimental and a control group, and 107 EFL teachers from different school stages in Aseer who participated in the questionnaire survey. Data collection included pre- and post-test measures of students' speaking skills and a questionnaire survey for the teachers, with data analysis conducted using statistical methods. The results of the data analysis are displayed and presented in the following section.

4. Results

This section presents the analysis results of data collected through the questionnaire survey for teachers and the pre- and post-test scores of students' speaking skills. The following results aim to answer the study's questions regarding the impact of teachers' expectations and pressure on Sabah Elementary School students' speaking skills, the extent of teachers' expectations and pressure in the classroom, and the effectiveness of practical teaching strategies in managing expectations and pressure. Initially, the data analysis from the questionnaire survey for teachers is presented through two axes: approaches to instruction and personal teaching efficacy. Then, the data analysis of the pre- and post-test scores of students' speaking skills is discussed, and the performance of the experimental and control groups is compared.

4.1 Questionnaire Results

The survey data collected shed light on teachers' instructional approaches, including practices, attitudes, and expectations related to students' progress, grading, assignment variety, activity options, recognition of high achievers, and student comparison.

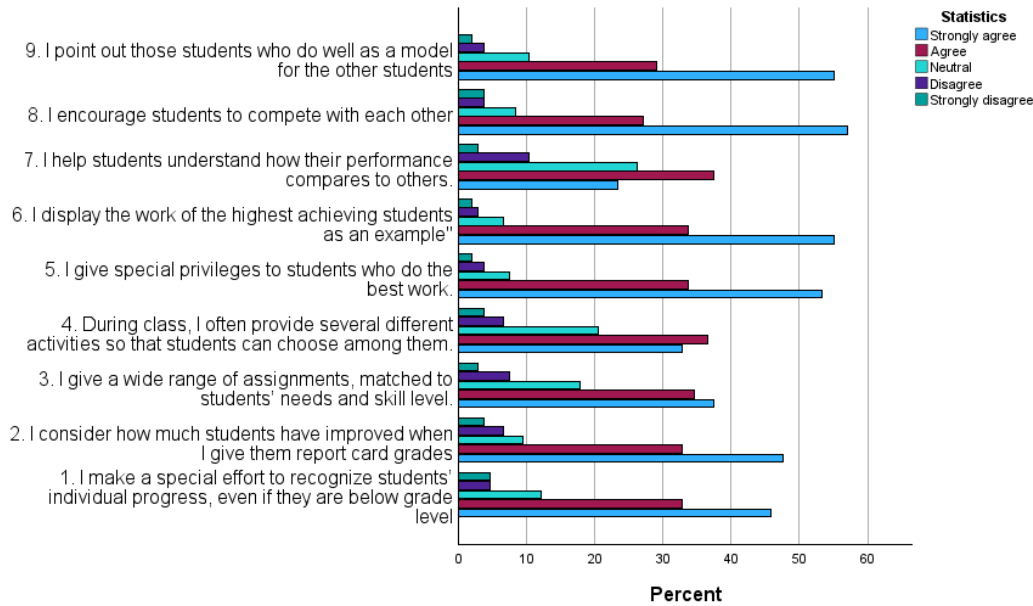


Figure 2. The questionnaire results regarding the instruction approaches

4.1.1 Approaches to Instruction

The results revealed several important findings regarding the impact of teachers' expectations and pressure levels based on responses to the mastery and performance aspects of the survey (see

Figure 2). Firstly, most teachers (over 78%) demonstrated positive attitudes by acknowledging and celebrating students' progress, even if they were below grade level. This suggests that teachers in Aseer recognize the importance of fostering a supportive environment that encourages students' advancement in speaking abilities. Furthermore, the data revealed that over 80% of teachers considered students' improvement when assigning grades. This indicates that teachers in Aseer place importance on recognizing and rewarding progress, aligning with the idea that positive expectations and recognition can positively influence students' speaking abilities.

Regarding practical strategies teachers employ, the survey results showed that approximately 72% of teachers provide a variety of assignments tailored to students' needs and skill levels. This finding highlights the use of differentiation and personalized learning approaches, which can effectively cater to students' requirements and enhance speaking skills. Additionally, most teachers (nearly 70%) offer multiple activity options during class, giving students autonomy and choice in their learning. This approach aligns with strategies that empower learners, reduce pressure, and create a conducive environment for improving speaking performance.

Regarding recognizing high achievers, a significant proportion of teachers (over 84%) displayed the work of the highest-achieving students as examples and pointed out successful students as models for others. These practices indicate that teachers in Aseer employ strategies to inspire learners and create role models, which can positively impact students' speaking abilities. However, regarding student comparison, the results showed varying teacher practices. While a substantial proportion (69.1%) agreed or strongly agreed that they help students understand how their performance compares to others, a notable percentage (20.6%) selected the neutral option. This finding suggests that there may be diverse approaches to comparing students' performance in Aseer, which could be further explored to understand their impact on learners' speaking abilities.

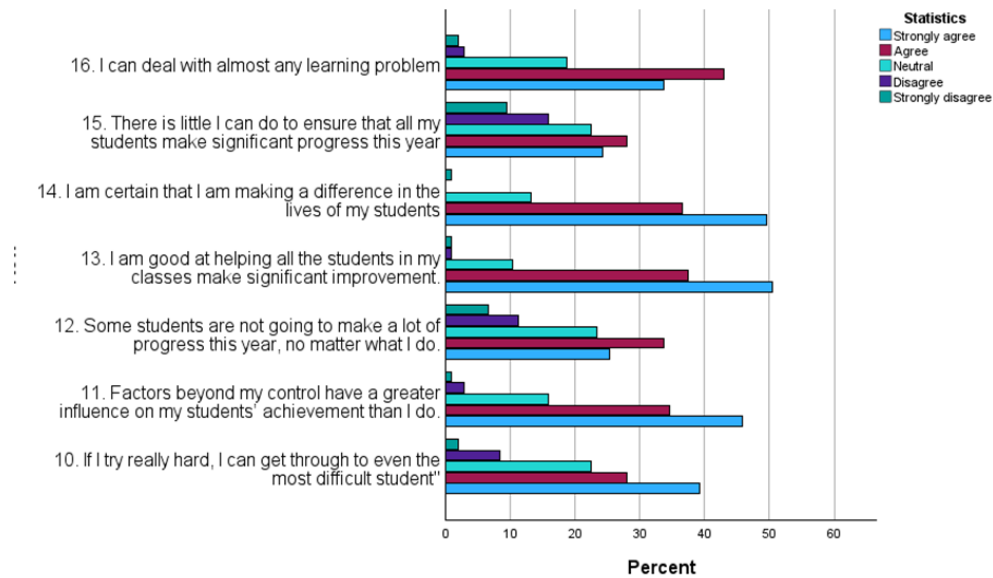


Figure 3. The questionnaire results regarding the personal teaching efficacy

4.1.2 Personal Teaching Efficacy

The analysis of the personal teaching efficacy section in the questionnaire yielded insightful findings relevant to the research questions. Specifically, these findings shed light on the influence of teachers' expectations and pressure levels on the advancement of EFL learners' speaking abilities in Aseer. Moreover, the analysis provides valuable insights into practical strategies teachers can employ to effectively handle pressure, inspire learners, and enhance their speaking skills (see Figure 3).

Regarding the first research question, it was found that a considerable percentage of respondents (39.3%) strongly agreed that they can get through to even the most challenging student if they try hard (Question 10). This indicates that teachers with high expectations for their students may be more motivated to facilitate improvements in their speaking abilities. However, more respondents (45.8%) strongly agreed

that factors beyond their control influence their students' achievement more than they do (Question 11). This suggests that teachers may perceive external factors as significant barriers to students' speaking advancement, potentially impacting their expectations and the pressure they feel to ensure progress.

Regarding the second research question, the analysis revealed that a notable percentage of respondents (33.6%) agreed that some students may not make significant progress regardless of their efforts (Question 12). However, most respondents (50.5%) strongly agreed that they are good at helping all the students in their classes significantly improve (Question 13). This indicates that EFL teachers in Aseer hold high expectations for their students' progress and perceive themselves as effective in facilitating such improvement. Consequently, it can be inferred that these expectations may contribute to the pressure exerted on students to enhance their speaking performance.

Regarding the third research question, the analysis indicated that a significant percentage of respondents (28.0%) agreed that they can do little to ensure that all their students make significant progress (Question 15). However, a substantial percentage (43.0%) agreed they can deal with almost any learning problem (Question 16), reflecting teachers' self-efficacy in addressing various challenges. These findings suggest that teachers possess practical strategies to handle pressure, inspire learners, and enhance their speaking skills, which is essential for promoting successful language acquisition.

4.2 Student Speaking Skill Assessments Results

The pre- and post-assessment of the students' speaking skills revealed the following findings. The following section presents the hypothesis testing results and statistical analysis.

4.2.1 Hypothesis Testing

The pre- and post-assessment results were compared and analyzed by the researcher using T-tests in SPSS software to determine the effectiveness of the intervention in improving students' speaking skills. This study used the results of the hypothesis testing to assess the statistical significance of any improvement in students' speaking skills following the intervention. The researcher used a significance level of $\alpha = 0.05$, where the hypothesis is accepted if $\alpha < 0.05$, indicating that the probability of error in the hypothesis is only 5%.

The hypothesis testing is stated as follows:

H0: There is no significant difference between students' speaking skills' pre- and post-assessment scores based on realistic teachers' expectations and reasonable pressure on students. H0 is accepted if the alpha level is higher than 0.05 ($\alpha > 0.05$).

H1: There is a significant difference between students' speaking skills' pre- and post-assessment scores based on realistic teachers' expectations and reasonable pressure on students. H1 is accepted if the alpha level is lower than 0.05 ($\alpha < 0.05$).

Based on Table 1, the significance levels (p-values) associated with each pair of pre- and post-assessment scores were examined. For Pair 1 (Pre-Pronunciation - Post-Pronunciation) and Pair 2 (Pre-Grammar - Post-Grammar), the p-values were both 0.000, which is less than the significance level $\alpha = 0.05$. Therefore, H0 is rejected, and H1 is accepted for these pairs, indicating a significant difference between the pre- and post-assessment scores. This suggests a significant improvement in students' pronunciation and grammar speaking skills based on realistic teachers' expectations and reasonable pressure on students.

Table 1. Paired sample test result analysis of experimental group

		Paired Samples Test					Significance			
		Paired Differences			95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	Pre-Pronunciation - Post-Pronunciation	.000	.655	.169	-.363	.363	.000	14	.500	1.000
Pair 2	Pre-Grammar - Post-Grammar	.000	.655	.169	-.363	.363	.000	14	.500	1.000
Pair 3	Pre-Vocabulary - Post-Vocabulary	.133	.640	.165	-.221	.488	.807	14	.217	.433
Pair 4	Pre-Fluency - Post-Fluency	-.600	1.121	.289	-1.221	.021	-2.073	14	.029	.057
Pair 5	Pre-Comprehension - Post-Comprehension	-.200	.561	.145	-.510	.110	-1.382	14	.094	.189
Pair 6	Pre-test-Total - Post-test-Total	-.667	2.059	.532	-1.807	.473	-1.254	14	.115	.230

Interestingly, for Pair 3 (Pre-Vocabulary - Post-Vocabulary), the p-value was 0.807, which is higher than $\alpha = 0.05$. Therefore, H0 is not rejected, and H1 is not accepted for this pair. This indicates no significant difference between the pre- and post-assessment scores for Pair 3. In other words, the intervention did not significantly improve students' speaking skills related to vocabulary, based on realistic teachers' expectations and reasonable pressure on students.

Finally, for Pair 4 (Pre-Fluency - Post-Fluency) and Pair 5 (Pre-Comprehension - Post-Comprehension), the p-values were 0.029 and 0.094, respectively. The p-value for Pair 4 was less than $\alpha = 0.05$, suggesting a significant difference between the pre- and post-assessment scores for fluency. For Pair 5, the p-value was slightly above 0.05, indicating no significant difference in comprehension. Therefore, H0 is rejected, and H1 is accepted for Pair 4, showing a significant improvement in students' fluency, but H0 is retained for Pair 5.

However, H0 is not rejected for Pair 3, indicating no significant improvement in students' vocabulary skills. The total pre- and post-test score (0.115), greater than $\alpha = 0.05$, suggests a significant improvement in students' speaking skills. Thus, the results presented answer the first and third research questions and support the hypothesis that teachers' realistic expectations and reasonable pressure on students, as embodied in the application of teaching strategies (differentiated instruction, constructive feedback, and hands-on and experiential learning), have a significant impact on improving primary EFL students' speaking skills.

Table 2. Paired sample test result analysis of control group

		Paired Samples Test						Significance		
		Paired Differences			95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper				
Pair 1	Pre-pronunciation - Post-pronunciation	-1,118	,781	,189	-1,519	-,716	-5,899	16	<.001	<.001
Pair 2	Pre-grammar - Post-grammar	-1,412	,507	,123	-1,673	-,151	-11,474	16	<.001	<.001
Pair 3	Pre-vocabulary - Post-vocabulary	-1,294	,772	,187	-1,691	-,897	-6,914	16	<.001	<.001
Pair 4	Pre-fluency - Post-fluency	-1,471	,717	,174	-1,839	-,102	-8,452	16	<.001	<.001
Pair 5	Pre-comprehension - Post-comprehension	-1,529	1,125	,273	-2,108	-,951	-5,607	16	<.001	<.001
Pair 6	Pre-test-Total - Post-test-Total	-6,824	3,046	,739	-8,390	-,5257	-9,236	16	<.001	<.001

In the same context, Table 2 presents the averages, variations, and t-stats of the pre-test and post-test scores for the control group. The paired sample t-test results for the control group revealed an interesting trend. The mean differences obtained from the pre-test and post-test scores across all aspects of speaking (pronunciation, grammar, vocabulary, fluency, and comprehension) are consistently negative. These outcomes demonstrated that the control group's performance declined over the study period. The mean differences ranged from -1.118 to -6.824, indicating a significant decline in students' speaking abilities. The standard error of the mean score differences was reasonable, and the standard deviations were moderately high. The confidence intervals of the mean differences for the two groups at a 95 percent confidence level exclude 0, with the respective p-values being less than 0.05. This data suggests that the decline in the speaking performance of the control group is statistically significant and occurs in the opposite direction of the experimental group. The t-statistic values, ranging from -5.899 to -11.474, confirm this finding. While the experimental group experienced progress in speaking skills, the control group experienced a decline due to the treatment. These findings indicate that the program was effective for the experimental group. However, it is equally important to investigate the factors contributing to the performance drop in the control group.

Overall, a clear alignment between the questionnaire results and the positive outcomes of the experiment is evident. The questionnaire findings highlighted the importance of teachers' positive attitudes, recognition of student progress, personalized learning approaches, provision of activity options, and acknowledgment of high achievers. These aspects were reflected in the teachers' instructional strategies and significantly impacted the improvement of students' speaking skills in the experiment. The positive attitudes and instructional approaches identified in the questionnaire likely contributed to the improvements observed in the experimental group.

However, it is important to note that the lack of significant improvement in vocabulary skills, as indicated in the experimental findings, was not directly addressed in the questionnaire results. This suggests that the questionnaire may not have captured specific aspects related to vocabulary instruction or that other factors influencing vocabulary development were not covered in the questionnaire.

5. Discussion

This study conducted an experimental investigation on the impact of teachers' expectations and pressure on the speaking skills of EFL elementary students in Aseer. It aimed to examine whether teachers' realistic expectations and reasonable pressure significantly influenced the improvement of students' speaking skills, addressing the research questions and supporting the hypothesis. The research questions were:

1. How do teachers' expectations and pressure levels influence the development of EFL learners' speaking abilities at Sabah Elementary School in Aseer?
2. What are the expectations held by EFL teachers in Aseer, and how much pressure do they place on their students to improve their speaking performance?
3. What practical strategies can teachers employ to manage pressure, inspire learners, and enhance their speaking skills?

This paper specifically focused on the effects of teachers' expectations and pressure on speaking skills, including pronunciation, grammar, vocabulary, fluency, and comprehension. The study investigated the effectiveness of teaching strategies in improving speaking skills, such as differentiated instruction, constructive feedback, and hands-on, experiential learning. Additionally, it examined the extent of teachers' expectations and pressure on students concerning enhancing speaking skills.

The study revealed significant differences between the experimental and control groups in developing EFL elementary students' speaking skills at Sabah Elementary School in Aseer. The experimental group exhibited better pronunciation, grammar, and fluency performance, attributed to the realistic expectations and reasonable pressure from their teachers. Teachers' use of differentiated instruction, constructive

feedback, and varied hands-on activities fostered a motivating environment that enhanced students' confidence and growth mindset, leading to further improvements in speaking skills. However, the study concluded that the strategy's lack of focus on vocabulary development and the limited time allocated to the study resulted in less development in this speaking aspect. The control group did not experience similar progress, suggesting that the intervention should address teachers' pedagogical practices and the learning environment. The questionnaire results revealed that teachers used various techniques to manage pressure, encourage learners, and improve speaking. According to the findings, it is essential to balance the expectations and pressure teachers impose on learners to implement effective teaching strategies for improving students' speaking skills (Spielmann & Radnofsky, 2001). Similarly, earlier studies indicated that establishing a positive and motivating learning environment and using effective teaching strategies can enhance students' speaking skills.

These findings have several implications for EFL elementary teachers in Aseer. Firstly, it is crucial for teachers to maintain realistic expectations for their students' speaking skills and to communicate these expectations clearly. Secondly, teachers should apply reasonable pressure on students through differentiated instruction, constructive feedback, and hands-on, experiential learning strategies. Thirdly, teachers should recognize the importance of creating a favorable learning environment and involving students in practicing English through various techniques and strategies. These immediate implications, derived from the results of this study, can help inform the design of curricula aimed at enhancing learners' speaking skills in the future.

Despite the valuable insights provided by this study, certain limitations should be acknowledged. One limitation is that the study was conducted in a single school in Aseer, which may limit the generalizability of the findings. Future research could include multiple schools across different regions of Aseer to determine whether similar results are observed. Another limitation is that the study focused solely on elementary students. Future research could explore the impact of teachers' expectations and pressure on speaking skills in other age groups, such as middle or high school students. Additionally, it would be beneficial for future research to investigate the teaching activities and strategies that most effectively improve students' speaking skills. Finally, while there is alignment between the questionnaire findings and the positive outcomes in the experimental results regarding instructional approaches and improvements in speaking skills, the lack of significant improvement in vocabulary skills highlights the need for further investigation into other factors that may influence vocabulary development in this context.

6. Conclusion

In conclusion, this research study highlights the importance of teachers' expectations and pressure on elementary students' speaking skills in an EFL context. It underscores the significance of striking a balance between teachers' expectations and pressure and the necessity of creating a favorable learning environment and implementing practical teaching activities. The study concludes that teachers play a crucial role in fostering a positive learning environment and utilizing various techniques and strategies to enhance students' speaking skills. The findings of this study can serve as a valuable resource for educators and instructors, providing insights on how to effectively support students in developing their speaking skills. Moreover, the study suggests that future research could explore other factors that contribute to the effectiveness of classroom activities, such as analyzing students' utterances as a corpus and examining their performance. Future research could investigate the impact of incorporating technology and online platforms in teaching speaking skills and explore the role of cultural factors on students' speaking proficiency.

Acknowledgments

I would like to express my sincere gratitude to Ms. Aisha Saeed Othaiman, the principal of my school, for her invaluable support in facilitating the arrangements necessary to conduct this experimental research, including the assistance in collecting consent from the parents of the students involved. I extend my appreciation to my colleagues from Sabah Elementary and Middle School as well as Eble Elementary School for their collaboration and active participation in this study. Additionally, I would like to thank the students of Sabah School and their parents for their willingness to engage in the research survey, which has significantly contributed to the success of this project.

Authors' contributions

Ms. Rehab Ahmed Almajli conducted the research, collected data, and wrote the manuscript. Dr. Wafa Saud provided guidance throughout the study and was responsible for the revision of the research paper.

Funding

Not applicable

Competing interests

Not applicable

Informed consent

Obtained.

Ethics approval

The Publication Ethics Committee of the Sciedu Press.

The journal's policies adhere to the Core Practices established by the Committee on Publication Ethics (COPE).

Provenance and peer review

Not commissioned; externally double-blind peer reviewed.

Data availability statement

The data that support the findings of this study are available on request from the corresponding author. The data are not publicly available due to privacy or ethical restrictions.

Data sharing statement

No additional data are available.

Open access

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

References

- Afzal, S., & Qayyum, F. (2021). Perception of higher secondary schools teachers towards academic performance of students. *Journal of Education and Social Studies*, 2(2), 41-46. <https://doi.org/10.52223/jess.20212201>
- Asif, F. (2017). The anxiety factors among Saudi EFL learners: A study from English language teachers' perspective. *English Language Teaching*, 10(6), 160. <https://doi.org/10.5539/elt.v10n6p160>
- Bensalem, E. (2018). Foreign language anxiety of EFL students: Examining the effect of self-efficacy, self-perceived proficiency and sociobiographical variables. *Arab World English Journal*, 9(2), 38-55. <https://doi.org/10.24093/awej/vol9no2.3>
- Butler, Y. G. (2015). English language education among young learners in East Asia: A review of current research (2004–2014). *Language Teaching*, 48(3), 303-342. <https://doi.org/10.1017/s0261444815000105>
- De Boer, H., Bosker, R. J., & van der Werf, M. P. C. (2010). Sustainability of teacher expectation bias effects on long-term student performance. *Journal of Educational Psychology*, 102(1), 168-179. <https://doi.org/10.1037/a0017289>
- Ebadi, S., & Asakereh, A. (2017). Developing EFL learners' speaking skills through dynamic assessment: A case of a beginner and an advanced learner. *Cogent Education*, 4(1), 1419796. <https://doi.org/10.1080/2331186x.2017.1419796>
- El Nekhely, M. A. E. (2021). The effect of hands-on minds-on learning on reducing kindergarteners' foreign language learning anxiety. *Journal of Research in Curriculum Instruction and Educational Technology*, 7(2), 155-172. <https://doi.org/10.21608/jrciet.2021.163344>
- Endeshaw, A. D. (2023). Examining EFL teachers' knowledge, attitudes and perceived practices of differentiated instruction in English classrooms. *Jurnal Cakrawala Pendidikan*, 42(3). <https://doi.org/10.21831/cp.v42i3.49953>
- Han, J., Kelley, T., & Knowles, J. G. (2021). Factors influencing student STEM learning: Self-efficacy and outcome expectancy, 21st century skills, and career awareness. *Journal for STEM Education Research*, 4(2), 117-137. <https://doi.org/10.1007/s41979-021-00053-3>
- Harris, D. P. (1969). Testing English as a second language. *The Modern Language Journal*, 54(4), 300. <https://doi.org/10.2307/323128>
- Javid, C. Z. (2014). Measuring language anxiety in an EFL context. *Journal of Education and Practice*, 5(25), 180-193.
- Klimova, B. (2015). The role of feedback in EFL classes. *Procedia - Social and Behavioral Sciences*, 199, 172-177. <https://doi.org/10.1016/j.sbspro.2015.07.502>
- Lightbown, P. M., & Spada, N. (2013). *How languages are learned* (4th ed.). Oxford university press.
- Masuram, J., & Sripada, P. N. (2020). Developing spoken fluency through task-based teaching. *Procedia Computer Science*, 172, 623-630. <https://doi.org/10.1016/j.procs.2020.05.080>
- Midgley, C. (2000). Manual for the patterns of adaptive learning scales. *University of Michigan*.
- Minh, N. T. T., & Kim, O. D. T. (2021). Improving speaking skill for technical students at IUH through experiential activities. *Linguistics and Culture Review*, 5(S4), 2365-2380. <https://doi.org/10.21744/lingcure.v5ns4.1983>
- Nazirova, O. M. (2018). The importance of student motivation in teaching foreign languages. *Theoretical & Applied Science*, 66(10), 307-311. <https://doi.org/10.15863/tas.2018.10.66.36>
- Phillips, E. M. (1992). The effects of language anxiety on students' oral test performance and attitudes. *The Modern Language Journal*, 76(1), 14-26. <https://doi.org/10.1111/j.1540-4781.1992.tb02573.x>
- Qin, W. (2022). EFL teachers' immediacy and professional commitment on students' boredom: A review of literature. *Frontiers in psychology*, 12, 808311-808311. <https://doi.org/10.3389/fpsyg.2021.808311>

Rahayu, A. S., Anggraeni, E. A., Saputra, I., Astari, N. U., Betiya, V. M., & Septiyana, L. (2020). Analyzing speaking problems faced by EFL college learners. *Lexeme : Journal of Linguistics and Applied Linguistics*, 2(1), 11. <https://doi.org/10.32493/ljal.v2i1.6990>

Ratnasari, A. G. (2020). EFL students' challenges in learning speaking skills: A case study in the mechanical engineering department. *Journal of Foreign Language Teaching and Learning*, 5(1). <https://doi.org/10.18196/ftl.5145>

Riadil, I. G. (2020). A study of students' perception: Identifying EFL learners' problems in speaking skill. *International Journal of Education, Language, and Religion*, 2(1), 31. <https://doi.org/10.35308/ijelr.v2i1.2256>

Ross, A., & Willson, V. L. (2018). Basic and advanced statistical tests: Writing results sections and creating tables and figures. In: SensePublishers. <https://doi.org/10.1007/978-94-6351-086-8>

Rudland, J. R., Golding, C., & Wilkinson, T. J. (2019). The stress paradox: how stress can be good for learning. *Medical Education*, 54(1), 40-45. <https://doi.org/10.1111/medu.13830>

Spielmann, G., & Radnofsky, M. L. (2001). Learning language under tension: New directions from a qualitative study. *The Modern Language Journal*, 85(2), 259-278. <https://doi.org/10.1111/0026-7902.00108>

Tsiplakides, I., & Keramida, A. (2010). The relationship between teacher expectations and student achievement in the teaching of English as a foreign language. *English Language Teaching*, 3(2). <https://doi.org/10.5539/elt.v3n2p22>

Wang, L. (2022). Exploring the relationship among teacher emotional intelligence, work engagement, teacher self-efficacy, and student academic achievement: A moderated mediation model. *Frontiers in psychology*, 12, 810559-810559. <https://doi.org/10.3389/fpsyg.2021.810559>

Yan, J. X., & Horwitz, E. K. (2008). Learners' perceptions of how anxiety interacts with personal and instructional factors to influence their achievement in English: A qualitative analysis of EFL learners in China. *Language Learning*, 58(1), 151-183. <https://doi.org/10.1111/j.1467-9922.2007.00437.x>

Younes, Z., & Albalawi, F. (2016). Investigating the factors leading to speaking difficulties: Both perspectives of EFL Saudi learners and their teachers. *Arab World English Journal*, 7(2), 268-287. <https://doi.org/10.24093/awej/vol7no2.18>

Appendix A

EFL Teachers' Questionnaire

This questionnaire is adapted from Midgley (2000).									

This is a request for EFL teacher's valuable participation in a research study on " The Impact of Teachers' Expectations and Pressure on EFL Elementary Students' Speaking Skill Progression in Aseer. " This questionnaire explores the relationship between teachers' expectations and students' speaking skill development. It emphasizes the importance of the teachers' insights and experiences as educators in the field of English as a Foreign Language (EFL). The questionnaire assures confidentiality and highlights that the data will be used solely for research purposes. It emphasizes the voluntary nature of participation and the option to withdraw at any time. We are very grateful for your time, dedication, and contribution, which undoubtedly has the potential impact on improving EFL instruction in Aseer. The link to the questionnaire and the researcher's contact information for any questions or concerns are provided.									
Strongly Agree	Somewhat Agree			Strongly Disagree					
1	2	3	4	5					
1. Approaches to Instruction									
a) Mastery Approaches					1	2	3	4	5
1) I make a special effort to recognize students' individual progress, even if they are below grade level.									
2) I often provide several activities during class so students can choose among them.									
3) I consider how much students have improved when I give them report card grades.									
4) I give various assignments matched to students' needs and skill levels.									
a) Performance Approaches									
5) I encourage students to compete with each other.									
6) I give special privileges to students who do the best work.									
7) I display the work of the highest-achieving students as an example.									
8) I help students understand how their performance compares to others.									
9) I point out those students who do well as a model for the other students.									
2. Personal Teaching Efficacy									
10) If I try really hard, I can get through to even the most difficult student.									

11) Factors beyond my control have a greater influence on my students' achievement than I do.					
12) I am good at helping all the students in my classes significantly improve.					
13) Some students will not make much progress this year, no matter what I do.					
14) I am certain that I am making a difference in the lives of my students.					
15) I can deal with almost any learning problem.					
16) I can do little to ensure that all my students make significant progress this year.					

Appendix B

Harris' Oral-English rating sheet

Aspects of speaking	Rating scales	Description
Pronunciation 20%	5	Has few traces of a foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to understanding.
	2	Very hard to understand because of pronunciation problems. Must frequently be asked to repeat.
	1	Pronunciation problems are so severe as to make speech virtually unintelligible.
Grammar 20%	5	Makes few (if any) noticeable errors in grammar or word order.
	4	Occasionally makes grammatical and/or word order errors that do not obscure meaning.
	3	Makes frequent errors in grammar and words, which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict himself to basic patterns.
	1	Grammar and word order errors are so severe as to make speech virtually unintelligible.
Vocabulary 20%	5	Use of vocabulary and idiom virtually that is of a native speaker.
	4	Sometimes use inappropriate terms and must rephrase ideas because of lexical inadequacies.
	3	Frequently use the wrong word; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of words and very limited vocabulary make comprehension quite difficult.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency 20%	5	Speech is as fluent and effortless as that of a native speaker.
	4	Speech of speech seems rather strongly affected by language problems.
	3	Speech and fluency are rather strongly affected by language problems.
	2	Usually hesitant, often forced into silence by language limitations.
	1	Speech is so halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appear to understand everything without difficulty.

20%	4	Understand nearly everything at normal speed, although occasionally repetition may be necessary.
	3	Understand most of what is said at a slower-than-normal speed with repetitions.
	2	Has great difficulty following what is said and can comprehend only "social conversation" spoken slowly and with frequent repetitions.
	1	Cannot be said to understand even simple conversational English.

Appendix D

Parent's Consent Form for Participation



Dear parent,

As part of my ongoing master's degree in teaching English as a foreign language (EFL), I would like to invite your child, who is currently enrolled in Sabah Elementary School, to participate in my study on "The Impact of Teacher Expectations and Pressure on Elementary Students' Foreign Language Learning in Aseer."

This study aims to investigate the effects of teachers' expectations and pressure on EFL elementary students' speaking skills and identify strategies that can enhance their learning experience. The study will involve pre- and post-speaking skill assessments and classroom observations. Please note that the study will be conducted during regular school hours, and there will be no additional burden or cost on your part.

Participation in this study is entirely voluntary, and you have the right to withdraw your child from the study at any time without any negative consequences. The collected data will be kept confidential and used only for research purposes. The study results will be published in academic journals, but your child's identity will remain anonymous.

By providing your online consent, you acknowledge that you have read and understood the information provided above and give your child permission to participate in the experimental study. You also consent to the collection and use of data as described above.

Please take the time to review this form carefully. If you have any questions or concerns, do not hesitate to contact me.

If you agree to allow your child to participate, please click the Agree button and send it.

Thank you for considering your child's participation in my study. Your support and cooperation are greatly appreciated.

Consent for Participation

I am the parent/legal guardian of [Student's Name], have read and understood the information provided above, and hereby give permission for my child to participate in the experimental study on "The Impact of Teachers' Expectations and Pressure on EFL Elementary Students' Speaking Skill Progression in Aseer." I understand that participation is voluntary, and I have the right to withdraw my child from the study at any time without any negative consequences.

I also provide consent for collecting and using data as described above, with the assurance that my child's identity will remain confidential and anonymous.

Parent/Guardian Name: _____

Date: _____

Appendix E

نموذج موافقة ولي الأمر على المشاركة



عزيزي ولي الأمر،

كجزء من مشروع تخرج الخاص بدرجة الماجستير في تدريس اللغة الإنجليزية كلغة أجنبية، أود أن أدعو طفلك، المسجل حاليًا في مدرسة صباح الابتدائية، للمشاركة في دراستي حول "تأثير توقعات المعلمين والضغط على طلاب المرحلة الابتدائية" تعلم اللغة الإنجليزية في عسير.

تهدف هذه الدراسة إلى دراسة تأثير توقعات المعلمين والضعف على مهارة التحدث لدى طلاب المرحلة الابتدائية في اللغة الإنجليزية وتحديد الاستراتيجيات التي يمكن أن تعزز تجربة التعلم لديهم. وستشمل الدراسة تقييم قبلي وبعدي لمهارة التحدث وملاحظة قبلية وبعديّة داخل الفصول الدراسية. يرجى ملاحظة أن الدراسة ستجرى خلال ساعات الدراسة العادية، ولن يكون هناك أي عبء أو تكلفة إضافية من جانبك.

المشاركة في هذه الدراسة طوعية تمامًا، ويحق لك سحب طفلك من الدراسة في أي وقت دون أي عواقب سلبية. سيتم الاحتفاظ بالبيانات التي تم جمعها بسرية تامة وسيتم استخدامها لأغراض البحث فقط. سيتم نشر نتائج الدراسة في المجلات الأكاديمية، لكن هوية طفلك ستبقى مجهولة.

من خلال تقديم موافقتك عبر الإنترنت، فإنك تقر بأنك قد قرأت وفهمت المعلومات المقدمة أعلاه وتمنح طفلك الإذن بالمشاركة في الدراسة التجريبية. أنت توافق أيضًا على جمع البيانات واستخدامها كما هو موضح أعلاه.

يرجى أخذ الوقت الكافي لمراجعة هذا النموذج بعناية. إذا كان لديك أي أسئلة أو استفسارات، فلا تتردد في الاتصال بي.

إذا وافقت على السماح لطفلك بالمشاركة، يرجى النقر على زر "موافقة" وإرساله.

شكرًا لك على التفكير في مشاركة طفلك في دراستي. دعمكم وتعاونكم محل تقدير كبير.

الموافقة على المشاركة

أنا الوالد/الوصي القانوني لـ [اسم الطالب]، وقد قرأت وفهمت المعلومات المقدمة أعلاه، وأعطي بموجب هذا الإذن لطفلي بالمشاركة في الدراسة التجريبية حول تأثير توقعات المعلمين والضغط على تطور مهارة التحدث باللغة الإنجليزية لطلاب المرحلة الابتدائية في صباح. أدرك أن المشاركة طوعية، ويحق لي سحب طفلي من الدراسة في أي وقت دون أي عواقب سلبية.

كما أوافق أيضًا على جمع البيانات واستخدامها كما هو موضح أعلاه، مع التأكيد على أن هوية طفلي ستظل سرية ومجهولة المصدر.

اسم ولي الأمر/الوصي

تاريخ