

The Impact of Foreign Language Teachers in Second Language Acquisition: An Analysis of The Effects on Oral Communication

Yue Li

School of Foreign Languages, LuDong University, Shandong, China
gegangling@ldy.edu.rs

Abstract. With more and more schools invite foreign language teachers to teach students who learn second language, the analysis of the effects on oral communication is become more and more essential. This paper explores how important it is for foreign language instructors to mold their students' oral ability as they learn a second language. The study attempts to provide a thorough examination of these teachers' influence on the development of oral communication skills by assessing both positive and negative consequences. There are useful suggestions made to improve language learners' oral communication skills, emphasizing the complex relationship that develops between foreign language teachers and students over the course of their education. Through this research, educators can have a deep understanding of the influence of foreign language teachers on students' oral proficiency, so that they can take corresponding measures to improve this education policy.

Keywords: Second language acquisition; Oral proficiency; Foreign language teacher.

1. Introduction

The definition of foreign language teacher is that a teacher who teaches a kind of language which is as a second language for some students. Alshuraiaan pointed out that foreign language teachers play a crucial role in shaping students' language learning experiences and outcomes, particularly in the development of oral communication skills [1]. This paper seeks to analyze the effects—both positive and negative—that foreign language instructors have on oral communication during the process of learning a second language. This study aims to provide unique insights into the complex dynamics at play in foreign language classrooms and practical solutions for boosting oral communication proficiency among language learners by exploring a variety of case studies and research findings.

2. Positive Impacts

2.1. Positive Impacts of Cultural Immersion

Foreign language teachers often bring a unique cultural perspective to the classroom, exposing students to authentic language use and cultural nuances. This exposure improves the learning process and encourages a deeper understanding of the cultural context of the language, which is essential for efficient communication. Students who interact with foreign language teachers have higher levels of language fluency and cultural awareness than those who do not receive such contact, as noted by Collins, L., and Muñoz [2]. This enhanced cultural awareness is particularly beneficial for oral proficiency. When students are immersed in the cultural milieu of the target language, they are more likely to understand the subtleties of spoken communication, including colloquialisms, idioms, and non-verbal cues. For example, a foreign teacher might introduce greeting customs, gestures, and expressions that are specific to their culture, providing students with a generalized understanding of how the language is used in daily life. Furthermore, learning the language may become more motivating and engaging as a result of this cultural immersion. In addition to picking up vocabulary and grammar rules, students also get an understanding of the customs, way of life, and mindset of

those who speak the language as their first language. This breadth of information not only piques students' interest but also motivates them to work on honing their spoken language abilities so they can interact with others in a cultural setting. Classrooms with foreign teachers can provide cultural immersion, which not only increases motivation but also fosters the development of cross-cultural communication abilities in students. The ability to communicate effectively across cultural boundaries is becoming increasingly important in today's interconnected world, especially in global enterprises and organizations. By understanding the cultural norms and values of the target language, students are better equipped to navigate these environments and build positive relationships with native speakers.

However, it is vital for educators to facilitate a balanced and sensitive approach to cultural immersion. While the benefits are clear, there is also a risk of stereotyping or oversimplifying cultural complexity. To avoid one-dimensional perspectives, teachers should encourage critical thinking about cultural practices and discuss the diversity within cultures. This way guarantees that students gain a thorough and respectful understanding of the target culture, which is essential for genuine communication. In summary, improving oral proficiency in the acquisition of a second language is greatly aided by cultural immersion in the classrooms of foreign teachers. Students' exposure to genuine language use and cultural nuances not only enhances their speaking skills but also promotes motivation, engagement, and cross-cultural understanding. Teachers may build a great learning environment that supports successful second language acquisition and equips students for global communication by utilizing these advantages and resolving any difficulties.

2.2. Positive Impacts of Enhanced Pronunciation

Foreign language teachers, especially native speakers, can provide valuable feedback on pronunciation and intonation, helping students improve their oral communication skills. This specialized guidance may ensure that students are understood clearly when communicating in the target language. As highlighted by Gitsaki and AlexiouT, students working with native-speaking teachers exhibit more accurate pronunciation and better fluency in oral communication tasks [3].

In a foreign teacher's class, students have direct access to role models who can demonstrate the correct articulation of sounds, stress patterns, and rhythm of the language. Housen and Kuiken found out that this immersive experience is invaluable for students because it gives them a firsthand understanding of how the language sounds and flows in a natural setting. Regular exposure to these subtleties helps students assimilate them more quickly, which improves the understandability and naturalness of their speech for native speakers [4]. Furthermore, native speakers frequently employ idioms and colloquial language that textbooks might not address, providing pupils with a more varied vocabulary and genuine communication style. Additionally, teachers of foreign languages can identify areas of oral English where pupils are particularly weak and offer appropriate practice to help them get better. For instance, they might use techniques such as tongue twisters, echo exercises, or even songs to help students refine their pronunciation.

Moreover, foreign language teachers often bring an intuitive understanding of the nuances of their mother tongue. They can explain the subtle differences between similar-sounding words or phrases, and provide context on when and how to use various intonations for emphasis or emotion. This depth of knowledge helps students move beyond mere imitation and towards gaining a more nuanced comprehension of the language's phonetic and prosody systems.

The benefits of foreign teacher's class can not only enhance comprehension because it allows students to distinguish between different sounds and words more accurately, it also boosts students' confidence, as they are more likely to engage in conversations when they feel comfortable with their spoken language skills. Additionally, proficient pronunciation is frequently linked to higher competence levels, which can result in improved chances for learning, traveling, and career progression.

2.3. Positive Impacts of Increased Motivation

The presence of a foreign language teacher can inspire students to engage in language learning more actively. This phenomenon leads to improve oral communication proficiency. The novelty of learning from a native speaker, the genuineness of the language experience, and the chance to establish a connection with someone from a foreign culture are some of the reasons behind this drive. According to a study by Lee et al., after learning a foreign language from a teacher, pupils reported feeling more motivated and confident when speaking [5]. Students are encouraged to practice speaking more frequently and enthusiastically, which makes this motivation essential. When students are motivated, they are more likely to participate in class discussions, role-plays, and other speaking activities.

What is more, the enthusiasm and passion that foreign teachers often bring to the classroom can be contagious. Their personal stories, cultural anecdotes, and genuine interest in the students' learning can create a positive and engaging learning environment. This atmosphere not only motivates students but also helps establish a connection between the teacher and the students, which is important for effective communication and feedback. Additionally, having a foreign teacher present might help students learn in a more meaningful and informative way. If they can see the value of the language in interacting with someone from another nation, they could be more motivated to learn it. By encouraging curiosity and a desire to learn more about the language and culture, this real-world connection can improve their conversational English. Teachers of foreign languages can encourage and support this drive by establishing realistic objectives, offering constructive criticism, and utilizing a range of instructional techniques to suit different learning styles.

In summary, foreign language teachers can boost students' motivation, which is a critical factor in second language acquisition. By utilizing this motivation and creating a supportive learning environment, foreign language teachers can effectively promote second language acquisition successful and improve students' oral communication skills.

2.4. Positive Impacts of Exposure to Native Speaker

Interacting with foreign language teachers helps students understand the cultural context behind the language. Since language and culture are linked, native speakers can shed light on the social norms, habits, and traditions that shape language use. Students who possess this cultural knowledge are more equipped to handle the nuances of humor, formality, and politeness in the target language, which is essential for efficient communication.

Furthermore, regular interaction with native speakers can also help students build confidence in their spoken language skills. When students realize that they can communicate effectively with a native speaker, their anxiety around speaking the language generally diminishes. This newfound confidence encourages them to engage more actively in conversations, which is essential for improving oral English.

In foreign language schools, exposure to native speakers generally improves oral proficiency in second language acquisition greatly. Students gain essential experience in enhancing their spoken language skills through interactions with native speakers, which include authentic language use, cultural insights, and confidence-building. By utilizing these advantages and creating a nurturing educational atmosphere, classes staffed by foreign teachers can successfully encourage the acquisition of a second language and enhance oral communication abilities.

2.5. Positive Impacts of Real-life Communication Practice

The improvement occurs because real-life communication practice provides students with immediate feedback on their language use. Lyster and Saito pointed out that in contrast to rote learning or scripted exercises, actual conversations with foreign language teacher involve spontaneous speech and require students to think on their feet [6]. This spontaneity forces students to draw upon their linguistic resources creatively and adapt to the flow of the conversation. As a result, they become more adept at using the language in a flexible and natural way.

Moreover, engaging in real-life communication helps students understand the practical implications of language use. They get knowledge on how to effectively communicate ideas, resolve misconceptions, and negotiate meaning. These abilities are essential for effective communication in the workplace and in academic settings. Furthermore, students are exposed to a variety of accents, dialects, and speaking styles when they practice in real-life interactions, which improves their comprehension and communication skills with a wide spectrum of speakers. Furthermore, language learning can become less daunting and more pleasurable due to the social connection that comes with practicing speech in real life. When students converse with their teachers and peers, they often form personal connections that transcend the mere exchange of information. These connections can motivate students to continue learning the language and provide a supportive network for practicing and improving their spoken skills.

However, it is significant for foreign language teachers to ensure that real-life communication practice is structured and purposeful. Allowing students to converse in the target language on their own could not result in significant progress. Rather than sticking with rote learning, educators can provide tasks that require students to apply new grammar rules, discourse markers, and vocabulary. Additionally, they must provide insightful criticism that encourages students to challenge their language boundaries and helps them identify areas in which they still need to develop.

To sum up, real-life communication practice is a vital component of lessons of the foreign language teachers that significantly enhances oral proficiency in second language acquisition. The spontaneity, practicality, and enjoyment of these conversations help students increase the fluency, confidence, and communicative skills.

3. Negative Impacts

3.1. Negative Impacts of Language Barrier

Kozarenko and Starostenko pointed out that when students are taught by foreign language teachers, the issue of language barriers can significantly impact the learning process. The language barrier from personal experience while learning English as a second language in the classroom is different from person to person [7]. This is particularly clear when it comes to the improvement of oral communication abilities. Because of this, students may overlook important details or be unable to understand linguistic nuances, which could be critical for the organic growth of oral communication. Students usually get plenty of opportunity to practice speaking and listening in the target language in an immersive classroom with a native speaker. Confusion and misconceptions, however, may result from an instructor who speaks too quickly, with an accent, or who uses a lot of sophisticated language and syntax that is beyond the comprehension of the class. Consequently, this can stifle students' confidence and willingness to engage actively in class discussions and exercises, which are vital for improving spoken language abilities.

Moreover, the invalid communication with the teacher can also hinder feedback on pronunciation and conversational fluency. Students might not receive the constructive guidance they need to correct their mistakes and improve their spoken language. Over time, without appropriate intervention, these issues can solidify into persistent errors that become more challenging to rectify.

3.2. Negative Impacts of Cultural Misunderstandings

Anuar conducted research indicating that cultural differences could be one of the causes of misunderstandings in cross-cultural communication [8]. Sometimes, variances in cultural norms and communication styles between foreign language teachers and students may lead to misinterpretations that extend beyond mere linguistic differences, permeating into the subtleties of communicative exchanges.

Conflicts across cultures in the classroom can have a big effect on how enthusiastic students are to engage in spoken language exercises. For example, teachers and students may have different perspectives on some cultural customs, including making direct eye contact or using particular

gestures, which could cause accidental harm or misunderstandings. The nuances of humor, irony, and idiomatic expressions can also be lost in communication, further complicating the learning dynamic.

3.3. Negative Impacts of Limited Pedagogical Training

There is also another case. Some foreign language teachers may not have undergone formal training in language pedagogy. Vold, E. T. found out that a few teachers generally perceived their competence as solid, with a mean score of 3.98 out of 5 for all components taken together. All participants said they felt well-prepared for the job. The findings revealed that the emerging teacher respondents felt relatively well-prepared for the teaching tasks [9]. This deficit in educational methodology can manifest as ineffective teaching practices that fail to foster an environment conducive to oral communication development. As a result, students may not achieve their full potential in conversational proficiency.

Teachers who lack this specialized knowledge may rely too heavily on instructional techniques that focus on repetition and memorization rather than communicative methods that encourage active student engagement and real-world language usage. Such an approach can slow down students' progress in speaking fluently and confidently, ultimately impeding their ability to use the language in practical situations.

3.4. Negative Impacts of Lack of Particularity

It is important to acknowledge that these classrooms may not always provide personalized attention to each student. Hargreaves studied that in elementary school, foreign language teachers often have close physical and professional relationships with students, resulting in heightened emotional intensity. Nonetheless, this intensity can occasionally backfire in classroom settings with uneven power dynamics. On the other hand, secondary education places teachers and students at a greater professional and physical distance, which makes teachers perceive emotions as disturbances in the classroom. The study makes the argument that this separation imperils the core emotional ties required for efficient instruction and learning [10]. Given the diverse range of language proficiency levels among students, it can be challenging for foreign language teachers to cater to individual needs effectively.

One of the main reasons for this is the limited amount of time available in each class session. Foreign language teachers frequently face the challenges of managing large class sizes with lots of students, which complicates the ability to give each student adequate attention. This lack of personalized attention can hinder some students' progress in developing their oral proficiency.

4. Conclusion

In summary, foreign language instructors are essential in helping students develop their oral communication abilities when learning a second language. Through acknowledging the various impacts of foreign language instructors and putting specific tactics into practice to increase their efficiency, educators can establish a more stimulating and fruitful learning environment where students can advance their oral communication skills.

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