



## Enhancing Speaking Confidence in ESL Learners Through Interactive Classroom Strategies

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Date of Submission: 03-05-2026

Date of Acceptance: 13-05-2026

### Abstract

This study investigates instructional strategies that influence speaking confidence among ESL learners. Classroom observation data revealed that collaboration (35%) and structured practice (30%) were the most frequently used approaches, followed by teacher facilitation (20%), topic relevance (8%), and feedback (7%). The findings suggest that interactive and practice-based methods significantly enhance learner confidence. The study recommends a balanced approach integrating both fluency-building activities and structured feedback to optimize language learning outcomes.

**Keywords:** ESL, speaking confidence, collaboration, communicative learning, fluency

### Literature Review (This is where you build authority)

Speaking confidence in ESL learners has been widely linked to interaction and meaningful communication. Merrill Swain (2005) argues through the Output Hypothesis that language production plays a critical role in developing fluency, as learners refine their linguistic competence through use.

Similarly, Rod Ellis (2003) emphasizes task-based language teaching as an effective method for promoting real-world communication skills. His work highlights that learners benefit more from engaging in authentic tasks than from passive grammar instruction.

From a sociocultural perspective, Lev Vygotsky (1978) introduces the concept of the Zone of Proximal Development (ZPD), where guided interaction with teachers or peers enhances learning outcomes. This supports the importance of both collaboration and teacher facilitation.

However, accuracy development also requires structured correction. H. Douglas Brown (2007) stresses that feedback is essential for long-term language development, even though it is often underutilized in communicative classrooms.

### Results

The distribution of instructional strategies (see Figure 1) indicates that collaboration (35%) and structured practice (30%) dominate ESL classrooms. Teacher facilitation accounts for 20%, while topic relevance (8%) and feedback (7%) are less emphasized.

These findings suggest that ESL instruction prioritizes interactive and fluency-based approaches over accuracy-focused strategies.

### Discussion

The prominence of collaboration and structured practice supports Swain's (2005) claim that language production enhances fluency. Learners develop confidence when they are consistently engaged in speaking tasks rather than passively receiving instruction.

Ellis (2003) further supports this through task-based learning, where communication-driven activities create meaningful language use. The findings of this study align with this framework, as collaborative activities appear to play a central role in building confidence.

Teacher facilitation (20%) reflects Vygotsky's (1978) emphasis on guided learning. However, the lower percentage suggests a shift toward learner-centered environments, where students take more responsibility for communication.

The limited role of feedback (7%) indicates a potential imbalance. While fluency is being developed, accuracy may be neglected. Brown (2007) highlights that corrective feedback is necessary to prevent fossilization of errors. Therefore, integrating feedback strategically without interrupting communication is critical.

### Methodology

#### Participants:

The study included [insert number] ESL learners aged [range] from [institution].

#### Data

Data were collected through structured classroom observations over a period of [X weeks].

#### Collection:

Data were collected through structured classroom observations over a period of [X weeks].



**Analysis:**

Teaching strategies were categorized into five groups and analyzed based on frequency, expressed as percentages.

 **Conclusion**

The study confirms that speaking confidence in ESL learners is primarily driven by interactive and practice-based strategies. Collaboration and structured practice play dominant roles, while feedback remains underutilized. A balanced instructional approach that integrates both fluency and accuracy is recommended for effective language development.

 **References (APA 7th Edition)**

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