Exploring Strategies to Facilitate Student Participation in Speaking Classes

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ABSTRACT

Speaking is one of the essential skills for learning a language that should be learned through practice and participation. The goal of this research is to find out strategies that facilitate students' participation in speaking classroom. The participants of the study were 20 students (10) male and 10 females) from junior class of English department of Kabul Education University. It has been found that there are good strategies for increasing student's participation in speaking classroom. Data showed that 21% of the participants strongly agreed that promoting self-confidence will facilitate their participation in speaking classroom, different percentage of the participants also agreed on stimulating task and present them properly, pleasant and supportive environment, positive way to error correction, employing cooperative work stimulate them to participate in speaking classroom. 5% of the participants agreed that teacher establish a supportive relationship and familiarizing students with English related values increase their participation in speaking classroom. 4% of the participants agreed with Promote group cohesiveness. These facilitating strategies will help instructors to increase their students' participation in speaking classroom.

Keywords- speaking, strategies, self-confidence, stimulating task, cooperative work.

I.   INTRODUCTION

Speaking is one of the four skills for learning a language. It is a productive skill and through practice one can reach the aim of learning a language. According to Harmer (2004), it is important that the kind of speaking should be clear. He emphasizes that one kind of speaking is in a controlled language practice that students use a particular piece of grammar or a particular function in their saying. The other kind of speaking is through active exercise that the students use any language at their command through doing active exercises to perform oral tasks and achieve communication purpose. According to Harmer (2001) students need to do four things with new language: understand its form (how it is constructed), be exposed to it, understand its meaning, and practice it? So based on this idea students' needs more practice wither it be in the form of controlled practice or in the form of uncontrolled practice to achieve the aim of learning and their active participation will help them to achieve the goal of learning a language. In addition, for many teachers

students participation and their engagement to the topic in the class is indication of students learning. This essay focuses strategies to facilitate participation of students in junior speaking classes.

Background of the study

Students have less participation in speaking class, since this skill is learned through student's participation. I interested to research the strategies that promote students' participation in English speaking classroom. So this research aim is to find out strategies that facilitate student's participation in speaking classroom.

Statement of the problem

Some students show less interest to participation in speaking class activities at Kabul Education University during the fifth semester of their academic year. There are few students to participate in the class activities and other students are reluctant to participate in speaking class activities. They do not show their interest to participation. So there is a need to address this problem in more substantial way. The main purpose of this study is to find

out strategies to facilitate participation of students in speaking classes, specifically, this study attempt to answer the following research problem.

Research question

What strategies facilitate students' participation in speaking classroom?

Research objective

To find out different strategies for students' participation in speaking classrooms.

II. LITERATURE REVIEW

Strategies for speaking

Speaking strategies are important for increasing students' participation in speaking classroom.

According to Omalley and chamot (1990) speaking strategies are essential because they help foreign language learners to negotiate meaning where either linguistic structure or socio linguistic rules are not shared between second language learner and a speaker of the target language. He divide them into three dimensions; they are metacognitive, cognitive, and social affective strategies. Students in speaking classes mostly use strategies that facilitate their practice in the target language. According to Almirew & Seyoum (2015) mainly students in the speaking classroom use strategies such as share information and cooperating with friends to practice. Students most frequently through discussion in the classroom cooperate in learning the language. He founds that students infrequently employ social strategies, students' culture, and environment with no native English speakers may forbid learners from employing social strategies. But teacher role is important in encouraging students to practice the language. According to Wael, Nur Ashar Asnur & Ibrahim (2018) motivate students to learn to speak, encouraging students' awareness, the teacher or lecturer should have some roles to provide adequate teaching which can get students to speak English.

Teacher's strategies to facilitate students' participation

Participation is taking part of students and share their ideas or opinions. Participation of students are very important in a speaking class. Participation provide opportunities for practice and learning of a language. According to Murray and Lang (1997 as cited in Aprila 2017) students learn the subject matter in traditional lecture method less effectively than students who participate actively in classroom.

According to Bailey (2015 as cited in Suban) give students both accuracy and fluency practice. When drilling for fluency, it is important to stimulate students to express meaning without worrying about making mistakes. The key point is that the meaning is understood and by using group work, pair work provide opportunities for students to talk and limiting teacher talk. He adds that Design classroom activities that involve guidance and practice in both interactional means it is used to socialize and transactional it is used to obtain goods and services.

Some of the strategies which is used by the teachers in speaking classes is mentioned by Chi& Mai (2020) that first, the teacher should build a supportive and warm relationship with students that contributing to the success of oral communication. And encourage their participation in speaking English. Second, to build a classroom environment supportive and pleasant that all students should feel secure of making mistakes, in order to do this EFL teachers can make the classroom environment more enjoyable through employing of warm – up activity frequently to beginning of each lesson. Third, teacher should design a communicating task which is suitable to student's ability and which enable them to be eager to join in speaking activities. Teacher should promote student's self- confidence through designing task within student proficiency and should not be emphasized on grammatical correction rather than communicating meaning. Fourth, teacher should give comprehensive instruction and design meaningful and authentic tasks. Fifth, in order to develop students' communicative competence EFL teachers should employ group presentation. Sixth, EFL teachers should increase student's willingness to use of English in class through familiarize them with English – related value .and remind them the advantage of mastering English. Finally, in order to increase students' willingness to communicate in English and stimulate them, much effort by teachers should be invested in their method of teaching, behavior and knowledge.

In addition, they adds that employing cooperative work, designing attractive learning task and providing positive feedback to error correction are good strategies for increasing student's participation in speaking classroom. They claimed that student's willingness to speak in English class also depends on choosing familiar and interesting topics which make significant contribution to their participation. Moreover, to increase student's participation teachers should provide positive feedback to student's performance.

Moreover, Miller& Perry (2020) states that cohesion can have positive impact upon performance and devotion to group activities. More cohesive classes may therefore result in improved performance in higher education.

Moreover, according to Abebeand Denneke (2015 as cited in Barrior & Garacy 2020) there are serious of strategies that relates to the psychological and motivational aspects of the students rather than technical matters. These strategies are improving vocabulary knowledge and dealing with overcrowded classes, avoiding fears of making mistakes, building self-confidence, introducing speaking opportunities outside the class, relating topics to the students' life, creating a warm atmosphere, lowering student's anxiety and using their names in a friendly way.

Providing positive feedback to error correction increase students participation in speaking class.

According to Harmer (2001) over-correction, when students are in the middle of a speaking activity, may take communicativeness out of the activity and stop them. On the other hand, in order to get students out of hesitations and difficulty of misunderstandings helpful and gentle correction is good. Everything depends upon the appropriately of the feedback we give in particular situation. When students have finished an activity it is vital that we allow them to assess that what we tell them and what they have done, went well, in our view. We will respond to the language used as well as the content of the activity.

In addition, in order to increase participation different level of student's in speaking class Harmar (2001) emphasized that when teachers know who is good and who is less good, do with the same materials different task or teachers can form different groups. In order to consider the level of students in speaking class and increase weak students' participation, teachers can do different tasks based on the level of students can do.

According to Abdullah, Abu Bakar, Mahbob (2012) a major role is played by Instructors in any classrooms. The method of teaching employed by the instructors, Positive trait or characters of instructors are important factors among students in the classroom to stimulate verbal encouragement. An instructor's traits that students favored are approachable, always show a good mood, do not criticize the students, known each student well, and being friendly. Students do not feel ashamed to speak up in class or afraid with these traits. When everyone is given equal opportunity to participate students \do not feel left out. Inviting students to speak in question & answer session, conducting activities in the classroom and provide notes before the class starts, so that they can prepare before coming to the class are preferred teaching method to encourage students to participate actively in classroom.

Student participation can be increased through positive trait of a teacher. According to Tse (2000 as cited in Chi & Mai 2020) being friendly with students the teacher should give students a good model of learning, efficient presentation, positive reinforcement and appropriate feedback. By providing some active responses through words or gestures, teachers can express their support, sympathy and attention.

Another reason for facilitating student's participation is through using of speaking activities. According to Harmer (2001) effective speaking is the process of the language in the head and put it in clear order that comes out in forms that it should not only convey the intended meaning but also should be comprehensible. So including speaking activities in language lessons help students to develop habit of rapid language processing in English.

Student's problem

Oral Participation of students in speaking class is very important because they need to practice the language. According to Bulling & Guzman (2020) that one of the main obstacle that students have to overcome in their English language learning process is oral participation. Among them they recognize lack of personal effort and a low level in oral participation, speaking appears to be the most difficult. Their perception of the English language learning process seems to be limited, and students clearly associate.

According to Harmer (2004), students are not used to talk freely in a mixed sex group or women are traditionally remain quite. Some of the student's don't want to talk, because of culture and background in their culture. It is true that in some cultures women cannot talk freely or share their ideas. Sometimes students don't want to talk because there are other students who dominate the class time or it is because of level differences. Some of the students do not want to give the opportunity for their classmates and just they want to show up and talk as much as they want without considering the time that they are going to talk.

In addition, making a mistake is another problem that students face and they remain quiet and not participate in class discussion. Students afraid of making mistakes in front of their teacher and their peers and losing their face. According to Aprila (2017) some students did not want to speak up because they afraid of making mistakes. Some students are not interested in learning English. Some students for limited vocabularies could not speak in English and some student to communicate do not have enough vocabulary. Moreover, some of the problems that damage the oral participation of student's teachers should come over.

Moreover, According to Bulling & Guzman (2020) a serious of barriers that may harm oral participation teachers have to overcome. Among which, motivation, inadequate teaching environments, low expectancies, teacher- centered classes, lack of personal security or self- esteem, poor teacher- students relationship and so forth. One can mention, whatever the reason, but we should try some strategies to engage them to speaking in class.

III.   RESEARCH METHODOLOGY

This research is based on quantitative approach of the research methodology. Subject were selected through purposive sampling the subject of the study were 20 students (10 male and 10 females) from junior class of English department of Kabul Education University. They were informed about the research and that their confidentiality was important. There were valid and reliable survey questionnaire Chi& Mai (2020) that indicating possible facilitating strategies to student's participation in speaking class. The questionnaire was close ended questions, based on five point Likert scale that includes strongly agree, agree,neutral, disagree and strongly disagree, send through emails (based on the current situation) and they have enough time to answer

the questions. The result is drawn in the following table, charts.

IV. DATA ANALYSIS

The research data obtained from the questionnaire analyzed by counting the criteria (strongly agree, agree, neutral, disagree. strongly disagree) through (= CountIf (select range, criteria) formula and then another table is made for showing the percentage and it was through (= range/total*100) formula; the presentation of research data is presented in the following table and chart.

PERCENTAGE	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
strongly agree	60	14.28571429	10.52631579	50	48.1481481	53.57142857	13.6363636	32
agree	40	64.28571429	52.63157895	45.83333333	44.4444444	46.42857143	63.6363636	60
neutral	0	21.42857143	26.31578947	4.166666667	7.40740741	0	22.7272727	8
adisagree	0	0	10.52631579	0	0	0	0	0
strongly disagree	0	0	10.52631579	0	0	0	0	0
total	100	100	100	100	100	100	100	100

V. RESULTS /FINDINGS

The research data shows that there are some facilitating strategies to facilitate participation of students in speaking classes. These facilitating strategies are: increasing student's self-confidence, make tasks stimulating and present them properly, create pleasant classroom climate, conduct a positive way to error correction, employ cooperative learning, teacher supportive relationship with students, familiarizing students with English related values and Promote group cohesiveness. and it is concluded that increasing self-confidence, making tasks stimulating and present them properly, create pleasant classroom climate, conduct a positive way to error correction, employing cooperative learning are important facilitating strategies for students participation in speaking classroom in compare to teacher supportive relationship with students, familiarizing students with English related value and Promote group cohesiveness
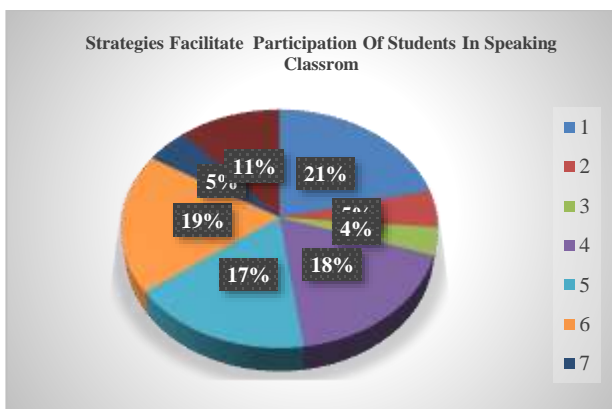

Figure 1: Strategies facilitate participation of students in speaking classes

The Pie above shows that 21% of the participants strongly agreed that promoting self-confidence will facilitate their participation in speaking classroom, 19% of research participants also agreed on stimulating task and present them properly to increase their participation in speaking classroom. 18 % of participants stated that pleasant and supportive environment is an important factor for increasing their participation in speaking classroom. In addition, 17% of the participants agreed that positive way to error correction help them to participate in speaking classroom. 11% of participants mentioned about employing cooperative work that stimulate them to participate in speaking classroom. 5% of the participants agreed that teacher establish a supportive relationship. 5% of the participants agreed on familiarizing students with English related values and 4% agreed with Promote group cohesiveness.

VI. DISCUSSION

The data presented which is obtained from research questionnaire instrument. The question on what strategies facilitate students' participation in speaking classroom? In (figure 1) participants responses showed that 21% of the participants strongly agreed that promoting students' self-confidence will facilitate their participation in speaking classroom. The finding confirmed the previous study by Abebeand Denneke (2015 as cited in Barrior & Garacy 2020) that building students self- confidence is one of the strategy for student's participation in speaking classroom.

In addition, 19% of the participants agreed that stimulating task and present them properly, increase their participation in speaking classroom. As it is mentioned by Chi& Mai (2020) teacher should design a communicating task which is suitable to student's ability and which enable them to eager to join in speaking activities. According to Bailey (2015 as cited in Suban) design classroom activities that involve guidance and practice in both interactional and transactional.

Furthermore, the chart shows that 18% of participants stated that pleasant classroom environment increase their participation in speaking classroom. As it is mentioned by Chi& Mai (2020) that teacher should build a classroom environment supportive and pleasant that all students should feel secure of making mistakes.

Moreover, 17% of participants were happy with positive way to error correction as it is mentioned by Harmer (2001) gentle and helpful correction is good in order to get students out of hesitations and difficulty of misunderstandings, when students have finished an activity it is vital that we allow them to assess that what we tell them and what they have done, went well, in our view. We will respond to the language used as well as the content of the activity. Tse (2000as cited in Chi & Mai 2020) teacher should give students a good model of learning, efficient presentation, positive reinforcement and an appropriate feedback.

Also, 11% of the participants agreed that employing cooperative work increase their participation

in speaking classroom as it is mentioned by Bailey (2015 as cited in Suban) Give students both accuracy and fluency practice; by using group work, pair work provide opportunities for students to talk and limiting teacher talk.

5% of the participants agreed that establishing a supportive relationship with student increase their participation in speaking classroom as it is revealed by Abdullah, Abu Bakar, Mahbob (2012) a major role is played by Instructors in any classrooms. The method of teaching employed by the instructors, Positive trait or characters of instructors are important factors among students in the classroom to stimulate verbal encouragement. An instructor's traits that students favored are approachable, always show a good mood, do not criticize the students, known each student well, and being friendly.

5% of the participants agreed on familiarizing students with English related values as it is mentioned by Chi& Mai (2020) that EFL teachers should increase student's willingness to use of English in class through familiarize them with English – related value .and remind them the advantage of mastering English. Finally, in order to increase students' willingness to communicate in English and stimulate them, much effort by teachers should be invested in their method of teaching, behavior and knowledge.

Another 4% agreed with Promoting group cohesiveness. This study would also support the research that has been done by Miller& Perry (2020) that cohesion can have positive effect upon performance and devotion to group activities. Therefore, more cohesive classes may result in improved performance in higher education.

VII. CONCLUSION

The research question of the present study tried to find out strategies that facilitate students' participation in speaking classroom. Through quantitative research design, the data collected from junior students of English department of Kabul education university, it is concluded that increasing students' self-confidence, making tasks stimulating and present them properly, creating pleasant classroom climate, conducting a positive way to error correction and employing cooperative learning are important strategies for student's participation in speaking classroom. It seems that in compare to teacher supportive relationship with students, familiarizing students with English related value and Promote group cohesiveness other strategies such as increasing students' self-confidence, making tasks stimulating and present them properly, creating pleasant classroom climate, conducting a positive way to error correction are important strategies for their participation in speaking classroom and cooperative learning are important strategies.

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خلاصه

صحبت کردن یکی از مهارت های ضروی برای یاد گیری لسان است. که باید با تمرین و مشارکت آموخته شود. هدف این تحقیق یافتن راهبرد های است که مشارکت محصلین را در صنف محاوره تسهیل میکند.شرکت کننده گان این مطالعه 20 دانشجو(10 پسر و 10 دختر) از صنف سوم دیپارتمنت انگلیسی پوهنتون تعلیم و تربیه کابل بودند.از طریق تحقیق راهبرد های خوبی برای افزایش مشارکت محصلین در صنف محاوره به دست آمد. داده ها نشان میدهد که 21% از شرکت کننده گان به شدت موافق بودند که ارتقای اعتماد به نفس مشارکت اآنها را در صنف محاوره تسهیل میکن . 19% از شرکت کننده گان در مورد فعالیت ها و طرز ارایه را برای افزایش مشارکت خود در صنف محاوره موافقت کردند.% 18 از شرکت کننده گان اظهار داشتند که محیط دلپذیر و حمایتی برای افزایش

مشارکت آنها در صنف محاوره است. علاوه بر این ، 17% از شرکت کنندگان موافق بودند که روش مثبت فید بک به آنها کمک می کند تا در صنف محاوره شرکت کنند. 11 % از شرکت کنندگان در مورد به کار گیری کار مشارکبی که آنها را برای شرکت در صنف محاوره تحریک می کنند، ذکر کردند . 5 % از شرکت کننده گان موافق بودند . که استاد با دانش آموزان رابطه حمایتی کننده داشته باشد ، تا مشارکت آنها در صنف محاوره ا فزایش یابد. . 5 % از شرکت کننده گان در مور د آشنایی دانش آموزان با ارزش شهای مرتبط به زبان انگلیسی موافق بودند. و 4% دیگر با ارتقای انسجام گروپ موافق بودند.

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APPENDICES

Table 1 to promote students' participation in English speaking class

No	Statements	Strongly Agree	Agree	neutral	Agree	Agree
1	Create a pleasant classroom climate is a strategy to facilitate students' participation in speaking class.					
2	Promote group cohesiveness is a strategy to facilitate students' participation in speaking class.					
3	Establishing a supportive and caring relationship with students is a strategy to facilitate students' participation in speaking class.					
4	Conducting a positive way to error correction is a strategy to facilitate students' participation in speaking class.					
5	Make The learning tasks stimulating and present them properly is a strategy to facilitate students' participation in speaking class.					
6	Promote students self- confidence is a strategy to facilitate students' participation in speaking class.					
7	Familiarizing students with English related values is a strategy to facilitate students' participation in speaking class.					
8	Employing cooperative work is a strategy to facilitate students' participation in speaking class.					