

The Involvement Of Teacher's: Calling Students To Speak

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Abstract: This learn describes the implementation of teachers' elicitation in speaking class of English Department of Teacher at Tashkent state university of Uzbek language and literature named after Alisher Navoi. It attempts to investigate types of elicitation used by the lecturers in speaking class and the most frequent type. The participants of this study were five lecturers of speaking classes and hence ten teaching sessions were video-recorded and transcribed in order to analyze lecturers' utterance that indicates teachers' elicitation. Quantitative and qualitative method were employed where the data were obtained from observation and interview by means of video recorder, field-notes, observation sheet and interview guide. Technique of data analysis was followed Miles's & Huberman's (1992) model including data reduction, data display, and conclusion. The results of this study revealed six types of elicitations; elicit: inform, elicit: confirm, elicit: agree, elicit: commit, elicit: repeat, and elicit: clarify were used by the lecturers in teaching speaking. It is also found elicit: inform was the most frequent type of elicitation used which reached 72.23%. This indicates that the lecturers frequently used elicitation to invite students to speak.

Keywords— teachers' elicitation, types of elicitation, frequency, speaking class, English Department.

1. INTRODUCTION

Speaking as one of four language skills is very vital for both communication and language learning. Having good ability in speaking has been an indicator of students' successful in learning a language. As Goh and Burns (2012, p.1) stated that the mastery of speaking in English is a priority for second language learners. Their success in language learning is often evaluated on the basis of how well their spoken language proficiency. Ultimately, students are expected to have adequate skill in speaking which can be learnt from day-to-day interactive communication in the classroom. Based on researcher's preliminary study in speaking class at English Department of Tashkent state university of Uzbek language and literature named after Alisher Navoi, students have limited chance to speak in the classroom where they are not invited to involve in the Number 1, February 2018 teacher-student's interaction. This is in line what Richard and Farrell (2011: 134) saying that students have only restricted opportunities to participate in the communicative and interactive uses of language and hence have restricted opportunities of language learning. As a consequence, they tend to be silent and listen to most teacher talk conducted by the lecturers in speaking class. Due to this, students could not practice some components such as grammar, vocabulary, pronunciation, language function, and also fluency of their English speaking. Regarding this, speaking as the most important skill need to be taught by various strategies, one of them is by using elicitation effectively in the classroom by which lecturers can provide students great opportunity for practicing speaking. As Lindsay (cited in Syauqi, 2011, p. 19) proposes that speaking is introduced through three stages: elicitation of appropriate functional language, intensive oral practice, and developing oral fluency. By using elicitation, students are invited to be actively produced their language including grammar and

vocabulary. As well, Nunan (1999, p. 306) asserts that elicitation is a procedure by which teachers stimulate students to produce sample of the structure, function, and vocabulary item being taught. Therefore, elicitation is essential to promote students' speaking skill. Teachers' elicitation in language class does not only make active learning but also can develop students' language understanding. Their speaking proficiency can be trained through everyday teacher-students interaction during teaching and learning process. Classroom interaction and instructional conversation often includes teacher's elicitation which generate information, increase students' participation and greater students' cognitive development (Nathan and Kim, 2007, p. 6). Thus, lecturers can also monitor their progress including how they apply grammar items, how they use words, and also how they pronounce them. Elicitation enables lecturers to introduce those speaking elements by involving them directly in interactive conversations where lecture usually asks questions, students answer to which is evaluated and corrected by the lecturer. It deals with various activities and many things can be elicited from students like information and ideas. Hence, speaking task, for example, dialogue is not presented to them but is elicited from them line by line using visual and verbal prompts. To construct a dialogue, some questions are asked to students to elicit the situation based on visual clues in the pictures (Thornbury, 2005, p. 77). Using elicitation in such speaking exercise is highly significant in which the lecturer elicits things from them instead of telling them. Besides, it increases more students' attention and participation. Elicitation technique which requests for students' verbal response is commonly employed by the lecturers in speaking class to encourage their speaking. Some researchers have conducted studies on elicitation in English language classroom. A research has been conducted by Islamiyah (2012) in Content and Language Integrated Learning Classroom (CLIL). The results shown that over half of elicit: inform was used by the teachers which reached

58.7% of all, followed by elicit: confirm and elicit: agree with 21.8% and 7.5% respectively. This study revealed that the questions used by the teachers in CLIL classroom were posed by using some elicitations which aimed to guide. The ability to function in another language is generally characterized in terms of being able to speak that language". Thus, students' mastery of English is often evaluated by the ability to speak it. That is why speaking as one of language skills become a primary skill to learn. It is at very heart of what it means to be able to use a foreign language (Luoma, 1999, p. 29). To be proficiency in speaking, several components need to be voted on by both students and teacher when assessing. Nunan (1999, p. 226) suggested that what is it that one needs to know and be able to do in order to speak in another language? Of course, one needs to know how to articulate sounds in comprehensible manner, adequate vocabulary, and syntax mastery. Hence, grammar, vocabulary, and pronunciation are some elements that students need to apply appropriately in their speaking. Ultimately, those aspects can be trained through kinds of speaking activities; transactional and interpersonal. Transactional functions to convey information and facilitate the exchange of goods and services (Harmer, 2007, p. 343). Meanwhile, according to Nunan (1999, p. 228), interpersonal has main purpose to maintain social relationship. Students are expected to be able to use English in both genres. Speaking tasks in the classroom may be served in various activities so that they can experience language use in different. Number 1, February 2020 contexts and situation. For instance, the lecturer can elicit ideas from students to build a dialogue by means of pictures or other visual aids. Therefore, the dialogue is developed by themselves instead of presenting it for them. Elicitation The term elicitation is firstly introduced by Sinclair and Coulthard in 1975 to describe utterances in the classroom which elicit verbal responses (Ramiro, 2002, p. 477). Further, Tsui (as in Jafari 2014, p. 3) adopted this term and defines it as any utterance whose function is to elicit an obligatory verbal response. In language classroom, elicitation is to encourage students' speaking which is then their language competence can be evaluated. Nunan (1999, p. 306) describes that elicitation is a procedure by which teachers stimulate students to produce sample of the structure, function, and vocabulary items being taught. It is a standard procedure for the teachers to present the word meaning, for example by showing a picture and asking them to supply the form (Thornburry, 2013, p. 87). New words can be effectively presented by elicitation and that's why it is very important to introduce vocabulary (Harmer, 2007, p. 229). Lecturers in the classroom commonly use this technique to ask students to give information rather than telling them everything. Eliciting is as a technique of drawing things from students, generally by asking questions, instead of using teacher explanation. It leads to greater involvement, encourage thinking, and pushes students to self-discoveries (Scrivener, 2012, p. 139). Briefly, elicitation in speaking class refers to any utterances which request students' verbal response including grammar and vocabulary to develop speaking skill. It increases more

students' talking time and the same time offers opportunities to practice speaking. Elicitation takes biggest part of classroom interaction. It is commonly used to actively involve students in the teaching and learning process. Hence, the most common exchange in the classroom is eliciting exchange (Dailey, 2010). Obviously, it is very beneficial for language learning because it can facilitate students' speaking and provide large opportunity of language practice. To obtain students' verbal response, different kind of elicitation technique can be employed in speaking class such as asking question or providing stimulus e.g. picture, gestures, and setting up the discussion (Chitravelu, Sithamparan, and Choon, 2005). Questions are the most popular way for lecturers to get students verbal response. Elicitation entails asking questions and it is one of the principal ways in which the teacher can control the classroom discourse (Walsh as quoted in Alsubaie, 2015). In teaching speaking, questions are very often posed by the lecturers in order to make students speak and to check their understanding. In this case, WH questions should be posed more often to which the students can provide long answer and have more opportunities for practicing the target language. Many things can be elicited from students by using gapped sentences on the board to lead them to discover something, to encourage thinking, and Usman, Around, Samad, Fitriani, Teachers' Elicitation: Inviting Students ... 55 guide discovery (Scrivener, 2012). This makes them alerted to keep thinking and searching for answer to fill in the gap. Additionally, Coskun (2010)) proposed that correct form can be directly elicited from students by pausing to allow them to complete the utterance such as "He is good...?". This provokes their curiosity and attention to give the expected answer. Some features like grammatical form, vocabulary, and how they pronounce the words can be identified from their response. Alternatively, non-verbal language can be utilized as well. So, miming, gestures, facial expression, and body language are usually exploited to elicit words and language structure (Doff as cited in Samika, 2013). This provides students clues so that they will be easier to find appropriate response. Beside, when effectively generated, eliciting by using gesture makes learning more interesting. It avoids students from being bored because the lecturers use various techniques in inviting them to speak. In a nutshell, elicitation techniques include both verbal and nonverbal. It is done mainly using questions to which students gives answer and is evaluated by the lecturer. Body language or gesture, gapped sentence, and strategic pausing can also be implemented to elicit their response. The researcher had based the analysis of this study on Tsui's (1995) classification of elicitation which is function-based. Tsui adopted the term elicitation from Sinclair and Coulthard who was for the first time use it to refers to any utterances which expect students' verbal response. She further classified it into six types as appear in the following (as cited in Jafari, 2013) Elicit: inform It invites students to supply a piece of information. This kind of elicitation can be realized by using WH questions, yes/no question, alternative question, and indirect question. Elicit:

confirm this subcategory invites students to confirm teachers' assumption. For example, to confirm whether they had understood the material or not. It can be realized by tag interrogative, declarative, and negative polar question. Elicit: agree Elicit: agree is functioned to ask for students' agreement towards teacher's assumption which is self-evidently true. It can be applied by using tag question. Elicit: commit This kind of elicitation is to elicit commitment from students. Yes/no question and WH interrogative may be used in elicit: commit. Elicit: repeat this category prospects a repetition of the utterance preceding elicitation. It invites students to repeat their response because the teacher has not heard it clearly. It is identified by WH questions, Number 1, February 2018 utterances like "say it again, pardon? sorry?, could you repeat? or huh? Elicit: clarify it requests for students' repetition of previous utterance because it was incorrect, so that they will be aware of their mistake. It is known by WH interrogative or high key repetition of a word or phrase in the preceding utterance. The use of elicitation in speaking class is aimed at motivating students to speak and train their use of grammar, vocabulary, pronunciation and fluency. Due to this, some steps must be taken into account to successful elicitation. Scrivener (2012) suggested several important points to effective eliciting, they are as follow:

a. Make sure the class can hear both the question and the answer. It is important that everyone can hear answers given by other student.

b. Use a natural sounding. Questions sound more inviting if it sounds like you really search for the answer.

c. Consider a wait-time where it allows students to think, don't hurry them and don't answer your own question.

d. Questions can be nominated.

Ask the questions by calling out their name one by one. If a student cannot provide the answer, ask to another one.

In addition, according to Darn (2010) elicitation can be done effectively by following some suggestions below:

a. Don't ask students to repeat the incorrect answer, but ask different students to repeat the correct one. This helps them remember.

b. Give feedback for each answer with comments or gesture because it can encourage and motivate them to learn more.

c. Eliciting is designed to find out what students have already known. So, they should be provided with sufficient context and information.

d. Use more guided question to lead students to an expected response.

There are many advantages of elicitation in the second language classroom, they are:

a. It makes students more attentive to the topic being presented by the lecturers.

b. It helps the lecturers to find out how well they apply language structure, vocabulary, and appropriate pronunciation in speaking.

c. It maximizes speaking opportunities

d. It is to check students' understanding.

2. CONCLUSION

Based on data analysis, the lecturers used all type of elicitation in speaking classes, namely elicit: inform which was the most frequent type employed, elicit: confirm, elicit: agree, elicit: commit, elicit: repeat, and elicit: clarify. Elicitation is important in developing students' speaking skill. Therefore, lecturers should be more aware of using it for their speaking improvement. Some important points including feedback, nomination, clear voice, and a wait-time need to be implemented for successful elicitation. Various techniques of elicitation other than questions like body language, gap sentence, strategic pausing should be utilized to elicit students' talk. WH-questions should be exploited more often to which students can give long answer instead of short yes/no response. Thus, it opens more opportunities for them to use and practice their English speaking. Additionally, the lecturers or teachers should consider a wait-time to give students a space to think and reformulate their responses when getting no answer. Thus, nominating, rephrasing questions, and clue are needed to elicit again instead of telling them the correct response or answering own questions.

3. REFERENCES

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