An Investigation into Factors that Hinder the Participation of University Students in English Speaking Lessons

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Abstract: This research is implemented to investigate the factors that hinder students' participation in speaking activities at Ba Ria – Vung Tau University. The research's subjects are the teachers and the second – major students of English from Ba Ria – Vung Tau University. The results from the questionnaires, the class observations and the interview reports show that the factors coming from teachers, students and classroom have been regarded as important factors affecting remarkably students' participation in speaking lessons. Also, the findings of the research demonstrate that teachers should pay adequate attention to their teaching techniques to increase students' involvement in teaching speaking English. In addition, implications and suggestions for further research are made with the hope for better methods to help the teacher reduce his students' negative effect of these factors during the process of learning speaking English.

I. INTRODUCTION

1. Rationale

No one can deny the importance of English in life. English has become the vital device for communication in all fields. The final goal of study English is to master this language in communicating. The Communicative Approach teaching requires developing language learners' four skills: speaking, listening, reading and writing. However, speaking is seen as the center skill and the most demanding of the four skills (Bailey and Savage (1994:7)).

There is a fact that many Vietnamese students can write and read English well but they cannot speak fluently and correctly. Most of the students find speaking difficult, even uninteresting. After several years of teaching English, we have found that the university students are quite passive in speaking English. They do not actively participate in speaking activities. Certainly, students' participation can be affected by a variety of factors coming from teachers' side, students' side and others including classroom environment, types and contents of activities, etc. Unfortunately, this is not only the situation in my university but also the case for many other universities in Vietnam.

This has given me the desire to conduct a research to identify the factors that hinder students' participation as well as to find out the techniques and activities to increase students' participation in speaking activities at Ba Ria – Vung Tau University.

2. Objectives of the study

The study is carried out to find out the factors hindering the university students' participation in speaking lessons, and why these factors have negative effect on university students' participation in classroom speaking activities. Based on the findings, the researcher will analyze activities and techniques often used by the teacher to increase students' participation. Furthermore, the researcher will give some suggestions for teachers to stimulate students in speaking English and overcome the difficulties they have to face with in teaching speaking English for university students.

3. Research questions

The study will answer the following questions:
1. What are the factors affecting university students' participation in speaking lessons?
2. What should teachers do to increase students' participation in class speaking activities?

4. Scope of the study

First, the subjects of this study are second - major students of English at Ba Ria - Vung Tau University. Second, the study only covers the speaking skill. Third, the study focuses on finding out the factors including teachers' factors, students' factors and learning – teaching conditions hindering students' participation in classroom activities.

5. Methods of the Study

In the study, both qualitative and quantitative methods are used. The data will be collected by means of questionnaire, interview and classroom observations. After the data is collected, analyzed and discussed, some conclusions will be drawn and some suggestions will be made in the thesis.

II. LITERATURE REVIEW

2.1. Theoretical background of speaking

2.1.1. Definition of speaking

Speaking is a skill which language teachers, quite rightly, believe is particularly important. By speaking, individuals can express needs, opinions and feelings, understand and ask questions.

According to Donough and Shaw (1993), speaking is a skill which enables people to produce utterances when communicating to achieve a particular end. This may involve expressing ideas, wishes or opinions, negotiating or solving problems, or establishing or maintaining social relationships.

Speaking is "the process of building and sharing meaning through the use of verbal and non − verbal symbols, in a variety of contexts" (Chaney, 1998:13).

Thus, speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Its form and meaning are dependent on the context in which it occurs including the participants themselves, their collective experiences, the physical environment and the purpose of speaking. Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary ("linguistic competence"), but also that they understand when, why, and in what ways to produce language ("sociolinguistic competence"). A good speaker synthesizes these skills and knowledge to succeed in a given speech act.

2.1.2. The importance of speaking skill

It is difficult to say which skill is the most important among four language skills. However, speaking seems the most important and the closest to the goal of language teaching: communicative competence. Pattison (1992) confirms that when people know or learn a language, they mean being able to speak the language. Besides that, Ur (1996:120) states, "of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important."

2.1.3. Characteristics of a Successful Speaking Activity

Classroom activities would be an important component of a language course. Successful speaking activities in class can result in great improvement of students' speaking skills. According to Ur (1996: 120), there are four characteristics for a successful speaking activity.

First, students talk a lot. It means that learners always have to be the center of all speaking activities and teachers only play the role as guides.

Secondly, participation is even. Classroom discussion is not dominated by a minority of talkative participants; all learners get a chance to speak and contributions are fairly evenly distributed.

Thirdly, motivation is high. Interesting topics and new things will attract learners to take part in speaking activities. They are eager or excited to speak and really want to express their feelings as well as opinions in order to contribute to achieving a task objective.

Finally, language is of an acceptable level. Students express themselves in utterances that are relevant, easily comprehensible to each other, and an acceptable level of language accuracy.

2.2. Learners' participation

Students' participation can be seen in learners' verbal or written responses to tasks, their concentration, or through their contributions to classroom discourse. Participation can also be gauged from other signals such as when learners pay attention, smile, and raise their hands to answer a teacher's question. For example, students participate in speaking lessons by volunteering answers, asking questions, or contributing to discussions. Ellis (1994) considers participation from the point of views of both quantity and quality. Cathcart (1986) found that situations where learners had control of the talk were characterized by a wide variety of communicative acts and syntactic structures, meanwhile the situations where the teacher had control seemed to produce single − word utterances, short phrases and formulaic chunks. Also, the differences in the quality of learners' participation depended on the kinds of activities they were involved in.

2.3.   Factors hinder students' participation in speaking activities
2.3.1.   Students' factors
2.3.1.1. Students' learning styles
Successful language learners are usually people who have a personal learning style or positive learning strategies. It means that good learners must have some awareness of their preferred techniques, and modify them in the light of their own or other people's experience.

Learning style is an individual's natural, habitual, and preferred way of absorbing, processing, and retaining new information and skills. Skehan defines learning styles as *"...cognitive, affective, and physiological traits that are relatively stable indicators of how learners perceive, interact with, and respond to the environment"* (Skehan, 1991). Learning styles, according to Spolsky, B. (1998: 108) are terms to describe identifiable individual approaches to learning situation.

2.3.1.2 Students' attitude and motivation
There has been a great deal of research on the role of motivation and attitude on second language learning. Attitude and motivation have a close relationship. "A learners' attitude affects the development of motivation". (Spolsky, B. 1998: 23)

Motivation in second language learning is a complex phenomenon which can be defined "an affective factor alongside culture shock" (Schuman, 1978). Lightbown and Spada (1999) define motivation in terms of two factors: learner's communicative needs and their attitude towards the second language community.

Clearly, motivation plays an important role in the success of language learning in general but we may wonder how much or to what extent motivation accounts for students' participation in oral activities. We may not give the correct answer but we can see that if learners perceive a goal and if that goal is really attractive, they will be strongly motivated to do whatever necessary to reach that goal. Therefore, the more motivated students are, the more actively they will participate in oral activities.

2.3.1.3. Students' second language level
It is undoubted that students' levels in a class are not alike. There are two levels of language: the basic interpersonal communicative skills and the cognitive academic language proficiency. The basic interpersonal communicative skills concept represents the language of natural, informal conversation. Basic interpersonal communicative skills are used by students when talking about everyday things in concrete situations, that is, situations in which the context provides cues that make understanding not totally dependent on verbal interaction alone (Cummins, 1992).

According to Harmer (2001), in a class with the different language levels of students, teachers may meet some difficulties in choosing a suitable teaching method, language as well as organizing activities for students. He also suggests that there are some techniques and exercises that are suitable for some students but less appropriate for others.

Another factor related to students' language level that may hinder students' participation in speaking activities is their pronunciation of the second language. Most of the students who are learning English have difficulties in pronunciation, which makes it difficult to communicate in the target language.

2.3.1.4. Personality
According to many language teachers, the personality of their students considers a major factor contributing to the success or failure in language learning. Lightbown and Spada (1999) list a number of personality characteristics such as: extroversion, inhibition, self – esteem empathy, dominance, talkativeness and responsiveness. Hedge (2000) defined that extrovert learners are more willing to participate, more willing to experiment and take risks. Although their language was not good enough, they were not afraid to make mistakes and try to communicate. And for introvert learners, they feel more comfortable when they work individually (Harmer, 2001). Brown (2000) argues that personality is one of the affective factors that are equally important for explaining differential success among second language learners.

2.3.1.5. Students' anxiety
Oxford Advanced Learners Dictionary defines anxiety as the state of feeling nervous or worried that something bad is going to happen. Empirical research shows that anxious foreign language students are less willing to participate in learning activities, and have lower performance than non – anxious students (Gardner, 1991).

Young (1991) presented six types of sources of foreign language classroom anxiety such as: personal and interpersonal anxieties, learner beliefs about language learning, instructor beliefs about language learning, instructor-learner interactions, classroom procedures, and testing. Besides that, Bailey also identified sources of anxiety, including test and learners, perceived relationship with their teachers.

Horwitz and Cope have identified three components of foreign language anxiety. They are: communication apprehension, fear of negative evaluation, and test anxiety (Horwitz, Horwitz and Cope 1986). He also explains that students who exhibit communication apprehension do not feel comfortable communicating in the target language in front of others because they have limit about knowledge of the language, especially in relation to speaking and listening skills.

2.3.2.   Teachers' factors
2.3.2.1. Teachers' teaching methods
Stern (1983) lists out some main teaching methods as follows:
- *Grammar-translation or traditional method: Audio – lingual method*
- *Direct method*
- *Reading method*
- *Audiovisual method*

Recently, with the ever – growing need for good communication skill in English, Communicative Language Teaching (CLT) has given as a replacement to the earlier structural methods. CLT focuses on meaningful tasks rather than on language form, which helps heighten learners' motivation in learning a language because they do not often concentrate their mind on the forms or grammatical items of the target language. One more fact is that in CLT, there are different kinds of tasks to make teaching and learning more communicative.

Thus, mentioning the above methods will help us know their advantages as well as disadvantages and choose a suitable method to teach our students. Choosing an appropriate teaching method for a certain class may create a lot of opportunities for students to take part in class activities.

2.3.2.2. Teachers' knowledge
What a teacher knows is one of the most important influences on what is done in classrooms and ultimately on what students learn. Breach (2005) shows that the teacher is a fountain of knowledge and their main responsibility is to impart knowledge to students.

Grossmann (1990) points out the categories of teachers' knowledge including general pedagogical knowledge, subject matter knowledge, pedagogical content knowledge and knowledge of context. Ferguson (1997:85) affirms that teacher should have knowledge of the culture and values of the discipline, knowledge of the epistemological basis of the different disciplines and knowledge of the genres and discourse patterns.

2.3.2.3. Teachers' characteristics
Besides the knowledge and teaching methods, teachers' characteristics may have a great influence on students' participation. There are two sets of qualities that characterize a successful professional teacher: professional characteristics and professional competences (Whitty, 1996: 89–90). Professional characteristics include professional values, personal and professional development, communication and relationships as well as synthesis and application. Professional competences include knowledge and understanding of children and their learning, subject knowledge, curriculum, the education system, and the teacher's role.

2.3.2.4. Teachers' roles in speaking activities
Teacher role refers to the different functions a teacher can have in a class. The role usually implies the relationship between the teacher and learner, particularly in terms of the autonomy learners have over their learning.

Pine and Boy (1997) express "pupils feel the personal emotional structure of the teacher long before they feel the impact of the intellectual content offered by that teacher". It is evident that teachers' performance will have an influence on their students. A teacher who lacks self-esteem will find it difficult to develop self-esteem of his students. A teacher who does not lead a warm atmosphere at class will find low learning spirits of students. So the teachers' roles are very critical in language teaching.

2.3.3.   Teaching and learning conditions
2.3.3.1. Physical conditions
Among many factors affecting the participation of students in speaking activities, physical learning environment is also considered to be an important factor. Physical conditions in the classroom such as the classroom size, chairs, tables, lights and boards affect students' participation either positively or negatively.

Effective classroom managers create orderly, safe environments where students feel valued and comfortable, thus setting the stage for teaching and learning. To achieve that, they strategically arrange classroom space to support a variety of independent, small and large group activities (Crane, 2001). If a classroom is not properly organized to support the type of schedule and activities a teacher has planned, it can

hinder the functioning of the day as well as limit what and how students learn. However, a well-arranged classroom environment is one way to more effectively manage instruction because it triggers fewer behavior problems and establishes a climate conducive to learning. Weinstein (1992) suggest that classrooms should be organized to accommodate a variety of activities throughout the day and to meet the teacher's instructional goals. In addition, the classroom should be set up to set the stage for the teacher to address the academic, social, and emotional needs of students. Hammer (1992) emphasized that physical conditions had great impact on students' learning as well as their attitude towards the subject matter. Physical condition affects students' motivation. The large class, the poor facilities will decrease the relationship between teacher and students, and their motivation. Thus, arranging the physical conditions in classroom is a need if we want to increase students' participation in classroom activities.

2.3.3.2. Classroom climate

Classroom climate is referred to as the learning environment, or by a term such as atmosphere. The impact of classroom climate on students and staff can be beneficial for or a barrier to learning. Classroom climate is a perceived quality of the setting. It emerges from the complex transaction of many immediate environmental factors (e.g, physical, material, organizational, operational, and social variables), as a major determiner of classroom behavior and learning. Understanding how to establish and maintain a positive classroom climate is seen as basic to improving schools in general and students' participation in particular. One important factor is how teachers attend or respond to students' behaviors. Lightbown and Spada (1999) pointed out that students seem to feel anxious and less constrained but more secured to take part in learning activities in supportive, cooperative and encouraging atmosphere.

A proactive approach to developing a positive classroom climate requires careful attention to (1) enhancing the quality of life in the classroom for students and staff, (2) pursuing a curriculum that promotes riot only academic, but also social, and emotional learning, (3) enabling teachers to be effective with a wide range of students, and (4) fostering intrinsic motivation for classroom learning and teaching.

III. RESULTS AND ANALYSIS OF DATA

3.1. Teachers and students' perception on learning speaking English
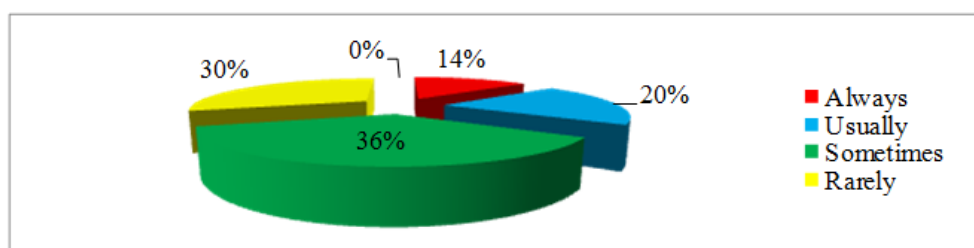
3.1.1. Students' interest in speaking English in class

☞ *Question*: *How do you feel interested in speaking English in class?*
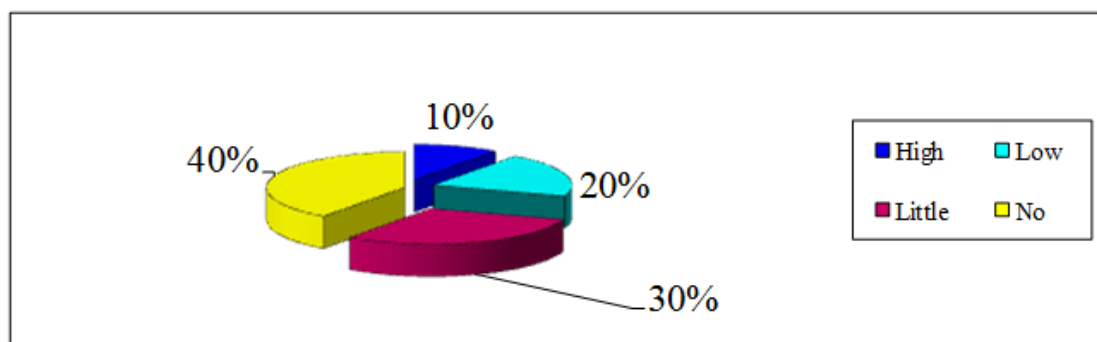
Figure 1: Students' interest in speaking English in class

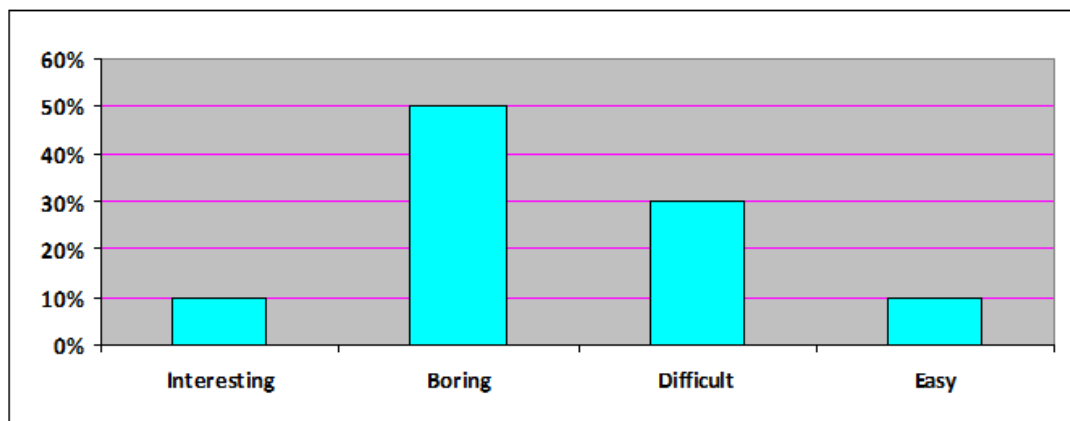### 3.1.2. The frequency of students' speaking English in class

☞ *Question*: *How often do you speak English in English classes?*

Figure 2: The frequency of students' speaking English in class

3.1.3. Students' evaluation on the topics of speaking activities in class
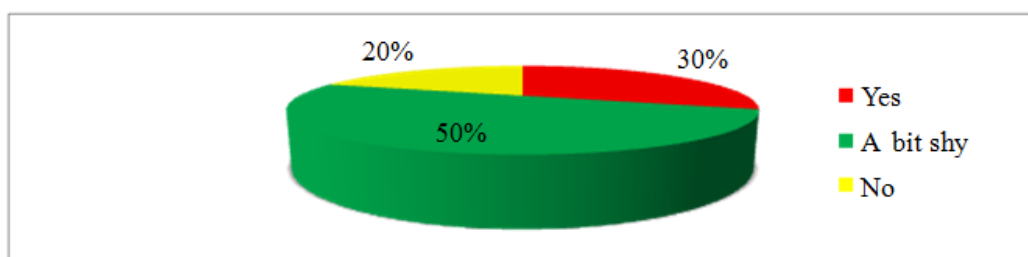☞ *Question: How do you find topics of speaking activities in your class?*

Figure 3: Students' evaluation on the topics of speaking in class

3.2. Factors that hinder students' participation in speaking activities
3.2.1. Students' confidence when speaking English
☞ *Question: Do you feel confident when speaking in front of the class?*

3.2.2. Factors hinder students' participation in speaking activities
☞ *Question for students: Which factors prevent you from participating in speaking activities?*
☞ *Question for teachers: What factors often hinder yours students' participating in speaking activities?*

Factors	Students (No = 50)	Percentage (%)	Teachers (No = 9)	Percentage (%)
Teachers' teaching method	22	52%	9	100%
Uninteresting lessons	17	34%	8	88.9%
The classroom atmosphere	10	20%	5	55.5%
Crowded class	8	16%	6	66.6%
Low proficiency in English	8	16%	7	77.8%
Grammar, vocabulary and pronunciation mistakes	26	44%	8	88.9%

Table 1: Factors prevent students' participating in speaking lessons

3.2.3. Students' attitudes when participating in speaking activities
☞ *Question: How do you feel participating in speaking activities in class?*

Attitudes	Students (No = 50)	Percentage (%)
Be reluctant to speak	25	50%
Find speaking boring	15	30%
Eager or excited	10	20%

Table 2: Students' attitude when participating in speaking activities

3.2.4. Degrees of the difficulties students feel when participating in speaking activities
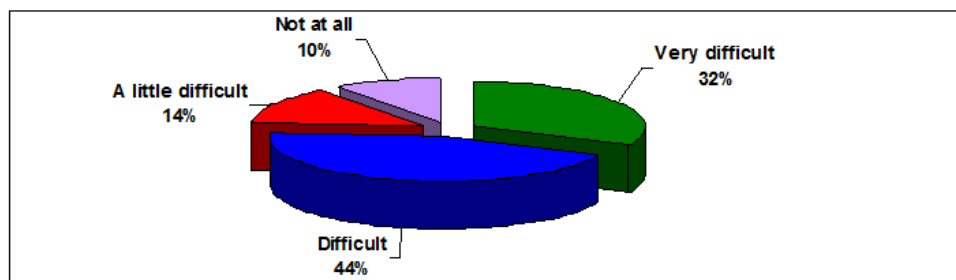☞ *Question: How difficult do you find to participate in speaking activities in class?*

Figure 5: Degrees of the difficulties students feel when participating in speaking activities

☞ *Question: What are your difficulties in speaking activities?*

Difficulties	Students (No = 50)	Percentage (%)
Unable to find words or structures	33	66%
Unable to find ideas	20	40%
Teachers' unenthusiastic	9	18%
Teachers' anger or interruption	2	4%
Larger class – size	6	12%
Little time	10	20%
Poor pronunciation	28	56%

Table 3: Students' difficulties in speaking lessons

3.3. Activities increase students' participation in speaking lessons
3.3.1. Speaking activities used by teachers
☞ *Question for students: In speaking lessons, which of the following activities do your teachers often use to increase your participation?*

Speaking activities	Students (No = 50)	Percentage (%)
Group work	24	48%
Interview	11	22%
Games	10	20%
Free discussion	11	22%
Questioning	8	16%
Visual aids	6	12%
Information gap	8	16%
Role - play	7	14%

Table 4: Speaking activities teachers often use to increase students' participation

☞ *Question for teachers: Which of the following speaking activities do you often conduct in class?*

Speaking activities	Teachers (No = 9)	Percentage (%)
Role play	3	33.3%
Picture description	0	0%
Interaction patterns	9	100%
Information gap	1	11.1%
Questioning	3	33.3%
Interviewing	2	22.2%
Playing games	7	77.8%
Free discussion	3	33.3%

Table 5: Speaking activities teachers often conduct in speaking lessons

3.3.2. Activities motivate students to take part in speaking lessons
☞ *Question for students: Which of the following activities can motivate you to participate in English speaking lessons?*

Activities	Students (No=50)	Percentage (%)
Story telling	22	44%
Oral presentation	8	16%
Describing pictures	5	10%
Reporting news	14	28%
Poetry, songs	17	34%
Information gap	7	14%
Joke – telling	18	36%
Interaction	8	16%
Problem – solving	10	20%

Table 6: Activities motivate students to take part in speaking lessons

☞ *Question for teachers: Which of the following activities do you use to increase students' participation in speaking English?*

Activities	Teachers (No = 9)	Percentage (%)
Providing students with vocabulary and structures to be used for the speaking tasks	6	66.7%
Creating the comfortable learning atmosphere	5	55.6%
Creating the co-operative atmosphere	5	55.6%
Providing communicative activities	3	33.3%
Encouraging students to speak by suggested questions	4	44.4%
Being tolerant with their mistakes	3	33.3%
Being enthusiastic, helpful and friendly	4	44.4%
Using communicative games and visual aids	5	55.6%
Giving them opportunities to express their own ideas	4	44.4%

Table 7: Activities teachers use to increase students' participation in speaking lessons

3.3.4. Some suggestions for teachers to motivate students to speak in English speaking lessons
☞ *Question for students: Which of the following do you think your teacher should do to motivate you to speak in English speaking lessons?*

Ideas	Students (No = 50)	Percentage (%)
Let you choose topics to discuss	24	48%
Give you more time to work in pairs or in groups	22	44%
Let you choose partner	13	26%
Create interesting and appropriate topics to your level	15	30%
Be enthusiastic, friendly and helpful	7	14%
Conduct some interesting games and activities	27	54%
Create pleasant class atmosphere	8	16%

Table 8: Suggestions for teachers to increase students' participation

☞ *Question for teachers: What are your own experiences of teaching speaking to help learners participate effectively in English speaking lessons?*
With this open-ended question, the researcher got many different opinions from the teachers. In their opinions, it was very hard to decide which ways were the best ways to teach speaking skills effectively. Teaching speaking skills depend on many criteria like student levels, difficulty levels of topics, interest levels of speaking topics, and so on.

3.3.5. Teachers' perception toward students' participation
3.3.5.1. The difficulties teachers face in teaching speaking.
☞ *Question: What are the difficulties that you have encountered when teaching speaking?*
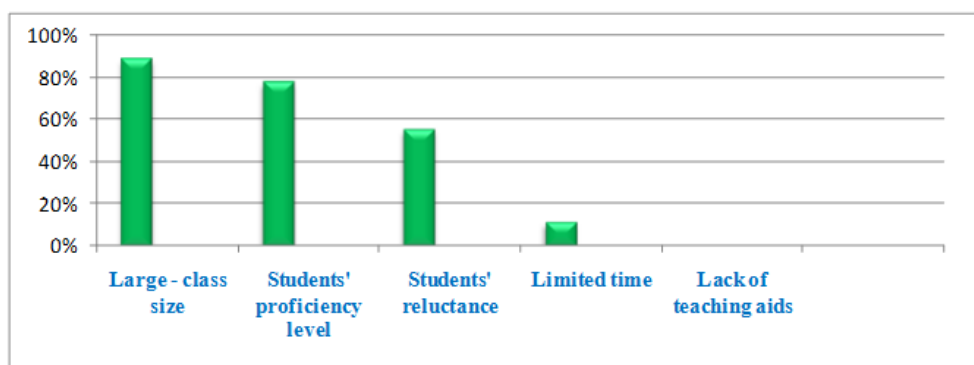
Figure 8: Difficulties teachers have to face when teaching speaking.

3.3.5.2. Teachers' responses towards unwilling speakers
☞ *Question: What do you often do when your students are unwilling to speak?*

Attitudes	Teachers (No = 9)	Percentage (%)
Get angry and ask them to stand	0	0%
Criticize them	1	11.1%
Shout at them	0	0%
Let them sit down and never ask them again during the lesson	0	0%
Let them to speak	2	2.22%
Encourage them to speak by using different teaching techniques	8	88.9%

Table 9: Teachers' attitudes towards unwilling students

3.3.5.3. Students' participation in English classes
☞ *Question for teachers: What do most of your students do in speaking activities?*

What do your students do?	Teachers (No = 9)	Percentage (%)
A. Work with great interest	3	33.3%
B. Remain silent all the time	2	22.2%
C. Speak Vietnamese	4	44.4%
D. Do other things	2	22.2%

Table 10: Students' participation

IV. RECOMMENDATIONS

4.1. Varying speaking activities
The teacher's task is to encourage every student not to be attentive and to take part in the lesson by providing them with a variety of speaking activities. Firstly, pair work and group work are thought to be very useful in speaking lessons. Using pair work and group work helps teachers reduce boredom and tiredness among students, especially in large classes. Establishing routines for pair work and group work activities will help teachers be easy to control and motivate students. Group work is a cooperative activity: there are more students discussing a topic and doing a role-play or solve problems. In groups, students tend to participate more equally and they have more chances for greater independence. Secondly, teachers should be interested in using games and visual aids such as pictures, maps, music, etc to draw students' attention to the lesson because games and visual aids help learners reduce stress and take part in speaking activities better. Additionally, discussion, storytelling, interview, picture description, oral presentation, questioning, role-play should be introduced to the students so that they are not fed up with the same activities they have to do every day.

4.2. Helping students to improve their knowledge of grammar and enrich their vocabulary
We know from the findings that the majority of the students found it hard to carry out their speaking tasks because of their poor vocabulary, ideas and knowledge relating to the speaking topics. Thus, the teachers should find out the speaking topics which suit for students' language level. With such a topic, it is quite easy for students to speak and express their opinions. Moreover, we have to create a competitive atmosphere for the students to use new words and structures in speaking activities. Last but not least, we must find other materials relevant to students' interest, provide students with vocabulary, structures and information students need.

4.3. Managing speaking turns suitably

Some students in class are often hesitant or anxious about speaking the target language and some others usually tend to dominate classroom activities. These differences are caused by personality traits. Teachers, therefore, should balance students' speaking turns. To balance students' speaking turns, at first, we give simple and clear instructions so that students understand what they are supposed to do. Secondly, we should be patient when listening to students' speaking. We also need to give students opportunities and time to practice and raise their voices freely. Students are encouraged to ask questions, give suggestions, share ideas, and tell stories. Teachers, furthermore, should ask students to prepare speaking tasks at home carefully. By this way, we will help the anxious students have more time to prepare vocabulary, structures relating to the speaking topics and make them more confident in their own ability.

4.4. Building a cooperative atmosphere in class

A tense classroom atmosphere makes students anxious that hinders students' participation in speaking English, meanwhile a co-operative classroom atmosphere gives students opportunities to express their opinions, develop their strengths, reduce their weakness and embarrassment when making mistakes. Students can work together in pairs or groups for a task in a cooperative atmosphere. They can get benefits form sharing ideas, feeling and knowledge. It encourages active participation of all members in class. A cooperative atmosphere increases learners talk more, more relaxed atmosphere and greater motivation. Teachers, therefore, need to build a warm environment in which teachers and students have a close relationship. We not only play the role of the facilitator of students' learning, the manager of classroom activities, the advisor to answer students' questions and to control their performance but also work as the participant to engage in the communicative activities along with the students.

4.5. Helping students to be confident

The findings of the study show that students felt reluctant to speak due to lack of confident. Most of them felt shy to speak English in class. The teachers, therefore, should try to understand their shyness to help them have more confidence when practising English in front of the class. Firstly, to reduce students' anxieties we must create an atmosphere in which they feel comfortable "thinking out-loud," taking intellectual risks, asking questions, and admit when students do not know anything. Moreover, we should point out students' speaking ability, give encouragement so that they will have no fear to speak. We, also, let students choose topics and partner to discuss. This would result in comfortable discussion and it is easier for students to express their own opinions confidently.

4.6. Being enthusiastic, friendly, helpful and tolerant

Teachers' characteristics are decisive factors to increase students' participation. Teachers' enthusiasm, friendliness, helpfulness and tolerance will create students' interest in speaking English. So, the teacher must pay attention to the shy and nervous students. The friendly, sympathetic attitude of a teacher to a class brings out the best effect on both teaching and learning. In the classroom, the teacher is the source of information, the adviser or sometimes the friend of the students. Next, we had better have a tolerant attitude towards students' errors. In other words, we need to consider mistakes as part of the natural process of language learning so it is not necessary to correct every single mistake. Through the results of questionnaires and interviews, most students did not want to speak because of making mistakes. The teachers, therefore, have to be friendly, give a smile instead of getting angry when students make mistakes.

4.7. Creating interesting and appropriate topics

Teachers ought to plan more interesting topics to encourage students' participation (as the students and teachers reported in the survey questionnaires). Topics should be of students' level and interest; topics can be in the textbook or outside the textbook chosen by the teacher or students. Textbook topics can be adapted by the teacher in order to make them more suitable, interesting or familiar to the students.

4.8. Forming a habit of speaking English in the class

In order to increase the students' time of speaking English in the class, the teachers should form a habit of using English. This habit should be built from the beginning of the first lesson. We need to use English all the time but the English used should not be too complicated so that the students can understand what the teachers say. Besides, let the students have more chance to practise listening to get acquainted to native speakers' voice. Once the students have developed a habit of speaking English in class, they will participate more often in classroom speaking activities.

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