

Fishbowl technique at TESOL Classes and Figuring out Speaking Skills Limitations and Solutions (A various schools in Duhok city)

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ABSTRACT

In this current era of globalization, there is a need for English instructors to improve their inactive learners' confidence so as they can be capable of participating actively in oral classroom activities. Based on this issue, the study aimed to identify the obstacles and causes faced by learners of English at the primary stage, and the most appropriate solutions to overcome these challenges. The research sample consisted of (65) fourth-grade students in (New Dohuk) and (Parlaman) schools. The researchers used a personal interview with the research sample students to demonstrate and measure the speaking challenges faced by learners of English. Each student will undergo such an interview to consider speaking problems and possible causes. The results showed and suggested that some students had difficulty communicating for various reasons. The researchers recommend conducting more research and studies on the speaking challenges faced by English language learners. The objective of the research is to describe the speaking barriers and analysis of student's barrier besides to the procedure of the Fishbowl strategy in teaching speaking English. "This research is the implementation of primary school in our schools". The instrument of the research is an observation sheet, filed note, documentation, and recording. The design of the research used in this study is descriptive qualitative research. The description of the research finding showed about Fishbowl strategy in teaching speaking that have been identified through observation sheet and field notes. The researcher gets the data through the teacher and student's activities in the teaching and learning process through tests and data. Outcomes seems to be good to use Fishbowl technique but there are a number of barriers if it will be used at normal classrooms of the governmental school but it could be more convenient for the private schools.

Keywords: speaking skills, English language, fishbowl, basic and secondary school.

Problems Faced by the Students in Speaking English Language

English is one of the languages that are used widely in the world. People use it to communicate with other people from many parts of the world. This language has become a compulsory subject from Junior High School to senior high school for many years. One of the objectives of this policy is enabling the students to access knowledge through English.

The English teaching is intended to develop students' communicative competence which emphasizes listening, writing, reading, and speaking skills. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The use of English for speaking is not a simple process at all because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. Besides the students' lack of vocabulary, their less confidence to speak and judgment of English as a difficult subject make speaking as the difficult language skill.

Speaking is the way to communicate with others, it helps human being to convey the message. Moreover, speaking is one of the most important skills to be mastered by all English learners, without speaking skill they do not know how to convey the information, to share their opinion or ideas with others. This paper is about the new way of learning the English language by the Fishbowl method, which is regarded as one of the most important and interesting ways. Through the study of this paper, we will be able to learn school subjects by the Fishbowl and results we had got them during our practice in school. Besides, this paper is divided into three levels: the first level is about the definitions of speaking, the advantages of speaking the English language or any language, and the reviews of some Fishbowl research. The second level deals with the test we had done in school and the results we got through that test. Finally, the last level is about the difficulty we got at school during our practice and conclusion of this research.

Students need speaking English in education or their life. According to Luis (2004, p.1), the students need to be taught and mastered a foreign language as an essential tool for establishing meaningful communication and working in today's global context, because the effects of economic and political demands in almost all trades and professions around the world require the students to have a good command of a foreign language, especially English. To master language skills, the students should increase their ability in writing, listening, reading, and speaking. Speaking is a human skill to communicate with another human. Many things must be considered in

speaking, namely how to deliver and expertise in speaking. Cameron (2001, p. 40) states that speaking is the active use of language to express meaning so that others can understand them. This is a process of interaction where speakers intend to build meaning through producing, receiving and processing information (Bailey, 2005, p. 25). Speaking is very important ability in doing daily activities because people can react to other persons and situation and express their students, thought, and feeling through spoken language.

1- Lack of Confidence in Speaking English Language

Speaking is a productive skill that requires a lot of activities for the learning process. The teaching and learning process in speaking class can build learners' self-confidence. They also have to take risks as they learn how to speak English. Great courage will make them confident. They will speak more fluently when they have confidence. Self-confidence is one of the success factors for students learning or speaking English. Self-confidence is convincing ability and self-judgment in performing tasks and choosing an effective approach. It includes trust in dealing with increasingly challenging environments and confidence in their decisions or opinions. Learners with high self-confidence will talk or communicate in any situation both in class or outside the classroom.

Factors that influence students' confidence

there are several factors that influence students' confidence in speaking English, including factors from the teacher: the teacher's personality, the teacher's way of speaking in front of the class, the explanation from the teacher that is difficult to understand. Student factors: being teased by their peers, unsure of their abilities, believing that English is difficult, and lack of preparation. The first student said that: Unclear explanation, mocked by peers, limited vocabulary, less study, requested by test teacher without notification, force must be able. (Fatmawati, et al, 2020: 103-104).

2- Shyness in Speaking English Language

shyness is a tendency to avoid social interactions and to fail participating appropriately in social situations.

Many students receive low marks in EFL speaking classes. Teachers wrongly suppose that they are not competent enough, and teachers ignore shyness as an affective factor. (Marhamah, 2016: 50).

Learners in classroom situation are not the same, and different personality types such as unmotivated, anxious, introverted, extroverted, and shy persons participate in the class. In an EFL classroom based on communication purposes in which students need to use English language as a tool for communication, shy students are at a great disadvantage. Speaking in front of others is a difficult task for them. They have a negative picture about themselves that will affect on their motivation to speak. The same situation happens when they want to speak a foreign language or asked to answer a question in foreign language. Shy person may hesitate, make a lot of pause, or even escape from the situation. As a result, they receive low marks in speaking classes because there is a wrong supposition from the teachers' side that they are not competent enough in speaking skill and teachers give shy students low marks, but the problem is the ignorance of shyness as an affective factor in EFL classes. (Namaghim et al, 2015: 22).

3- Fear of Making Mistakes When Speaking English Language

To speak effectively it is important first to acquire competence and then perform. Students face difficulties to speak in English in order to express their thoughts because of the psychological obstacle like fear.

feeling of stress and fear stop their language learning and performance abilities. He emphasizes that high anxiety lowers the learners' speaking performance. Language fear in the broader construct of anxiety as basic human emotion may be brought on by numerous combinations of situational factors.

The ability to speak fluently implies knowledge of language features as well as the ability to process information. However, effective communication gets hindered because of the fear of being judged because most of us are afraid of being judged ,We often think that others judge us for our grammar or pronunciation mistakes. According to Ford (2013) many people have some level of fear when speaking to others in public; whether it is an informal or formal speech, seminar, sales, presentation at school,

also adds that lack of monitoring and teachers' training are the reasons behind students' poor performance in English. (Sultana & Jamin, 2021: 17-18).

4- Lack of Motivation in Students in Speaking English Language

The more complicated problems of second languages learning and teaching has been to define and apply the construct of motivation in the classroom. On the one hand, it is an easy catchword that gives teachers a simple answer to the mysterious of language

learning. “Motivation is the difference.” Motivation is what pushes a learners try to learn, in the traditional language of the teacher, “to motivate,” means to get the students to apply them to the learning at hand. Motivation is a concept without physical reality, we cannot see motivation; we see behavior. Thus, the measurement of motivation is indirect, just as measurement of other psychological construct such as attitudes, interest and values or desire.

Motivation has been identified as the learners’ orientation with the regards to the goal of learning a second language.” In line with the idea of motivation. It is taught that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which language is used. It means that students who are most successful when learning a target language at least will imitate not only the culture itself but also a desire and integrate into the society in which language is used (Ihsan, 2016: 32).

(Leaver, et al: 2005). From the ideas of motivation, there are some pinpoints in drawing the concepts of motivation. They are:

1. Motivation is something different and it cannot be seen, but there is a psychological construct; behavior or effort, attitudes, interest and values or desire.
2. Motivation can be seen as the successful aspect when learning a target language deals with speak the language (speaking skill).

Nervous in Speaking English Language

Nervous is kind of disadvantage that makes students unable to communicate well in English; in which they actually know something that has to tell but they could not show it due to nervous

most EFL learners encounter challenges in speaking English which lead them to have nervous as they strive to speak the language. The researchers revealed that English learners still face problems in speaking English. Speaking nervous has become one of the problems that occur for most of the students when they are asked to speak in English in front of many people. Speaking nervous has considerably existed among students even those who have good level proficiency in English. This can negatively affect on student's performance; therefore, it is necessary to investigate on this phenomenon in order to identify the actual sources why most of the students feel anxious when they are asked to speak English.

To overcome the obstacles, a teacher needs a dozen different method and various kinds of techniques and select a good strategy and technique for students' particular purposes. The selection of the strategy and a technique should depend on the student's needs. One of the techniques to teach speaking achievement is a fishbowl technique. Based on Yee Fishbowl (2001, p. 11) Fishbowl is a technique which involved groups of people seating in circles in order to promote student's engagement and opportunities to closely observe, take notes, and give responses orally. In addition, a Fishbowl technique is used to encourage verbal communication among class members to deliver important information, issues and share opinions. It was also technique that can be used for many things, such as modeling group discussions or any other classroom instructional method. Related to Khadijah (2017, p. 214) Fishbowl technique is used to promote students' engagement in a group activity It can also be used to help the students think critically about a topic.

In a classroom, there are some students who have different abilities and characteristics which influence to their engagement during the learning processes. In some cases, not all students focus on the lesson. Some of them make noise or tend to be reluctant to show their thoughts or ideas in front of the others. Furthermore, in Fishbowl activity, the students have an equal position to say and give idea to the other students. Therefore, they have to fully concentrate and give attention to students' talk. It means that all of the students give response and none of them are passive.

Hypothesis of the study

1-Kurdish students always do mistakes when they speaking English in all levels of study.

2-We thought students got this problem at the primary school. Often, we see students are not comfortable when they speak English language.

3-Students cannot get enough information about the subject by the bad routine of study.

Sources That Cause English Learners to Struggle from Speaking Nervous After a careful analysis,

Limitation of English Exposure

Based on the collected data from semi-structured interviews nearly all of the participants have struggled from nervous while speaking English. When participants were asked about their perception of sources speaking nervous, they stated many interrelated reasons that lead key informants to feel anxious about speaking English.

Having said this, the participants stated that they feel nervous because they have limited English exposure to practice their speaking skill. They stated that they only talk to their English-teacher.

limited time is one of the sources that lead participants to feel nervous when speaking English. Meanwhile, to be a good English speaker, students must practice their speaking skill every day and practice a lot.

Fear of Negative Evaluation Fear of negative evaluation is identified as one of the themes that lead students to feel nervous when they speak English

Methodology

The study methodology discusses the challenges faced by ESL students when speaking English as well as different topics of speaking errors. Our study settled on my schools (New Dohuk & parlaman). We study in the fourth grade of elementary school. We teach two divisions and each division has 30 to 35 students. The teacher (Dunya) and the teacher () were the class guides before we taught their students. We have spent three months teaching English in primary schools. In the first two weeks of the first month, we were in the martyrdom stage with the teachers (), then the teachers saw how we teach their students, so we adopted the idea of teaching (homework, study activities, daily exercises, and exams). After two weeks, we taught the students and strengthened our homework in the plan book. Preparing our daily teaching lesson Before we start and teach the lesson, after our supervisor visited us, we started to fulfill our responsibilities as instructors. As we worked on our project plan, we explored a variety of problems students encountered, including (Lack of Confidence, Shyness, Fear of Making Mistakes, Lack of Motivation in Students, Nervous) because they are learning a language that is not their native language.

Objective of the research

It provokes the students to be active and sustain their motivation and attention. This study is generally attempted to find out whether or not of Fishbowl technique effective towards students' self-efficacy in speaking. The population of this research was eight grades from Pell primary school in Semel (2022/2023). They were 64 female students between ages 13-15. The samples of this research were two classes, 32 students from eighth group A were control class, other 32 students from eighth group B were experimental class. Whereas both groups had same scientific level of students, lectures and class.

Solutions to the problems faced by students in schools

- learners must have a lot of exposures to practice using the language; they have to speak outside and inside the classroom effectively
- The first way to develop self-confidence when speaking in English is to read a reading in English aloud. Because, this method can greatly help train students' English pronunciation. By reading aloud, students can correct wrong pronunciation right away. As a result, students will be more confident when speaking in English.
- Live presentation in the classroom gives the learners a greater opportunity to speak and share their opinions. The learners will explore their material before doing a live presentation to make them ready to speak in front of the class and discuss the problem in the discussion session. It makes the learners confident to speak if they have explored the material before. Learners' self-confidence will improve and train their speaking as well.
- Organized and supportive environment. High quality environments are neat, organized, and supportive. Teachers can provide an attitude of support by placing labels in the child's native language as well as English around the classroom. When the environment is supportive and predictable the learners feel safe and can use their cognitive energy to process content and language rather than focusing on the environment.
- if people who are shy approach new things little by little, it can help them become more confident and comfortable. But if they feel pushed into situations they don't feel prepared for, or if they are teased or bullied, it can make them even more shy.
- Teachers must create a friendly atmosphere to implement the communicative approach which is very rare in medium institutions
- Positive teacher and child interactions promote and demonstrate positive conversations and learning opportunities. Teachers maintain a pleasant demeanor while working with all children. ELLs can feel emotionally safe and enjoy the learning process because it is free from stress and pressure
- Strategic use of the child's first language This allows the native language to serve as a frame of reference for the second language and the children become more willing participants in the learning process
- Teaching vocabulary purposefully to young ELLs has a positive correlation with academic outcomes school functioning.
- Small group and individual instruction allows the teacher to focus in on the needs. High quality programs provide many opportunities for this style of instruction through the use of group time activities and centres.

- Frequent ongoing assessment of the child's first language, second language, and other domains of development. A strong assessment program and appropriate assessment practices benefit ELLs because the teacher is aware of the effectiveness of instruction.

Results and discussions

This part of the research is about the results of using the Fishbowl strategy. During our practice, we had 10 meeting for each group in 40 minutes. In each meeting, we prepared new subjects and questions for both groups. In the control group, we always tried to student feel free and have a comfortable seat, other experimental group, students have to sit in their please and have to be quiet during the lecture. The first meeting in the control group was bad because of students were the first time saw something different from the study routine that always used. Just a few students loved the Fishbowl method and tried to participate more. Then by the time students wanted to explain new subjects by this method because they can make communicate with other students to share information and ideas. Day by day, students get more interesting and fun when they communicate with teachers and friends, also they look creative when they speak English language. Fortunately, we as a researcher saw a very big difference from the first meeting lecture. All students prepared themselves to communicate with colleagues, and students wanted to take English language lecture expect the Art and Sports lectures to do this fun strategy of study. However, the other level group was the same. We, as the researchers, do not see any difference from the first meeting lecture, only 4-5 students participated in the lecture. Not only students, also we as a teacher's god bored with that old system. We did not get any interesting and fun from the practice.

Table

The average of the students who participated in the lecture. Each group consists of 34 students. And the question according the student's book.

Question	Group A	Group B
1-What do you do in free time?	5	4
2-What is happening this weekend?	7	5
3-How much money have you got?	7	3
4-What is your dream?	14	8
5-What is the story?	19	5
6-Have you been?	28	8
7-Animal in dangers.	23	4
8-What is your hobbies?	29	9
9-What do you learn from school?	29	5
10-What do you want to be in the future?	30	4

Discussing

1-One of the big problems students have in language classroom activities is the ability to speak. Fishbowl here is used to provide the students a chance to talk confidently. They may say anything during English vocabulary class. It also asks the students to develop their listening skills because they have responded to the other student which is talking about the topic.

2-In Fishbowl, there is interaction or communication among the students. The students have to give their interest with the students who are presenting the idea about the topic. The other students show their understanding by giving response or asking some question.

3-Difficult for the teacher to ask the students to know what they are learning. When the students are sitting in a concentric circle and they have equal opportunities to talk, it may help them to develop their knowledge.

Conclusion

Teaching English to young-teens is not easy since the teacher do not have any experience dealing with young teens. Teacher of young teens needs to use certain technique in order to handle the children's characteristics. The Fishbowl technique is one of the techniques can be applied in teaching elementary students. This technique is helpful for the students of English education department to improve students' speaking ability when they have teaching practicum in a school. It helps them to control the students' activities more easily. The students who are positioned into circles require them to fully focus on the teacher's explanation. in addition, the Fishbowl technique, which is accompanied by supported actions, can be applied for any language functions.

Limitation

Of course, there was some difficulties we faced at school, but it did not let us to do not do our tests. The class was too small and consisted of 34 students, it was very hard to make a circle, sometimes we did our test at the yard. The school made of cabins, easily sound from other classes came to our class. The time of lecture was only 40 minutes each student had to participate only one time. Some students did not want to learn, just they wish to pass, so they did not care about improving themselves. And the teachers of our classes, we both taught, did not let us do our practice in our classes, the always said we should finish the materials first, not care about if students got it or not.

Recommendation

1-Fishbowl strategy can be able to implement perfectly to know the improvement of students' reading comprehension in descriptive texts by the researcher.

2-Fishbowl strategy can be applying to get the data by the researcher, therefor we suggest them next time use this method for university students.

3-To have good students and good teachers in speaking, built new system of learning new language in public schools. No more than Ten students have in class and at least have one hour in a day. May we have that kind of system of study but in privet schools, you must to pay to join.

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