The Importance of Exposure to Enhance the Students' Speaking Skills performance

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Abstract: **No doubt, speaking skills can approve evidence that ensure the learner mastering the language or not, as well as teacher succeeds in his\her role as facilitator, conductor, and a teacher who is a real reference that can act an ideal model by presenting his\her target language simply, phrasal, and clearly to be understood and speaks sentence without hesitation to affect and train his\her students and enable them acquiring maximum speaking skills from target language used by teachers on everyday school days. Otherwise, families do significance part that helps much to pool families and teachers efforts for education and learning students, so when families try hard to expand the students exposure by revising, correcting , and reinforcement the given language that students have already got. The result can be seen as excellent teaching that is complementary excellent learning leads to successful speakers in target language, then they can be native-like in the future. One of the most important tasks of the teacher is to give learners enough exposure as examples of language in different contexts, and from different speakers. As competent speaker of the language, the teachers themselves can provide useful examples of language, and can also use natural input from CDs, videos, websites and books, and put in consideration some societies have illiterate parents, of course, the responsibility of teachers demanded and appreciated.**

Keywords: **mastering language, exposure, outside activities.**

1. INTRODUCTION

Every student learns language for communicating and interacting effectively with the teacher, and other students in the classroom. Al-Hassan(2015) pointed out those EFL instructors carried a great responsibility to address the needs of learners in teaching the English language. Those instructors do not know the students' needs for learning English, so they may interfere with their overall ability to teach the speaking skills. Moreover, a research carried out by Bailey (2005) asked more than one thousand EFL learner participants to respond to the sixth goal of the US National Education by Equipped for the Future Initiative. Participants were assigned with an easy prompt inquiring about what acquiring effective speaking skills meant to them. Findings of this research showed that gaining effective skills in English language meant a lot of to them. It meant that they could access important information among other resources that they can use to orient themselves within the large global spectrum. And what is most important is that learners can also be able to interact with people in the neighborhood, participate in social and political activities as well as advance into future. Kannan (2009) explained that all problems pertaining to speaking skills of EFL will be resolved when teachers give attention to each learner individually. Teachers should motivate students participate and to speak in English only. Lots of practice must be given to learners. Furthermore, the atmosphere of classroom should be friendly and appealing. Kannan concluded that extra attention and coaching must be given to slow learners, and he cited Boettcher (2013) conducted a study, which asserted that students need to know the meaning of the a vocabulary item and be able to use the word on a performance level such as writing or speaking. In addition, the study mentioned that the most studies show how interacting with words and learning vocabulary supports students learning and increase students; success and skills in all modalities: reading, speaking and listening, so learning happens through linguistic negotiation talk(ibid). Garrett (2012) argued that in today's technologically advanced world, the challenges that multicultural classroom teacher is faced with can be eased, there are many resources available, such as translating services. Nevertheless, according to Garrett, there are also "a variety of multilingual web and computer based technologies available". "Class material can be translated into multiple languages in

order to meet needs of students with limited proficiencies" (ibid). Lam (2004) argued strategies used to develop skills as direct and indirect. Direct Strategies defined as cognitive strategies by means of which the language is processed or learning material is manipulated …………. direct strategies are cognitive that may be involved in speech processing. Likewise, the notion of indirect strategies is applied to L2 oral communication tasks in the classroom: it is argued that, as meta-cognitive strategies are conductive to language learning in context of pedagogic tasks (e.g. socio-effective strategy). Meta-cognitive strategy in L2 oral communication tasks may contribute to learning process in an direct way. In brief, what mentioned above about some main phases happen during teaching-learning processes, but the term exposure relates to do activities outside the classroom to enhance speaking skills and it is need badly in education system. Gomathi (2014) suggested that "language learning is a skill that can be perfected only on constant practice and continuous exposure to target language, the available resources should be completely tapped so as to provide an encouraging atmosphere for learning and practicing the language". Finally, the exposure refers to the contact the learner has with language that he is trying to learn, either generally or with specific language points. Referring to language in general, it often refers to contact outside the classroom. (From Teaching English website. UK).

2. DEFINITION OF SPEAKING

Speaking is generally thought to be the most important of the four skills. Indeed, one frustration commonly voiced by learner is that needs years of studying English to gain fluency, accuracy, and confidence. For most people, ability to speak language is synonymous with knowing what language. Nevertheless, "speaking in a second foreign language has often been viewed as most demanding of the four skills"(Bailey,2005). Also Yussoff (2001) cited a quotation written by Dixon (1967) said: pupils, like adults, need to talk over new experiences, returning to them again and again maybe, finding new elements and connections. The potential meaning often experience- an outing, a visitor, and an experiment- is not always clear once. It needs to worked over, "realized" again through language, shared and modified ……………talking it over, thinking it over………………can be natural part of taking account of new experience "cognitively and effectively". Efrizal (2012) expressed that speaking is great significance for the people interaction where they speak everywhere and every day. Speaking is the best way that enables people communicate ideas and clarify massages orally. So each student acquiring speaking skills by doing it in real communication for different situations. According to Brown (1994) listening and speaking are learners' language tools. Another aspect of speaking skills according to many theories that speaking skills can be improved by games, role play, presentation… etc., which show clearly speaking skills should be implemented through activities in a group.

3. THE IMPORTANCE OF SPEAKING

Previous studies approve that a person without acquiring enough amount of language through practicing and adjust the components of speaking such as fluency, accuracy and meaning of vocabulary in different context. Asher (2003) supported the idea that very soon after teachers model the language, learners like to imitate what have been said. Krashen (1988) examined the relation between listening and speaking skills, he stated that when students speak, their speaking provide evidence that they have acquired the language. This idea led some teachers to jump quickly from speaking teaching to reading and writing teaching.

4. THE MAIN CHARACTERISTICS OF SPEAKING

Fluency, accuracy, and dichotomy are exchangeable appear when concept of teaching speaking skills addressed directly from teachers. Solcova (2011) cited Segalowitz (2003) defined the term "fluency" is "an ability in the second language to produce or comprehend utterances smoothly". This definition is interesting because it clearly shows that both concept, fluency and accuracy, are closely knit together. Technically speaking, the term fluency is a hyperemia because to be fluent means not only to "produce utterances smoothly and rapidly" but also accurately. According to Thornbury (2005) pointed out that learners' correct use of grammatical structures requires the length and complexity of the utterances and the well-structured clause. To gain accuracy in term of vocabulary means to select suitable context. Learners who can use the word in different context to get more than one meaning that can master language properly. Moreover, Thornbury declared that pronunciation is the lowest level of knowledge learners typically pay attention to it. In short, speaking skills seen as productive skills which most important skills to evaluate learners' proficiency in the target language. Rababa'h (2005) indicated to that there are many factors that cause difficulties in speaking English among EFL students. Some of these factors belong to learners such as the teaching strategies, the curriculum and the environment. Definitely, many students

impoverished the vocabulary to construct a meaningful utterance, as a result they can not go further on conversation according to exact situations. Otherwise, of inadequate strategic competence and communication competence can act other reason that encountered learners to interact effectively and lively using their own language even in incomplete utterances. In addition, Krieger (2005) stated there is lack of intrinsic motivation from part of the student in an EFL setting towards language learning, due to, the fact that learners do not use English in their real lives. This situation could reduce the effectiveness of the teaching and learning process and it can cause EFL learners not to see English language as a real need. Furthermore, Ur (2000) argued that there were four main problems in getting students speak in the foreign language in the classroom. The first one is the student's inhibition to participate in class because of the feeling of shyness, fear, stress and anxiety. The second problem is when students do not find how to express themselves, or they keep silent because the class topic is not interesting for them. The third one is that to consider is low or uneven participation; this problem is related to group with large class where students do not have enough time to talk or sometimes the group has someone who dominates the discussion. The last problem is the mother tongue outside and even inside the classroom because they feel more comfortable and less exposed to the target language. Students borrow words from their native language for their lack of the target language vocabulary which might contribute to make classes not engaging enough to a weaken learners' motivation.

5. ASPECTS AFFECTING SPEAKING SKILLS PERFORMANCE

Tuan & Mai (2015) explained that in order to help students overcome problems in learning speaking skills. It is necessary for the teachers to figure out factors that affect their speaking performance. Students' speaking performance can be affected by the factors that come from performance conditions (e.g. time pressure, planning, standard of performance and amount of support), effective factors (e.g. motivation, confidence, and anxiety), listening ability and feedback during speaking activities. Moreover, to encourage and motivate student to feel successful when speak English, those teachers should adopt activities that enhance all of them taking risks by more and more participation during practice speaking skills activities. And also those teachers should avoid setting up such activities too long or too complicated when implement speaking skills activities, it is better to begin from simple to more complicated, and teachers think carefully about individuals' differences, also teachers should make sure that all students have willingness for each activity and have sufficient ideas and vocabulary to complete the task immediately and enjoy each activity, and about students' fear teacher can allay this fear by given to them formative assessment (assessment for learning) and feedback rather than summative assessment and feedback (Tanveer, 2007). Bygate (1991) argued that in favour of attaining a communicative purpose through speaking, knowledge of the language and skills in using this knowledge are carefully considered. Bygate also pointed out four crucial ways of promoting: simplifying structures, ellipsis, formulaic, expression, and using fillers and hesitation devices. In the other hand, generally, a speaker carried out utterances used what mentioned to make different meaning through different contexts. Bygate identified the skills for communicating, the typical models for arranging utterances, and negotiation skills understanding and attaining communicative goal. In contrast, Brown (1991) stated micro-skills are very important. First, that was importance of focusing on both the forms language and the functions of language. Second, the pieces of language should grabbed attention of others. Furthermore, he mentioned small skills of speaking such as allophonic variants; producing English patterns, words in stressed and unstressed positions rhythmic structure, expressing a concrete meaning is not-the-same grammatical forms; using cohesive devices in utterances; accomplishing appropriately communicative functions according to the context. So obviously, speaking skills really meant communication, and furthermore, speaking skills appears as using language effectively, appropriately, fluency and accurately to exchange knowledge, information, and ideas between people.

6. PREVIOUS STUDIES ON THE IMPORTANCE OF EXPOSURE

English language as ESL\EFL has received much widespread attention from researcher, educators and even parents at home. Liberman (2016) suggested that early exposure to multiple language can enhance children's communication skills, even when children are effectively monolingual. Chen (2013) discussed that much applied research has been dedicated to teaching second language word learning and vocabulary to children and adults second language learning. The effect of age on second language is highly conversational. The current studies are designed to explore different exposure approaches for teaching words in a second language to monolingual learners of different ages. Results found that adults responded more accurately and quickly than children, with no difference across exposure approaches, moreover, adult

foreign language aptitude and working memory were significant correlated with their performance in these laboratory studies of second language word learning. Another limitation is that the interaction between age exposure approach and test condition is not fully clearly interpreted. In term of explicit responses, adults did not perform better in the "familiar" context novel contrast' than the "novel-context-familiar contrast" condition, but only in the "single context" approach. No differences between test conditions were found in any exposure approach for 5/6 year old children with the implicit looking measurement. The performance of toddlers, in contrast, in the "novel context-familiar-context' was significantly better than the "familiar context-familiar contrast" and "condition in single context approaches". Overall.both adults and toddlers performed better when interfering information was involved and the distractor was less similar, such as when only the target object was familiar and both the distractor and action context had never appeared during training. In particular, there is considerable evidence showing that allocation of attention differs depending on the particular distribution of features across target language and distractors. For example, a target containing a unique feature may be detected easily because retentive feature analysis can easily capture the target . As distractors are more similar to the target, the potential interference from distractors is highly, thus it is harder to sort out the irrelevant information and reject the distractor (Duncan & Humphreys, 1989; Hopf et al, 2002) (ibid). Pascual (2017) discussed that in an attempt to find reinforcement, he said that speaking skills can be seen as dilemma and to help students develop English proficiency, college instructors employed different methodologies in teaching English, however, the researcher observed that despite conscious effort made to substantially minimize the problem on oral communication, engaging students in different English language activities that would maximize their oral proficiency. The researcher is driven to find out if English linguistic environment could affect the students' oral production skills. The researcher believed that it is necessary therefore to determine students' acquisition of the English language based on their exposure, this study would not help the English language teachers in their search for effective methods, strategies, procedures and programs of instruction to minimize students' performance but would help English language mentors understand their students. Fabjanovic (2017) mentioned that out-of-class learning is generally described as any kind of learning occurring outside the classroom and can be categorized into three groups, which are as follows: self-instruction (i-e. learners locate sources to improve the language), naturalistic language learning (i.e. learners learn to communicate with the target language group incidentally), and self-directed naturalistic language learning (i.e. learners create a language learning situation). And Fabjanovic cited Sundqvist (2009) coined the term Extramural English to refer to"….linguistic activities in English that learners do or are involved in outside the classroom in their spare time". So many opportunities can be used or created by EFL learners to develop their basic language skills outside the classroom. Online learning environment, such as blogs and wikis (Kern, 2006), novels (Pickard, 1996), watching television (Brooks, 1992), reading newspapers (Hyland, 2004), listening to music (Jourain, 1998), and even mobile phones (Sad, 2008; Saran et al, 2009) are only a few examples of English learning opportunities outside the classroom, all mentiond above can be seen as activities help expanding learners' exposure. (ibid).

7. CONCLUSION

This paper comprised the significance of exposure that affect on students' English speaking performance in all age and level of education. Furthermore, for active participation in the classroom discussion, it should be ensured that students are provided friendly, informl and learning supportive environment. This can be achieved by teachers' friendly, helpful and cooperative behavior that makes students feel comfortable to speak in the classroom. This can also reduce, if can not eliminate altogether, the effect of social and status difference between students and teachers to considerable extent. Al-Hosni (2014) clarified that teachers believe in the importance of teaching speaking, yet do not spend enough time for that because of shortage time because priority is given to the coverage of textbook topics, which emphasized teaching reading and writing rather than speaking. The teaching strategies that are used by the teachers emphasized teaching the form of the language, which is included by focusing on teaching grammar rules and vocabulary items. Students are required to produce short accurate sentences while the communicative use of the language is almost neglected. In addition, teachers think it is very important to use L1 in order to give the meaning of some words and explain the grammar rules. They believe in L1 is very necessary to make sure that the students understand the meaning and get the point. And what' more, the classroom is only place where most students are exposed to English. Extra curricular activities are very rare and limited to the English assembly which may be conducted once a week and in some school that assembly is not found in English department policy. Finally. English department in school can play a significance role to solve learners 'speaking skills performance.

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