

Reticence in College Students: Suggested Remedies for an Outcome

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Abstract

Students who are learning English as a second language or who are unfamiliar with the language are frequently apprehensive. Students' reluctance to talk or participate in classroom activities (Riasati, 2014) is a common occurrence in all contexts, but particularly when speaking. When students communicate in a foreign language (FL), they may experience restlessness and become less receptive to English discourse (Horwitz et al., 1986 as referred to in Liu, 2005). In class, SL/FL students are reserved and rarely employ objective language, particularly when practising speaking and responding to the instructor (Aghazadeh and Abedi, 2014). They are fearful of making errors and being evaluated unfairly by their peers (Siew et al., 2012). When students are engaged in a classroom, a lack of cooperation becomes a problem (Tani, 2005). In contrast to the usual, Asian students are quite chatty outside of class (Tani, 2005). The purpose of this study is to discuss the various characteristics of reticence among college students and how to overcome them.

Keywords: Reticence, foreign language (FL), English language, reluctance, struggle in learning English language etc.,

According to Li & Liu (2011), reticence refers to the fear of making mistakes while practising or participating in class conversations. In school, instructors frequently struggle to get students to follow rules in the classroom. Studies show that secondary school students are reluctant to join class room conversations. They don't respond, don't ask questions, and rely heavily on the teachers (Tsui, 1996 as referred to in Aghazadeh and Abedi, 2014).

Learning a new language entail taking calculated risks and is therefore dangerous (Horwitz et al., 1986 as referred to in Donald, 2010). Students must study more diligently to

learn and practise the new language. They would be restless and fearful of making errors as they learned the language. Horwitz et al. (1986, p.128) state that "learning a second language is likely to challenge a person's self-image as a good communicator and induce fear, dread, or even fury." However, some students will be unwilling to increase their practise because they lack confidence and believe they are incapable of mastering the language, resulting in uneasiness in the ESL session.

Aghazadeh & Abedi (2014), Chalak & Baktash (2015), Donald (2010), (Horwitz et al., 1986; Liu, 2005) focus on undergraduates' speaking abilities, while reviews on middle school students' speaking reticence are presented in a subtle and effective manner. Understanding why middle school students are reluctant to speak in classroom contributes to the discussion of how to remedy the situation.

Fearless students will perform better in the speaking class. Different students who lack confidence, on the other hand, typically feel ashamed and nervous when they practise English in a speaking session. Being shy in class is detrimental. For instance, fear of making mistakes, ridicule, limited proficiency in the objective language, prior negative experiences with talking classes, a tendency to be distant in English classes, and a lack of certainty may be taken into account in the aspect of reticence. (Liu and Jackson, 2009).

Included in the variables that influence the outcome of unknown dialect learning are: readiness to participate in SL/FL correspondence; motivation to learn a language; language openness; capability insight; language nervousness; character; knowledge; and social setting. This will enable students to build up their confidence and mastery of the second or unfamiliar language. Many students struggle in the talking class to learn a second or unknown dialect. Students need to speak up in class, but they lack confidence and ability. Students are reluctant to speak up and participate in class out of fear of being teased. Students' motivation in learning a new language is influenced by a number of external and internal factors. The process of learning a second or unfamiliar dialect is influenced by both external and internal factors affecting students enrolled in ESL/EFL lessons.

The external factors are classified as socio-social and course-related. Three sections of socio-social elements, colleagues, teacher, social convictions and practises play a vital role in this aspect (Bang, 1999). (Bang, 1999).

Classmates and friends are the first social element. Some students are inspired by rivalry, while others are not. Rivalry is one of the factors that makes students reluctant to speak in the objective language. Contrary to custom, great peer relationships can encourage reticent students to open up in the classroom (Zou as referred to in Liu, 2005).

Numerous students believed that being compared to their classmates would heighten their sense of pressure and make them more cognizant of making errors in class. (2013) (Hamouda) Instructors must address this by cultivating a positive culture among students. Thus, each student would be able to organise their time effectively, and the more reserved students would be more willing to engage and express themselves in class. This supportive environment reduces their fear when they make mistakes and encourages them to be more active, certain, and motivated, knowing that their peers will assist them in reducing their anxiety and improving their speaking abilities (Riasati, 2014).

The second aspect to consider is the educator. Educators (teachers) play a critical role in their students' acquisition of a second or foreign language since they have the ability to either promote or block the process (Alrabai, 2016). The most important thing educators can do to increase reticent students' readiness is to treat them equally, to urge them to speak well in class, and to include them in speaking exercises (Riasati, 2012). By implementing such procedures, instructors can encourage students to practise their speaking abilities by asking them a few questions and soliciting their viewpoints. Additionally, these mechanisms will alleviate their reluctance and fear of making mistakes, and will empower cautious students to participate more confidently and effectively in class debate, rather than remaining silent and paying attention to others for the majority of the time. Students desire educators who can make learning enjoyable and intriguing. The educator's element has a phrase called "demotivation," which refers to a new challenge in a second or unknown tongue.

Demotivation is defined as an external element that diminishes the inspirational foundation of a conduct goal or progressing activity (Dornyei as referred to in Sakai and Kikuchi, 2009). Factors associated with educators' behaviour might operate as a demotivator, for example, sloppy talks, inadequate material, unattractive class, and a lack of awareness of what is truly amusing. As a result, educators will be weary for the student (Sakai and Kikuchi, 2009). Students frequently experience a lack of motivation as a result of the instructional learning process becoming uninteresting during class discussion. 2014; sati). Hence, it is very

important for the instructors to be amicable with students/learners and motivate the learners in reducing their reticence and in improving their language proficiency.

Social convictions and practises are the third variable. The majority of students believe that their class room behaviour is constrained by their social views and practises, which are centred on the idea of legitimate class room behaviour and conceal the constraints that affect their oral support in English class (Bang, 1999). The most noticeable social variables are the concealment of any hint of failure, avoidance when there is a possibility of making learning faults, the absence of participation in class discussions. These social considerations significantly reduce a student's chances of enrolling in the objective language class.

The fourth feature is academic in nature. A course-related factor is a variable that can have an effect on students' unwillingness to speak in class. A normal student is apprehensive of speaking in front of a large group of people. A class of more than 25 individuals is undesirable for reticent and timid students, as each student takes additional time to participate and assert themselves in class (Bang, 1999). A high-class size impairs a student's ability to take a section quickly in class, and they also lack confidence when they are aware that a huge number of people are paying close attention. Collective talks and individual class room mobility are just a few features that are detrimental to reticent students. Learning an unfamiliar dialect in pair or small group discussions provides students with a greater opportunity to participate and communicate effectively in class than communicating individually, because language learning in pair or small group discussions is frequently more relaxed and less restless for nervous students. (Riasati, 2012).

Regardless of external situations, the grounds for speaking reticence can be internal. They are character traits, a perspective on learning that is inspirational, inspiration, self-esteem, and uneasiness (Bang) The primary internal variable is a personal characteristic of the student.

The character of the student influences their decision to use a second or unfamiliar dialect in the class room. Character is a significant factor in reticence, as it contributes more to the reluctant students in class room. Additionally, character is associated with a fearless and motivating component (Krashen, 1981). For example, students who lack confidence will be frightened of making mistakes and hence unable to participate effectively in class. According to Ellis (quoted in Liu, 2005), outgoing students are more dynamic in their interpersonal relationships, whereas introspective individuals are more self-conscious and frightened of

making mistakes. They would rather remain mute and listen just to lectures or others. At the end of the day, students with a vibrant personality are less reserved than those who remain silent out of fear or humiliation.

The second internal aspect is an inspired approach to learning. Two uplifting perspectives on acquiring a second or unknown vernacular are presented. The first is the courage to make mistakes, and the second is the energy to look for spectacular open doors to practise something different for their speaking abilities (Bang, 1999). The courage to commit blunders stems from the students' character, which is bold to the point of confronting a problem. Making errors while learning a language is natural for students; hence, they should not feel humiliated about making blunders (Bang, 1999). There are a few students that are eager for further opportunities to practise speaking. Language students who are prepared to communicate effectively understand that the class room is the optimal location for them to practise their English (Riasati, 2012). A favourable classroom setting can help and assist students in better learning unfamiliar dialects.

Inspiration is the third factor. Inspiration can have an effect on how students behave in class discussions. Unknown dialects necessitate a strong motivation to learn. Undergraduates who are extremely stimulated are more likely than those who lack motivation to invest dynamically in class exercises (Bang, 1999). According to Nikolov (as stated in Campon and Carrillo, 2007), a few factors can influence motivation when learning a new language. They are the student's belief in their own ability, the expectation of future performance, and the contribution they make to the second language's worth (Campon and Carrillo, 2007). Contrary to popular belief, instructors have a responsibility to compensate for their students' lack of inspiration. According to Al-Johani (quoted in Alrabai, 2016), instructors can also serve as a demotivator for students if they do not encourage students to express their thoughts, correct students' errors excessively, and constantly criticise students' learning effort.

The fourth component is confidence. Confidence is viewed as a temperament that each learner possesses and often stems from within (Morrison and Thomas as referred to in Hamouda, 2013). Students' behaviour in the classroom is influenced by their confidence. One of the models is that students who lack confidence will be idle and choose to sit in the back of the class because they feel unable to compete with their more confident classmates who believe they can achieve great things (Hamouda, 2013).

Tension is the fifth component. It may be distressing for students to learn an unknown dialect under duress, and this may result in a lack of self-assurance (Bang, 1999). Students should be aware that stress has a detrimental effect on their achievement. Educators must aid students in alleviating their anxiety in the classroom (Riasati, 2014). When there is competitiveness among the students in class, tensions will rise. For instance, contrasting one with different students creates a hostile climate; as a result, there will be students who lack confidence and are unprepared to tackle a task (Bang, 1999).

Assistance to Reticent Students

To aid students in minimising their reticence, English instructors should be aware of the occurrence of reticence among ESL/EFL students. Additionally, educators should expand opportunities for reticent students and empower them by posing extra questions (Liu, 2005). For example, instructors can prepare more engaging topics related to students' activities, lives, or extracurricular interests to encourage reticent students to participate effectively in speaking class; this allows students to practise their speaking ability, participate effectively, and feel more confident about class through those subjects (Liu, 2005).

According to Liu (2005), English instructors should foster an accepting classroom climate that enables reluctant and cautious students to feel comfortable talking in English in class. When students compete in the classroom, they may become tense and have difficulty settling the matter. For reticent students, the classroom climate is critical. A pleasant climate encourages learners to participate effectively, react to inquiries, and freely express their opinions in class, since they will not be concerned about making mistakes. (Riasati, 2014) If they make a mistake or encounter an issue during the speaking session, their companions will offer a few responses to help them rebuild their confidence in an appealing manner. This friendly class room atmosphere supports and assists cautious students in becoming more certain, lively, and inspired to improve their speaking ability.

No youngster appears to be lacking in anything. Numerous students are helpless against a schooling system that acknowledges or uses disappointment as a form of discipline for the reasons detailed in this study. Disappointment is even rationalised as an inescapable outcome for certain children in our publicly supported educational system. This aspect may destroy the life of a student who remains reticent throughout his studenthood. This outcome is avoidable if educators are provided with more effective instructional apparatuses - apparatuses based on

true learning innovation rather than on the poor procedures integrated into the standard course reading. Ineffective initiatives are ineffective regardless of their colour scheme or the quantity of illustrations and diagrams included.

Numerous children who struggle in school often struggle in other areas - at home, in their neighbourhood, and with their friend group. Nonetheless, schools can be a substantial source of achievement for adolescents. When they do, the terrible consequences of disappointment are avoided, and the ostensibly reticent and reluctant student might transform into a "spurred" achiever.

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