

Using ORID Framework As The Scaffolding To Alleviate The Speaking Anxiety For EFL Students In Taiwan

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ABSTRACT

In Taiwan, where English is taught as a foreign language, students often experience "speaking anxiety" while learning the language. This study aims to investigate the impact of implementing the ORID framework as scaffolding for oral training in English classes for non-English-major EFL students at a private university in Taiwan. The objective is to determine if these strategies effectively alleviate speaking anxiety among EFL students and improve their performance.

Students were instructed to analyze pictures or discuss issues using the ORID framework during English classes, following an introduction to its definition. They underwent two oral tests where they were required to analyze pictures. In the first test, they discussed the picture without using the ORID framework. In the second test, they applied the ORID strategies as a scaffold for analysis. After a semester of training, students completed a questionnaire gauging their perspectives on the use of the ORID framework in English oral training.

The questionnaire results showed that most students (84.9%) in these EFL classes felt that the ORID framework led to a change in how they expressed ideas in English. However, some students (15.1%) reported no noticeable changes. Furthermore, most students (82%) believed that the ORID framework enhanced the richness and expression level when analyzing pictures or events in English, though a portion (16.7%) were unsure of the improvement, and only a few (1.4%) believed the framework did not work.

Overall, most students in the EFL English classes appreciated the oral training process using the ORID framework to analyze pictures or events. They believed this approach aided them in composing the content of their analysis. The findings demonstrate that the use of the ORID framework as oral training scaffolding in the English classroom is beneficial for EFL students in Taiwan, assisting in alleviating speaking anxiety and enhancing the expression of ideas

Index Terms—ORID, speaking anxiety, EFL (English as a Foreign Language), non-English majored

I. INTRODUCTION

Speaking anxiety among EFL (English as a Foreign Language) students in Taiwan is a common phenomenon encountered in language learning settings. Due to various factors such as cultural differences, linguistic challenges, and the pressure to perform well in English, many EFL students experience heightened levels of anxiety when speaking the language.

To ease students' speaking anxiety in Taiwan, educators and language instructors often employ various strategies and techniques aimed at creating a supportive and encouraging learning environment.

In this study, the author with implement the ORID framework as scaffolding for oral training in English classes for non-English majored EFL students at a private university in Taiwan hope to ease students' speaking anxiety. The objective of this study is to see if these strategies could effectively alleviate speaking anxiety among EFL students and improve their English performance.

1.1 Literary Review

ORID, a focused discussion method, had emerged from the need for a communication tool that could support effective discussion in large corporations as well as in grass-roots community organizations (Spencer, 1989). It is an acronym that refers to the type of open-ended questions that are sequentially asked about a shared experience. (Baptiste, 1995) The O in ORID represents the term Objective, which asks the participant to talk about what he/ she has seen, heard, touched, tasted, or smelled. Everything that related to the actual experience of the participants' five senses could be mentioned, for instance, "What do you see in this picture?"

The R in ORID refers to another type of question. It is the Reflective questions, which relate to the affective domain of emotional responses, moods, and hunches. (Hogan, C. F. 2003) Participants then need to express their emotions, feelings, and associations toward certain pictures, events, or issues. As Baptiste said, "so often discussions focus on the cognitive domain and neglect the affective domain. The second ORID question directs respondents to address their feelings." (Baptiste 1989) A sample reflective question is "How do you feel?" "What was your first response?" "What other feelings did you experience?" "Did you like this or not?" For EFL students, they may have difficulty expressing their feelings, we need to offer further questions and give them more terms (vocabularies) or hints in other words, to enhance their connection towards the pictures or issues. For instance, "Were you surprised/angered/elated/ curious/confused/depressed by anything in the experience? (Hogan, C. F. 2003)

Additionally, the I in ORID refers to the term interpretive. Participants consider the value, meaning, or significance of the event for them. (Hogan, C. F. 2003) For instance, "What would you say were the main points?" "What did this mean?" "What were the main messages?" (Coutts J&R. 2014).

Last, the D in the ORID discussion refers to the term "Decisional", which talks about the "future steps" of the participants; it pushes them to determine their future actions or resolutions, for example, "As a result of this experience, what will you do in the future?"

Following are two example templates for ORID questions adapted from 'Workshop Notes on Methods' (Coutts J&R, 2014) and *Practical Facilitation: a toolkit of techniques* (Hogan, C. F. 2003).

ORID Elements	Focus	Suggested questions
O Objective	Getting the facts	<ul style="list-style-type: none"> What did we do today? How did we do it? What do you remember from today? What did you hear or see? How many people were there? Who was involved, what was said?
R Reflective	Emotions, feelings, associations	<ul style="list-style-type: none"> How did you feel? What was your first response? What other feelings did you experience? Did you like this or not? Where do you remember the whole group reacting? How did your apprehension change or your confidence grow?
I Interpretive	Value, meaning, purpose, learning	<ul style="list-style-type: none"> What would you say were the main points? What did this mean? What were the main messages? What did you learn? Which of these actions should be first priority?
D Decisional	Future steps	<ul style="list-style-type: none"> In what ways can you apply what you saw today to your farm? How might the things you observed today change what you do on your farm? What can you or will you use or follow up from today? What would you say about this event to someone who was not there?

ORID elements	Focus	Generic questions
O Objective	Facts, data, senses Used to draw out the facts and observable data about the event. Participants learn that there are different perspectives. Questions relate to thought, sight, hearing, touch and smell	What images or scenes do you recall? Which people, comments or words struck you? What ideas/people caught your attention and why? What sounds do you recall? What tactile sensations do you recall? What were the other elements? What words jumped out at you?
R Reflective	Reflective questions, reactions, heart and feelings Questions relate to the affective domain of emotional responses moods and hunches	How did this xxx affect you? Were you concerned at any time? Were you surprised at any time? Were you worried at any time? What was the high spot? What was the low spot? Where (did) you struggle? What was the collective mood of the individuals involved? How did the group react? Were you surprised/angered/elated/curious/confused/depressed by anything in the experience?
I Interpretive	Interpretative questions, critical thinking: so what? Participants consider the value, meaning or significance of the event for them. By hearing other people's viewpoints their thinking gains perspective	What was your key insight? What was the most meaningful aspect of this activity? What can you conclude from this experience? What have you learnt from this experience? How does this relate to any theories, models and/or other concepts?
D Decisional	Decision Questions: now what? Individuals/group make decisions on outcomes and determine future resolutions and/or actions	What will you do differently as a result of the experience? Has this experience changed your thinking in any way? What would you say to people who were not there? What was the significance of this experience to your study/work/life? In future in how many different ways could you... as a result of this...? What would it take to help you apply what you learnt?

It is highly recommended to follow the steps of the ORID sequentially. The process is its strength. It is believed that once the participants clarify the facts of the situation and their emotional responses towards such a situation, they could better understand and interpret the meaning of the information or situation and therefore make better decisions or actions regarding it.

Baptiste in her article mentions that she has applied the ORID or the focused discussion method to her undergraduate classes. She believed ORID model can be applied to a wide variety of communication situations and can be led by an individual who is familiar with the method. It could foster more effective communication. (1989) The author therefore thinks it could be used to ease the EFL students' speaking anxiety in learning the English language and try to apply this technique to the EFL undergraduate students in a private university in Taiwan. This study then aims to see if this communicative strategy could successfully alleviate the speaking anxiety among EFL students and further improve their English-speaking performance.

METHODOLOGY:

Using ORID Strategies in an EFL Class in Taiwan

This experiment lasts for one semester. In this semester, students are asked to analyze a picture in English in one minute anytime having the English class.

There are three stages in this experiment, including the first stage: free talk stage (no ORID), the second stage: ORID training and practice and the third stage: talking with ORID framework. Students are required to take two oral tests at the first and third stages.

A.First Stage: free talk (no ORID stage)

At the beginning of the semester, students are requested to analyze a picture which they may or may not have seen before. At this stage, they do not have to apply any framework but spontaneously talk about the picture. They can talk about whatever they want to talk. But this talk should last for one minute and they can use English only.

At this stage, students' performance is scored with rubrics 1 to 5 to evaluate their performance of the topic, organization, language, and delivery. 74 students are receiving the pretest.

B.Second Stage: the ORID framework training phrase

Making students have better ideas on the ORID strategy, the instructor introduced the ORID structure in class, having students know the purpose of this structure is to help them construct their analysis, they then may have more ideas on what to say in this one-minute talk.

After realizing these open-ended questions from the ORID framework, every time having a new unit or new topic, students need to apply the ORID framework to discuss the pictures or issues we mention in class. This training lasts for about three months.

During these three months, students practice the strategies with pictures in the textbook though they sometimes may have short responses to those open-ended questions. At least none of them said **nothing** during the practice phase.

C. Third Stage: final oral test: Using the ORID as the scaffolding of students' analysis on a picture or an issue.

The last stage of this experiment is ended with the final oral test. In this test students are requested to analyze a picture with the ORID framework as the scaffolding of their analysis. Their performance will also be scored with the rubric 1 to 5. This time with the help of the ORID framework, the performance of students is expected to improve.

D. The end of the training: a questionnaire

After all the training and tests, students are requested to take an online *questionnaire gauging their perspectives on the use of the ORID framework in English oral training.*

II. RESULT

A. The Result of the pretest at the first stage

74 students are receiving the pretest. Their performance is scored with the rubric 1 to 5 to evaluate the performance on the topic, organization, language, and delivery of their talk. The following table shows the result of the pretest.

Grade Aspect \	0	1	2	3	4	5
Topic	3	1	16	53	1	0
Organization	3	4	17	49	1	0
Language	2	4	22	46	0	0
Delivery	2	3	20	42	7	0

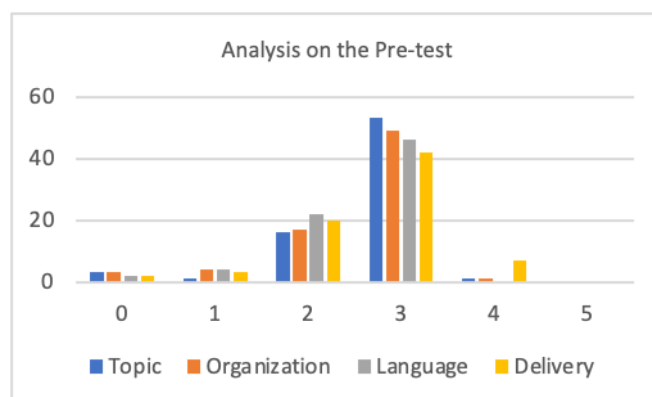
Regarding students' performance of the "topic" of the talk, no students got 5 points, only 1 student got 4 points, most of them (53 out of 74) got 3 points, while few of them (16 out of 74) got 2 points, and 1 got 1 point, 3 of them said nothing and got 0.

Regarding the performance on the organization of this talk, no students got 5 points, only one student got 4 points. Most of them (49 out of 74) got 3 points and a few of them (17 out of 74) got 2 points, few of them (4 out of 74) got 1, and few of them (3 out of 74) said nothing and got 0.

No students got 5 or 4 points about the language performance of this talk. Most of them (46 out of 74) got 3 points and a few of them (22 out of 74) got 2 points, few of them (4 out of 74) got 1, and few of them (2 out of 74) said nothing and got 0.

Regarding the performance of students' delivery in this talk, no students got 5, few of them (7 out of 74) got 4 points. Most of them (42 out of 74) got 3 points and a few of them (20 out of 74) got 2 points, few of them (3 out of 74) got 1, and few of them (2 out of 74) said nothing and got 0.

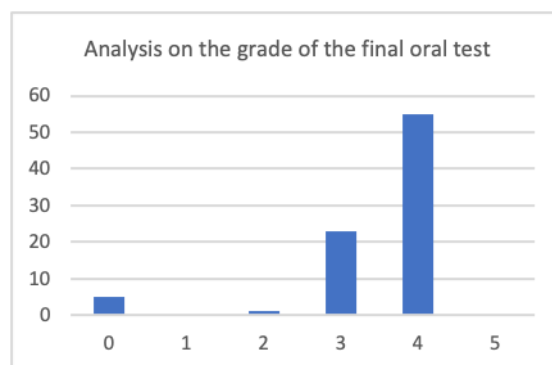
At this stage, most students got 3 points on almost every aspect. The following chart clearly tells the situation. A few of them even said nothing and got zero.



B. The result of the final oral test

The last stage of this experiment ended with the final oral test. In this test, students are requested to analyze a picture with the ORID framework as the scaffolding of their analysis. Their performance will also be scored with the rubric 1 to 5. This time with the help of the ORID framework, the performance of students improved. The following table and chart show how they improved.

Grade \ Aspect	0	1	2	3	4	5
Language/ Delivery	5	0	1	23	55	0



With the help of the ORID framework, students can easily know what they are going to say and how to organize their talk. They could just follow the questions implanted in this structure. Therefore, this time I did not score the organization and how well they expressed their ideas on the topic, but merely scored their performance on the language and their delivery.

The result of the final test shows that there were still no students who got 5 points; however, most of the students (55 out of 74) got 4 points, which compared to the pretest is a huge difference. Some of the students (23 out of 74) got 3 points, and 1 got 2 points. Compared to the pretest, there seem to be more students getting 0 from the final oral test. The main reason for getting zero is because of being absent from the test. One of those students who got 0 needed to return to his home country before the end of the semester due to his personal issue, and three of them asked for sick leave owing to the pandemic, one of these students who gave up the test just because he cannot make it, for his being absent for almost the whole semester.

In other words, in this oral test, almost every student could fulfill the need for the one-minute talk. Some of them even talk for more than one minute.

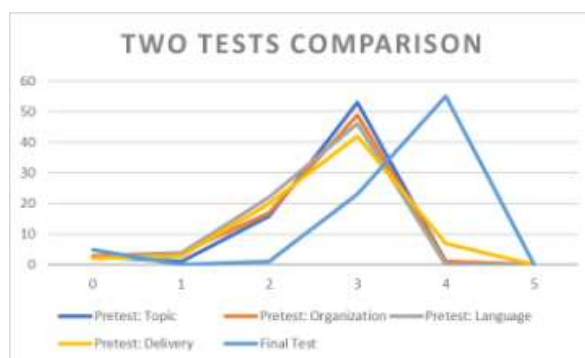
C. The result of the questionnaire

The questionnaire results showed that most students (84.9%) in these EFL classes felt that the ORID framework changed how they expressed ideas in English. However, some students (15.1%) reported no noticeable changes. Furthermore, most students (82%) believed that the ORID framework enhanced the richness and expression level when analyzing pictures or events in English, though a portion (16.7%) were unsure of the improvement, and only a few (1.4%) believed the framework did not work.

III. DISCUSSION

A. Two Test Results Comparison

Grade	0	1	2	3	4	5
Pretest: Topic	3	1	16	53	1	0
Pretest: Organization	3	4	17	49	1	0
Pretest: Language	2	4	22	46	0	0
Pretest: Delivery	2	3	20	42	7	0
Final Test	5	0	1	23	55	0



If we compare the results of these two tests together, it's quite clear that the number of students who got 4 points increased sharply, and the number of students who got 3 points decreased a lot. The huge difference in the number of students who got 4 and 3 points shows the improvement of students.

CONCLUSION

Most students in the EFL English classes appreciated the oral training process using the ORID framework to analyze pictures or events. They believed this approach aided them in composing the content of their analysis. The findings demonstrate that the use of the ORID framework as oral training scaffolding in the English classroom is beneficial for EFL students in Taiwan, assisting in alleviating speaking anxiety and enhancing the expression of ideas

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