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**MONITORING PSYCHOLOGICAL FACTORS WHEN USING
“READING TO SPEAK” STRATEGIES TO PREVENT DEVELOPMENT
OF MUTE ENGLISH PHENOMENON IN EFL CLASSROOMS**

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**Submitted in Partial Fulfillment of the Requirements for the
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Inglés**

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The aim of this mixed study was to supervise changes to psychological factors when applying "Reading to Speak strategies" to avoid the development of Mute English Phenomenon in an EFL classroom. The specific objectives were: Analyze psychological factors reaction when "reading to speak" activities are applied in the EFL classroom. Determine the teaching practices used for oral communication skills development in the EFL classroom. Apply *Reading to Speak* activities to be used for oral communication skills development in the EFL classroom. Record the learners' development of their oral skills after applying Reading to Speak activities in the EFL classroom.

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“Monitoring Psychological Factors when using “Reading to Speak” Strategies to Prevent Development of “Mute English” Phenomenon in EFL Classrooms”

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Dedication

First, I would like to dedicate this research work and the two years behind it, to my angels in heaven, my grandparents: Alfonso, Lidita and Luis, and, the one who is still here with me, Charito. You have been the inspiration for everything I have accomplished in life. Also, to my beloved husband, Diego who has been my best friend, my teacher, and my biggest support for the last 15 years and whom without, this dream and project would have not been possible. To my parents, Pepe and Ligia, and my entire family for giving me everything I needed to become the person I am today. Finally, I would like to dedicate this work to all of my students, you are the reason for achieving this goal. Thank you all for believing in me even when I could not do so, myself.

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TABLE OF CONTENTS

TITLE.....	i
THESIS APPROVAL BY THE THESIS DIRECTOR.....	i
BIBLIOGRAPHIC RECORD	ii
Examining Board Thesis Approval.....	ii
AUTORIZACIÓN DE USO Y PUBLICACIÓN.....	iii
Constancia	iv
Dedication.....	v
Acknowledgements	vi
TABLE OF CONTENTS	vii
TABLE OF ILLUSTRATIONS.....	ix
Resumen.....	1
Abstract.....	2
CHAPTER I.....	3
INTRODUCTION	3
THE PROBLEM.....	6
1.1 Statement of the problem.....	6
1.2 Justification.....	8
1.3 General objective	8
1.4 Specific objectives	9
1.5 Research questions.....	9
1.6 Significance	9
CHAPTER II.....	12
THEORETICAL FRAMEWORK.....	12
2. 1 TEACHING ENGLISH AS A FOREIGN LANGUAGE.....	12
2. 1. 1 EFL in Ecuador.....	13
2.1. 3 Teaching approaches	15
2.1.3. 3 Main Issues of Speaking in English for EFL learners.....	19
2.1. 3. 4 Teaching Practices for Oral Communication Skills	21



2.1. 4 “Reading to Speak” Strategies.....	22
2. 2 PSYCHOLOGICAL FACTORS THAT AFFECT ORAL PERFORMANCE IN EFL CLASSROOM	26
2.2. 1 Motivation	27
2.2. 2 Anxiety	30
2.2. 3 Self- esteem	32
2. 3 “MUTE ENGLISH” PHENOMENON.....	33
CHAPTER III	36
METHODOLOGY	36
3. 1. Research approach	36
3. 2. Research Method/ design	36
3. 3. Population and sample	37
3. 4. Tools / techniques	37
3. 5. Ethical considerations	38
CHAPTER IV	40
FINDINGS.....	40
4.1.2.2.2 Results and discussion of parameter from the observation sheet.....	42
NUMBER	48
QUESTION	48
4.1.2.4. 2 Results and discussion of the interviews applied to teacher participants related to the research questions	48
CHAPTER V	51
ACADEMIC PROPOSAL.....	51
5.1. Introduction.....	51
5.2. Justification	51
5.3. Objectives.....	52
5.3.1. General objective	53
5.3.2. Specific objectives	53
Covid origin: Why the Wuhan lab-leak theory is being taken seriously?.....	65



What is the lab-leak theory?	65
So why has it come up again?.....	65
What do scientists think?	65
CHAPTER VI.....	75
CONCLUSIONS AND RECOMMENDATIONS	75
6.1 CONCLUSIONS.....	75
6.2 RECOMMENDATIONS.....	76
References:	77

TABLE OF ILUSTRATIONS

Figure 1. <i>Step By Step Guide</i>	56
Figure 2. <i>Reading to Act</i>	57
Figure 3. <i>Reading to Act Activity #1</i>	58
Figure 4. <i>Reading to Act Activity # 2</i>	60
Figure 5. <i>Reading to debate</i>	62
Figure 6. <i>Reading to Debate Activity #1</i>	63
Figure 7. <i>Reading to Interview Activity # 2</i>	65
Figure 8. <i>Reading to Interview</i>	67
Figure 9. <i>Reading to Interview Activity # 1</i>	68
Figure 10. <i>Reading to Interview Activity # 1</i>	69
Figure 11. <i>Reading to Interview Activity # 1</i>	70



Resumen

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Motivación, ansiedad y auto estima son factores psicológicos que generan el fenómeno de “Inglés Silencioso” en las clases de idioma extranjero. Esta investigación presenta una guía paso a paso para incluir estrategias de “Reading to Speak” que permitan prevenir el Fenómeno de “Inglés Silencioso” en las clases de inglés como lengua extranjera. Este estudio fue aplicado a estudiantes que se encuentran cursando el último año escolar en una institución de nivel secundario; y sus maestros también participaron a fin de poder recolectar evidencia de las prácticas docentes utilizadas para desarrollar la producción oral en ese idioma. Se aplicó un enfoque de investigación mixto con la finalidad de obtener resultados cuantitativos, primero; y, luego cualitativos, y combinados, alcanzar resultados vívidos, prominentes y confiables. Además, se siguió un diseño investigativo secuencial, descriptivo, no experimental. La propuesta de esta investigación estuvo enfocada a la obtención de consecuencias positivas del uso de una variedad de actividades académicas que incrementen el interés de los estudiantes por alcanzar su objetivo principal de aprender el idioma extranjero, y ser capaces de convertirse en usuarios eficientes e independientes de dicho idioma, mediante el correcto desarrollo de las habilidades orales del inglés.

PALABRAS CLAVE: Lectura, Hablar, Factores Psicológicos, inglés silencioso.



Abstract

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Motivation, anxiety, and self-esteem are psychological factors that develop the “Mute English” Phenomenon in the foreign-language learning classes. This research shows a step-by-step guide to include “Reading to speak” strategies to prevent the “Mute English” Phenomenon in EFL classrooms. This study was applied to students in their last year of high school; their teachers were also involved to have evidence of current teaching practices to develop oral production. A mixed investigation approach was conducted first to achieve quantitative findings and then qualitative ones to be combined where a lively, prominent, and reliable result ended. It followed a non-experimental, sequential, descriptive research design. The research proposal based its direction towards obtaining proper consequences from using a variety of adequate activities which could ignite the interest of having the learners reach the main objective of learning a foreign language and being able to become efficient and independent users of it through the development of oral skills in the English language.

KEYWORDS: Reading, Speaking, Psychological factors, Mute English.



CHAPTER I

INTRODUCTION

Learning English as a second (ESL) or foreign language (EFL) has been of great interest of societies worldwide throughout the years. Whether it is for professional or academic reasons, English has now become part of almost every culture around the world. Thus, with the need created by learners, various methodologies and approaches have also been developed by expert researchers and linguists, to achieve better results as far as second language skills development goes. From the basics of the Grammar translation method to the inclusion of Gamification and Content and Language Integrated Learning (CLIL), all of these, have been the answer to different learning outcomes, expectations, and experiences from both teachers and learners of the foreign language.

Educators must be aware that learning-teaching experiences may carry a psychological impact; therefore, misleading the student to reject positive thoughts towards learning English as a foreign language. Students, may demonstrate confidence when reading, listening, or writing English but hinder their speaking performance, which some scientists call the “Mute English” Phenomenon. This research work applies parameters of Task-based teaching and Learning approach which, as mentioned by Brown (2001), puts a specific task as the center of one’s methodological focus, using techniques such as role-playing, problem-solving or even grammatical explanations in this case, applying “Reading to Speak” activities, to encourage students to produce L2, in a more successful oral way. Consequently, these will enable the decreasing of psychological factors as anxiety, as well as increase self-esteem and motivation in students, to permit them to continue their path towards the effectiveness of learning English as a foreign language.

As the Ecuadorian authors: Guerra and Rivera (2004) mentioned in their research work, motivation and attitudes are important factors which determine the level of proficiency

of the learner, as well as the success that learners achieve in second language learning; particularly, when it comes to teenage EFL learners. Their intrinsic motivation to learn and achieve mastery in the foreign language, may be threatened by elevated levels of anxiety and low self-esteem. Furthermore, from all the skills necessary to develop successful use of English, oral production could be the most affected by the previously mentioned psychological factors. A step-by-step guide could be a good help for teachers understanding the learning environment that students may face and contribute with clear, simple ideas to include “Reading to Speak” activities to prevent “Mute English” phenomenon in their EFL classes. Consequently, improving oral skills among learners.

This investigation work is structured as follows:

- **Chapter I** determines the description of the problem, its causes, and effects. Furthermore, this chapter also contains a description of the objectives set for this project. Lack of intrinsic motivation and psychological factors might develop resistance to oral production. There is a concrete evidence that the development of psychological factors leads to obstruction in oral performance also known as “Mute English”.
- **Chapter II** is a lay-out of the theoretical framework supporting this investigation, including theories, previous research studies and contrast theories on the matter at hand.
- **Chapter III** develops the description of the methodology, tools and techniques used within this project, to achieve the sought-after results. In this chapter, the author includes relevant information about the population, sample, and location of the study to allow a clearer understanding of the problematic as well as the research process conducted throughout this study.
- **Chapter IV** displays the findings of the study, therefore, the pertinent analysis of the data collected through the different research tools and instruments applied to both groups of participants: learners and educators.
- **Chapter V** assembles the academic proposal created to solve the problematic stated previously in chapter I. For this, the specific structure includes



importance, objectives, and clear instructions for teachers. Additionally, it shows the impact among learners and educators. Furthermore, this chapter includes practical examples which can be easily adapted to any course books being used in EFL classrooms of different levels of study.

- **Chapter VI** enlists a set of congruous conclusions and applicable recommendations noted by the researcher and which would be of great help for educators of the foreign language and their professional practices within the classroom setting.



THE PROBLEM

1.1 Statement of the problem

Motivation, anxiety, and self-esteem are psychological factors that develop Mute English Phenomenon in foreign-language learning classes. In the field of foreign language learning, there are many factors to be considered for the successful outcome of the learners. Not only linguistic aspects can be analyzed but also, and in depth, the psychological elements which are distinctive of each learner. A crucial one could be the fear of failure that learners of English as a Foreign Language (EFL) may experience when it comes to communicate orally in the target language. This, with manifestations of self-consciousness about being judged or taunted especially by peers, this fear shows up through increases in the students' anxiety and stress levels.

According to what has been stated by the American Psychological Association (APA, 2007), fear of failure can be defined as persistent and irrational anxiety about failing to measure up to the standards and goals set by oneself or others. The idea of not reaching certain standards set for a specific task or skill could perhaps, generate an increased level of anxiety in people; inducing this way a self-sabotage that impairs their development in fields such as academics, art, jobs or even their social skills, expanding their misunderstanding towards failure. As reported by Martin (2012), It seems that students' responses may begin in marginally adaptive terrain (e.g., in the form of over striving/perfectionism) but as the threat of failure intensifies, their responses become increasingly maladaptive. In education, for instance, students may begin to develop this fear of failure by showing certain signs of perfectionism in the tasks assigned to them and then their stress and anxiety levels will increment as their thought of failing strengthens as a form of self-protection.

“Speaking problems can be major challenges to effective foreign language learning and communication” (Al Hosni, 2014, p. 22) Acquiring the necessary oral skills

while learning a foreign language to enable students to become active users of such language are important factors in the success of the teaching-learning process, but various obstacles may hinder their speaking performance. These could include linguistic, behavioral, psychological factors, for instance: lack of vocabulary, negative attitude towards the learning environment, anxiety, and even fear of making mistakes or being evaluated in a negative form.

In agreement with Al Hosni's citation from Dil (2009), Students learning English as a Foreign Language may not be the exception to this concerning situation. Thus, anxiety and unwillingness during the English-speaking process are considered two of the biggest obstacles for EFL learners. As different studies have shown, the psychological factors play a protagonist role in the level of speaking skills that an EFL learner develops. If one feels as of being laughed at for what they say or the way they say something, more than likely, as a learner one will restrain from participating in class and even more in a real- life situation where it may be necessary to communicate using the target language.

Other common psychological factors that affect students' oral performance are the levels of motivation and self-esteem that show concern among learners and teachers. That is why, there are reasons to believe that the oral performance of students may be affected by these psychological factors. Therefore, characteristics of Mute English Phenomenon which according to Liao and Wolff (2009), Mute English is a phenomenon of failure in speaking the language, marked by the learners' ability to read, write, and understand the target language but the lack of effective oral skills to communicate in that language.

To sum up, particular attention should be focused on the psychological elements needed to accomplish a successful use of the spoken target language as effectively as the written form of that language. "Reading to speak" strategies shall address psychological factors responsible to develop "Mute English" Phenomenon among



foreign language learners in Ecuadorian high schools. “Ecuador is in great need of very solid language requirements in Latin America.” (Fassett, 2020, p. 1). Teenagers may present great difficulty in developing oral skills in English due to the increase of anxiety levels and the decrease of self-esteem levels. “Students reported giving special attention to writing, reading, and listening tasks.” (Al Hosni, 2014, p. 25). The other three macro skills of the foreign language, reading; writing; and, listening, could be greatly developed by learners, being able to express themselves in English could become a hassle for them. The author, Al Hosni agreed with fellow author Al- Lawati (1995) and cited her saying that the linguistic domain (vocabulary, grammar, pronunciation, and discourse) constitutes the most serious area of difficulty.

1.2 Justification

According to the researcher’s personal (participant observer) and coworkers’ experience as EFL teachers, the great majority of students accomplish writing and reading skills leaving aside speaking skills, even after having five or even more years of EFL instruction throughout their scholar years. This research seeks for a manageable way of approaching the Mute English Phenomenon which is tangible and needs immediate intervention with the main purpose of reducing it especially in Senior year of high school (3RO BGU) in this research case. Brain plasticity is more accessible at younger age and early intervention is accurate to avoid possible occurrence of The Mute English Phenomenon, particularly after adolescence. English Language learners present strengths related to development of productive and receptive skills. This research work attaches the weaknesses taken from linguistic skills to apply a possible solution. The purpose of using Reading to Speak activities is to connect written linguistic knowledge with oral deficiency.

1.3 General objective



Supervise changes to psychological factors when applying “Reading to Speak strategies” to avoid the development of the Mute English Phenomenon in an EFL classroom.

1.4 Specific objectives

- Analyze psychological factors reaction when “reading to speak” activities are applied in the EFL classroom.
- Determine the teaching practices used for oral communication skills development in the EFL classroom.
- Apply *Reading to Speak* activities to be used for oral communication skills development in the EFL classroom.
- Record the learners’ development of their oral skills after applying Reading to Speak activities in the EFL classroom.

1.5 Research questions

For a better understanding it is important to address the following interrogatives:

- *What are the benefits to psychological factors when applying “Reading to Speak strategies” to avoid the development of Mute English Phenomenon in an EFL classroom?*
- *What reactions occur over psychological factors when applying “reading to Speak strategies” to avoid the development of Mute English Phenomenon in an EFL classroom?*
- *What are the teaching practices used for oral communication skills development in the EFL classroom?*

1.6 Significance



The benefits of this research are aimed to high school, Senior-year students who are at the ending point in a secondary instruction and facing English language acquisition goals for academic as well as social aspects of their lives. Taking into consideration that learners bring past experiences from elementary and middle school levels, “Mute English” phenomenon could be reduced in this specific group of students through the application of “Reading to Speak” activities to increase their oral communication skills in and out of the classroom settings.

Fellow teachers may also benefit from this research since they might feel identified with this common phenomenon that results in an obstacle in the teaching-learning process despite of the high scores their students obtain during classes and invites them to become aware of the solution that this research proposes to develop and improve oral communication in the EFL.

The researcher (participant observer investigator) is the first beneficiary from this opportunity to get involved and be part of the responses given by the actors, students, and teachers, in their EFL environment while applying oral communication activities, and furthermore obtain vivid learning- teaching practice directly from the source, besides, engagement among the implicated people as directly involved from the investigation itself.

The education community may feel allied to the need of finding proper and adequate solutions to the problem of decreasing motivation in learning English as a foreign language among our students who plan to communicate through speaking. “English language learning in Latin America still ranks at a very low proficiency level even though countries in Latin America have a very solid legal support.” (Fassett, 2020, p. 1). “Motivation is the stimulus that the learner has in order to accomplish personal needs, interests, ideas, dreams and goals.” (Guerra & Rivera , 2004, p. 13). The main inspiration a foreign language learner would face is through expressing themselves by



speaking, so the whole education community could share similarities while expressing eager to produce in oral ways rather than focusing on just written forms. Written forms are less complicated to evaluate since it is graphically marked on a surface whether Spoken ways by its nature of moving through invisible waves seems to be more complex to verify its efficiency.

“Because speaking is not tested, it is less emphasized by both teachers and students... Students reported giving special attention to writing, reading, and listening tasks that are similar to exam items, and both teachers and students reported that they gave least attention to speaking tasks in the textbooks because speaking is completely excluded from exams”. (Al Hosni, 2014, p. 25)

Perspectives about Speaking would rely only on the presence of oral tasks in class and in tests, the main issue is that Speaking has been put aside from the linguistic pedagogical context without any properly based reason, the consequences are clearer, leaving a vacuum to create distortions and even harmful hollow damage. This gives an opportunity to increment adjacent ideas over alarming existence of Speaking in a language learning environment.



CHAPTER II

THEORETICAL FRAMEWORK

2.1 TEACHING ENGLISH AS A FOREIGN LANGUAGE

Whether it is for academic purposes or professional development, and even entertainment, the English language has gone from a privilege only a few people had, to being a key component of almost every activity involving human beings around the world. Consequently, the different processes to teach this language in non-native English-speaking countries have changed from including the foreign language in their curricula, only as a filler subject, to ensuring that the teaching-learning development is present in different aspects of the educational field. The teachers' objectives of English as a foreign language (EFL) have also changed according to their learners' purposes, allowing them to develop not only grammar structures and vocabulary knowledge, but also achieving mastery in oral as well as reading and listening comprehension skills. "Today, the English language is omnipresent" (Braine, 2005, p. 56).

"Integrating technology into classroom instruction involves more than just teaching computer skills, it demands that educators look for means of innovation in order to encourage students' engagement and build up their learning; therefore, one way to accomplish this important aim is the use of instructional technology in an effective way". (Solano, Cabrera, Ulehlova, & Espinoza, 2017, p. 78)

The interest in teaching English as a foreign language has grown so fast that people have noticed that there is also a need to grow as fast as their interest related to teaching practice preparation. So, EFL programs have been included in educational curricula at every level searching for English language teachers with higher standards. There is a need to reach high teaching language levels as the need to have students speak in English at an increasing pace so, methodology has taken advantage on how fast the teaching English as a foreign language (TEFL) has come to. Traditional language teaching has witnessed the long-range step taken from technology and new trends which



as unpredictable as they appear, they will be widely inclusive. In this way, EFL curriculum programs shall face a never-ending, up to date philosophy through the search of what is to be considered the best way to teach English as a foreign language.

2. 1. 1 EFL in Ecuador

Ecuador, a Latin American country where the official tongue is Spanish, is not the exception to the reality presented above. For many years, teaching English as a foreign language was considered not an important part of the national curriculum therefore, it was exclusive for those with higher levels of income and social status. In most schools, learners had only a few academic hours of EFL instruction, and in some cases, none. Making it difficult to achieve a level of knowledge of the foreign language that could enable the students to properly communicate with English speakers if it were necessary for them. “Ecuador is a country where the learning of English has not been seen as an important matter because it was part of the high level of education for people with a high status in the society” (Cannepa , Dahik, & Feijoo, 2018, p. 40).

Even though, many education policies, as far as EFL teaching, have changed in the last years, Ecuador still has one of the lowest levels of English proficiency in the Latin America region. According to Education First (EF) (2020) English Proficiency Index Report for 2019, Ecuador ranks number nineteen in South America and eighty among one hundred countries and regions included in such report. Factors such as changes in the methodology or having teacher-centered classroom environments have certainly aided in the EFL declination in Ecuador. In previous decades, the methodology used by EFL educators of every academic level was the one they had available at the time, not necessarily the one being most suitable for the learners. In other cases, only the needs and goals of the teachers were considered during the second language learning process therefore, leading to the same outcome people with a high level of EFL deficiency. “Changes in the TEFL process have shown that despite of the evolution in the building of new curriculum, the result has always been the same, Ecuadorian people



still have a great deficiency of English as a Foreign Language” (Cannepa , Dahik, & Feijoo, 2018, p. 46).

In fact, only a little over thirty years ago, in 1992; Ecuadorian laws made it possible for foreign languages such as English to be a mandatory part of the National Curriculum Program through the development of the CRADLE project which most important objective, as stated by the British Council Education Intelligence (2015), was to build a strong foundation of English language to be developed in the future. Even though this project marked a before and after period as far as EFL teaching and learning processes concern, not much had changed within the reality of the classrooms in Ecuador. Later, in 2008, a new Constitution was created in Ecuador therefore, all the laws changed, including the one ruling the education system. In this new document, the learning of a foreign language went from being mandatory to being a mere suggestion. Furthermore, in the elementary education levels, English learning was omitted from the curriculum guidelines given by the Ministry of Education; although, it included a regulation that stated that “At the end of compulsory education, that is, at the end of their Senior year of high school, students were expected to get the B1 level of the CEFR.” (Paredes, et al., 2018, p. 4). In consequence, contradicting itself between what was written in the legal documents and what really happened in the classrooms.

2. 1. 2 EFL for Teenagers

The author Penny Ur (1996) states that teaching adolescents may be quite a challenge for some teachers, despite their great learning capacity, teenagers, commonly show a high level of demotivation towards academic processes, and EFL learning is not the exception. For teen learners, it is important to be able to create a certain degree of trust with the educator to feel comfortable enough in the classroom environment. Another factor to be considered when teaching adolescent learners is that the methods and approaches used to teach them the foreign language must be appealing to their interests and individual reality, so that they find that the process is worth participating

in. “Young people expect for the teaching methods to be changed and for the information to be presented in an interesting way” (Iliescu, 2014, p. 304).

Bernal and Feyen (2017), argued that teachers in many non-native English-speaking countries, face the challenge of dealing with uninterested, unmotivated students. In addition, teenagers may be the most critical group of learners when it comes to motivation and active participation within the EFL process. Many young learners develop a degree of shyness as far as productive skills of speaking and writing. They do not like to step out of their comfort zone and that hinders their proper academic development. They rather keep memorizing grammatical structures and endless lists of vocabulary but dread active participation in a conversation, debate, or a role play, where they must produce oral language.

Therefore, that skill of Speaking is affected and even left behind as a less important goal to be accomplished by the EFL teenage learners. “Language is best learned when the learners’ attention is focused on understanding, saying and doing something with language, and not when their attention is focused explicitly on linguistic features” (Kumaravadivelu, 2003, p. 27). In addition, Al Hosni (2014) suggested that teaching strategies also contribute to this problem because they do not emphasize on speaking, which results in a mere development of this skill. As a conclusion, teenagers would feel included as learners in an EFL context when they overcome fears and psychological obstacles produced by a developing mislead fixed teaching practices.

2.1. 3 Teaching approaches

When it comes to language teaching and learning methods and approaches, there is a wide range to choose from, From the earliest ones such as the Grammar translation method, to some others which are more modern and paralleled with the use of technology. “In the Grammar Translation and reading based approaches, for example, pronunciation was considered to be an irrelevant skill since oral communication was not

the objective.” (Guerra and Rivera 2004). Besides, educators must be aware that there is not a perfect one or a “one size fits all” type of approach or methodology to teach EFL. On the contrary, one must analyze and choose the correct one according to different aspects related to the EFL teaching process and learners’ needs and objectives. “The goals and the techniques for teaching conversation are extremely diverse” (Brown D. , 2001, p. 267). Moreover, Guerra and Rivera (2004), declared that since language is used for communication, linguists agree that language instruction should be based on communication; that is why they proposed the Communicative Approach (1980) to teach a second language.

2.2.3. 1 Communicative Approach

The needs and objectives of learners, nowadays, have shifted from only knowing specific sentences and expressions in the foreign language to being able to actively participate in different situations where that second language is the main source of communication. “There is an urgent need to teach English language through communicative approach both in language classrooms and training programs.” (Akram & Mahmood, 2011, p. 172). The communicative approach allows teachers and students to include real- life situations into the EFL process they experience to move away from the grammar – centered methods towards a more production – effective path where learners can practice and improve what they have learned in the classroom setting. “...the production stage allowed learners to apply the language they had already learned and practiced.” (Diaz Maggioli, p. 65).

Despite the development of different approaches to second language learning, many educators still feel the need to be attached to only one of the first ones ever developed: Grammar Translation Method, without combining it with other approaches and methods. Consequently, the communicative part of the language appears to be neglected during the teaching-learning processes. Language learning is seen as a group of grammar rules and structures instead of a real-life communication system to promote



learners' production of the language being learned. "Most of the teachers cling to the age-old Grammar Translation method. They do not adopt different classroom activities in ELT." (Akram & Mahmood, 2011, p. 172).

Grammar translation promotes learning of chunks of language rather than communication, that is the most important manner to enable a genuine interest among students. In this way, The Communicative approach opens the gate to an apparently not forgotten old fashioned tradition of teaching English as a never-ending grammar-based monotony. "Communicative Approach emphasizes fluency, and the Grammar Translation Method is concerned with accuracy." (Chuan- Chang, 2011, p. 13). Fluency and accuracy are the target for English learning.

"Evidently, they have their real joys and troubles apart from the school. Unfortunately, they are not yet able to isolate their real lives from the school which is not so difficult for many adults. Consequently, this might influence their behavior and they may become rather distracted. If you spend some five minutes at the beginning of every lesson to find out about how they are doing outside the classroom, this will provide you some explanations of their emotional behavior". (Šomanová, 2011, p. 12)

Emotional behavior that teenagers show should be fuel to an engine that wants to express, in class, what happens, and it is lived outside the traditional learning environment, in this way take advantage of the natural behavior among the teenagers into the environment of the English language class. Teenage students could bring their lives into the classroom atmosphere through a less pressure communicative approach and by the integration of activities that would ignite their will to interact.

2. 1. 3. 2 Task-based Language Teaching

As many proponents have viewed it, Task- based Language Teaching (TBLT) could be considered as an evolutionary phase of the earlier Communicative Language teaching because many of its principles are summarized within this 1980's approach. Activities which involve real-life communication through meaningful tasks where

language support is provided to the learners are the pillars of TBLT. Thus, this approach to L2 teaching enables students to awaken their interest in a specific topic, therefore, becoming eager to express their opinions and knowledge about that topic, even if it may seem limited. “Learners are eager to speak because they are interested in the topic and have something new to say about it, or because they want to contribute to achieving a task objective” (Ur, 1996, p. 120).

Once students feel comfortable around a certain topic they are studying, they could be more likely to freely express their opinions and concerns, trying to improve their level of knowledge in the foreign language. Students could demonstrate less inhibition while carrying out a specific task. “Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy” (Ur, 1996, p. 120). Furthermore, as Penny Ur, stated in her 1996 work (p. 120), “Even if they are not inhibited, you often hear learners complain that they cannot think of anything to say: they have no motive to express themselves beyond the guilty feeling that they should be speaking”. All of this, because they have been exposed to meaningful tasks in which English is the main vehicle to conduct learners to the completion of such tasks. “The goal is to have the students communicatively competent which means to have them being able to use the target language correctly in a given situation.” (Šomanová, 2011, p. 15).

“A communicative approach opens up a wider perspective on language. It makes us consider language not only in terms of its structures (grammar and vocabulary) but also in terms of the communicative functions that it performs. In other words, we begin to look not only at language forms, but also at what people do with these forms when they want to communicate with each other”. (Littlewood W, 1991, p. 10)

In this way, Students show interest in speaking due to their direct involvement taken from their own reality. Many students act their role in activities and tasks in the class just to mention some of their own living experiences throughout their learning communication environment without even noticing it. Students find a realistic point for usage of the second language they are learning.

2.1.3. 3 Main Issues of Speaking in English for EFL learners

Effective communication among humans is best perceived if oral expression is present among the participants. They are willing to learn a foreign language because that language helps them cover the different communication needs and goals that they may have. This way, learners find themselves driven to learn and to effectively produce the second language (L2) therefore, reaching an engaging point for learning. Thus, explaining why many learners focus their learning attention and purposes towards developing L2 speaking skills over other ones such as reading, listening, or writing. “Of all the four skills (listening, speaking, reading, and writing), speaking seems intuitively the most important” (Ur, 1996, p. 120).

However, developing oral expression in a foreign language is not that simple. EFL learners of all ages must overcome many linguistic obstacles in order to become effective L2 users. Micro skills like proper pronunciation, use of intonation, as well as specific formal and informal dialects included in the foreign language, make the path to oral skills mastery, quite complicated for many learners.

Pronunciation, for instance, ought to be considered by educators as well as learners of English, as a crucial element in the process of achieving mastery in that language. Although, grammar structures and lexicon are important too, the sound system of the foreign language and its correct usage could determine the degree of success learners could have in the EFL process, and, later, when they must face real-life situations in which they will have to use English as the primary means of communication. “Pronunciation as a part of system of sounds should be propositionally treated as two other dominant components of language, namely grammar and vocabulary” (Moedjito, 2017, p. 10).

Intonation is a significant detail when it comes to language learning that ought to be taught along with pronunciation. Whether it is L1 or L2, intonation, as described by Miller (2017), is responsible for bringing language alive and giving it color, it adds emotion to words and works as punctuation while speaking. Without proper intonation, language would sound flat, lifeless; and it would even be difficult to be understood. This micro skill could be considered as learners' competence to adapt to new accents. Also, teaching proper intonation gives educators the opportunity to create a more dynamic and lighter environment in the classroom when becoming dramatic and funny while explaining this part of language.

As argued by author Linda Dunsmore (2019), even if a learner only expects to use English in a formal setting, at work, for example, learning some common phrases and slang words for different contexts, will be immensely helpful. Dunsmore continues stating that knowing formal and informal phrases and dialects will enable learners to be more aware of the English culture and history as well as elevate their fluency in the foreign language. Specific formal and informal dialects, "It is a productive skill which is crucial for general communicative skills as it involves the use of set expressions, stock phrases and various language clichés" (Rodomanchenko, 2014, p. 17).

"Although it is widely recognized that input is very essential for language acquisition, it is not sufficient if not followed by interaction and output (the language a learner produces) because the processing of comprehension is different from the processing of production, and the ability to understand the meaning conveyed by sentences differs from the ability to use a linguistic system to express meaning". (Al Hosni, 2014, p. 23)

So forth, pronunciation, intonation and formality would be considered linguistic features that are not always part of curriculum programs nor teaching practices. The fact that in non-native English-speaking countries few are the learners who have opportunities to practice L2 outside the classroom environment, making such path even steeper for students. This, as a matter of fact, makes it imperative for EFL teachers, as well as anyone involved in the education system, to make the necessary changes and



include pronunciation, intonation and formality in the curricula and current teaching practices through interaction, so that learners can accomplish their EFL learning goals in a satisfactory and efficient manner.

2.1. 3. 4 Teaching Practices for Oral Communication Skills

Developing effective oral skills when learning English as a foreign language is undoubtedly, one of the most sought-after abilities by non-native speakers who have decided to go through a learning process, but this potential may be jeopardized by different factors such as psychological, linguistic, or methodological ones. Therefore, the teaching practices that a teacher uses to develop oral communication skills among learners are crucial for them in the process of reaching their goals. “Classroom activities that develop learners’ ability to express themselves through speech would therefore seem an important component of a language course” (Ur, 1996, p. 120).

Harmer (2007) suggests that teaching practices for developing successful oral communication skills in students, must have an extremely high level of engagement, this means, that learners feel motivated and curious enough to actively participate in the activity proposed by the teacher. This type of practices would allow learners of any age and academic level, to achieve their EFL goals, improve their speaking skills and, consequently, become independent users of the English language, even if other skills such as reading or writing, may still show certain degree of difficulty. “Learners’ speaking ability is of central concern for all language teachers as most people spend more time speaking than reading or writing” (Tsagari, et al., 2018, p. 98).

The atmosphere of the EFL classroom shows sensitivity at many levels, this sensitivity includes the factors that surround motivation among the participants, students in a direct way may feel departed and the teacher may feel distant in reaching the satisfaction points to fulfill the speaking goals. EFL learners encounter difficulties when performing orally due to the presence of psychological factors that restrain their

progress. An EFL environment reveals that being the target language a linguistic tool that does not belong to the students' social- communicative reality nor nature, English language learning scene enroots inhibition, fear, anxiety, and communicative apprehension in pupils. Furthermore, according to Ur (1996), the factors that cause difficulty in speaking a foreign language, include: Inhibition, when students are worried about making mistakes, fearful of criticism, or simply shy; nothing to say, students have no motive to express themselves; low or uneven participation, only one participant can talk at a time because of large classes and the tendency of some learners to dominate, while others speak very little or not at all; mother-tongue use, learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue.

“There are many internal and external difficulties that worsen the issue of communicative competence, such difficulties in spoken language prevent students to speak in English. Several of the external difficulties are related to the teaching strategies and methods, the curriculum, extracurricular activities and the environment, and the internal difficulties deal with the student in his/herself; his/her personality and character.” (Escudero, Cutiopala, Caisaguano, & Gallegos, 2020, p. 31)

Teaching Practices related to communication issues are the best to avoid a mislead learning environment. Through communicative based tasks teachers would see reactions among the students, and those reactions related to a completely different way of teaching. Psychological factors might be the most relevant issue to avoid when teaching, and communicative tasks may highly obstruct the development of fear or anxiety towards learning a second language such as English. Every new experience shows frustration, so the development of psychological factors that build barriers, and communicative teaching practices would destroy those barriers.

2.1. 4 “Reading to Speak” Strategies

Communicative strategies demand integrated activities with at least three linguistic skills, reading to speak for instance:



“A reasonable solution is to support a more integrated approach, where speaking is added to reading and writing lessons to ensure that students receive essential practice in oral communication. Since the listening skill is already a natural complement to any true speaking activity, adding speaking opportunities to a reading or writing lesson automatically allows students to integrate at least three skills. This integration has many advantages, as it adds variety, encompasses students’ different strengths, and creates interactive possibilities by focusing on both productive and receptive skills. In addition, the interesting topics associated with reading and writing lessons lend themselves well to speaking tasks. This facilitates students’ acquisition of English by providing them with topics to discuss and opportunities to test their language hypothesis.” (Zhang, 2009, pp. 32, 33)

The development of reading skills allows students to acquire new knowledge related to different relevant topics and subjects inherent to the countries and their cultures where English is spoken. Therefore, strengthening reading skills, enables the access to foreign scientific and cultural cognition and it enhances the learner’s intellect, proper development, and self-expression. Especially when reading out loud is included, with the pertinent pauses and intonation. The importance of using reading strategies relies in the fact that the other linguistic skills: Listening comprehension and speaking could also be developed at the same time without leaving aside underpinning assessment aspects such as pronunciation, fluency, vocabulary, grammar, and general comprehension of L2.

“The teacher should always be the first one to read out loud any text that will be later read by the students, especially in English in which the difference between the spoken language and the written on is so big. This is done with the objective of getting the learners to acquire the right pronunciation instead of the wrong one. This would be very difficult to mend, later on. Thus, they can relate what they hear with what they see, when they follow the reading text.” (Rivers, 2008, p. 148)

Since the main objective of this kind of strategies is to develop oral expression skills based on reading activities, it is recommended that teaching staff motivate their students to show what they can deal with the foreign language they are learning. For this, the proposition is to include real- life experience reading texts, which can be found outside the classroom setting. So, having this as the starting point, comprehension

activities, question and answer exercises, games, songs, role plays among other can be carried out keeping in mind what Mistar, Zuhairi and Yanti (2016) expressed when they stated that for readers to be competent, they must be able to manage three basic aspects of reading comprehension: verbatim, inferential, and critical comprehension. Verbatim comprehension implies understanding exactly what is being read in the text: main ideas, supporting details and lexicon. Therefore, the reader can categorize and summarize information. By the same token, inferential comprehension, implies a proper understanding of the message intended which, again, may be included in the main ideas, supporting details and lexicon. This permits the reader to draw conclusions, predict and determine the author's attitude and even possible preferences. Finally, critical comprehension entails an opinion and an assessment about what the author has written, according to the reader's previous experience.

In agreement with Zhang (2009), there are three types of reading activities that would help students to focus their attention on speaking skills development: Reading to Act, Reading to Debate; and Reading to Interview.

In the first strategy, Reading to Act, a text which includes more than one character, is selected. The main objective of this activity is having students reenact it in groups. This would be carried out through dialogues. Also, they should be encouraged to use their imagination and creativity, allowing them to make certain changes to the original script. This theatrical element will make the reading task more interesting and appealing for learners and will join the four macro skills of EFL, because prior their performance, they would have read and write their lines, and then, present them in an interactive scenario.

In the second strategy, Reading to Debate, the selected text should generate a discussion due to the different points of view that there may exist about a specific topic. Then, making pairs, students will contend in favor or against the topic, accordingly; after that, a group debate can be arranged in which the teacher ought to motivate learners



to personalize the topic in consonant with their own experiences. Such debate would deepen students' comprehension of the read text and will help them support their opinion, orally, from a different perspective.

The third strategy, related to Reading to Interview, is organized around texts of persuasive, argumentative or narrative nature. It is done, by making pairs of learners in which one of them acts as the interviewer and the other as the interviewee. The first one, makes questions related to the content of the text, while the other one uses the ideas or facts given in the text to answer those questions. Afterwards, they exchange roles to produce greater interaction. This task grants students the opportunity to orally represent the ideas drawn out of the text that has been read and it helps them learn how to formulate questions about different topics.

Including the above-mentioned strategies would be of great help to break the boundaries of traditional EFL classes by allowing learners to apply the information read in the different texts, in a more practical and authentic manner, though their oral expression skills, enabling them to increase their fluency in the foreign language. Nevertheless, for these strategies to be successful, it is necessary to mention that one of the elements which should be a prime characteristic in the EFL classroom setting, is that the role of the educator would not only be to transmit academic knowledge but also to become a role model who learners may rely on when it comes to practicing the new language they are learning. "Foreign language teachers must appear caring and approachable; show a friendly personality and be able to make their students feel comfortable while in the foreign language class. It should be considered as a place for social interaction and not a place for academic purposes only." (Effiong, 2015, p. 19). Consequently, the role of EFL teachers in the classroom is vital. Paraphrasing Kavanoz (2017), who stated that the way educators manage the teaching process as well as the development of a trusting and supporting learning environment, will help students be aware of their own potential.



One of the commitments from the Ecuadorian government, according to “Ley Orgánica de Educación Intercultural” (LOEI), approved by the Asamblea Nacional in 2016, in its sixth article, section m, states that the development of competencies and abilities to develop knowledge and the insertion of the Ecuadorian citizens in the work force must be guaranteed by authorities. And, on its second instructions paragraph, it expresses that the English as a Foreign Language curriculum ought to be implemented progressively (MINEDUC, 2016). In this context, the inclusion of the English language in the National Curriculum, starts in the first grade and goes up to the sixth grade of elementary education, in every school in Ecuador.

It should also be noted that, the Ministry of Education, mentions: “At the end of secondary education level (BGU), students will prove to have acquired a minimum level of knowledge of the English language equivalent to a B1, according to the Common European Framework of Reference for Languages (CEFR); and, they will have a limited but effective use of the spoken language.” (MIDEDUC, pg.420). Therefore, high school graduates would be in the capacity to:

- Manage proper communication in most familiar
- Build longer statements and expressions.
- Look for and use language structures to express ideas and concepts.
- Have a proper pronunciation.
- Avoid interrupted communication flow.

2.2 PSYCHOLOGICAL FACTORS THAT AFFECT ORAL PERFORMANCE IN EFL CLASSROOM

According to Park, Klieve, Tsurutani and Harte (2017), learners of a foreign language express a fear of being mocked and feel embarrassed when they attempt to pronounce English words accurately, meaning that the psychological aspects surrounding learners, play an important role in their L2 learning process and outcome

therefore in their proper communication strategies and skills. Students must feel in a safe environment to be able to acquire the necessary knowledge and develop their skills to the maximum level possible.

“To speak in English for EFL students is not easy and needs much effort to produce acceptable utterances in English” (Ariyanti, 2016, p. 91). Acquiring the necessary oral skills while learning a foreign language to enable students to become active users of such language is an extremely important piece for the success of the English as a Foreign Language teaching- learning process, but this is not always an easy task because many learners encounter various obstacles which may hinder their speaking performance.

Many may be the factors which affect non- native speakers of the English language to hinder their performance when communicating in the target language in an oral manner. Aspects like fear of failure, or being mocked by peers, or self-consciousness about the possibility of not being understood by others, could become great obstacles for learners to achieve their EFL goals. However, motivation could be considered among the essential factors to determine the success rate in EFL learners’ outcome. “Motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves” (Littlewood, 1984, p. 53).

2.2. 1 Motivation

As mentioned by Harmer (2007), one of the main objectives for teachers should be to help learners to keep their motivation going. Studying a new language creates emotions which influence in the learner’s motivation to improve their skills in that second language. This is a consequence of the socio- cultural environment (family, peers) which surround the learners, besides the personal, academic, and methodologic factors that are immerse within the learning process. Furthermore, the educator, also

plays an important role when it comes to learners' motivation in the classroom setting. The teacher's attitude towards the students, as a group and as individuals; professional practices and strategies, to reach students and promote active participation; as well as the degree of empathy and respect that the teacher may show towards the learners' personal and academic needs, will be a determining factor in the final learning outcome.

Although, there is not a consensual definition of motivation because it is considered as a human behavior theory, Bisquerra (2009, p. 193), defines it as a hypothetical- theoretical theory defined by a complex biological process which causes a specific conduct. In motivation, there are several factors (biological and acquired), which influence goals, their intensity, direction and coordination of behavior and its path towards reaching them (Translated by the researcher).

It is necessary to distinguish between intrinsic motivation and extrinsic motivation. The first one, refers to the student's self-interest to complete the learning tasks given by the teacher because of his own desire to achieve short- and long-term success in his learning process. The second type of motivation is based in external stimuli such as parental approval, possible rewards, fear of punishment, or simply, the desire to obtain a good grade in a subject. This means, extrinsic motivation is targeted towards short term success. On their behalf, Gardner, and Lambert (1972) established a basic difference between integrating motivation, and instrumental motivation. Thus:

- **Integrative Motivation:** When the student's interest lays not only in the linguistic aspects; but also, in the cultural aspects to be included within L2 social groups. "Integrative motivation refers to the desire the learner has to be involved in and understand the culture of the target language." (Guerra & Rivera , 2004, p. 13), maintaining the use of L1 while learning L2. Therefore, and as stated by Gardner, there is a direct relationship between Integrative Motivation and *additive bilingualism*. This motivation will emerge because the learner has the desire to become part of the society where L2 is spoken. Whereas;

- **Instrumental Motivation:** Consists in the pragmatic worth of linguistic achievements for students. “Instrumental motivation refers to the desire of the learner to obtain something practical or concrete from the study of the second language” (Guerra & Rivera , 2004, p. 13), losing the ability to develop certain language functions in L1. Also, as stated by Gardner, Instrumental Motivation could be linked to *subtractive bilingualism*. Even though, this type of motivation plays a fundamental role when learners are not able to practice L2 outside the classroom setting, it could affect their L2 oral communication skills during real- life situations.

In reference to the phases of motivation, Shehri (2012, p. 17) mentions that there are three of them:

1. **Initial motivation**, refers to the psychological aspect which enables the desire to learn a language. These can be personal ones, or positive perceptions due to previous experiences. These two become the main driving force to embark in a long and difficult process such as learning a language.
2. **Actional motivation**, is defined as a stage when the learner has already overcome that initial stage and, although he has experimented different challenges in the new language, his will to learn it has not vanished.
3. **Post-actional motivation**, means that the learner has successfully overcome the previous stages.

Therefore, considering what has been said by these authors, motivation to learn a language could be the result of a combination of both: the learner’s attitudes and the outside factors such as the desire to please parents and/ or teachers. Hence, educators, should contemplate these aspects within their every-day teaching practices, to be able to deal with the diversity they would encounter among their learners. So that, consequently, students may feel motivated to master L2 skills, inside and outside the classroom. As Šomanová’s (2011) citation of Clandfield mentions, the better you know your students and they know each other, the better the dynamics of the classroom will

be. Ergo, spending some time trying to find out about how students' lives outside school are going, will promote a more comfortable and secure learning environment for them; and it will explain a lot about their attitudes and motivation levels.

Nevertheless, it could be a mistake to consider that motivation strategies could work in different students the same way. Learners have different reasons, interests, and emotional characteristics, especially if the fact that they are not only being asked to try in terms of grammar, vocabulary, and syntax. "The need to classify the information, again which inevitably leads to a conceptualization necessity; and, as a last resort, experimentation of factors which may be internal or external" Guiora (1984, p. 8).

"Motivation is the crucial force that determines if a learner accepts a task, how much energy puts into it, and how long that energy is maintained." Littlewood (1984, p. 53). This means, that the communicative abilities to learn a second language are directly related to motivation that emerges from the opportunity they must express themselves and interact with the people around them, through the development of learning strategies that allow them to become independent users of L2.

2.2. 2 Anxiety

This term could be defined as a condition in which human beings feel nervous, worried, or general discomfort. It has been defined by the Spanish Royal Academy as "An agitation, restlessness, or mood downfall state." (Translated by the researcher). Although this condition may present itself, occasionally; when it becomes more frequent, according to Sanchez (2013, pg. 289), it could even block any type of human interaction and learning process (Translated by the researcher).

Moreover, Sierra, Ortega, and Zubeidat (2003, p. 49), refer to "Anxiety- State and Anxiety- Trait, as the two facets that compose anxiety. The first one could be considered as a permanent personality feature whereas the second one, is related to the

responses shown by a person, during potentially dangerous circumstances.” In other words, Anxiety- State would make a person see danger or threat in a countless number of situations. On the other hand, Anxiety- Trait, could be perceived by a person, subjectively, during a specific stressful time. In this context, it would be possible to point out that linguistic anxiety is part of a temporary anxiety state, although if it became repetitive or permanent around the learning environment, it could be considered as a situational type of anxiety. This type of anxiety shown by L2 learners was defined by Horwitz y Cope (1986, p. 128), as “A unique compound of self-perceptions, beliefs, feelings and behaviors related to the natural language learning specifications happening within the classroom setting.” This emotional factor could negatively affect the academic development of the learner who would be afraid to express themselves, orally, in class because of the fear of receiving negative feedback. Therefore, appearing as less competent than other learners in the same group.

According to Horwitz (2010), L2 learning anxiety is related to three types of anxiety: communicative apprehension, anxiety before testing; and fear of receiving negative feedback from others. The first one, as stated by McCroskey (1984, p. 13), can be defined as a person’s level of fear or anxiety associated with real or anticipated communication situations where other people may be involved. This way, it becomes difficult for the learner to communicate orally, in front of others because there is a feeling of being observed and judged. It could also be compared to stage fright.

The second one, anxiety before testing, appears among people who are afraid of making mistakes and on many occasions become unyielding with themselves, without taking into consideration even the best-prepared students, may commit errors or mistakes due to the structure of such documents. That may be why, in oral examinations, both communicative anxieties, as well as anxiety before testing may be present. The third one, fear of negative feedback, Horwitz (2010, p. 128), mentions that it is associated with a range of social situations in which the person perceives being observed

by others, as it may occur during oral interaction in English class. Learners would feel as being constantly evaluated by the teacher; and, perhaps, by their peers.

Ergo, the concept of Linguistic anxiety could certainly be linked to these three fears previously mentioned; and it includes a mixture of different self-perceptions, beliefs, feelings, and behaviors which are tied to the foreign language learning process in the classroom setting. Furthermore, these become inherent to a such process and may interfere with the proper knowledge acquisition on the learner's behalf. It can be defined as a complex, multidimensional phenomenon in which many internal and external elements could intervene. The author, Subasi (2010) indicated that, among others, the following elements can be found: competency level, learners' competitive nature, learner's perceptions, learner's attitude towards language 2, classroom practices, teacher behavior, classroom activities, fear of negative feedback, and oral competency self-perception. In conclusion, linguistic anxiety could be caused by different variables, directly related to the learners, teachers, testing, and classroom practices and environment.

2.2. 3 Self-esteem

Self-esteem might be defined as a subjective judgment that each individual holds for themselves, respect to their own personal worth; and, it could be expressed through words or behavior. According to "Self-esteem is probably, that best delineates human behavior. Therefore, it could be stated that, to achieve any kind of success in emotional or cognitive activities, it is necessary to have a certain level of self-esteem." Brown (2000, p. 145).

One of the definitions that has prevailed until present times, and that was also mentioned by Brown (2000, p. 145), is that one stated by Coopersmith, in 1967. "It is the evaluation that people usually make and maintain about themselves; it expresses an approval or disapproval attitude. It also shows how capable, important, worthy, or

success-prone, people consider themselves.” According to another author, Branden (1995), self-esteem is a fundamental feeling of efficacy and a sense inherent to merits. Therefore, the individual would have certain perceptions of the attributes, features, and characteristics of his personality which could be considered part of his self-image or self-description. Among the usual characteristics of a person who presents low self-esteem, Montes de Oca (2005, p. 62) mentions that they are characterized for being less emotionally stable; they have less self-confidence.

Present a certain degree of anxiety and are less tolerant to frustration. They have high levels of fear of failure. Seem to be shy and with an elevated need for approval from others. Considering this previous definition, it could be concluded that, people with high self-esteem would have a better judgment of themselves, being able to control their impulses in a better manner. Also, would be more persistent in trying to find solutions to problems; and would be capable of providing positive reinforcement to themselves and others. L2 learning processes would not be the exception because a healthy level of self-esteem, could be a crucial element for learners to achieve their goal of mastering the foreign language.

2.3 “MUTE ENGLISH” PHENOMENON

To speak a new language could become a significant challenge for learners because, to accomplish that goal, it is necessary for them to master several micro-skills such as the proper pronunciation of unknown phonemes, accent as well as intonation, and the correct use of formal and informal expressions. Moreover, if the fact that learners do not have many opportunities to practice L2 outside the classroom setting is considered, it would not be surprising to know that they are incapable of successfully communicating in the foreign language, at least through their oral skills, giving way to the “Mute English phenomenon.”

Therefore, many EFL educators have noticed that from the different skills needed to master English, oral expression is the one in which learners present a higher level of difficulty in its proper use; and, this is a consequence of the subjective interpretation that learners have about their own capacity to do so and which is closely tied to psychological factors previously studied: motivation, anxiety, and self-esteem, as mentioned by Lahuerta (2014), who said that the emotional factor in the teaching and learning process of foreign languages is of great importance.

This has led to increased use of oral approaches and strategies used by teachers within their classes to aid in the oral participation of their students, taking into consideration the emotional factors as a key element for the correct functioning of their memory and their learning process. All of this with the main objective of achieving a change in intrinsic resources each learner has; and, to allow him to feel more and more motivated, have lower levels of anxiety as well as improve their self-esteem. To this effect, Stevick (2000), as cited in Arnold, J.' book, that affection plays an important role in the process of changing a learner's internal resources to make them more useful. According to this author, this could be done in five ways:

- 1) Emotional data is stored together in specific memory structures which are shared with other types of information and it could be said that such structures are organized around different feelings.
- 2) Emotional data can recall other types of specific information from long-term memory. But, if that supplementary data is negative, they could become obstacles that lessen the learners' information process and hinder the capacity to successfully save relevant facts.
- 3) The emotional aspects of feedback have an impact on the settings of long-term memory structures.
- 4) Affection plays an important role in voluntary production of the target language and it also contributes to involuntary responses in such language.
- 5) Even after the data has been properly stored in the long-term memory brain structures, emotional aspects could still interfere with one's capacity to use it.



Nevertheless, for language learning to occur, especially oral skills which are being studied in this paper, it would be necessary to comply with four conditions: Being exposed to the language, opportunities to use the language, motivation, and formal instruction; this means, that learners need to be able to express themselves in a proper learning atmosphere in which they do not feel threatened. Moreover, they know that they are being supported and respected by their peers.

As told by Zhang (2009), speaking is still the most difficult skill to master for most English learners; this process makes students internalize what they have learned and experimented with. However, teacher-centered classrooms are still common to be found which could turn them into mere listening exercises for learners. “Individual interests from language learners, especially the emotional component and its role in the learning process (motivation, interaction within the classroom setting, learning styles, etc.), is one of the key elements included in proper language teaching” (Maati Beghadid, 2013, p. 120). It could be advisable, therefore, to keep in mind emotional aspects while teaching oral skills during the educational processes. That way, these affective elements could be enhanced to contribute to achieving successful results according to the learners’ own capacities and expectations.



CHAPTER III

METHODOLOGY

3. 1. Research approach

This research paper was conducted based on a mixed approach which combines quantitative and qualitative viewpoints, data collection, analysis, and inferences, where the researcher collected as much information as possible from the sample, considering the participants point of view. First, the quantitative phase of the investigation was objective, deductive and it relied on “hard” data, in other words: The physical instruments. Then, the qualitative phase gathered information from interviews with teachers, considering the teacher participants point of view. The qualitative phase was subjective, inductive and it relied on “soft” data.

3. 2. Research Method/ design

This study followed a non-experimental, sequential, descriptive research design in which the researcher had the data through the application of questionnaires and interviews. This research had three stages; the first one was a psychological assessment to students’ learning styles through a document created by the researcher and which was based on a Foreign Language Classroom Anxiety Scale (FLCAS); the second stage required the application of “Reading to Speak” activities to determine their influence in the reduction of learners’ anxiety, low motivation and self-esteem when asked to participate in oral tasks in an EFL class. Finally, the third stage consisted of conducting interviews to the teaching staff (three EFL teachers) that works with the learners’ group of participants, to describe their experience during this research and the use of “Reading to Speak” strategies to prevent Mute English Phenomenon in the EFL classroom.



3. 3. Population and sample

This research was conducted in a private secondary school in the city of Ibarra-Ecuador. The population and sample for this research was from the Senior year (3ro. BGU) (43) English learners due to availability of teaching them; thus it was a convenient non probabilistic sample. The arrangement of levels depends on grades, each grade has a high and a low-level division of students determined at the beginning of each school year, after they take a placement test. In the specific case of the learner participants group, there are 23 students in level A, and 20 students in level B. This research was applied to both groups, whom the researcher works with directly as their EFL teacher along with 3 other EFL teachers who also work with this group of learners imparting EFL lessons as well as History and Biology (both using English as the main source of communication).

It is important to mention that since the students are minors, an authorization letter was created and sent by the researcher, to the legal guardians of the learner participants to obtain their formal permission for their children to be a part of this research.

3. 4. Tools / techniques

- **First stage:**

A questionnaire was applied to students to determine their reactions towards speaking activities during EFL classes. This questionnaire was created based on previous documents for Psychological assessment to students for learning styles through a Foreign Language Classroom Anxiety Scale (FLCAS- Horwitz, 1996). With these results the researcher obtained a clearer view on the different psychological reactions of the students involved in the research. The parameters in the test were connected to the main psychological factors that permit development of “Mute English” phenomenon in EFL classrooms.



- **Second stage:**

“Reading to Speak” activities created and suggested by the author Yun Zhang (Zhang, 2009, pp. 33-34), which were applied in three different forms: Reading to Act, Reading to Debate, and Reading to Interview. All these activities can enable students to ensure their oral skills from a very structured and straight forward activity to a more open setting where they would be in the capacity of expressing their ideas more freely in the English language. Task – Based Learning approach was used to carry out these activities making sure that every-day life activities and experiences were the center topic in all of them. This stage was observed and monitored by the researcher with the aid of an observation sheet previously created for this effect.

- **Third stage:**

Interviews created by the author and aimed to be done to the EFL teachers who work with the learner participants (Senior high school students). During this phase, the teacher participants were engaged in a personal hearing about their experiences during this research process and the inclusion of “Reading to Speak” strategies in the EFL classroom.

3. 5. Ethical considerations

This research did not represent harm anyone in any way; the opinions of all participants were respected. The use of offensive or discriminatory language was avoided in the formulation of questions and observation. Furthermore, the participants responded based on an informed consent voluntarily given by their legal guardians due to the fact that they are under eighteen years of age. This means that they were fully informed about the purpose of the research through a collective parent-teacher conference led by the researcher; and, they had sufficient information to assure they understood the implications of their children’s participation in this research study. To avoid boredom and any sign of nervousness among the learners involved in the



development of this study, the researcher permitted intermittent breaks along the different stages of this investigation.



CHAPTER IV

FINDINGS

4.1 Discussion of findings

After applying the questionnaire to the learner participants, and the interviews to the teacher participants, it was necessary to process the received data in order to obtain and analyze the pertinent information for this mixed-approach research work. It was conducted with 43 Senior year high school students and 3 EFL teachers from a private institution in the city of Ibarra- Ecuador.

4.1.1 Research questions:

For a better understanding it was important to address the following research questions:

4.1.1.1 Research question:

- What are the benefits to psychological factors when applying “Reading to Speak strategies” to avoid the development of Mute English Phenomenon in an EFL classroom?
- What reactions occur over psychological factors when applying “reading to Speak strategies” to avoid the development of Mute English Phenomenon in an EFL classroom?
- What are the teaching practices used for oral communication skills development in the EFL classroom?

This chapter presents the findings from the learner participants’ responses in the questionnaire applied to them, as well as the teacher participants’ responses to the



interviews conducted to each one of them. First, the context and subjects of this study are briefly described: forty-three senior year students; and the EFL teachers who work with this group of learners.

4.1.2. Description of the Context of the Study and Participants

4.1.2.1. Description of the context of the study

The study was carried out in a private high school located in the city of Ibarra, Ecuador. This institution was chosen because its work has linked to this subject study. As a matter of fact, this school is known for having an academic offer which includes an intensive EFL program throughout all the different levels of education, from Pre-school, Kindergarten, Elementary School, and high School. Moreover, this school offers other subjects such as Biology, History, Social studies, and Science to their learners in the high school level using English as the main source of communication.

4.1.2. 2. Learner Participants

A questionnaire was applied to 43 students who are currently studying their Senior year of high school (3ro. BGU). The document included ten questions and it was focused on gathering relevant information related to the psychological factors present among learners when expressing themselves, orally, in English classes as well as the possibility that teachers may include different strategies to help students improve their oral expression abilities in the foreign language. The questionnaire was created as a Google Forms document, and it was sent to the students via Internet. The original document and answers can be seen through the following link: <https://bit.ly/3eMQa0Z>. It is necessary to mention that, despite the many nuances from both options, yes and no, for the graphic representation and corresponding analysis, these two options were simplified. The purpose of this study was to monitor the psychological factors that may arise among learners, when using “Reading to Speak” strategies to prevent development

of “Mute English” phenomenon in EFL classrooms. After working on the components of data analysis, the following categories surfaced from the information gathered in the students’ questionnaire:

4.1.2.2.1 Learners’ questionnaire

Table 1. *Learners' questionnaire*

NUMBER	QUESTIONS	OPTIONS			
		YES	%	NO	%
1	Do you feel self-confident when you speak English during your classes? Yes, or no? Why?	18	42	25	58
2	Do you feel satisfied when you answer in English, the questions from your teacher? Yes, or no? Why?	38	88	05	12
3	Do you get nervous when you have to speak in English classes if you do not know anything about the topic being used in the activity? Yes, or no? Why?	36	84	07	16
4	Do you feel nervous when you speak in your English class, even after having read about the topic of the activity? Yes, or no? Why?	12	36	21	64
5	Is it difficult for you to voluntarily participate in English class? Yes, or no? Why?	23	53	20	47
6	Do you feel nervous even if you have prepared in advance for an oral activity in English class? Yes, or not? Why?	33	77	10	23
7	Do you feel frustrated when you make a mistake while participating orally in English class? Yes, or no? Why?	17	40	26	60
8	Are you afraid that your classmates will make fun of you when you speak English? Yes, or not? Why?	12	36	21	64
9	Do you think that you need more oral practice for your English classes? Yes, or no? Why?	33	77	10	23
10	Would you like for your English teacher to include new strategies to help you improve your oral skills in English? Yes, or no? Why?	23	53	20	47

4.1.2.2.2 Results and discussion of parameter from the observation sheet

During the application of the activities proposed in the “Step-by-step” guide which includes “Reading to Speak” strategies to prevent the “Mute English” phenomenon in the EFL classroom, the researcher was able to observe different reactions and attitudes

from both, learners, and teachers. The observation sheet used by the researcher included several parameters listed on the table below:

Table 2. *Observation sheet*

OBSERVATION	YES	NO
Students seem interested in doing the oral tasks.		
Students are encouraged by the EFL teacher to speak in class.		
Students seem to be nervous when speaking in class.		
Students hesitate when speaking in class.		
Students feel worried when they make mistakes.		
Students feel anxious when the teacher corrects them.		
Students feel embarrassed when their classmates start mocking them when speaking in front of the class.		

From these parameters, it was palpable to the researcher that, when the teachers included “Reading to Speak” strategies in their EFL classes, the learners seemed to be less anxious and hesitant to participate in the assigned tasks because, first, they had completed a particular reading activity; and the speaking part was related to it. Furthermore, whenever learners made a mistake, they appeared more secure in the classroom environment created by the teachers because, the educators encouraged the students to speak in class regardless of the possible mistakes they could commit during the completion of the tasks. “Students should be supported to gain these skills.” (Al Hosni, 2014, p. 22). This way, students were less worried about their performance being incorrect, and they focused their attention to having the opportunity to express their opinions and actively participate in the oral activities.

Despite the fear that some students had about being mocked at by their peers, all of them decided to participate. In fact, when one learner made fun of another student’s pronunciation, the one who was speaking just ignored his classmate and continued with his performance, and, at the end of it, she stated: “This way, I do enjoy English classes.” Agreeing with Zhang’s declaration that said that including “Reading to Speak” strategies in the EFL classroom, would be beneficial to students because these types of



strategies to promote oral interaction aid in the decreasing of “Mute English” phenomenon in which learners of this language are often incapable of effectively communicating with others.

It is necessary to mention that this observation sheet instrument helped the researcher to determine specific facts that neither the questionnaire applied to the learner participants nor the interview applied to the teacher participants would provide, due to the nature of those instruments. With this observation sheet and the parameters established in it, the researcher was able to get a clearer idea of how effective and beneficial her proposal would be for EFL teachers and learners.

4.1.2.2.3 Results and discussion of the questionnaire applied to learner participants related to the research questions

The following section provides an analysis of the data in connection with the research questions for this study. The information has been organized in consonance with each research question and the main points have been compiled according to three different categories: Psychological benefits when using “Reading to Speak” strategies, Physiological reactions when using “Reading to Speak” strategies and Teaching practices when using “Reading to Speak” strategies.

Research Question #1

What are the benefits to psychological factors when applying “Reading to Speak” strategies to avoid the development of Mute English Phenomenon in an EFL classroom? The category related to this research question is *Psychological benefits of applying “Reading to speak” strategies* but to state these benefits, it is necessary to analyze the responses of learners before these strategies were implemented in their EFL classes.

The questions from the instrument given to students and which have relation to this category and research question are: 3, 5, 8, 9, and 10. The most relevant and common answers the learners gave in these questions agreed with the fact that they do get nervous when they have to speak in English, in their classes, because they do not know enough about the topic assigned and because they are afraid of making mistakes, hindering their self-esteem as well as triggering high anxiety levels. “Learners need chances to say what they think or feel and to experiment in a supportive atmosphere using language they have heard or seen without feeling threatened” (Willis, 1996, p. 7).

In this way, the activities related to develop the psychological benefits of using “Reading to Speak” didactic material would be applied to fulfill the emptiness created by lack of appropriate psychologically directed tasks among students. Students mentioned to be nervous most of the times they are asked to participate in a speaking task without being prepared for that; “Reading to Speak” activities give them emotional support and fulfill their lack of interest and confidence they require to have an active participation in class. As explained by Zhang (2009), adding speaking opportunities to a reading lesson automatically allow students to integrate at least three skills. This integration has many advantages, as it adds variety, encompasses students’ different strengths, and creates interactive possibilities by focus on both productive and receptive skills, and it provides learners with more confidence to be able to express their opinions about the topic being studied.

Research Question #2

What reactions occur over psychological factors when applying “reading to Speak strategies” to avoid the development of “Mute English” phenomenon in an EFL classroom? The category related to this research question is *Psychological reactions when using “Reading to Speak” strategies*. However, it is imperative to discuss the answers given by learners before such strategies had been applied in class.

From the questionnaire applied to the learners, the questions which have relation to this research question and category were: 2, 6, 7, 8, 9, and 10. Although, some students agreed that they feel compliant and safe within their EFL classroom settings while speaking in the foreign language, others were very clear that feelings of anxiety, insecurity, and low self-esteem arise whenever they are asked to participate in oral tasks. For that reason, they rather stay quiet and do not talk or just limit their responses to one-syllable words such as “yes,” or “no.” Students are worried about making mistakes, fearful of criticism, or simply shy. (Al Hosni, 2014, p. 23).

Psychological reactions were tested during the use of “Reading to Speak” activities in class. Also, some students helped directing the research towards the findings that are explained in this chapter. The questionnaire had questions that dealt with psychological analysis, specially to that point where reactions could be transparent when using the “Reading to Speak” tasks. Psychological factors that usually arise among EFL learners when they must produce oral language, anxiety and low self-esteem, or lack of motivation, may affect their performance in that specific skill. But, if they have a previous idea of the topic they will develop in a speaking activity; whether it is a role play, a debate, or an interview, these factors would be diminished, allowing them to feel more confident with themselves and their participation. Consequently, their motivation levels will rise, and their self-esteem will improve. As Horwitz (1986) affirmed, learners who fail to learn how to speak in a foreign language, despite successful acquisition of other skills, often complain of having a ‘mental block’ preventing them from succeeding in learning that language. Students’ feelings of nervousness, stress and anxiety are a significant obstacle in the development of language proficiency, especially their performance abilities, such as speaking.

Research Question #3

What are the teaching practices used for oral communication skills development in the EFL classroom? The category for this last research question is *Teaching practices*.

When using “Reading to Speak” strategies. Now, prior the description of the teaching practices suitable for applying “Reading to Speak” strategies in the EFL classroom, it is compulsory to develop an analysis about the learners’ answers to the questions included in the instrument applied to them, which have relation to this research question. The questions were: 1, 3, 4, 5, 6, 7, 9, and 10.

In their answers, about 50% of the learners despite feeling content with the professional practices shown by their EFL teacher, they would like for them to use new and varied strategies to help them practice their oral skills performance in EFL classes. The other 50% mentioned that if their teachers maintain their current teaching practices to develop oral skills or not, they will not feel any difference in their performance. Some said that it was because they believe their oral skills are at a good level of production. Meanwhile, other learners said that no matter what strategies the teacher uses or how often they develop speaking activities in class, they would still feel nervous and shy to express their opinions in English because there is too much of the language that they ignore. As Zhang (1995), announced that to speak in more effective ways requires particular attention and constant practice.

By including “Reading to Speak” strategies in the EFL classroom will not only accomplished what was stated by Haozhang in 1997. It will also provoke that students feel more encouraged to participate in the different oral activities planned by the teacher, because they will have more confidence in their skills, their previous knowledge of the topic to be developed, and less fear of making mistakes. Consequently, they will be more satisfied with their oral performance in EFL classes. According to Haozhang (1997), the focus of teaching speaking is to improve the oral production of the students. Therefore, the activities done in the classroom should aim at maximizing language use. This can easily be done by including reading material into speaking tasks.

4.1.2.4 Teacher Participants

An interview which was applied to the English teachers who work with the Senior year students from the institution where this study was carried out. It helped gather information about the difficulties that teachers face when trying to motivate students to use English in an oral manner, in the classroom setting. Furthermore, this interview aided to discover some of the criteria that teachers use when selecting class activities as well as the reactions they notice in their students when they use those activities. The interview was created using digital tools (Google forms), and its original contents can be confirmed through the following link: <https://bit.ly/3aWZ2Qm> . It is necessary to mention that, for the purpose of developing this analysis, the teachers will be addressed as Teacher A, Teacher B, and Teacher C.

4.1.2.4. 1 Teachers' interview

Table 3. *Teachers' interview*

NUMBER	QUESTION
1	How do you usually motivate your EFL learners to develop oral skills?
2	What criteria do you follow to choose the best activities to develop oral skills among your EFL learners?
3	What reactions did you notice in your students' oral performance while using reading material prior of speaking about the topic given?
4	How often would you consider including reading material in your EFL classes to promote speaking among your students? Why?

4.1.2.4 . 2 Results and discussion of the interviews applied to teacher participants related to the research questions

The interview created for the teacher participants was based in the same three research questions stated throughout this document. Therefore, the analysis of the answers obtained from that interview will be done individually, one question at the time, providing a contrast among what was declared by the interviewees.

The first question was: How do you usually motivate your EFL learners to develop oral skills? The answers given by the teachers to this question varied among the three of them. Teacher A, for instance, believed that motivation could be awakened from asking questions to the students after having them read a text out loud. Then, teacher B stated that she asks questions to the learners in order to get their motivation going. And finally, teacher C assured that she provokes students' motivation by giving them a specific role in the dialogues assigned as activities during classes. As Harmer (2007) expressed, one of the teacher's main aims should be to help students to sustain their motivation. This can be done in many ways. For instance, if students take active part in the tasks that are assigned to them, this will excite their curiosity, provoke their participation, and help them to stay interested in the subject. Harmer continues stating that teachers also need to select an appropriate level of challenge when planning and choosing the activities, so that things are neither too difficult nor too easy for the learners to complete. He concludes saying That educators ought to display appropriate teacher qualities so that students can have confidence in the educator's abilities and professionalism.

The second question in the Teacher participants interview was: What criteria do you follow to choose the best activities to develop oral skills among your EFL learners? Teacher A responded that he tries to choose topics according to the learners' interests while, teacher B and Teacher C agreed that they ask questions to the students about themselves. Teacher C also said that she does this in order to boost students' comprehension and makes sure that the instructions she gives are clearly understood. "The best activity in the world is a waste of time if the students don't understand what it is, they are supposed to do" (Harmer, 2007, p. 29). Instructions should be logical and simple to follow. Also, as Bouzar (2019) mentions in his research work, a balance between explicit awareness raising techniques and indirect methods is suitable to provide competent speakers of English.



The third question in this interview was: What reactions did you notice in your students' oral performance while using reading material prior of speaking about the topic given? Teacher A indicated that students have better participation when they have previously read about a specific topic. Also, teacher B, mentioned that using reading material prior a speaking activity makes students have the need to encourage themselves to participate in the assigned task. Teacher C declared that the instructions were not clear enough for her students due to their lack of vocabulary. As Zhang (2009) affirmed, speaking opportunities to a reading, or writing lesson automatically allows students to integrate at least three skills. This integration has many advantages, as it adds variety, encompasses students' different strengths, and creates interactive possibilities by focusing on both productive and receptive skills.

Finally, the fourth question answered by teachers was: How often would you consider including reading material in your EFL classes to promote speaking among your students? Why? In this final question asked to the teacher participants, teacher A said that he would try to include reading material in most of his classes because the students "let their fears go" when they are reading and are more willing to express a comment or opinion about the topic being read. On her behalf, teacher C stated that she would include reading material in her lessons, every day because, while they have something to help them improve, they will feel motivated to do it. In turn, teacher C Mentioned that she always includes reading material in her classes and motivates her students to read what they enjoy best. As revealed by Zhang (2009), the integration of speaking and reading activities can be used in both intensive and extensive reading classes. Each activity is designed around a different reading text. The time allocated for each activity may be varied according to the difficulty of the task and the time limits of the class. If necessary, time may be allocated to review the reading materials involved before organizing these activities. Consequently, using reading material to promote speaking among learners in EFL classrooms would be of great help to both teachers and students.



CHAPTER V

ACADEMIC PROPOSAL

Step-by-step Guide to Include “Reading to Speak” Activities to Prevent “Mute English Phenomenon”

5.1. Introduction

Oral interaction for English learners is usually the most difficult skill to develop by EFL teachers. This occurs especially due to the psychological factors that have been investigated in this research work which prevent students from participating in oral tasks during their English classes.

Teaching practices have required the creation and adaption of activities directed to solve certain weaknesses among teachers and their own abilities to clarify difficulties that students may raise. “It is now critical for English language educators to reevaluate the effectiveness of current English language teaching to determine whether the current practices are producing students who can communicate effectively” (Bruner, Sinwongsawat, & Radić-Bojanić, 2015, p. 12). Based on the compilation of such information, the creation of this useful step by step guide has been proposed so that it could be a tool for educators to obtain all its advantages when included in their teaching practices.

5.2. Justification

It is known that English has become the key language for many subject areas of study. That is the reason why teaching staff from different levels of education institutions must include strategies to develop a good level of the oral skills needed to master the English language being taught. Nevertheless, there is a high percentage of learners who exhibit fear or insecurities when they are asked to participate in oral



activities in their EFL classes. Consequently, this research work provides a step-by-step guide which includes strategic activities to face “Mute English Phenomenon” to help learners to develop and improve their speaking skills and active participation in such tasks.

This guide includes important topics, which were chosen according to the students’ needs and interests. The tasks have been created in order to give support on motivation, the students’ natural speaking impulse, and communicative skills as well as the modality to contribute with their speaking skill enhancement. Speaking skills are not easily achieved by the learners in a relaxing way, so, there is where these “reading to speak” activities make their appearance to give emotional support to students and teachers.

Each task is constituted by important stages that are based on issues such as Presentation, Practice and Evaluation. In the Presentation stage, the teacher has an important role since he or she is the one who talks, encourages, advices, negotiates, and suggests ideas about the learners’ activities and speaking development expected. In the Practice stage, the teacher takes notes and attentively observes the learners’ understanding of the reading material provided as well as the interaction among students. Finally, in the Evaluation stage, the learners express themselves orally, about the topic from the activity and develop their speaking skills according to the instructions given. In this stage, a self-evaluation can also be carried out by the members of the class. Finally, each activity has its own objective which is focused on the speaking skill development. Some can be done individually, and others may be done in groups to promote interaction among the learners. It is important to mention that the phases to be followed may begin where the students feel more comfortable, in the tangible written text, then it may raise to another subjectivity level, which is at spoken mode.

5.3. Objectives

5.3.1. General objective

Provide a step-by-step guide for teachers to include reading material in their EFL classes and promote speaking skills development among learners avoiding the “Mute English Phenomenon”.

5.3.2. Specific objectives

- Identify useful strategies to manage a classroom environment centered on “Reading to Speak” activities contributing with the students’ learning process through effective speaking tasks.
- Improve students’ fluency in speaking skills by implementing the identified activities to improve oral participation among EFL learners within the classroom setting.

5.4 Beneficiaries

The characteristics of each of the participants’ groups were determined by the researcher during the analysis phase. There are two direct beneficiaries of this step-by-step guide. First, all learners of English as a Foreign Language who study in a private school in the city of Ibarra- Ecuador, where the study was conducted. Especially, the ones who are currently studying their Senior year. Regardless of the level where they have been placed at the beginning of the school year (A, B according to school policies), each student will be able to improve their oral skills in English through the completion of specific “Reading to Speak” activities to be selected by the teachers.

Second, the EFL teachers who work in the institution where the study was conducted. They will be able to use all the “reading to speak” strategies mentioned and explained during this research project. Furthermore, they will be able to use the didactic



material and textbooks they have at hand. Also, they could use easy to get material from Internet or other resources available at the school library to include these activities in the EFL classroom.

Finally, the entire EFL community formed by educators, future EFL teachers and students who will be in the capacity to include “reading to Speak strategies in the EFL classroom with the objective of improving speaking skills by specific tasks with every- day life topics and real- life situations.

5.5 Academic Proposal Development

As declared by Zhang (2009), a reasonable solution is to support a more integrated approach, where speaking is added to reading and writing lessons to ensure that students receive essential practice in oral communication. Since the listening skill is already a natural complement to any true speaking activity, adding speaking opportunities to a reading lesson automatically allows students to integrate at least three skills. The author goes on saying that this integration has many advantages, as it adds variety, encompasses students’ different strengths, and creates interactive possibilities by focusing on both productive and receptive skills. In addition, the interesting topics associated with reading lessons lend themselves well to speaking tasks. Therefore, facilitating students’ acquisition of English by providing them with topics to discuss and opportunities to test their language hypothesis.

The researcher of this study agrees with Zhang in the fact that “Reading to Speak” strategies ought to be included in the EFL classroom, using simple, yet interesting didactic material which can be easily found in the textbook the learners usually use for class; or, from other sources such as Internet. This will promote oral participation among learners and will prevent the development of “Mute English Phenomenon.” Before, organizing a “reading to Speak” activity, educators should follow certain steps in order to have students carry out a successful speaking task



considering each one of the activities presented in this guide (See examples provided for each activity). The inclusion of these activities in their every- day teaching practices, will ensure a more interactive and fruitful lesson for teachers as well as learners of English as a Foreign Language.

5.6 Academic Proposal Implementation

For this guide to be implemented successfully, the researcher will hold a virtual meeting through the Zoom platform with fellow EFL teachers who work at the institution where the study will be applied, upon receiving authorization from the school directives. In this meeting, the researcher will present the proposal and explain the implications, benefits, and impacts that its inclusion in EFL classroom would provoke in both teachers and learners. The schedule for applying “Reading to Speak” strategies to Senior year students will be managed by the English Department Coordinator so that all the students, in both levels (A and B) will be able to participate, according to the set EFL lessons schedule provided by the school. The different strategies will be applied in a balanced manner to avoid an unnecessary overload which could be detrimental for the participants’ motivation to interact.

Participants' performance and progress will be closely monitored by the researcher to help resolve any inconveniences during this implementation phase. Finally, feedback will be given to participants and instructors through the review and grading of the assigned tasks. These grades will provide an objective result of the efficacy of the Step- by- step guide to include “Reading to Speak” strategies in the EFL classroom to prevent “Mute English” phenomenon. Moreover, there will be a comparison between the learners’ grades before the implementation of the proposal and the grades obtained by them after this implementation phase in order to determine the difference in their oral participation frequency and effectiveness. The time for the implementation section of the process to be conducted is 4 weeks from the date of approval and based on the investigation conducted by the researcher.

**STEP- BY STEP GUIDE TO
INCLUDE “READING TO
SPEAK” STRATEGIES TO
PREVENT “ENGLISH”
PHENOMENON IN THE EFL
CLASSROOM**

BY: PAULINA JOSE CONSTANTE L.

IBARRA- 2021

Figure 1. Step By Step Guide

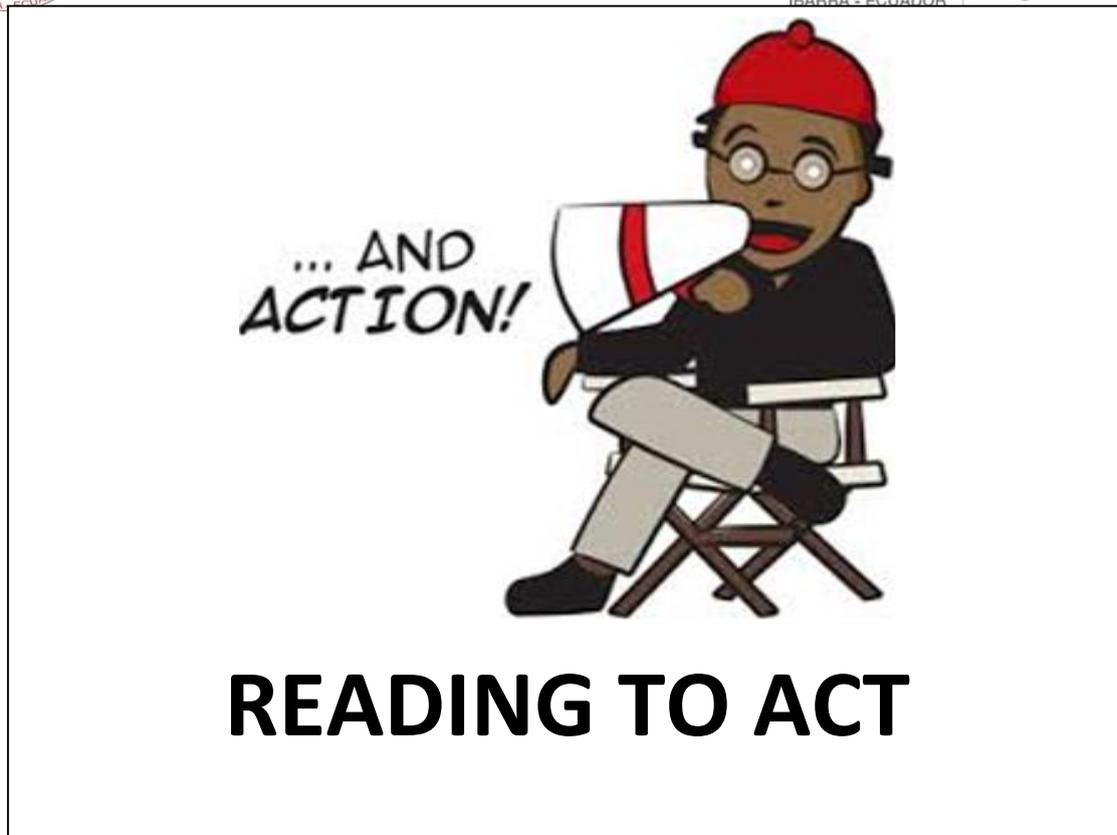


Figure 2. *Reading to Act*

Tips for the teacher:

- This activity is designed to let students act out a story they read from a textbook or other source.
- The text selected for this activity should contain a plot involving more than one person.
- The plot should be represented through dialogues; so abstract stories may not be suitable.
- To make the activity more interesting, students are encouraged to use their imagination and make any changes to the plot and dialogues in their performance.

READING TO ACT ACTIVITY # 1



JAMIE Nice shirt.

MARTA Thank you. It's the new Barcelona shirt.

JAMIE I know. I'm a Barcelona fan, too. So what's your name?

MARTA Marta. And what's your name?

JAMIE I'm Jamie.

MARTA Nice to meet you, Jamie.

JAMIE Nice to meet you, too. Where are you from, Marta?

MARTA I'm from Spain. I'm from a small town called Teruel.

JAMIE Spain is a beautiful country.

MARTA Yes, it is. So who's your favourite Barcelona player?

JAMIE Umm ... er ... Tony Kroos?

MARTA The German player?

JAMIE Yes, he's great.

MARTA Yes, he is. But he isn't a Barcelona player.

JAMIE No?

MARTA He's a Real Madrid player.

JAMIE Oh!

MARTA It's late. Time to go. Bye, Jamie.

JAMIE Oh, OK!

Figure 3. Reading to Act Activity #1

Source: *Think presentation plus Starter. 2015 Puchta, H.; Stranks, J.; Lewis- Jones, P. Pg. 16. Cambridge University Press.*

CLASS PLANNING

Table 4. Class Planning

<p>Objectives:</p> <ul style="list-style-type: none"> ▪ To encourage learners' active participation and critical thinking. ▪ Motivate learners by involving them in a realistic situation. ▪ Help learners understand someone else's point of view. 	<p>Estimated Time:</p> <p>40 - 45 minutes</p>
<p>Warm- up</p>	

In advance, ask each student to bring a picture of their favorite athlete or sports player to class. Learners present their favorite athlete or sports player in front of the class. But, before talking about them, the student should introduce him/ herself to the class. They should include personal information such as name, age, nationality, occupation, and of course why they are they chose that person (1 minute per student).

Presentation

Step 1: The whole class is divided into pairs or groups of 4 or 5 (Depending on the number of characters in the text script).

Step 2: The teacher assigns roles to students in each pair or group and organizes the rehearsal of their performances, after handing them a copy of the dialogue chosen if it is not included in the students´ textbook. Students scan the story while focusing on the plot, which will be expressed through their acting. Students do not take any notes at this point.

Practice

Step 3: Lead their respective groups in planning and rehearsing their performances. Students do not refer to the text; they rely on their memories for the performance of the story.

Step 4: After the first rehearsal, students scan the story again to see if they can make any variations to their performance, especially to their lines of dialogue. Students take notes about key words they will need to deliver their lines.

Step 5: Students rehearse their performances a second time. If necessary, they may refer to their notes.

Production

Step 6: Finally, a competition is held to see which group offers the best performance of the story. Lots may be drawn to decide the order in which groups will perform in the competition.

READING TO ACT ACTIVITY #2

JOSHUA

Number of students needed: 5
(Joshua, Anthony, Tyler, Marcus, and a student to play the teacher)

. . .

Joshua asks the teacher for a pass to go to the restroom. He likes to go to the restroom during class. He thinks there won't be as much of a chance that he will be bullied then.

Unfortunately, that is not the case today. Joshua goes to the restroom. But Anthony, Tyler, and Marcus are in the restroom too. Before Joshua can turn and leave, Anthony grabs his arm and pulls him into the restroom.

"Hey punk," Anthony says, "Where are you going? I thought we told you never to come into this part of the school again."

"Leave me alone, Anthony," Joshua says. "You don't own the bathroom."

"Oh, he thinks he's a tough guy," Anthony says. Tyler laughs, but Marcus looks kind of uncomfortable.

Tyler shoves Joshua toward the sink, and Anthony sprays running water on him, getting him all wet.

A teacher yells in the door, "Hey, what's going on in there?" But the teacher doesn't come in.

Anthony gives Joshua one last push and says, "We'll finish this later. You better not say anything about this." Turning toward Marcus, he says, "You either, Marcus!" Tyler follows Anthony out the door.

The End

Figure 4. *Reading to Act Activity # 2*

Source: *Teacher Guide Document 20. 2007 Olweus Bullying Prevention Program. Hezelden Foundation Pg. 3*

CLASS PLANNING

Table 5. *Class Planning*

<p>Objectives:</p> <ul style="list-style-type: none"> ▪ To encourage learners' active oral participation and critical thinking. ▪ Motivate learners by involving them in a realistic situation. ▪ Help learners understand someone else's point of view. 	<p>Estimated Time:</p> <p>40 - 45 minutes</p>
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Warm- up
Write down the word “Bullying”, on the board; then, ask students to express their opinions about what it means and what it involves, through a brainstorm.
Presentation
<p>Step 1: The whole class is divided into pairs or groups of 4 or 5 (Depending on the number of characters in the text script).</p> <p>Step 2: The teacher assigns roles to students in each pair or group and organizes the rehearsals, after handing them a copy of the dialogue chosen if it is not included in the students’ textbook. Students scan the story while focusing on the plot, which will be expressed through their acting. Students should not take any notes at this point.</p>
Practice
<p>Step 3: Lead their respective groups in planning and rehearsing their performances. Students do not refer to the text; they rely on their memories for the performance of the story.</p> <p>Step 4: After the first rehearsal, students scan the story again to see if they can make any changes to their performance, including the dialogue lines. Students take notes about key words they will need to complete their lines.</p> <p>Step 5: Students rehearse their performances a second time. If necessary, they may refer to their notes.</p>
Production
<p>Step 6: Finally, all groups present their role-play to see which group offers the best performance of the story. To decide the order in which groups will perform, the teacher may draw lots. Then, as a conclusion to this activity, now, the teacher elicits students’ oral opinions about the topic and ways bullying could be prevented.</p>



Figure 5. Reading to debate

Tips for the teacher:

- A debate can deepen students' understanding of the issue discussed in the text. In addition, they learn how to view and orally defend a topic from a different perspective.
- This activity requires students to engage in a debate from an article that they find in a textbook or other source.
- The text selected for this activity should (1) discuss a controversial issue, and (2) be within students' ability to discuss. Moreover, the text ought to be consistent with students' current reality and interests (i.e. Technology, music, sports, hobbies, etc.)
- The teacher should be ready to answer students' questions throughout the completion of the activities. Therefore, he/ she should always walk around the classroom so the learners feel confident to ask questions at any time.

READING TO DEBATE ACTIVITY # 1

How TikTok Is Rewriting the World

TikTok will change the way your social media works — even if you’re avoiding it.

Credit...Illustration by The New York Times

By John Herrman

March 10, 2019

Hello, person who is, statistically speaking, a human adult aged approximately “millennial” to “boomer.” The analytics suggest a high likelihood that you’re aware there is an app named TikTok, and a similarly high likelihood that you’re not totally sure what it’s all about. Maybe you asked someone younger in your life, and they tried to explain and possibly failed. Or maybe you’ve heard that this new, extraordinarily popular video app is “a refreshing outlier in the social media universe” that’s “genuinely fun to use.” Maybe you even tried it, but bounced straight out, confused and sapped.

“Fear of missing out” is a common way to describe how social media can make people feel like everyone else is part of something — a concert, a secret beach, a brunch — that they’re not. A new wrinkle in this concept is that sometimes that “something” is a social media platform itself. Maybe you saw a photo of some friends on Instagram at a great party and wondered why you weren’t there. But then, next in your feed, you saw a weird video, watermarked with a vibrating TikTok logo, scored with a song you’d never heard, starring a person you’d never seen. Maybe you saw one of the staggering number of ads for TikTok plastered throughout other social networks, and the real world, and wondered why you weren’t at that party, either, and why it seemed so far away.

It’s been a while since a new social app got big enough, quickly enough, to make nonusers feel they’re missing out from an experience. If we exclude Fortnite, which is very social but also very much a game, the last time an app inspired such interest from people who weren’t on it was ... maybe Snapchat? (Not a coincidence that Snapchat’s audience skewed very young, too.)

And while you, perhaps an anxious abstainer, may feel perfectly secure in your “choice” not to join that service, Snapchat has more daily users than Twitter, changed the course of its industry, and altered the way people communicate with their phones. TikTok, now reportedly 500 million users strong, is not so obvious in its intentions. But that doesn’t mean it doesn’t have them! Shall we?

The basic human explanation of TikTok.

TikTok is an app for making and sharing short videos. The videos are tall, not square, like on Snapchat or Instagram’s stories, but you navigate through videos by scrolling up and down, like a feed, not by tapping or swiping side to side.

Figure 6. Reading to Debate Activity #1

Source: <https://www.nytimes.com/2019/03/10/style/what-is-tik-tok.html>

CLASS PLANNING

Table 6. Class Planning

<p>Objectives:</p> <ul style="list-style-type: none"> ▪ To understand a specific issue discussed in a text, through a debate. 	<p>Estimated Time:</p> <p>40 - 45 minutes</p>
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<ul style="list-style-type: none"> ▪ To learn how to view and orally defend a topic from a different perspective. 	
Warm- up	
<p>Students Mime: a Vocabulary word through gestures. Suggested Words: Dance-Sing-Act-Lip Singing-Mimic</p>	
Presentation	
<p>Step 1: Students scan the text, individually, while focusing on the controversial topic. Students do not take any notes at this point. The teacher monitors learners' individual activity and helps with new vocabulary (do not use L1 to give out meaning; instead, use TPR, examples in context, flash cards, etc.) Have students highlight or underline important ideas and quotes from the reading.</p>	
Practice	
<p>Step 2: Have students form pairs and debate the issue with their partner. One student will argue in favor of the issue and one will argue against it. Students are required to quote ideas from the text to support their arguments.</p> <p>Step 3: Students scan the article again to discover useful expressions and additional ideas to support their point of view. Students take notes of key words they will need.</p>	
Production	
<p>Step 4: Students participate in a whole class or a group debate; the ones who argued in favor will form one group, and the ones who argued against, will form another one. Besides quoting ideas from the text, students are encouraged to personalize the topic with information about themselves. The teacher will serve as monitor of the debate and allow each group to intervene for a specific amount of time (1- 2 minutes), keeping record of it with help of a stopwatch or timer. Also, the teacher should write down the names of the students who have already participated and motivate all members of each group to speak and express their point of view even if it is not too elaborated.</p>	

At the end, the teacher provides feedback through positive reinforcement to each one of the groups.

READING TO DEBATE ACTIVITY #2

Covid origin: Why the Wuhan lab-leak theory is being taken seriously?

Nearly a year and a half since Covid-19 was detected in the Chinese city of Wuhan, the question of how the virus first emerged remains a mystery.

But in recent weeks the controversial claim that the pandemic might have leaked from a Chinese laboratory - once dismissed by many as a fringe conspiracy theory - has been gaining traction.

Now, US President Joe Biden has announced an urgent investigation that will look into the theory as a possible origin of the disease.

So what do we know about the competing theories - and why does the debate matter?

What is the lab-leak theory?

It's a suspicion that the coronavirus may have escaped, accidentally or otherwise, from a laboratory in the central Chinese city of Wuhan where the virus was first recorded.

Its supporters point to the presence of a major biological research facility in the city. The Wuhan Institute of Virology (WIV) has been studying coronaviruses in bats for over a decade.

The laboratory is located just a few kilometers from the Huanan wet market where the first cluster of infections emerged in Wuhan.

Those who support the theory say it could have leaked from this facility and spread to the wet market.

Most argue it would have been an unaltered virus collected from the wild, rather than engineered.

The controversial theory first emerged early on in the pandemic, and was promoted by then-US President Donald Trump. Some even suggested it could have been engineered as a possible biological weapon.

While many in the media and politics dismissed these as conspiracy theories at the time, others called for more consideration of the possibility. Nevertheless, the idea resurfaced in recent weeks.

So why has it come up again?

Because reports swirling around the US media have raised fresh concerns over the lab-leak theory. And some scientists who were once skeptical of the idea have expressed fresh openness to it.

A classified US intelligence report - saying three researchers at the Wuhan laboratory were treated in hospital in November 2019, just before the virus began infecting humans in the city - began circulating in US media this week.

But it was reported the Biden administration had shut down a US state department investigation, set up by President Trump, into the lab-leak theory.

"That possibility certainly exists, and I am totally in favor of a full investigation of whether that could have happened," Anthony Fauci, President Biden's chief medical adviser, told the US senate committee on 11 May.

President Biden now says he asked for a report on the origins of Covid-19 after taking office, "including whether it emerged from human contact with an infected animal or from a laboratory accident".

Figure 7. *Reading to Interview Activity # 2*

Source: <https://www.bbc.com/news/world-asia-china-57268111>

CLASS PLANNING

Table 7. *Class Planning*

<p>Objectives:</p> <ul style="list-style-type: none"> ▪ To understand a specific issue discussed in a text, through a debate. ▪ To learn how to view and orally defend a topic from a different perspective. 	<p>Estimated Time:</p> <p>40 - 45 minutes</p>
Warm- up	
<p>Hidden Drawing Dictation: Students Draw a picture following the instructions of the teacher/student.</p> <p>Suggested Drawing: Covid-19 Virus Spec.</p>	
Presentation	
<p>Step 1: Students scan the text, individually, while focusing on the controversial topic. Students do not take any notes at this point. The teacher monitors learners' individual activity and helps with new vocabulary (do not use L1 to give out meaning; instead, use TPR, examples in context, flash cards, etc.) Have students highlight or underline important ideas and quotes from the reading.</p>	
Practice	
<p>Step 2: Have students work in pairs and debate the issue with their partner. One student will argue in favor of the issue and one will argue against it. Students are required to quote ideas from the text to support their arguments.</p> <p>Step 3: Students scan the article again to discover useful expressions and additional ideas to support their point of view. Students take notes of key words they will need.</p>	
Production	
<p>Step 4: Students participate in a whole class or a group debate; the ones who argued in favor will form one group, and the ones who argued against, will form another one. Besides quoting ideas from the text, students are encouraged to personalize the topic with information about themselves. The teacher will serve as monitor of the debate and allow each group to intervene for a specific amount of time (1- 2 minutes),</p>	

keeping record of it with help of a stopwatch or timer. Also, the teacher should write down the names of the students who have already participated and motivate all members of each group to speak and express their point of view even if it is not too elaborated.

At the end, the teacher provides feedback through positive reinforcement to each one of the groups.



Figure 8. *Reading to Interview*

Tips for the teacher:

- This activity is more flexible than the previous two. It is organized around texts from different genres, including persuasive, argumentative, or narrative texts.

READING TO INTERVIEW ACTIVITY # 1

Our undiscovered world

Over the centuries, we have discovered more and more about our world, and it's easy to think that everything that could be discovered already has been. But that's not true - the world holds many more secrets, secrets that are waiting to be revealed. Here we discuss five places that have yet to be opened up completely.

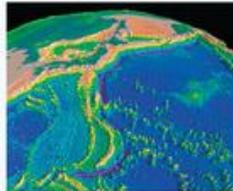
Caves

Deep, dark, cold and often uninhabitable: caves remain one of the least explored and least documented places on Earth. The deepest known cave in the world is Voronya Cave in the central Asian country of Georgia, which is so inaccessible and inhospitable that very little is known about it.

The exact number of caves on Earth is yet to be determined. Caving is a very popular activity in Europe, Australia, and the United States, so most of the caves currently documented are from those parts of the world. However, thousands of caves are also thought to exist in China. Most of these remain unexplored.

The Mariana Trench

The deepest and darkest place in the ocean is the 11,000-metre-deep Mariana Trench. Due to freezing temperatures and immense water pressure, the deep ocean is totally hostile to humans. Although technological advances have led to the discovery of many new varieties of deep-sea creature on the ocean floor, there is a lot more to be learnt. In fact only 2% of the ocean floor has been explored. More is known about our solar system than about our oceans. But of course, as further studies are conducted, we will understand more about life in harsh ocean conditions.



The Amazon rainforest

The Amazon rainforest is said to comprise around 50% of all of the rainforests in the world. Its vast biodiversity supports a huge number of species of plants, and over 2,000 species of birds and mammals are known to live

there. Interest in its climate and resources has resulted in many large exploratory expeditions. However, due to its inaccessibility, full exploration of the region has been almost impossible. Up to now, something in the region of 2.5 million insect species and 400,000 plant species have been officially documented, but tens of thousands more are believed to live there, waiting to be found.



Greenland

About 81% of Greenland is covered in ice, so it is almost completely unpopulated and the relatively small number of people who do live there tend to live only on the ice-free coast. Greenland has only been explored to a limited extent, as the climate is quite unsuitable for human life. Although research expeditions are currently being carried out in the northern parts of the country, the most interesting research in Greenland might tell us more about the past than the present. Tubes of ice have been drilled out of the deepest ancient ice, giving scientists a record of the Earth's environment that goes back thousands of years.



Deserts

Although we know where all the Earth's deserts are, they are among the most unwelcoming environments for human beings, so very few explorations have been conducted. It is virtually impossible to survive long periods of time in the desert, and consequently desert explorations have frequently had tragic outcomes - many people are known to have died on such expeditions. It's unclear whether anything of particular interest would be uncovered by further investigations into deserts, although there are animal and plant species there which are distinctive because they have developed to survive in very high temperatures and with very little water.

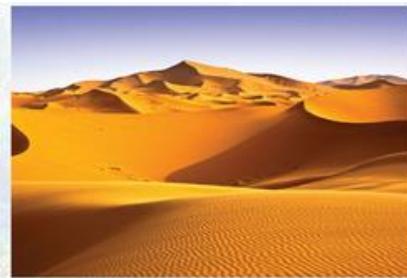


Figure 9. Reading to Interview Activity # 1

Source: *Think Presentation Plus 4*. 2015 Puchta, H.; Stranks, J.; Lewis- Jones, P. Pg. 111. Cambridge University Press.

**Read the article again and Answer
the questions.**

- 1 Why has the Voronya Cave not been completely explored?
- 2 Why is more known about the caves in Europe, the USA and Australia than those in other parts of the world?
- 3 For what two reasons is the deep ocean difficult for people to explore?
- 4 How much of the ocean floor remains unexplored?
- 5 Why is the Amazon rainforest of such great interest to biologists?
- 6 What can exploration of Greenland help with?
- 7 What are the 'tragic outcomes' of some desert expeditions?
- 8 What's special about the animals and plants that exist in deserts?

Figure 10. Reading to Interview Activity # 1

Source: Think presentation plus 4. 2015 Puchta, H.; Stranks, J.; Lewis- Jones, P. Pg. 110. Cambridge University Press.

CLASS PLANNING

Table 8. Class Planning

<p>Objective:</p> <ul style="list-style-type: none"> ▪ Encourage Students to interpret any written text so they would develop confident point of view to give their opinion. ▪ Help students to develop organization skills to form linguistic hierarchy in their texts. 	<p>Estimated Time:</p> <p>40 - 45 minutes</p>
<p>Warm- up</p>	
<p>Picture Match: Students match pictures with Vocabulary words. Suggested Words: Vocabulary words from the Text. Ex: desert, rainforest, Greenland, caves, etc.</p>	
<p>Presentation</p>	
<p>Step 1: Students scan the text to get as many ideas as possible. They do not take any notes at this point.</p>	
<p>Practice</p>	

Step 2: Students form pairs, and one member acts as the interviewer and the other the interviewee. The interviewer asks questions related to the content of the text. The interviewee is required to use the ideas or facts in the text to answer those questions.

Step 3: Students scan the text again to see if there are any other questions to ask. This time they take notes and write down some key words.

Step 4: Student pairs conduct the interview again, but this time they switch roles. They can find new partners, but they must play a different role than they did in Step 2.

Production

Step 5: A competition is organized to see which pair can best represent the text through their interview.

READING TO INTERVIEW ACTIVITY # 2

Family life in 17th-century Britain

By the 17th century, life in Europe had started to become more comfortable for those who had money. Trade had become more important, and the number of people who could read and write was starting to grow. But while the rich were enjoying good food, poetry and the theatre, life for the poor hadn't changed much at all. Here are a few examples of what ordinary family life was like in the olden days.

A typical household
Women used to have seven or eight children, but one in every three children died before reaching one year of age. Many children had

to leave home when they were as young as seven years old to work as shepherds or helpers on farms. There weren't many elderly people in the families because people died much younger than they usually do today. Few people expected to live beyond 40. In fact, children frequently grew up without parents at all.

A crowded life
Ordinary people used to live in one-room houses, together with chickens, goats or even cows. Only richer families had mattresses. On cold nights, everyone in the family would crowd together to sleep, to warm each other up. Unfortunately, this had a bad effect on people's health. Lice infestations were very common, and if one person suffered from an illness, everybody else would get it



too. Taking a bath was such a rare event that everybody smelled bad.

Childcare
Life didn't allow people to spend a lot of time with their children. Parents used to leave even very young children on their own for most of the day. Records from that time report many stories of children who got too close to the fire and burned to death. But even when parents were with their children, they didn't care for them in the ways we're used to parents doing today. Children were often simply considered workers. Parents didn't use to sing songs to their children or play with them. It used to be normal to call a child 'it' rather than 'he' or 'she'.

It's often easy to fantasise about the past and think how wonderfully simple life was compared to all the pressure we face in our day-to-day lives. But was it really so great? For most people, it probably wasn't.



Figure 11. Reading to Interview Activity # 1

Source: Think presentation plus 3. 2015 Puchta, H.; Stranks, J.; Lewis-Jones, P. Pg. 24. Cambridge University Press.

CLASS PLANNING

Table 9. Class Planning

<p>Objectives:</p> <ul style="list-style-type: none"> ▪ Encourage Students to interpret any written text so they would develop confident point of view to give their opinion. ▪ Help students to develop organization skills to form linguistic hierarchy in their texts. 	<p>Estimated Time:</p> <p>40 - 45 minutes</p>
<p>Warm- up</p>	
<p>Picture Match: Students match pictures with Vocabulary words. Suggested Words: Vocabulary words from the Text. Ex: desert, rainforest, Greenland, caves, etc.</p>	
<p>Presentation</p>	
<p>Step 1: Students scan the text to get as many ideas as possible. They do not take any notes at this point.</p>	
<p>Practice</p>	
<p>Step 2: Students form pairs, and one member acts as the interviewer and the other the interviewee. The interviewer asks questions related to the content of the text. The interviewee is required to use the ideas or facts in the text to answer those questions.</p> <p>Step 3: Students scan the text again to see if there are any other questions to ask. This time they take notes and write down some key words.</p> <p>Step 4: Student pairs conduct the interview again, but this time they switch roles. They can find new partners, but they must play a different role than they did in Step 2.</p>	
<p>Production</p>	
<p>Step 5: A competition is organized to see which pair can best represent the text through their interview.</p>	

5.6 Useful tips to include “Reading to Speak” materials from everyday text books into your EFL classes to Prevent “Mute English” Phenomenon

- ▶ Break the boundaries between traditional courses by integrating speaking skills improves students’ communicative competence. In the activities described here, integrating speaking and reading skills deepens students’ understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency.
- ▶ Select Reading materials that are appealing to the students; in other words, choose topics they may show interest about.
- ▶ Not all the material printed in the students’ book needs to be used as a straight jacket. You can modify the articles, interviews, and exercises from the students’ books.
- ▶ Creativity implies a big element when trying to find the best way to apply “Reading to speak” activities from the textbooks and connect them to the students speaking needs, therefore, the ideas could emerge from the students themselves.
- ▶ Learners feel enthusiastic to give ideas whenever it is referring to actively participate and be included in class activities encouraging their natural feeling of social performance.



Comments about the efficacy of the proposal after applying “Reading to Speak” strategies to prevent “Mute English” Phenomenon in the EFL classroom:

After applying the “Reading to Speak” the strategies presented in this step- by- step guide, there were some differences that could be observed. For instance:

- Learners appeared to be more confident while participating in oral activities derived from reading texts. Whereas before, they showed insecurity and hesitation to participate in oral activities because they did not know much about the topic or could not review the contents of the activity beforehand.
- In spite of the micro-skills errors committed by learners while speaking in English, their performance was clear and included an acceptable pronunciation, intonation, and use of formal and informal phrases and dialects, according to each of the proposed strategies: *Reading to Act*, *Reading to Debate*, and *Reading to Interview*.
- Comparing the students’ grades before and after the implementation of this guide. As it can be seen in the following chart of scores, their grades in the speaking activities assigned by the teachers, there is a significant difference. Their grades improved after applying the “Reading to Speak” activities from this step- by- step guide. Consequently, the development of “Mute English” phenomenon was hindered.
- The activities developed to be used in this research were taken from authentic material, since it occurs in current learning environments, and it is advisable to use real life material that students may be exposed to. Students and teachers could find authentic material to be used from Textbooks or The Internet.

Table 10. Chart of Students' grades: Evidence of students' oral skills performance before, during, and after the implementation of this step-by-step guide

Second Term-First Quimestre EFL grades	Term-Second Quimestre average EFL grades	Second Term-Second Quimestre average EFL grades
9.62	9.6	9.35
6.24	7.84	9.23
9.72	9.82	9.94
9.55	9.44	9.2
9.19	8.92	9.48
7.81	7.89	7.86
9.85	9.79	9.83
9.77	9.82	10
10	9.92	10
9.3	9.71	8.92
9.54	9.53	9.21
9.93	9.68	9.79
9.22	9.1	8.14
9.19	9.48	8.18
9.89	9.75	9.89
9.13	9.02	7.76
10	9.89	10
9.93	9.68	9.75
9.76	9.19	8.95
9.63	9.26	9.89
9.71	9.84	9.7
9.91	9.86	9.64
9.94	9.69	9.94

Source: Idukay Platform, 2021



CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

6.1 CONCLUSIONS

- After applying “Reading to Speak” strategies in the EFL classroom, psychological factors such as anxiety, low self-esteem and low levels of motivation among learners showed decreasing degrees. Students felt within a safe and friendly environment to process all the information given to them by the teacher. This was evidenced by the higher amount of oral participation from the students during the assigned tasks.
- The teaching practices used for oral communication skills development in the EFL classroom were determined through the application of interviews to the teacher participants of this study; and, such practices appeared to be only teacher-centered. So, the role of teachers ought to be decisive for the positive and successful outcome of the learners in a foreign language. Students and teachers are called to build a harmonic atmosphere aimed towards positive and relaxing learning-teaching practices.
- “*Reading to Speak*” activities were applied in the EFL classroom for oral communication skills development taking into consideration learners’ needs based on the psychological factors that may arise among students during oral tasks assigned by teachers. These activities were adapted from the texts and didactic communicative material being used every day by the participants.
- Learners’ development of their oral skills after applying “Reading to Speak” activities in the EFL classroom were recorded to verify the effectiveness of such application. Having a record is an option that teachers should deal with, in order

to evidence the improvement of learners' oral production skills, and combine methods and approaches chosen to deliver the vast amount of information gathered in a language which is crucial to have efficient users of such language.

6.2 RECOMMENDATIONS

- Applying “Reading to Speak” strategies in the EFL classroom, could reduce psychological factors such as anxiety, low self-esteem and low levels of motivation among learners. Students ought to feel within a safe and friendly environment in order to process all the information given to them by the teacher. It is recommended that EFL instructors search for learners' needs based on the psychological factors that may arise and then develop appropriate didactic communicative material like “Reading to Speak” strategies to evade “Mute English Phenomenon” evolution in during their lessons.
- English teaching process is in need of higher levels of empathy, especially during the development of oral skills because of the difficulties that students may encounter when using the foreign language. Therefore, it is recommended to include “Reading to Speak” strategies in the EFL classroom, to benefit both, teachers and learners. Educators, could have a wider range of useful ideas to include in their lessons and, students, would be able to improve their oral skills levels. In turn, they would feel more motivated to continue with their learning process. EFL teachers should include approaches and methods such as Content Language Integrated Learning, Task- Based- Learning approach; and, Communicative approach in their professional practice in order to improve the frequency of successful oral participation among their students.
- Educators of the foreign language should frequently include the “Reading to Speak” strategies presented in this step- by- step guide, to help improve oral participation among students and, furthermore, their oral skills in L2. This way

they could feel more motivated to continue with their learning process. Also, the teachers would have a wider range of useful ideas to include in their lessons. Having a step-by-step guide to help improve oral participation among students shall benefit both, EFL educators as well as learners due to the application of a more organized sequence of activities adapted from authentic material being used every day by both of them.

- It is recommended to find the psychological factors that affect learners' proper oral production in the foreign language development of their oral skills after applying "Reading to Speak" activities in the EFL classroom were recorded to verify the effectiveness of such application. Having a record is an option that teachers should deal with, in order to evidence the improvement of learners' oral production skills, and combine methods and approaches chosen to deliver the vast amount of information gathered in a language which is crucial to have efficient users of such language.

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Appendixes:



Appendix A Consent letter

Carta de autorización para participación en estudio de investigación.

Estimado representante legal de _____, el objetivo de esa investigación observar los factores psicológicos presentes cuando se utilizan estrategias de “Reading to Speak” para evitar el fenómeno de “Inglés Silencioso” en las clases de inglés como lengua extranjera, en una institución educativa privada de la ciudad de Ibarra. Por esta razón, este cuestionario ha sido desarrollado con el objetivo de recolectar información para argumentar este importante tema educativo. La presente carta de autorización ha sido creada para que usted autorice la participación y colaboración de su representado legal, en esta investigación. Gracias por leer los pormenores de este cuestionario. Si está de acuerdo en que su representado legal participe, por favor, lea las siguientes pautas.

- Yo, voluntariamente, autorizo a mi representado legal, _____ a que participe en la investigación realizada por la Sra. Paulina Constante L. estudiante del instituto de Posgrado de la Universidad Técnica del Norte. Entiendo que la investigación está diseñada para obtener información acerca de habilidades de expresión oral y factores psicológicos que se presentan en las clases de Inglés como Lengua Extranjera. Mi representado será uno de aproximadamente 43 estudiantes participantes.
- Yo confirmo que he leído y entendido este documento y he tenido la oportunidad de realizar preguntas acerca de este cuestionario.
- Yo entiendo que la participación de mi representado legal es voluntaria y que tendrá la libertad de retirarse de este estudio en cualquier momento sin dar razón alguna y sin ser objeto de represalias.
- Yo entiendo que la participación de mi representado y sus respuestas se mantendrán de manera confidencial. Entiendo que su nombre no será divulgado en el material de investigación, y no será identificado en el informe final o reporte de resultados de la investigación.
- Estoy de acuerdo que este cuestionario sea realizado de manera virtual y grabado por la investigadora. Entiendo que las grabaciones y respuestas digitales serán utilizadas solamente para el análisis, y que pueden ser usadas en cualquier presentación, conferencia, informe o artículo que se derive de esta investigación. Entiendo que las grabaciones no se utilizarán de ninguna otra forma, sin mi autorización escrita, y que, nada fuera del equipo de investigación podrá tener acceso a las grabaciones originales.
- Estoy de acuerdo que la información anónima de mi representado será guardada para propósito de futuras investigaciones tales como publicaciones relacionadas a este estudio después de la conclusión del mismo.

Nombre Del Representante Legal	Fecha	Firma
Nombre del Investigador	Fecha	Firma

Appendix B Questionnaire for Students



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MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES
Y EXTRANJEROS - MENCIÓN INGLÉS.



ENCUESTA PARA ESTUDIANTES

TEMA: Factores psicológicos observados durante la utilización de estrategias de lectura para hablar como prevención de "Mute English" Phenomenon en una clase de inglés como lengua extranjera.

OBJETIVO: La presente encuesta tiene como objetivo obtener información sobre los factores psicológicos observados durante actividades de expresión oral en el campo de la enseñanza de inglés como lengua extranjera. Cabe señalar que esta información será utilizada con propósitos académicos exclusivamente; por lo que, le solicitamos comedidamente contestar la siguiente encuesta

DATOS DE IDENTIFICACIÓN

1. INSTITUCIÓN: _____
2. NIVEL: _____
3. SEXO: MASCULINO () FEMENINO ()
4. EDAD: 15 – 16 () +17 ()

Instrucciones: Los siguientes enunciados se refieren a diferentes situaciones que son frecuentes en una clase de inglés. Por favor, responda SI o No de acuerdo a su propia experiencia.

PREGUNTA	SI	NO	POR QUE?
1. ¿Te sientes seguro de ti mismo cuando hablas en inglés durante tus clases?			
2. ¿Te sientes satisfecho cuando respondes en inglés las inquietudes de tu profesor?			
3. ¿Te pones nervioso cuando tienes que hablar en la clase de inglés cuando no sabes nada sobre el tema de la actividad?			
4. ¿Te pones nervioso al hablar en la clase de inglés, aun después de haber leído sobre el tema de la actividad?			
5. ¿Se te hace difícil participar voluntariamente en la clase de inglés?			
6. ¿Aun si estás bien preparado para una actividad oral de la clase de inglés, sientes nervios?			
7. ¿Te sientes frustrado cuando cometes errores al participar de forma oral en la clase de inglés?			
8. ¿Tienes temor que tus compañeros se burlen de ti cuando hablas en inglés?			
9. ¿Crees tú que necesitas más práctica oral de inglés para tus clases?			
10. ¿Te gustaría que tu profesor de inglés use nuevas estrategias para mejorar tu expresión oral en inglés?			

¡GRACIAS POR TU COLABORACIÓN!



Appendix C Observation sheet



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Y EXTRANJEROS - MENCIÓN INGLÉS.



OBSERVATION SHEET

TEMA: Factores psicológicos observados durante la utilización de estrategias de lectura para hablar como prevención de “Mute English Phenomenon” en una clase de inglés como lengua extranjera.

Observed behavior: student’s behaviors towards English class before, during and after using “Reading to Speak” activities, to prevent “Mute English” phenomenon.

Date: _____

OBSERVATION	YES	NO	SUPPORTING NOTES
Students seem interested in doing the oral tasks.			
Students are encouraged by the EFL teacher to speak in class.			
Students seem to be nervous when speaking in class.			
Students hesitate when speaking in class.			
Students feel worried when they make mistakes.			
Students feel anxious when the teacher corrects them.			
Students feel embarrassed when their classmates start mocking them when speaking in front of the class.			



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Appendix D Teachers interview



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Y EXTRANJEROS - MENCION INGLÉS.



INTERVIEW (FOR EFL TEACHERS)

TEMA: Factores psicológicos observados durante la utilización de estrategias de lectura para hablar como prevención de “Mute English Phenomenon” en una clase de inglés como lengua extranjera.

Time of interview:

Date:

Place:

Interviewee (nickname or codename):

Procedures to do before the interview:

- Prepare the virtual link for the interview sessions.
- Tell the interviewee that the interview session will be recorded.
- Tell the interviewee the purpose of the study and how I will protect his/her confidentiality.
- Tell the interviewee how long the interview will take.

QUESTIONS

1. How do you usually motivate your EFL learners to develop oral skills?

2. What criteria do you follow to choose the best activities to develop oral skills among your EFL learners?

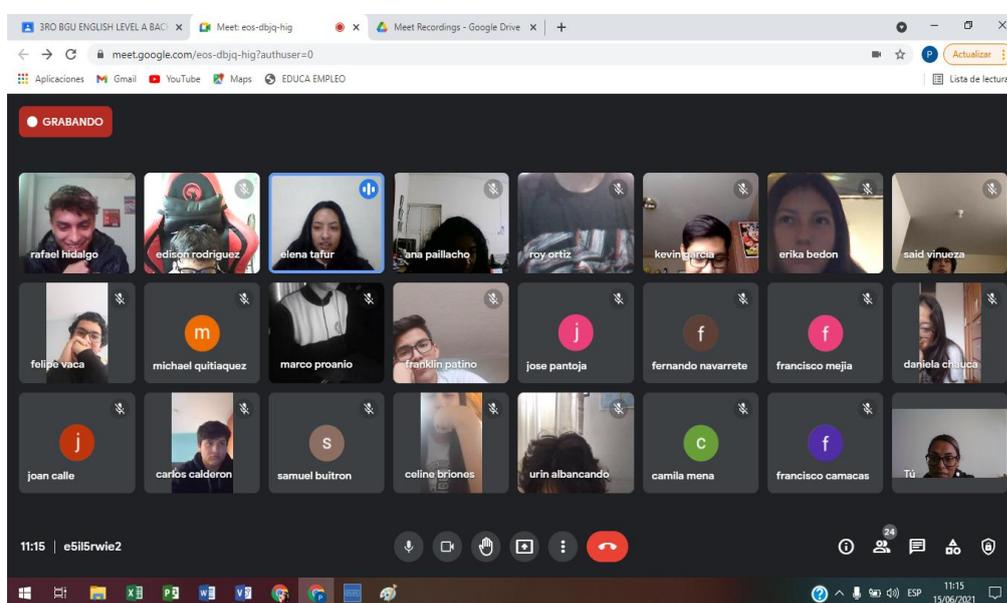
3. What reactions did you notice in your students' oral performance while using reading material prior of speaking about the topic given?

4. How often would you consider including reading material in your EFL classes to promote speaking among your students? Why?

Appendix E Reading to Act Recording

https://drive.google.com/file/d/1gNtt72fmfiqmj90zALZEjb20ca8xd_M6/view?usp=sharing

Appendix F Reading to Debate image



Appendix G Reading to interview audio files

<https://drive.google.com/drive/folders/1slky3UlnS3X5II76hT3Ek41GOa4k--Nf>