



Perspectives of EFL Students' Difficulties in Speaking

Víctor Renato Bravo Bravo

Guide: Rossana Ramírez

Presented as Partial Fulfillment for the Degree of Magíster en Pedagogía de los Idiomas Nacionales y Extranjeros con Mención en la Enseñanza de Inglés. CES: RPC-SE-01-N°. 014-2020. Cohort 2020 - 2021. Author's email: victor.bravo@casagrande.edu.ec, Guayaquil, August 17th, 2022.

Abstract

The present research work with the topic "EFL Students' Difficulties in Speaking" is a descriptive study, qualitative and quantitative data are analyzed to know the perspectives of the 55 participating students. Two sections were divided into the survey, the first for linguistic data and the second for speech problems; a Google Form survey was applied as an instrument, with a reliability value of 0.912 for Cronbach's alpha. It is concluded that psychological factors impair students' performance in speaking English. Also, most problems students focus on are fear of making mistakes and lack of confidence, such as American citizens or teachers from the area. We must contribute to develop new teaching methods and strategies that we can apply in our students and improve English language learning processes. Motivation on the part of teachers is a methodology that gives good results at the time of learning. Is a fundamental psychological element reach students' goals when seeking to achieve English language proficiency. This document will be a bibliographic reference for professionals dedicated to education or English language in search of descriptive studies that reflect the behavior of students in learning English, and make decisions to improve their work in the classroom based on the results of this document.

Keywords: difficulty perspectives, speaking.

Resumen

El presente trabajo de investigación con el tema "Dificultades para hablar en lo estudiantes de EFL", es un estudio descriptivo, se analizan datos cualitativos y cuantitativos para conocer las perspectivas de los 155 estudiantes participantes. Se dividieron dos secciones en la encuesta, la primera para los datos lingüísticos y la segunda para los problemas del habla; se aplicó como instrumento una encuesta de Google Form, con un valor de fiabilidad de 0,912 para el alfa de Cronbach. Se concluye que los factores psicológicos perjudican el rendimiento de los estudiantes al hablar inglés. Asimismo, la mayoría de los problemas en los que se centran los estudiantes son el miedo a cometer errores y la falta de confianza. Además, algunos estudiantes cometen errores al interactuar. La falta de confianza a la hora de hablar inglés hace que se sientan inseguros cuando tienen que comunicarse con personas que tienen un nivel avanzado, como ciudadanos americanos o docentes del área. Nosotros debemos contribuir al desarrollo de nuevos métodos de estudio y estrategias que podemos aplicar para mejorar el aprendizaje del idioma inglés. Uno de los métodos más usados y con mayores resultados positivos es la motivación. Es un elemento fundamental para alcanzar las metas del estudiante cuando buscan lograr el dominio del idioma inglés. Este documento es un aporte bibliográfico para profesionales dedicados a la enseñanza del idioma inglés en busca de estudios descriptivos que reflejan el comportamiento de los alumnos en el aprendizaje del del inglés, y tomar decisiones para mejorar su trabajo en el aula de clase en base a los resultados de este trabajo.

Palabras clave: dificultad, inglés, perspectiva, discurso.

Perspective of EFL Students' Difficulties in Speaking: A Descriptive Study

Learning a foreign language is a challenging activity for students in most educational contexts. Teachers are often faced with overcrowded classes, students with little interest in formally learning a new language, and few resources to motivate them, making a predilection for the language even more difficult, thus impeding communication and effective expression of ideas and thoughts (Fonken, 2018).

Being English difficult to speak, it is the main reason why people drop out of courses. It is evident that some students present learning difficulties that are not common in all languages, those who are studying Spanish, French or any other language do not necessarily go through these situations. These are specific difficulties for those who are learning to speak English:

As revisited in the previous paragraph, English comes from a whole history that mixes Anglo-Saxon with influences from other languages and other cultures. Thus, this does not differentiate it from Spanish in writing, but also in pronunciation (Banditvilai & Cullen, 2018).

Many English sounds are nothing like those existing in Spanish. In this way, everyone who is learning the language has difficulties in this regard - some people even have more difficulty in learning than others (Chmutina & Sadler, 2021). The correctly pronunciation makes many students who are still at the most basic levels feel unable to learn the language and thus drop out of school. This is more serious when its comparison is with people who speak the language fluently (Nurullayevna, 2020).

Some difficulties that cause English learners to drop out of learning are not language specific. They have more to do with their culture, with the most popular teaching methods and with common beliefs about language learning (Bakker et al., 2018).

In 2020, Ecuador was ranked 81st out of 100 evaluated nations, having a score of 46.57 which is considered a “Very Low” level of English, equivalent to an A1 level according to the Common European Framework (Bygate, 2021). At the regional level, this situation is replicated, being in Latin America the last place, so much work remains to be done at the educational and institutional context (Ramos & Romero, 2022).

Ecuador has an evident stagnation in the development of oral fluency among students at different educational levels nationwide. This is a problem identified by international and local organizations, for example the Ecuadorian Ministry of Education, since from actions such as, strengthening the development of English in the curriculum from the secondary educational stage, as the obligation to cement the learning of English as a subject in schools and universities (Ministerio de Educación , 2020).

Low participation rates, fear of expressing themselves, among other causes, are characteristics of the existing problems among students, who cannot express themselves fluently, give opinions or continue conversations, which limits the continuous practice of the language, and therefore, speech improvement is not achieved. It is for this reason that the main objective to develop this study is the analysis of students' problems in oral fluency.

In order to determine the causes and reasons that generate such difficulties to achieve success when speaking English, a survey will be applied to identify and analyze in depth this context, specifically in high school students of the city of Cariamanga. Addressing this problem at a local level will allow general and specific conclusions to be reached by understanding the causes and deepening the theoretical and contextual reasons.

Literature Review

Teaching speaking difficulties and challenges

Some problems that frequently occur in the pronunciation of English students are the interference of the mother tongue, their age of the students, their attitude and their insufficient knowledge of the phonology and phonetic systems of the English language.

Also reported to cause serious learning problems in phonetics at the suprasegmental level. In addition, it was reported that phonetic ability was the factor that caused the most problems in learning phonetics. It can be concluded that the opinion of the difference of the sound system between English and the mother tongue and some factors, such as phonetic ability, mother tongue, previous learning of English pronunciation, instruction and motivation, also caused problems for students in learning phonetics in the pronunciation on language English (Mejía, 2010).

Descriptive Studies about Speaking

Among similar studies that have used descriptive methodology to study the difficulties and challenges of speaking English as a foreign language, there are several analyses in countries in the Latin American region that have delved into the identification of this academic problem at all levels of English language learning in school (Chou, 2018).

One carried out by Valenzuela et al. (2016), whose objective was to analyze the effect of teachers, the tools they use and the dependence on an educational level in terms of learning English. Such study was measured with a descriptive-correlational study, using the Oxford Placement Online Test as a pre and post evaluative tool, selecting a sample of 132 students from the initial stages of learning the English language, belonging to the University of Talca in Chile. These students were divided into three different courses to analyze the different results. The results indicated that there are no significant

differences between the help tools used in the performance of the students. In this way, the study concluded that even with the existence of technological tools for learning, the teacher is the most important variable to achieve success in this area.

Another study of a descriptive-exploratory nature is the analysis of Difficulty Factors for the learning of English as a foreign language in students with low performance in English at the ICESI University, carried out by Díaz (2014), revealing the impact of the factors of styles, anxiety, motivation and English language learning strategies in ICESI University students, identifying a series of difficulties in achieving success in speaking the foreign language. It was identified how students perceived themselves in such areas using interviews and focus groups.

The questionnaires used for the student sample were: Gardner's (AMTB), Horwitz's FLAS, Oxford's SILL, and Felder-Silverman's (ILSQ); it was found that there are behaviors and attitudes that differentiate students with good academic results when speaking English from those who have difficulties in learning this language. Students who have difficulties experience greater anxiety, use social and metacognitive strategies to a lesser degree, and negatively evaluate the teacher and the English course, having very poor levels of motivational intensity compared to those students who perform well.

It is also relevant the descriptive-documentary study carried out by Torres et al. (2018), which was commissioned to analyze the context experienced by sixth graders who were learning to speak English during an academic year; evidence was collected and investigated that allowed the analysis of exercises, activities, reading and writing of a sample of 100 students. It was identified the importance of the teacher's role and its impact on the learning process of reading and writing the English language, in addition to determining the relationship between learning and its difficulties.

In the study carried out by Ceballos et al. (2014), it was determined the influence of self-esteem, level socio-cultural, sex and geographic location in the learning of the English language, this study also measured the self-esteem of a sample of students, identifying sociodemographic variables and their competence to speak English, just as Roldan (2016), determined in his study that there were factors and challenges that influence the process of learning English as a foreign language.

Use of Language

Communication has been inherent to man since the dawn of humanity. When it is still not possible to make use of spoken language, people often acquire a peculiar way of communicating meanings, through gestures or other manifestations, with the main desire of being understood and to understand everyone around them. However, for communication to take place, there must be understanding between the speaker and the listener of a given language, which will only occur if the user makes a correct articulation and reproduction of the sounds of the language in use. There must be conditions that make communication possible and make understanding possible (Rabiah, 2015).

Language Components

Fluency

A speaker who is able to deliver a message that features a continuous flow of information at an appropriate rate, unmarred by any of the multiple speech errors, is said to possess speech fluency, an area of communication mastery. Speech fluency is the product of mental skills, such as recall of procedural and declarative knowledge, and physical motor skills involving correct functioning and use of the vocal cords, tongue, mouth, and lips to produce speech (Tusing, 2008).

Speaking English fluently can be a difficult task, but, like anything, the hardest thing is always to take the first step, regardless of the level of English, confidence is

always crucial. When you are speaking English, smile to make yourself look more confident. It might even help you make new friends. Also make sure you breathe as you speak. If you get stuck in what you are saying, pause, breathe, and then continue speaking more confidently (Cain & Dam, 2015).

Accuracy

Accuracy is described as the ability of a student to produce statements without errors. Researchers have used several different measures of precision. In a few studies, accuracy has been measured by specific standards, such as past tense morphemes (Vercellotti, 2012), plural-s, and target-like verbal morphology. However, Foster (2018) believed that specific measures are less sensitive to detecting differences between experimental conditions, have used general accuracy measures, such as the percentage of error-free clauses. The number of errors per 100 words is another general measure that has been used by (Michael et al, 2007).

In subsequent studies, accuracy has been measured by considering the number of errors. For instance, Bygate (2021) have measured accuracy by calculating the incidence of error per t-unit, the fewer errors, the more accurate the language would be.

Phonology

Some theoretical phonologists have started analyzing sound symbolism—in particular, alternation patterns that are caused by sound symbolic principles—as a part of their phonological inquiry. This section reviews some of these studies and presents other argument that studies of sound symbolism are not as irrelevant as broadly assumed in theoretical phonology (María del Rosario et al., 2019) “Phonology mentions to the sound system of a language. The basic unit of phonology is the phoneme, which is an individual speech sound (such as /p/) that can often be represented by a single grapheme, or letter (such as the letter *p*). There are, however, exceptions, such as the sound /sh/, which is

represented by two graphemes (*sh*). Each natural language has a different set of possible sounds that can be combined to create words. Early in speech and language development, children's vocalizations are indistinguishable, regardless of their linguistic environment. However, they develop a repertoire of sounds and rules for their combination that are specific to the language to which they are predominantly” (Anderson, 2001).

Pronunciation.

Pronunciation is a common term used in the language teaching and learning process to describe the way expressions are articulated (Pennington, 2021). There are also controversies on the part of some teachers because they have a different view on aspects of speech, consonant and vowel phonemes that have been greatly modified. (Don, 2020).

For a broader vision that encompasses both the segmental and the suprasegmental in intonation and stress of words and sentences, everything mentioned creates a debate in the literature about the relative merits that must be considered as the main content of teaching. For example, sounds must fit into continuous speech and there must be emphasis on words and expressions for communication to exist (Yates, 2017).

It is clear that one of the main reasons to learn English is to be able to express ourselves in that language and be understood. Pronunciation in English is something that native speakers generally do not worry about, it is a concern for students when they begin the learning process, but it is important to perfect as soon as possible to avoid acquired errors that are difficult to correct over time (Marta, 2022).

Stress

Speech is a particularly rich signal that contains lexical and grammatical information that encompasses or refers to everything that is said, prosodic information that refers to the way the information is expressed, and other information depending on

the speaker according to the emotional state of the speaker. In addition, prosody is related to speech features whose domain is larger than a phonetic segment, with respect to syllables, words, phrases, sentences, and even longer expressions, also known as suprasegmental features (Werner & Keller, 1994).

Methodology

Design

This is a descriptive study about EFL Students' Difficulties in Speaking. This type of research helps educators explore phenomena to events in the population, measure observable events, and identify causal effects. Descriptive research presents relevant aspects of a singularity so that educational policy makers, teachers, and school administrators can make decisions and solve problems in schools and classrooms (Loeb et al., 2019).

Citing author Lambert (2019), this study has the following contents:

- 1) Combines the theory of reference with the analysis of the results.
- 2) Analyze the information based on recorded data.
- 3) Select the target population should be intentional and appropriate for the purpose of the study.
- 4) Use of qualitative tools

Qualitative and quantitative data are analyzed. This process involves the collection of information to understand the perspectives of the population.

Participants

Fifty-five students from a public high school participated in this study. Fifty-two-point seven percent (52.7%) of students were female and forty-seven point three (47.3%) of students are male. With the age range between 14 and 15 years old, corresponding to the tenth year of school. As part of the survey, the demographic data

showed the social class to which they belonged, according to them, 83.6% were middle class, 11.5% were low-income and 4.9% were upper class.

Instrument

Two sections of a survey were divided, with the purpose of the first component to obtain linguistic data and the second component for oral expression issues. With the help of a professor from the institution, a link to the survey was shared on Google Form, created explicitly for data collection with a reliability value of 0.912 for Cronbach's alpha.

Table 1

Specification of the questionnaire (Juhana, 2012)

Variable	Indicators	Aspects	Number of items
Difficulties in speaking	Linguistic	Vocabulary	1, 2, 3, 4
		Grammar	5, 6, 7
		Pronunciation	8, 9, 10
	Psychological	Anxiety	11, 12
		Shyness	13, 14
		Lack of confidence	15
	Lack of motivation	16	

Note. This table indicates specification of the questionnaire, according to linguistic and psychological indicators.

The following questions were used as an instrument to collect information:

1. I feel afraid to speak in English because my vocabulary is limited
2. It feels difficult for me to express ideas verbally when speaking
3. I often get muddled to combine and use the proper vocabulary to speak
4. I rarely respond to my partner when speaking because they speak faster

5. I have difficulty to arrange the words into sentences to speak in English
6. I just want to speak when I think my grammar is correct
7. I have a habit of using mother tongue when speaking to avoid misunderstanding
8. I have difficulty responding to speakers with various accents
9. I have trouble responding to a conversation if the speaker's intonation is not understandable
10. I get ashamed to speak in English because I do not have a good pronunciation
11. I do not want to make a mistake in speaking because I am afraid of getting correction
12. I have less confidence to speak English because I think my friends will laugh at me when I speak
13. When I start to speak in English, I get blank and forget everything suddenly
14. I feel ashamed to speak English because I do not have fluent English ability
15. I do not understand what my speaking partners say so I would rather keep silent
16. I speak English just because my lecturer told me to do so

Students answered 16 questions of different natures. The survey was in English and Spanish due to students' English levels. Eight questions consisted of selecting the degree of speaking-related statements, and eight questions involved choosing the frequency with which any given statement occurred. The survey was conducted among 55 students at this level.

Data Analysis

This section covers the process of synthesis and analysis of the results. Considering that the data is collected through Google Forms, it is possible to download an Excel document containing a table with all student data.

The information collected in the survey was coded and entered into an Excel spreadsheet to obtain descriptive statistics. The survey results are presented in tabular form with means. Irrelevant results were eliminated.

Ethical Considerations

The highest ethical standards must be respected when collecting, processing, and analyzing the data. The research plan must describe the measures that will be taken to protect the participants who have provided data or samples as information concerning them (Smith, 2003).

Sometimes the form and intent behind the manipulation of the data go beyond carelessness, negligence, or recklessness; it is, then, intentionally a fraud. Although there is no consensus on the definitions and classification of moral faults in the publication of scientific research, they are usually grouped in a general way under the title of scientific misconduct, which includes both severe faults and scientific fraud, among which can be mentioned, for this topic: falsification, and manipulation of data and invention (Verfaellie, 2011).

This research strictly adhered to specific ethical guidelines. First, letters of consent were sent to the institution. The authorities have approved and provided the means to conduct the research. Second, participants were informed about the study, its goals, and learning objectives. Third, data confidentiality was maintained throughout the process.

Results

Results are presented according the research questions

What are students' thoughts in speaking English?

Table 2*Students' Thoughts*

Item
Being afraid of making mistakes
Not having sufficient grammar knowledge
Having no chance to speak outside the classroom
Poor pronunciation
Instructors' inappropriate methods of teaching speaking
Lack of facilities in language laboratories
Lack of motivation
Lack of focus on speaking skills in educational system
Not having sufficient vocabulary knowledge
Unfriendly atmosphere of the classroom

Note. This table show Students' thoughts about English language learning deficiencies

To eliminate insecurities, the Table 3 shows activities to reinforce grammar and pronunciation by recognition, memorizing and repeating the words and the way they are spoken.

What are the activities that students need to improve?

This question was addressed to identify all the activities that students need to improve.

Table 3*Activities to Improve*

Item

Discriminate among the distinctive graphemes and orthographic patterns of English

Retain chunks of language of different lengths in short-term memory

Process writing at an efficient rate speed to suit the purpose

Recognize a core of words, and interpret word order patterns and their significance

Recognize grammatical word classes, systems patter rules, and elliptical words

Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses

Recognize de rhetorical forms of written discourse and their significance for interpretation

Recognize the communicative functions of written texts, according to form and purpose

Infer context that is not explicit by using background knowledge

Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification

Distinguish between literal and implied meanings

Detect culturally specific references and interpret the in a context of the appropriate cultural schemata

Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts

Note. This table indicates activities to improve English language learning.

The survey did not have time limit, and the answers were specific to obtain clear and precise information. Before the questionnaire, the students in a talk mentioned that they did not have knowledge of grammar. They had poor pronunciation, poor

vocabulary and lack of attention to oral expression, the teaching focuses more on grammar, as indicated in Table 4.

Table 4

Survey

Item	Yes	No
I feel afraid to speak in English because my vocabulary is limited	75%	25%
It feels difficult for me to express ideas verbally when speaking	60%	40%
I often get muddled to combine and use the proper vocabulary to speak	78%	22%
I rarely respond to my partner when speaking because they speak faster	76%	24%
I have difficulty to arrange the words into sentences to speak in English	85%	15%
I just want to speak when I think my grammar is correct	67%	33%
I have a habit of using mother tongue when speaking to avoid misunderstanding	84%	16%
I have difficulty responding to speakers with various accents	49%	51%
I have trouble responding to a conversation if the speaker's intonation is not understandable	87%	13%
I get ashamed to speak in English because I do not have a good pronunciation	93%	7%
I do not want to make a mistake in speaking because I am afraid of getting correction	35%	65%
I have less confidence to speak English because I think my friends will laugh at me when I speak	31%	69%
When I start to speak in English, I get blank and forget everything suddenly	73%	27%
I feel ashamed to speak English because I do not have fluent English ability	76%	24%
I do not understand what my speaking partners say so I would rather keep silent	82%	18%
I speak English just because my lecturer told me to do so	67%	33%

Note. This table indicates the percentages of affirmative and negative responses to the items of the questionnaire.

Results relevant indicate that 93% of students are embarrassed to speak in English because they do not have good pronunciation and 76% are embarrassed speak

English because they are not fluent in the language, this is because 82% do not understand what their speaking partners are saying, so they prefer to remain silent.

Discussion

In the collect information process, show difficulties in speaking due to linguistic and social affective aspects, which trigger anxiety and stress.

Study reveals that students' difficulties are negatively affected by psychological factors, as they have a good level of English grammar and vocabulary but are not confident in speaking or engaging in conversations. For Qureshi et al. (2020), to the students it difficult to speak in English in foreign language classrooms due to psychological factors like lack of self-confidence, lack of self-esteem, fear of making mistakes, shyness, anxiety and motivation mainly, almost all the psychological factors are interlinked with each other and have a direct effect on the speaking performance of the students in this study. Students who lack the confidence to speak English should be encouraged to participate in activities where students use the English language to answer questions or ask questions to the teacher.

Psychological aspect regarding to learning attitudes determining learning achievement. Psychological problems also involve not only the students but also the teacher. Problems are reflected with less-confidence, speech anxiety, and low self-esteem are almost common problem in classroom, and occur on both teachers and students. Students who have low self-confidence are often hardly able to control themselves for public speaking, low self-esteem may be caused by teacher's poor understanding on subject matter. Regarding the comments mentioned above, during the observations of the surveyed, students were available to give their opinion on the comments being made.

Pupils admit that the comments are accurate to each other. They then agreed that their main psychological barrier to speaking English was a lack of confidence. In fact, since students do not feel able to speak English naturally, and since they are always thinking about how to pronounce a word correctly or use the correct grammatical structures, they said it is hard to feel confident. For Mao (2022), non-teachers should have more attention to the cultural transmission of speaking countries in classes, cultivate students' cross-cultural awareness, and enhance students' enthusiasm in learning, these actions are more conducive to overcoming the psychological barrier.

Another, and somehow related, is to make mistakes because most think that people can laugh at them if they mispronounce some words; then they prefer not to interact in English until they have enough confidence. A common feature is that most people are hesitant to speak mainly because they fear people will laugh. They think "my pronunciation is not good". They think "my grammar is awful, how can I speak in English, people will laugh at me". Not knowing one's mother tongue maybe a bit shameful, but not knowing a foreign language is certainly not. The point is if you can speak one sentence in English and you can communicate, that is the keyword to communicate. If you can communicate then I do not think that a few errors here and there in pronunciation or in grammar are reasons to stop you from speaking in English.

Another conception is that students think that the language is complicated. They already put a barrier since they do not make any effort and tell themselves that they cannot learn that language. Everything mentioned above is widely observable in those English learners. To answer questions about what has been noticed during classroom observations about students' reluctance to speak English, students complain of problems such as being anxious, nervous, worried about making mistakes, shy, and frustrated when acting in English for communicative purposes. The three factors cause students'

anxiety in speaking English. The first is self-perception of students that always feel English is difficult to learn and speak. The second factor is class condition of performance make students get anxiety when they speak in front of friends and teacher. The third is students' anxiety in speaking English is fear of making mistakes.

Conclusion

Referring to the results of the research, it can be concluded that psychological factors negatively affect students' performance when speaking the English language. Most of the problems that students focus on are the fear of making mistakes, and lack of confidence, some students, make mistakes when presenting something in front of the class or interacting with more individuals using the English language; this is also due to the cultural background that shy people present, the fear of expressing themselves in any language.

The lack of confidence in speaking English keeps them unsafe to dialogue when they have to do so with individuals who have an advanced level as U.S. citizens or professors of the area, which puts the student in a situation of unstable decision, questioning whether or not he is right. The factors mentioned are psychological and prevent students from developing verbally in the English language. In addition, some students' perception of the language may be harmful and appear as a reluctance to speak English or a barrier. For example, many students expressed that speaking English outside the classroom is a style of people who like to brag, as speaking English makes most students uncomfortable interacting with people.

It is concluded as a primary factor that psychology is the key to achieving the objectives of EFL students in their English language performance because the preparation in both reading, writing, and grammar is solved by the academic units, for which it is necessary to seek the comfort of the student so that he overcomes the

psychological barriers so that he develops in an optimal environment for his dialogues and conversations in English.

Limitations

This study had drawbacks that are detailed below.

- Students are not familiar with surveys on virtual platforms. For future studies it is necessary to implement other instruments to collect data and ensure more accurate results. The surveys through an online platform do not allow detailed instructions to take the survey and students
- The lack of preparation. Students are not aware of the importance of preparation; consequently, they always feel insecure when speaking English.
- The lack of a positive attitude. The participants did not have a positive attitude to handle and cope with the anxiety caused by speaking a new language such as English.
- The last one is anxiety. The students did not adequately handle this feeling, which generated too much confusion and did not allow them to use the knowledge they had to speak the English language.

Recommendations

Currently the teaching-learning process is closely linked to technology, which allows shy, introverted people to express themselves through a device with internet access, this mode of work called online or telework should be fully exploited and help students who are embarrassed to talk in the English language, it is very different to engage in a conversation in person to talk through a video call.

More modules or units should be added in which dialogue is practiced among students with more normal conversations. It is recommended to include more normal conversations such as those that occur in the day to day of each student, for example

making purchases in a store or supermarket, asking for materials, making payments, actions that allow practicing dialogue without feeling the pressure of a conversation serious, it must be taught from the easiest to the most difficult.

Foreign language learning is the process of speaking the language with other people and in public fluently. Teachers should focus on oral communication in learning instead of learning from books and exercises. Through oral communication, students learn and communicate efficiently and feel comfortable talking to others.

References

- Anderson, S. (2001). *Implant-Related Complications and Failures*.
<https://www.sciencedirect.com/topics/biochemistry-genetics-and-molecular-biology/phonetics>
- Aza, A. (2020). *The impact of technology in english as a second language learning from the perspective of students in Colombian public schools*.
<https://www.sciencedirect.com/topics/biochemistry-genetics-and-molecular-biology/phonetics>
- Banditvilai, C., & Cullen, R. (2018). Problems and obstacles in learning English as a foreign language. *International Journal of Social Science and Humanity*, 8(12), 1-6. <http://www.ijssh.org/vol8/977-ED3015.pdf>
- Bygate, M. (2021). The effect of task based language teaching on writing skills of efl learners in Malaysia. *International Journal of Social Science and Humanity*, 6(3).
<https://doi.org/http://dx.doi.org/10.4236/ojml.2016.63022>
- Cain, S. L., & Dam, R. (2015). *Engaging parents using web-based feedback on child growth to reduce childhood obesity: a mixed methods study*.
<https://link.springer.com/article/10.1186/s12889-019-6618-3>
- Ceballos, K., Dávila, N., Espinoza, J., & Ramírez, M. (2014). *Factors that influence the learning of the English language in second year students of the city of Chillán..*
 Repositorio Universidad de Bío-Bío [Master's Project]:
http://repobib.ubiobio.cl/jspui/bitstream/123456789/1143/1/Ceballos_Parra_Katherine.pdf
- Chmutina, K., & Sadler, N. (2021). How the English language dominates disaster research and practice of disasters. *E -International Relations*, 3. <https://www.e->

[ir.info/2021/01/18/how-the-english-language-dominates-disaster-research-and-practice/](https://www.researchgate.net/publication/353123497)

Chou, M. (2018). Speaking anxiety and strategy use for learning English as a foreign language in full and partial English-medium instruction contexts.

Díaz, D. (2014). *Difficulty factors for learning English as a foreign language in students with low achievement in English at ICESI University*. Repositorio Universidad ICESI:

https://repository.icesi.edu.co/biblioteca_digital/bitstream/10906/76938/1/dificultad_aprendizaje_ingles.pdf

Don, Z. (2020). The CEFR and the production of spoken English: A challenge for teachers.

Fonken, L. D. (2018). Matrix-Q Education: the 9+ levels of the learning process experience. *International Journal of Social Science and Humanity*.

https://www.researchgate.net/publication/323497352_Matrix-Q_Education_The_9_Levels_of_the_Learning_Process_Experience_PT_ALGORITHMS_SKILLS_COMPETENCES

Foster, S. (2018). *Cognitive task complexity and written output in Italian and French as a foreign language*.

<https://www.sciencedirect.com/science/article/pii/S1060374307000549>

Juhana, P. (2012). Psychological factors that hinder students from speaking in. *Journal of Education and Practice*.

<https://www.iiste.org/Journals/index.php/JEP/article/view/2887>

Lambert, V. (2019). Qualitative descriptive research: an acceptable design. *pacific rim international journal of nursing research*, 16(4), 23.

<https://www.coursehero.com/file/p3o0sl3/Lambert-V-A-LambertC-E-2012-Qualitative-descriptive-research-An-acceptable/>:

Loeb et al. (02 de 2019). Descriptive analysis in education: a guide for researchers.

Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. <http://ies.ed.gov/ncee/>

Mao, W. (2022). *Analysis of the Psychological barrier to spoken english from big data and cross-cultural perspectives.* *Frontier in Psychology:* <https://www.frontiersin.org/articles/10.3389/fpsyg.2022.899101/pdf>

Marta. (2022). *Why is English pronunciation so hard?* <https://www.inenglishwithlove.com/blog/why-english-pronunciation-is-hard>

Mejía, E. (2010). *Avoiding vowel pronunciation interference of mother tongue in english through phonetic exercise.* Universidad Católica del Ecuador sede Ambato: <https://repositorio.pucesa.edu.ec/bitstream/123456789/828/1/85049.pdf>

Ministerio de Educación . (2020). *The English Language Learning Standards.* https://doi.org/https://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf

Ministerio de Educación. (2016). *The English Language Learning Standards* <https://educacion.gob.ec/>. <https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/EFL-for-Subnivel-BGU-final-ok.pdf>

Nurullayevna, S. (2020). *The key of effective communication is pronunciation.* *European Journal of Humanities and Educational Advancements.*

Pennington, M. (2021). *Teaching pronunciation: The state of the art 2021.*

Pérez, N., Moreta , D., Viri , F., & Olives , J. (2021). *Use of gamification for developing the reading skill and vocabulary knowledge in the students of 6th year from cinco de junio school in Santo Domingo de los Tsáchilas . DOCSITY, 16.*

- <https://doi.org/file:///D:/docsity-use-of-gamification-for-developing-the-reading-skill-and-vocabulary-knowledge-in-the-students-of-6th-year.pdf>
- Phukan, S. (2022). *Transcript*. <https://ve-iitg.vlabs.ac.in/Virtual%20Labs%20-%20IIT%20Guwahati.html>
- Putri, R. (2020). *A study of students' anxiety in speaking*. Department of English Education, Samudra University: <https://ejurnalunsam.id/index.php/ELLITE/article/download/2177/1767/>
- Qureshi, H., Javed, F., & Baig, S. (2020). *The Effect of Psychological Factors on English Speaking Performance of Students Enrolled in Postgraduate English Language Teaching*. *Gloal Languaje Review*: [http://dx.doi.org/10.31703/glr.2020\(V-II\).11](http://dx.doi.org/10.31703/glr.2020(V-II).11)
- Rabiah, S. (2015). *Universitas Muslim Indonesia*. <https://webcache.googleusercontent.com/search?q=cache:brlevEUwH90J:https://osf.io/nw94m/download+&cd=2&hl=es-419&ct=clnk&gl=ec>
- Ramos, M., & Romero, D. (2022). Virtual teaching materials to improve speaking skills in the 2nd grade of the Urcuquí High School in the academic period 2021.
- Roldán, A. (2016). *Obstacles in the learning of English as a Foreign Language in two groups of Bogota's population*. Repositorio Universidad Distrital Francisco José De Caldas: <https://repository.udistrital.edu.co/bitstream/handle/11349/6611/Rold%ElnS%E1nchezGuiomarAndrea2017.pdf?sequence=1>
- Smith, D. (2003). *Five principles for research ethics*. <https://www.apa.org/monitor/jan03/principles>
- Torres, G., Vanega De León, L., & Britton, A. (Mayo de 2018). *Analysis of the problems that influence English language learning in sixth grade students in the province of Panama*. Repositorio I.S.A.E Universidad –Sede Panamá:

- file:///C:/Users/PC/AppData/Local/Temp/1833-
 Texto%20del%20art%C3%ADculo-8778-1-10-20180623.pdf
- Tusing, K. J. (2008). *Wiley Online Library*.
<https://onlinelibrary.wiley.com/doi/abs/10.1002/9781405186407.wbiecs087>
- Valenzuela, M., Romero, K., Vidal, C., & Philominraj, A. (2016). Factors Influencing Entry-Level English Language Learning at a Chilean University. *Repositorio Universidad La Serena*.
- Vercellotti, M. L. (2012). *D-scholarship*. http://d-scholarship.pitt.edu/12071/1/Vercellotti_CAF_v3.pdf
- Verfaellie, M. (2011). *The case of Diederik Stapel*.
<https://www.apa.org/science/about/psa/2011/12/diederik-stapel>
- Werner, & Keller. (1994). Fundamentals of speech synthesis and speech recognition. En *Basic Concepts*. Chichester.
- Win, L. (2017). *Psychological problems and challenge In EFL speaking classroom*. Gadjah Mada University: <http://dx.doi.org/10.18326/rgt.v10i1.874>
- Yates, L. (2017). *Learning how to speak: pronunciation, pragmatics and practicalities in the classroom and beyond*.
<https://researchers.mq.edu.au/en/publications/learning-how-to-speak-pronunciation-pragmatics-and-practicalities>

Appendix A

Analysis of the applied survey

Available upon request.

Appendix B

Link to the survey

Available upon request.