UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA

SCHOOL OF EDUCATION AND LANGUAGES

PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

"COGNITIVE FACTORS THAT AFFECT SPEAKING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE (EFL)LEARNING"

RESEARCH PROJECT

As a prerequisite to obtain a:

BACHELOR´S DEGREE IN PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES

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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "COGNITIVE FACTORS THAT AFFECT SPEAKING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNING" prepared by Orrala Tomalá Yuliana Mercedes, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to evaluation of the academic tribunal.
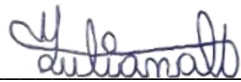
Sincerely,

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Statement of Authorship

I, Orrala Tomalá Yuliana Mercedes with Id number 2450205311 undergraduate student from Universidad Estatal Península de Santa Elena, School of Education of Science Languages, as a prerequisite to obtaining a bachelor's degree in Pedagogy of National and Foreign Languages, in my role as author of the research project "COGNITIVE FACTORS THAT AFFECT SPEAKING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNING", certify that this work is of my authorship, except for the quotes and reflections in this research paper.

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With deep affection Orrala Tomalá Yuliana Mercedes

Dedication

I dedicate this research work to my younger me who can do all this possible and of course each part of this effort was for my family, friends, and love of my boyfriend Anthony for encouraging me to encounter possibilities to avoid giving up and create my path of opportunities lead me through the complete academic and personality transformations as a mind renovation, hence, this is for you.

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Abstract

Distraction, lack of attention, and spontaneous mental disconnection are factors involved in learning a foreign language that is usually present in the classroom. The objective of the project was to investigate the importance of these factors in the teaching and learning of English. A qualitative approach methodology was used with a descriptive scope and phenomenological design, considering a certain number of teachers from the Unidad Educativa Eloy Velásquez Cevallos and Unidad Educativa José Antonio García Cando as main samples for the investigation of the research proposal, being these directly involved who provided an expensive answer based on previous experiences. This included that the teachers have knowledge about these factors and that the influences are perceived in observation regarding the development of speech being evident in behaviors such as nervousness and lack of confidence, seeing the difficulty of the linking of words which is perceived as disorderly and inadequate, so that educators include strategies that minimize the presence of mental barriers and self-analysis in the domain of pronunciation. The research concluded that despite taking into account the cognitive needs, in an environment where hours are limited, the participants show concern that carrying out a complete immersion in the language taking into account visible aspects to be considered in the students, are highlighted, but do not establish a demand for full integration based on what is perceived in the educational classroom.

KEYWORDS: Cognitive influence, Language difficulties, Mental barriers, Speaking development.

Resumen

La distracción, falta de atención y la desconexión mental espontanea, son factores que intervienen en el aprendizaje de una lengua extranjera que usualmente están presentes en las aulas. El objetivo del proyecto fue indagar la importancia que estos factores repercutan en la enseñanza y aprendizaje del inglés. Se planteo una metodología de enfoque cualitativo, de alcance descriptivo y diseño fenomenológico tomando en cuenta a una cierta cantidad de docentes de la Unidad Educativa Eloy Velásquez Cevallos y Unidad Educativa José Antonio García Cando como muestras principales para la indagación de la propuesta investigativa, siendo estos directos involucrados los cuales proporcionaron una basta respuesta en base a las experiencias previas. Esto incluyo en que los docentes tienen conocimientos sobre estos factores y que las influencias son percibidas en observación en cuanto al desarrollo del habla siendo evidente en comportamientos como nerviosismo y falta de confianza viéndose la dificultad del entre enlace de palabras lo que es percibido como desordenado e inadecuado, por lo que los educadores incluyen estrategias que minimicen la presencia de las barreras mentales y el auto análisis en el dominio de la pronunciación. La investigación concluyo que a pesar de tener en cuenta las necesidades cognitivas, en un ambiente donde las horas son limitadas, los participantes muestran preocupación ya que llevar a cabo una completa inmersión en el idioma tomando en cuenta aspectos visibles a considerar en los estudiantes, son resaltados, pero no establecen una demanda de integración completa en base a lo percibido en el aula educativa.

PALABRAS CLAVES: Influencia cognitiva, Dificultades del lenguaje, Barreras mentales, Desarrollo del habla.

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Introduction

Nowadays, learning a foreign language has become a requirement in the educational world, reflected as a subject that allows younger people to study a second language. Speaking is the first evidence of responses, but some unprecedented factors limit learners' improvement in their speech, where cognitive factors have a relevant perception in the impact of English acquisition.

The main feature of this research is to explore the mental factors that influence students' ability to communicate effectively, resulting in failure to increase speaking proficiency. Then, the reason for carrying out this research was to analyze the importance of how alteration of state cognition can affect students' performance from an experiential viewpoint of educators.

Additionally, practical implications where the speeding of the class has an estimated time to be completed reflected critical periods of language accomplishment where the speaking demonstrates a low advance because of the students' performance lost during the academic period by going unnoticed the lack of attention in the classroom which might have been confused in disinterest to prove the level that each one dominates.

Therefore, this project addresses professionals in the educational branch where it is usually a common issue looking by the involvement between teachers and students from the high school learning setting where this specific group has the necessary dimensions to formulate a complete speech hence the study examines common elements that conduct to the blocked of responses. Nevertheless, the contribution of the mentioned research is identifying specific cognitive aspects that can help teachers understand and consider cognitive points to involve in strategies that focus on attention and memory in speaking learning.

Chapter I

The Problem

Research Topic

Cognitive Factors - Speaking

Title of Project

Cognitive Factors that Affect Speaking Skills in English as a Foreign Language (EFL) Learning

Problem Statement

English has been recognized as the primary language of choice for international communication in recent years because of proficiency in the unification of people as a component in personal or professional relationships. Likewise, globalization has proven in adaptability and practicality as an official language (Ram, 2022), the need for the domain in education, strategy, and development of society was possible by practicing a second tongue.

In modernity, the number of people studying English has grown in South America over decades, this is the fact that is recognized as a lingua franca in the continent, encouraging the desire to provide the opportunity to improve skills in the workplace and a variety of fields to apply in cross-cultural exchange and business while in education by the demand of political influence, government put into the educational curricula the inclusion of teaching English publicly. According to Gómez & Walker (2020), the language spread is the reason to increase in the total of learners in a second tongue, becoming more widely spoken worldwide. As a pattern in general capacitation tries to encourage nations in a similar purpose in the closing to different levels in education in the promotion of the foster language.

Support is a critical component in the process of foreign language in Ecuador. The implications of EFL in the country have received attention at the national level where the impact of instructions has motivated hold knowledge addressing between teachers and students in the majority essential academic success (Orosz et al., 2021). Then, it has been digging into the study as a personal purpose that prevails in the adaptation of a second tongue with a concentration on the language skills using grammar translation method exclusively to the appropriate Ecuadorian context and curiosity of external culture.

Despite that, in Santa Elena province the considerable progress in teaching English as a foreign language, numerous students encounter difficulties in converting their knowledge of grammar and vocabulary into fluent spoken English. It considers that cognitive elements are essential in determining proficiency in spoken language in addition to affective factors that have purposes in self-confidence and inhibition. In pre-professional practices, learners from high school presented this academic issue of how the learning process affects the advancement of listening skills.

There are consequences in the restriction of abilities to talk in a requirement participation in class. Students can forget dialogues in a speech or a performance speaking in front of the class where the courage to speak up in class decreases by memory, shyness, fluency, and attention(Ita et al., 2020). As a result, getting anxious and having insufficient motivation and interest is reflected in the personal progress during the school year.

There is a lack of detailed comprehension of these cognitive influences, particularly within a qualitative framework. Therefore, this research seeks to bridge this knowledge gap by conducting thorough interviews or focus groups with EFL learners. By delving into their

experiences, future researchers can obtain valuable insights into the specific cognitive processes that either hinder or support their speaking abilities.

Questions

Problem question

- How do cognitive processes contribute to the development of English-speaking skills applied by high school professors?

Specific questions

- How do educators identify the cognitive factors affecting English learners' speaking?

- What cognitive strategies do EFL teachers employ to overcome communication barriers?

- How do cognitive needs influence the students' performance in English speaking proficiency?

Objectives

General Objective

- To explore the importance of cognitive procedure in English-speaking skills development applied by high school professors.

Specific objectives

- To analyze the challenges and obstacles that teachers face in cognitive processes for effective speaking in students.

- To identify the main strategies educators apply in foreign language teaching in high schools.

- To determine specific cognitive needs associated with students' educational achievement in English speaking skills.

Justification

Learning a second tongue has become an obligatory teaching where students develop the ability to dominate within a language since childhood vocabulary has been considered how the immersion of the main skill of speaking to children, avoiding grammar or speech according to kindergarten, facilitating the engagement and interest to attracting proximity in the first stage of knowledge. Unfortunately, it has been losing gradually with the growth of scholars.

Even, though youngers learn faster than adults, it is not claimed that learning is maintained, although cognitive skills are taken as part of the information process in the area of mental contribution, less practice causes short-term memory to arrive at the adolescent age with difficulty in identifying and spelling of words by different phonemes in the sound of vowels holding as a disinterested activity when it must extend in fluency to improve the capacity of express garner a ranking of bilingual. Speaking is an ability of confidence that is important nowadays in society resulting in self-reflection and adaptability (Rizzi et al., 2020), as a response to the 21st century that demands innovative and cooperative solutions. Moreover, cognition can be the fundamental aspect of understanding a language, but it also determines how individuals use the second tongue to interact effectively.

Therefore, the purpose of this exploring research is to identify which can be the cognitive factors that affect speaking skills in class interaction, behavior, memory, and attention as obstacles. Learners are different and comprise appropriate elements of lack of concentration, it creates a purpose for recognizing similar issues to a general personal analysis.

Finally, the project can be used for future research investigations by students or teachers about the mental process at the moment of inquiry into the faculty of children as a benefit to not

judge likewise captivated to confront human behaviors in faults motivating the learning of a

second language such as English.

Chapter II

Theoretical Framework

Background

In this study, the theoretical framework is constructed by analyzing relevant articles about cognitive factors that affect speaking skills in English as a foreign language learning. This framework aims to elucidate key concepts and theoretical perspectives pertinent to memory, motivation, and inhibition of students by synthesizing existing literature.

International background

According to Muhajirah (2020), Cognitivism has an important part in the senses where it has a procedure in life has an interrelation with three mental agrees cognitive, affective, and conative. This means, that exploring typical cognitive mental processes has other qualities to accept, such as how interpretation and consideration are part of effective decision-making and reactions to situations.

An article by Seema (2021) indicate that "cognitive procedure has a self-judgment and self-reaction where cognition is connected with behavioral and mental responses"(p. 68). Therefore, self-regulation by learners is the determination of the capacity that each one has following learning process steps where it involves the actions and processing of information received making that reflect and interest have implicational of reply by the mind as an indication that focus of how the instruction was receiving to the knowledge acquired in a verbal production.

A study carries out by Silviana & Miftakh (2021) concerns in understanding students' perceptions of Problem-based learning (PBL) and identifying the specific phases that contribute to their cognitive development in the speaking classroom. As a fact, evidence from a study by Nezhad Arani & Zarei (2024) involving observation, reflection journals, and documentation, the

study found that PBL effectively addresses students' challenges in problem-solving and enhances their cognitive skills while speaking. In contribution to utterance, the practice solution of learning obstacles in the English language is sometimes strategies added in class to younger students who can develop by intellectual capacity.

A recent investigation by Alam et al. (2024) aim the importance of considering teachers' cognition as an influential factor in L2 teaching. Finding from a study by Luqman (2020) effective teaching requires a combination of knowledge, skills, and positive attitudes. Teachers should continuously improve their practice through professional development and reflection to meet the diverse needs of their students but usually is becoming that what educators think, know, and believe are the influence of the practice in the classroom. The lack of awareness and failure to carry the optimization of student learning can be a challenge how to close in the different perspectives of scholars.

Research by Dhari et al. (2024) suggest that cognition is diverse, and it has a relationship with second language learning. The varying degrees between individual cognitive learners and worldwide students´ brains have differences where teachers provide access to language courses to accommodate individual differences in thinking styles, knowledge, and skills. The research emphasizes the role of cognitive styles based on awareness, verbal working memory, and cognitive flexibility as fluence intelligent can affect how learners engage in spoken language activities.

Evidence from a study by Rood & de Jong (2023) found that heightened anxiety was significantly related to more use of filled and silent pauses, indicating a negative impact on utterance fluency. Additionally, stimulated recalls revealed that anxiety primarily impacted cognitive fluency, affecting the content of the message rather than linguistic formulation. To

the authors, affection in the cognition in the speaking language is the nervousness or anxiety, making students have a disorder of ideas that in the speaking performance do not have correct fluency by the questioning of the mind.

In addition, there are implications in speaking about problem consideration by teachers who perceive as evidence from a study by Gokce & Kecik (2021), that most teachers perceived speaking as an important skill and suggested improvement. However, in-depth data revealed variations in teachers' approaches, with one teacher adopting a teacher-centered approach due to contextual constraints and another preferring a learner-centered approach without complaints about context. To researchers, it has a coupling when the notion of factor influences a cognitively driven process making that all not bring at the same way of how favorable can be to the class.

Regional background

An article by Cundar-Ruano (2021) published in "Revista Científica Dominio de las Ciencias" indicates that the zone of proximal development (ZPD) and Bandura's self-regulation have key concepts for teachers to consider. The study by Fernández & Pozzo (2021) discusses the field of teacher cognition in the teaching of Argentine foreign language teachers in cognition training by improvement reflection of foreign language. In short, first language acquisition is automatic, occurs in a natural environment, and is complete, foreign language learning is a conscious choice, takes place in a pre-arranged environment, and may not be fully complete, likewise, the work of the teacher is generating a passive response to the learners where the facilitator provides a responsive perspective.

According to research conducted by Gamboa Mora et al. (2021) found that perception channels and cognitive styles have independent contributions to the teaching-learning process.

Then, the auditory sense is involved with the sense of hearing making the cognitive process confused with only memorization avoiding central elements in the learning progress of students like the imitation, response, development, and fluency of speaking skills.

National background

A study carries out by Martínez Masaquiza (2023) which was published in Universidad Técnica Particular de Loja, Ecuador demonstrates that the most significant linguistic factor is lack of vocabulary, which prevents students from expressing their ideas orally. Incorrect grammar and lack of fluency are also important factors that hinder students' communication abilities. Data from a study led by Hidalgo López (2021) concerns that higher cognitive skills should increase to adaptation of age students. Then, linguistic factors like vocabulary, grammar, and fluency are the primary influences on students' oral communication skills. Still, when it had not been paid in practice during childhood there is a concern about time affecting the learners' performance.

Research by Sevy-Biloon et al. (2020) suggests that in Ecuador some teachers just fill the book, where English development decreases. Therefore, educators who did not have previous training are not able to manage the needs of students to activate important cognition in the study of L2 learning to make a favorable acquisition since the moment that this was integrated in the first moment of school.

Pedagogical basis

Constructivism

A common pedagogy introduced in teaching children has a relevant study in the interaction learning of students. Children have the naturality to develop independent learning but in contact with others that all around have a consideration to mold and adapt the personality

based on the culture or living site (Vygotsky, 1978). In education, this is assumed as the scholarly integration where students have a physical direct interpretation of school learning and notions about what happens in the world.

Additionally, the influence of school instruction gives a process of deduction and understanding, which means the accumulation of possible responses to the organization to develop behavioral inclinations. Therefore, the implication in education is to encourage collaborative learning and language development and the opportunity to discover new things while providing the necessary assistance and guidance. Likewise, the teachers' procedure to the active process of constructive knowledge in the challenge needs younger.

For English learning students, the theory provides development of the language skills on each perspective where it creates the same interest in learners becoming a foreign language support community practice within the relationship of real-life contexts how is used to interpret of relevant information about how to express the self-confidence of information in a second tongue making that teachers create a setting with different instruction to be more living together in class.

Cognitivism learning theory

Learning is a consequence of mind-transformational knowledge by hands-on interaction. Cognitive learning includes assimilation and integration, where a complicated structure serves as the foundation for achieving a particular learning outcome (Piaget, 1964). To implicate the cognitive process in students, the active spontaneous in recurrent reasoning where environmental has the purpose to activating the mind logical with the substrate information, joining and separating response

Furthermore, the mind structure has a relationship with constructivism where it has a complex process within the instruction because external reinforcement is not enough because of principles of the pedagogical theory have concrete experiences that connect with the balance of specific ages where cognitive development follows a specific structure of maturation, no underestimate the child capacity.

In summary, the theory provides a meaningful relevance to how the mind processes information, putting the teaching of English by the level of students in organizing information to the comprehension and retention of internal dialogue in individual students, sharing characteristics of learning based on repetition, remember vocabulary and grammar rules where the capacity of speaking or response is the clear demonstration of the procedure of the memory retention in a training study by teacher who are the instructors of the foreign language.

Theoretical basis

Second Language Acquisition Theory

According to Krashen (1981), learning a second language is divided into two parts: learning is a conscious process involving formal instruction and study, whereas acquisition is a subconscious process like how children learn their first language. Then, the input is considered as an inside student acquiring a second language while the process is progressing; it becomes an output of how the learner produces the language as a speaking skill.

It demonstrates that formal class instruction has an important role and how it is developed can be effective for learners to think and reflect about learning becoming a natural communication in a foreign language acquisition. To be secure, learners have to be conscious of the language, which means, the capacity about what they are talking about and reach the possibilities of an influence in relationship with current and clear instruction.

Moreover, affective factors and natural language acquisition are part of a foreign language, combining these factors while the teaching of students is focused on the formal learning experience, rather than just on grammar rules gives a piece of advice that a class can be engaged by the opportunity to create a natural language opportunity in the creating of creative opportunities to the output of students following the input of understanding to the development of abilities.

Cognitive Load Theory

As states by Chandler & Sweller (1991), the mental effort put on learners during instruction. It implies that to optimize learning, instructional strategies should refrain from overloading our working memory, which has a finite capacity. If students are forced to mentally integrate various sources of knowledge that are mutually referencing, it will lead to inadequate instruction.

When the lack of demands destroys the important learning structure in which cognitive resources are directed and employed during learning problem-solving is the subject of cognitive load theory. Likewise, the way how the classes were introduced during an academic period is reflected in advance of skills, in this case, the educational demand of younger in English is looked at as the less effort of students by confused instruction reducing the capacity to introduce in another language.

Finally, the complexity or unnecessary information to introduce in a topic can confuse students. This theory tries to explain how the minimizing of essential features is also seen in the teaching of a foreign language where it is difficult to grab and produce all students' skills, hence, in the educational learning of a second language there are variables where learners do not

achieve the same level by the pressure, wrong instructions or disorder information to be processed by the load of the mind.

Legal basis

Constitución de la Republica del Ecuador

According to Constitución de La República Del Ecuador (2008) reveal in section 5 of Education the following:

"La educación se centrará en el ser humano y garantizará su desarrollo holístico, en el marco del respeto a los derechos humanos, al medio ambiente sustentable y a la democracia; será participativa, obligatoria, intercultural, democrática, incluyente y diversa, de calidad y calidez; impulsará la equidad de género, la justicia, la solidaridad y la paz; estimulará el sentido crítico, el arte y la cultura física, la iniciativa individual y comunitaria, y el desarrollo de competencias y capacidades para crear y trabajar. La educación es indispensable para el conocimiento, el ejercicio de los derechos y la construcción de un país soberano, y constituye un eje estratégico para el desarrollo nacional." (Article 27)

The importance of Constitución de la República del Ecuador gives to know the educational rights of children and the implementations that are made in a school year, how teachers and institutions will have a sense of vision and mission within the educational development, an ongoing experience that allows the child to be part of interests for learning and teaching generalized with the purpose of generating new implements or educational update.

Ley Orgánica de Educación Intercultural

An institutional article by Ley Orgánica de Educación Intercultural (2021) establish that

"Principios. - La actividad educativa se desarrolla atendiendo a los siguientes principios generales, que son los fundamentos filosóficos, conceptuales y constitucionales que sustentan, definen y rigen las decisiones y actividades en el ámbito educativo:

d) **Interés superior de los niños, niñas y adolescentes. -** El interés superior de los niños, niñas y adolescentes, está orientado a garantizar el ejercicio efectivo del

conjunto de sus derechos e impone a todas las instituciones y autoridades, públicas y

privadas, el deber de ajustar sus decisiones y acciones para su atención. Nadie podrá

invocarlo contra norma expresa y sin escuchar previamente la opinión del niño, niña o

adolescente involucrado, que esté en condiciones de expresarla." (Article 2)

Another public interest within Ley Orgánica de Educación Intercultural in the article of principles is to have a teaching approach according to the established ages, ethics, and work performance in which education is inclusive in all areas regardless of whether access to education has cost variables since the primary will be to base the integrity of the student within the classroom, therefore carrying out strategic and curricular implications for the cognitive and coexistence development of the student.

Chapter III

Methodological Framework

Method

Qualitative Methodology

The research is based on the qualitative collection of experiences as evidence of analyzing data. This approach studies the perspectives of people (Lanka et al., 2021), the interpretation and subjectivism in direct communication between participants, considering how the phenomenon occurs, revealing cases or situations that can be compared to extract meaningful conclusions about the investigated problem.

According to Kuehn & Rohlfing (2024), non-numerical data is a relevant characteristic, hence, the outcome of diverse cases is the interpretation of data relations by the semantic process. Thus, exploring phenomena relates to data organization where the examination of information by interviewers should serve to extract specific conclusions about cultural context to refine theories or understand a case of study with details.

Therefore, the objective of integrating a qualitative method is to grab adequate observations that are described in a natural setting to a focus group. In this research, the approach must be incorporated as an inquiry where the group involved has open-ended questions as implementation to focus on the project to try and discuss means elements to the comprehension of the research matter.

Type of Research

Phenomenological Studies

A study carried out by Ediyanto et al. (2023) concerns that phenomenology is a science that studies the aspects of human life as a revelation of visible phenomena. It is guided by a matter in an investigation, addressing traditional philosophy and questions in research collecting

interpretation to compare and add in an existing field of study as a challenge to describe social or educational illness.

The analyzing point is a reflection that offers to apply this method, encouraging innovation as a general understanding of aspects that claim essential examination. Then, under the discipline, theory, and goal is a clear purpose to put into practice this methodology where the evidence needs to be clarified and used in interviews as an element of the detailed collection of data. Likewise, it argues as a principal type of research to use in the project research to analyze the perspectives and living of teachers in classrooms of how students can be affected and identified by forgetting, memorization, or less concentration in the class.

Data Collection Techniques

One-on-one-interview

According to Wahyuni (2024), the involvement of questions and answers is part of an interview technique that explores interviewees' ideas in a range of areas where the contact should be present. It concerns a focus on individual one-on-one interviewing where the data collected evidence by the interviewee in variated ways based on audio and video recording, and written notes while it is putting in a practice interaction.

The research considers the participation of teachers by Unidad Educativa Eloy Velásquez Cevallos and educators by Unidad Educativa José Antonio García Cando with the inclusion of a pedagogical advisor to understand and explore the personal experiences linked with the investigation in a semi-structured interview to build flexibility and comfortable setting with the participants, assuming the honesty of answer to make a relevant judgment of related facts.

Instrument

Questionnaire

Analysis conducted by Pitura (2023), a questionnaire is an instrument that collects data information from participants, concerning gathering opinions that can be written or spoken. This is divided between open or specific questions that the interviewer takes necessary to apply in qualitative or quantitative research as a technique that tries to be considered by description and provides convenient means.

For this project, the questionnaire must consist of formal questions. The number of questions would be divided into 8 open-ended questionnaire items, a requirement in an exploratory investigation. This would allow an adequate relationship between the topic, participants, and responses addressing people who are interested in the method applied and how the investigation was structured.

Type of Question

Open-ended questions

The freedom to respond according to beliefs and experiences relates to open-ended questions. Aspects that involve variables are obtained by consideration of subjectivism in situations which are verified in the process of considered experiences, exploring complex specific aspects of determining phenomena as a privileged sense of understanding in their own words (Roberts, 2020).

Therefore, the explanations of interviewees are coming to mind of how teachers from different schools perceive the cognitive factors that affect speaking English in a foreign language in students during learning. It prioritizes the availability of speakers to express all that each one concerns important according to questions, allowing returning with an answer that clarifies since

a general study to interpret a common issue to understand mental barriers in the acquisition of a second language.

Data Collection Processing and Resources

Table 1

Data Collection Processing and Resources

Questions	Explanation
What?	To get information from teachers
Where?	Escuela de Educación Básica Jean Piaget and Unidad Educativa Eloy Velásquez Cevallos
When?	2024
How?	By one-on-one interview
What for?	Exploring experiences through educators to identify cognitive factors affecting the Speaking skills in English learning.

Note: Elements identified to be collected in the data collection.

For this study, the data will be collected following questions to get the information before beginning the interview relationship with the topic. The design of what to do is the purpose of this table that presents clear details of how this will be managed during the interview with each participant, and the sincere intention to obtain honest responses is guided through questions concerning the exploring research.

Likewise, the related formation professionals and how educators deal with the teaching of English provide an enriching situation that has relation with the topic, the importance of taking

into consideration common particular problems that are less pass in the learning of students more than a distraction in class rather difficulties to adapt a second language since the mother tongue and how it is guessing since a near dialogue.

Population and Sample

A pedagogical advisor and 2 teachers from Unidad Educativa Eloy Velásquez Cevallos and also 5 educators by Unidad Educativa José Antonio García Cando are the populations of 8 participants selected in this research; the collaboration of these educational institutions is based on the practice that educators put in the teaching of English language how the principals directly involved to expound the interest information that this research search.

Between the candidates, a number specified of 2 teachers established for each educational institution focuses on teaching the high school level students and a pedagogical advisor, make a sum of 5 who is proposed as a sample by this method where the result of this interview resorts to professionals in education who are the instructors in the acquisition of English, and this group can give open answers which should be associated with the topic and how they react to this issue, making this research have consideration that there are other aspects affecting in the teaching-learning of foreign language.

Chapter IV

Analysis of Finding

Brief Explanation of the Finding

The data collection and analysis of this are described in this chapter about interviews made in educational institutions. Experiences and own practices are related to the answers of teachers who in the daily teaching routine explain the consideration of cognitive factors that are perceived in the class participation of students and how they lead with mental barriers that present students in speaking affecting the development in the English.

The interview had a meeting in the setting of work to which the participants belonged. These were made during one-on-one interviews in the free time of the teacher or at the come to end of the classes, having some difficulties with the noise that is usually common in institutional education, but it does not prevent teachers from feeling confident because it was the place where factors are present and how to answer were based on personal experience of educators who expressed with honesty the questions without any judgment because of individual have different experiences and perception according to the way of teaching in high school level.

However, some impressions of this result are the unlimited responses that were necessary for teachers to express during the interview, and since the act as professional professors demonstrate how common details are always present in a class, having to face day different manners students adapt each strategy considering personal issues of scholars at the moment to manage another language and try to dominate. Therefore, teachers have the circumstance to empathize with each learner, grab all these factors, and adjust to only one solution in the way of teaching having different results according to the support of students and class.

Interpretation of Data from the Interview

Question # 1.- **Are you familiar with the meaning of cognitive styles and how they can affect the students' learning?**

Through the answer, there are considerations about different processes of learning information of students that teachers consider are important to have present during the teaching because it helps to find another significant perspective of how these can affect the teaching of a second language and how educators can differentiate just by how participative are students in class.

The relationship between abilities and interpretation of solving are distinguished by a variety of mind interpretations(Surur et al., 2020). Moreover, recognizing how students perceive the information has a meaningful message to educators because a class usually adapts to how a whole class can be immersed in it, and if the instruction just selects a minimum style group conduction, it is possible that all learners may not achieve the close level and as a correct alternative it is trying to incorporate the cognitive styles into general learning preferences.

Question # 2.- Have you had any professional training on cognitive styles and how they affect students' learning? If so, how has this training changed the way you teach?

Results explain that there is a lack of training in educational institutions for teachers but the interest of educators to know and understand what happened in their class is the motivation to analyze and take personal training through speeches, courses, or conferences that integrate pedagogical strategies that link the teaching with the factor that is happening in the classroom.

Therefore, previous training by professional educators can result in a positive change in integration into the learning support (Adiguzel et al., 2023), and, likewise, provide a deep construction of meaning about the claim of integration of present education. Then, it changes the

way of teaching making that someone become friends with students but having consideration of the role that each one has in a school, recurs to new ideas in class where students are the protagonists of the area to motivate and engage the class and also this create an environment that learner has the confidence to commit errors but teachers have the consideration to emphasize with interests of youngers.

Question # 3.- **What mental barriers have you perceived in your class?**

According to the answers, educators can identify distractions in class and cause a lack of pay attention, it becomes a problem because students forget words. Teachers is common to see in students and it increases self-confidence issues to speak in front of classmates this behavior can bring trouble when the lack of knowledge hinders the same level in students.

Mental health difficulties are commonly observed in class where well-being has declinations and it has actions to consider (Hartley, 2023). Although educators can evidence those mental barriers, the fear of failure is evidenced in students, and maybe the thought of speaking a second language is necessary to be a perfectionist when learners have a considering age where the embarrassing and active memory perception is lower than an early age, preventing to taking risks and being participative in class discussions.

Question # 4.- **How do you believe the cognitive factor impacts students speaking skills in English?**

For interviewers, the impact of concerns about speaking skills in students is that the level of speaking can stay the same because of difficulties with fluency in speech. When this happens, it has a relationship with an incoherent explanation. It means that learners have the idea in their minds that it could not be completed by closing the capacity to be helped or heard.

Cognitive aspects have demand in communication through the capacity to develop the speaking a result that involves a comprehending context (Suryani et al., 2020). Then, mental obstacles can be considered a big problem to some but to others, they try to motivate them, beyond this, it is considered a wondering topic because learners avoid speaking in front of classmates and how tutors have a purpose in the teaching of the English and carry with all of these capacities, making a hard work by themselves to control these factors.

Question # 5.- **Do you integrate strategies that assist students in overcoming cognitive fatigue when completing tasks that require them to speak English?**

Based on answers to calm the class when students know that they must prove their last learning vocabulary in speaking, teachers on occasion consider making a joke or breaking the barrier of tension with activities out of the teaching routine with dynamic plays such as stand-up and stretch and following funny indications of the game Simon says as a moment of relaxing to them.

It is important to evaluate aspects of knowledge in speaking where enjoyable and motivating strategies are most participating in encouraging students linked with functions of speech (Suryani et al., 2020). But, on the other point of view, the stress can be a relationship with the similar resources used in class, then out of them and start with multimedia resources, role-playing, and hands-on experiences are adequate to the capacity to students interact with the class, compare and suggest how they can be in a better way, it concerns to create a motivational speech to the class, after group discussions because students have the conditions to learn and apply. All teachers consider students intelligent and able to do it.

Question # 6.- **How do you integrate cognitive processes like problem-solving and critical thinking into students' English-speaking instruction?**

The teachers mentioned that activating these elements in scholars can be done in two ways; individual or group work to consider the most effective way to process mind information. In first consideration, teachers try to develop speaking comprehension, following a basic reading of the partners to students loud their voices and another try to recognize words, but, if the pronunciation is wrong, teachers repeat to learners speak for a second time incorrect speech.

Likewise, there is the possibility that students will use the previous vocabulary by applying stimulating activities involving real materials to explain their ideas according to what they have prepared based on the teacher's instructions. Arifin et al. (2020), even if inference is an ability there are recognition and deduction which could be important to apply. Hence, the teacher guides students to develop the skills to think reasonably and critically with their own words, an event that all of them would like students always to be available to do.

Question # 7.- **How do you help students enhance their English-speaking skills by encouraging self-monitoring and self-correction?**

Notably, teachers have their objectives in the class and give pieces of advice between the classes. Some teachers make that they evaluate in groups or pairs because it can strengthen the interaction between students-to-students, the possibilities they can understand most effectively not like the instructor, and this builds confidence to teach each other's classmates in a collaborative class.

Within this address, others propose that role-playing scenarios be an interactive class with the achievement that learners avoid feeling embarrassed to enjoy their progress. A conflict within internal monitoring can be shown in external expression, and then an agreement with self-monitoring and comprehension systems would be interlocked (Roelofs, 2020). Teachers analyze their speech with a greeting to the effort and clapping because they consider that self-correction

should not be taken strictly. Educators know that actual teaching can be diverse and entertaining. Therefore, teachers follow the actual teaching changes.

Question # 8.- **From your experience, What obstacles do you encounter when trying to address the cognitive factors that limit students' participation in speaking exercises?**

The responses have different points of view within barriers that affect speaking in students where the principal is afraid to speak in public, making they not connect words and fail to the thought that others can mock them, makes the motivation decrease and when they encounter a few lack of interest is another situation because it means that their sense are not in the site of the class.

Significant obstacles addressing a problem generated by the limited participation result in a communication problem but also serve as a mean of language acquisition (Ork et al., 2024). Thus, the adaptation to a new language that was put in practice since children carry at the high school level with any consciousness is an obstacle when teachers encounter this kind of evidence because the combination of abilities in working with various forms may not be exactly all group students and how educators have a curriculum to follow students must follow the same step and this unfortunately loosen.

Table 2

Teachers' perception about cognitive factors affecting speaking skills learning

Questions	What mental barriers have you perceived in your class?	From your experience, What obstacles do you encounter when trying to address the cognitive factors that limit students' participation in speaking exercises?	Do you integrate strategies that assist students in overcoming cognitive fatigue when completing tasks that require them to speak English?	How do you help students enhance their English-speaking skills by encouraging self-monitoring and self-correction?
Answers	Usually, distractions and lack of attention prevent students from forgetting their vocabulary, which is a barrier to improving their speaking skills.	Emotions such as fear, nervousness, and low self-esteem, along with cognitive factors, limit students' ability to link words to produce speech.	Get out of the common routine to involve activities such as role-playing and hands-on practice that task take other interesting active speak.	Analyzing and repeating words is sometimes a step to correction of pronunciation speech with classmates.
Authors	As stated by Kondo & Ratuwongo (2023) that possible distinction that affects speaking is the behavior and manipulation of speech that learners reveal.	A study by Reisenzein (1983) try to a reaction to make the mind focus on emotions generating confusing cognitive processes and avoiding a coherence response.	According to Krashen (1981) suggests that students need to be exposed to learning activities to be able to express the progressed skills.	In English learning, the study of a second language is by assimilation and accommodation (Piaget, 1964).

Note: Brief analysis of teachers interviewed.

Chapter V

Conclusions and Recommendations

This chapter involved the analysis of the research on cognitive factors found while students are learning a second language, focusing on speaking skills. Teachers from Unidad Educativa Eloy Velásquez Cevallos and Unidad Educativa José Antonio García Cando lend support in personal experiences which demonstrate that it is common to encounter mental barriers in a speaking English class. Then, the objective was to know how teachers deal with the influence of this mental aspect and how important it is in the current class. The next section provides conclusions and recommendations that were dug in by exploring the project.

Conclusions

Cognitive factors are common in an English class but teachers are usually faced and trying to identify the capacity of students where the accuracy of speaking vocabulary limitations have a critical effective communication, making that teachers have everyday time impressions to evaluate which could be an effective student-to-student and teacher-to-students perception to develop an effective speaking hence without a complete training or complete knowledge by educators in cognitive aspects, just knowing the classmate give a positive interest for the students' learning, proving themselves how to associate observing individual intellectual factors in a whole class.

To activate the mental connection with the class, teachers are concerned that activating critical thinking is a correct engagement strategy in an interaction class to give a motive to the mind concerns to the point of the class in activities that involve speaking, reasoning, and memorizing words where role-playing is the most regular activity used in class to articulate thought in English, assigning roles and scenarios to exchange and provide a supportive

environment based on real-life conversation practice to incorporate them in language context situations.

The research reveals that needs associated with cognitive factors increase low speaking achievement that habitually is confused with disinterest in English learning due to distractions because the mind is usually lost for seconds but it should not be recurrent on account of the academic period rush those forgetting of words are avoided, becoming that cognitive flexibility loss the purpose of the class and feel confident and might affecting the capacity to remember a sentence structure while speaking.

Recommendations

To reduce conflicts that teachers face during the instruction of English-speaking teaching, there are opportunities the use to incorporate a structured assessment, beginning with a formative assessment to identify more specifically grammar proficiency, vocabulary, pronunciation, fluency, coherence, and knowledge of the topic that have relevance with cognitive factors to checklists and adapt the rubric according to the strengths and weaknesses level it could be beginner, intermediate or advance speaking, trying to have a balance to students enhance the practice of speaking in high school students.

Educators could activate the part of reasoning and attention in speaking with a model of critical thinking based on analysis, evaluation, and synthesis that teachers can consider in learners where diverse perspectives of viewpoints are correct since personal experiences and possible events but to generate a response it is important to demonstrate how can be responses and also induce them to authentic learning experiences where more than exchange a role-play can students immerse with creative or real resources to feel engaged, such as memory games, preparing short activities with key words vocabulary related in the topic to speak, and finally

feedback to encourage analyze mistakes constructively to learn from another experience by the previous collaborative learning.

The lack of confidence is undetermined in a person, but in class, teachers should create a supportive environment with encouraging phrases, supportive reinforcement, and charisma that include techniques for confidence-building with competitive practices, involving the work together organizing competitions with limited time and breathing of second to continue and avoid fatigue as storytelling that reveals the engagement and focuses on cultural competence to reduce cognitive factors as distractions, and lack of attention that limit expresses the learners' speech where the speaking must apply to be fluency, determining cognitive needs, contributing with the students' achievement.

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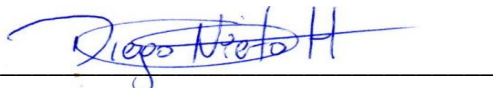
Annexes

Annex A: Certified Anti-plagiarism System

Certificado Sistema Anti-Plagio

En calidad de tutor del Trabajo de Integración Curricular denominado "**COGNITIVE FACTORS THAT AFFECT SPEAKING SKILLS IN ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNING**" elaborado por la estudiante Orrala Tomalá Yuliana Mercedes de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 3 % de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,

_____

Nieto Herrera Diego Josue, MSc.

CERTIFICADO DE ANÁLISIS
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Annex B: Questionnaire

´´Cognitive Factors that Affect Speaking Skills in English as a Foreign Language

(EFL) Learning´´

Population: 7 English teachers and 1 pedagogical advisor (2 English teachers and 1 pedagogical advisor from Unidad Educativa Eloy Velásquez Cevallos, and 5 teachers from Unidad Educativa José Antonio García Cando).

Sample: 4 English high school teachers divided between two participants from each educational institution and 1 pedagogical advisor.

1. Are you familiar with the meaning of cognitive styles and how they can affect the students' learning?

2. Have you had any professional training on cognitive styles and how they affect students' learning? If so, how has this training changed the way you teach?

3. What mental barriers have you perceived in your class?

4. How do you believe the cognitive factor impacts students speaking skills in English?

5. Do you integrate strategies that assist students in overcoming cognitive fatigue when completing tasks that require them to speak English?

6. How do you integrate cognitive processes like problem-solving and critical thinking into students' English-speaking instruction?

7. How do you help students enhance their English-speaking skills by encouraging self-monitoring and self-correction?

8. From your experience, What obstacles do you encounter when trying to address the cognitive factors that limit students' participation in speaking exercises?

Annex C: Interview transcripts

RESULTS OF THE ANSWERS TO THW QUESTIONNAIRES	1. Are you familiar with the meaning of cognitive styles and how they can affect the students learning?	2. Have you had any professional training on cognitive styles and how they affect students' learning? If so, how has this training changed the way you teach?	3. What mental barriers have you perceived in your class?	4. How do you believe the cognitive factor impacts students speaking skills in English?
INTERVIEWEE 1	Yes, of course, I am aware of the meaning of cognitive styles and have firsthand experience of how they can affect students' learning.	Yes, in several years or on several occasions, our headmasters or English area have prepared us in the way of the cognitive styles to learn them and put them into practice in the classroom and it has been really helpful in the way we conduct ourselves and how we teach to	Indeed, a lot of distractions, sometimes I can evidence that they have their minds in other places and that's why they sometimes fail in achieving all their purposes or goals in the classroom.	When I am grading the students in speaking skills activities in the classroom, I can evidence that when they are distracted, they can't join or make a coherent speech or a speech with coherence. Also, if they don't study or if they don't pay attention in the classroom

RESULTS OF THE ANSWERS TO THW QUESTIONNAIRES	1. Are you familiar with the meaning of cognitive styles and how they can affect the students learning?	2. Have you had any professional training on cognitive styles and how they affect students' learning? If so, how has this training changed the way you teach?	3. What mental barriers have you perceived in your class?	4. How do you believe the cognitive factor impacts students speaking skills in English?
		students. It could be kids or teenagers. In this case, I am working with teenagers.		to the vocabulary classes, they are going to lack this vocabulary, and it could prove really difficult for them to establish a discourse or a speech when I ask them to talk about anything that is related to the lesson in the class.
INTERVIEWEE 2	Yeah, of course. So, cognitive styles refer	So, in my case, I don't receive this	Mental barriers here in my classroom, in	For example, in here, the classroom, I

RESULTS OF THE ANSWERS TO THW QUESTIONNAIRES	1. **Are you familiar with the meaning of cognitive styles and how they can affect the students learning?**	2. **Have you had any professional training on cognitive styles and how they affect students' learning? If so, how has this training changed the way you teach?**	3. **What mental barriers have you perceived in your class?**	4. **How do you believe the cognitive factor impacts students speaking skills in English?**
	to the characteristics, ways, in this case for students, how they have the process of information, how they think, how they perceive the classes, how they perceive the things inside the classroom, you know, and of course, with the cognitive part, they learn how to solve problems.	professional training, but I know how these cognitive styles affect the students. For example, in the learning process or preferences to the problem-solving approaches in the interaction with the learning environment. So, I think this cognitively affects the student's motivation and	English classes. Yeah, the most common barrier is when a student forgets words, for example, the vocabulary that we saw the day previously. But that is the most common mental barrier when the students forget the class. I think that is, I don't have a big problem or a big mental barrier. No. No, because	have a problem with the part of speaking because all my students feel like that fear. Like, *oh, I don't know if I do it right or do it perfectly*. I say to them, the English is not perfect. Yeah. You are students, you are youngers. Okay. But try it.

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		engagement. You know, when the teaching style matches a student's cognitive style, they are likely to feel more motivated and engaged. On the other hand, it can lead to frustration, lower self-esteem, and reduced academic performance.	in my classroom, there are just eight students, so they are very smart.	Every day, when I give my English classes to them, I say to them to my students, please, try speaking English. Try to leave behind that fear or that nervous and try it. with the vocabulary, when we will make sentences. At least read. Read in English.

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				I love that my students are speaking in English because, in that way, they can lose that fear or that nerves to speak in English. And the big factor, I think, is the nerves or the fear of speaking in English. Yeah.

I feel like every student must be motivated in this |

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				language because the low level of speaking can stay in the same place and no, my purpose is that they learn, remember and apply, and at least form a simple sentence.
INTERVIEWEE 3	Yes, some cognitive factors play a crucial role in the development of speaking skills and	Well, yes, some cognitive factors are really influenced by when you're learning a foreign	Well, I'm not a teacher but I'm going to say like it's according to the school where I work	Well, I think these factors help educators create personalized methodologies. So, the

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	especially for you who are learning a language like English or another foreign language, but these factors include memory, attention, problem-solving abilities which contribute to the overall language acquisition process. So, understanding how	language like I said before but if you are seeing an understanding of how this can be so effective when you use some these kinds of styles in order. Educators must learn how to use this kind of style because to personalize teaching you have to personalize teaching to methods and approaches	as pedagogical advisor but in the context of cognitive factors, I and teachers have to learn mental barriers to identify them. So, there's some of these mental barriers as anxieties, self-confidence issues, and a lack of knowledge that we can find some	most important thing is that educators understand all these factors because with that you can create some strategies to for all the students and tap into a student's language ability. So, improved teaching methods will enhance like well the instructions can undergo on groundbreaking

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	cognitive styles impact students learning can lead to more effective teaching strategies and improve language proficiency	mainly resulting in enhanced language proficiency and levels among students. So, furthermore these cognitive factors in the tricky shape the attitudes of the students to our language learning playing up like it was a role in establishing a positive and conducive environment	students when they're learning another language, and they must be impressed by this factor. So, it's important for teachers to address all these barriers and provide them like support to well to help students to overcome them.	transformation offering like a parallel educational changing the perspective of the class because the capacity to adapt a new language for students can be difficult at first but if the teacher do not control these problems, the level of speaking English can be an issue for them making a poor vocabulary and

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		for effective learning. Therefore, it is of most importance to recognize and address these cognitive factors are more like comprehensively to augment and refine like students speaking ability within the increasing EFL context.		difficulties to develop a fluency speech in students.
INTERVIEWEE 4	Yes, in speaking, students learn by	No, I hadn't.	I think the students are shy. They	In English. They follow the skills,

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	pronunciation especially. And they must learn writing and grammar. The effects can be when they must learn in class by distractions or lack of self-confidence, making that sometimes the speaking hears how the word is written, it means avoiding the real pronunciation because		don't like to listen or speak around other students. They are shy and this causes them to forget their vocabulary.	especially in speaking but this can not be completed by the lack of vocabulary in a poor speech makes them nervous causing forgotten words to impact their development.

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	all of them have different ways of learning.			
INTERVIEWEE 5	According to the question, yes, because of the students, I can differentiate the cognitive styles, which affect emotional learning in English through the level of	Yes, on my own. As a teacher, I changed how I teach. Because each of the children has a different world. Cognitive skills use different manners to teach.	There are a lot of barriers that is necessary to analyze when teaching the students. It's according to the teacher that teaches the subject English. To me, attention and distractions are	I analyze the different movements because students have difficulty in learning to speak because they feel embarrassed. Then, they feel that don't have

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	them in the subject English.	For example, I use the different copy and write activity and after the activity, they write, they repeat. For example, say this paragraph. I use speaking in different activities.	common mental barriers in class.	interaction in class because of the variety of levels in the speaking, making different capacities become inhibited to interact and speak in class and closing their capacity to do better.

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INTERVIEWEE 1	Well, in some occasions but I would like to integrate more strategies because sometimes time is a bad factor. We only have sometimes 40 minutes in the classroom and with that short amount of time, it's really difficult	Well, when we use speaking comprehension in class, that helps us a lot in order to improve in our students' problem solving and critical thinking in the speaking to recognize words and speaking for second time the wrong speech to active their listening to they explain	Working in groups. That is a neat strategy because when they are self-correct or when they are self-monitoring themselves, it allows them to use what they have learned in a different way. It's not the same relationship	Well, from my experience, I can say that the main obstacle that I've encountered in my classes is when some students are afraid to speak in public. They fear that sometimes other students are going to mock them. Other factors could be

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	to integrate a lot of strategies, perhaps a couple of them in every class, but with time management, it could prove more effective to use more strategies when we are trying to improve these cognitive strategies or cognitive skills in our students.	with their words what understand in the other partner.	between teacher-student, no. It's a student-student relationship and how they can teach each other and how they can understand each other, that is a factor that perhaps could prove difficult for some teachers. So, it's learning	when they have learning disabilities and that proves to be an obstacle, again saying that word, because they can't link words when they try to make a coherent speech. I think those could be the main factors because there are several others that I have found in my

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	On the other hand, the common strategy that I use is group discussion, I don't say argue with others, no, rather share opinions, and to break the tension I make a joke relationship with the topic or something that students feel relaxed		how to help each other most effectively.	classes through all these years.

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	to speak and answer to me about the joke or the topic in English, creating a confidence place.			
INTERVIEWEE 2	Yeah. In a classroom, that is the most common factor, cognitive fatigue.	So, my students have their books. I love working with the book because it has a lot of exercises. Not just	Maybe share some words, and they can think about what they say. Yeah.	I just feel the most negative obstacle in the classroom, in the part of the speaking are the nervous.

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	Because teenagers don't like the routine, you know. Just copy and copy what the teacher copied on the whiteboard and copy. No. In English, it's different. We have as teachers to be more practical.	speaking, reading, writing, vocabulary and in that book, we have complete exercises, for example, complete whatever the book says or in the speaking part, it depends. For example, if we have the vocabulary and the musical instrument.	And it could be like a self-correcting. An excellent resource in the classroom because they can open up and at the same time, they can practice the speaking part. It's not necessary to be a big role player. No, just for that moment	They don't feel secure when they have to talk or speak in English. So, I think that is the most obstacle in me as a teacher. All this year, I just have five years as a teacher, but that factor is the most problem in the students.

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	We have to use strategies or resources that engage the students. And when. It's very common cognitive fatigue, and when it happened to me, I say, okay, stand up and we stretch, role-playing, or we play Simon says.	So, Valentina, tell me, what is your favorite instrument? Okay. So, I try to make songs, as a song language. So, I use that.

And they have to answer me.

My favorite musical instruments are the electric guitar and | of the class. Five minutes.

Okay. So, we have five minutes to make this role play. Okay.

So, Luciana goes first. Luciana and Tiago or Valentina and Jorge go in front of the class and do role-play using | The nervousness or the lack of motivation.

So, I try in every English class, try to motivate them. I tell jokes or before the class makes a little game to they feel more motivated.

And they feel less nervous. So, yeah. For |

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	Something that they can active their mind again.	drums. Okay, in that way, I do the speaking part in the class.	the vocabulary that we learned. Something like that. I think I helped this part with that strategy and activity.	me, I think that is the most obstacle.
INTERVIEWEE 3	Well, one strategy that I say or that I frequently say to educators or to teachers	So, by integrating all this cognitive process like a problem solving and	Well, one effective method to the students in their English-speaking abilities is like	Well, some challenges that arise when attending to tackle the current aspect that

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	is that to help students to overcome this cognitive fatigue when students learn English, they have to like using interactive activities to engage multiple senses. I mean by this that these activities include using multimedia resources, maybe role plays hands-	critical thinking into all this English instruction.　　So, the teacher has to significantly and tremendously enhance the students. This means speaking English as a foreign language like learning by engaging all these students in various stimulating activities that	the promotion you have to offer them various occasion or they can practice or construct it some criticisms and this can be achieved by incorporating interactive activities such replaying the scenarios or participating in group discussions.	restrict students environment activities is in various forms so they can not work exactly in various forms, this entrance can hinder more progress and create difficulties in achieving effective communication and skills so it's crucial to identify and find the

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	on experiences, and some group discussions. So, with this they not only keep students engaged but also help them absorb and retain new linguistic knowledge. So, incorporating all these activities in these classrooms	specifically and implicitly demand the class of them to think more critically and reasonably and comprehensively. So, you must use or assess all these analytical skills. So, with this, they can solve all the complex problems using the English language more	So, this result around the language as well as activity more actively and participating in language exchange programs with native speakers you can do that too and you have engaged all in these diverse forms or practice and receiving more	ways to overcome all these barriers that you can find in the class or outside maybe in a social manner or in an academic manner or in a family manner so they can find all these tackles or barriers and you can maybe interrupt all this learning so provide the

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	becomes like more immersive and more dynamic learning environment. So, that promotes activity learners and language development.	innovatively and effectively. So, instructors can play a pivotal role in progressing, and more things can grow. So, the teacher must confront all these problems they could find in the class or what kind of class. The instructor has to grow with this, students	valuable feedback so the students are able to refine their English skills and become more proficient and more confident in their language ability.	collective environment for students participation in speaking exercise by doing maybe something that can enhance their linguistic abilities and effectively express their thoughts ideas and opinions well they gain all this confidence and more charity in this

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		can grow and develop more and speak well all this is speaking, and speaking will be more proficiency and fluency in a really holistic and comprehensive manner.		process of learning another language especially when you are in English.
INTERVIEWEE 4	Sometimes I need to motivate them with role-playing to the	Maybe work in pairs, or work in groups.	They analyze the words said in sentences.	When the students answer, I don't know English, I'm

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	students participate and to have an active participation and support them in the class.	They could interact with other students about different high-level English that some students have now to solve problems about speaking and modulate their pronunciation.	They learn and can teach other students too. Between students, between the teacher to students, it's a key. It's a key to speaking, mutual collaboration, and understanding that student's effort to speak when it is not the native language.	disappointed. I have been teaching students for two or three years where they have the knowledge, a basic knowledge of English, and they can express and communicate a simple answer, a simple communication between students and teachers.

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				I think we have to motivate the students about English, it's an everyday strong work.
INTERVIEWEE 5	Yes. The student these days is motivated by different activities. for example, the popular songs that students usually listen to	In this question, it's necessary for the teacher because the score is not only objective.	It's necessary training because the teacher needs to know the different process or the cognitive skills to the teacher and the students,	Okay. I as the teacher exists different obstacles for each student because not all the students learn the English as the Spanish because

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	nowadays because it's different and practical to speak and learn the subject of English.	It's the work in groups. In this manner when students complete the activity. For example, there are more than 20 students in a class and I sometimes divide into lines, I say that complete the activity in this case in speaking I select a student the first student of the line	and also it doesn't force to student speak correctly because there are other interest but when they try or speak and share, help all the class clapping because they are making an effort.	they are adapted to the mother tongue and accept other pronunciation and speak can be considered as unnecessary by them. It's an obstacle for the school because discover what is the method or activity that adapt in a complete class with

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		to stand up and the other partner at back stand and show a verb. Then, the members of this collaborative line try to guess what she is try to say with mimic, making that they form a simple sentence with the action, and okay they receive a		different way of learning is a challenge.

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		good score according with the completed activities.		