

**Investigating the Reasons behind the Mute English Phenomenon
Inside Iraqi EFL College Classrooms
An Extracted Research Paper**

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Chapter one

1.1 Statement of the Problem and its Significance

Speaking is usually considered the core skill in language learning. According to Richards (2008:20), the mastery of the speaking skill in English is a priority for many second language (L2) or foreign language (FL) learners. Consequently, learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language proficiency.

Shumin (2002:204) claims that adult EFL learners are relatively poor at spoken English, especially regarding fluency, control of idiomatic expressions, and understanding of cultural pragmatics. Few can achieve native-like proficiency in oral communication.

Bada et al. (2011:122) consider the speaking skill as one of the most difficult skills to develop, especially in the classroom environment, because it is a productive skill that has such multifaceted and complex aspects. For most language learners, acquiring a native like competence in speaking seems almost unattainable.

Recently Szelest (2011:131) sustains what Shumin(2002) claims that speaking English fluently and accurately and communicating orally in an FL is always a grand task for FL learners since effective oral communication requires the ability to use the language appropriately in social interaction. Baily (2003:54) confirms that learning speaking skills is very challenging for students in FL contexts, because they have very few opportunities to use the target language outside the classroom. Learners who fail to learn how to speak in an L2/FL, in spite of successful acquisition of other skills, often complain of having a 'mental block' hindering them from succeeding in learning that language. Their feelings of nervousness, stress and anxiety are a significant obstacle in the development of language proficiency, especially their performance abilities, such as speaking (Horwitz et al., 1986: 125 as cited in Piechurska-Kuciel,2011:202).

In countries such as Iraq where English is an FL it is common to observe that despite the years of language education most students are unable to communicate orally in a proper way. Although students have learned English for years, many of them are still incapable of using English orally. The researcher has noticed that in Iraqi college classrooms students generally face difficulties in the speaking skill. This is evident through the researcher's own experience as a B.A and M.A student in addition to contact with college instructors and specialists in the field as well as through several studies that have been conducted in Iraq such as Al- Shimmery (2003:1), and Al-Salihi (2006:1). A large number of college students who have received several courses of formal teaching are often incapable of effectively communicating in English. This may lead to the emergence of the phenomenon which is called 'Mute English' or 'Dumb English', referring to the situation where people can read, write and understand the English language but cannot speak it well (Hu, 1988 and Weng, 1996 as cited in Wang and Motteram, 2006:online).

1.2 Aims

The present study aims at:
investigating the reasons behind the Mute English Phenomenon in Iraqi college classrooms.

1.3 Hypothesis

It is hypothesized that:

Instructors and students agree on the reasons behind the Mute English phenomenon

1.4 Limits

The population of this study is restricted to the instructors of English in the colleges of education and basic education in the Iraqi universities and second year college students, Department of English, Colleges of Basic Education, University of Mustansiriyah and Missan for the academic year (2011-2012).

1.5 Definition of Basic Terms

1.5.1 Mute English

Mute English is a phenomenon of failure in speaking the language (Qunying, 2007:224).

Mute English is a phenomenon where people can read, write and understand the English language but cannot speak it well (Wikipedia, 2011: online).

The operational definition: it is the situation when the EFL learners acquire ability in the language skills such as reading and writing but lack the ability to speak the language accurately, fluently and appropriately in various social and academic contexts.

1.5.2 Phenomenon

A phenomenon is a fact or occurrence that appears or is perceived by the senses especially one of which the cause is in question (Hornby, 1974:628).

1.5.3 Eradication

Eradication means to destroy or get rid of something completely, especially something bad (McIntosh, 2009:280).

The operational definition: it refers to trying to eliminate or reduce the effect and the consequences of the existing phenomenon through the adopted techniques.

1.5.4 EFL

Al-Mutawa and Kailani (1989:3) define EFL as the English language which has no internal function in the learners' country. It is learnt in order to communicate with native speakers or interlanguage users of the FL.

Baily (2003:54) assures that EFL is one where the English language is not the language of communication in the society.

According to Tomlinson (2005:137) EFL is the English language when it is learned by people who already use at least one other language and who live in a community in which English is not normally used.

Chapter two: Theoretical Background

2.1 Mute English

Mute English is a phenomenon common for a large number of EFL learners who often do well in writing, reading and listening, but can't speak English fluently and freely. The result of this phenomenon is people with good scores but low qualities (Liao and Wollf, 2009:6).

2.2 Reasons behind Mute English Phenomenon

There are many reasons that lead to Mute English phenomenon or in other words problems in getting learners to talk in the classroom.

Learners are often inhibited about trying to say things in a foreign language in the classroom, worried about making mistakes, fearful of criticism or losing face, or simply shy of the attention that their speech attracts.

(Ur, 1996:111)

Wrench et al. (2009: 55) confirm that "students do not communicate effectively with us when they are fearful, anxious, apprehensive, or scared to communicate with us".

2.2.1 Communication Apprehension

Communication apprehension is the fear or anxiety associated with either real or anticipated communication with another person or persons (Richmond and McCroskey, 1998:154). Littlewood (1999a: 93) argues, "it is too easy for a foreign language classroom to create inhibition and anxiety." Such factors refer to the feeling of shyness and fear of making mistakes and these are due to the ill development of communicative skills and the feeling of linguistic inferiority. Horwitz *et al.* (1986 as

cited in Zhou, 2011:110) define FL anxiety as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”. MacIntyre and Gardner (1991:86) argue that FL learners feel communication apprehension, due to their metacognitive awareness that they will have certain difficulty understanding others and making themselves understood.

Wrench et al. (2009:56) consider the largest group of quiet students is those who are communication apprehensive. Students who are high communication apprehensive may desire to communicate with their peers and teachers, but are impeded by their fear or anxiety about communication. Graham (2007:60) affirms that anxiety on the part of learners makes them reluctant to take risks in speaking the language, perhaps fearing of making a mistake or losing face in front of peers as shown in Table1.

Table 1
The Difference between the Communicative Apprehensive Student and the Non-Communicative Apprehensive Student

Non-Communicative Apprehensive Student	Communicative Apprehensive Student
1.The student is able to communicate freely with others	1.The student is unable to communicate freely with others because he is suffering from fears and general anxiety
2. He is confident to talk and active	2.He is scared to talk and quiet
3.He has a high tolerance for ambiguity	3.He has a low tolerance for ambiguity
4.He has a high self-control and adventurous	4.He lacks self-control and not adventurous
5.He is emotionally mature, extroverted and has a high self-esteem	5.He lacks emotional maturity , introverted and has a low self-esteem
6. He is innovative, has high tolerance for disagreement and is assertive.	6. He is not innovative, has low tolerance for disagreement and is unassertive.

2.2.1 Having Nothing to Say

Learners often complain that they cannot think of any thing to say and they have no motive to express themselves beyond the guilty feeling that they should be speaking (Ur, 1996:121).

Rivers (1981:224) declares that spontaneous verbal expression is not solely the product of knowledge of and skill in using a language code. It presupposes that the student has something to communicate. Silent students in the classroom often have “nothing to say” at that moment. The teacher may have introduced a topic which they find uninteresting or about which they know very little, and as a result they have nothing to express, whether in the native language or the language they are learning.

2.2.3 Lack of Motivation

Many learners are reluctant to study an FL and are not necessarily motivated to learn it. In his book *Language Teaching Methodology*, Nunan (1999: 231) states that reluctance to speak on the part of students was seen as their biggest challenge in trying to speak the FL. Nunan (1993 as cited in Lazaraton, 2001:110) found the biggest challenges in the EFL classroom to be lack of motivation and getting students to speak (a cultural issue for some where speaking in class is prohibited except when called on).

Kumaravadivelu (2006:37) says that the individual learner's disposition to learn has always been recognized as crucial for FL development. Siegel (2003:185 as cited in ibid: 36) observes that 'motivation' is considered to be "influenced by the learner's attitudes toward the FL, its speakers and culture, toward the social and practical value of using the FL, and toward his/her own language and culture".

2.2.4 Teachers' and Students' Perceptions

Konishi and Tarone (2004:174) view that in EFL settings, it is often extremely difficult to provide students with classroom activities that give them opportunities to use English communicatively. An added factor is that students may be highly motivated to learn the grammatical system of the English language in order to pass their exams, and their teachers, who may not be native speakers of English, may not be able to rely on their intuitions to the extent that they resemble their native speaker counterparts, instead relying upon explicit study of English grammar. In such cases, both EFL teachers and students may believe that classroom communicative activities are a waste of time. Therefore, they need to understand, in relatively specific ways, how classroom communicative activities might actually help students to master linguistic structures in English. Qunying, (2007:223) agrees with Konishi and Tarone through stating that many teachers think that the practice of spoken-English is time consuming and may take up the time set for other learning tasks and inevitably brings a lot of 'extra' work. So the speaking skill is usually 'killed' for high grades in exams. Graham (2007:60) adds that teacher-fronted lessons offer limited opportunities for learners to practice their oral skills.

2.2.5 Lack of Oral Speaking Practice and Assessment

One of the reasons of Mute English phenomenon may be the lack of practice and experience of speaking English in EFL classes. Despite the communicative goals in the EFL curricula, the EFL classes generally focus more on the written language. The oral exercises that first came to the student experience are translation and question-answer interaction. Free conversation and authentic communicative practice took place much more infrequently, if at all (Lops 2003; Pops 2004 as cited in Korpela, 2010:66).

Dahlin et al. (2001:50) Sheds light on the fact that assessing the speaking ability on a regular basis is also an effective way to enhance students' motivation to practice spoken-English. The speaking skill should be included as an important element in

English tests, both at school and national levels. This is to make use of the backwash effects of testing on teaching and learning .

2.2.6 Mother Tongue Use

Graham (2007:62) declares that one reason that learners stray off-task in speaking activities, perhaps falling back into the mother tongue, is a speaking activity that does not clearly set out what they are expected to do, is not clearly explained by the teacher and requires language beyond their current capability. Ur (1996:121) says in FL classes where all the learners share the same mother tongue, they may tend to use it because it is easier. They feel unnatural to speak to one another in an FL and they feel less 'exposed' if they are speaking their mother tongue.

2.2.7 Personality Factors

Personality factors can affect the students' participation and performance in the oral part of the lesson. The reflection of such factors makes some students talkative, others are shy or silent. Some students are by nature cautious or meticulous; others are unduly sensitive and therefore easily embarrassed or upset if found to be in error or not understood. Therefore, some students prefer to say nothing rather than run the risk of expressing themselves incorrectly (Rivers, 1981:225).

2.2.8 Fear of Criticism

The students will not talk when they are afraid that other students or the instructor may judge their English. Losing face publicly seems to be one of the most difficult situations they can find themselves in during class. Students prefer silence even if the teacher makes it clear that oral participation is graded (Smyrniou 2003:1).

2.2.9 The Nature of Materials

When we have a look at language textbooks in the field, we can see that most materials are designed mainly for grammar, vocabulary and other skill courses. Course books and materials on speaking, however, should be treated with due attention for a number of reasons. For one, they are not fit for what they promote or teach in terms of language content, teaching methodology and textual authenticity (Bada et al.,2011:132). Therefore, teachers choose activities from a variety of sources and create their own speaking course materials (Lazaraton, 2001:110).

Chapter Three: Procedures

3.1 Construction and Description

After surveying the literature and surfing the internet websites which are concerned with such types of topics, in addition to asking a number of instructors and specialists in the field of linguistics and EFL teaching, the researcher has constructed a questionnaire containing the probable reasons of the phenomenon. She identified three fields each including a number of items. These fields are the student, the teacher, and the educational system. The number of items in the initial form of the questionnaire is 24.

3.2 Validity and Reliability

Validity is one of the qualities to consider when selecting or constructing a research instrument. Validity means testing what you are supposed to test, and not something else (Wallace, 1998:36). Face validity is one of the several types of validity that is most suitable for questionnaires. It is a judgment by the scientific community that the indicator really measures the construct (Newman, 2007:118), in addition the test possesses the concept of face validity when it appears right to other testers, test administrators instructors and educators (Harris, 1969:21; and Heaton, 1975:153).

Consequently, and in order to ensure the face validity of the questionnaire of the present study, the researcher exposed its items to a jury* of eighteen experts in the field of EFL and linguistics.

*The jury members, arranged according to their academic titles and then alphabetically, are :

- 1- Prof. Al-Jumaily, Abdul-Latif, Ph.D., College of Arts, University of Baghdad.
- 2- Prof. Al-Rifa'i , Fatin Kh., Ph.D., College of Education/Ibn Rushd, University of Baghdad.
- 3-Asst. Prof. Abbas ,H ,Salam .ph.D., College of Education/Ibn-Rushd/University of Baghdad.
- 4- Asst. Prof. Al-Jarjary, Hussein. Ph.D., College of Arts / University of Mosul.
- 5- Asst.Prof. Al-Juboury, Nejat. Ph.D., College of Education for Woman, University of Baghdad.
- 6- Asst. Prof. Al-Marsoomi, Istiqlal H., Ph.D., College of Arts, university of Al-Mustansiriya .
- 7--Asst. Prof. Al-Ubaidy, Sundus M. ph.D., College of Arts , University of Baghdad.
- 8- Asst. Prof. Awad, Firas Ph.D , AL Turath University College.
- 9-Asst. Prof. Darwesh, Adbul-Jabbar, ph.D., College of Basic Education/ University of Al-Mustansiriya .
- 10-Asst. Prof. Isaa, Safa'a. ph.D., College of Education, Missan University.
- 11-Asst. Prof. Lutfi ,Abbas . ph.D., College of Education/Ibn Rushd, University of Baghdad.
- 12-Asst. Prof. Kadhem, May. Ph.D., College of Education , University of Al-Qadisiya
- 13-Asst. Prof. Sa'eed, Mu'ayad M., Ph.D., College of Education /Ibn Rushd, University of Baghdad.
- 14-Asst. Prof. Sheet, Nidam .ph.D., College of Arts, University of Baghdad.
- 15-Instr. Lahad, Afrah M., M.A., College of Basic Education, University of Al-Mustansiriya.
- 16- Inst. Mahdi, Shima .M.A , College of Education for Women, University of Baghdad

17- Instructor Rasheed , Maysaa .M.A. College of Education for Women, University of Baghdad

18-Inst. Salal, Saad. M.A., College of Basic Education, University of Al-Mustansiriyah

In the light of the experts' opinions and views, some items were modified or reworded, while other items were added. Hence, the final version of the questionnaire contains 42 items as shown in table 2:

Table 2
The Final Form of the Questionnaire

Components and Items		Always	Often	Sometimes	Rarely	Never
The Student	1. The student usually fails to find suitable ideas to express himself.					
	2. The student can't remember all the grammatical rules and vocabulary he needs, so he speaks very slowly and sounds hesitant.					
	3. When the student has to say something in English, he feels confused and stressed.					
	4. The student is worried that he will make a mistake and his colleagues will laugh at him.					
	5. Some students think that speaking in the classroom does not provide them with extra marks.					
	6. The student has no intrinsic motivation to speak English inside the classroom.					
	7. The student has no adequate self-confidence to be as fluent as possible in using the foreign language.					
	8. The student doesn't have to speak in the classroom since there are other students who may speak and interact.					

	9. The student doesn't speak English inside the classroom because he feels shy to speak in public.					
	10. To speak English in the lecture requires creative thinking, which the student lacks.					
	11. The students are not adequately exposed to language learning films and CDs inside and outside the class.					
	12. The students' psychological, social, and personal problems have negative effects on their motivation to speak.					
	13. There is no English-speaking environment to apply what the student learns theoretically in a practical way.					
	14. The students lack the necessary interaction strategies.					
	15. The students lack the adequate knowledge about the cultural aspects of the English language.					
	16. The students lack autonomous learning skills					
	17. The students are not interested in developing their language skills.					
The Teacher	18. The students consider speaking good English a kind of showing off.					
	19. Teachers' emphasis on the use of the correct words and grammar inside the class hinders the students from talking.					
	20. Most of the teachers treat English as an academic course not as a language to learn.					

	21. Some teachers are not fluent in English so they resort to emphasis on skills other than speaking.					
	22. Some of the teachers emphasize memorization rather than spontaneous responses.					
	23. Some of the teachers are interested in the quantity rather than the quality of the language skills, which make those teachers ignore speaking.					
	24. Some students are afraid of some of their teachers in such a way that prevents them from speaking inside the class.					
	25. The teaching method need to be learner-centered rather than teacher-centered to give students chances to talk and negotiate.					
	26. Some of the teachers and students use the native language inside the classroom as a medium for Instruction.					
	27. The teachers don't use daily monthly or final oral exams.					
	28. Some of the teachers focus on the students' recognition rather than their production.					
	29. Some of the teachers tend to talk a lot without asking the students questions to motivate them to speak and interact.					
	30. The teachers do not allot time for oral presentation for the students on a given subject.					
The Educational System	31. The nature of language materials doesn't provide the students with tasks to try their speaking skills, for example before after each subject there should be questions for discussion or opinions					

exchange.					
32. The long material of every academic subject, which has to be completed, leaves no time for the teacher to devote more time for oral discussion.					
33. There are no enough courses for teaching speaking and listening at the college level.					
34. The classrooms are usually overcrowded and this allows only a few students to participate orally.					
35. English language is a foreign not a second language in Iraq, so there are no English speaking chances outside the classroom.					
36. The time of the lectures is not enough to enable the teacher to apply extra activities that promote the speaking skill.					
37. The students are victims of examination-oriented educational system, which is a negative washback.					
38. The time of the lectures is not enough to enable all the students to participate orally.					
39. The listening skill, which is the cornerstone for developing speaking, is neglected at the college level.					
40. All the teachers at the Iraqi colleges are Arab speaking, so there is no opportunity to learn speaking through natural interaction with native speakers.					
41. The educational system in Iraq doesn't provide the student with opportunity to interact					

	with native speakers such as sending the students to take courses outside Iraq.					
	42. Speaking is not required in the students' future career or in their daily life.					

Reliability, like validity, is another important characteristic of evaluation tools. Reliability “is the degree of consistency that the instrument or procedure demonstrates: Whatever it is measuring, it does consistently” (Best and Kahn 1995:208). Cohen et al. (2000:117) assert that reliability is essentially a synonym for consistency and replicability over time, over instruments and over groups of respondents. There are several methods for calculating reliability, such as test- retest, split –half, Kuder- Richardson (formulas 20 and 21), and Alpha – Cronbach methods. The method adopted in this study is the split-half method, using the Pearson correlation coefficient formula and Spearman-Brown prophecy formula and Alpha–Cronbach method. Using the former method, the correlation between the two halves of the questionnaire is found to be 0.939 and corrected by the equal-length Spearman-Brown formula to be 0.968, whereas using Alpha-Cronbach method yields a coefficient of 0.957. Both are considered acceptable reliability coefficients according to specialists.

3.3 Final Administration of the Questionnaire

In view of the fact that the questionnaire was designed to be administered to both of the instructors and the students sample, the researcher started administering the questionnaire to the sample of instructors on the 12th of February in order to gain time for recollecting it, since the sample of the instructors was distributed in different colleges and universities located in different governorates around Iraq. It was so difficult for the researcher to accomplish the mission of conveying the questionnaire to all these governorates by herself, but this problem was solved by the help of her colleagues. On the 2nd of April the researcher administered the questionnaire to the experimental and control group subjects, and this was done with the help of the English Department staff who were cooperative in organizing the lectures in order to provide time for the questionnaire administration . The questionnaire items, as mentioned before, are intended to be answered according to a five –point rating scale (always, often, sometimes, rarely, never). The marks are assigned as follows: always 5, often 4, sometimes 3, rarely 2, and never 1.

3.4 Statistical Tools

The following statistical tools are used in the present study:

1. Alpha Cronbach Formula, to estimate the reliability of the questionnaire
2. Pearson Correlation Coefficient Formula is used to find out the reliability of the questionnaire.

3. Spearman-Brown prophecy formula is used to correct the reliability coefficient of the questionnaire obtained via the Split- half method
4. Chi-square formula is used to determine whether there are any significant differences between the instructors' and the students' questionnaire

Chapter Four: Results, Conclusion, Recommendation, and Suggestions

In an attempt to accomplish the aim of this study the data obtained from the students' and the instructors' questionnaires has been dealt with statistically using the weighted mean and the weighted percentile. Since the theoretical weighted mean is 3, the items with weighted means that are higher than 3 are considered problematic. Each area in the questionnaire has been discussed separately and finally compared with other areas.

4.1 Comparison between the Instructors and the Students' Questionnaires

In order to verify the hypothesis which states “instructors and students agree on the reasons behind the Mute English phenomenon”, and to clarify the differences and similarities between the instructors' and students' opinions about the reasons behind Mute English phenomenon, the researcher carried out a quantitative comparison between their opinions by applying Chi-square formula in order to find out whether the two groups agree on each item as a realistic reason of the phenomenon or not as shown in Table 3:

Table 3
Chi-square Statistics of the Questionnaire Items of Both Groups

Item Number	Instructors' Questionnaire	Students' Questionnaire	Chi-Square Value
1	3.73	3.29	8.847
2	4.08	3.57	14.807
3	4.30	3.60	13.803
4	4.07	3.38	16.149
5	2.75	2.33	11.203
6	3.45	1.67	60.580
7	3.83	2.98	23.783
8	3.22	2.60	14.762
9	3.87	3.16	18.191
10	3.73	3.28	12.872
11	4.20	2.81	37.311
12	3.53	2.76	14.839
13	4.40	4.40	7.021
14	3.90	3.45	8.531

15	4.00	3.33	12.431
16	3.88	3.52	12.935
17	3.22	2.21	22.296
18	3.05	2.55	16.046
19	3.67	3.50	9.042
20	3.75	3.12	11.176
21	3.30	2.71	10.181
22	3.53	2.97	10.626
23	3.20	3.41	7.213
24	2.98	2.88	9.547
25	3.97	3.14	18.251
26	3.52	2.69	18.196
27	3.08	2.53	5.504
28	3.32	3.03	6.249
29	3.32	3.05	11.650
30	3.43	2.81	17.289
31	3.38	3.14	4.767
32	3.58	3.29	5.093
33	3.85	3.47	7.538
34	4.22	2.90	32.354
35	4.35	3.52	15.876
36	3.90	3.07	24.834
37	3.88	3.48	11.275
38	3.83	3.10	19.175
39	3.98	3.81	3.873
40	4.23	3.21	24.423
41	4.28	3.64	10.160
42	3.32	2.93	6.255

As Table 3 displays, the chi-square values for all of the items except one are greater than the table one which is 4.49 at 0.05 level of significance. This result means that the students and the instructors do not agree in their opinions about the reasons of Mute English phenomenon. The only item on which they agree is item 39 because its chi-square value (3.873) is less than the table one. This item states “The listening skill, which is the cornerstone for developing speaking, is neglected at the college level”. This means that the hypothesis is rejected.

Table 4 below summarizes the average weighted means of the fields of both the students and the instructors’ questionnaires.

Table 4
A Summary of the Average Weighted Means of the Instructors and Students’ Questionnaires

The Questionnaire	The Student Field	The Teacher Field	The Educational System Field
Students	3.04	2.98	3.29
Instructors	3.73	3.42	3.9

The inspection of this table reveals that the average weighted means of the instructors' questionnaire surpass those in the students' questionnaire in all its fields. This means that EFL instructors are more aware of the factors that prevent students from speaking in English in class than students themselves. However, the instructors and students agree on the priorities of these factors in the Educational System field, the Student field, and the Teacher field respectively.

4.2 Interpretation and Discussion of the Results

The two samples of the current study appear to have a different perception of the reasons of Mute English phenomenon. In other words, there is relative fluctuation in the students' and the instructors' opinions. However, in such type of questionnaire the students reflect their own reasons depending on their personal ability and attitude toward speaking in general and participation in classroom activities in particular, holding with them their qualifications and individual differences, while the instructors reflect their own reasons depending on their experiences as specialists in the field holding with them their standards, demands and points of view.

4.3 Conclusions

There are a variety of reasons that prevent students from speaking English fluently inside their classrooms and in different types of situations. Some of these reasons may be personal; for instance, students may be suffering from communication apprehension, having nothing to say, afraid of criticism, lacking motivation, etc. Some of the reasons are related to the teachers' perception such as the method of teaching adopted, ignoring oral speaking assessment, allowing a limited number of students to dominate interactive activities, the use of the mother tongue in the class, etc. The other reasons are related to the material itself in addition to the nature of the educational system in Iraq. These reasons, operating individually or together, lead to the same result which is Mute English learners.

4.4 Recommendations

1. The researcher recommend to look for solutions to eradicate the Mute English phenomenon since the reasons behind it becomes clear as a result of this study.
2. EFL instructors are advised to expose their students to a variety of courses and extracurricular activities that allow for more exposure to listening through media such as listening to the radio and music, watching movies and television programmes, and accessing multimedia websites which will lead to improve the speaking skill.
3. The instructors are recommended to search for strategies that are effective for improving their students' speaking skill and use them in their classes.

4. In order to develop students' speaking skill, the instructors may design communicative tasks for their students and try to integrate them in any subject they teach.
5. Curricula designers are recommended to increase the speaking tasks in all the types of subject matters in order to enable the students to practise the speaking skill in different contexts.

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