



**UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA**  
**SCHOOL OF EDUCATION AND LANGUAGES**  
**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“LINGBE APP AS A RESOURCE TO REDUCE SPEAKING  
ANXIETY IN EFL LEARNERS”**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES**

**Authors:** Villao Vera Maria Angelica

Campuzano Sanchez Brighton Abel

**Advisor:** Vergara Mendoza Ketty Zoraida, MSc.

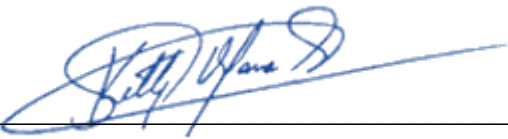
**La Libertad – Ecuador**

**2026**

### **Advisor's Approval**

In my role as Advisor of the research paper under the “Lingbe App as a Resource to Reduce Speaking Anxiety in EFL Learners” prepared by Villao Vera María Angelica, Campuzano Sanchez Brighton Abel, undergraduate students of the Pedagogy of National and Foreign Languages Major, at School of Educational Sciences and Languages at Universidad Estatal Península de Santa Elena, 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 the evaluation of the academic tribunal.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Ketty Zoraida', is written over a horizontal line.

Vergara Mendoza Ketty Zoraida, MSc.

**ADVISOR**

## Statement of Authorship

We, Villao Vera Maria Angelica, with ID number 0927960302 and Campuzano Sanchez Brighton Abel, with ID number 0928239722, undergraduate students from the Peninsula de Santa Elena State University, School of Education Sciences and Languages, as a prerequisite to obtain a bachelor's degree in Pedagogy of National and Foreign Languages, in our role as authors of the research project **“Lingbe App as a Resource to Reduce Speaking Anxiety in EFL Learners”** certify that this study work is our authorship, except for que quotes, statements, and reflections used in this research paper.

A handwritten signature in blue ink, appearing to read 'Mona Villao', written over a horizontal line.

Villao Vera Maria Angelica

C.I: 0927960302

**AUTHOR**

A handwritten signature in blue ink, appearing to read 'Brighton Abel', written over a horizontal line.

Campuzano Sanchez Brighton Abel

C.I: 0928239722

**AUTHOR**

## Declaration

The information and content in this degree and research work are our responsibility; the intellectual property belongs to Universidad Estatal Peninsula de Santa Elena.

A handwritten signature in blue ink, appearing to read 'Maria Villao', written over a horizontal line.

Villao Vera Maria Angelica

**AUTHOR**

A handwritten signature in blue ink, appearing to read 'Brighton Abel', written over a horizontal line.

Campuzano Sanchez Brighton Abel

**AUTHOR**

## Board of Examiners



---

León Abad Eliana Geomar, MSc.

**PEDAGOGY OF NATIONAL AND  
FOREIGN LANGUAGES MAJOR'S  
DIRECTOR**



---

Chávez Gonzabay Leonardo Augusto, MSc.

**SPECIALIST PROFESSOR**



---

Vergara Mendoza Ketty Zoraida, MSc.

**ADVISOR**



---

Párraga Solórzano Rudy Jonathan, MSc.

**PROFESSOR, UIC**

### **Acknowledgment I**

I would like to take the opportunity to thank my father, Villao Eduardo for teaching me how to write and for his constant guidance and support throughout this process. I also want to thank my aunt, Villao Mercy, for always finding ways to help me, even when she was not sure how to do it, but always with love and willingness. Finally, I would like to express my sincere gratitude to my tutor, Vergara Ketty, for her valuable guidance, patience, and support during the development of this thesis.

-Villao Vera Maria Angelica

## **Acknowledgment II**

I want to sincerely thank everyone who has supported me during my academic journey. I am grateful to my father, Campuzano Leonidas, for teaching me English at a young age and for giving me the curiosity and self-discipline that are essential for learning. I have based a large portion of my schooling on your example. This accomplishment is also yours. Thank you to my mother, Sanchez Mariuxi, for your unwavering love, for supporting me with love and encouragement, and for believing in me during trying times. When I needed it most, your practical guidance and emotional support kept me going. I am incredibly appreciative of my tutor, Vergara Ketty, for her academic leadership, intellectual rigor, and kindness in giving her time and expertise.

- Campuzano Sanchez Brighton Abel

## **Dedication I**

I would want to dedicate this thesis to my family in appreciation of their unwavering love, support, and inspiration during this academic journey. I also dedicate it to my friends, particularly Campuzano Brighton and Aquino Leonel, who have always been significant pillars in my life, providing support, encouragement, and empathy at trying times. Lastly, I dedicate this work to my partner Carlos in appreciation of his tolerance, concern, and ability to make difficult days easier by being there. This achievement would not have been possible without all of you.

-With love, Villao Vera Maria Angelica

## **Dedication II**

I want to dedicate this thesis to my parents, especially to my mother for her constant faith in my capacity to accomplish goals that occasionally appeared unattainable, her unconditional love, and her everyday sacrifices. Thank you for setting an example of tenacity and decency in my profession; your comments and sleepless nights were always the haven where I got the courage to keep going. To María, my closest friend and companion, for her steadfast assistance, perceptive listening, and sage advice throughout uncertain times. I am grateful for her tolerance throughout the lengthy revision hours, her sense of humor that eased the tension, and her critical honesty that enhanced the quality of this work. Please accept my appreciation and admiration for my father, Vera Jorge, whose presence had a long-lasting influence on my childhood; for his duties and the values he instilled in me.

-With love, Campuzano Sanchez Brighton Abel

## **Abstract**

This study explores the use of Lingbe, a mobile application, to improve speaking practice in EFL students. The main problem is that many students have low fluency and low confidence when speaking English in class. The objective of this research is to analyze how Lingbe helps students improve their speaking skills in a more natural way. The method used in this study was a qualitative approach. Data were collected through interviews with students from the PINE (EFL) program at UPSE who used Lingbe to practice English speaking. The participants shared their experiences about using the app in daily practice. The results show that Lingbe helped students increase their fluency, reduce hesitation, and improve confidence when speaking English. Students also reported that they could communicate more easily with real people and practice in a more relaxed environment. To sum up, Lingbe is a helpful tool for enhancing fluency, confidence, and speaking practice in EFL instruction. It encourages improved communication skills and provides students with additional chances to speak English outside of the classroom.

**KEY WORDS:** Lingbe, confidence, fluency, EFL pupils, and speaking anxiety.

## **Resumen**

Esta investigación examina la utilización de la aplicación Lingbe con el objetivo de perfeccionar las habilidades orales en alumnos de inglés como lengua extranjera (EFL). El problema principal es que muchos estudiantes tienen baja fluidez y poca confianza al hablar inglés en clase. El objetivo de esta investigación es analizar cómo Lingbe ayuda a mejorar las habilidades de expresión oral de los estudiantes de una forma más natural. La metodología utilizada fue un enfoque cualitativo. Los datos se recolectaron mediante entrevistas a estudiantes del programa PINE (EFL) de la UPSE que usaron Lingbe para practicar inglés. Los participantes intercambiaron sus vivencias acerca de cómo utilizar la aplicación. Los resultados muestran que Lingbe ayudó a los estudiantes a aumentar su fluidez, reducir las dudas al hablar y mejorar su confianza al comunicarse en inglés. Los estudiantes también informaron que pudieron comunicarse más fácilmente con personas reales y practicar en un ambiente más relajado. En conclusión, Lingbe es una herramienta útil para mejorar la fluidez, la confianza y la práctica de la expresión oral en la enseñanza del inglés como lengua extranjera (EFL). Favorece el desarrollo de mejores habilidades comunicativas y brinda a los estudiantes oportunidades adicionales para hablar inglés fuera del aula.

**PALABRAS CLAVES:** Lingbe, ansiedad al hablar, alumnos EFL, fluidez, confianza.

## Index

|                               |    |
|-------------------------------|----|
| Advisor's Approval.....       | 2  |
| Statement of Authorship ..... | 3  |
| Declaration.....              | 4  |
| Board of Examiners .....      | 5  |
| Acknowledgment I.....         | 6  |
| Acknowledgment II.....        | 7  |
| Dedication I.....             | 8  |
| Dedication II .....           | 9  |
| Abstract.....                 | 10 |
| Resumen.....                  | 11 |
| Index .....                   | 12 |
| Introduction.....             | 16 |
| Chapter I.....                | 18 |
| The Problem.....              | 18 |
| Research Topic .....          | 18 |
| Title of the Research.....    | 18 |
| Problem Statement.....        | 18 |
| Research Questions.....       | 21 |
| General Question .....        | 21 |
| Specific Questions .....      | 21 |
| Objectives.....               | 21 |
| General Objective.....        | 21 |

|                                                                       |    |
|-----------------------------------------------------------------------|----|
| Specific Objectives.....                                              | 21 |
| Justification.....                                                    | 22 |
| Chapter II .....                                                      | 28 |
| Theoretical Framework.....                                            | 28 |
| Background.....                                                       | 28 |
| <i>International Background - Macro Level: Global Viewpoint</i> ..... | 29 |
| <i>Meso Level: Latin American Perspective</i> .....                   | 30 |
| <i>Micro Level: Ecuador</i> .....                                     | 31 |
| Pedagogical Basis .....                                               | 31 |
| <i>Mobile-Assisted Language Learning (MALL)</i> .....                 | 32 |
| Theoretical Basis.....                                                | 34 |
| <i>Speaking Skills in EFL Learning</i> .....                          | 34 |
| <i>Anxiety in Speaking</i> .....                                      | 35 |
| <i>The Use of Technology in Learning</i> .....                        | 35 |
| <i>Education regarding social anxiety</i> .....                       | 36 |
| Legal Basis.....                                                      | 37 |
| Constitución de la República del Ecuador.....                         | 37 |
| Ministerio de Educación.....                                          | 38 |
| Chapter III .....                                                     | 39 |
| Methodological Framework.....                                         | 39 |
| Methods.....                                                          | 39 |
| Type of Research .....                                                | 40 |
| Phenomenological Research.....                                        | 40 |

|                                                       |    |
|-------------------------------------------------------|----|
| <i>Data Collection Techniques</i> .....               | 41 |
| <i>Instruments</i> .....                              | 41 |
| <i>Data Collection Processing and Resources</i> ..... | 43 |
| Table 1 .....                                         | 44 |
| Population and Sample .....                           | 44 |
| Chapter IV .....                                      | 46 |
| Analysis of Findings .....                            | 46 |
| Analysis and Interpretation of Interview Results..... | 46 |
| Interpretation of Data from the Interviews .....      | 46 |
| Table 2 .....                                         | 51 |
| Table 3 .....                                         | 52 |
| Table 4 .....                                         | 53 |
| Chapter V .....                                       | 55 |
| Conclusions and Recommendations .....                 | 55 |
| Conclusions.....                                      | 55 |
| Recommendations .....                                 | 56 |
| References:.....                                      | 58 |
| Annexes.....                                          | 66 |
| Annex A: Certified Anti-plagiarism System.....        | 66 |
| Annex B: Questionnaire Results .....                  | 68 |

|                                                                                                                                   |    |
|-----------------------------------------------------------------------------------------------------------------------------------|----|
| <b>Table 1</b> Data collection Processing .....                                                                                   | 44 |
| <b>Table 2</b> Students' perceptions regarding speaking anxiety in EFL classes before using<br>Lingb .....                        | 51 |
| <b>Table 3</b> Students' perceptions regarding the use of Lingbe for speaking practice .....                                      | 52 |
| <b>Table 4</b> Students' perceptions regarding confidence, fluency, interaction, and anxiety reduction<br>after using Lingbe..... | 53 |

## **Introduction**

Speaking is one of the most important skills in learning English as a Foreign Language (EFL) because it allows learners to express ideas, share opinions, and communicate effectively in different contexts.

In a worldwide society, having strong speaking abilities not only improves interpersonal relationships but also helps one succeed academically and professionally.

Speaking anxiety is considered one of the most common challenges among language learners. Students are frequently discouraged from actively participating in speaking activities due to a variety of factors, including low vocabulary, pronunciation issues, anxiety of making mistakes, and fear of receiving a poor grade. Because of this, a lot of students steer clear of communication opportunities, which could hinder the growth of their speaking abilities and general language ability.

Technology has grown in importance as a tool for language learning in recent years. Mobile applications and digital technologies give learners more opportunities to practice English outside the classroom and to communicate with speakers from different backgrounds. One application is Lingbe, which has garnered attention for language practice. This mobile application allows learners to practice English in real-life communication situations through voice discussions with native and non-native speakers. Lingbe can help learners to improve their speaking skills and to reduce speaking anxiety because it offers opportunities for meaningful connection in a less stressful environment, according to previous research.

The purpose of this study is to examine whether Lingbe helps reduce speaking anxiety among EFL students from the PINE program at Universidad Estatal Península de Santa Elena

(UPSE). The study looks at students' experiences and opinions about using the app to practice speaking English and improve their confidence.

There are five chapters in this work. The research problem, goals, rationale, and study scope are presented in Chapter I. Chapter II presents the theoretical framework built on prior studies and theories concerning speaking anxiety, language acquisition and technology resources in EFL instruction. Chapter III contains the research methodology, participants, instruments and data gathering techniques. Chapter IV presents the analysis and interpretation of the results of the interviews. Finally, conclusions and suggestions based on the results of the study are included in Chapter V.

This study is expected to show how Lingbe can help EFL learners reduce speaking anxiety and improve their English-speaking skills.

## **Chapter I**

### **The Problem**

#### **Research Topic**

Didactic Resources and Speaking Skills

#### **Title of the Research**

Lingbe app as a resource to reduce speaking anxiety in EFL students of the PINE (EFL) program at UPSE

#### **Problem Statement**

Developing speaking skills in English as a Foreign Language (EFL) remains a persistent challenge in higher education contexts. Oral communication requires not only linguistic knowledge but also emotional stability, since learners often experience tension, fear, and insecurity when speaking in a second language. This psychological phenomenon is especially common in foreign language learning situations, where learners often experience anxiety, stress, or nervousness report feelings of anxiety, stress, or nervousness (Shazly, 2021)

Students in the Universidad Estatal Península de Santa Elena's Pedagogía de los Idiomas Nacionales y Extranjeros programme (PINE) face difficulties in their quest for correctness and fluency in English. Speaking anxiety is a big part of why they struggle and it really hurts their ability to do well in important things like speaking and pronunciation. This emotional barrier limits the students' participation and reduces the possibilities of meaningful interaction, directly affecting their communicative competence.

As noted by Lin (2024), high anxiety levels can lead to several detrimental effects, including a tendency to avoid communication, difficulties with concentration, and feelings of panic when speaking a foreign language without extensive.

This emotional barrier limits the students' participation and decreases opportunities for meaningful interaction that has a direct effect on communicative competence. This phenomenon, often expressed as communication apprehension, fear of negative evaluation and test anxiety, seriously hampers students' ability to communicate efficiently in the target language. According to Bata and Castro (2021), these factors negatively affect students' oral communication performance.

The students in the EFL (PINE) programme at UPSE are expected to develop good speaking skills as part of their professional preparation. However, many learners are reluctant to take part in oral activities because of communicative apprehension and fear of making mistakes. This condition prevents them from working well and restricts their development. However, the challenges have made technological resources a valuable alternative to enhance speaking practice and reduce anxiety in language learning contexts. Flexible and interactive learning environments are created for students to practice English autonomously and at their own pace using digital applications. Mobile-Assisted Language Learning (MALL) tools are useful for speaking development as they provide for authentic communication and reduce classroom pressure.

In addition, the absence of easily available and stress-free resources that facilitate speaking practice outside of the classroom is another drawback. The Linge app is one of these technology tools that shows promise for EFL students. With the use of the mobile app Lingbe, users may converse in real time with native or fluent speakers from many nations. In a less formal setting, students can practice their pronunciation, fluency, and listening abilities through impromptu voice exchanges. This method directly addresses the problem of speaking anxiety, which frequently results from a lack of opportunities to use the language and the fear of being

judged by encouraging low-stakes conversational practice. With regular interaction, learners can gradually become more comfortable speaking in English. According to research on AI-assisted speaking applications, interactive speaking environments foster communication and improve the development of oral abilities through continuous practice and social interaction. (Zou et al., 2023).

While there is a growing use of digital tools, there is a lack of research on real-time communication applications such as Lingbe in formal university contexts. However, it remains unclear how these tools contribute to a reduction in communicative stress and to an increase in self-perceived fluency.

Therefore, the purpose of this study is to analyze the use of the Lingbe application in EFL students of the PINE programme at UPSE, analyzing their experiences and perceptions to understand the role of the application in reducing tension when speaking and increasing confidence. According to Athavania et al. (2022), Lingbe contributes to reducing speaking anxiety because students participate in conversations without the same pressure commonly experienced in traditional classrooms. Such interaction encourages confidence, spontaneity in communication, and a greater willingness to speak in English. Moreover, the same study demonstrated that real exposure of talking to native speakers, which rarely occur in conventional EFL classrooms, can substantially lower learners' anxiety concerning oral production.

Furthermore, technological tools have demonstrated positive effects on students' self-confidence and oral performance. Chen (2024) states that technology-enhanced language learning environments help reduce public speaking anxiety by creating supportive and personalized practice opportunities. Through repeated interaction and low-pressure communication, learners develop greater confidence and communicative security.

## **Research Questions**

### **General Question**

- How does the use of the Lingbe application contribute to the reduction of speaking anxiety and the development of self-perceived fluency among EFL students in the PINE program at UPSE?

### **Specific Questions**

- What usage patterns do EFL students follow when using the Lingbe application for speaking practice?
- What benefits and difficulties do EFL students perceive when using Lingbe as a speaking tool?
- How do EFL students view the role of Lingbe in their speaking confidence and pronunciation development?

## **Objectives**

### **General Objective**

- To analyze the contribution of the Lingbe application to the reduction of speaking anxiety and the development of self-perceived fluency among EFL students in the PINE program at UPSE, based on their experiences and perceptions.

### **Specific Objectives**

- To identify the usage patterns of the Lingbe application among EFL students for speaking practice.
- To examine the perceived benefits and difficulties experienced by EFL students when using the Lingbe application.

- To interpret students' perceptions regarding the role of Lingbe in the development of speaking confidence and pronunciation.

### **Justification**

Previous studies have shown that speaking anxiety negatively affects learners' confidence and oral participation. High-anxiety students frequently hesitate to participate in speaking exercises and share their opinions. Speaking fear is linked to "reducing language learners' willingness to communicate" Gao (2022), which may limit practice opportunities and impede the development of oral competence. As a result, students could engage in class discussions less frequently and have a harder time honing their speaking abilities.

At the academic level, this issue is relevant in the PINE (EFL) program at UPSE, where students are required to achieve high speaking proficiency, due to this work advances the subject of Technology Enhanced Language Learning (TELL) from a theoretical standpoint, especially with regard to the usage of mobile applications to lessen speaking anxiety. Previous studies indicate that digital tools improve speaking performance and reduce anxiety. Liu and Zhao (2026) highlighted the positive influence of technological tools on students' speaking development and emotional confidence; however, at the academic level, this issue is particularly relevant in the PINE program at UPSE, where students must develop high speaking proficiency as a core component of their professional training, yet emotional barriers such as communication apprehension and fear of errors hinder their practice and improvement (Zambak, 2024). Research consistently shows that speaking anxiety in EFL classrooms leads to avoidance behaviors, reduced participation, and limited oral skill development (Lin, 2024). This is exacerbated in traditional settings lacking low-pressure environments, creating a cycle that restricts fluency gains (Alnaeem, 2021).

In Latin America, including contexts akin to Ecuador, EFL students face intensified speaking anxiety due to limited immersion opportunities and traditional pedagogies that fail to foster safe practice spaces (Quispe et al., 2024). For instance, research in higher education in Peru shows that anxiety is caused by the fear of making mistakes and a lack of self-efficacy, which is worsened by limited use of technology, resulting in reluctance in oral tasks.

A potential remedy is the Lingbe app, which provides a free platform for in-the-moment talks with native speakers and encourages EFL students by giving them real-world, stress-free practice to improve their communication skills. Research at a Latin American university recommends using Lingbe to encourage casual interactions with native speakers in order to address gaps in classroom-based speaking progress. Aguirre et al., (2023) emphasized the importance of real-world communication opportunities for improving students' speaking skills. This is in line with the requirements of the PINE program, where these technologies might help close the gap between formal education and practical application.

Technology resources such as language apps and virtual platforms considerably support EFL learning by providing nearly authentic settings that enhance target language exposure, decrease foreign language anxiety, and boost self-confidence via anonymous and flexible practice (Marzuki et al., 2026). Digital tools provide personalized feedback, countering classroom pressures and promoting gradual confidence-building.

Many students use language-learning apps, but there are few studies about Lingbe in university English programs. More research is needed to understand its influence on speaking anxiety and fluency in UPSE's PINE. Therefore, this study supports the inclusion of Lingbe as a strategic intervention to explore its effectiveness in turning anxiety into productive growth for Ecuadorian EFL students.

Online speaking practice and mobile apps help students feel less nervous when speaking English. They allow learners to practice freely, build confidence, and improve their fluency over time. However, there is a lack of formal university EFL research on real-time social interaction applications such as Lingbe, especially in relation to their targeted effects on anxiety reduction. Ebadi and Azizimajd (2026) highlighted an urgent need for rigorous research into how such applications specifically address the psychological factors contributing to speaking apprehension that can then inform pedagogical approaches incorporating digital solutions to improve oral proficiency.

This study encourages equitable access to language learning on a social level by using free apps like Lingbe. Through actual discussions with native and competent speakers, the app enables students from various backgrounds to practice their English. Regardless of their location or financial status, this experience helps students develop their speaking abilities and offers the opportunity to gain real-world language practice.

Students can engage, share ideas, and practice language in meaningful ways in digital learning environments. These spaces allow learners to connect with others and develop their communication skills through authentic interactions. From a connectivist perspective, learning occurs through the creation of networks and connections that facilitate knowledge sharing and communication (Siemens, 2005).

Moreover, empirical studies on similar apps, such as Free4Talk and Clubhouse, have demonstrated significant improvements in speaking fluency and reduction of learners' apprehension through autonomous practice and peer feedback. (Ebadi and Azizimajd, 2026) showed the potential of these digital platforms in supporting the development of oral communication, indicating that similar results could be achieved by using Lingbe in structured

educational programmes. The findings also demonstrate how technology can bridge gaps in traditional instruction, particularly for learners with limited opportunities for language immersion.

The pandemic in 2020 forced the shift to online learning, which worsened speaking problems for EFL students. Less face-to-face contact created insecurity, misunderstandings due to limited nonverbal inputs, and few authentic practice opportunities. According to Fajaryani et al., (2023), these problems were compounded by technical problems such as unreliable internet connection . Fajaryani says that these restrictions increased the fear of communication because students found it more difficult to communicate ideas clearly without being physically present, and there was more resistance to participating in oral tasks.

Yet, this era revealed a positive aspect: digital platforms built students' comfort with technology, facilitating smoother adaptation to app-based speaking exercises and diminishing the intimidation of in-person settings (Sosas, 2021).

However, this time had a positive side: students were more used to digital platforms, which made the transition to app-based speaking tasks easier and decreased the fear of face-to-face interactions (Sosas, 2021). As Sosas points out, technology in speaking instruction relieves anxiety by allowing practice without direct observation of facial expressions or immediate judgements, and increases confidence and fluency through repeated, low-pressure engagements with the material by providing free real-time audio chats with native speakers and encouraging genuine practice in low-anxiety environments akin to AI-powered tools, the Lingbe app is a prime example of the revolutionary possibilities of mobile-assisted language learning. EFL learners may prioritize verbal fluency, recognize speech patterns, and receive rapid feedback

thanks to our audio-focused style, which reduces performance pressure from visual cues, increases self-awareness, and lowers inhibitions in oral interactions (Hossain, 2026).

An educational strategy for getting students comfortable outside the classroom is incremental exposure through short elective sessions. The integration of Lingbe in the university EFL curricula, including specialist curricula such as PINE at UPSE, is consistent with learner-centered approaches by filling in the gaps of conventional instruction. Students can practice asynchronously or in real time at their own pace. Teachers can assign conversation topics related to class content, monitor students' progress, and promote discussions that help students improve their speaking skills and learning.

Recent studies on voice-based AI tools highlight how self-directed platforms empower learners with pacing control and repetition, easing unprepared speech fears and boosting real-life adaptability via repeated, stress-free drills (Hernández et al., 2026).

By providing information on how mobile applications might be incorporated into language instruction to lower anxiety and boost speaking confidence, this study has practical consequences. Additionally, research continuously shows that mobile-assisted interventions lead to significant improvements in speech rate, pronunciation accuracy, fluency, and general oral proficiency as EFL students use self-directed practice shielded from conventional immediacies like teacher supervision or peer judgment. Such platforms promote richer verbal output, self-efficacy, and risk-taking in expression by simulating low-stakes scenarios that prioritize repetition and reflection. Li et al., (2025) evidence this through automatic speech recognition tasks that markedly alleviate high speaking anxiety, particularly in spontaneous speech, while amplifying confidence via targeted pronunciation improvements over extended practice periods.

AI-based conversation tools can provide learners with opportunities to practice speaking in a less stressful environment. When students feel less worried about making mistakes, they are more likely to participate and communicate in the target language.

This idea is consistent with Krashen's Affective Filter Hypothesis, which suggests that lower anxiety levels facilitate language acquisition and improve learners' ability to use the language effectively (Krashen, 1982)

This study focuses on EFL students of the PINE program at UPSE who use the Lingbe application for speaking practice. The research is qualitative and explores students' perceptions, experiences, and opinions through interviews and observation.

The study intends to determine the effects of the Lingbe application on the speaking anxiety of the students and their contribution to the process of acquiring the English language in this particular academic setting.

## Chapter II

### Theoretical Framework

#### Background

In recent years, English language learning has evolved due of the integration of technology in schools. Internet communication platforms, mobile applications, and mobile applications are now essential tools for improving English skills, especially speaking. Speaking anxiety is a typical difficulty among English as a Foreign Language (EFL) learners who must converse orally in English. This concern hinders participation in class, confidence, pronunciation, and fluency. Thus, technology tools that can alleviate anxiety and improve speech growth have been examined by researchers and educators.

According to Horwitz et al. (1986), foreign language anxiety is a specific form of anxiety related to language learning situations. Students commonly feel nervous, afraid of making mistakes, and worried about negative evaluation during speaking activities. These emotional barriers limit oral interaction and reduce speaking performance. Similarly, recent studies demonstrate that speaking anxiety remains one of the greatest difficulties among EFL learners in different educational contexts.

Recent research has shown that Mobile-Assisted Language Learning (MALL) contributes positively to speaking development and anxiety reduction. MALL refers to the use of mobile devices and applications for language learning purposes. A recent study by Bai (2024) analyzed the use of mobile language learning applications among Chinese EFL students and found significant improvement in speaking skills and lower levels of foreign language anxiety. The study concluded that mobile learning environments create more flexible and less stressful opportunities for oral practice.

Mobile technologies can create more opportunities for learners to engage in meaningful communication beyond the traditional classroom. Through frequent interaction and collaborative speaking activities, students are able to practice English in a more flexible and supportive environment. Cai and Zhang (2023) found that mobile-assisted communication activities can improve learners' oral performance and encourage greater engagement in speaking tasks. As a result, students may feel more comfortable participating in conversations and develop their speaking skills through regular practice.

Speaking confidence can be understood through the concept of self-efficacy. According to Angamo et al. (2026) and based on Albert Bandura's theory, learners who believe in their ability to complete a task successfully are more likely to participate, face challenges, and obtain better results. In language learning, higher self-efficacy can increase students' willingness to communicate and reduce speaking anxiety, helping them improve their oral performance.

The present study focuses on the use of the Lingbe App as a technological resource to reduce speaking anxiety among EFL learners. This application allows students to communicate with speakers from different countries through real-time voice interaction. Consequently, it may help learners improve fluency, pronunciation, confidence, and speaking performance in authentic communication environments.

### ***International Background - Macro Level: Global Viewpoint***

The use of technology to enhance language learning is supported by educational ideas on a global scale. Interaction, teamwork, and meaningful communication are stressed in constructivist and communicative techniques.

The Communicative Language Teaching (CLT) approach promotes real communication as the principal objective of language learning. According to Nunan (1995), communicative

activities increase students' confidence and speaking competence because learners use language in authentic situations.

Similarly, Sociocultural Theory developed by Vygotsky and Cole (1978) explains that learning occurs through social interaction. Mobile applications allow students to interact with real speakers, supporting collaborative learning and oral development.

In addition, international studies show that technology plays an important role in language learning. Recent research indicates that mobile applications can help EFL students improve their fluency, pronunciation, and confidence in speaking English.

### ***Meso Level: Latin American Perspective***

Latin America's educational systems have gradually implemented technological resources in the processes of language learning. However, many EFL learners still suffer from speaking anxiety due to limited chances of practicing speaking.

Several studies in Latin America support the use of digital resources to improve oral communication skills. Researchers indicate that mobile applications motivate students and create interactive learning environments where learners feel more comfortable speaking English. Chen and Chew (2021), Explored the integration of synchronous voice communication applications and found that results related to anxiety reduction and improvements in speaking performance were inconsistent, highlighting the need for further investigation into the conditions under which these tools are most effective.

Latin American pedagogy places a strong emphasis on communication ability and student-centered learning. Technology-based learning environments encourage involvement, teamwork, and independent learning, all of which are essential for improving speaking.

### ***Micro Level: Ecuador***

In Ecuador, English is increasingly important due to globalization and academic requirements. However, many university students still struggle with speaking English and lack confidence when communicating. According to Portugal and Balderas (2023), it is important to explore new teaching methods, such as mobile-assisted language learning applications, to help students improve their speaking skills and learning experience.

Information and communication technologies (ICT) are encouraged to be included in instructional procedures by the Ecuadorian educational system. Techniques for teaching communicative languages and interactive learning are supported by the use of technology.

Even with these improvements, many EFL students in Ecuadorian universities still experience speaking anxiety. During oral activities, students often feel nervous, have pronunciation difficulties, and lack confidence when speaking English.

Therefore, programmes such as Lingbe may be an effective alternative for improving oral communication and reducing speaking anxiety among college students. In line with modern CALL concepts, this study evaluates the extent to which the Lingbe app fulfils these pedagogical gaps by providing easily accessible and interesting practice opportunities outside of traditional classroom settings.

### **Pedagogical Basis**

At the international level, educational theories support the use of technology to improve language learning. Constructivist and communicative approaches emphasize interaction, collaboration, and meaningful communication. These pedagogical frameworks advocate for learning environments where technology facilitates active engagement and social construction of knowledge. Qiao and Zhao (2023) explained that this perspective aligns with Lev Vygotsky's

sociocultural theory, where peer interaction, potentially mediated by AI, can enhance learning outcomes and self-regulation.

Technology has transformed educational processes worldwide. The incorporation of digital tools into teaching practices promotes interaction, autonomy, collaboration, and meaningful learning experiences. According to Díaz and Hernández (2010), educational technology supports active learning because students participate directly in the construction of knowledge through interactive resources.

Constructivist theories support the integration of technology into education. Vygotskiĭ and Cole (1978), proposed that social interaction is essential for cognitive development. His Sociocultural Theory explains that learners develop knowledge through communication and interaction with others. In language learning, speaking activities and authentic communication are fundamental elements for improving oral skills.

In a similar vein, Bandura (1977) created the Social Learning Theory, which describes how people pick up knowledge through social interaction, imitation, and observation. via technology-based programs, students can examine pronunciation patterns, engage with speakers, and build confidence via practice.

### ***Mobile-Assisted Language Learning (MALL)***

Mobile-Assisted Language Learning refers to the use of mobile devices such as smartphones and tablets for language learning purposes. MALL promotes flexibility, accessibility, and autonomous learning experiences.

Recent studies indicate that MALL improves speaking skills and reduces anxiety among EFL learners. Putri et al. (2024) explained that MALL applications create comfortable learning

environments where students feel less pressure during speaking practice. Their study showed that students perceived mobile applications as effective tools for reducing speaking anxiety.

Additionally, Dong et al. (2022) stated that CALL (Computer-Assisted Language Learning) and MALL environments positively affect motivation, self-efficacy, and anxiety reduction in EFL learners. The researchers emphasized that mobile learning environments encourage continuous speaking practice beyond the classroom.

International research also suggests the importance of integrating technology in language education. Recent research suggests that mobile learning environments can enhance EFL learners' speaking fluency, pronunciation, and emotional confidence. In Ecuador, comparative studies on public secondary schools have shown that MALL interventions based on avatars produce greater gains in pronunciation, fluency, and communicative confidence and reduce speaking anxiety more effectively than traditional classroom methods alone. (Ngoka et al., 2026)

Real speakers can be reached with applications like Lingbe. Students' confidence in oral production is boosted, and communication competence is supported by this interaction.

In Latin America, teaching approaches focus on students and communication skills. Technology-based learning environments help students participate, work with others, and learn independently, which can improve their speaking skills. Cherrez (2022) Found that mobile-assisted language learning applications foster environments that reduce stress and promote greater speaking fluency and confidence among learners.

In Ecuador, English education has become increasingly important because of globalization and academic requirements. Nevertheless, many university students continue to present difficulties in speaking performance and oral confidence. This is made worse by the

widespread speaking fear that Ecuadorian EFL students have, which has been noted at all educational levels (Padilla et al., 2024).

Information and communication technologies (ICT) are encouraged to be included into instructional procedures by the Ecuadorian educational system. Techniques for teaching communicative languages and interactive learning are supported by the use of technology.

Even with these developments, many EFL students in Ecuadorian universities still experience speaking anxiety. During speaking activities, students often feel nervous, have pronunciation problems, hesitate when speaking, and lack confidence. For this reason, apps such as Lingbe may help students improve their oral communication skills and reduce speaking anxiety.

## **Theoretical Basis**

### ***Speaking Skills in EFL Learning***

Speaking is one of the most important productive skills in language learning. It allows learners to express ideas, opinions, emotions, and information orally. According to Harmer (1983), speaking involves the ability to communicate effectively through fluency, accuracy, pronunciation, and interaction.

The speaking skill has different parts working together when we are talking:

**Pronunciation:** Making the right sounds of words.

**Fluency:** Speaking naturally, not stopping all the time.

**Intonation:** Changing our voice to demonstrate feelings and to make definite meanings.

**Vocabulary and Grammar:** Using the correct words and forms to make good sentences.

Recent technological studies demonstrate that speaking applications improve fluency and pronunciation through constant practice and authentic interaction. Yan and Singh (2026) Found that AI-mediated speaking instruction increased speaking proficiency and emotional engagement while reducing anxiety levels among EFL learners.

### ***Anxiety in Speaking***

Anxiety related to learning a foreign language is one of the main emotional obstacles. Students often worry about making mistakes, speaking incorrectly, or being criticized by others. During oral activities, many EFL learners feel nervous, insecure, shy, and afraid to speak. This anxiety can negatively affect their pronunciation, fluency, and overall speaking performance.

Research has shown that technological tools help reduce speaking anxiety because students can practice in flexible and less stressful environments. Chen (2024) showed that EFL learners' anxiety about public speaking was much decreased in technology-enhanced language learning environments.

Similarly, mobile communication apps provide possibilities for independent learning and real-world contact to boost speaking confidence. Because Lingbe allows students to practice English in authentic conversations without the stress of traditional classes, it may help reduce speaking anxiety. This is consistent with research indicating that interactive, anxiety-free settings, especially those enabled by AI-powered technologies, can greatly improve oral proficiency (Katsarou et al., 2023)

### ***The Use of Technology in Learning***

Tadesse et al. (2020), In their review published in the Open Journal of Social Sciences, they examined the impact of the COVID-19 pandemic on education systems in developing countries, finding that school closures forced institutions to turn to distance learning as the

primary solution for continuing education. Their study revealed the profound dependence on digital infrastructure that the pandemic exposed: students from less advantaged backgrounds suffered more severely during COVID-19 than those from privileged backgrounds, and in many rural areas, families lacked access to radios, televisions, and internet connections needed to participate in remote learning. In response, countries designed strategies to deploy educational technology, zero-fee internet resources, free online learning platforms, and broadcast teaching while institutions simultaneously began redesigning curricula and preparing teaching and learning strategies for a post-pandemic world.

The recent pandemic did not simply accelerate the use of technology in education; it exposed the dangers of adopting it uncritically. Writing at the onset of the pandemic, Selwyn called for a more critical and argumentative debate about the role of educational technology in a post-pandemic world, arguing that important shifts in tone, pace, and intent needed to be factored into any serious discussion of digital education. His main concern, as expressed in Smith (2020), was that educational institutions were being reframed as technological issues that could be resolved by commercial digital systems rather than as deeply social establishments with communities, histories, and values that technology could not easily replace.

### ***Education regarding social anxiety***

According to Hofmann (2007), social anxiety in educational settings occurs when students underestimate their ability to handle social situations and overestimate the possibility of getting a bad grade from peers and teachers. This is seen in language schools with severe anxiety, which prevents pupils from doing well in group discussions or oral presentations because they are afraid of being embarrassed or humiliated.

Hofmann explains that students with social anxiety often pay more attention to their nervous feelings, such as blushing, a trembling voice, or not knowing what to say. Because of this, they may have difficulty speaking and think they are not good at it. This can increase their anxiety and make them avoid speaking activities. The findings confirmed that social anxiety was related to a host of negative student outcomes in the educational context, including physical symptoms of anxiety, reduced cognitive functioning, and poor academic performance.

However, the study's theoretical contribution went further by demonstrating that communication itself was the mediating mechanism through which anxiety damaged academic experience. In other words, it was not anxiety alone that harmed students, but the silencing effect it had on their willingness and ability to speak, ask questions, and connect with instructors, precisely the behaviors that make formal education effective.

## **Legal Basis**

### **Constitución de la República del Ecuador**

Article 27 of the “*Constitución de la República del Ecuador*” (CRE) establishes that:

“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” (Constitución de la República del Ecuador, 2008/2021, art. 27)

Art. 27. - Education will be centered on the human being. It will guarantee their holistic development with respect for human rights, a sustainable environment, and democracy. Education will be participatory, compulsory, intercultural, democratic, inclusive, and diverse,

with quality and warmth. It will promote gender equity, justice, solidarity, and peace; it will stimulate critical thinking, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

### **Ministerio de Educación**

In "*Ecuadorian in-service English Teachers Standards*" the Ministerio de Educación, in its fifth domain, which is called "Professionalism and Ethical Commitment" states that teacher must be update their techniques to improve in the field of imparting a foreign language. They also must show that they have enough knowledge regarding EFL. Furthermore, teachers must work cooperatively with their colleagues to create a good atmosphere for their students (2002).

Notwithstanding, based on the general standards, specifically item 5.b. Named "Professional Development, Partnership, and Advocacy", the following aspects are mentioned:

- 5.b.1. To benefit from chances of career advancement.
- 5.b.2. To set proficient objectives.
- 5.b.3. To operate collaboratively with other members of the institution in order to create a comprehensive atmosphere among all.

## **Chapter III**

### **Methodological Framework**

#### **Methods**

This research follows a qualitative methodology because it seeks to understand the experiences, perceptions, and emotions of university students regarding the use of the Lingbe application to reduce speaking anxiety in English as a Foreign Language (EFL) learning context. Qualitative research focuses on the interpretation of participants' perspectives and allows researchers to explore human behavior, attitudes, and experiences in natural settings. According to Ward Creswell (2018), qualitative research is appropriate when the objective is to understand how individuals interpret their experiences and the meanings they attribute to a social or educational phenomenon.

This study is also applied research that aims to solve a real educational problem identified among the students from the PINE (EFL) programme at UPSE, which is the speaking anxiety during the oral communication activities in English. Applied research aims at finding practical solutions to some specific problems by using strategies, methods, or tools that can improve educational practice. In this sense, the research seeks to investigate the pedagogical potential of the application Lingbe as a technological tool to foster oral interaction, confidence, and fluency in speaking.

The qualitative approach allows the researcher to obtain detailed information about students' opinions, feelings, and personal experiences while using Lingbe for speaking practice. Furthermore, this method facilitates the analysis of participants' reflections regarding anxiety reduction, confidence development, and interaction with native or proficient speakers through the application.

According to Denzin and Lincoln (2018), qualitative research studies phenomena in their natural contexts and attempts to interpret meanings based on participants' experiences. Similarly, Merriam and Tisdell (2017) explain that qualitative methods are useful for understanding educational processes, behaviors, and interactions from the participants' point of view.

## **Type of Research**

### **Phenomenological Research**

The present study is developed under a phenomenological design. Phenomenological studies focus on understanding and describing individuals' lived experiences regarding a specific phenomenon. In this research, the phenomenon under analysis is the experience of speaking anxiety and the use of Lingbe as a tool to improve oral communication skills and confidence among EFL learners.

Phenomenology seeks to explore how participants perceive and interpret their experiences. According to Moustakas (1994), phenomenological research describes the essence of human experiences by examining participants' thoughts, emotions, and interpretations. Therefore, this design is appropriate for the current study because it allows the researcher to analyze how university students experience speaking anxiety and how they perceive the influence of Lingbe on their speaking performance.

This type of research is suitable for the study since it does not intend to measure numerical data or establish statistical relationships. Instead, it aims to collect rich and descriptive information about students' feelings, challenges and perceptions about speaking English and interacting through digital applications.

## ***Data Collection Techniques***

### **One-on-one Interview**

The data collection technique selected for this study is the one-on-one interview, due to interviews are a widely used qualitative research method because they enable researchers to gather rich and detailed information directly from participants. Interviews allow participants to speak freely about their opinions, feelings, and experiences of the research topic.

Semi-structured interviews were used because they provide a clear structure and allow flexibility during the conversation. This method helps the researcher ask planned questions and discuss new ideas that appear during the interview.

Zhao et al. (2026) highlight that qualitative interviews allow researchers to gain deeper insights into learners' experiences, perceptions, and attitudes toward mobile-assisted oral English learning. Therefore, interviews are appropriate for exploring students' views regarding speaking anxiety, confidence, participation, and the effectiveness of Lingbe for speaking practice.

Interviews will be conducted one-on-one to create a comfortable and private atmosphere for participants to feel at ease discussing their experiences and feelings while speaking English.

## ***Instruments***

### **Questionnaire**

The main tool used in this research is a questionnaire designed for semi-structured interviews. The questionnaire is composed of open-ended questions, which are meant to explore students' experiences of speaking anxiety and their perceptions of using Lingbe for practicing oral communication.

### ***Open-Ended Questions***

The questionnaire includes approximately 10 open-ended questions. Open-ended questions are appropriate for qualitative studies because they encourage participants to provide detailed answers, explanations, and reflections instead of limited yes-or-no responses.

The interview questionnaire is divided into three major parts: Questions related to students' experiences with speaking anxiety in EFL classes.

1. Questions regarding students' experiences of speaking anxiety in EFL classes.
2. Questions about practicing speaking using Lingbe.
3. Questions about students' perceptions of confidence, fluency, interaction, and reduction of anxiety after using the application.

The interviews are conducted online through virtual platforms such as Google Meet or Zoom, depending on the availability of the participants. Online interviews are a means of university students' communication, flexibility, and participation. The questionnaire is designed to collect descriptive information to see if Lingbe can be considered an effective pedagogical tool to reduce speaking anxiety and improve the oral communication of EFL learners.

Some examples of the interview questions include:

- How do you usually feel when speaking English during class?
- What difficulties do you experience when participating in oral activities through Lingbe?
- Before using Lingbe, what feelings or difficulties did you experience when speaking in English classes?

- How would you describe your experience using Lingbe for speaking practice?
- How did you integrate Lingbe into your English practice, and how often did you use it?
- How would you describe an interaction that you consider representative of your experience on Lingbe?
- Do you believe Lingbe helped reduce your speaking anxiety? Why or why not?
- How did interacting with other speakers influence your confidence in speaking English?
- What advantages or disadvantages did you notice while using the application?
- To what extent do you believe Lingbe influenced your confidence and fluency when speaking? Please provide examples.

These questions were picked because they shed light on students' thoughts, sentiments, and speaking challenges about the usage of mobile devices for language learning. All of these topics are related to the objectives of the study.

### ***Data Collection Processing and Resources***

The study will involve collecting data from students in the PINE (EFL) programme at UPSE. The purpose was to gather information about students' experiences with speaking anxiety and their use of the Lingbe application for speaking practice.

Participants will be informed of the purpose of the study and the voluntary nature of participation prior to the interviews. All participants will also be given explanations about confidentiality and ethical issues.

The researcher will conduct individual semi-structured interviews using Google Meet or Zoom. Each interview took about 15 to 20 minutes. With the participants' permission, the interviews were audio-recorded to support data organization and analysis.

After conducting the interviews, the information will be transcribed and categorized into themes related to speaking anxiety, confidence, fluency, oral participation, and perceptions about Lingbe as a mobile-assisted language learning application.

The following table describes the data collection process and resources used in the study:

**Table 1**

| What?                                                                     | Where?                                                                         | When                                    | How?                                                            | What for?                                                                                                                     |
|---------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Information about students' experiences with speaking anxiety and Lingbe. | Universidad Estatal Península de Santa Elena (UPSE) through virtual platforms. | During the research development period. | Through one-on-one semi-structured interviews conducted online. | To analyze students' perceptions about the impact of Lingbe on speaking anxiety reduction and oral communication development. |

## Population and Sample

The population of this study will consist of students from the PINE (EFL) program at Universidad Estatal Península de Santa Elena (UPSE). These students are involved in English language learning processes where speaking activities frequently represent a challenge due to anxiety and lack of confidence.

The sample will be five students from the fourth to the eighth semester who will voluntarily agree to participate in the research. The participants will be selected by purposive sampling because they have certain characteristics related to the objectives of the study.

The selection criteria for participants are the following:

- Students from the PINE (EFL) program at UPSE.

- Students from the fourth to the eighth semester.
- Students who experience difficulties or anxiety during speaking activities.
- Students' willingness to use or explore the Lingbe application for speaking practice.
- Students who voluntarily agree to participate in the interviews.

The sample size is considered appropriate for a phenomenological qualitative study because the objective is to obtain detailed descriptions and meaningful insights regarding students' experiences instead of statistical generalizations.

## **Chapter IV**

### **Analysis of Findings**

#### **Analysis and Interpretation of Interview Results**

The information gathered through semi-structured interviews was analyzed using thematic analysis. The participants consisted of five students from the PINE (EFL) program at UPSE, who were enrolled between the fourth and eighth semesters. Their responses were grouped into three main categories: experiences with speaking anxiety, use of Lingbe for speaking practice, and perceptions regarding confidence, fluency, interaction, and anxiety reduction.

#### **Interpretation of Data from the Interviews**

##### **1. Question number one was: How do you usually feel when speaking English during class?**

Most participants reported feeling shy, anxious, uncomfortable, and insecure when speaking English in class. Some students said they were uncomfortable speaking in front of their peers, while others said they were afraid of mispronouncing words or using bad grammar. Additionally, some participants stated that their limited vocabulary made it difficult for them to express their ideas adequately, especially when talking about unfamiliar topics.

These results imply that emotional elements still have an impact on students' speech performance in EFL classes. Fear of negative evaluation and lack of confidence often reduce students' willingness to participate in speaking activities. The results are consistent with (Horwitz et al., 1986), who state that foreign language anxiety is commonly associated with communication apprehension, fear of making mistakes, and concern about being judged by others.

**2. Question number two was: What difficulties do you experience when participating in oral activities through Lingbe?**

Participants reported a number of difficulties when utilizing Lingbe for speaking practice. Understanding various dialects, listening to people who spoke quickly, having a limited vocabulary, and striking up discussions with strangers were the most frequent challenges. Additionally, some students said that because they were unable to use body language or facial expressions, the audio-only format made communication more challenging.

Despite these challenges, students believed that these experiences were helpful because they gave them the chance to practice speaking English in real-world situations. These results corroborate the tenets of Communicative Language Teaching, which highlight the value of genuine language use and meaningful engagement in the language acquisition process.

**3. Question number three was: Before using Lingbe, what feelings or difficulties did you experience when speaking in English classes?**

Before using Lingbe, most participants said they felt nervous when speaking English in class. They also felt anxious, insecure, and shy. Many students told us they were scared of making mistakes with pronunciation or grammar. Some students felt bad speaking in front of their classmates. A few participants mentioned that they didn't have words to say what they meant.

These feelings made students hesitant to speak and take part in activities less. These results tell us that speaking anxiety can affect how much students join in and how well they speak. When students feel scared or nervous, they might not speak up in class. This means they get chances to practice English.

These findings agree with Krashen's Affective Filter Hypothesis. This theory says that feelings, like fear and anxiety, can block language learning. When students feel anxious, they might find it harder to communicate and practice the language. This can affect how they learn.

**4. Question number four was: How would you describe your experience using Lingbe for speaking practice?**

Every participant said they had a good encounter with Lingbe. They said the software was practical and simple to use. Students claimed that Lingbe gave them the opportunity to converse with individuals from many nations and improve their English in authentic settings. After using the app multiple times, some participants' initial anxiety subsided.

Students said that Lingbe helped them to practice English when they were not in school. They had chances to talk to people and use the language in real-life situations. This way, many students felt that their English-speaking skills got better.

This shows that technology can really help students learn languages like English. Tools, like Lingbe, can give students the chance to practice English and talk to people in situations that feel real. Students can use Lingbe to practice English. This helps them to learn English.

**5. Question number five was: How did you integrate Lingbe into your English practice, and how often did you use it?**

The majority of participants said they used Lingbe three to four times a week. They usually used the app at night or after classes during their free time. Students explained that the conversations were short, so it was easy to include them in their daily activities.

According to the comments, Lingbe provided accessibility and flexibility. This helped them practice speaking English more often outside the classroom. As a result, they had more opportunities to speak English and communicate with other people.

**5. Question number six was: How would you describe an interaction that you consider representative of your experience on Lingbe?**

Positive interactions with individuals from several nations, including Morocco, Egypt, Germany, and the United States, were reported by the participants. The majority of discussions focused on commonplace subjects, including hobbies, cuisine, music, college life, and culture. The majority of presenters, according to the students, were amiable and understanding despite their errors.

Students were able to practice their English in authentic discussions thanks to these encounters. They were able to converse about common subjects and use the language with individuals from many nations. This gave them more opportunities to speak English outside the classroom. Many participants said that these conversations helped them feel more comfortable when speaking. They also became more confident because they could communicate successfully, even when they made mistakes. As a result, students felt motivated to continue practicing and improving their speaking skills.

**6. Question number seven was: Do you believe Lingbe helped reduce your speaking anxiety? Why or why not?**

All participants agreed that Lingbe helped reduce their speaking anxiety. Students explained that talking with new people helped them feel less afraid of making mistakes and more comfortable speaking English. They also said that the conversations were informal, so they felt more relaxed when communicating.

These results show that students felt more confident when speaking English. Because the conversations were friendly and there was no evaluation, students felt less pressure. As a result, they were more willing to speak and practice English. These findings support Krashen's

Affective Filter Hypothesis, which explains that lower anxiety can help students learn a language more easily.

**7. Question number eight was: How did interacting with other speakers influence your confidence in speaking English?**

Participants reported that talking with people from different countries helped increase their confidence. Many students realized that they could communicate successfully even when they made mistakes. They also understood that other speakers were patient and willing to continue the conversation. This helped students feel more confident and willing to speak English.

These results show that interaction with other people can help students improve their confidence. Through real conversations, students had the opportunity to practice English and express their ideas. These findings support Vygotsky's Social Interaction Theory, which states that learning can improve through communication and interaction with others.

**8. Question number nine was: What advantages or disadvantages did you notice while using the application?**

People who used Lingbe found that it was really helpful. The good things about Lingbe were that you got to talk to people, you felt more confident when you spoke, you got better at speaking, and you heard lots of different accents. You could also use Lingbe whenever you wanted to.

Some people had problems with Lingbe. Sometimes the internet did not work properly. It was hard to understand some people because of their accents. Sometimes you would start talking to someone, and they would not want to keep talking to you. People had trouble with Lingbe because of these things. Lingbe had some benefits. It also had some difficulties.

Despite these difficulties, most participants had a positive opinion of Lingbe. They believed that the benefits were greater than the challenges. Overall, students considered Lingbe a useful tool for practicing English and improving their speaking skills.

**9. Question number ten was: To what extent do you believe Lingbe influenced your confidence and fluency when speaking? Please provide examples.**

All participants reported improvements in both confidence and fluency after using Lingbe. Students explained that they became more comfortable speaking English, responded more quickly during conversations, and relied less on mental translation. Several participants said that after using Lingbe, they were able to participate more in class discussions and speak for longer periods without stopping too much. Students felt more comfortable expressing their ideas and communicating in English.

These results suggest that regular practice through Lingbe helped students improve their speaking skills and reduce their anxiety. By having real conversations, students gained more confidence and became more fluent when speaking English. These findings support the principles of Communicative Language Teaching, which emphasize the importance of communication and real language use in the learning process.

**Table 2**

*Students' perceptions regarding speaking anxiety in EFL classes before using Lingbe*

| Questions                                                          | Answers                                                                                                                                                                                                                                                                                                                                                                    | Authors                                                                                                                                                                                    |
|--------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How do you usually feel when speaking English during class?</b> | Most participants said they felt nervous, shy, insecure, or anxious when speaking English. They were afraid of making grammar and pronunciation mistakes. Some students also worried about what their classmates might think. In addition, limited vocabulary made speaking more difficult. Because of these problems, many students participated less in oral activities. | (Horwitz et al., 1986) explain that foreign language anxiety is associated with communication apprehension, fear of negative evaluation, and lack of confidence during oral communication. |

|                                                                                                                |                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                  |
|----------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What difficulties do you experience when participating in oral activities through Lingbe?</b>               | Students mentioned some difficulties when using Lingbe. These included pronunciation problems, limited vocabulary, understanding fast speakers, listening to different accents, and talking with strangers. However, they felt that these experiences helped them practice English and improve their speaking skills. | (Brown, 2001) states that despite early challenges, authentic communication exposes students to real language use and helps them improve their speaking and listening abilities. |
| <b>Before using Lingbe, what feelings or difficulties did you experience when speaking in English classes?</b> | Anxiety, fear, mental obstructions, and lack of confidence were reported by participants. Some students would rather keep quiet during speaking exercises because they were afraid of making mistakes or not being able to communicate well.                                                                          | (Krashen, 1982) explains that fear and anxiety can create barriers to language learning and make students less willing to participate in speaking activities.                    |

**Table 3**

*Students' perceptions regarding the use of Lingbe for speaking practice*

| <b>Questions</b>                                                                                            | <b>Answers</b>                                                                                                                                                                                                                   | <b>Authors</b>                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>How would you describe your experience using Lingbe for speaking practice?</b>                           | Participants described Lingbe as a positive and useful application. They enjoyed talking with real people from different countries and felt comfortable communicating in a relaxed environment.                                  | (Kukulska-Hulme, 2012) indicates that mobile language-learning applications create authentic opportunities for communication and increase learner engagement.                                                                                                                                                                                      |
| <b>How did you integrate Lingbe into your English practice, and how often did you use it?</b>               | Most students used Lingbe three or four times a week. They usually used it after classes or at night. Because the conversations were short, it was easy for them to include the app in their daily study activities.             | According to Siemens (2005), learning in digital environments occurs through networks and connections that facilitate access to knowledge and continuous interaction. Therefore, the regular use of Lingbe may have increased students' opportunities to practice English and support their language development through meaningful communication. |
| <b>How would you describe an interaction that you consider representative of your experience on Lingbe?</b> | Students described conversations with speakers from Morocco, Egypt, Germany, and the United States. These interactions focused on daily-life topics and helped them communicate in authentic situations despite making mistakes. | (Vygotsky and Cole, 1978) highlights the importance of social interaction in language learning, emphasizing that communication with others supports linguistic development.                                                                                                                                                                        |

**Table 4**

*Students' perceptions regarding confidence, fluency, interaction, and anxiety reduction after using Lingbe*

| <b>Questions</b>                                                                                                    | <b>Answers</b>                                                                                                                                                                                                                                                                                  | <b>Authors</b>                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Do you believe Lingbe helped reduce your speaking anxiety? Why or why not?                                          | All participants agreed that Lingbe reduced their speaking anxiety. Repeated communication with strangers helped them become more comfortable speaking English and less afraid of making mistakes.                                                                                              | (Krashen, 1982b) explains that lower anxiety levels facilitate language acquisition by reducing the affective filter and increasing learners' willingness to communicate.                                                                                                                                                                      |
| How did interacting with other speakers influence your confidence in speaking English?                              | Students felt more confident because they learned that making mistakes did not stop communication. Talking with other people helped them believe more in their English-speaking skills.                                                                                                         | This finding is consistent with Bandura's concept of self-efficacy, which suggests that successful experiences help individuals develop stronger beliefs in their capabilities and increase their confidence when performing similar tasks in the future (Bandura, 1997).                                                                      |
| What advantages or disadvantages did you notice while using the application?                                        | Students said that Lingbe helped them have real conversations, improve their confidence, listen to different accents, and practice speaking. However, they also experienced some problems, such as fast speech, internet issues, and some people who did not want to continue the conversation. | These findings are consistent with the literature on mobile-assisted language learning, which suggests that mobile applications provide flexible and authentic learning opportunities, although technical limitations may sometimes affect the learning experience (Stockwell, 2013).                                                          |
| To what extent do you believe Lingbe influenced your confidence and fluency when speaking? Please provide examples. | Participants said that they spoke more fluently, answered more quickly, hesitated less, and participated more in classroom activities. Several students reported that they were no longer required to mentally interpret every word before speaking.                                            | This finding is consistent with the concept of automaticity, which states that regular practice helps learners use language more quickly and naturally. As learners gain experience through repeated communication, they can respond more naturally and focus on conveying meaning rather than translating individual words (Segalowitz, 2010) |

Based on the interview findings, it can be concluded that speaking anxiety remains a common challenge among EFL learners. When speaking English, participants reported experiencing anxiety, a fear of making mistakes, a lack of confidence, and challenges with

vocabulary and pronunciation. These elements frequently hindered their capacity to participate in oral activities and affected their classroom communication skills.

The findings demonstrate that Lingbe assisted students in improving their speaking abilities and lowering their speaking fear. Students felt more assured and at ease speaking English when they had regular conversations with individuals from other nations. They also became more willing to participate in conversations. Although some students had difficulties with different accents and internet problems, most participants had a positive opinion of the app. They believed that Lingbe gave them useful opportunities to practice English in real conversations.

## **Chapter V**

### **Conclusions and Recommendations**

#### **Conclusions**

This study aimed to explore the use of the Lingbe application as a resource to reduce speaking anxiety among EFL learners from the PINE (EFL) program at UPSE. Several things can be learned from the results of the structured interviews.

First, it was clear that EFL students often struggle with speaking anxiety. Most of the participants said they feel anxious, uncomfortable, and scared of making mistakes when speaking in English. They also said that speaking is tougher because they do not have words to use, when they have trouble with pronunciation, and they worry about getting a bad grade.

These problems made many students speak less. They had issues like not knowing vocabulary, not pronouncing correctly, and fear of low scores. EFL students struggle with speaking anxiety a lot.

Second, the results demonstrated that Lingbe allowed students to learn English by having real conversations with speakers from other nations. The application, according to the participants, was a practical, adaptable, and inspiring tool that enabled them to have genuine talks outside of the classroom. Learners gained more practice using English in relevant contexts by having the opportunity to converse with unknown speakers. Nevertheless, participants also pointed out that there were some obstacles while using the application, including fast speech, internet connectivity issues and lack of willingness from some individuals to keep the

conversation, yet these issues could be addressed easily by joining to another conversation or using a suitable connection.

Third, the study found that Lingbe helped reduce speaking anxiety. All participants agreed that using the app regularly made them feel more comfortable when speaking English. Students said they became less afraid of making mistakes and more willing to communicate through repeated practice.

Finally, the results showed that Lingbe had a positive effect on students' confidence and fluency. Participants reported that they could communicate better, respond more easily in conversations, and take part more in class speaking activities. Therefore, Lingbe can be considered a useful tool to help students improve speaking skills and reduce speaking anxiety in EFL learning.

### **Recommendations**

The following recommendations are made in light of the study's results and conclusions.

#### **For English Teachers**

English teachers are encouraged to incorporate technology-based speaking activities into their teaching practices. Applications such as Lingbe can provide students with additional opportunities to practice speaking in authentic contexts and reduce anxiety associated with classroom communication. Teachers should also create supportive environments where students feel comfortable making mistakes and developing their oral skills.

#### **For EFL Students**

Students are encouraged to use Lingbe or similar apps regularly for independent learning. Speaking often with different people can help improve confidence, fluency, listening, and

communication skills. Students should know that making mistakes is normal and try to practice English in real conversations.

### **For Educational Institutions**

Universities and language programs should consider promoting the use of technological resources that support speaking development outside the classroom. Giving guidance on how to use language-learning apps can help students practice English more and improve their communication skills.

### **For Future Researchers**

Future studies may include more participants and students from different levels to get wider results. Researchers may also use interviews, observations, and speaking tests to study the long-term effects of Lingbe on speaking skills, confidence, and anxiety. In addition, comparing Lingbe with other language-learning apps could give more information about their effectiveness in EFL learning.

### References:

- Aguirre Céliz, C., Rivarola, M., & Belén Domínguez, M. (2023). Una propuesta innovadora para la enseñanza del inglés comunicacional en una universidad argentina. Sugerencias de mejoras a partir de la opinión de estudiantes. *Revista de Innovación y Buenas Prácticas Docentes*, 12(1), 19-33. *Revista de Innovación y Buenas Prácticas Docentes*, 12(1), 19–33. <https://doi.org/10.21071/RIPADOC.V12I1.14581>
- Alnaeem, L. (2021). Involvement in Extracurricular Activities and Overcoming High Levels of Communication Apprehension among Saudi EFL Majors. *Arab World English Journal (AWEJ)*, 12(2), 185–208. <https://doi.org/10.24093/awej/vol12no2.13>
- Angamo, A. H., Dobeche, T. M., & Birrasa, G. L. (2026). Speaking strategies instruction and students' self-efficacy in speaking. *Discover Education*, 5(1), 269-. <https://doi.org/10.1007/S44217-026-01381-5/TABLES/10>
- Athavania Putri Anky, K., Afifah, L., Negeri Malang Jl. Semarang N. U., & Timur, J. (2022). Lingbe as a Media against Speaking Anxiety for German Language Learning. *Journal DAFINA - Journal Deutsch als Fremdsprache in Indonesien*, 6(2), 37–51. <https://doi.org/10.17977/UM079V6I22022P37-51>
- Babchuk, W. A. (2017). Book Review: Qualitative Research: A Guide to Design and Implementation (4th ed.), by S. B. Merriam and E. J. Tisdell. *Adult Education Quarterly*, 67(1), 71–73. <https://doi.org/10.1177/0741713616671930>

- Bai, Y. (2024). A Mixed Methods Investigation of Mobile-Based Language Learning on EFL Students' Listening, Speaking, Foreign Language Enjoyment, and Anxiety. *SAGE Open*, 14(2). <https://doi.org/10.1177/21582440241255554>
- Bandura, A. (1977). *Social learning theory*. Prentice Hall.
- Bandura, A. (1997). *Self-efficacy: The exercise of control*. W.H. Freeman.
- Bata, S., & Castro, C. (2021). El manejo de la inteligencia emocional en los estudiantes de lengua extranjera mientras presentan sus exámenes orales de inglés. *Profile: Issues in Teachers' Professional Development*, 23(2), 245–261. <https://doi.org/10.15446/profile.v23n2.88378>
- Cai, Y., & Zhang, L. J. (2023). Effects of mobile-supervised question-driven collaborative dialogues on EFL learners' communication strategy use and academic oral English performance. *Frontiers in Psychology*, 14, 1142651. <https://doi.org/10.3389/FPSYG.2023.1142651/TEXT>
- Chen, Y. Chen. (2024). Effects of technology-enhanced language learning on reducing EFL learners' public speaking anxiety. *Computer Assisted Language Learning*, 37(4), 789–813. <https://doi.org/10.1080/09588221.2022.2055083>
- Chen, Y., & Chew, S. Y. (2021). Speaking Performance and Anxiety Levels of Chinese EFL Learners in Face-to-Face and Synchronous Voice-based Chat. *Journal of Language and Education*, 7(3), 43–57. <https://doi.org/10.17323/JLE.2021.11878>
- Cherrez, N. J. (2022). Leveraging asynchronous speaking tasks to promote willingness and confidence to speak in Spanish: A qualitative study. *Australasian Journal of Educational Technology*, 38(2), 1–14. <https://doi.org/10.14742/AJET.6657>

- Denzin, N. K., & Lincoln, Y. S. (Eds.). (2018). *The SAGE Handbook of Qualitative Research* (5th ed.). Los Angeles, CA Sage. - References - Scientific Research Publishing. (n.d.). Retrieved May 28, 2026, from <https://www.scirp.org/reference/referencespapers?referenceid=3021766>
- Díaz Barriga Arceo, F., & Hernández Rojas, G. (2010) - *Estrategias Docentes para un Aprendizaje Significativo*. (n.d.). Retrieved May 28, 2026, from <https://es.scribd.com/document/333579160/8-Di-az-Barriga-Arceo-F-Hernandez-Rojas-G-2010-Estrategias-docentes-para-un-aprendizaje-significativo>
- Dong, L., Jamal Mohammed, S., Ahmed Abdel-Al Ibrahim, K., & Rezai, A. (2022). Fostering EFL learners' motivation, anxiety, and self-efficacy through computer-assisted language learning- and mobile-assisted language learning-based instructions. *Frontiers in Psychology*, 13, 899557. <https://doi.org/10.3389/FPSYG.2022.899557/TEXT>
- Douglas Brown, H. (2001). *LANGUAGE LEARNING AND TEACHING*.
- Ebadi, S., & Azizimajd, H. (2026). Investigating the effects of speaking tasks in the clubhouse on EFL learners' speaking and foreign language speaking anxiety. *Computer Assisted Language Learning*, 39(1-2), 173–208. <https://doi.org/10.1080/09588221.2024.2371381>
- El Shazly, R. (2021). Effects of artificial intelligence on English-speaking anxiety and speaking performance: A case study. *Expert Systems*, 38(3), e12667. <https://doi.org/10.1111/EXSY.12667>
- Fajaryani, N., Herliza, G., & Ali., R. D. M. (2023). EFL Students' Challenges In Learning Speaking Skills During the Online-to-Offline Transition Era. *Ethical Lingua: Journal of Language Teaching and Literature*, 10(2), 2023. <https://doi.org/10.30605/25409190.602>
- Gao, J. (2022). Scales assessing L2 speaking anxiety: Development, validation, and application. *Frontiers in Psychology*, 13, 972671. <https://doi.org/10.3389/FPSYG.2022.972671/TEXT>

- Harmer Jeremy. (1983). *The Practice of English Language Teaching*.
- Hernández, R. M., Pintado, P. R. C., Rojas, T. G. Q., Baca, J. E. G., Villarreal, J. L. M., Perez, J. R. G., Colchado, J. C. C., Sáenz, J. A. C., Sáenz, F. G. C., Calderón, E. A., Gonzales, G. C. E. L., Garay, J. P. P., Huaco, M. J. A., & Albornoz, V. C. (2026). English Speaking Practice with ChatGPT Voice among Peruvian University Students. *World Journal of English Language*, 16(4), 96. <https://doi.org/10.5430/WJEL.V16N4P96>
- Hofmann, S. G. (2007). Cognitive factors that maintain social anxiety disorder: A comprehensive model and its treatment implications. *Cognitive Behaviour Therapy*, 36(4), 193–209. <https://doi.org/10.1080/16506070701421313>
- Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign Language Classroom Anxiety. *The Modern Language Journal*, 70(2), 125–132. <https://doi.org/10.1111/J.1540-4781.1986.TB05256.X;PAGE:STRING:ARTICLE/CHAPTER>
- Hossain, Md. I. (2026). Investigating the Role of AI-Powered Tools in Reducing Foreign Language Anxiety among Bangladeshi EFL Learners: An Illustrative Mixed-Methods Study. *IJFMR - International Journal For Multidisciplinary Research*, 8(2). <https://doi.org/10.36948/IJFMR.2026.V08I02.71843>
- Katsarou, E., Wild, F., Sougari, A. M., & Chatzipanagiotou, P. (2023). A Systematic Review of Voice-based Intelligent Virtual Agents in EFL Education. *International Journal of Emerging Technologies in Learning (IJET)*, 18(10), 65–85. <https://doi.org/10.3991/IJET.V18I10.37723>
- Krashen, S. D. (1982a). *Principles and Practice in Second Language Acquisition*.

- Krashen, S. D. (1982b). *Principles and Practice in Second Language Acquisition*.  
[https://www.researchgate.net/publication/242431410\\_Principles\\_and\\_Practice\\_in\\_Second\\_Language\\_Acquisition](https://www.researchgate.net/publication/242431410_Principles_and_Practice_in_Second_Language_Acquisition)
- Kukulska-Hulme, A. (2012). Mobile-Assisted Language Learning. *The Encyclopedia of Applied Linguistics*. <https://doi.org/10.1002/9781405198431.WBEAL0768>
- Legislativo, D. (2008). CONSTITUCIÓN DE LA REPÚBLICA DEL ECUADOR. *Registro Oficial*, 449(20), 25–2021. [www.lexis.com.ec](http://www.lexis.com.ec)
- Li, W., Mohamad, M., & You, H. W. (2025). Exploring the Effects of Using Automatic Speech Recognition on EFL University Students with High Speaking Anxiety. *International Journal of Information and Education Technology*, 15(1), 187–194.  
<https://doi.org/10.18178/IJiet.2025.15.1.2231>
- Lin, Y. (2024). Review of the Effects of Foreign Language Classroom Anxiety on Learners' Development of a Second Language Acquisition. *Journal of Education, Humanities and Social Sciences*, 26, 979–985. <https://doi.org/10.54097/NHTAA488>
- Liu, G. L., & Zhao, X. (2026). A scoping review of AI-mediated informal language learning: Mapping out the terrain and identifying future directions. *ReCALL*, 38(1), 111–130.  
<https://doi.org/10.1017/S0958344025100359>
- Marzuki, A. G., Huriyah, H., Triassanti, R., Kencanawati, D., Nur, M. D. M., & Ulfah, U. (2026). Enhancing EFL Speaking Fluency and Reducing Anxiety through Mobile-Assisted Language Learning. *International Journal of Interactive Mobile Technologies (IJIM)*, 20(05), 39–54. <https://doi.org/10.3991/IJIM.V20I05.58509>
- Moustakas, C. (1994). Phenomenological research methods. *Phenomenological Research Methods*. <https://doi.org/10.4135/9781412995658>

- Ngoka, F. N., Jácome, S. S., & Riera, F. P. (2026). Use of Avatar-Based Instructional Videos to Improve Oral Communication in Tenth-Grade EFL Students. *RICEd: Revista de Investigación en Ciencias de la Educación*, 4(7), 58–66.  
<https://doi.org/10.53877/AZYEME94>
- Nunan, D. (1995). *Language teaching methodology : a textbook for teachers*.  
<https://ci.nii.ac.jp/ncid/BA54474341>
- Padilla, N., Padilla, Y., Andrade, J. L., & Yumi, L. (2024). Design and Implementation of an Educational App as a Methodology to Improve Speaking Skills in EFL Students at B1 Level: A Case Study. *European Journal of Educational Research*, 13(3), 1199–1213.  
<https://doi.org/10.12973/EU-JER.13.3.1199>
- Portugal, A., & Balderas Ruiz, L. A. (2023). Systematic Literature Mapping: Studies Related to ESL/EFL Oral Communication Skills (2018-2022). *English Language Teaching*, 16(10), 99. <https://doi.org/10.5539/ELT.V16N10P99>
- Putri, N. A., Dian, P., & Degeng, D. (2024). UTILIZING MOBILE-ASSISTED LANGUAGE LEARNING (MALL) TO ALLEVIATE SPEAKING ANXIETY AMONG EFL STUDENTS. *English Review: Journal of English Education*, 12(1), 125–136.  
<https://doi.org/10.25134/ERJEE.V12I1.9352>
- Qiao, H., & Zhao, A. (2023). Artificial intelligence-based language learning: illuminating the impact on speaking skills and self-regulation in the Chinese EFL context. *Frontiers in Psychology*, 14, 1255594. <https://doi.org/10.3389/FPSYG.2023.1255594/TEXT>
- Quispe-Vargas, M., Cruz, K. M. L. D. La, Talavera-Mendoza, F., Manzur-Vera, G., Pérez-Postigo, G., Turpo-Gebera, O., & Díaz-Zavala, R. (2024). The impact of YouGlish on

- English-speaking competency in higher education. *Journal of Technology and Science Education*, 14(2), 349–362. <https://doi.org/10.3926/JOTSE.1710>
- Segalowitz, N. (2010). Cognitive bases of second language fluency. *Cognitive Bases of Second Language Fluency*, 1–220. <https://doi.org/10.4324/9780203851357/COGNITIVE-BASES-SECOND-LANGUAGE-FLUENCY-NORMAN-SEGALOWITZ/RIGHTS-AND-PERMISSIONS>
- Siemens, G. (2005). *Connectivism: A learning theory for the digital age*, *International Journal of Instructional Technology and Distance Learning*, 2. - References - Scientific Research Publishing. (n.d.). Retrieved June 10, 2026, from <https://www.scirp.org/reference/referencespapers?referenceid=148504>
- Smith, M. (2020). Review of Neil Selwyn, Felicitas Macgilchrist, and Ben Williamson (2020). Digital Education after COVID-19. TECHLASH, 1. *Postdigital Science and Education*, 2(3), 1047. <https://doi.org/10.1007/S42438-020-00184-7>
- Sosas, R. V. (2021). Technology in teaching speaking and its effects on student's learning English. *Journal of Language and Linguistic Studies*, 17(2), 958–970. <https://doi.org/10.52462/JLLS.66>
- Stockwell, G. (2013). Technology and Motivation in English-Language Teaching and Learning. *International Perspectives on Motivation*, 156–175. [https://doi.org/10.1057/9781137000873\\_9](https://doi.org/10.1057/9781137000873_9)
- Tadesse, S., Muluye, W., Tadesse, S., & Muluye, W. (2020). The Impact of the COVID-19 Pandemic on the Education System in Developing Countries: A Review. *Open Journal of Social Sciences*, 8(10), 159–170. <https://doi.org/10.4236/JSS.2020.810011>

- Vygotskiĭ, L. S. (Lev S., & Cole, M. (1978). *Mind in society : the development of higher psychological processes*. <https://ci.nii.ac.jp/ncid/BA03570814>
- Ward Creswell, J. (2018). Research design : qualitative , quantitative, and mixed methods approaches /. In *SAGE Publications, Inc. (US)*. SAGE.
- Yan, H., & Singh, M. K. S. (2026). The impact of AI-mediated instruction on speaking proficiency, enjoyment, anxiety, and emotional engagement: a mixed-methods approach. *Humanities and Social Sciences Communications* 2026 13:1, 13(1), 568-.  
<https://doi.org/10.1057/s41599-026-06705-2>
- Zambak, A. (2024). *Factors determining foreign language speaking anxiety: A study on high school students*. <https://dergipark.org.tr/tr/pub/saj>
- Zhao, M., Noordin, N., Ahmad, N. K., & Wu, W. (2026). Mobile-assisted oral English learning: perceived impact and learner experience — a mixed-methods study. *Asian-Pacific Journal of Second and Foreign Language Education*, 11(1), 27-. <https://doi.org/10.1186/S40862-026-00402-Y/TABLES/4>
- Zou, B., Guan, X., Shao, Y., & Chen, P. (2023). Supporting Speaking Practice by Social Network-Based Interaction in Artificial Intelligence (AI)-Assisted Language Learning. *Sustainability* 2023, Vol. 15, Page 2872, 15(4), 2872. <https://doi.org/10.3390/SU15042872>

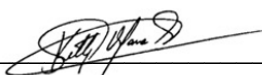
## Annexes

### Annex A: Certified Anti-plagiarism System

#### CERTIFICADO SISTEMA ANTI PLAGIO

En calidad de tutor del Trabajo de Integración Curricular denominado “LINGBE APP AS A RESOURCE TO REDUCE SPEAKING ANXIETY IN EFL LEARNERS” RESEARCH PROJECT” elaborado por los estudiantes **Villao Vera María Angélica y Campuzano Sánchez Brighton Abel** 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 8 % de la valoración permitida, por consiguiente se procede a emitir el informe.

**Atentamente**



**Vergara Mendoza Ketty Zoraida, MSc**

**TUTOR**

VILLAO MARIA ANGELICA - CAMPUZANO BRIGHTON TESIS FINAL  
ID : a1f0dba9c4ab69c8c6770483e7068cb4e334c162



Nombre del fichero : VILLAO MARIA ANGELICA - CAMPUZANO BRIGHTON TESIS FINAL.txt  
Tamaño del archivo original : 414,7 kB  
Número de palabras : 9577

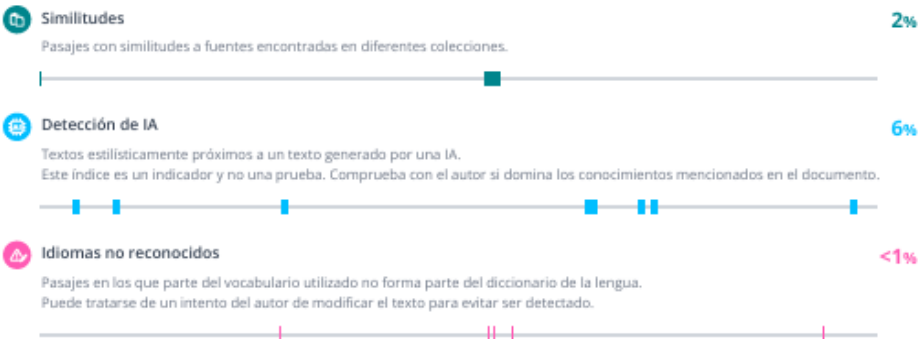
Depositante : KETTY ZORAIDA VERGARA MENDOZA  
Fecha de depósito : 3 de julio de 2026  
Tipo de carga : interface  
fecha de fin de análisis : 3 de julio de 2026

 **Resumen** (sección 1/2)

Localización de los textos sospechosos en el documento :



Incluido en el porcentaje de textos sospechosos :



No incluido en el porcentaje de textos sospechosos :



 **Fuentes de similitudes** (sección 2/2)



**Fuente principal detectada**

| Nº | Descripciones                                                                                                                                                                                                                                                                        | Similitudes | Ubicaciones                                                                           |
|----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|---------------------------------------------------------------------------------------|
| 1  |  <a href="https://repositorio.upse.edu.ec/bitstreams/b23c0204-3459-4919-ac47-ed0868c8d...">repositorio.upse.edu.ec</a><br>repositorio.upse.edu.ec/bitstreams/b23c0204-3459-4919-ac47-ed0868c8d... | 1%          |  |
| 2  |  <a href="#">Chapter II(632125)_chapter II.pdf</a> #f7536a<br>Viene de de mi grupo                                                                                                                | <1%         |  |



## **Annex B: Questionnaire Results**

### **1. How do you usually feel when speaking English during class?**

1. I feel very shy and insecure. In the fourth semester, the topics are more complex, and I always think that my English is worse than my classmates'. I feel anxious because I do not like people looking at me while I speak.
2. Most of the time, I speak normally and feel comfortable. However, when I have to talk about a different or unfamiliar topic, I cannot express myself well because of my limited vocabulary.
3. I usually feel very nervous and stressed. My heart beats fast because I am afraid of making grammar or pronunciation mistakes, and I worry that my classmates might laugh at me.
4. To be honest, sometimes I get a little nervous, but when I prepare, I feel much more confident. I think my English is not bad, but I still need to improve.
5. I usually feel a little nervous when speaking English during class because I am afraid of making mistakes or pronouncing words incorrectly. However, when the environment is comfortable and supportive, I feel more confident and motivated to participate.

### **2. What difficulties do you experience when participating in oral activities through Lingbe?**

1. My main difficulty is starting the conversation. Because I am shy, I do not know what to say during the first minute. Also, listening to different accents is difficult for my level, and I get nervous.

2. My main difficulties are my limited English vocabulary and, sometimes, my pronunciation.
3. The main difficulty is that I cannot see the other person's face, which sometimes makes communication more difficult. In addition, some people speak very fast, so I often have to ask them to repeat what they said.
4. Not knowing who I would be paired with or where the other person was from was a little intimidating. Sometimes I had difficulty understanding different accents or speaking speed, and I struggled to find the right words.
5. One of the main difficulties I experienced was understanding different accents and responding quickly during conversations. At the beginning, I also felt shy because I was speaking with strangers.

**3. Before using Lingbe, what feelings or difficulties did you experience when speaking in English classes?**

1. Before using Lingbe, I preferred to stay silent. During group work or oral presentations, I felt panic. My hands trembled because I had no confidence in my pronunciation or vocabulary.
2. Before using Lingbe, I experienced different emotions, including fear and happiness. Sometimes I talked with people who had a much higher level of English, and I could not understand them. However, I also met people who were at my level or even lower, and we were still able to understand each other. That made me feel happy.
3. Before using Lingbe, I felt blocked. When the teacher called my name, my mind went blank. I knew the words in my head, but I could not say them because of panic.

4. Before using Lingbe, I often felt disappointed because I knew I could do better, but I sometimes became mentally blocked. As a result, I preferred to stay quiet and avoid drawing attention to myself.
5. Before using Lingbe, I often felt insecure and anxious when speaking English in class. I was afraid that my classmates would judge my pronunciation or grammar mistakes, so I preferred to stay quiet most of the time.

**4. How would you describe your experience using Lingbe for speaking practice?**

- A. It has been a good but challenging experience. As a shy person, talking to strangers is difficult, but the application feels safe because it only uses audio, so I do not feel the pressure of people looking at me.
- B. It is a very good application for people with both low and high levels of English. It is especially useful for improving fluency and confidence. The application also offers enjoyable opportunities because you can find someone to interact with or join conversations with other people.
- C. My experience has been good and interesting. At the beginning, it was a little scary, but it is a useful tool because I can practice with real people from different countries without leaving my home.
- D. It has been a very interesting and, honestly, liberating experience. Since the conversations are audio calls with people who also want to learn or help others, the environment feels much more relaxed than in a traditional classroom. It is like talking to virtual friends.

- E. My experience using Lingbe for speaking practice was very positive and interesting. The application allowed me to practice English in real conversations with different people, which helped me feel more relaxed and improve my communication skills.

**5. How did you integrate Lingbe into your English practice, and how often did you use it?**

- A. I integrated it into my study routine at night, after completing my university tasks. I used it three or four times a week, usually for 10 or 15 minutes per session to practice speaking.
- B. I used it for three days during my free time. It was very practical because the conversations usually lasted between five and ten minutes, which was enough time to interact with other people.
- C. I used Lingbe in the afternoons after my university classes. I practiced about three times a week for 15 or 20 minutes each day.
- D. I tried to make it a daily habit, even if only for a short time. I usually logged into the app at night after finishing my study and work routines.
- E. I integrated Lingbe into my English practice by using it after classes and during my free time. I usually used the app three or four times a week to practice speaking and listening with native and non-native speakers.

**6. How would you describe an interaction that you consider representative of your experience on Lingbe?**

1. Yes. I connected with a user from Egypt. At first, I was very quiet and shy, but he asked me about my university and my career. I explained that I study PINE. It was a

simple but meaningful conversation, and I spoke with more fluency than I usually do in class.

2. I would like to share my first interaction. I spoke with a woman named Patricia, who had a very fluent level of English. At first, it was a little difficult to understand her, but I continued the conversation naturally by asking basic questions such as "*Where are you from?*", "*What is your native language?*", and "*What were you doing?*" Since it was my first time using the application, I think it went well because I was able to use basic expressions that I already knew.
3. Yes. One day I connected with a person from Morocco. We talked about our favorite food and music. I made many mistakes, but he was very kind and told me, "*Don't worry, your English is good.*" That made me feel very happy.
4. Yes. I talked with a man from Germany who was also practicing his English. We talked about football, and I jokingly told him that Enner Valencia was going to beat Germany in the World Cup. We both made mistakes, but we communicated well and eventually became study partners.
5. One interaction that best represents my experience was a conversation with a woman from the United States. We talked about hobbies, daily routines, and music. At first, I felt nervous, but she was very patient and friendly, so I gradually became more comfortable speaking English.

**7. Do you believe Lingbe helped reduce your speaking anxiety? Why or why not?**

1. Yes, it helped me. I am still a shy student, but now my anxiety is lower. Talking to strangers on the app helped me realize that speaking English is possible and that I do not need to be perfect.
2. Yes. I believe Lingbe helped reduce my speaking anxiety because the more I practiced, the more confident I became when communicating in English.
3. Yes, I believe it helped. Speaking with strangers many times made me lose my fear. Now I feel more relaxed during my regular English classes.
4. Yes, definitely. It helped me because I stopped worrying so much about what other people might think. On the app, making mistakes does not feel like a problem, so I became much more relaxed when speaking English.
5. Yes. I believe Lingbe helped reduce my speaking anxiety because the more I practiced, the more confident I became. The application allowed me to speak naturally without worrying too much about being perfect.

**8. How did interacting with other speakers influence your confidence in speaking English?**

1. It had a positive influence. When native speakers or other learners understood my English, my confidence increased. I realized that I could communicate my ideas even with a basic level of English.
2. Interacting with different people helped me realize that communication is possible even if my English is not perfect. It increased my confidence every time I was understood.

3. It improved my confidence because I realized that other people also make mistakes, and that is completely normal. They understood my ideas, so I felt that my English was useful.
4. It had a very positive influence. Seeing that people from different countries understood me and being able to make friends from around the world greatly increased my confidence and self-esteem.
5. Interacting with other speakers had a positive influence on my confidence because I realized that communication is more important than speaking perfectly. Those conversations helped me trust my abilities and express myself more freely.

**9. What advantages or disadvantages did you notice while using the application?**

1. One advantage is that it helps you become more confident by practicing with strangers in real conversations. Another advantage is that there is no visual pressure because the conversations are audio only. A disadvantage is that sometimes you connect with people who are not serious or are unwilling to help.
2. One advantage is that the application allows people of different English levels to practice with real speakers and improve their fluency and confidence. I did not experience any major disadvantages besides my own vocabulary limitations.
3. The advantages are that it is free, easy to use, and allows you to practice with people from different countries. The disadvantages are that internet connections can sometimes be poor, and some users end the call quickly when they realize you are a beginner.

4. The biggest advantage is that it is very accessible because you can practice anytime with real people and different accents. The disadvantages are occasional internet problems and conversations with people who are not interested in talking.
5. One advantage of Lingbe was the opportunity to practice English with real people from different countries. It also improved my listening skills and confidence. A disadvantage was that sometimes the connection quality was poor, or conversations ended very quickly.

**10. To what extent do you believe Lingbe influenced your confidence and fluency when speaking? Please provide examples.**

1. It influenced me to a good extent. I am still shy, but now I communicate more effectively. Before, I became completely blocked, but now I can maintain conversations for about five minutes using simple words to connect my ideas.
2. Lingbe helped me improve both my confidence and fluency. After practicing regularly, I felt more comfortable speaking English and could participate in conversations using the vocabulary and expressions I already knew.
3. I think it helped me a lot. Before, I needed to translate every word in my head before speaking. Now, I can say short expressions such as "*I agree with you*" or "*In my opinion*" much faster and more naturally.
4. I think it made a big difference. Before, I spent a long time translating everything in my head before speaking. Now, I respond more naturally. For example, recently I answered an open question in class without hesitation, something I would not have done before using Lingbe.

5. I believe Lingbe had a significant influence on my confidence and fluency when speaking English. Before using the application, I hesitated a lot and needed more time to answer questions. After practicing regularly, I was able to speak more naturally and maintain conversations with much less fear and hesitation.