



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

**“EMOTIONAL FACTORS THAT INFLUENCE
THE DEVELOPMENT OF SPEAKING SKILLS IN
POST-PANDEMIC CLASSES IN THIRD
BACCALAUREATE STUDENTS”**

RESEARCH PROJECT

As a prerequisite to obtaining a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
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ADVISOR'S APPROVAL

In my role as Advisor of the research paper under the title "EMOTIONAL FACTORS THAT INFLUENCE THE DEVELOPMENT OF SPEAKING SKILLS IN POST-PANDEMIC CLASSES IN THIRD BACCALAUREATE STUDENTS" prepared by Lesly Katherine Eusebio Merchán and Juan Carlos Gonzabay Domínguez, undergraduate students of the Pedagogy of National and Foreign Languages Career, Major of Educational Science and Language at Peninsula of Santa Elena State University I declare that after oriented, studied and reviewed the project, I approve in its entirety because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

Sincerely,



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

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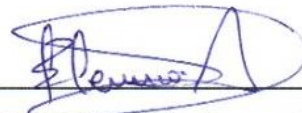
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Abstract

This research project was conducted with the purpose of analyzing the influence of emotional factors on the development of speaking skills in post-pandemic classes with third-year high school students. Identifying these factors helped us to analyze emotional factors such as nervousness, anxiety, low self-esteem, fear of making mistakes, and lack of confidence in speaking activities during English classes. The design of this research was designed for third-year high school students and we focused on a specific course that showed to have students with these problems in order to analyze the emotional factors and how it affects the development of speaking skills. Based on the results obtained from this research, it can be concluded that the emotional factors that affect the students are mostly nervousness and fear of making mistakes. Despite this, the students are positive in wanting to improve their skills and knowledge in the English language because they show a motivation that is shared among classmates and understand that making mistakes or receiving corrections from the teacher helps them to obtain better knowledge in aspects such as pronunciation or grammar. Therefore, emotional factors affect students in the acquisition of a foreign language and in the development of foreign language skills, but with a pleasant classroom environment, motivation, and peer support, these emotional factors are reduced, and positive aspects of learning are increased.

KEY WORDS: Emotional factors, nervousness, classroom environment and fear of making mistakes.

Resumen

Este proyecto de investigación se realizó con la finalidad de analizar la influencia de los factores emocionales en el desarrollo de las habilidades del speaking en clases post pandemia con estudiantes de tercero de bachillerato. Identificar estos factores nos ayudó a analizar factores emocionales como, por ejemplo, el nerviosismo, la ansiedad, la baja autoestima, miedo a cometer errores y la falta de confianza en actividades de expresión oral durante las clases de inglés. El diseño de esta investigación fue diseñado para estudiantes de tercero de bachillerato y nos enfocamos en un curso específico que demostró tener estudiantes con estos problemas con la finalidad antes mencionada analizar los factores emocionales y como afecta al desarrollo de las habilidades de speaking. En base a los resultados obtenidos de esta investigación se puede concluir que los factores emocionales que afectan considerablemente a los estudiantes son en gran parte el nerviosismo y el miedo a cometer errores a pesar de esto los estudiantes se muestran positivos en querer mejorar sus habilidades y conocimiento en el idioma inglés pues muestran una motivación que es compartida entre compañeros de clases y comprenden que el cometer errores o recibir correcciones del maestro les ayuda a obtener un mejor conocimiento en aspectos como pronunciación o gramática. Por lo tanto, los factores emocionales afectan a los estudiantes en la adquisición de una lengua extranjera y en el desarrollo de las habilidades de este idioma, pero con un ambiente agradable dentro del salón de clases, motivación y apoyo entre compañeros estos factores emocionales se reducen y aumentan aspectos positivos en el aprendizaje.

PALABRAS CLAVES: Factores emocionales, nerviosismo, ambiente de clases y miedo a cometer errores.

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Introduction

English is the most spoken language around the world, which is why it is important to promote it as a foreign language in educational institutions, since it offers opportunities in the labor, social and cultural fields. It should be noted that oral communication is one of the most significant skills in learning a foreign language, but due to emotional factors in the classroom students have difficulty in developing English language skills, especially oral expression when students develop activities in front of classmates.

Over the years Ecuador has been implementing improvements in the curriculum of English as a foreign language to encourage learning at all levels of education from an early age, however, the objectives are not always achieved. It is important to emphasize that in the process of teaching a foreign language, not only the knowledge part but also the emotions and feelings of the students must be taken into account. Teachers also play an important role in the classroom because they are the ones who must foster safety, confidence, and a good learning environment for students since many times students are afraid to go out and participate, even more so in a foreign language.

It is important to mention that students often feel fear when participating in English classes due to lack of vocabulary or fear of making a pronunciation mistake, generating nervousness and distrust. That is why, as students of English language, this research is focused on the analysis of the influence of emotional factors on the speaking ability of high school students and its purpose is to identify which factors affect the students' performance in English class and how speaking activities help to increase the students' confidence in the classroom. In addition, this research used the qualitative technique through the interview with open-ended questions that helped to collect valuable information for the analysis of the results.

To carry out this research, it was divided into 5 chapters.

Chapter 1: This chapter explains the research problem, the research questions, the general and specific objectives, the delimitation of the study, and the justification.

Chapter 2: In this chapter the essential theories of researchers that support and give veracity to the research are presented, the research is also explained within the theoretical context, the pedagogical and legal foundations are established, and the study variables are established.

Chapter 3: In this stage, the researcher presents the type of research used and defines the qualitative and phenomenological methods applied to the research. In addition, the population, sample, and instrument used in conducting the study are established.

Chapter 4: This chapter analyzes the interpretation of the data obtained from the research sample. Here the answers are related to the supporting theories of chapter 2.

Chapter 5: Finally, this chapter details the conclusions of the study and compares them with the research objectives. It also details the difficulties encountered in the research and the life lesson it left for the researchers.

Chapter I

The Problem

1.1 Research Topic

Emotional Factors and Speaking Skills.

1.2 Title of project:

Emotional factors that influence the development of speaking skills in post-pandemic classes in third baccalaureate students.

1.3 Problem Statement

Learning a foreign language has become of vital importance to be able to communicate with other people around the world in various fields, be it academic, artistic, economic, or social. However, there are factors that influence the acquisition of a language and even more so after a pandemic.

There is a concern due to the ravages of the pandemic on socio-emotional skills in students since emotions are interrelated with the events experienced and, in turn, trigger behaviors in the social sphere, learning, and daily activities (Fox et al., 2018).

The development of communication skills in another language, in this case, English, can be a challenge considering that most students around the world rely on virtual education and that with the return to face-to-face classes, emotional factors can influence the development of communication skills.

Rao (2019) described that of the four linguistic skills: writing, speaking, reading, and listening, the most important when acquiring a foreign language is the ability to speak since by

developing communication skills, it is possible to express feelings, thoughts, and manage situations of everyday life.

According to pre-professional practices and the experience carried out during three months in the academic period 2022-2023 on the emotional factors in the post-pandemic classes that influence the development of communicative skills in the English in third baccalaureate students of the "Americano" High school, the difficulty that the pupils have to express ideas was evidenced by the participation in classes. It added to nervousness, low self-esteem, and lack of practice in speaking activities.

A clear example is group work, where students choose the speaker with the most expressiveness, confidence, and ability to speak in English. Likewise, in-class performances, students are afraid to participate even if they know the answer. That is why the interest arises in evidencing the emotional factors in post-pandemic classes that worsen the development of students' speaking activities to improve the performance of oral skills.

Among the different causes that can be responsible for this problem, the most prominent is the fear of making mistakes. This problem has many consequences; the effects detected are a lack of interest in the English language, poor pronunciation, and anxiety. However, the most triggering factor is the difficulty in developing conversational skills in English.

Bata & Castro (2021) described an example where a group of students demonstrated different control over emotions in two situations when presented with oral exams. In the first case, the students showed positive responses. In contrast, in the second case, due to the complexity and demand of the exam, a student with low emotional intelligence presented

difficulties in developing the ability to speak. This example provides support and links to the emotional factors that influence the development of speaking skills in the classroom.

Therefore, this research aims to identify the emotional factors that influence the performance of English language speaking activities, detect the importance, and analyze the effect and impact on English language learning.

1.4 Main Question

1.4.1 General Questions

- What emotional factors influence the development of speaking skills in post-pandemic classes in third baccalaureate students?

1.4.2 Specific Questions

- How did the students perform in speaking activities in the classroom?
- What factors in the classroom help or motivate students' oral expression?
- How did the practice of speaking activities contribute to improving students' confidence in the classroom?

1.5 Objectives

1.5.1 General Objective

- To analyze the influence of emotional factors through the post-pandemic experience in students when carrying out activities to develop or improve speaking skills.

1.5.2 Specific Objectives

- To describe the performance of students in English speaking skills in the classroom.
- To identify factors within the classroom that help or motivate students' oral expression.

- To explain the contribution of practicing the speaking skill of English as a foreign language in developing students' confidence and motivation in class.

1.6 Delimitation of The Study

The present investigation was carried out in “Americano” high school with students of the third parallel baccalaureate F academic period 2023-2024, with a sample of 5 students and a population of 45 learners. It was identified that pupils present traits of shyness or insecurity when English teachers ask them to participate or speak in English despite having received basic instruction in English.

The students become silent because the instructions given by the teacher are not understood or because the pupils do not have the answer to the question asked, in addition to the fear of making a mistake when participating.

1.7 Justification

Nowadays, learning a foreign language plays an essential role in establishing communication with people around the world. In education, English as a foreign language and the development of speaking skills in the classroom is influenced by emotional factors.

Therefore, through various research, it has been affirmed that most students find it difficult and even challenging to speak and express thoughts effectively due to factors such as nervousness or low self-esteem.

With the return to face-to-face classes and after a virtual education due to Covid-19, students in the process of acquiring a foreign language, English in this case, felt fear when speaking English in the classroom, however, pupils need to improve communication skills to pass the subject and improve emotional intelligence. Emotional factors trigger a deficit in

students' communication skills causing factors of mispronunciation, shyness, or even feel anxiety.

Therefore, this research aims to analyze the influence of emotional factors in the post-pandemic learning process when developing the ability to speak in activities in the classroom.

This study is viable and will contribute to the analysis and description of factors that influence the development of speaking in students of the “Americano” High school.

This research contributes to the field of English language teaching by helping to identify the emotional factors that influence learning or speaking skill development in pupils, as well as contributing vital information to improve learning strategies and emotion management in the classroom to prevent these factors from affecting pupils, provide a descriptive analysis of the factors influencing the development of conversational English language activities.

In the disciplinary aspect, the study aims to contribute to studies related to the English language learning process at the level of the Santa Elena Peninsula and it is expected to know the research results of influential factors in the development of communication skills.

Chapter II

2.1 Theoretical Framework

2.2 Background

Rodriguez et al. (2020) described emotional or affective factors as those psychological elements that can affect the teaching or learning process of a foreign language and in turn influence its quality and performance. Therefore, nervousness, shyness, and self-esteem play a fundamental role in the development of English language skills in a classroom giving positive or negative results, for instance, a student with high self-esteem will be participative, while a

nervous and shy student will have difficulties in expressing ideas, even more so in a foreign language.

The pandemic also plays an important role since it was an event that triggered changes at an educational and emotional level and currently has an impact on the student's face-to-face education. During the Covid-19 pandemic, many schools closed and were forced to take classes online, and on an emotional level, the despair and exhaustion of teachers and students were evident (Yulia, 2020). However, the pandemic brought with it new classroom environments where virtuality helped advances in education with technology to prosper.

There are pros and cons, as learners who focus on actively developing communicative skills have better conversational development in the classroom than learners who passively studied English language during the pandemic (Ordoñez et al. 2021). It is irrefutable that the lack of conversational practices on the part of learners during the pandemic period had a performance deficit.

On the other hand, according to Karpinski et al. (2019) described in the socio-affective environment, students had many changes to which they were not adapted. For instance, in virtuality, many felt safe by not socializing to motivate the majority to participate and speak with fundamentals due to access to the internet in the comfort of their homes but upon returning to face-to-face classes the students presented many difficulties that affected their academic performance due to the influence of emotional factors.

Cevallos et al. (2020) described a case example where it is mentioned that the development of the speaking ability in post-pandemic activities within the classroom can be affected by emotional factors in students since in the virtual class environment the student

reduces anxiety or shyness that some learning processes may also entail. To obtain good communication when learning a foreign language, practice is vital to maintain constant communication, so teachers make classes more interactive to motivate students to participate. And when face-to-face classes return to students, communication skills can be difficult and even more so in English.

Rodriguez et al. (2020) pointed out anxiety as a relevant factor in academic performance since it hinders cognitive ability when acquiring new knowledge, therefore it triggers difficulty when expressing oneself in a foreign language. In other words, due to anxiety, some difficulties may arise when using the language for fear that other students will say if the speaker makes a pronunciation mistake or cannot express the right ideas.

Likewise, nervousness is another factor that triggers stress, and irritability that reduces the possibility of expressing ideas in public, according to Niah (2019), it is necessary to have the self-confidence to develop good communication and participatory activity in the classroom and provide good arguments. It is also important to understand that the more nervous the student is, the less able to concentrate the student will have, and it is normal to feel nervous when speaking in public, even in the mother tongue.

Teaching and learning methods have changed over time, which is why post-pandemic education has had relevant changes so that the well-being of students is not affected, in addition to changes in teaching strategies or methods, creativity and student performance while maintaining a pleasant school environment where emotional factors influence but positively in the environment with participatory students without fear of being wrong (Ávila & Ramírez, 2021).

The research is based on Krashen's Affective Filter Theory, which mentions that the

learner's attitude in the second language acquisition process influences positively or negatively (Paredes et al. 2020). In this way, students with a good mood and other emotional factors have better cognitive development and performance in the classroom when learning a second language.

On the other hand, Anderson & Huamán (2020) argue that the traditional school minimizes students' emotions and that teachers must guide and maintain a good classroom environment. The affective filter should be low to positively influence and improve language comprehension, while if the affective filter is high, it will have a negative effect, and as a result, students will feel unmotivated, anxious, and nervous.

Furthermore, it is important to highlight what is mentioned by (Véliz et al., 2022). currently, learning a foreign language is vital to get a job in Ecuador; exists little innovation and importance to improvement, but despite this, acceptable levels are reached in teaching or learning English. For this reason, the participation of all external factors can influence the motivation of students when learning a new language since it is worth highlighting that emotional factors should positively impact the changes in education after the pandemic are reflected in the students, thanks to the teacher can create a welcoming place for them to learn. Students can express their opinions without fear because otherwise, a barrier can be created that limits their learning capacity.

2.3 Pedagogical basis

Various pedagogues, psychologists, and researchers have contributed extensive theories that allow teachers to understand the teaching-learning process of a foreign language. Many of these researchers agree on a common point of view that it is often difficult for English language educators to keep students interested in learning a foreign language or participating in classes,

and this experience leads teachers to use new teaching strategies to keep students motivated and to develop the skills necessary for foreign language acquisition.

Lev Vygotsky's theories have become a fundamental part of many investigations, especially sociocultural theory and early childhood learning, where language is the essential tool learned by the social and cultural environment. This author mentions, "For the young child, to think means to recall; but for the adolescent, to recall means to think "(Mcleod,2022).

(Vygotsky, 1978, as cited in Salas, 2011) "knowledge is obtained through past experiences, social situations, and general environment." Similarly, Salas (2011) agrees with the sociocultural theory of Lev Vygotsky and the educational implications in the teaching-learning process. Where it is considered that the infant's learning takes place in the first instance in the social environment; however, formal learning is a fundamental part of human growth.

Additionally, Piaget's theories of cognitive development also contribute significantly to education. This author mentions four stages of cognitive development: the sensorimotor stage, the preoperational stage, the stage of concrete operations, and the stage of formal operations. "the development of knowledge is a spontaneous process, tied to the whole process of embryogenesis" (Piaget,1964). Both Piaget and Vygotsky considered that external factors caused development and learning.

2.3.1 National curriculum for English as a foreign language in Ecuador.

According to the Ministry of Education (2019), the main objective of the national curriculum of English as a foreign language is to develop the ability to communicate the views of Ecuadorian students through the foreign language guided by the Common European Framework of Reference for Languages.

Other points considered in the curriculum are developing the student's social and intellectual skills and fostering a love for learning languages to promote knowledge of other cultures and languages.

The Ecuadorian English education curriculum has a student-centered approach where students are active participants and advocates a communicative approach and is therefore not based on traditional memorization education.

Speaking skills play an essential role in this English as a foreign language curriculum since students expect to talk about everyday topics, and express ideas and feelings confidently in the classroom, however, some factors prevent students from developing their communicative skills such as low self-esteem, nervousness, or fear of making mistakes.

2.4 Theoretical basis

Krashen is the basis of this research due to the development of his hypothesis in 1985, which relates to the affective factors in a person and how this influences the process of acquiring a foreign language (Krashen, 1985 cited in Anderson & Huamán, 2020) describes Krashen's affective filter theory as the identification of emotions that prevent or block the learning process correctly in people who wish to acquire a foreign language, so there are situations in which teaching is developed in a positive way for the student, affective factors or emotional factors will take the most attention in the student's concentration, causing them not to learn the foreign language.

With the pandemic, students have experienced changes due to pre-pandemic face-to-face classes, virtual classes, and post-pandemic face-to-face classes. In recent years, education has undergone significant changes in the academic world because it has adapted appropriately to teach students correctly, so virtual or online classes have become more relevant, for example, at

the time of the pandemic. However, with the return to face-to-face classes, both face-to-face and virtual classes are equally important and relevant today because they provide comfort to the student for better learning since face-to-face education is characterized by physical space and interaction between teachers and students. On the other hand, (Dhull & Sakshi, 2017, as cited in Monga Armas, 2023), points out that online learning helps students to learn in such a way that this is possible and a monastery for the benefit of the student. It leads to the analysis that the students have developed problems with emotional factors due to the drastic change of environment in the last four years because the virtual classes offered them comfort by receiving them in their homes or someplace where they feel.

Shyness and anxiety are emotions that provoke frustration in students causing that in the classroom they cannot socialize properly or not have good academic performance. Al Sabi et al. (2022) define shyness appears as a specific period of human life and that people, before socializing with others, go through a stage of shyness. However, in some situations, this can become a habit or a negative personality trait that creates discomfort or inhibition in social situations and interferes with achieving interpersonal or professional goals. Therefore, students who suffer from anxiety and shyness limit their ability to learn a foreign language, which leads to poor academic performance, and the teacher's classroom teaching is affected by emotional factors that limit student participation.

Concerning Foreign Language Anxiety is defined as the following:

The apprehension experienced when a situation requires the use of a second language with which the individual is not fully competent. It is therefore considered a stable personality trait that refers to an individual's propensity to react when speaking nervously, listening, reading, or writing in a second language (Gardner & MacIntyre, 1993, p.5).

This emotional factor may be related to an obstacle that prevents the correct development of comprehension and expressive skills when teaching or learning a foreign language, thus causing students to feel intimidated when participating, making the teaching provided by the teacher limited.

Emotional factors are essential in learning a foreign language because emotions such as anxiety and shyness can limit English skills development. Furthermore, this research is focused on speaking skills (Ragin & Santosa, 2020, as cited in Alfaini & Sulistyarini, 2022), refers that learning oral skills after the pandemic and the lost learning period is undoubtedly not easy for teachers or students. English teachers have to find the right strategy to make the learning aspects of speaking, writing, reading, and listening effective, efficient, and fit for purpose. It is understood that teachers have adapted their teaching methods so that learning is appropriately imparted to students contributing to the improvement of the academic and social environment, so situations are observed in which emotional factors impede students' oral expression in the classroom, causing an overall low performance when practicing oral skills.

2.5 Legal basis

2.5.1 The Organic Law of Intercultural Education

According to Article 2 in the Organic Law of Intercultural Education (LOEI) issued in 2021, the areas above of education, with their corresponding rights and obligations for each Ecuadorian citizen in carrying out their different roles, contribute to the nation's development. Language is essential for effective communication between national and foreign cultures. In general, this law aims to improve the lifestyle of Ecuadorian citizens.

The LOEI highlights an article that is very important about education, as is article 2.3 Principles of the national education system; this highlights important aspects for research in

addition to describing the guidelines to be met to ensure the welfare and development of education, as referred to in the following items.

Item B: In this section, the LOEI describes that the main instrument or tool for the transformation of society is education, also education helps to educate and improve the economic situation of the country, the live projects, and the freedom of the citizens.

Item G: In this section, it is mentioned that academic preparation must be progressive to guarantee the development of knowledge and the development of people's capacities through experimentation in order to contribute to educational innovation and scientific training.

Article 26 of the Constitution of Ecuador issued in 2008 mentions that - Education is a right that people will exercise throughout their lives. In addition, the state is committed to guaranteeing education as a normal duty in the nation, likewise, the state is committed to providing a priority investment to the political institution to protect the peace and security of citizens.

On the other hand, **Article 27** of the Constitution establishes that education must be centered on human beings and thus guarantee their integral development, by the margin of respect for human rights, democracy, and a sustainable environment, to establish equality, solidarity, justice, and peace.

Article 37 of the Intercultural Education Law argues that the government guarantees citizens access to education; on the other hand, the Code of Children and Adolescents establishes that children have the right to benefit from quality education.

2.5.2 English as a foreign language curriculum

According to the guidelines of the national curriculum of English (Ministry of Education, 2019) states that the skills of comprehension and oral expression are related to the development of the student's knowledge because they are related to each other and are essential to the communicative competence of the student because, as they explain, one speaks to write and vice versa, which is why the teaching topics should be related according to the age of the students, their tastes or their linguistic needs in order to improve listening and oral comprehension in terms of pronunciation, rhythm, and intonation.

2.6 Variables of the study

This research is based on two variables:

2.6.1 Dependent variable: Speaking skills

This research determined that speaking ability is the dependent variable because its development is related to emotional factors such as shyness and anxiety, how these affect students' participation in the classroom, and how their interaction in face-to-face classes post-pandemic affects speaking ability.

2.6.2 Independent variable: Emotional factors

The independent variable, as mentioned before, the independent variable is the emotional factors because these affect variables such as speaking ability that cannot be developed adequately. However, it can be determined what emotion affects the classroom, and seek strategies to avoid affecting the teaching and learning process.

Chapter III

3. Methodological Framework

3.1 Methods

In this research project the qualitative method was applied to third-year high school students, Valladolid & Chávez (2020) define that the qualitative approach aims to describe and understand a situation through the analysis of data based on feelings, expectations, opinions, or motives because it gives greater relevance to the context or environment of the research, and it uses words, images or graphics as a methodological procedure.

Qualitative research analyzes data collected from interviews, discussions, or through observation, but focuses on the contextual and not quantitative because the information is not measured, only analyzed, for example the opinions, comments, tastes, or experiences of the participants are the basis for researchers in the search for the objectives or answers to the research.

3.2 Type of Research

3.2.1 *Phenomenological Studies*

The phenomenological design was used for this research work. The founding father of phenomenology Husserl (1931) defined phenomenology as a methodology that seeks to reach the truth of knowledge through the analysis of phenomena, perception, and understanding.

In the same way according to Williams (2021) "Firstly, the characterization of phenomenology as "what-it's-likeness" and, secondly, singular and simple descriptions of lived experience. These two criteria are very interrelated"(pag.4) as it focuses on human behavior, and subjectively describes the meaning of experience.

This approach aims to examine how emotional factors influence the development of speaking skills in English while the phenomenological study observed students' behavior, emotions, and what students say in the classroom during English classes.

Through this method, the purpose of this study was to understand the consciousness of the students who are in a particular situation, in order to understand why nervousness, lack of confidence, and fear of making mistakes trigger problems when speaking English in class.

3.3 Data Collection Techniques

The methodology used in this research is through the interview one by one with the students of the "Americano" of the third year of high school parallel f because it helped the collection of vital data for the analysis, conclusions, and contributions necessary to achieve the results or the proposed objectives, in addition to the interviews that were conducted provided a qualitative contribution to the analysis of what the students mentioned based on the experience they have in the classroom, The students answered the questionnaires with questions focused on the main problem, which is the development of the speaking skill and the influence that emotional factors have on the participants at the moment of carrying out activities that involve this important communicative skill in the classroom, and with this methodology the students felt confident and responded fluently without feeling pressured by external or emotional factors.

Data collection was conducted with 5 random students with teacher guidance. The information was written in paragraphs of analysis in the research, in addition, through the questionnaire of 8 questions focused on the problem of the investigation, the answers helped to analyze and determine the emotional state factors and situations in which these usually influence the oral expression of students, so it was important to implement the correct use of tools in the interviews helping participants to feel in a pleasant environment.

3.4 Instruments

The data collection instrument for this research was a questionnaire of 8 open questions that were made to the students of the third year of parallel high school F of the "Americano" high school. These questions were asked in person; the researchers went to the institute to ask the students face to face; in the interview, the participants had the space and confidence to freely express their opinions or emotions, contributing with these comments to this research where Emotional factors that hinder English skills in classes were analyzed.

The questionnaires were printed to be able to interview the students with greater flexibility in this interview. There were questions focused on emotional factors so that students mentioned detailed answers to understand the problems in the development of oral skills and find strategies to improve teaching in the subject of English.

3.5 Data Collection Processing and Resources

In order to group of 5 third-year high school students was chosen randomly at "Americano" high school on June 15, 2023, using as an instrument an 8-question open. The questionnaire focused on emotional factors such as nervousness, lack of confidence, and fear of making mistakes when speaking English in class.

A request was sent to the institution's highest authority to access the students of the third parallel F baccalaureate and ask them the questions, who responded with enthusiasm, respect, and truthfulness.

All the information collected is based on the experiences of the students during the process of teaching the English language.

3.6 Population and sample

To carry out the study and analysis of this research, we worked with students of the "Americano" high school of the third year parallel f with a population of 45 students around 16 to 18 years of age that make up a classroom that is in the school year 2023- 2024 where situations were evidenced in which they presented various emotions in activities of oral expression, For the sample, a group of 5 students was randomly selected to conduct face-to-face interviews so that they could express their opinions about this problem in order to collect vital information for the analysis of this research.

Chapter IV

4. Analysis of findings

The data collection employed interviews in the "Americano" high school with students of third year of baccalaureate parallel "f," in which five students were randomly selected to answer the questionnaire of 8 questions related to the main variables such as emotional factors and speaking skills, the information as mentioned above will be better detailed below. However, it should be noted that the interviews were conducted in the student's native language, Spanish, to maintain better communication during the process.

4.1 Interpretation of data from the interview or focus group.

Questionnaire

Question 1. Do you feel concerned or confident when you speak English in class? Why?

Figure 1

Factors that affect the development of speaking skills.



Note: This graphic shows the most common words among respondents. The words were nervous, concern, and pronunciation.

In the interview, more than one student mentioned that in the classroom, being with people they trusted, they could express themselves despite having pronunciation problems, but the respondents were also worried about making a mistake that could affect their academic performance; on the other hand, the participants mentioned that mistakes in their grammar and pronunciation could generate confidence problems, but when participating in the classroom they were not afraid because there was support among classmates. Then, from most of the responses, the words that were repeated were confidence, concern, and pronunciation, which means that for the interviewees, the classroom environment and confidence are essential for them to express themselves without concern, helping them to develop their skills through practice.

Question 2. How do the reactions of your classmates make you feel when you have pronunciation mistakes in English class? Explain why?

Figure 1

Emotions that intervene when there are pronunciation errors in classes.



Note: The common words used by the interviewees were: embarrassment, support and mistakes.

In the second question, the interviewees referred that they feel embarrassed before expressing themselves but that making mistakes helps them to learn from them and that being confident with their classmates is a support that encourages or motivates them to participate; on the other hand, they also emphasized that the corrections provided by the teacher help them to identify mistakes and thus practice to improve. Most participants referred to the confidence and support their classmates, and the teacher provided if they made mistakes, although this is not enough to stop feeling embarrassed.

Question 3. What activities would you like the teacher to use to encourage speaking in English? Why?

Figure 2

Activities to encourage speaking English.



Note: This graphic shows the common words used by the interviewees: songs, debates, interaction, and motivation.

In the third question, the respondents referred to applications or other methods, such as songs or movies, that helped them improve their English learning. In contrast, another part of the respondents proposed the importance of technology to innovate and motivate English language learning and to forget about everyday methods. Among all the responses, the words that stood out the most were debates, songs, and motivation, demonstrating that students are interested in learning differently and with more interaction among students to develop English skills correctly.

Question 4. Do you feel nervous when you participate in class debates? Why?

Figure 3

Reasons for feeling nervous in class debates.



Note: This graphic shows the most common words used by the interviewees: little vocabulary, nervousness and clearing up doubts.

In the fourth question, some interviewees mentioned that nerves can influence due to the little vocabulary that the students master, so there is a fear of making mistakes. However, another part of the interviewees mentioned that this helps to clear up doubts and thus increase the level of English. Essential aspects that stand out in this section are that the students mentioned nervousness as the main factor when participating in the classes. However, there are positive aspects when making mistakes since practicing despite mistakes helps to learn correctly.

Question 5. How do you feel when the teacher corrects a pronunciation error while you are speaking? Explain why?

Figure 4

Feelings when the teacher corrects pronunciation errors.



Note: This graphic shows the most common words used by the interviewees: error correction, improve, and learn.

The fifth question asked the respondents gave answers that while having conversations in the classroom, the teacher can evaluate the pronunciation to correct the mistakes and that this

helps them to improve their level of English; they also mentioned that while the teacher identifies and corrects, the student can receive support and help from their peers showing the confidence that exists within the classroom. Thus, the words most highlighted or repeated in this question were correcting mistakes, learning, and improving the level of English, which shows the student's enthusiasm for learning a new language.

Question 6. Do you think that group work helps to prepare you for oral presentations?

Explain why?

Figure 5

Group work to improve oral presentation.



Note: This figure shows the most common words used by the interviewees: comfort zone, corrective help, and confidence.

Question six revealed a collaborative teaching strategy such as group work since some of the students interviewed said that group work helps others to get out of their comfort zone and collaborate by developing knowledge together and contributing many ideas about a topic; other students referred to that by working in a group, students can help each other with corrections, and they are confident so they can give their opinion without fear of their pronunciation

problems. In this question, the words group work and helping each other were essential to confirm that it is a collaborative tool that promotes the development of English skills by providing the student with a pleasant environment to work in class.

Question 7. Do you feel afraid when you don't understand a topic and you have to talk about that idea in front of your classmates? Explain why?

Figure 6

Fear when speaking in front of the English class.



Note: This graphic shows the most common words used by the interviewees: fear, mistake and get knowledge.

In the seventh question, the interviewees indicated that not understanding a topic or not having knowledge about it makes them feel worried and afraid to participate because they feel that if they do not answer correctly, this can affect their academic performance. At the same time, other students mentioned that making a mistake can help them because then they can research to obtain information and knowledge about this topic for a future class. Fear and making a mistake are the words repeated by the interviewees, which suggests that not knowing about a

new topic in class causes fear in the students of making a mistake and obtaining a low academic performance.

Question 8. Do you think that lack of self-confidence affects your performance in English classes? Explain why?

Figure 7

Lack of self-confidence and Performance in English Classes



Note: This graph shows the words most frequently used by the interviewees: nervousness, lack of confidence, and fear of making a mistake.

In the eighth question, the respondents referred to the insecurities they had and detailed that these can cause them to make pronunciation errors when expressing themselves due to the nervousness they suffer; on the other hand, they mentioned that the fear of failing is a problem, but they consider that the confidence that exists in the course helps to release the nervousness. The most important words they said in the interviews were nervousness, confidence, and fear of failing, which shows that despite the confidence in a classroom, students fear making mistakes because of their academic performance.

4.2 Interpretation of bibliographic review

Rodriguez et al. (2020) described that emotional factors can affect the teaching and learning process of a foreign language either positively or negatively. This theory is related to the information collected in question number one since most of the students felt concerned when making a pronunciation or grammar mistake; however, if they were with a circle of trusted peers, they were able to perform with confidence. It means that emotional factors influence students' performance and quality of learning in the classroom.

During the second interview, most of the participants confirm that their classmates' reactions are good, and as a result, they feel confident in expressing themselves when they make mistakes. It helps them to improve so that they do not make them later. However, there is an opposing idea. Cevallos et al. (2020) mention that the development of classroom activities after the pandemic was affected by emotional factors since students went through a virtual modality where communication and learning achievements were not excellent. It means the interviewees' responses contradict the author's abovementioned theory.

The participants affirmed that using technology to promote English language speaking is helpful and exciting, and resources such as music, films, and discussions keep the classroom active. Anderson & Huamán (2020) argue that traditional schooling represses students and minimizes their emotions and that teachers should guide learning and seek dynamic alternatives for the classroom. This theory is related to the responses obtained in question number 3 since the interviewees believe and suggest using technological and didactic resources for better performance in the English class and, in turn, promotes motivation and participation in class.

Niah (2019) mentions that nervousness is a factor that reduces the possibility of expressing ideas in public. The participants confirm that nervousness is a limiting factor because

of the fear of being wrong. Also, the students consider that they need an adequate vocabulary to support an idea in debates. It means that the theory proposed by the author is related to the respondents' answers to question number 4 since they consider nervousness as the main factor triggering the fear of confusing a word and that the qualification of this activity is insufficient. It should be noted that the more nervous the students are, the more they will not be able to focus and concentrate on their ideas.

Question 5 mentions the students' feelings when the English teacher makes pronunciation corrections while they are speaking. Most interviewees agreed that the English teacher's corrections help them improve and not make the same pronunciation mistakes again, in addition to receiving support from their classmates and not feeling bad when that happens since they are willing to Listen to their English teacher to learn correctly. In addition, Ávila & Ramírez (2021) mention that a pleasant school environment and didactic strategies help foster positive emotional factors that trigger participatory students. Therefore, the author's theory is related to the interviewees' answers when they agree that a good school environment creates confidence in the participation of students without fear of making mistakes and is ready to receive feedback.

Namaziandost et al. (2019) mention positive results in their research on group work and oral expression performance in the classroom with the implementation of collaborative learning. Countering the traditional method where the teacher is the principal author. This theory is related to the results obtained in the sixth question since the students agree that collaborative work helps them to share ideas, assign roles and help each other with possible pronunciation doubts in some words. However, one student disagreed and preferred to work alone due to the lack of commitment of some classmates and considered it better to work alone and not in a group.

The seventh question refers to the fear that students may feel when they do not understand a topic and then have to talk about it in front of classmates. The information collected indicates that most of the interviewees feel fear when they do not know a topic, and as a result, they are worried and afraid to participate. Barvinski et al. (2019) mention that the socio-affective environment plays an essential role in learning and skill development in the classroom. This theory involves the expression of positive attitudes and feelings with students so that they feel confident to speak in front of others, feel capable, and face learning challenges more confidently. It means that the author's theory and the interviewees' responses are opposed, and the socio-affective environment in the classroom should be improved so that everyone can participate and express their ideas without fear.

Finally, based on the eighth question about confidence as an influential factor in English performance (Krashen, 1985, cited in Anderson & Huamán, 2020) mentions factors that intervene in acquiring a new language, such as motivation, attitude, anxiety, and self-confidence. This theory is related to the information collected because most students considered that self-confidence would help them express themselves better; however, their answers were harmful because they considered that their insecurities when speaking in English triggered nervousness and pronunciation problems. On the other hand, they also mentioned that their peers help build confidence, making them participate regardless of mistakes.

Chapter V

5. Reflexions of the Study

In a changing world, learning English is fundamental, but even more so to develop speaking skills to communicate with others worldwide. That is why it is vital to encourage the

study of English in educational institutions and address factors that impede the development of all skills in students.

In this research, whose theme is the emotional factors and their influence on the development of speaking in post-pandemic classes focused on third-year high school students, it was evidenced, thanks to the analysis of the results obtained, the importance of the emotional factors with either negative or positive impact that intervene in the development of oral activities. The positive impact of emotional factors on the development of linguistic skills improves students' performance because students feel confident. Therefore, the rate of fear of making mistakes is low. There is more likelihood that participation and exchange of ideas are encouraged in the classroom, making an interactive classroom and promoting trust among peers. On the other hand, as researchers, we also evidenced that the most influential negative factors in the students were the fear of making mistakes in pronunciation and expressing ideas in class due to nervousness and lack of confidence; however, the students were willing to receive corrections from the teacher, which showed the students' interest in improving their oral skills. It fulfilled the main objective of the research on analyzing the emotional factors involved in speaking activities in class.

The interviewees showed moderate confidence when participating in classes because the course has a good classroom environment where respect prevails. It should be emphasized that the teacher greatly influences creating a good classroom environment and motivating the students. However, some students were nervous, making it difficult to understand and speak in English while they wanted to express themselves due to the lack of vocabulary or fear that the teacher would give them a low grade. It shows that students' performance in oral skills is

influenced by positive and negative emotional factors, improving or lowering the quality of their participation. These factors should be considered, and action should be taken.

In the research process, it was found as a possible solution to the problem to encourage confidence in the classroom, helping students to know each other more extremely because, in the research, the students to be in confidence reduces the fear of making mistakes which helps the development of speaking skills in addition to the students learn through practice and with the help of the teacher who corrects them a possible mistake they can make in their pronunciation or expression.

The speaking activities done in class helped improve the student's confidence and lose the fear of speaking in English. Motivation plays an essential role in maintaining an active classroom. In this way, talking about students' emotions helped both the teacher and the researchers to look for strategies or activities that motivate students to participate without fear of making mistakes or being judged.

The limitations faced by the students in developing speaking skills are self-confidence and lack of vocabulary since not having an extensive vocabulary causes insecurity when expressing themselves and limits their expositions. As mentioned, the teacher plays a vital role in motivating students by using resources such as songs, essential topics, such as artists, places, favorite sports, and technological tools. It is also essential to reflect that empathy, respect, and the appropriate vocabulary of both the teacher and the student are essential factors in promoting a good classroom environment, resulting in better performance in English activities, group work, and socialization.

The experience during the realization of this research project can be said that it was good because, as researchers and future English teachers, we evidenced real problems in the classroom and faced challenges such as time because it was difficult for the researchers to access the students due to the class schedule of the interviewees. In addition, when questions were asked, the student's answers were short, so the interview had to be paused or restarted so that the students could extend the information. Despite these challenges, obtaining the necessary information for the research analysis was possible.

The most valuable lesson the researchers learned was not to minimize students' emotions and that knowledge and feelings are essential for maximum performance in the classroom. Teachers should empathize with students because they often have self-esteem or attention problems. Alternatives should be sought for them and addressed, as often happens.

The initial thoughts about the institution were that the students lacked self-confidence, and the teacher's corrections made them more insecure and nervous when speaking in English. However, the information obtained through the interviews determined otherwise. Although the students were nervous when speaking in class, their classmates and the good classroom environment made them feel confident and talk. Even so, work should be done to improve the student's confidence and promote speaking activities so that the students can perform better.

This research has had a significant influence because, as researchers, we delved into the topic of emotional factors and their influence on the development of speaking, giving us. As a result, a broad knowledge of the topic mentioned above.

What would make a difference in research on the same topic is that educational institutions and teachers must prioritize their students' emotions and highlight their influence on

developing English skills. The advantages of students with positive emotional factors are evident. Therefore, looking for methods to catapult their emotions and encourage students to improve their language skills without fear of making mistakes is recommended.

For future research, it is recommended that researchers analyze the practical methods used by teachers to motivate students in the development of oral expression and different skills through observation in order to perform a deep analysis in the search for effective strategies for the development of speaking skills in situations where students are affected by emotional factors during classes so that they can develop correctly in future situations.

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Annexes

Annex A: Certified Anti-plagiarism System



UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA

BIBLIOTECA

Formato No. BIB-009

CERTIFICADO ANTIPLAGIO

La Libertad, 19 de Julio de 2023

En calidad de tutor del trabajo de titulación denominado “EMOTIONAL FACTORS THAT INFLUENCE THE DEVELOPMENT OF SPEAKING SKILLS IN POST-PANDEMIC CLASSES IN THIRD BACCALAUREATE STUDENTS” elaborado por los estudiantes Lesly Katherine Eusebio Merchán y Juan Carlos Gonzabay Domínguez, egresados 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, previo a la obtención del título de Licenciados en Pedagogía del idioma inglés, me permito declarar que una vez analizado en el sistema anti plagio COMPILATIO, luego de haber cumplido los requerimientos exigidos de valoración, el presente proyecto ejecutado, se encuentra con 1% de la valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto mi similitud.

Atentamente,

A handwritten signature in blue ink, which appears to read 'Ketty Vergara', is written over a horizontal line.

MSc. Ketty Zoraida Vergara Mendoza

CI: 0913115549

DOCENTE TUTOR



TRABAJO DE TITULACIÓN (Lesly Katherine Eusebio Merchán - Juan Carlos Gonzabay Domínguez)

< 1% Similitudes  < 1% Texto entre comillas
0% similitudes entre comillas
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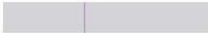


Depositante: KETTY ZORAIDA VERGARA MENDOZA
Fecha de depósito: 18/7/2023
Tipo de carga: interface
fecha de fin de análisis: 18/7/2023

Número de palabras: 7832
Número de caracteres: 51.911

Ubicación de las similitudes en el documento:



Fuentes con similitudes fortuitas

Nº	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 localhost The influence of vocabulary on the development of oral expression. http://localhost:8080/xmlui/bitstream/reduj/51338/3/BFILO-PLL-20P35_VULGARIN - NAREA.pdf.txt	< 1%		Palabras idénticas : < 1% (18 palabras)
2	 repositorio.upse.edu.ec https://repositorio.upse.edu.ec/bitstream/46000/8889/1/UPSE-TPI-2022-0034.pdf	< 1%		Palabras idénticas : < 1% (17 palabras)

Annex B: Authorization of the “Americano” High School

La libertad, 19 de junio de 2023

Msc. William Núñez de la Cruz
Rector- Unidad Educativa Americano

De mis consideraciones. –

Yo **JUAN CARLOS GONZABAY DOMÍNGUEZ** con CI. 2400157794 y mi compañera **LESLY KATHERINE EUSEBIO MERCHÁN** con CI. 2450516808 nos dirigimos respetuosamente a usted para solicitarle autorización para realizar actividades dentro de la institución con la finalidad de obtener datos para nuestro proyecto de investigación.

Esperando su respuesta, de antemano muchas gracias

Atentamente.

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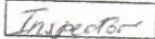
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Annex C: Questionnaire

1. ¿Te sientes preocupado o con confianza cuando hablas en inglés en clase? ¿Por qué?
2. ¿Cómo te hacen sentir las reacciones de tus compañeros cuando cometes errores de pronunciación en las clases? Explicar ¿Por qué?
3. ¿Qué actividades te gustaría que usara el maestro para fomentar el hablar en inglés y por qué?
4. ¿Te sientes nervioso o nerviosa cuando participas en los debates o trabajan en grupos de en clases de inglés? ¿por qué?
5. ¿Cómo te sientes cuando el profesor corrige un error de pronunciación mientras estás hablando? Explicar el por qué.
6. ¿Crees que los trabajos en grupo ayudan a prepararte para las presentaciones de speaking en clase? Explicar el por qué.
7. ¿Sientes miedo cuando no entiendes un tema y tienes que hablar de esa idea frente a tus compañeros? Explicar ¿Por qué?
8. ¿Crees que le falta la falta de confianza afecta a tu desempeño en clases de inglés? ¿Por qué?

Annex D: Interview Transcript

ENTREVISTA 1

1. ¿Te sientes preocupado o con confianza cuando hablas en inglés en clase? ¿Por qué?

Al momento de hablar frente a la clase, me siento con confianza, ya que sé que hay un profesor ahí que me puede corregir y también porque sé que el cometer errores al momento de aprender algo nuevo es normal y los errores ayudan a después enmendarlos y poder aprender a decir bien esa palabra en la que me equivoqué o la gramática en la que me confundí.

2. ¿Cómo te hacen sentir las reacciones de tus compañeros cuando cometes errores de pronunciación en las clases? Explicar ¿Por qué?

La verdad es que no siento nervios o me siento mal al momento de equivocarme en clases, ya que mis compañeros son muy empáticos y tienden a no burlarse acerca de esto y Así mismo también ellos entienden que todos nos podemos equivocar.

3. ¿Qué actividades te gustaría que usara el maestro para fomentar el hablar en inglés y por qué?

Tal vez él comenzar a utilizar temas que generen un interés mayor en los estudiantes, ya que muchas veces muchos de los estudiantes tienen a no prestar atención en la materia o no interesa tanto en el inglés, ya que.

Ajá la materia la tienen a convertir en algo repetitivo, entonces sería bueno que con la ayuda de materiales que ya nos simplemente el colegio se puedan dar temas que despierten ese interés por aprender el idioma, ya que si era algo que les ayudará en el futuro.

4. ¿Te sientes nervioso o nerviosa cuando participas en los debates o trabajan en grupos de en clases de inglés? ¿por qué?

Sí, ya que sé que tengo compañeros que son muy buenos en inglés, pero al mismo tiempo es un ambiente agradable en el que estoy, así que no, no me siento con el miedo de que se vayan a ahorrarse o de que se o de que vayan a reírse, si es que llegó a equivocarme o no saber del tema.

5. ¿Cómo te sientes cuando el profesor corrige un error de pronunciación mientras estás hablando? Explicar el por qué.

La verdad que se siente normal se siente como algo que debería ser el profesor, ya que nos va a ayudar a entender esa palabra y tal vez debería sentirme agradecida por el hecho de que me esté recargando el error para yo poder corregirlo en un futuro.

6. ¿Crees que los trabajos en grupo ayudan a prepararte para las presentaciones de speaking en clase? Explicar el por qué.

Siento que sí, ya que los trabajos en grupos si son grupos de confianza o grupos que uno mismo elige ha ayudado mucho, ya que al estar en confianza puedes desarrollarte un poco más o expandirte más con.

El miedo es menor de que se burlen de ti y saber que ellos también te pueden corregir, entonces de que siento que si ayuda a mejorar la confianza o al corregirte en ciertas palabras que ellos sepan pronunciar y tú no.

7. ¿Sientes miedo cuando no entiendes un tema y tienes que hablar de esa idea frente a tus compañeros? Explicar ¿Por qué?

Sí se siente el miedo al hablar de algo desconocido porque es como extraño no saber qué decir, porque está es como un vocabulario completamente nuevo, pero siempre trataría de si hay la oportunidad de investigar sobre el tema antes y si ya simplemente no se pudo, intentarlo aún con el miedo de fallar, porque, como ya dije, cada error es un nuevo aprendizaje.

8. ¿Crees que le falta la falta de confianza afecta a tu desempeño en clases de inglés?
¿Por qué?

Creo que sí, porque muchas veces el inglés se va aprendiendo con la práctica y al no tener esta confianza, afecta al que lo practiques en clase o no. Quieras participar en clase y vas perdiendo el hilo de la clase, ya que no estás practicándolo y no estas mejorando en la materia.

ENTREVISTA 2

1. ¿Te sientes preocupado o con confianza cuando hablas en inglés en clase? ¿Por qué?

Bueno, pues personalmente siento que obviamente me siento un poco nerviosa porque estoy actuando frente a un grupo de personas que muy que muy bien puede estar en confianza, pero puede ocurrir un error en mi pronunciación o mi vocabulario, cualquier cosa y esto hace que igualmente me ponga nerviosa, pero al mismo tiempo está bien porque de nosotros, de los errores aprendemos y como estoy en un grupo de personas con las que ya he convivido durante un tiempo.

Que quizás no seamos cercanos, pero aun así me siento en confianza y sé que será un poco menos el nerviosismo al actuar frente a una clase OA frente un profesor.

2. ¿Cómo te hacen sentir las reacciones de tus compañeros cuando cometes errores de pronunciación en las clases? Explicar ¿Por qué?

Bueno, la verdad cuando me equivoco en lo personal creo que nunca he recibido una burla de mala forma, quizá una que otra risa, pero yo sé que no lo hacen de una mala forma, porque pues todos estamos ahí, en el curso con el mismo objetivo de aprender. Entonces creo que, si yo me equivoco o se equivoca un compañero, más bien nos podemos tomar un poco el humor, más no con otras malas intenciones y en lo personal no me siento mal porque como lo dije, no siento que he recibido una reacción negativa hacia mis errores porque gracias a ellos he aprendido demasiado, entonces creo que x no me siento mal ni nada de eso porque estoy con un grupo de personas que me brindan confianza.

3. ¿Qué actividades te gustaría que usara el maestro para fomentar el hablar en inglés y por qué?

Bueno, en lo personal siento que ahora actualmente tenemos muchas formas de aprender y ya no a la típica en un pizarrón o escrito cosas así, sino que podemos ir más allá de eso. En lo personal yo he aprendido inglés mediante música, películas con su con subtítulos, entrevistas y cosas así, y siento que es algo de un tema que puede llegar a muchas personas, muchos estudiantes, que les interese una manera de aprender diferente a la de siempre pon música utilizando herramientas audiovisuales que también es un tema de interés de muchas personas también hacer exposiciones que no sean las típicas y no ir un poco más allá de eso, y creo que esa sería una muy buena forma de aprender el despertar el interés en ciertos estudiantes de ciertas y distintas formas, no siempre de la misma, sino intentar con música, como ya dije, entrevistas o incluso en una clase ver una película en inglés totalmente para así poder aprender un poco más sobre la pronunciación y expandir nuestro vocabulario.

4. ¿Te sientes nervioso o nerviosa cuando participas en los debates o trabajan en grupos de en clases de inglés? ¿por qué?

OK, no me siento nerviosa porque, como ya lo he dicho, es un grupo en el que me siento en confianza, más bien me siento nerviosa por mí misma y por el potencial que puedo llegar a dar e incluso muchas veces no dar al máximo y creo que ese es mi motivo de nerviosismo al no poder dar mi máximo y más y menos me siento nervioso. Así, en un grupo de personas, por ejemplo, si es un grupo, un trabajo en grupo, yo creo que armar esa confianza así no es como que nos llevemos muy, o sea, en plan cercanos, pero siento que crear esa confianza hace que nosotros sintamos cómodos con nuestra compañía y así mismo desarrollar más nuestro vocabulario. ¿Incluso no solamente eso, sino que en un trabajo grupal poder preguntar cosas que quizás tengamos dudas de cómo se pronuncia esto, cómo se escribe esto? ¿Cómo formulamos esto? Entonces creo que no me siento nerviosa porque pues mis compañeros están ahí para aprender uno de los otros.

5. ¿Cómo te sientes cuando el profesor corrige un error de pronunciación mientras estás hablando? Explicar el por qué.

Bueno, no me siento mal, más bien bueno, no en sí con el profesor, porque pues el profesor está ahí para enseñarnos y corregir nuestros errores, más bien más bien me siento un poco mal por mí misma decir, pude haber mejorado esto, pero siento que no me siento mal, quizás como que al principio de la corrección me pueda sentir un poquito de que mal, pero de ahí me lo tomé muy buena forma porque sé que gracias a eso voy a aprender y voy a mejorar ese error o en lo que me haya equivocado y para la próxima, incluso mejorarlo y no volverme a equivocar y así que no, yo creo que no me lo tomo a mal, simplemente lo agarro lo tomo de una manera en el que yo siento que nos ayudaría no solamente a mí, sino también a mis compañeros.

6. ¿Crees que los trabajos en grupo ayudan a prepararte para las presentaciones de speaking en clase? Explicar el por qué.

Yo creo que sí, sin más, más bien es en el en el speaking porque siento que al tener estar en un grupo donde ya nos sentimos cómodos y más si nosotros tenemos que escoger las personas con las que queremos formar un trabajo grupal, siento que es mucho más fácil desarrollar nuestro tiempo, nuestra confianza y así en el proceso del trabajo o en el proceso del del explíquennos sentirnos cómo intimidados por la otra persona sino más bien sentirnos cómodos porque se supone que así vamos a poder desarrollar más nuestro vocabulario en inglés y nuestra pronunciación, sin sentirnos como que la otra persona nos vaya a juzgar por eso. Entonces yo creo que es un buen método el armar grupos y más si nosotros podemos escoger las personas, incluso si no es así. Yo creo que Armando buena confianza desde el principio va a funcionar muy bien y para no sentirnos intimidados unos con los otros.

7. ¿Sientes miedo cuando no entiendes un tema y tienes que hablar de esa idea frente a tus compañeros? Explicar ¿Por qué?

La verdad, principio sí me puede llegar a dar un poco de miedo porque es un tema en el que yo no tengo la menor idea de lo que voy a hablar o lo que voy a decir y si se me da con anticipación poder investigar un poco más del tema y si no puedes tratarlo de al menos llevar mi punto de vista de lo que yo creo que se trata el tema, incluso si está equivocada, yo sé que iba a estar el profesor o mis compañeros para corregirme y siento que si me dan el tema anticipado y poder investigar más, incluso hablarlo frente a mis compañeros. Creo que armario una buena forma para que el tema sea bien entendido, tanto para mí como para mis compañeros.

8. ¿Crees que le falta la falta de confianza afecta a tu desempeño en clases de inglés?
¿Por qué?

Yo creo que sí, como en nuestras inseguridades, muchas cosas afectan en muchas cosas, en general también creo que en un tema cuando se habla de una materia en sí, el hecho de tener una inseguridad de quizás voy a hacer esto mal o lo otro, pues puede afectar mucho a nuestro desempeño porque vivimos con el miedo de equivocarnos y que se burlen de nosotros, incluso si no lo hacen intencionalmente, está ese miedo de hacer las cosas mal, entonces yo creo que sí, afecta nuestro desarrollo y nuestro desempeño al momento de estar inseguros en nuestro trabajo o nuestro conocimiento acerca del tema o de la materia, así que mi respuesta es que sí, y yo creo que afecta puede si no se trata con tiempo, esos miedos acerca de nuestro conocimiento puede afectar incluso mucho más de lo que nosotros pensamos en nuestro proceso de conocer la materia.

ENTREVISTA 3

1. ¿Te sientes preocupado o con confianza cuando hablas en inglés en clase? ¿Por qué?

Me siento un poco preocupado, ya que al ser clase de inglés y yo tener un muy poco vocabulario, pues me siento nervioso al intentar hablar y equivocarme en esta materia.

2. ¿Cómo te hacen sentir las reacciones de tus compañeros cuando cometes errores de pronunciación en las clases? Explicar ¿Por qué?

Me hacen sentir seguro de que puedo mejorar en esta materia, ya que en el curso de la como ya dijimos este mis compañeros son empáticos y al momento de una exposición o una un speaking, por así decirlo, pues cada 1 estaba diciendo de que cualquiera se puede equivocar y pues me siento seguro de saber qué pues una equivocación donde me estoy viendo yo mismo que puedo mejorar y puedo, o sea mejorar el speaking en esta materia.

3. ¿Qué actividades te gustaría que usara el maestro para fomentar el hablar en inglés y por qué?

Me gustaría que el docente pues se implementará más actividades lúdicas, ya que pues el ser humano aprende también me gustaría que esté utilizarán mejor el proyector y actividades que no se usan regularmente en la enseñanza del inglés, ya que Así pues, uno aprende mejor una manera y sobre todo, conversaciones donde, o sea, dos personas interactúen, intenten entender una conversación en inglés y pues le fluye el inglés de esta manera, pues aprender de una mejor forma en lo que sería el hablar del pronunciar el inglés.

4. ¿Te sientes nervioso o nerviosa cuando participas en los debates o trabajan en grupos de en clases de inglés? ¿por qué?

Eso sí, me siento nervioso, ya que al tener muy poco vocabulario, como ya lo dije, hay cosas que no entiendo y trabajo en grupo, pues ahí en el momento en donde uno que tiene que intentar hablar inglés, pero también con el miedo de equivocarse y no entender ciertas partes, como decía, sí pues se siente nervioso al momento de hablar, en el trabajo en grupo, hay confianza, pero tampoco es como decir que no te vas a equivocar porque claramente a equivocarse es muy diferente al estar hablando.

5. ¿Cómo te sientes cuando el profesor corrige un error de pronunciación mientras estás hablando? Explicar el por qué.

En momentos cuando hay que hablar inglés hay que hacer un speaking, hay que hacer una conversación en esta materia, pues es sí siento que puedo mejorar porque aparte de que, pues una equivocación en el inglés podría afectar mi nota, siento que puedo mejorar el speaking. Siento que puedo hablar de una mejor manera y al profesor corregirme siento que él da todo para

hacer que pues sus alumnos y yo como persona intentemos hablar. Intentemos aprender el idioma y mentalizar el inglés en lo que serían, pues.

Conversaciones porque en lo que todo, en lo que se basa más el idioma es en la conversación y en lo que pues debería basarse al momento de hablar.

6. ¿Crees que los trabajos en grupo ayudan a prepararte para las presentaciones de speaking en clase? Explicar el por qué.

Creo que los trabajos en grupos ayudan bastante en lo que sería, pues la manera de confianza de tener en inglés, ya que pues el inglés en sí es muy diferente, estar frente a un profesor, una persona profesional, una persona que sabe del idioma, es muy diferente a los trabajos en grupo donde pues entre compañeros nos corregimos, nos colaboramos y sabemos que o sea una equivocación entre nosotros queda, nos podemos reír de algún error en pronunciación, pero también ayudarnos en lo que sería la pronunciación correcta del inglés en este caso.

7. ¿Sientes miedo cuando no entiendes un tema y tienes que hablar de esa idea frente a tus compañeros?

Y sí siento miedo al momento de no entender algún tema y tener que hablar esto frente, pues alrededor de 40 personas, ya que, al momento de no entender una materia, por ejemplo, cierta gramática, ciertas reglas que tienen que hablar de frente o tener que hacer oraciones en la pizarra como ha tocado.

Pues al cometer este error, pues claramente la nota va a ser afectada y no entiende el tema, y eso también me siento como que nervioso, con miedo de equivocarme al momento de no entender este tema o la dramática o el speaking, sobre todo porque el hablar en.

8. ¿Crees que la falta de confianza afecta tu desempeño en las clases de inglés? ¿Por qué?

Siento que la confianza en la clase de inglés tiene un rol demasiado importante ya, pues que dé al momento de hablarle, por así decirlo uno se cierra como que “no puede no puedo” “No entiendo el inglés”, pero no lo hace por aprender, me entiendes. Entonces es como que decir no puedo y me cierro. Esa persona no tiene confianza o yo en mi en mi casa se me ha pasado de que no tengo confianza de sentir, Ah voy a aprender inglés, pero ciertas cosas le entiendo y ciertas cosas no, entonces la confianza en este tipo de cosas, por así decirlo, juega un papel muy importante en uno mismo, claramente el decir yo puedo y yo creo, yo voy a aprender el inglés y no cerrarse en que no, no, no puedo.

ENTREVISTA 4

1. ¿Te sientes preocupado o con confianza cuando hablas en inglés en clase? ¿Por qué?

Yo diría que sí. ¿Siento alguna preocupación por la razón de El miedo de no pronunciar algunas palabras, ya que algunas veces, dependiendo de esta clase de inglés, se sabe confundir unas palabras, otras y siento la preocupación de que pueda equivocarme sabiendo que puede haberlo hecho mejor o practicar, y en demás cosas, saber que que bueno si cometo un error ya pasó, pero igual existe alguna preocupación en el momento de hablar?

2. ¿Cómo te hacen sentir las reacciones de tus compañeros cuando cometes errores de pronunciación en las clases? Explicar ¿Por qué?

Yo diría que la reacción de mis compañeros no me preocuparía ya que como dicen mis compañeros, todos tienen a cometer algún error al momento de estar en la clase de inglés o cualquier otra clase, entonces sería algo muy común que vaya a haber murmullos o comentarios

donde pueda decir algún maestro o algún compañero de que me pueda corregir o me pueda ayudar al momento de dar cómo decir hablar en inglés y pues participar en clase, obviamente.

3. ¿Qué actividades te gustaría que usara el maestro para fomentar el hablar en inglés y por qué?

Pues tengan interacciones con todos los alumnos en general y que se enfoquen en dar variaciones en participación tanto para los alumnos que no hablan tanto como para los alumnos que regularmente hablan en clase, dando así cómo motivaciones de juegos de interacción o también como decir dando rondas con motivaciones visuales o interacciones entre demás que puedan realizarse y puedan producir mejorar en el momento de hablar en inglés y poder tener una corrección al momento de estar jugando o interactuando, al momento de estar con el profesor y los alumnos y poder corregir las palabras y mejorar.

4. ¿Te sientes nervioso o nerviosa cuando participas en los debates o trabajan en grupos de en clases de inglés? ¿por qué?

Te diría que, si me siento nervioso ya que, al momento de realizar alguna oración o algunas palabras, tiendo a equivocarme con lo que no estoy tan tan familiarizada al hablar en inglés.

Pero como dije antes, he podemos aprender los errores y Así mismo el maestro puede ayudar demasiado a que el alumno pueda reforzar esas palabras o reforzar una oración para poder avanzar en la interacción de la clase y así perder como decir el miedo a debatir y no estar siempre callado o en su zona de confort.

5. ¿Cómo te sientes cuando el profesor corrige un error de pronunciación mientras estás hablando? Explicar el por qué.

Yo diría que se siente, ni tan bien ni tan mal, ya que, en mi opinión, diría que está bien que el profesor corrija, ya que al momento de corregir estoy prestando mejor el idioma y podría mejorar tanto mis calificaciones como para mí y para mi propio conocimiento.

Al momento de hablar, hacer algo y así darme cuenta de que en realidad tengo un buen maestro porque me está enseñando algo que yo no sé obviamente o también eh, si me corrigan, pues estaría demasiado bien, diría yo.

6. ¿Crees que los trabajos en grupo ayudan a prepararte para las presentaciones de speaking en clase? Explicar el por qué.

No yo diría que sí, porque al momento de estar trabajando en un grupo en su zona de confort, digamos así entre amigos nos ayudamos mutuamente diciendo oraciones o explicando algunas palabras que uno no entienda y poder, así como decir, desarrollarse y seguir explicando las palabras y así, al momento de que algún profesor te pregunte algo, tú ya no estar como decir y teniendo o poniéndose al nerviosismo, porque tú ya sabes muy bien que en los trabajos en grupo recordarás algo que te dijo un compañero o al momento de estar charlando, diciendo palabras, recordarás que en tal parte del grupo de ayuda te ayudo tal compañero para poder explicarse en bruto en grupo y hacer presentaciones al profesor o hacer presentaciones que puedan mejorar.

7. ¿Sientes miedo cuando no entiendes un tema y tienes que hablar de esa idea frente a tus compañeros? Explicar por qué.

Creía que sí, porque o sea no es tanto el miedo, porque está bien equivocarse y admitir de que no sabes bien del tema y podrás explicar lo que más o menos entiendes y pues algún compañero poder ayudarte a familiarizarte con ese tema o también el profesor ayudarte a decir

alguna palabra, alguna oración y poder interactuar más y obtener más conocimientos al momento de hablar en inglés y demás.

8. ¿Crees que la falta de confianza afecta tu desempeño en las clases de inglés? Explicar el ¿Por qué?

Yo diría que la confianza es algo muy importante al hablar en inglés, ya que algunas palabras tienen a sus situaciones en el inglés, que por la falta de confianza podrían estar cometiendo un error al momento de hablar o hacer una oración, ya que con un cometen el error de confundir una palabra con otra. Al notar la situación correcta al momento de hablar, no tener la confianza de decirnos que tener titubeos o nerviosismo, de decir si está bien o está mal y pues.

Por tal caso de la confianza de perder el conocimiento que tiene en sí mismo y equivocarse, sabiendo que uno tiene en su mentalidad que está bien, pero por la falta de confianza no podré lograr hablar en inglés fluido o no recordar ciertas oraciones o cosas que podría preguntar al profesor.

ENTREVISTA 5

1. ¿Te sientes preocupado o con confianza cuando hablas inglés en clase? ¿Por qué?

Me siento un poco preocupada porque mi vocabulario no es tan amplio entonces al momento de que el docente de inglés está explicando la clase que prepara lo hace totalmente en ese idioma entonces al no conocer mucho las palabras hace que me confunda un poco luego me preocupo al momento de aprender.

2. ¿Cómo te hacen sentir las reacciones de tus compañeros cuando cometes errores de pronunciación en la clase de inglés? Explicar por qué

Depende de la situación en ocasiones me hace sentir un poco avergonzada dependiendo de la situación por el hecho de que se cometen errores sin embargo se siente el apoyo de todos los compañeros al momento de aprender el idioma Inglés.

3. ¿Qué actividades te gustaría que usara el maestro para fomentar el hablar en inglés?
¿Por qué?

Actividades para fomentar el habla del inglés en clases serían los debates porque creo que entablamos una conversación y un cruce de ideas entre los compañeros en otro idioma lo que nos permite aprender más conocimiento sobre el inglés, así mismo podrían ser las exposiciones porque al exponer nos empapamos sobre un determinado tema al momento de presentarlo en la clase

4. ¿Te sientes nervioso cuando participas en los debates o trabajos en grupo en clase de inglés? ¿Por qué?

Sí me siento un poco nerviosa al momento de hacer las participaciones y los debates porque mi pronunciación no es tan buena y mi nivel de inglés tampoco es tan alto entonces me da miedo confundirme y que en la clase y que el docente me baje alguna puntuación dependiendo de la actividad.

5. ¿Cómo te sientes cuando el profesor corrige un error de pronunciación mientras estás hablando? ¿Explicar por qué?

Siento que el profesor me corrija durante la clase mientras estoy realizando alguna actividad es muy bueno para mi desarrollo y aprendizaje del idioma porque al momento de corregir tengo en cuenta cuales son mis fallas y en que debo mejorar y lo que ya no debo cometer para así ir aprendiendo más.

6. ¿Crees que los trabajos en grupo ayudan a prepararte para las presentaciones de speaking en clase? Explicar por qué

Dependiendo de la actividad en grupo porque en ocasiones porque cuando formamos grupos existe cierto desinterés por parte de otros compañeros entonces yo prefiero hacer las actividades individuales porque yo se la forma en la que me preparo y no tengo que estar atrás del resto del grupo preocupada de si ya se prepararon o no.

7. ¿Sientes miedo cuando no entiendes un tema y tienes que hablar de esa idea frente a tus compañeros? Explicar por qué

Si tengo un poco de temor cuando no entiendo un tema y tengo que hablarlo porque sino entiendo un tema y no estoy preparada no tengo bases para exponerlo y dar una buena presentación entonces yo considero importante que se debe tener un tema y estudiarlo a profundidad para poder hablar sobre el mismo de lo contrario no creo que yo hablaría de un tema que no conozco.

8. ¿Crees que la falta de confianza afecta tu desempeño en las clases de inglés? ¿explicar por qué?

Si en ocasiones pasa que por el tema de confianza de que talvez me vaya a confundir en una palabra o por el temor de que no estoy segura si lo que voy a decir es correcto o lo que voy a contestar esta en lo cierto entonces muchas veces me abstengo y no expreso mi idea hacia la clase o con el docente lo que puede que no sea de tanta ayuda porque al expresarme y que me corrijan ya estoy aprendiendo algo nuevo.

Annex E: Photographs of the focus group



