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**SCHOOL OF EDUCATION AND LANGUAGES**  
**PEDAGOGY OF NATIONAL AND FOREIGN LANGUAGES**

**“The Influence of Anxiety on Speaking  
English in Tenth Grade Students at Unidad  
Educativa José Mejía Lequerica”.**

**RESEARCH PROJECT**

As a prerequisite to obtain a:

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

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**ADVISOR'S APPROVAL**

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**Sincerely,**



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SPEAKING ENGLISH IN TENTH GRADE AT UNIDAD EDUCATIVA JOSÉ MEJÍA  
LEQUERICA." Certify that this work is our authorship, except for the quotes and reflections  
used in this research paper.



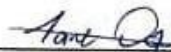
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### **Declaration**

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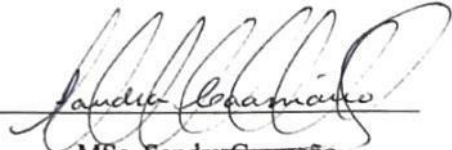
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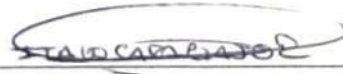
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## **Dedication**

I dedicate this research project to my dear mother, María Yagual, and my grandmother, Francisca Hermenejildo, who supported me and looked after me throughout all the steps.

To my brother, Elías, who reminded me every day to progress with this project and not give up. He emotionally supported me and listened to me during my moments of distress and stress. Because of him, I do everything I do.

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Thanks to all of you, I am who I am.

With much gratitude and love,

Jane.

## **Abstract**

Language anxiety poses a significant challenge for students when learning a new language, particularly in the context of speaking. This research delves into the influence of anxiety on English speaking proficiency in tenth grade students at Unidad Educativa José Mejía. The study aims to understand how anxiety influences language competence and confidence and proposes strategies to mitigate its impact.

Drawing on a qualitative approach, a focus group of five proficient English-speaking students with anxiety-related challenges was formed. Through open questions, participants' experiences, perceptions, and anxiety management strategies were explored. The research examined existing theories on language anxiety, emphasizing its causes, manifestations, and consequences in language learning.

Additionally, the study highlights the significance of addressing language anxiety in educational settings and reviews existing strategies to manage and overcome it. The findings provide deeper insights into students' experiences and the effects of anxiety on English speaking. Identified patterns and effective anxiety management strategies are discussed in conjunction with the existing literature. Recommendations for educators, students, and future research are offered.

Ultimately, this research seeks to promote confidence and proficiency in English speaking, fostering improved learning experiences and outcomes by creating inclusive and supportive learning environments that address language anxiety.

**Keywords:** Anxiety, learning, Speaking, language, experiences, anxiety management.



## Resumen

La ansiedad lingüística plantea un desafío significativo para los estudiantes al aprender un nuevo idioma, especialmente en el contexto del habla. Esta investigación profundiza en la influencia de la ansiedad en la competencia de hablar inglés en estudiantes de décimo grado en la Unidad Educativa José Mejía. El estudio tiene como objetivo comprender cómo la ansiedad influye en la competencia y confianza lingüística, y propone estrategias para mitigar su impacto.

Basándose en un enfoque cualitativo, se formó un grupo focal con cinco estudiantes con buen dominio del inglés pero que enfrentan desafíos relacionados con la ansiedad al hablar el idioma. A través de preguntas abiertas, se exploraron las experiencias, percepciones y estrategias de manejo de la ansiedad utilizadas por los participantes. La investigación examinó teorías existentes sobre la ansiedad lingüística, haciendo hincapié en sus causas, manifestaciones y consecuencias en el aprendizaje del idioma.

Además, el estudio destaca la importancia de abordar la ansiedad lingüística en entornos educativos y revisa las estrategias existentes para manejarla y superarla. Los hallazgos proporcionan una comprensión más profunda de las experiencias de los estudiantes y los efectos de la ansiedad en el habla en inglés. Los patrones identificados y las estrategias efectivas para manejar la ansiedad se discuten en conjunto con la literatura existente. Se ofrecen recomendaciones para educadores, estudiantes y futuras investigaciones.

En última instancia, esta investigación busca promover la confianza y competencia en el habla en inglés, fomentando mejores experiencias y resultados de aprendizaje al crear entornos inclusivos y de apoyo que aborden la ansiedad lingüística.

**Palabras claves:** Ansiedad, aprendizaje, habilidad del habla, lenguaje, experiencias, manejar la ansiedad.

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## Introduction

This research focuses on a comprehensive analysis of the influence of anxiety on English speaking proficiency in tenth grade students attending the Unidad Educativa José Mejía. The primary objective is to gain a profound understanding of how anxiety influences these students' ability to speak English and to propose effective strategies to mitigate its adverse effects.

The Theoretical Framework section of this study critically examines existing theories and research on language anxiety, elucidating its underlying causes, various manifestations, and consequences within the language learning process. Furthermore, the significance of addressing language anxiety within educational settings is explored, and a comprehensive review of existing strategies for managing and overcoming this anxiety is provided.

In terms of methodology, this research adopts a qualitative approach, utilizing the focus group technique as the primary method for data collection. The focus group will consist of five tenth grade students who share the common characteristic of possessing a good level of English proficiency but encounter difficulties associated with anxiety when speaking the language. Through the employment of open-ended questions, the participants' experiences, perceptions, and strategies employed in managing language anxiety will be thoroughly explored.

The findings obtained from this research will yield a deeper insight into students' experiences and elucidate how anxiety impacts their English speaking proficiency. Emerging patterns will be meticulously analyzed, and the most effective strategies employed by the participants in managing their anxiety will be identified. These findings will be discussed in the context of existing literature, and practical recommendations will be provided for educators, students, and future research endeavors.

Ultimately, by delving into the influence of anxiety on English speaking proficiency in tenth grade students and exploring strategies to manage language anxiety, this research aims to provide valuable insights that contribute to the improvement of language teaching programs and the establishment of inclusive and supportive learning environments. Through a comprehensive understanding of language anxiety and its implications, educators and students can work together to foster greater confidence and proficiency in speaking English, enhancing overall learning experiences and outcome.

## Chapter I

### The problem

#### 3.1 Research Topic

Anxiety and speaking in EFL.

#### 3.2 Research Title

The Influence of Anxiety on Speaking English in Tenth Grade Students at Unidad Educativa José Mejía Lequerica.

#### 3.3 Problem Statement

English has become a global language and is widely used for communication, business, and academic purposes. As a result, the ability to speak English fluently has become an essential skill for many students. However, many students face language anxiety when speaking English, which can negatively impact their performance and overall confidence in the language.

Authors state the next:

Anxiety is a type of fear usually associated with a perceived threat or something going wrong in the future, but it can also arise from something happening right now. Unlike fear itself, which is a response to an immediate danger, anxiety is an ongoing sense of worry, sometimes without a specific cause. Anxiety happens when you become overwhelmed by fear and want to avoid situations that might make you anxious. It can be hard to break this cycle, but there are lots of positive ways to cope so it doesn't stop you from living a full life. (Ireland, 2022, pág. 6)

Language anxiety when speaking English is a phenomenon that affects numerous students learning English as a foreign language. As they strive to communicate in English,

students may experience various manifestations of anxiety, such as fear of making mistakes, insecurity when facing communication situations in the language, and concern about the judgment of others. These feelings of anxiety can have negative effects on students' performance and their development of English language skills.

Anxiety can also influence students' self-esteem and motivation. When students feel anxious about speaking English, they may experience a decrease in confidence in their language skills, which, in turn, can affect their motivation to continue practicing and improving in the language.

Addressing this issue is important because language anxiety can become a detrimental cycle: the more anxious students feel about speaking English, the fewer opportunities they have to practice and develop their skills, further reinforcing their anxiety and hindering their progress.

Language anxiety can significantly hinder the language learning progress of students. Learning how anxiety affects students' performance and confidence, educators can develop specific strategies to address and alleviate this anxiety. This, in turn, can create a more conducive learning environment, allowing students to improve their oral skills more effectively.

By understanding the specific effects of anxiety, educators can adapt teaching methods and provide support to help students overcome their anxieties. They can help students regain their motivation and enthusiasm for learning English, they can also create an encouraging and supportive learning environment, leading to a greater commitment to a positive environment, can improve students' overall language learning experience. and contribute to their long-term language development. This can lead to greater fluency, accuracy and confidence, allowing students to express themselves more clearly and successfully in English.

### **3.4 Problem Formulation**

#### **3.4.1 Problem question**

- What are the effects of anxiety on students of tenth grade students when speaking English?

#### **3.4.2 Specific questions**

- What are the factors that contribute to language anxiety among students of tenth grade students when speaking English?
- What are the specific situations that cause the anxiety of speaking English among students of tenth grade?
- How does the information obtained from the interviews of the tenth-grade students contrast with the research provided on the on the topic?



### **3.5 Objectives**

#### **3.5.1 General Objective**

- To analyze the influence of anxiety on speaking English among students of tenth grade.

#### **3.5.2 Specific objectives**

- To identify the factors that contribute to language anxiety among students of EFL.
- To know from the interviews what are the common situations that cause anxiety among students when speaking English on tenth grade students.
- To contrast the information obtained from the interviews of the tenth-grade students with the research provided.

### 3.6 Justification

According to Zdena Kralova and Gabriela Petrova (2017) nowadays the ability to speak English is crucial for students globalized world, and language anxiety can significantly affect their ability to do so. Therefore, understanding the influence of language anxiety on students when speaking English is essential to help students cope with anxiety and improve their language learning progress.

The importance of this study lies in its potential to contribute to the existing literature on language anxiety and its impact on learning of students in the language. It can provide valuable insights for language teachers to design effective language teaching strategies that can help students manage their language anxiety and improve their speaking proficiency.

The theory of Horwitz, Horwitz and Cope has been used in multiple investigations of this field as it is the first theory that emphasizes the nature of anxiety in the English language. This tells us that anxiety is common in the educational field, and the many situations that English learners have acquired to intensify anxiety in their educational environment. Such experiences have their consequences and effects on the self-esteem of students, the authors mention. (Tran T, 2012)

By understanding the nature of language anxiety and the strategies to reduce it, language learners can enhance their speaking skills and enjoy a more positive language learning experience. Therefore, continued research into language anxiety is necessary to develop effective interventions and strategies to support language learners.

## Chapter II

### Theoretical framework

#### 5.1 Background

##### 5.1.1 Anxiety Definition

In clinical terms, anxiety is a reaction to a potential threat in the future, as opposed to fear, which is a reaction to a genuine and immediate threat in the present. Muscle tension, increased vigilance, and avoidant and insecure actions are frequently found in anxious symptoms. The amygdala, a part of the brain that processes emotions and detects dangers, is a key player in setting off anxious reactions. Stress hormones that raise blood pressure, heart rate, and breathing are released when anxiety triggers the body's stress response system. concern has cognitive components, such as an excessive concentration on prospective threats, ongoing concern, and expectation of bad results. Anxiety is characterized emotionally by fear, agitation, and a sense of approaching disaster. Chronic problems that affect every day functioning are anxiety disorders. (Lourdes et. al, 2019).

According to the psychologist Darwin Aguirre of University of Azuay (2020) anxiety is a psychological experience characterized by excessive worry, fear, and unease. It is considered a normal response to threats or challenges, but when it becomes chronic and interferes with daily life, it may indicate an anxiety disorder. Psychologists believe that anxiety is influenced by biological, psychological, and environmental factors, including genetics, life experiences, and cognitive processes. Therapy approaches like cognitivebehavioral therapy (CBT) help individuals identify and challenge negative thoughts, modify behaviors, and develop effective coping strategies. Addressing underlying emotional and interpersonal factors is also important. Psychologists view anxiety as a multidimensional construct and aim to help individuals reduce its impact through therapy.

Anxiety is a complicated phenomenon that may be seen from several angles, including psychological and scientific ones. Scientific research seeks to understand the underlying mechanisms of anxiety and develop effective treatments to counteract or eliminate the symptoms so that it does not affect daily life, since it also affects the educational environment, being a major obstacle to learning.

### **5.1.2 Learning Anxiety Definition**

Many research studies have focused on the relationship between anxiety and learning to the point that it was unclear, in some trials, whether the two variables were positively or negatively correlated (Cordeiro,2019).

It was once thought that even anxiety increased intellectual engagement, but studies now show the opposite. To avoid this double probability, some authors advise delimiting the subject of study, and in doing so, anxiety is addressed in relation to the difficulty of the task to be learned as well as in light of the student's academic aptitude conditions (Cordeiro,2019).

It is well known that China's educational system is very competitive and rigorous, which may place a lot of strain on pupils. It has been generally acknowledged and researched that this academic pressure causes anxiety among Chinese students.

A stressful atmosphere for students can be produced by high academic standards, intense rivalry for admission to prestigious colleges, and a focus on test results. High expectations from their families and society as a whole, together with a severe workload, extended study hours, and long hours of class are common experiences for Chinese students. Students may experience anxiety as a result of this pressure.

A study made in China in 2022 focused on rural areas examined the prevalence of depression and anxiety among children there as well as their relationships with biological and psychological factors. A large-scale epidemiological study on depression and anxiety among 53 421 children in primary and secondary school age in all of China was conducted. The

findings show that 20% of respondents have a risk of depression, 6% have a risk of generalized anxiety, and 68% have a risk of at least one type of anxiety. The risk of developing depressive and anxious symptoms is higher in children and secondary school students, while the socioeconomic status has a variety of associations with these symptoms.

Additionally, the findings indicate a strong relationship between the outcomes of regular arithmetic tests and depressive and anxious symptoms (Jarie et. Al, 2017). These results highlight the need to recognize, prevent and treat depression and anxiety in young people to ensure the best possible development of learning skills.

### **5.1.3 Skill Definition**

The definition of skill is the capacity to carry out a task. We engage in communication as an activity. There are several "tasks" we need to complete when communicating. It takes significant talent to complete this activity successfully. Communication is largely accomplished through "language," hence "communication skills" are sometimes referred to as language skills. The capacity to successfully utilize language, in both spoken and written forms, for a variety of tasks and purposes is referred to as language aptitude (Zhang,2019).

The "skills" in language learning refer to the abilities necessary to communicate effectively in a foreign language. These skills are frequently divided into four main categories: speaking, listening, writing and reading. Developing these skills is essential to being successful in learning a language and being able to communicate fluently. By practicing and improving each of these skills, students can achieve a more complete level of proficiency in the desired language.

### **5.1.4 Skills of English as a Foreign Language**

Every language user has to develop some key language skills. They are speaking, reading, writing and listening. Writing and speaking are considered productive talents; listening and reading are considered demanding. Speaking and reading skills are interrelated.

We cannot conclude that those who acquire a broad and comprehensive reading also possess significant speaking skills. Of course, the progressive expansion of language that comes from speech affects reading ability. The growth of reading skills was largely based on the importance of vocabulary knowledge, which helps with speaking skills. Consequently, increasing word knowledge through in-depth reading can foster the development of stronger oral skills. (Zhang,2019).

Speaking is a way for a speaker and listener to engage and communicate. Speaking was defined by Linga et al. (2020) as the capacity of humans to generate sounds and communicate mental states. When speaking, the speaker informs the audience of what they are talking about and gives information. The speaker must talk clearly in order for the listener to comprehend the information being delivered. Praseyaningrum et al. (2020) assert that the goal of a conversation is to convey ideas, and that when a speaker begins to talk, the listener is aware that the speaker is expressing or sharing ideas.

Acquiring the skill of "speaking" in English requires a constant and dedicated focus on practice. It is advised to employ a number of tactics in order to improve this talent. First and foremost, it's crucial to actively listen to spoken English while constantly exposing oneself to real information.

Additionally, speaking abilities may be honed through conversational practice while practicing with other pupils. Improving pronunciation and fluency in English via repetition and imitation of words and sentences. Similarly, increasing one's vocabulary improves one's ability to communicate. The learner can check and improve your English pronunciation and rhythm by recording yourself speaking in the language. A specialist teacher's conversation lessons offer detailed direction and criticism. Finally, overcoming the fear of making mistakes is essential to gain confidence and fluency in speaking (Díaz, 2023).

Regular practice and constant exposure to English are fundamental pillars for the successful development of this skill and for this the student must be guided by a teacher who

provides them with the necessary tools for correct learning as happens in the pedagogical model of "constructivism".

## **5.2 Pedagogical basis**

### **5.2.1 Constructivism**

Constructivism, according to César Coll (1993), it is not a cookbook but instead a clearly stated collection of principles that may be used to pinpoint issues and formulate solutions. As opposed with traditional education, which places more emphasis on teaching, memorization, and applying material and produces passive learners, modern education emphasizes teaching, interactive learning, and dynamic learning. The purpose of the teacher today should be to emphasize the processes of knowledge construction, to promote metacognition, and active learning. This is because the hidden curriculum that produces ideologies of power that have prevented a social transformation of the human being and of knowledge is of particular interest.

The relationship between constructivism and language anxiety lies in how the constructivist approach can address and mitigate this type of anxiety. By fostering collaborative learning environments, constructivism allows students to feel more confident and comfortable when practicing and using the foreign language. By engaging in authentic communicative activities, where they are encouraged to interact with peers and express themselves genuinely, students have the opportunity to gradually overcome their language anxiety (Nancy, K. C.2021).

Furthermore, the constructivist approach values feedback and self-correction as part of the learning process. This means that mistakes are not seen as failures, but as opportunities to learn and improve. By adopting a positive attitude towards mistakes and encouraging students to correct each other, you can reduce language anxiety and create a supportive environment where students feel safe to gradually practice and develop their skills.

In conclusion, by fostering a collaborative learning environment, encouraging active student engagement, and encouraging a positive attitude regarding mistakes as a necessary component of the learning process, the constructivist approach to language acquisition can help reduce language anxiety (Nancy, K. C.2021). With the study of various theories of linguistic anxiety, in the future these complications caused by anxiety will be controlled so that they do not influence student performance.

### **5.3 Theoretical basis**

#### **5.3.1 Horwitz, Horwitz and Cope`s Theory of Foreign Language Anxiety**

Various theories and approaches have been developed to understand and address language anxiety in language learning. One of them is the Horwitz, Horwitz and Cope theory, which focuses on exploring the components and factors that influence language anxiety.

Foreign language anxiety is described by Horowitz, Hurwitz, and Cope (1986) as "a distinctive and complex construct of subjective perceptions, beliefs, feelings, and behaviors related to language learning in the classroom that arises from the uniqueness of the language learning process" (p. 128).

They argue that, as compared to general worry that spills over into learning a foreign language, foreign language anxiety is a situation-specific form that results from the particularities of learning a foreign language. They put their idea to the test by seeing language learners as they were being taught in language classrooms and listening to the opinions of another thirty language learners.

Horwitz et al. (1986) argue that anxiety related to learning the English language can be viewed as a person's reluctance in foreign language lessons or in any circumstance where a second or foreign language is employed. This can change according on the surroundings, how threatened a person feels in a certain circumstance, and how stressed they are at any one time.



The FLCAS scale (Foreign Language Classroom anxiety) was designed by Horwitz and Cope in 1986 to assess the degrees of worry before learning and using the foreign language. Linguistic anxiety is a concept and a reality that can be quantified using this scale. The FLCAS scale has 33 items, 20 of which are only concerned with speaking skills (expression and understanding), while the remaining 13 are concerned with overall anxiety connected to learning FL. There are no writing-related things on this scale (Jarie, Salavera, Teruel y Salillas, 2017).

The scale consists of these 33 items located in the annexes of this investigation.

The theory has gained widespread acceptance, and subsequent research has demonstrated the reliability of the FLCAS and recognized the special nature of language anxiety. With increasingly consistent research results on the detrimental impacts of language anxiety on attainment and performance, "the concept of second language acquisition anxiety has achieved the status of a precise technical notion" since that time. (Trang T, 2012).

### **2.3.1.1 Causes of Foreign Language Anxiety**

Environmental factors, threat beliefs, and stress may be the causes. Horwitz et al. (1986) recognized three components that contribute to anxiety in learning: "apprehension in the act of communication", "anxiety in evaluations and exams" and "fear of being negatively evaluated."

The first component is the apprehension in the act of communication that relates to the unease that kids feel when they must interact with others. Because they are being observed by the teacher and have little control over the circumstance, pupils who are more shy in public situations will find it more difficult to speak the foreign language in class.

These students frequently employ avoidance techniques when learning a language. Even the most outgoing students may experience fear and keep quiet in certain circumstances due to

their perception that using FL makes it difficult for them to comprehend and be understood by others.

The second component “Anxiety in evaluations and exams”, according to Meleno (2017), results from students' fear of failing, or from their anxiety before an exam or evaluation test, which causes them to feel uneasy and causes them to make some errors that they would not make in a more relaxed setting.

The third component relates to the anxiety about being judged, although in this instance it extends beyond the requirements of the test or exam. The student develops a fear of being assessed by others in any social context as a result of prior evaluative experiences, such as speaking in class in a language different than their native tongue. As stated by Horwitz et al. (1986), the particular individual in this scenario prefers to steer clear of similar circumstances out of fear of receiving a poor review.

According to Horwitz et al. (1986), anxiety related to learning a foreign language exhibits the same clinical signs as other anxiety disorders. The physical manifestations of anxiety involve tremors, sweating, palpitations, redness on the cheeks, headaches, tension in various regions of the body, chafing of the hands, and stuttering (Kralova & Petrova, 2017). among other places, like the speech or touching the clothing.

### **5.3.2 Other factors of Foreign Language Anxiety**

Speaking with anxiety when learning the English language might be caused by a variety of internal issues. These variables may differ from person to person, but some typical ones are as follows:

Language self-perception: Speaking with nervousness might result from having low English language self-esteem. Anxiety when speaking in English is more frequent if a person

has insecurities about their level of English proficiency or a poor opinion of their capacity for verbal expression (Aulia y Apoko, 2020)

**Fear of making mistakes:** One typical aspect that might cause anxiety is the worry of making mistakes when speaking English. People may worry about spelling errors, poor pronunciation, or having trouble coming up with the perfect words, which can make them more anxious and make it harder to speak properly (Asna y Debora, 2019)

**Perfectionism:** People with this personality trait often have high expectations for themselves. This might result in the self-imposed pressure to speak flawlessly and error-free when learning the English language. Speaking anxiety might be exacerbated by the worry that one won't live up to these standards (Sönmez y Kurtoğlu, 2021)

**Self-consciousness and excessive self-focus:** Speaking English can cause anxiety if one is extremely self-conscious and hyper-focused on their performance. Fluency can be hampered and anxiety might rise in those who worry excessively about their accent, pronunciation, grammar, or any other quality of their speech (Christene & Vijaya, 2019)

**Negative past experiences:** Shame is one of the things that makes students feel anxious when studying a second foreign language. According to previously cited authors, learning to speak a second foreign language carries the risk of embarrassment (Rahmi & Murtafi'ah, 2022).

Anxiety might be produced in advance when one has previously encountered problems or embarrassing circumstances when speaking English. The worry that these incidents may reoccur might make people anxious and make them less confident in their language skills.

It is important to remember that these internal elements may interact and impact one another, making speaking with anxiety while learning English more difficult. A customized strategy is needed to address these problems, such as learning relaxation methods, cultivating

a positive outlook, and progressively exposing oneself to situations where English is spoken in order to boost confidence and lessen fear.

### **5.3.3 Foreign Language Anxiety in Speaking**

Given the definitions of skills, speaking, and anxiety, the following paragraphs discuss the influence of anxiety on the development of speaking and how this is an obstacle to students' goals in acquiring the ability to speak assertively.

Anxiety plays a significant role in the development of speaking skills in language learners. Research has shown that language anxiety can have detrimental effects on oral performance and the acquisition of communicative skills in a second language.

Firstly, anxiety can impact verbal fluency and linguistic production. Anxious students may experience difficulties in accessing and retrieving appropriate words, leading to frequent pauses and a lack of fluency in their speech. This may be attributed to cognitive interferences associated with anxiety, such as heightened performance concern and constant self-evaluation (Nancy, K. C.2021).

Furthermore, anxiety can influence accuracy and speech quality. Anxious learners may be overly concerned about making mistakes, resulting in heightened self-awareness and excessive focus on linguistic correctness (Putra J,2018). This can limit their ability to express themselves spontaneously and naturally as they feel inhibited and fearful of making errors.

Anxiety also has a negative impact on students' confidence and self-esteem regarding their language proficiency. Fear of negative evaluation or ridicule can create a sense of insecurity, preventing students from speaking with confidence. This lack of confidence can restrict their active participation in oral activities and limit exposure to speaking, thus hindering the development of their communicative skills.

Moreover, anxiety can affect students' motivation and engagement with language learning. Anxious learners may experience decreased intrinsic motivation due to the frustration and stress associated with language anxiety. This can result in reduced involvement in speaking activities and a decreased willingness to tackle communicative challenges, thereby impeding progress in speaking development. (Putra J,2018).

In summary, language anxiety can have negative consequences on the development of speaking skills in language learners, affecting fluency, accuracy, confidence, and motivation. It is crucial for researchers, educators, and language professionals to recognize the importance of addressing language anxiety in educational settings by implementing pedagogical strategies and approaches that foster a safe, supportive, and encouraging learning environment, as well as providing structured opportunities for practice and constructive feedback.

## 5.4 Legal basis

### 5.4.1 Constitution of Ecuador

Article 27 of the Constitution of Ecuador tells us that:

Education will focus on the human being and will guarantee their holistic development, within the framework of respect for human rights, the environment sustainable and democracy; it will be participatory, mandatory, intercultural, democratic, inclusive and diverse, of quality and warmth; it will promote gender equity, justice, solidarity and peace; It will stimulate the critical sense, art and physical culture, individual and community initiative, and the development of skills and abilities to create and work.

Education is essential for knowledge, the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for national development (Ecuador,2008)

Article 27 of the Ecuadorian Constitution and the issue of learning anxiety are interrelated in the sense that the guarantee of the right to inclusive and quality education implies the responsibility to address anxiety in language learning. By creating a safe and supportive learning environment, the development of effective communication skills is promoted, and equal opportunities are guaranteed for all students.

According to the seventh section, in article 32, it indicates the following:

Health is a right guaranteed by the State, whose realization is linked to the exercise of other rights, including the right to water, food, education, physical culture, work, social security, healthy environments, and others that They sustain the good life. The State will guarantee this right through economic, social, cultural, educational, and environmental policies; and permanent, timely and non-exclusive

access to programs, actions and services for the promotion and comprehensive care of health, sexual health and reproductive health. The provision of health services will be governed by the principles of equity, universality, solidarity, interculturality, quality, efficiency, effectiveness, precaution, and bioethics, with a gender and generational approach. (Ecuador,2008)

The right to health includes the promotion of mental well-being and addressing anxiety issues. For recognizing the importance of mental health and well-being in the educational context, there is an emphasis on addressing anxiety in learning and ensuring that students have access to appropriate mental health services to promote their holistic development and effective learning abilities.

## **5.5 Variables of the study**

### **5.5.1 Independent Variable**

Anxiety.

### **5.5.2 Dependent Variable**

Speaking English proficiency.



## **Chapter III**

### **Methodology**

#### **7.1 Methodology Definition**

Research methodology refers to the overall framework and systematic approach used to conduct a study or research. It encompasses a set of procedures, techniques, and tools that guide the entire research process, from the formulation of research questions or objectives to the interpretation of results.

One of the key aspects of research methodology is research design, which involves making decisions about the overall structure and organization of the study. This includes determining whether the research will be qualitative, quantitative, or a combination of both (mixed methods), as well as selecting specific research methods and data collection techniques (Davis et al., 2014), in this case, this research will be with the qualitative method.

##### **7.1.1 Research Design**

According with Mohajan (2018), the research design refers to a set of systematic steps, approaches, and techniques used to conduct scientific or academic research. It provides a structure and framework for planning, collecting, analyzing, and interpreting data in order to obtain valid and reliable conclusions. The research method aims to solve problems, answer research questions, or generate new knowledge in a specific field. It provides a guide for the research process, from formulating the research question to presenting the results.

#### **7.2 Qualitative Method**

The qualitative method is a research approach that focuses on in-depth understanding of social, human, and cultural phenomena. It is characterized by the collection and analysis of non-numerical data, such as words, images, and observations. Some distinctive features of the qualitative method include the understanding and interpretation of subjective meanings, data

collection in natural settings, purposive sampling, inductive analysis, consideration of researcher subjectivity, and theoretical generalization (Sánchez, 2019). This approach allows for a detailed and contextualized understanding of research topics, exploring subjective and social aspects, and will be used as it meets the requirements needed in this research.

Some common techniques used in qualitative research include:

**In-depth interviews:** Detailed conversations with participants to explore their experiences and perspectives.

**Participant observation:** Actively engaging in a setting to understand social and cultural dynamics.

**Focus groups:** Bringing together a group of participants to discuss and debate a specific topic.

**Content analysis:** Examining and analyzing relevant documents, texts, or audiovisual materials to identify themes and patterns.

**Narrative analysis:** Studying and analyzing participants' narratives and stories to understand how experiences are constructed and communicated.

**Cultural artifacts:** Using photographs, diaries, or other material objects to gain deeper insights into culture and identities.

**Case studies:** Conducting an in-depth investigation of a particular case or situation to gain a holistic understanding of the phenomenon. (Sánchez, 2019).

### **7.3 Phenomenological Research**

According with Greening (2019), the phenomenological method is utilized to explore complex and subjective themes such as perception, consciousness, emotions, interpersonal relationships, and cultural meanings. By gaining a thorough understanding of these experiences,

richer and more detailed perspectives on human life can be obtained, contributing to the development of theories and enhancing the understanding of diverse phenomena in various fields of study.

#### **7.4 Data collection Techniques**

The technique that will be used in this research will be the focus group. In accordance with Nyumba et al. (2018) the focus group is a widely used qualitative method for collecting data in qualitative research. It involves bringing together a small group of participants who share relevant characteristics related to the research topic.

The purpose of using this tool in this research will be to collect detailed information about their perceptions, opinions, attitudes and experiences through a questionnaire of open questions to encourage interaction between participants, allowing them to express their points of view and participate in meaningful discussions.

##### **7.4.1 Data Collection Instrument**

As an instrument, it is the questionnaires that allow collecting data quickly and efficiently. They can be administered to a large number of participants simultaneously, saving time and resources compared to other data collection techniques, such as group interviews.

By using a questionnaire, open-ended questions have been set for an open response. (Sánchez, 2019). This ensures that all participants answer the same questions, making it easy to compare and analyze the data collected.

Open-ended questions give participants the opportunity to express their own unique experiences and viewpoints.

##### **7.4.2 Type of Questions**

Open-ended questions refer to questions that do not have a simple "yes" or "no" answer, but instead encourage the respondent to provide more detailed information about their thoughts,

feelings, and experiences. These types of questions will play a crucial role in the interviews for this research, as they generate rich and detailed data that helps researchers gain a deeper understanding of the topic under investigation.

There are several reasons why open-ended questions hold significance in research interview likes: Encouraging elaboration, capturing diverse perspectives and generating unexpected insights. (Aspers y Corte, 2019).

To summarize, open-ended questions play a vital role in research interviews by encouraging interviewees to provide detailed answers and capturing diverse perspectives. Using this instrument of the interview together with a focus group in this research, it will be possible to enrich the reflection of the phenomenon investigated from multiple points of view.

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

The application of the focus group will be used as a technique for collecting information. The open questions used will be in the imposed order and the interviewee will answer in that order in person during student hours. Taking into account that there are 6 questions, a recorder will be used to obtain all the possible information from the group in approximately 30 to 40 minutes.

After the information collection, the interviewer saves the information without revealing the names of the students in the sample. Finally, the interviewer will be able to decide what information will be transcribed to proceed with the annex. The results obtained in the interview will be analyzed below in Chapter 4.

## **7.6 Population and sample**

The study population will consist of 5 adolescents who study at Unidad Educativa José Mejía Lequerica, a private institution, during the period of 2023-2024. These adolescents are between 13 and 14 years old and are in the tenth grade. They share the common characteristic of having a good level of English proficiency; however, they tend to remain silent when speaking English due to past experiences of ridicule and fear, which hinder their progress.

The chosen population as a sample will have the facility to respond from their perspective and their experience with the focus group technique, as the questionnaire instrument that was chosen for data collection and analysis is appropriate for this case, beneficial results will be obtained for the respective contrast in this investigation which will be analyzed in the next chapter.

## Chapter IV

### Analysis of findings

The results of the anonymous interviews yielded the following conclusions that were based on the experiences of the participants in learning English as a foreign language. The data was interpreted in order to analyze the responses of the interviewees, and a comparison of theories, ideas and data collected from the interviews was also made.

Based on the results of the interview, a variety of facts were considered to be relevant to achieving the main objective. There were several similar points of view of the same inquiry since the questions were written to look for common facts. The results of the interview were useful as a contribution to the growth of this study project.

The results showed that the students went through anxious situations that directly involved their performance in learning a new language. Furthermore, it not only affected the environment of the student but also the social environment of the learner.

In addition, the students in the sample, despite having a good level of English and good grades, experienced nervousness and anxiety, which impaired their stage performance in exhibitions and talks within the hours of learning the English language.

Finally, the interviewees stated that despite knowing what to say, anxiety and nervousness blocked their confidence when speaking and did not allow what they thought to come out of their mouths.















## **9.2 Discussion of the focus group VS bibliographic review**

### **Question 1**

The testimonials of the participants support the findings of the references mentioned in the theoretical framework. The participants mentioned concern about making mistakes, fear of negative evaluation, and past negative experiences as triggers for their language anxiety. This is also related to the reference by Rahmi and Murtafi'ah (2022), which states that past negative experiences can generate anxiety and decrease confidence in language skills. Concern about making mistakes (Sönmez and Kurtoğlu, 2021) and losing points can create additional pressure and increase anxiety, which in turn negatively impacts motivation to learn the language.

### **Question 2**

The participants highlight that they have experienced gradual improvements, suggesting that continuous effort and constant practice have contributed to reducing their language anxiety. This is in line with the idea that language learning-related anxiety can be addressed and overcome through personalized strategies (Horwitz et al., 1986). This is related to the idea of decreasing anxiety in evaluations and exams, where fear of failure can generate nervousness and affect performance (Meleno, 2017).

### **Question 3**

These techniques align with the coping strategies proposed in the theoretical framework for managing language anxiety. By redirecting visual attention and focusing on non-threatening objects or elements (such as the wall or the floor), participants can reduce the feeling of nervousness and avoid excessive concern about others' reactions. Additionally, focusing on the alphabet or engaging in physical movements can function as self-control and relaxation techniques to maintain calm in stressful situations (Meleno, 2017).

**Question 5**

Some participants mention that they have not sought support or help to manage language anxiety. This may be related to the perception that adults do not take such situations seriously or the lack of attention given to the issue. These findings reinforce the idea that language anxiety often goes unaddressed or underestimated in educational settings (Horwitz et al., 1986).

**Question 6**

The participants mention that language anxiety affects their social interactions, especially in situations with family members or friends who speak other languages. This aligns with the notion that language anxiety can hinder communication and generate insecurity in social interaction situations (Putra J, 2018).

In conclusion, Language Anxiety is a common experience among language learners and can affect their learning process, their academic performance, and other aspects of their lives. Study participants have expressed varying levels of anxiety and nervousness when learning a new language, especially in situations such as oral presentations or social interactions in the target language.

## Chapter V

### Reflections of the study

The research project “The Influence of Anxiety on speaking English in the Tenth Grade Students at Unidad Educativa José Mejía Lequerica” was carried out with the main objective of analyzing the influence of anxiety on English speaking among students. This chapter aims to provide a comprehensive reflection on the study, addressing the research problem, the experiences encountered during the research process, and the implications of the research findings. Additionally, it offers a space for personal introspection, discussing the researcher's evolving beliefs, life lessons learned, and future directions for further research.

The results of this research provided valuable information about language learners' experiences of anxiety and its influence on their English learning process. The general objective of this study was to analyze the influence of speaking anxiety on learning English as a foreign language and to propose strategies to mitigate its impact. Throughout the research journey, our goal was to gain a deeper understanding of language anxiety and its implications, ultimately providing insights for educators, students, and researchers in the field.

In order to fulfill the general objective, we embark on a comprehensive exploration of the existing literature, delving into the theoretical foundations of language anxiety and its various dimensions. By reviewing studies and theories related to language anxiety, we developed a strong theoretical framework that guided our research. This foundation allowed us to explore the experiences and perspectives of language learners, shedding light on the challenges they face and the strategies they employ to cope with anxiety.

The research successfully achieved these objectives by conducting anonymous interviews and analyzing the responses of the participants. Through these interviews, it was revealed that the students in the sample had experienced anxiety and nervousness related to

language learning. Their anxiety experiences directly affected their performance in learning the English language and had implications for their general well-being.

Additionally, research has identified several strategies used by participants to manage language-related anxiety, such as visual distraction, focused breathing, and engaging in physical movement. These strategies have been shown to be helpful in reducing anxiety and enhancing your language learning experience.

By doing this research, I have gained valuable experience and insight into the complexities of language anxiety and its influence on language learning. It was a challenging but rewarding journey that allowed me to dig deeper into the subject and understand firsthand the experiences of language learners.

One of the challenges encountered during the research was the recruitment of participants. It took careful planning and ensuring confidentiality to create a safe space where participants could honestly share their experiences. Furthermore, analyzing qualitative data and drawing meaningful conclusions requires careful interpretation and attention to detail.

However, the benefits of the survey were numerous. Anonymous interviews provided rich and diverse perspectives, allowing for a comprehensive understanding of the topic. The willingness of the participants to share their experiences was invaluable in shedding light on the emotional and psychological aspects of language anxiety.

This research taught me the importance of addressing language anxiety in language learning contexts. He highlighted the need to create supportive and inclusive environments that allow students to manage their anxiety and develop effective communication skills. In addition, he reinforced the importance of personalized strategies and external support to manage language anxiety and improve the language learning experience.

Compared to my initial beliefs on the subject, this study has deepened my understanding of the multifaceted nature of language anxiety. He questioned the notion that



language anxiety is solely an individual problem and highlighted the role of educational institutions in caring and supporting students in managing their anxiety.

This study motivated my conceptions of language anxiety and its influence on language learning. He highlighted the complex relationship between anxiety and performance, motivation and general well-being. The research findings highlighted the importance of taking a holistic approach to language learning that addresses the emotional and psychological aspects of language anxiety.

For future research on the same topic, I would suggest exploring the effectiveness of specific interventions and educational approaches in managing language anxiety. It would be useful to study the influence of targeted interventions, such as cognitive behavioral therapy or mindfulness-based techniques, in reducing language anxiety and improving language learning outcomes. Furthermore, conducting longitudinal studies to examine the long-term effects of language anxiety on language learning and academic performance would provide valuable information.

In conclusion, this thesis has delved into the intricate realm of language anxiety in English language learning, uncovering its underlying causes, manifestations, and effects on learners. Through an extensive exploration of existing literature and the analysis of qualitative data, we have gained valuable insights that contribute to our understanding of this pervasive issue.

As we conclude this study, we leave the reader with a question to ponder: How can we create inclusive and supportive language learning environments that effectively address and mitigate language anxiety? This question opens the door for future research endeavors and encourages continued exploration into the complex dynamics of language anxiety and its implications for language learners.

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## Annexes

## 13.1 Annex 1 The AFLAQ

## The AFLAQ:

## Likert scale response options

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree
(1) I never feel quite sure of myself when I am speaking in my foreign language class.			
(2) I do not worry about making mistakes in language class.			
(3) I tremble when I know that I'm going to be called on in language class.			
(4) It frightens me when I do not understand what the teacher is saying in foreign language.			
(5) It wouldn't bother me at all to take more foreign language classes			
(6) During language class, I find myself thinking about things that have nothing to do with the course.			
(7) I keep thinking that the other students are better at language than I am.			
(8) I am usually at ease during my tests in my language class.			
(5) I start to panic when I have to speak without preparation in language class.			
(6) It does not embarrass me to volunteer answers in German in my German class.			
(7) Even if I am well prepared for my German class, I feel anxious about it.			
(9) I feel confident when I speak German in my German class.			
(10) I worry about the consequences of failing my foreign language class (11) I don't understand why some people get so upset over foreign language class.			
(12) In language class, I can get so nervous I forget things I know.			
(13) It embarrasses me to volunteer answers in my language class.			
(14) I would not be nervous speaking the foreign language with native speakers.			
(15) I get upset when I don't understand what the teacher is correcting.			
(16) Even if I am well prepared for language class, I feel anxious about it			
(17) I often feel like not going to my language class.			
(18) I feel confident when I speak in foreign language class.			
(19) I am afraid that my language teacher is ready to correct every mistake I make.			
(20) I can feel my heart pounding when I'm going to be called on in language class.			
(21) The more I study for a language test, the more confused I get.			
(22) I don't feel pressure to prepare very well for language class.			
(23) I always feel that the other students speak the foreign language better than I do.			
(24) I feel very self-conscious about speaking the foreign language in front of other students.			
(25) Language class moves so quickly I worry about getting left behind.			
(26) I feel more tense and nervous in my language class than in my other classes.			
(27) I get nervous and confused when I am speaking in my language class.			
(28) When I'm on my way to language class, I feel very sure and relaxed.			
(29) I get nervous when I don't understand every word the language teacher says.			
(30) I feel overwhelmed by the number of rules you have to learn to speak a foreign language.			
(31) I am afraid that the other students will laugh at me when I speak the foreign language.			
(32) I would probably feel comfortable around native speakers of the foreign language.			
(33) I get nervous when the language teacher asks questions which I haven't prepared in advance.			

### 13.2 Annex 2 Certified Anti-Plagiarism System



#### UNIVERSIDAD ESTATAL PENÍNSULA DE SANTA ELENA CERTIFICADO ANTIPLAGIO

La Libertad, 19 de Julio de 2023.

En calidad de tutor de trabajo de titulación denominado “The Influence of Anxiety on Speaking English in Tenth Grade Students at Unidad Educativa José Mejía Lequerica” elaborado por la estudiante Delgado Yagual Jane Odalis, egresada 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 de Licenciada 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 encuentran con 1% de valoración permitida, por consiguiente se procede a emitir el presente informe.

Adjunto reporte de similitud.

Atentamente,

\_\_\_\_\_  
MSc. Eliana Leon Abad  
Docente tutor

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## Fuentes con similitudes fortuitas

N°	Descripciones	Similitudes	Ubicaciones	Datos adicionales
1	 <b>medicreview.org</b>   Sumak Kawsay: Ecuador Builds a New Health Paradigm <a href="http://medicreview.org/wp-content/uploads/2018/03/mr_214.pdf">http://medicreview.org/wp-content/uploads/2018/03/mr_214.pdf</a>	< 1%		Palabras idénticas : < 1% (17 palabras)
2	 <b>hdl.handle.net</b>   Anxiety and Personality as Indicators of Academic Performance in U... <a href="http://hdl.handle.net/10481/69806">http://hdl.handle.net/10481/69806</a>	< 1%		Palabras idénticas : < 1% (20 palabras)
3	 <b>repositorio.utm.edu.ec</b>   Affective factors that influence in english oral production in... <a href="http://repositorio.utm.edu.ec/bitstream/123456789/10040/6/05_FECYT_3600_TRABAJO_DE_GRADO.pdf.txt">http://repositorio.utm.edu.ec/bitstream/123456789/10040/6/05_FECYT_3600_TRABAJO_DE_GRADO.pdf.txt</a>	< 1%		Palabras idénticas : < 1% (19 palabras)



**13.3 Annex 3 Authorized institution consent**

La Libertad, 19 de junio de 2023

Señora:

Lcda. Margarita Del Pezo, MSc.

**DIRECTORA DE**

**ESCUELA DE EDUCACIÓN "JOSÉ MEJÍA LEQUERICA**

En su despacho.-

De mi consideración:

Yo, **JANE ODALIS DELGADO YAGUAL**, con cédula de ciudadanía N° **2400174914**, estudiante universitaria de la **UNIVERSIDAD ESTATAL PENINSULA DE SANTA ELENA**, por medio de la presente solicito a usted autorización para realizar una entrevista grupal acerca de la pedagogía en inglés debido a que dicha información será utilizada para un proyecto de investigación.

Por la atención que preste a la presente, quedo de usted agradecido (a).

Atentamente,

**JANE DELGADO**

C.I. 2400174914



## 13.4 Annex 4 Authorized students consent

La Libertad, 19 de junio de 2023

**CARTA DE CONSENTIMIENTO INFORMADO**

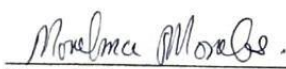
Yo Moraima Kierina Morales Tomala con CI: 0912136330,  
representante de Nicole Romalá Morales, con CI: 240040986-4 declaro  
que se me ha explicado que mi participación en el estudio sobre "Ansiedad y la habilidad  
del Speaking en el aprendizaje del idioma Inglés", consistirá en responder una entrevista  
grupal que pretende aportar al conocimiento, comprendiendo que mi participación es una  
valiosa contribución.

Acepto la solicitud de que la entrevista sea grabada en formato de audio para su posterior  
transcripción y análisis, a los cuales tendrá acceso el equipo que conforma la carrera de  
Pedagogía de Idiomas Nacionales y Extranjeros de la Universidad Estatal Península de  
Santa Elena, y que se me ha asegurado que la información que entregue estará protegida  
por el anonimato y la confidencialidad.

La Investigadora responsable del estudio, Jane Delgado Yagual, se han comprometido a  
responder cualquier pregunta y aclarar cualquier duda que les plantee acerca de los  
procedimientos que se llevarán a cabo, riesgos, beneficios o cualquier otro asunto  
relacionado con la investigación.

Por lo tanto, como participante, acepto la invitación en forma libre y voluntaria, y declaro  
estar informado de que los resultados de esta investigación tendrán como producto un  
informe. He leído esta hoja de Consentimiento y acepto participar en este estudio según  
las condiciones establecidas.

  
Firma de Participante

  
Firma de Representante

  
Firma de Investigadora

La Libertad, 19 de junio de 2023

### CARTA DE CONSENTIMIENTO INFORMADO

Yo MANUEL DE LA CRUZ MERZILLO con CI: 0902513027, representante de ALISON DE LA CRUZ, con CI: 2450931304 declaro que se me ha explicado que mi participación en el estudio sobre "Ansiedad y la habilidad del Speaking en el aprendizaje del idioma Ingles", consistirá en responder una entrevista grupal que pretende aportar al conocimiento, comprendiendo que mi participación es una valiosa contribución.

Acepto la solicitud de que la entrevista sea grabada en formato de audio para su posterior transcripción y análisis, a los cuales tendrá acceso el equipo que conforma la carrera de Pedagogía de Idiomas Nacionales y Extranjeros de la Universidad Estatal Península de Santa Elena, y que se me ha asegurado que la información que entregue estará protegida por el anonimato y la confidencialidad.

La Investigadora responsable del estudio, Jane Delgado Yagual, se han comprometido a responder cualquier pregunta y aclarar cualquier duda que les plantee acerca de los procedimientos que se llevarán a cabo, riesgos, beneficios o cualquier otro asunto relacionado con la investigación.

Por lo tanto, como participante, acepto la invitación en forma libre y voluntaria, y declaro estar informado de que los resultados de esta investigación tendrán como producto un informe. He leído esta hoja de Consentimiento y acepto participar en este estudio según las condiciones establecidas.



Firma de Participante



Firma de Representante



Firma de Investigadora

La Libertad, 19 de junio de 2023

### CARTA DE CONSENTIMIENTO INFORMADO

Yo Maribel Franco Muñoz, con CI: 130697051-6, representante de Jeremy de la Cruz F., con CI: 245087262-3 declaro que se me ha explicado que mi participación en el estudio sobre "Ansiedad y la habilidad del Speaking en el aprendizaje del idioma Inglés", consistirá en responder una entrevista grupal que pretende aportar al conocimiento, comprendiendo que mi participación es una valiosa contribución.

Acepto la solicitud de que la entrevista sea grabada en formato de audio para su posterior transcripción y análisis, a los cuales tendrá acceso el equipo que conforma la carrera de Pedagogía de Idiomas Nacionales y Extranjeros de la Universidad Estatal Península de Santa Elena, y que se me ha asegurado que la información que entregue estará protegida por el anonimato y la confidencialidad.

La Investigadora responsable del estudio, Jane Delgado Yagual, se han comprometido a responder cualquier pregunta y aclarar cualquier duda que les plantee acerca de los procedimientos que se llevarán a cabo, riesgos, beneficios o cualquier otro asunto relacionado con la investigación.

Por lo tanto, como participante, acepto la invitación en forma libre y voluntaria, y declaro estar informado de que los resultados de esta investigación tendrán como producto un informe. He leído esta hoja de Consentimiento y acepto participar en este estudio según las condiciones establecidas.

  
Firma de Participante

Maribel Franco  
Firma de Representante

  
Firma de Investigadora

La Libertad, 19 de junio de 2023

### CARTA DE CONSENTIMIENTO INFORMADO

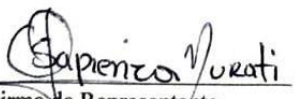
Yo Rosalba Sapienza Murati, con CI: 092198261-7,  
representante de Sebastian Silva, con CI: 094104413-3 declaro  
que se me ha explicado que mi participación en el estudio sobre "Ansiedad y la habilidad  
del Speaking en el aprendizaje del idioma Ingles", consistirá en responder una entrevista  
grupala que pretende aportar al conocimiento, comprendiendo que mi participación es una  
valiosa contribución.


Acepto la solicitud de que la entrevista sea grabada en formato de audio para su posterior  
transcripción y análisis, a los cuales tendrá acceso el equipo que conforma la carrera de  
Pedagogía de Idiomas Nacionales y Extranjeros de la Universidad Estatal Península de  
Santa Elena, y que se me ha asegurado que la información que entregue estará protegida  
por el anonimato y la confidencialidad.

La Investigadora responsable del estudio, Jane Delgado Yagual, se han comprometido a  
responder cualquier pregunta y aclarar cualquier duda que les plantee acerca de los  
procedimientos que se llevarán a cabo, riesgos, beneficios o cualquier otro asunto  
relacionado con la investigación.

Por lo tanto, como participante, acepto la invitación en forma libre y voluntaria, y declaro  
estar informado de que los resultados de esta investigación tendrán como producto un  
informe. He leído esta hoja de Consentimiento y acepto participar en este estudio según  
las condiciones establecidas.

  
Firma de Participante

  
Firma de Representante

  
Firma de Investigadora



La Libertad, 19 de junio de 2023

### CARTA DE CONSENTIMIENTO INFORMADO

Yo ANG LOPEZ BERNARDO FLORES, con CI: 0910424597  
representante de ANG LOPEZ BERNARDO FLORES con CI: \_\_\_\_\_ declaro  
que se me ha explicado que mi participación en el estudio sobre "Ansiedad y la habilidad  
del Speaking en el aprendizaje del idioma Inglés", consistirá en responder una entrevista  
grupal que pretende aportar al conocimiento, comprendiendo que mi participación es una  
valiosa contribución.

Acepto la solicitud de que la entrevista sea grabada en formato de audio para su posterior  
transcripción y análisis, a los cuales tendrá acceso el equipo que conforma la carrera de  
Pedagogía de Idiomas Nacionales y Extranjeros de la Universidad Estatal Península de  
Santa Elena, y que se me ha asegurado que la información que entregue estará protegida  
por el anonimato y la confidencialidad.

La Investigadora responsable del estudio, Jane Delgado Yagual, se han comprometido a  
responder cualquier pregunta y aclarar cualquier duda que les plantee acerca de los  
procedimientos que se llevarán a cabo, riesgos, beneficios o cualquier otro asunto  
relacionado con la investigación.

Por lo tanto, como participante, acepto la invitación en forma libre y voluntaria, y declaro  
estar informado de que los resultados de esta investigación tendrán como producto un  
informe. He leído esta hoja de Consentimiento y acepto participar en este estudio según  
las condiciones establecidas.

Ana L.

Firma de Participante

Jane Delgado Yagual

Firma de Representante

\_\_\_\_\_  
Firma de Investigadora

## 13.5 Annex 4

### Focus Group

#### Questionnaire Students

- 1. Cuéntame sobre tus experiencias al aprender un nuevo idioma. ¿Has experimentado ansiedad o nerviosismo relacionados con el aprendizaje de idiomas? Si es así, ¿podrías describir cómo te has sentido en esas situaciones?**

P1: Eh bueno, sí, experimentado lo que es tener la ansiedad al aprender un nuevo idioma, porque tengo miedo a equivocarme con una persona que si sea nativa del idioma.

P2: Si he tenido también nervios.

P3: Sí he tenido una experiencia bien fea cuando estoy al frente, en exposiciones y otras cosas más.

P2: Cuando estoy aprendiendo un nuevo idioma o también me siento nervioso porque sé que puede decir algo mal o expresarme de forma que no es.

P4: Ya bueno, tanto así de ansiedad no, nerviosismo sí, es como como que me olvido de las palabras y no puedo continuar.

P5: Sí, en exposiciones y alguna actuación o en un programa, sí me he quedado, así como que, en blanco, pero nada muy grave.

- 2. A lo largo de tu proceso de aprendizaje de idiomas, ¿has notado algún cambio en tu nivel de ansiedad lingüística? ¿En qué aspectos has experimentado mejoras o desafíos adicionales?**

P

1: Sí, he notado algún cambio, lo que es en mi ansiedad lingüística y puede ser en el aspecto de que antes yo me ponía nerviosa, muy nerviosa y me olvidaba de las palabras al momento de exponer.

P2: Sí. Sí he notado mejoras, pero también en un poco de aspecto de nerviosismo, porque cuando voy a exponer se olvidan algunas palabras o tiendo a no decirlas bien.

P1: En la actualidad me sigue pasando, pero no mucho como antes.

P4: Sí, si he mejorado el aprendizaje de lingüístico, porque yo antes de yo es que me ponía tan nervioso que se me olvidaba totalmente todo. Y se me ponía la mente totalmente en blanco. Si he mejorado poco a poco.

P3: Realmente he mejorado, he notado mejoras.

P5: Sí he mejorado poco a poco porque ya cuando estoy al frente ya no se me olvida todo por completo.

P3: Ya que al intentar e intentar se va mejorando y se va perdiendo ansiedad lingüística, ya que se puede tener más fluidez en las palabras al momento de hablar.

### **3. ¿Utilizas alguna técnica para relajarte en esas situaciones? Puedes nombrar alguna.**

P2: Bueno, en este caso uso una técnica de distracción y de relajación, que es mirar directo a la pared

P1: En estas situaciones yo siempre miro al suelo y me comienzo a tranquilizar y pensar en el abecedario como para acordarme de que no estoy en una mala situación y no tengo nervios.

P2: no mirar a las personas para no sentir nervios y respirar de manera tranquila para no quedarme callada.



P

3: Yo en estas situaciones, trato de concentrarme y mirar al suelo o mirar al techo. El contacto visual puede ser un factor que nos afecte.

P4: En esta situación yo miro al suelo y no presta atención a lo que me está pasando y no mirar a la cara a nadie para no perder el hilo de lo que estoy hablando.

P5: Yo lo que hago es mirar hacia otro lado, mirar el suelo y mover los dedos, como en tipo de chasquido, así mi atención se va a mis dedos y de alguna manera así me relajo y logro.

**4. ¿Cómo crees que la ansiedad lingüística ha influido en tu motivación para aprender este idioma? ¿Ha tenido algún impacto en tu participación en clase o en tu rendimiento académico en el área del inglés?**

P2: A veces sí me da miedo porque tengo muchos nervios al exponer, puede ser una nota importante. Puede ser un 20% de la nota del examen trimestral. Puede ser algo muy importante y que te quedes en blanco y que las palabras las tenga en la cabeza, pero no salen por la boca.

P1: Sí. Puede suceder que si alguien está dando de una exposición o algo importante que tiene que dar. Si lee mal o dice algo mal, la persona piensa que le están bajando puntos y por eso el estudiante se siente abrumado. Yo he pasado por esas situaciones mientras expongo o mientras estoy dando una lección oral.

P2: Lo que quiero decir es que si no se aprueba esos exámenes o esas exposiciones no mejorará mi nivel académico, y desmotiva a aprender ese idioma.

P3: Hay veces que yo me he desmotivado al momento de que tengo palabras en la mente, pero que no me salen de la boca. Y ese sentimiento de como otros han avanzado, pero yo he retrocedido me desmotiva, me pone mal y me siento estancada.

P

P4: De hecho, me siento aún más motivada. Si me equivoco, me siento más motivada a aprender porque quiero mejorar, tener más fluidez.

5: Eso depende del estudiante. En mi caso, me motiva si lo hago bien, el no quedarte parada pensando en lo que tengo que decir. Pero cuando no sé qué decir si me desmotivo.

P4: Si. Yo en participaciones en clase si me quedo en blanco, pero prefiero seguir y reemplazar palabras. Es que cuando estoy nerviosa yo mismo me motivo.

**5. ¿Has buscado apoyo o ayuda para manejar la ansiedad lingüística? En caso afirmativo, ¿cómo te ha beneficiado ese apoyo?**

P1: Eh bueno, en este caso no he buscado ayuda para manejar la ansiedad lingüística, yo me he dado apoyo a mí misma ya que no siempre te escuchan y los adultos no toman con importancia este tipo de situaciones.

P2: En este tipo de situaciones no, no he buscado apoyo de trato de mejorar yo solo y ayudarme progresivamente buscando en algún tipo de sitio web que te den consejos sobre mejorar el speaking y a como no sentirse ansioso en el speaking.

P3: En este tipo de casos yo sí he buscado ayuda de un profesor y de mi padre para aprender más y mejorar mi lingüística en el inglés y así ya no tener problemas al hablar.

P4: Bueno, en esta situación yo antes sí buscaba apoyo, pero ya ahora no, yo sola trato de mejorar eso.

P5: Bueno, yo sí he buscado apoyo. Aparte del profesor, también dos familiares míos que hablan inglés. Y me ha beneficiado bastante, ya que agarrado fluidez he aprendido más palabras, mejor pronunciación y me da menos ansiedad.

P

**6. En tu experiencia personal, ¿crees que la ansiedad lingüística afecta otros aspectos de tu vida fuera del entorno escolar? ¿Puedes proporcionar ejemplos?**

P3: Sí. Personalmente si afecta en unos aspectos a la hora de hablar públicamente, escuchar música y darme cuenta que no sé el significado.

1: Si. También en momentos como estar reunidos con tu familia y sepan otros idiomas y te piden que hables en esos idiomas y yo no sé qué decir.

P2: Si en mi caso sí, en mi caso es cuando yo intento captar otro idioma viendo series o animés, no puedo y me digo a mi misma que lo que hago está mal y no quiero seguir.

P4: Eh bueno, la ansiedad lingüística sí puede afectar en otros aspectos en mi persona, por ejemplo, cuando hablo con extranjeros o cuando los escucho y yo no sé lo que significa y quiero hablar, pero no me salen las palabras porque yo no sé muy bien el idioma.

P5: A mí sí me ha afectado. Años atrás, cuando estaba en tercer grado, tenía dos compañeros que venían del extranjero. Pero no sabía lo que decía. Yo quería hablar con ellos, pero no, no me salían las palabras porque ellos hablaban inglés y yo no entendía nada de lo que me decía.

P3: Si me ha afectado en algunos aspectos, sobre todo cuando voy a cantar. A veces me pasa que me olvido y me causa ansiedad no acordarme del significado de la letra y no saber qué es lo que estoy diciendo en inglés.