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**“ANXIETY IN ORAL PRODUCTION IN 6TH AND 7TH-GRADE
STUDENTS AT UNIDAD EDUCATIVA LUIS LEORO FRANCO”**

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DEDICATION

I dedicate this thesis project, carried out with effort and constant work, first of all to my parents, siblings, and other family members who motivated me in moments of crisis and accompanied me with their moral support and words of encouragement to continue and be able to complete my academic training and that thanks to this support they have developed in me the desire to be a worthy bearer of new knowledge for society and new generations who have the vocation and become involved in the worthy profession of being a TEACHER OF ENGLISH.

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With all my love and gratitude, I dedicate this work to those who have been my strength, my inspiration, and my refuge during this important stage of my life.

To my mother and my sister, for their infinite love, for always being there, for their words of encouragement that gave me strength to keep going, and for reminding me that even in the most difficult moments, I never walk alone.

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Finally, we extend our thanks to all of our professors for their tireless commitment to academic excellence and their constant support during this stage of our lives. Their dedication has been a fundamental pillar in achieving this accomplishment.

ABSTRACT

The present research was developed to find out what difficulties and low participation in English classes are like for sixth—and seventh-grade students of General Basic Education of the Unidad Educativa “Luis Leoro Franco.”

On the other hand, this work is also focused on exposing the factors that affect academic performance, emotional state, and situations in which students experience oral anxiety. To obtain the data, selective surveys were applied with the voluntary participation of 242 students to know the point of view of each one and how they feel in an English class while developing their verbal skills.

Finally, a content analysis was conducted, revealing various reasons that prevent students from actively participating in the classroom. It was concluded that oral anxiety manifests when the teacher applies activities that the student must perform alone, exposing him/her directly to the second language.

For this reason, the research developed a work guide in which students can more easily practice the English language. The guide focuses on oral skills through interaction and pronunciation activities, seeking to mitigate the appearance of different levels of anxiety.

Keywords: students, teachers, anxiety, oral skills, second language.

RESUMEN

La presente investigación se desarrolló para conocer cómo son las dificultades y la baja participación en las clases de inglés de los estudiantes de sexto y séptimo grado de Educación General Básica de la Unidad Educativa “Luis Leoro Franco”.

Por otra parte, este trabajo también está enfocado a exponer los factores que inciden en el rendimiento académico, el estado emocional y las situaciones en las que los estudiantes experimentan ansiedad oral. Para obtener los datos, se aplicaron encuestas selectivas con la participación voluntaria de 242 estudiantes para conocer el punto de vista de cada uno y cómo se sienten en una clase de inglés mientras desarrollan sus habilidades verbales.

Por último, se realizó un análisis de contenido que reveló diversas razones que impiden a los estudiantes participar activamente en el aula. Se concluyó que la ansiedad oral se manifiesta cuando el profesor aplica actividades que el alumno debe realizar solo, exponiéndolo directamente a la segunda lengua.

Por esta razón, la investigación desarrolló una guía de trabajo en la que los estudiantes pueden practicar más fácilmente el idioma inglés, centrándose en las habilidades orales a través de actividades de interacción y pronunciación, buscando mitigar la aparición de diferentes niveles de ansiedad.

Palabras claves: alumnos, profesores, ansiedad, destrezas orales, segunda lengua.

CONTENT INDEX

IDENTIFICACIÓN DE LA OBRA	ii
CONSTANCIAS	iii
CERTIFICACIÓN DEL DIRECTOR.....	iv
DEDICATION.....	v
GRATEFULNESS	vi
ABSTRACT.....	vii
RESUMEN.....	viii
Introduction.....	12
Problem Description	14
Research Problem	14
Justification	16
Objectives.....	18
General Objective.....	18
Specific Objectives.....	18
CHAPTER I: THEORETICAL FRAMEWORK.....	19
1.1 Affective Filter Hypothesis	19
1.1.1 Explore how anxiety can act as a barrier to language acquisition and oral production.	19
1.1.2 Interactionist approach.....	20
1.1.3 Cognitive-behavioral theory.	21
1.2 Anxiety in Language Learning.	21
1.2.1 Understand the concept of anxiety in the context of language learning and oral production. ...	22
1.2.2 Differentiate between communicative apprehension, test anxiety, and language-specific anxiety.....	23
1.2.3 Individual differences.	24
1.2.4 Socio-cultural factors.	24
1.3 Effects of anxiety and coping strategies.	25
1.3.1 Impairment of performance.	25
1.3.2 Participation and engagement.	26
1.3.3 Cognitive restructuring.	26
1.3.4 Relaxation Techniques.....	27

1.3.5 Supportive Learning Environment	28
1.4 The Common Framework for English Language Teaching in Ecuador.	28
1.4.1 Cognitive development of learners.	29
1.4.2 Speaking-focused descriptors.	29
1.4.3 KET English Test.....	32
CHAPTER II: METHODOLOGY	33
2.1 Type of Research	33
2.2 Research Techniques.....	34
2.2.1 Interviews.....	34
2.2.2 Surveys.....	35
2.2.3 Instruments.....	35
2.2.4 Research Questions	35
2.2.5 Scope of the Research	35
2.2.6 Descriptive Research.....	36
2.3 Correlational Research	36
2.4 Population	36
2.5 Procedure and Data Analysis	37
CHAPTER III: RESULTS AND DISCUSSION.....	38
3.1 Results	38
3.1.1 Interview Applied to Vice-rector.	38
3.1.2 Interview Applied to Coordinator of Area.	40
3.1.3 Interview Applied to the Teachers.	43
3.1.4 Surveys applied to the students.....	48
CHAPTER IV: PROPOSAL	60
4.1 Proposal Title.....	60
4.2 Objectives.....	60
4.2 .1 General Objectives	60
4. 2 .2 Specific Objectives	60
4.3 Introduction	60
4.4 Justification.....	61
4.5 Impacts	104
4.5.1 Linguistic Impact	104

4.5.2 Academic Impact	106
4.5.3 Affective Impact	107
CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS.....	109
5.1 Conclusions	109
5.2 Recommendations	110
GLOSSARY.....	111
REFERENCES.....	114

TABLE INDEX

Table 1 <i>Common Reference Levels: Global Scale</i>	30
Table 2 <i>Participating Classes</i>	36
Table 3 <i>Numerical Impact Levels</i>	104
Table 4 <i>Linguistic Impact Indicators</i>	104
Table 5 <i>Academic Impact Indicators</i>	106
Table 6 <i>Affective Impact Indicators</i>	107

BAR GRAPHS INDEX

Bar Graph 1 <i>Speaking in English in front of the class</i>	48
Bar Graph 2 <i>Read aloud in front of the class</i>	49
Bar Graph 3 <i>Spontaneous questions in the classroom</i>	50
Bar Graph 4 <i>Making mistakes in speaking English</i>	51
Bar Graph 5 <i>Teacher corrections</i>	52
Bar Graph 6 <i>Present a topic in front of the class</i>	53
Bar Graph 7 <i>Speak with the teacher in English</i>	54
Bar Graph 8 <i>Talk to your classmates in English</i>	55
Bar Graph 9 <i>Being interrupted by your peers while you are speaking</i>	56
Bar Graph 10 <i>Singing in English</i>	57
Bar Graph 11 <i>Speaking Evaluations</i>	58

FIGURES INDEX

Figure 1 <i>L2 learning outcome for high schools in Ecuador</i>	29
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Introduction

Extensive research into the factors that provoke anxiety during second language production and their impact on language acquisition performance has gained importance in recent years. There is growing interest in finding solutions to adaptive responses to existing or perceived threats, as evidenced by numerous studies examining psychological and psychopedagogical factors affecting learners.

Since the 1970s, anxiety in FL/L2 learning began to be investigated due to the recognition of its important role in the learning process, above all, to examine the relationship between anxiety and competence in the target language (Chastain, 1975).

Research into this nervous disturbance in foreign language (FL) and second L2 learning deepened as researchers explored how this disorder affected performance in foreign language learning. These initial studies focused on identifying symptoms and causes in educational contexts and how they impair fluency and accuracy.

Language learning is an activity that generates high levels of anxiety in many students, especially when they must communicate orally (Santoso & Perrodin, 2022).

Feeling insecure during speaking activities can create different levels of anxiety, which can be low or high in students and can become a barrier if it interferes with their learning process.

"Language anxiety, being a disturbing psychological problem, has been recognized as making a big difference in learning to speak a foreign language." Mohammed (2015). This

obstacle limits the language acquisition process, and students often avoid verbal interaction because, in this way, they are not to errors or judgments.

However, in the context of this research focused on the sixth and seventh grades of the Unidad Educativa Luis Leoro Franco, it is analyzed that, despite these findings, there are still questions and the presence of some of the factors and levels of anxiety in oral production and how it affects the acquisition of English as a second language

Problem Description

Research Problem

Anxiety in speaking skills among sixth—and seventh-grade students at Unidad Educativa “Luis Leoro Franco” is a topic that requires further research. It is necessary to investigate in depth what happens when this emotion occurs and how much it can affect fluency and general learning performance.

Public speaking apprehension is a phenomenon that can have a significant impact on academic and personal performance. Nowadays, in the educational context, fear of public speaking can manifest itself during oral presentations, class discussions, or even in more informal verbal interactions. Students at the Unidad Educativa “Luis Leoro Franco” experience a certain level of nervousness due to various factors, such as the pressure to obtain good academic results, the fear of being evaluated by their teachers, and the lack of confidence in their communication skills. These aspects can create a tense atmosphere that makes it difficult for students to express their ideas fluently and effectively.

Mistrust and insecurity have negative consequences on students' learning and overall development. It can limit active class participation, diminish self-esteem, and affect the ability to express oneself clearly and coherently.

The main objective of this research was to establish strategies and support measures that foster an inclusive and respectful learning environment. This involves establishing safe environments for practicing speaking, fostering empathy and understanding among students, and offering support and guidance from teachers and educational staff.

This research was conducted with the sixth and seventh-grade levels of the Unidad Educativa “Luis Leoro Franco” during the 2024 - 2025 academic year, focusing mainly on the anxiety that arises when implementing spoken language, this study aimed to examine the different forms of strategies applied in the classroom to ensure that data collection and analysis are relevant to current educational practices and learning experiences.

This study aimed to identify possible causes of anxiety during oral presentations among students at the Unidad Educativa “Luis Leoro Franco”, and understand how this emotion may affect their academic performance and emotional well-being. Some strategies include regular oral practice, positive visualization and confidence, deep breathing, and gradual exposure to speaking situations.

Justification

The survey is conducted at the Unidad Educativa Luis Leoro Franco because students reflect a lack of interest in learning a second language, showing that one of the causes is anxiety in oral production in the English language, causing them to have trembling voices, extreme nervousness, blushing and sometimes mental blocks, which challenge and complicate learning.

The fear of making mistakes, low self-esteem, and the pursuit of perfect oral communication skills can hinder the development of oral production in a foreign language. However, it's important to recognize that oral proficiency in English is essential for effective communication skills.

It is essential to understand that student performance is vital in the learning process and that when this obstacle appears, it can have a significant and lasting impact on the development of oral activities. However, we must not ignore the causes of oral anxiety; this research seeks to achieve an analysis that covers the causes or factors, as well as the symptoms reflected by the students.

It is valuable to apply this project to investigate in depth which classroom tasks provoke anxiety in learners. The aim is to address the impact of anxiety when speaking a foreign language to understand how it can affect academic performance and to minimize these effects by using beneficial techniques to improve oral communication.

It is significant to mention that the direct beneficiaries of this research will be the sixth and seventh-grade students of the Unidad Educativa “Luis Leoro Franco” of the Ibarra canton because they allow the collection of data and information necessary for this study. On the other hand, the indirect beneficiaries will be the teachers, parents, and other educational institutions of

the city of Ibarra because this project will have a series of strategies to control anxiety in oral production.

The application of methodological strategies aims to offer multiple benefits to learners, such as increasing confidence and reducing fear by creating a safe learning environment and allowing learners to express themselves freely, thus reducing the fear of error during an oral activity.

Objectives

General Objective

- ✓ To apply strategies to deal with anxiety in oral production in sixth and seventh-grade students at the Unidad Educativa “Luis Leoro Franco”

Specific Objectives

- ✓ To identify the class tasks that cause students anxiety in oral communication.
- ✓ To describe the effect of anxiety on performance.
- ✓ To use techniques for learners to handle anxiety in oral production in sixth and seventh-grade students of the Unidad Educativa “Luis Leoro Franco”.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Affective Filter Hypothesis

Over the years, some researchers have conducted studies and focused on second language acquisition, discussing and addressing various similar theories. The effective filtering hypothesis is one of the five hypotheses, meaning that learners' language acquisition is based on filtering affective factors (Liu, 2023).

Students who are learning a second language (L2) should be encouraged from the beginning to use English to communicate effectively and confidently. However, studies show that demotivation and insecurity arise when they are not active in speaking. This situation poses challenges for them both inside and outside the classroom, which then generates an impact on the development of their linguistic mastery and efficiency (Lemana, et al., 2023).

This hypothesis has a variety of critical thoughts from different researchers that remind us that learning is not only cognitive but is also involved in the emotional state. Knowing how these filters are shown when acquiring a new language is important.

1.1.1 Explore how anxiety can act as a barrier to language acquisition and oral production.

Anxiety is the psychological barrier that shows the high levels of emotional damage that they infer in the learning process. Motivation and self-esteem are focused in a single direction; if a problem occurs in one, it will also affect the others. Negative emotions always hinder learning.

Foreign language anxiety is a widespread challenge for language learners who are interested in learning, as during the acquisition process they will encounter difficulties that manifest as increased fear and anxiety that can cause an emotional block (Kianinezhad, 2024).

Psychological damage can also manifest as emotional trauma that affects the transparent management learning process and may go unnoticed at first until it presents itself as a problem that seems to have no solution, damaging the emotional state and leading to low confidence levels in students, completely altering their attitude and personality.

1.1.2 Interactionist approach.

The interactionist approach is the key perspective in second language learning that highlights the importance of social interaction as a learning driver, emphasizing a fundamental role in social integration to develop linguistic skills, specifically in oral production, and increase communicative expression.

The research was carried out from the perspective of the role of interaction in the acquisition of language by the interactionist Vygotsky he mentions that social interaction for the cognitive development of children can be crucial, and the efficiency of social interaction in the learning of L2 requires further research, as focusing on social inclusion is important (Alharbi, 2023).

This approach stands out for being a comprehensive and effective methodology that is found more in oral production. Despite the difficulties that arise, this approach is always aimed at social interaction so that greater confidence and an adequate environment are developed while learning a second language so that the student finally demonstrates absolute confidence and security.

1.1.3 Cognitive-behavioral theory.

It is an approach that implements behavioral theories to address various psychological problems. The development of this theory, which focuses on the negative part of behavior that shows a low emotional level, can generate anxiety and sadness, blocking the cognitive part of the student.

Integrating cognitive-behavioral therapy (CBT) becomes a strategic step toward support, motivation, and the assimilation of evidence-based interventions. This theory is focused on multicultural inclusion due to the existence of sociocultural and linguistic barriers. It opts for everything to be included, a motivational environment and excellent academic performance (Gkintoni & Nikolaou, 2024).

Integrating cognitive and behavioral strategies, CBT offers tools to manage current problems and empowers people with skills they can apply throughout their lives. The commitment is to improve and increase positivity in children and adults to generate confidence so that their attitude is 100% positive for comprehensive cognitive development.

1.2 Anxiety in Language Learning.

Anxiety is a factor that affects learning a second language. It can delay and affect academic performance. Although the interest in learning a new language may initially be strong, the lack of understanding of the subject and the fear of making mistakes during classes will make the environment more uncomfortable, and the cognitive part will also be affected.

Anxiety is characterized and explained in the way it is evaluated and linked to other emotional concepts, as it interacts with different aspects of emotional and psychological well-

being, the articles, based on cognitive, curricular, and cultural approaches, analyze the possible reasons and impacts (Zheng, 2008).

Anxiety has become an obstacle that changes the pace of learning and also blocks the possibility of maintaining confidence during the acquisition of a new language. For many students, this has become a great challenge and generates a feeling of anxiety that drastically affects the educational process.

1.2.1 Understand the concept of anxiety in the context of language learning and oral production.

Anxiety in language learning and oral production refers to a critical emotional state that characterizes tension, nervousness, and insecurity that arises when a person must learn and, especially, communicate with another individual using the second language and applying knowledge acquired in classes.

The essential aspects of learning an L2 from different perspectives show us different approaches and clear theories that speak and mention individual characteristics that show different processes, constructivism places students responsible for their learning based on their unique knowledge and experiences (Uztosun & Kök, 2023).

The learning context is a real common challenge that can significantly limit the learning progress of L2 learners, but some research highlights that applying various pedagogical strategies and an appropriate and precise approach will help reduce stress during learning and increase student confidence.

1.2.2 Differentiate between communicative apprehension, test anxiety, and language-specific anxiety.

The difference between these topics, which have anxiety as their main objective and on which the emotional state of students in learning a language is focused, will be more feasible to know part by part the following:

Differentiate between communicative apprehension: It is the fear or anxiety that a student experiences in a communication situation that may be in real-time or already be in advance to participate. This happens when a teacher asks in class and requests the participation of the students.

Communication in a foreign language requires the individual's ability to speak. It needs to be improved so that it becomes an effective means of communication. To understand and improve various aspects of the classroom, students must always be motivated, as learning a second language is a big challenge (Kuluşaklı & Genç, 2024).

Test anxiety: The process in this type of anxiety is very different since it is no longer about oral communication but rather an oral test where students demonstrate more of their knowledge, and their ability to speak is evaluated. High pressure and fear of failure can interfere with academic and good performance.

Language-specific anxiety: Learning a second language for students or people will always be a challenge because they will have to face situations such as exams, and conversations with native speakers and this implies that the student has to be fully motivated and, most importantly, feel safe in any situation during the learning process of L2.

1.2.3 Individual differences.

Emotions and thoughts are what make us different individuals since not everyone can have or create the same feelings in the situation that is presented to them. Emotional management depends on the character of each person and it is considered that anxiety is generated in those who tend to have low self-esteem and will be affected, it all depends on each person.

People vary in how effectively they can change the way others feel, but we know surprisingly little about what drives these individual differences in interpersonal emotion regulation success. The changes that each person can show will be notable and all this will be thanks to psychological management and the use of appropriate words (Niven, Hughes, Tan, & Wickett, 2024).

The change and management of each person will always be independent because emotions are individual and thoughts are varied, success is part of the decisions we make throughout our lives, and even in the processes of education and professional preparation, it will always depend on the character that we show to continue.

1.2.4 Socio-cultural factors.

Sociocultural factors are elements of the social and cultural environment that influence the behavior, attitudes, values , and decisions of people and are related to culture, education, social class, and religion, which are also the differences in daily life that each culture can have and how it performs within a society.

Education in different cultural ethnicities relates to how each person acquires their knowledge. Currently, in language learning, bilinguals and trilinguals have emerged from the

performance and knowledge they attain in an advanced society where inclusion is part of daily life, especially in education.

1.3 Effects of anxiety and coping strategies.

Linguistic anxiety has a major influence on oral expression, especially when learning a foreign language. One noticeable effect is the mental block, which causes the student to forget vocabulary and even grammar structures that he/she has most probably mastered. Fear and insecurity usually present this interruption barrier.

Another factor that usually also determines, despite having the necessary knowledge, is to avoid interaction if the student avoids active participation, this affects limiting the opportunities to practice and improve their communication skills.

The current research aims to implement coping strategies to manage and reduce the negative effects of anxiety. By doing so, we hope to address these challenges effectively and improve the emotional, cognitive, and behavioral well-being of students. The current research aims to implement coping strategies to manage and reduce the negative effects of anxiety. By doing so, we hope to address these challenges effectively and improve the emotional, cognitive, and behavioral well-being of students.

1.3.1 Impairment of performance.

One factor that can become a barrier to learning a new language is the lack of exposure to the L2, when we are learning we make more use of the L1 and this arises because students tend to be overly dependent on the L1. However, the extensive use of L1 hinders the development of language-productive skills, particularly speaking abilities (Dewi & Wilany, 2022).

Also, when trying to transfer grammatical structures, pronunciations, or meanings that are properly from the L1 to the L2, a negative transfer is generated, causing disinterest in the practice, leading to a deterioration of performance since there is less exposure to acquire fluency in the L2.

1.3.2 Participation and engagement.

Participation involves active interaction with the language, improving the learner's language skills, and increasing confidence in his or her communicative abilities. Furthermore, speaking is the one skill that involves a public display of abilities in the classroom, and anxiety is more related to speaking than to any other skill (Horwitz & Cope, 1986).

Through the interaction between student and teacher, it is also possible to analyze in detail the progress and shortcomings of the students. This tool favors the evaluation of knowledge with more precision, especially in the context of L2 teaching and learning, helping the teacher to identify communicative strengths and weaknesses.

On the other hand, engagement arises from the student's interest and motivation to learn, as well as their seeking to achieve language proficiency. Studies on language teaching agree that formal and casual language exposure could increase speaking skills by improving tone, stress, and intonation (Triwittayayon, 2024).

1.3.3 Cognitive restructuring.

The fundamental key of cognitive restructuring was first introduced by A. T. Beck in the psychotherapeutic community. Clark (2013) concluded that cognitive restructuring is an effective treatment for psychological disorders, especially anxiety and depression.

Cognitive restructuring is a tool that helps to improve mental health and allows confronting challenges in a more prudent way, by reducing anxiety and stress preventing the student from generating excessive worry in him/herself, improving mood, and shying away from low self-esteem.

An important element in L2 learning is the mastery of emotional self-control, since changing the way we think directly influences how we feel and act. It is essential to be aware of patterns and situations that trigger negative thoughts because cognitive well-being is the basis for improved performance and learning.

1.3.4 Relaxation Techniques.

Relaxation techniques help manage or decrease the symptoms of anxiety, promoting calmness and emotional control. When these techniques are applied as a result you get relief from muscle pain and tension that are usually present when you feel tension accumulated in the body. Concentration and mental focus are also obtained.

It also improves mental clarity by preventing the sensation of feeling anxious or even feeling that terror invades you, blocking the knowledge that the student possesses and dominating either vocabulary or grammatical structures, among others. These techniques promote a state of calm and mastery of emotions.

The technique that is commonly implemented for the reduction of anxiety is deep breathing which is obtained from slow and controlled breaths and allows our body to develop progressive muscle relaxation to release the accumulated tension.

1.3.5 Supportive Learning Environment.

For Wilson (1995) “minimal learning environments” are composed only of the learner and the room or space that is used to develop academic skills. Almost a decade later, Salomon (2006) stated that a learning environment can be any environment in which learning takes place.

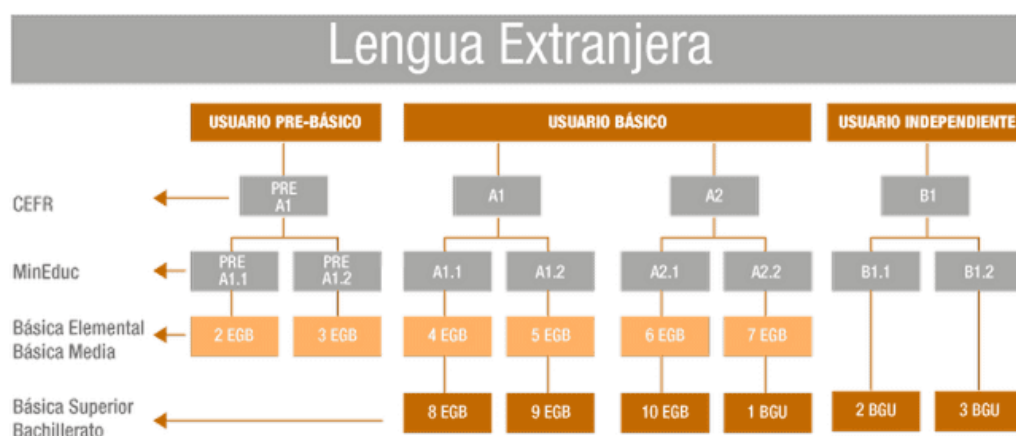
Likewise, Harris, Marx, and Blumenfeld (2008) indicate that the most important features of learning environments are: objectives, tasks, instructional materials, social organization, teachers, technologies, and evaluation. These characteristics are the ones we commonly find when a learning process is being developed.

1.4 The Common Framework for English Language Teaching in Ecuador.

The Common European Framework of Reference (CEFR) consists of six levels: A1, A2, B1, B2, C1 and C2, ranging from basic to proficiency. These levels are defined in terms of language skills in areas such as listening comprehension, speaking, reading comprehension, and writing (CEFR, 2019). The CEFR system focuses on the communicative skills required at each level, which goes beyond linguistic knowledge, focusing on the abilities developed by the learner to communicate in real life.

The Common Framework for English Language Teaching in Ecuador is an initiative that arises from the Ministry of Education of Ecuador (2014) and intends to standardize and focus the educational approach to improve language teaching in the country this framework is guided by the Common European Framework of Reference for Languages (CEFR) that according to the Council of Europe (2010), this framework seeks to ensure inclusive quality education.

Figure 1 *L2 learning outcome for high schools in Ecuador*



Taken from: Ecuador Ministry of Education.

1.4.1 Cognitive development of learners.

The most important thing when acquiring a new language is the learning process to which the student is exposed, through the correct cognitive development of the student it is easy to achieve the acquisition of knowledge, can solve problems, and the correct management of thoughts and memory domain.

Ikawati (2017) mentions that cognition is the mental activity and behavior that allows us to understand the world, it includes the functions of learning, perception, memory, and thinking; and it is influenced by biological, environmental, experimental, social, and motivational factors. Knowledge and understanding of children's cognition have to be built in teachers' minds to give them useful and meaningful intake during their learning process. And, it is surely yes, then, the children will get great outcomes.

1.4.2 Speaking-focused descriptors.

Descriptors that focus on oral expression are used to assess communicative skills focused on the oral context. These descriptors are commonly aligned to frameworks and as

mentioned above the CEFR is one of them that examines the attainment of fluency, coherence, pronunciation, grammar, vocabulary, and appropriateness to the text.

Table 1 *Common Reference Levels: Global Scale*

Proficient User	C2	I can understand virtually everything I hear or read with ease. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently, and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact

Independent

User

with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

B1 Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on topics that are familiar or of personal interest. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinions and plans.

A2 Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of

Basic

User his/her background, immediate environment, and matters in areas of immediate need.

A1 Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows, and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Taken from: Common European Framework of Reference for Languages (CEFR)

1.4.3 KET English Test.

The KET exam is an assessment tool that certifies English proficiency at a basic level known as A2. It is intended to measure candidates' ability to relate to simple, everyday situations and evaluates the four English language skills: reading, writing, listening, and speaking.

CHAPTER II: METHODOLOGY

2.1 Type of Research

Research on speech anxiety takes a mixed approach that combines quantitative and qualitative research. In quantitative research, numerical data is used and analyzed using statistical methods, allowing the researcher to obtain quantifiable information about speech anxiety.

Qualitative research focuses on understanding a research inquiry as a humanistic or idealistic approach. Although the quantitative approach is a more reliable method since it is based on numerical methods and can be objectively elaborated and propagated by other researchers (Hosseini, 2012).

On the other hand, in qualitative research, descriptive data were collected and analyzed to identify patterns, themes, and deep perceptions similar to anxiety in oral production. This approach allowed us to explore the participants' experiences, beliefs, and emotions in a more detailed and comprehensive manner.

A quantitative research design describes a detailed plan for answering research questions. In quantitative research, where the research seeks to understand and describe a phenomenon, behavior, or issue using numerical data and statistical analysis, this includes elements such as the specific structural features of the study (Cox, 2024).

The key to succeeding with mixed methods is essentially the same as for all research designs: being cognizant of the trade-offs, finding the right balance for each one, and considering the connections between them. There might be good reasons for investing in a combination of methods (Carling, 2024).

By combining both approaches, we can obtain a more complete and enriching understanding of the subject matter since quantitative and qualitative data complement each other, providing a broader and deeper perspective of the phenomenon in question.

Research methods, techniques, and instruments

In the research method, the study emphasizes the importance of understanding the distinctions between quantitative and qualitative research to improve researchers' methodological choices and contribute to the broader discourse on research practices. Through comparative analysis, this project aims to shed light on the strengths and limitations of each method, ultimately fostering a nuanced understanding of the various approaches employed in scientific research.

Research methods refer to the techniques and procedures used to collect and analyze data to answer research questions or test hypotheses. These methods can be quantitative, qualitative, or mixed, depending on the nature of the research and the type of data required.

2.2 Research Techniques

2.2.1 Interviews

The present interview was conducted with the Vice Rector of the “Luis Leoro Franco” Educational Unit, the Coordinator of the English area, and the teacher, who answered open-ended questions to obtain more detailed information from each participant when copying the data.

The interview was conducted in person to facilitate the clarification of the answers and consisted of 5 open-ended questions. The objective of the interview was to obtain relevant information and to know the opinions of the main authorities.

2.2.2 Surveys

The survey consisted of 11 multiple-choice questions according to the Likert scale, focusing on 5 levels of anxiety that vary in: no anxiety, low anxiety, moderate anxiety, high anxiety, and very high anxiety. The objective was to understand how anxiety influences students during oral presentations.

2.2.3 Instruments

The choice of data collection instruments is essential to ensure the validity and reliability of this research. The instruments that were selected for this study were used in the data collection process, handling interviews, and a survey for the two levels of basic education.

The two instruments that were applied in this research had two dimensions, which are anxiety symptoms and which classroom tasks cause anxiety for students in oral communication in the English language.

2.2.4 Research Questions

1. What anxiety symptoms do students at the Unidad Educativa Luis Leoro Franco experience when speaking in the classroom during the 2024-2025 school year?
2. How do different levels of anxiety influence students' ability to speak fluently and accurately in a second language?
3. What strategies do students use to manage anxiety when speaking in public?

2.2.5 Scope of the Research

The purpose of the research was to obtain information and data to solve the research problem by applying strategies for managing anxiety in oral production.

2.2.6 Descriptive Research

Descriptive research is a type of research whose main objective is to describe the characteristics or properties of a phenomenon, situation, or study without manipulating the variables or establishing causal relationships. Its primary focus is to provide a detailed and accurate representation of what is being studied (Guarecuco, 2023).

Providing a detailed and accurate description of the phenomena studied, descriptive research serves as a starting point for subsequent, more advanced research. This research sought to describe characteristics and phenomena that are obtained from the application of data collection methods.

2.3 Correlational Research

The objective was to evaluate the relationship between two or more variables. In this research, we have two variables that are the purpose of this research, the first is anxiety along with its symptoms, and the second is oral production of the English language.

2.4 Population

The population of this research study, were the students of the sixth and seventh grades of general basic education of parallels A, B, C, and D, giving a total of 242 respondents, between 28 to 33 students per parallel, belonging to the Unidad Educativa “Luis Leoro Franco” of the city of Ibarra.

Table 2 *Participating Classes*

CLASS	6 th EGB	6 th EGB	6 th EGB	6 th EGB	7 th EGB	7 th EGB	7 th EGB	7 th EGB
	“A”	“B”	“C”	“D”	“A”	“B”	“C”	“D”
	29	31	32	33	29	31	29	28

TOTAL 242 students.

Source: The authors

2.5 Procedure and Data Analysis

The duration of the interview and survey application was approximately 15 minutes. Interviews of 5 to 6 open-ended questions were conducted with the vice principal, the area coordinator, and the professor.

An 11-question survey was administered to the students, adapted to the interests and needs of the present research. Responses were collected using the Likert scale. Before applying the survey, the objective of the study was explained to the students, and the voluntary nature of their participation was emphasized.

In the interview, the data obtained were analyzed from the patterns of responses to generate a narrative analysis. In the survey, the data were analyzed using Excel statistical software, and a descriptive analysis was performed, and indices were calculated for each item.

CHAPTER III: RESULTS AND DISCUSSION

3.1 Results

3.1.1 Interview Applied to Vice-rector.

1. ¿Cuáles considera que son las principales causas del nerviosismo al momento de hablar en inglés entre los estudiantes de la Unidad Educativa? ¿Por qué?

Bueno, primeramente pues reciban el saludo cordial a las de docentes que próximamente serán como estudiantes que están realizando la práctica y están por finaliza.

Simplemente como todos desconocemos algo nuevo entonces los chicos obviamente por iniciativa siempre van a tener este tipo de inseguridad sí desconocimiento entonces como que tienen miedo a veces de equivocarse de cometer errores ante los demás compañeros esas son las causas porque es conocimiento y también porque tienen miedo de los demás compañeros que pueden tomar otras represalias y entonces esos estudiantes por sí empieza el nerviosismo.

2. ¿Qué estrategias o recursos se están implementando para ayudar a los estudiantes a manejar su ansiedad al hablar en inglés?

Ya es en este sentido, ya verán los compañeros como ustedes ven, son áreas extranjeras idiomas extranjeros que a veces sí se tiene dificultad en la pronunciación y también en la escritura, entonces, sí los compañeros son los primeros psicólogos en ver y tomar las mejores herramientas instrumentos para que puedan llegar puede ser por medio de audiovisuales utilizando laboratorio también un vídeo acorde a los niveles de los niños pequeños, también trabajar en parejas también podrían trabajar en grupo y esa serían las estrategias de instrumentos que los docentes podrían ya ver su realidad, porque si en lengua extranjera es un poco compleja pero no muy difícil.

3. ¿Ha observado alguna diferencia en los niveles de ansiedad entre los estudiantes de diferentes edades o diferentes niveles de competencia en inglés?

No, cuando un estudiante demuestra seguridad, confianza y además ha recibido el proceso didáctico pedagógico en el área extranjera, los chicos no van a demostrar ninguna ansiedad y dificultad, solamente cuando un niño demuestra inseguridad o desconocimiento.

4. ¿Existe programas o talleres específicos en la Unidad Educativa que se enfoquen en mejorar la confianza de los estudiantes en la producción oral?

No, realmente en este sentido, no contamos en nuestra institución con ningún tipo de talleres, eso siempre se da y se deja bajo la responsabilidad de acuerdo de cada coordinador de área y ellos serán los pioneros en tratar establecer otros métodos para poder llegar a realizar talleres. Yo no estoy justificando, pero en parte también es de este sistema educativo que debería haber desde plantas desde el Ministerio de Educación para que pueda tener y abordar todos estos contenidos que me parecen muy importante y base para darles oportunidades a nuestros estudiantes de conocer varios idiomas.

5. ¿Cómo se está capacitando a los docentes para que puedan apoyar a los estudiantes que experimentan ansiedad al hablar un segundo idioma?

Realmente no está dentro de vicerrectora de las funciones de la parte administrativa como le mencioné todo esto se maneja dentro de un pensum dentro de un currículo y realmente desde la parte de arriba desde el Ministerio de Educación deberían tomar ya en conciencia para dar oportunidad, pero desde nuestro enfoque institucional no hay talleres porque si deberían contar también con personal idóneo que igual estén en todas sus facultades. Para que puedan ellos también transmitir y luego socializar, pero por parte del Ministerio de Educación no hay estos

enfoques recién como si quieren tratar, pero eso ya les dejo para ustedes para las nuevas generaciones para que tomen ustedes también conciencia y vea que si hay muchas falencias en este idioma que es la lengua extranjera.

Analysis

According to the survey applied to the Vice Rector of the Unidad Educativa “Luis Leoro Franco”, clear and real answers were obtained about what happens within the institution and what are the needs that students have, the main cause is the lack of security in students and the fear of making mistakes that leads them to lose interest in participating in a class since learning a second language is a challenge for them in which teachers apply their own strategies so that their teaching is understood by the students and they can make progress in their learning, However, it is expected that the Ministry of Education will include and open workshops and trainings that socialize on these issues and focus more on the emotional state of the students, taking into account the new generations that want to follow the teaching profession, The first psychologists are the teachers, who are prepared to treat all cases of anxiety that arise and not only in the area of English but also in other areas and thus can promote a safe education that leads to success and achievements in the future of students.

3.1.2 Interview Applied to Coordinator of Area.

1. What are the specific situations in which students tend to experience more anxiety when speaking English?

Well, this question has this answer in Ecuador, uh, a lot of years ago, the English teachers were focused on teaching exclusively writing and reading but nowadays with the new teaching approaches as English teachers, We have to consider speaking as the top skill to improve in our

students but the situation or the condition of our classes is not the best for improving this scale in our institution in my classes a disadvantage, I have for developing speaking skills in my students is the number of students and also, when we want to have speaking activities, the problem is, uh, the classrooms are very small, one thing another thing is not all the students want to participate actively and the speaking activities more students have fear okay fear not other students feel they are not well prepared for speaking so this environment creates a high level of anxiety.

2. What factors do you think contribute to anxiety in your students or production?

Why?

Yeah, one factor is the lack of lack of practice activities that are forced the second one is a student doesn't feel that Speaking English is the best of learning English, the majority of students think that solving an English test on a paper is a demonstration. They are good students, so this is another factor and one more thing is as teachers, We haven't taught students the importance of working on speaking.

3. How would you describe the anxiety in Reproduction that you observe in your students?

The anxiety is, uh. It's a mind state. Okay. It's a mind state. Um, when I see or when I ask my students. Hey, Chicos. Hey, kids, are you ready for this speaking evaluation? When I tell my students, are you ready for speaking? At the moment the students hear this, they become very nervous. They feel nervous, right? Because they say, oh, no, I'm not sure. I'm not able to speak English. They put a wall in front of them, they put a wall in front of them because they say, oh no, no, no, it's for me, It's impossible. I can't speak in English so this is a mind state, okay? That

we as English teachers have to pull okay. And help our students to become English speakers of L2.

4. What strategies do you use in your teaching to help students reduce their anxiety when speaking English?

There are many strategies but I think the first thing is to teach our students, control their nervousness, control their anxiety. In other words, I mean, as teachers. We need to transmit to our students the concept that they can do it. They can do it. Yes, also We can use games, and we can create real conversation activities like tongue twisters to help our students convince themselves that they can speak.

5. What resources or materials do you consider useful to help students manage their anxiety when speaking English? Why?

Resources and materials. I think that the main resource is the English teachers have to transmit the students, not transmit. I think now it's not transmitted, we need to put into our students in their brains the idea or the concept of the point that they can do, they can become English speakers without traveling to other countries or living in another country. It is possible, that students should understand that learning English and speaking English here in Ecuador in the classroom is possible or not necessary. It's not necessary to travel to other countries or live in another country. We have a lot of things that are first and the second one is to ask parents to help students by practicing but practicing their nervous control and in-house at home. Yeah, because anxiety is not easy to control, even for us as adult people. For kids, it's, uh, it's a big it's a big stuff for them.

6. What advice would you give to other teachers facing the same problem with their students concerning anxiety in oral production?

Yeah, my advice is to create a very motivating and stimulating environment in class another, it could be to carry out more conversation activities so that our students would practice everything they have learned in classes one more thing, it would be to take advantage of technology. I suggest my colleagues buy the students to watch videos on YouTube, with apps and finally, I think, uh, we can advise students to practice English all the time in every moment everywhere everywhere I think that is it.

Analysis

According to the interview, speaking skills should be the main focus within the classroom, and trying to keep all students motivated would be a solution to improve the level of English. However, the reality is that students are grade-driven and think that passing a test is more important than mastering their communication skills.

On the other hand, the state of mental block that students usually go through when they perform activities that involve developing their oral skills is a great challenge in the classroom because they close themselves to the opportunity to participate, creating an avoidance wall toward the teacher and for this, the solution would be to create a stimulating environment where students feel confident to practice the language and manage to become speakers of English as a second language.

3.1.3 Interview Applied to the Teachers.

1. What are the specific situations in which students tend to experience more anxiety when speaking English?

- **Teacher A**

Well, this question has this answer in Ecuador, uh, a lot of years ago, the English teachers were focused on teaching exclusively writing and reading but nowadays with the new teaching approaches as English teachers, We have to consider speaking as the top skill to improve in our students but the situation or the condition of our classes is not the best for improving this scale in our institution in my classes a disadvantage, I have for developing speaking skills in my students is the number of students and also, when we want to have speaking activities, the problem is, uh, the classrooms are very small, one thing another thing is not all the students want to participate actively and the speaking activities more students have fear okay fear not other students feel they are not well prepared for speaking so this environment creates a high level of anxiety.

- **Teacher B**

The common situation is when they do not have an exclusive vocabulary, they feel shy and do not have confidence in the words they are going to say.

2. What factors do you think contribute to anxiety in your students or production?

Why?

- **Teacher A**

Yeah, one factor is the lack of practice activities that are forced the second one is a student doesn't feel that Speaking English is the best of learning English, the majority of students think that solving an English test on a paper is a demonstration. They are good students, so this is another factor and one more thing is as teachers, We haven't taught students the importance of working on speaking.

- **Teacher B**

I think it is because they do not have the vocabulary to express the things they are going to say, first because they do not have the opportunity to use the skill to produce the ideas using the new vocabulary.

3. How would you describe the anxiety in Reproduction that you observe in your students?

- **Teacher A**

The anxiety is, uh. It's a mind state. Okay. It's a mind state. Um, when I see or when I ask my students. Hey, Chicos. Hey, kids, are you ready for this speaking evaluation? When I tell my students, are you ready for speaking? At the moment the students hear this, they become very nervous. They feel nervous, right? Because they say, oh, no, I'm not sure. I'm not able to speak English. They put a wall in front of them, They put a wall in front of them because they say, oh no, no, no, it's for me, It's impossible. I can't speak in English so this is a mind state, okay? That we as English teachers have to pull okay. And help our students to become really English speakers of L2.

- **Teacher B**

Shy, and nervous, they don't want to talk. There are some situations that have happened in some classes that sometimes they cry because they can't respond.

4. What strategies do you use in your teaching to help students reduce their anxiety when speaking English?

- **Teacher A**

There are many strategies but I think the first thing is to teach our students, to control their nervousness, control their anxiety. In other words, I mean, as teachers. We need to transmit to our students the concept that they can do it. They can do it. Yes, also We can use games, We can create real conversation activities like tongue twisters to help our students to convince themselves that they can speak.

- **Teacher B**

They can do activities that may be easy for them, maybe words that they have heard in previous classes that they felt good about and that caused us anxiety so that they feel good, using that type of vocabulary.

5. What resources or materials do you consider useful to help students manage their anxiety when speaking English? Why?

- **Teacher A**

Resources and materials. I think that the main resource is the English teachers have to transmit the students, not transmit. I think now it's not transmitted, We need to put into our students in their brains the idea or the concept of the point that they can do, they can become English speakers without traveling to other countries or living in another country. It is possible, that students should understand that learning English and speaking English here in Ecuador in the classroom is possible okay not necessary. It's not necessary to travel to other countries or live in another country. We have a lot of things that are first and the second one is to ask parents to help students by practicing but practicing their nervous control and in-house at home. Yeah, because anxiety is not easy to control, even for us as adult people. For kids, it's, uh, it's a big it's a big stuff for them.

- **Teacher B**

I think the most common strategy is to use flashcards, you can also use small conversations, which can be easy to remember. Do not use complex or difficult vocabulary

6. What advice would you give to other teachers facing the same problem with their students concerning anxiety in oral production?

- **Teacher A**

Yeah, my advice is to create a very motivating and stimulating environment in class another, it could be to carry out more conversation activities so that our students would practice everything they have learned in classes one more thing, it would be to take advantage of technology. I suggest my colleagues buy the students to watch videos on YouTube, with apps and finally, I think, uh, we can advise students to practice English all the time in every moment everywhere I think that is it.

- **Teacher B**

Some advice we can give is to review what students can do, write, or speak. Each teacher must review or adapt strategies and identify what is best for their students.

Analysis

According to the interview, some years ago English teaching was based only on reading and writing, but over the years it has been giving more focus to verbal skills, but it has been affected by some symptoms presented by students of anxiety, mostly because they do not have confidence in themselves and do not give themselves the opportunity to participate actively.

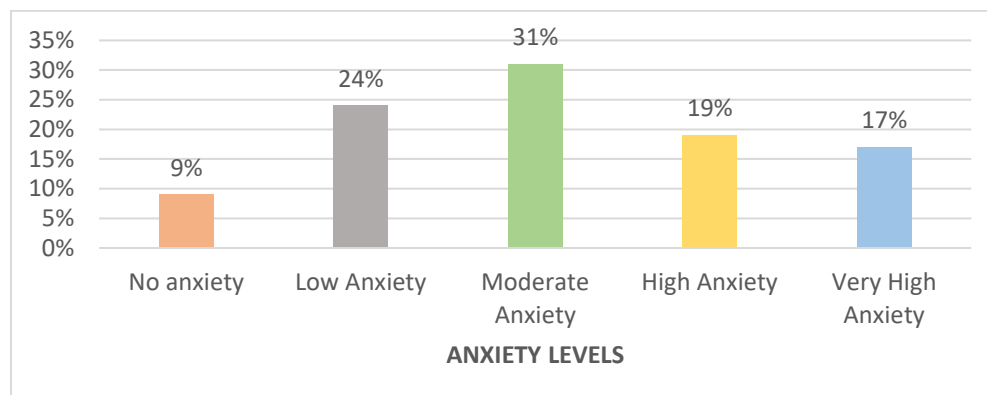
Even sometimes these activities generate so much fear in them that they often end up crying from so much frustration.

Teachers need to transmit to students that they should feel confident in their abilities and for this, the methodologies and strategies that are implemented in class should be analyzed in detail, without leaving aside the constant revision of vocabulary, since it is the key for students to continue familiarizing and adapting to the language.

3.1.4 Surveys applied to the students

1. How do you feel when the teacher asks you to speak in English in front of the whole class?

Bar Graph 1 *Speaking in English in front of the class*



Source: Own elaboration.

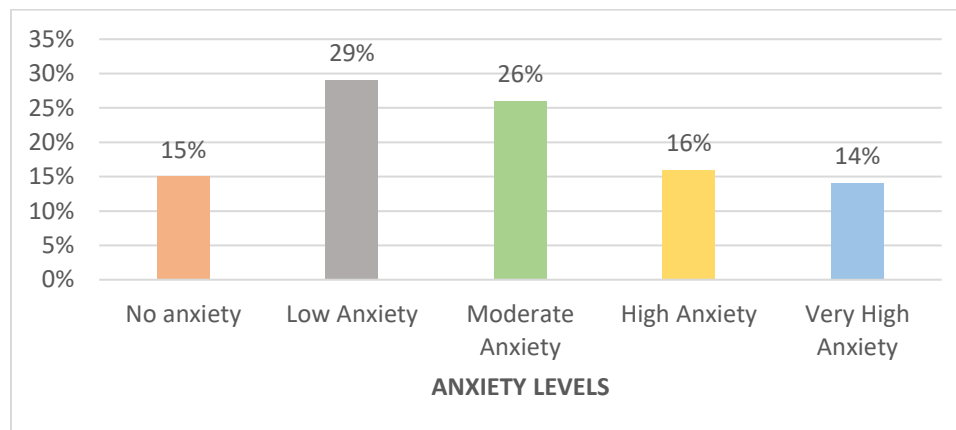
This graph shows the survey carried out by the majority of respondents, who 31% mentioned that by participating in English classes they feel calm with moderate anxiety, 24% of respondents mentioned that by participating in English classes show low anxiety and do not feel very safe, 19% said that they always participate safely in English classes, 17% of respondents said that to participate in English classes they feel insecure and very anxious finally the 9% Of

those surveyed mentioned that they do not show anxiety and always feel safe participating in English classes.

The results suggest that the anxiety of L2 students forms mental blocks during presentations in oral production, but 36%, which represents moderate anxiety is not a high figure to show that students can participate during classes and are manageable and motivated they feel safe and respond to the teacher and interact with their peers (Chen, 2015)

2. How do you feel when you read aloud in front of the class?

Bar Graph 2 *Read aloud in front of the class*



Source: Own elaboration.

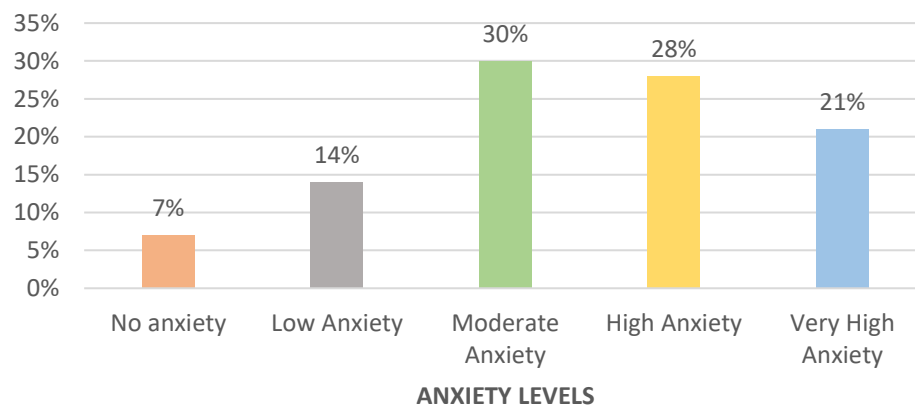
This graph shows the survey carried out on the majority of respondents, 29% mentioned that by participating in English classes they feel calm with low anxiety, 26% of respondents mentioned that by participating in English classes they feel confident and with moderate anxiety, 16% said that they do not always participate safely in English classes, 15% of respondents said that they always participate in English classes safely and without anxiety, finally 14% of respondents mentioned that does not participate in classes of English and feel very high anxiety.

The results show anxiety low 29%, which is among respondents who maintain confidence and which students feel is not so worrying and is manageable since anxiety is

susceptible to change and the factors that contribute to its creation. Anxiety lies mainly in the participants' perceptions of the input taught, classroom procedures, and themselves as students (Gkonou, 2013).

3. How do you feel when the teacher asks you spontaneous questions?

Bar Graph 3 *Spontaneous questions in the classroom*



Source: Own elaboration.

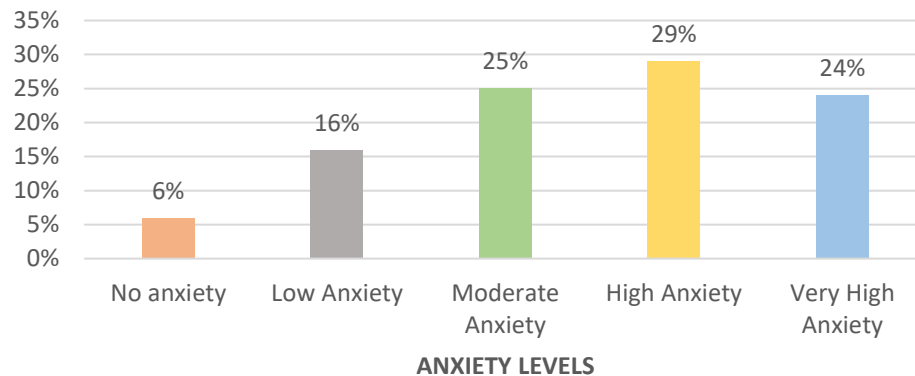
This graph shows the survey carried out by the majority of respondents, 30% mention that when participating in English classes they feel calm with moderate anxiety, 28% of respondents mention that when participating in English classes they feel insecure and with high anxiety, 21% said that they do not participate safely in English classes and feel with very high anxiety, 14% of respondents said that if they participate in English classes safely, feel with low anxiety finally 7% of Respondents mentioned that they always feel good in English classes and without anxiety.

The results show a level of moderate anxiety of 30%, which is a manageable figure within the classroom that shows that the student feels safe to participate and answer the teacher's questions in front of the class. The need to create a positive and supportive educational environment that encourages learners is important for students to freely experiment with L2 and

establish close-knit learning communities that promote authentic L2 interactions and provide opportunities to become more involved in language use oral (Zulfikar, 2023).

4. How do you feel when you notice make a mistake when speaking English?

Bar Graph 4 *Making mistakes in speaking English*



Source: Own elaboration.

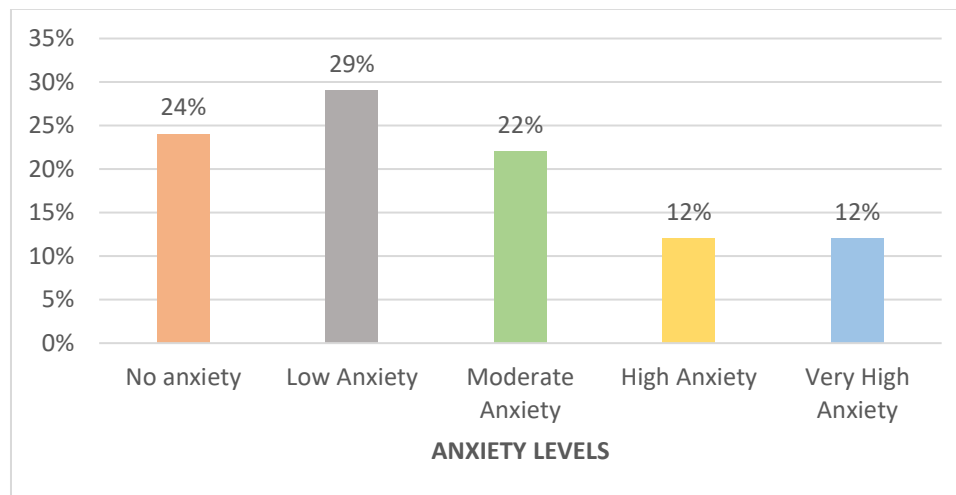
This graph shows the survey carried out by the majority of respondents, 29% mention that when participating in English classes they feel insecure. They show high anxiety, 25% of respondents mention that when participating in English classes they feel safe. They show moderate anxiety, 24% said that they do not participate safely in English classes and they show very high anxiety, 16% of respondents said that if they participate in English classes safely. They show low anxiety finally 6% of those surveyed mentioned that they always feel good in English classes and without anxiety.

The anxiety result is high with 29% showing that students are afraid of making a mistake when answering a question in front of the entire class. Language teaching and learning are important for the student to feel motivated and confident in the ability to speak, everything in the process can improve since students only require strategies to feel confident and participate in

language classes English, and the objectives will be to help them improve during their learning (Gumartifa & Syahri, 2021).

5. How do you feel when the teacher corrects you?

Bar Graph 5 *Teacher corrections*



Source: Own elaboration.

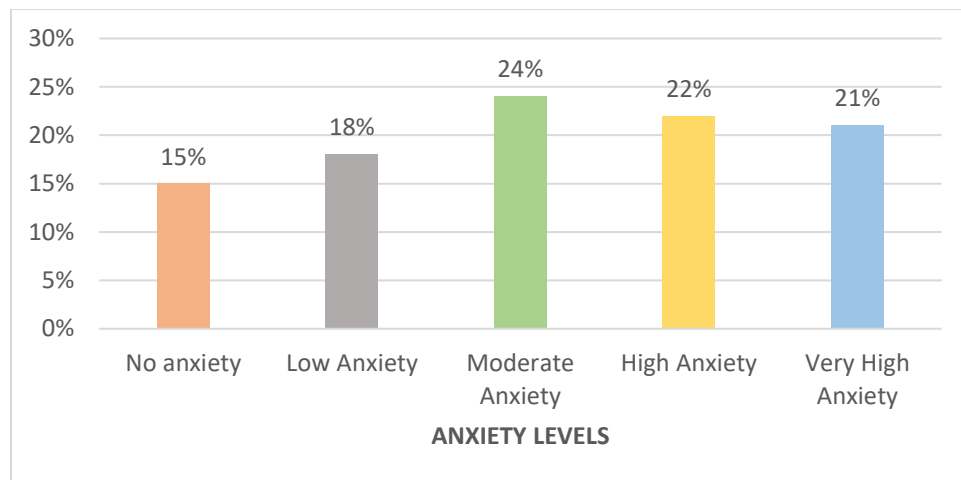
This graph shows the survey carried out on the majority of respondents, 29% mention that by participating in English classes they feel safe and show low anxiety, and 24% of respondents mention that by participating in English classes they feel very safe and without anxiety, 22% said they participate safely in English classes and show moderate anxiety, 12% of respondents said they do not participate in English classes and feel insecure and show high anxiety finally 12% of respondents mentioned that he doesn't feel very safe and never participates in English classes and show very high anxiety.

The anxiety result is low with 29% showing that students are not afraid of being corrected by their teacher and participating in class. Feedback from the teacher to the student is a reinforcement that helps improve pronunciation and is important so that this error is not repeated or pronounced again. The strategies applied in the classroom will be useful so that they can

better understand the topic with oral expression, the teacher's support within the classroom is a motivation and also part of the learning process (Lyster, Kazuya, & Sato, 2013).

6. How do you feel about presenting a topic in front of the class?

Bar Graph 6 *Present a topic in front of the class*



Source: Own elaboration.

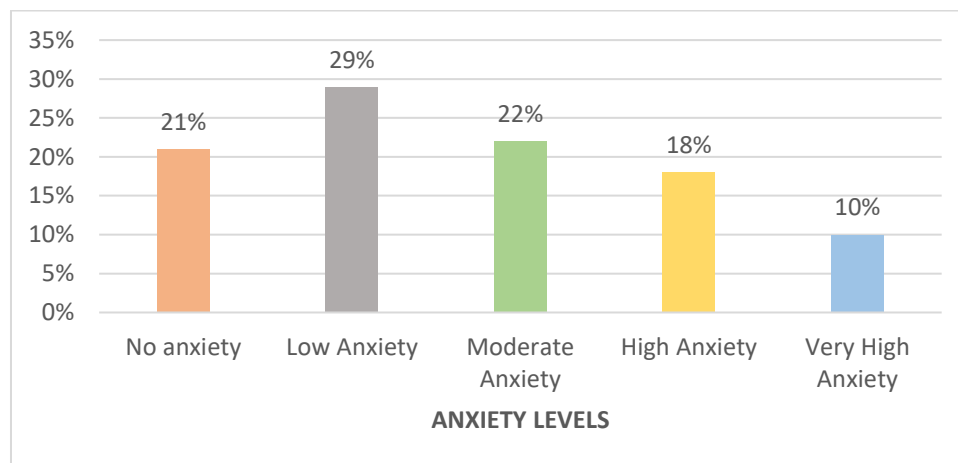
This graph shows the survey carried out by the majority of respondents, 24% mention that when participating in English classes they feel safe and show moderate anxiety and 22% of those surveyed mentioned that they do not feel safe and show high anxiety, 21% said that they do not participate very safely in English classes and show very high anxiety, 18% of respondents said that they do participate in English classes and feel safe and show low anxiety finally 15% of respondents mention He feels very safe and always participates in English classes without anxiety.

The result of moderate anxiety with 24% shows that students are not afraid to present a topic in front of the entire class and participate. Interaction within classes is an important basis for the student to demonstrate their oral skills and knowledge on the subject and these results show that students feel safe when speaking in front of the class and with the help of the teacher

they resolve doubts and express themselves better orally since this can be during online or in-person classes, the important thing is the performance that the student shows when acquiring the learning (Simsek & Capar, 2024).

7. How do you feel when you speak with the teacher in English?

Bar Graph 7 *Speak with the teacher in English*



Source: Own elaboration.

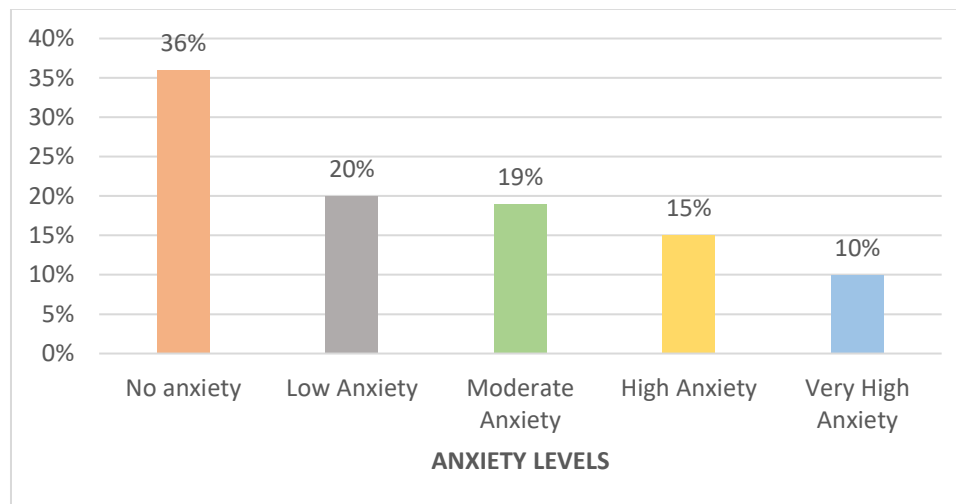
This graph shows the survey carried out by the majority of respondents, 29% mention that by participating in English classes they feel safe and show low anxiety and 22% of respondents mention that by participating in English classes they feel good and they show moderate anxiety, 21% said that they always participate very safely in English classes and without anxiety, 18% of respondents said that they do not participate in English classes and feel insecure and show high anxiety finally on 10 % of respondents They mentioned that they do not feel very safe to participate in English classes and show very high anxiety.

The anxiety result is low at 29%, which shows that students are not afraid to interact with the teacher orally. Students are not always prepared to dialogue with teachers in the classroom in a second language but to enrich oral expression in a classroom, a happy environment is essential

where each student can feel relaxed and motivated to communicate orally, the important thing is to increase the level of trust in the classroom (Palupi, 2021).

8. How do you feel when you talk to your classmates in English?

Bar Graph 8 *Talk to your classmates in English*



Source: Own elaboration.

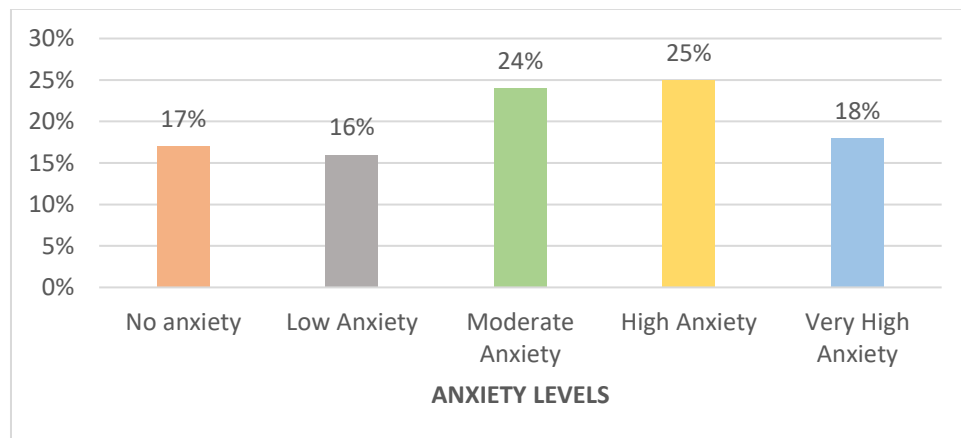
This graph shows the survey carried out by the majority of respondents, 36% mention that by participating in English classes they feel very safe and without anxiety, and 20% of respondents mention that by participating in English classes they feel good and show low anxiety, 19% said that they do participate safely in English classes and show moderate anxiety, 15% of respondents said that they do not participate in English classes and feel insecure and show high anxiety finally the 10 % of respondents They mentioned that they do not feel very safe and do not participate in English classes and show very high anxiety.

The anxiety result is 36%, which shows that students are not afraid to interact with their classmates orally. The confidence that students have in oral communication greatly influences the fact that they already know each other and are interacting daily, but the difference is that in English classes they express themselves orally with confidence because they already review,

study, and dialogue repeatedly and the important thing is that they help each other so that their presentation in front of the entire class and the teacher is of excellence. (Tsang, 2022).

9. How do you feel when your classmates interrupt you while you are talking?

Bar Graph 9 *Being interrupted by your peers while you are speaking*



Source: Own elaboration.

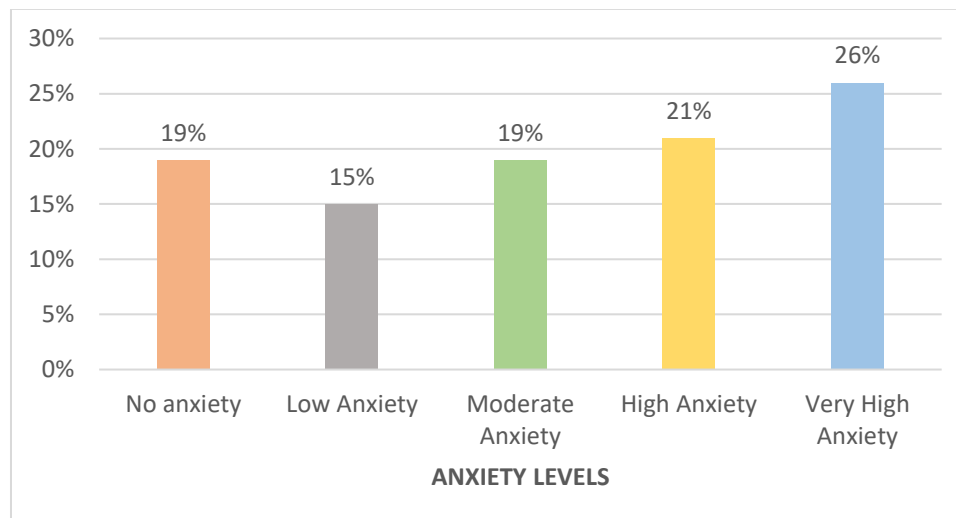
This graph shows the survey carried out by the majority of respondents, 25% of respondents mention that by not participating in English classes they feel insecure and show high anxiety, and 24% of respondents mention that by participating in English classes feel good and show moderate anxiety, 18% said they never participate safely in English classes and show very high anxiety, 17% of respondents said they always participate in English classes and feel very safe and without anxiety finally the 16% of respondents mention that they feel safe and participate in English classes and show low anxiety.

The high anxiety result is 25%, which shows that students do not feel safe interacting in class because they are interrupted by others. A student's participation in class will be affected if others interrupt him, which the student's security to decrease and he may mentally block himself, forgetting what he was going to say, the distractions that occur within the classroom increase the

level of anxiety and participation decreases and according to the results obtained, a strategy is required to maintain order (Bárkányi, 2021).

10. How do you feel when singing in English during class

Bar Graph 10 *Singing in English*



Source: Own elaboration.

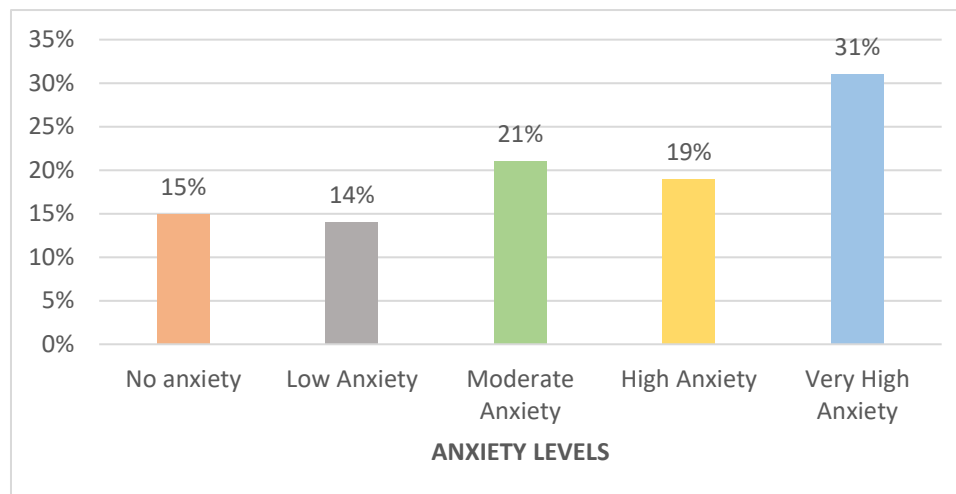
This graph shows the survey carried out by the majority of respondents, 26% mention that they do not participate in English classes and feel very insecure and show very high anxiety, 21% of respondents mention that by participating in English classes they do not feel good and show high anxiety, 19% said they participate safely in English classes and show moderate anxiety, 19% of respondents said they always participate in English classes and feel very safe and without anxiety finally the 15% of respondents mention that they feel safe to participate in English classes and show low anxiety.

The result of very high anxiety is 26%, which shows that students do not feel very safe singing in class. The participation of a student in the class is very important and even more so if it is about losing the fear of speaking in front of everyone, applying songs is essential to make

the environment more welcoming but you have to work so much on the aspect of confidence since students do not feel very safe but it can better during the teaching and learning process.

11. How do you feel during speaking evaluations?

Bar Graph 11 *Speaking Evaluations*



Source: Own elaboration.

This graph shows the survey carried out by the majority of respondents, 31% mention that they do not participate in English classes and feel very insecure and show very high anxiety, 21% of respondents mention that by participating in English classes they do feel good and show moderate anxiety, 19% said they do not participate safely in English classes and show high anxiety, 15% of respondents said they always participate in English classes and feel very safe and confident anxiety finally 14% of Respondents mention that they feel safe and participate in English classes and show low anxiety.

The result of very high anxiety is 31%, which shows that they get nervous and show anxiety during oral evaluations, the student's anxiety when speaking English, before exams, and fear of negative evaluation, which were influenced by the specific anxiety of the situation, shows

in the results that they are afraid of getting a bad grade and of not having a clear answer to be able to answer to the teacher's question (Umisara, Faridi, & Yulianto, 2021).

CHAPTER IV: PROPOSAL

4.1 Proposal Title

IT'S TIME TO TALK TOGETHER

4.2 Objectives

4.2 .1 *General Objectives*

- ✓ To design a didactic guide on cognitive strategies that help develop oral skills and allow them to advance the anxiety management process.

4. 2 .2 *Specific Objectives*

- ✓ To determine the cognitive strategies to help students cope with the limitations that generate anxiety in oral production.
- ✓ To develop activities in which students are permanently exposed to practice in oral expression.

4.3 Introduction

This proposal is an indispensable tool for sixth and seventh-grade students of the Unidad Educativa “Luis Leoro Franco”, teachers will find it easier to orient themselves and use activities that improve the mastery of oral skills in the English language. This didactic guide is designed according to the needs of each student, which was verified by the answers obtained in the results of this research. Within this guide are different activities with their corresponding strategy so that the students can interact and reach the required level according to the CEFR within the oral skill.

4.4 Justification

“It’s time to talk together.” This guide will enhance the development of oral communication skills, and with the constant exposure to a second language, we seek to create a positive environment that generates confidence in students and minimizes the fear of error so that the process of learning English is an enriching experience. This guide consists of 6 units, within each unit we find 3 specific sections called pronunciation, speaking, and conversation skills, these parts are broken down into 5 to 7 activities.

The contents of the guide were extracted from the activities proposed in the following books (Guess What! Level 5 Pupil's Book British English, Libro 5, 2015) and (Guess What! British English Level 6, 2024) published by Cambridge for Ecuador Full Combo 5 and 6, designed for intermediate-level ESL students.

A2 Speaking Skills Activity Guide









IT'S TIME TO TALK TOGETHER



(Canva, 2025)

UNIT INDEX

	pg
 Unit 1: Seasons and Weather.....	03
 Unit 2: Camping	09
 Unit 3: Talent Show.....	14
 Unit 4: Feelings	21
 Unit 5: Music	27
 Unit 6: The Environment	35

SEASONS AND WEATHER



SEASONS AND WEATHER

OBJECTIVES



- To improve fluency and confidence in expressing oneself in English.
- To expand the use of specific vocabulary in thematic conversations.
- To correctly apply grammatical structures in oral contexts.
- To improve pronunciation and intonation to be more understandable when speaking.

VOCABULARY



- | | | |
|----------|-----------|--------------------|
| • spring | • winter | • storm |
| • summer | • monsoon | • thunder lighting |
| • fall | • drought | |

GRAMMAR



- Where did you go on summer vacation?
- When I was six, I go on summer vacation?
- When I was six, I went to Florida.
- The weather was great when we arrived.

SKILLS



Reading and speaking: My favorite season.

Talk time: Summer vacations.

Council of Europe EAQUALS-ALTE Can Do Statements:



- I can generally identify the topic of discussion around me when people speak slowly and clearly.
- I can give short, basic descriptions of events.
- I have a sufficient vocabulary for coping with simple everyday situations.

SEASONS AND WEATHER

PRONUCIATION



ACTIVITY 1.- Listen and repeat.

Spring



(Canva, 2025)

Summer



(Canva, 2025)

Fall



(Canva, 2025)

Monsoon



(Canva, 2025)

Drought



(Canva, 2025)

Storm



(Canva, 2025)

Winter



(Canva, 2025)

Thunder lighting



(Canva, 2025)

SEASONS AND WEATHER

PRONUCIATION



ACTIVITY 2.- Read, practice pronunciation, and match the text with the corresponding graphic.

Where did you go on summer vacation?

Josh: I went to say with my cousins in Colombia. It was hot and sunny. We went to the beach, and we went bodyboarding. It was great.

1: _____



Nicola: I stayed with my mum's friends in Bali. It was very windy, but there weren't any storms or rain. We went to a kite festival. It was fantastic.

2: _____



Lisa: I visited my pen pal in India. It was the monsoon season, and there was a lot of rain. We played soccer in the rain. It was fun!

3: _____



SEASONS AND WEATHER

SPEAKING



ACTIVITY 3.- Answer the questions.

- 1 Where did Josh go on summer vacation? _____
- 2 What did Josh do there? _____
- 3 What was the wather like in India? _____
- 4 Was there a storm in Bali? _____
- 5 Did the children enjoy their vacation? _____

CONVERSATION SKILLS



ACTIVITY 4.- Answer the questions.

Where did you go on summer vacation?

What was the weather like?

ACTIVITY 5.- Plan a trip with a friend.

Where would you like to go next summer?

I'd like to
go to

Good idea. What's the weather
like in then?

It is

SEASONS AND WEATHER

PRONUCIATION



ACTIVITY 6.- Read and practice pronunciation with your partner.

Alex: What's your scariest memory. Carla?

Carla: When I was six, I went to Florida on vacation.

Alex: In the United States? That sounds great!

Carla: Well, wait and see. The weather was great when we arrived, but then there was a bad storm.

Alex: Oh, no!

Carla: It was really windy, and it rained and rained. Then there was a flood in our hotel.

Alex: How awful!

Carla: Yes! We had to leave our hotel by boat. It was really scary.

Alex: Poor you.

ACTIVITY 7.- Read and practice pronunciation.

The Sonoran Desert by Joe

Last spring, our class went to the Sonoran Desert in Mexico. It's one of the biggest and hottest deserts in North America. We went in the spring because the summer is too hot.

We stayed there for a week. When we arrived, it was sunny and windy. On our first day, we visited the Altar sand dunes. Some of the dunes are more than one hundred meters high. They were beautiful, and we enjoyed climbing on them.

It's very dry in the Sonoran Desert. There are lots of cacti, but there aren't usually many other plants. We were lucky because on our second day, it started to rain. When it rains, the desert changes because flowers can grow. We went hiking on the last day, and there were beautiful flowers everywhere!

CAMPING



CAMPING

OBJECTIVES



- To improve fluency and confidence in expressing oneself in English.
- To expand the use of specific vocabulary in thematic conversations.
- To correctly apply grammatical structures in oral contexts.
- To improve pronunciation and intonation to be more understandable when speaking.

VOCABULARY



- | | | | |
|-----------|------------|----------------|----------------|
| • blanket | • map | • sleeping bag | • water bottle |
| • bowl | • plate | • tent | |
| • cup | • backpack | • flashlight | |

GRAMMAR



- We wanted to sleep outside.
- We tried to make a tent.
- What did I ask you to do?
- You asked me to wash the cups and bowls.

SKILLS



Reading and speaking: Wild camping?

Talk time: Planning a camping trip.

Council of Europe EAQUALS-ALTE Can Do Statements:



- I can generally identify the topic of discussion around me when people speak slowly and clearly.
- I can give short, basic descriptions of events.
- I have a sufficient vocabulary for coping with simple everyday situations.

CAMPING

PRONUCIATION



ACTIVITY 1.- Listen and repeat.

blanket



bowl



cup



map



backpack



sleeping bag



tent



flashlight



Plate



Water bottle



CAMPING

PRONUCIATION



ACTIVITY 2.- Read and practice pronunciation with your partner.

Teacher: OK, everyone, come and help me, please.

Emma: Yes, of course. What do we have to do?

Teacher: Emma, put up the tent, please. And Pedro

Peter: Yes?

Teacher: Please wash the cups and bowls.

Pedro: Aww! Can I put up the tent?

Teacher: No, Pedro. I asked Emma to put up the tent.

Pedro: Can I help cook the dinner?

Teacher: No, Pedro. What did I ask you to do?

Pedro: You asked me to wash the cups and bowls.

ACTIVITY 3.- Read and practice pronunciation.

Camping on ice

Ben Taylor makes movies about animals. We asked him to describe his favorite movie-making experience.

"Last November, I had to make a movie about emperor penguins in Antarctica. I stayed on a boat, but one night I camped outside.

It was very cold. I had to have a very warm sleeping bag and a special tent, but I didn't need to take a flashlight. November is early summer in Antarctica, and it doesn't get dark.

Antarctica isn't quiet at night. You can hear the wind, and sometimes you can hear noisy penguins. You can hear the ice, too! Ice makes a strange sound when it moves.

When I woke up the next morning, there was a family of emperor penguins near my tent. I filmed them for two hours. It was so exciting I forgot to have breakfast!"

CAMPING

SPEAKING



ACTIVITY 4.- Whisper an instruction to a friend. Then mime and guess.

cook dinner

find the map

look for the flashlight

put up the tent



(Canva, 2025)

carry the water bottle

wash the cups

turn off the flashlight

carry the backpack

pass me a blanket

CONVERSATION SKILLS



ACTIVITY 5.- Plan a trip with a friend.

Should we go camping?

Yes, great! Let's go to ...

Who should we go with?

Why don't we go with ..?

OK. Let's take

Yes, and I'll take ...

TALENT SHOW



TALENT SHOW

OBJECTIVES



- To improve fluency and confidence in expressing oneself in English.
- To expand the use of specific vocabulary in thematic conversations.
- To correctly apply grammatical structures in oral contexts.
- To improve pronunciation and intonation to be more understandable when speaking.

VOCABULARY



- do acrobatics
- juggle
- play instruments
- tell jokes
- do cartwheels
- make sculptures
- do street dancing
- do tricks
- paint portraits
- read poetry

GRAMMAR



- Good, better, the best.
- Bad, worse, the worst.
- Who's better at making sculptures, my sister or me? Your sister is...

SKILLS



Reading and speaking: Street entertainment.

Talk time: Planning a street entertainment show.

Council of Europe EAQUALS-ALTE Can Do Statements:



- I can generally identify the topic of discussion around me when people speak slowly and clearly.
- I can give short, basic descriptions of events.
- I have a sufficient vocabulary for coping with simple everyday situations.

TALENT SHOW

PRONUCIATION



ACTIVITY 1.- Listen and repeat.

do acrobatics



do cartwheels



do tricks



juggle



paint portraits



play instruments



do street dancing



read poetry



make sculptures



tell jokes












TALENT SHOW

SPEAKING



ACTIVITY 2.- Whisper an instruction to a friend. Then mime and guess.

								
	Lily	Max	Ava	Oscar				
								
Juggling	1 st	2 nd	3 rd	4 th				
Doing cartwheels	2 nd	3 rd	4 th	1 st				

- 1 She's better than Oscar at juggling. but she's worse than Max. _____
- 2 He's the worst at juggling. _____
- 3 He's better than Ava at doing cartwheels, but he's worse than Lily. _____
- 4 She's the best at juggling. _____
- 5 She's worse than Max at doing cartwheels. _____
- 6 He's better than Ava at doing cartwheels, but he's worse than her at juggling. _____

TALENT SHOW

PRONUCIATION



ACTIVITY 3.- Which word sounds the strongest? Listen and repeat.

- **Oscar** isn't the best at juggling. (Lily is the best at juggling.)
- Oscar isn't the **best** at juggling. (He's the worst at juggling.)
- Oscar isn't the best at **juggling**. (He's the best at doing cartwheels.)

ACTIVITY 4.- Read and practice pronunciation with your partner

Teacher: OK, everyone, come and help me, please.

Emma: Yes, of course. What do we have to do?

Teacher: Emma, put up the tent, please. And Pedro

Peter: Yes?

Teacher: Please wash the cups and bowls.

Pedro: Aww! Can I put up the tent?

Teacher: No, Pedro. I asked Emma to put up the tent.

Pedro: Can I help cook the dinner?

Teacher: No, Pedro. What did I ask you to do?

Pedro: You asked me to wash the cups and bowls.



(Canva, 2025)

TALENT SHOW

ACTIVITY 5.- Read and practice pronunciation.

Talent (by Paola)

Everyone's good at something, In my family.
They all have a lot of talent, Everyone but me!

My sister's good at painting, She paints pictures of our town.
My brother's great at telling jokes, He's the family clown.

My mom is the best singer, And she
plays the guitar, too. And my dad is
the best at cooking, He makes a
great barbecue.

But what can I be good at? I'll ask my
mom and dad, "Am I good at
anything,
Can I really be that bad?"

"Don't be silly," says my mom. "Your
talent's easy to see. You're the best
at writing, You write great poetry!"

So now I feel quite happy, And what I
know is this, We all have a talent,
Just find out what yours is!



TALENT SHOW

CONVERSATION SKILLS



ACTIVITY 6.- Talk to your partner.

I can..... What can you do?

I can

Great! And how about...?

OK.... is the best at ...

What can ... do?

Why doesn't
he/she?

FEELINGS



FEELINGS

OBJECTIVES



- To improve fluency and confidence in expressing oneself in English.
- To expand the use of specific vocabulary in thematic conversations.
- To correctly apply grammatical structures in oral contexts.
- To improve pronunciation and intonation to be more understandable when speaking.

VOCABULARY



- | | | | |
|-----------|--------------|-------------|-----------|
| • angry | • hungry | • surprised | • worried |
| • bored | • interested | • thirsty | |
| • excited | • scared | • tired | |

GRAMMAR



- He's (scared) because he doesn't like (spider).
- Why is she (tired) because she stayed up late.

SKILLS



Reading and speaking: Favorite book.

Talk time: Why do you feel this way?

Council of Europe EAQUALS-ALTE Can Do Statements:



- I can generally identify the topic of discussion around me when people speak slowly and clearly.
- I can give short, basic descriptions of events.
- I have a sufficient vocabulary for coping with simple everyday situations.

FEELINGS

PRONUCIATION



ACTIVITY 1.- Listen and repeat.

angry



bored



excited



hungry



scared



surprised



thirsty



tired



interested



worried



FEELINGS

SPEAKING



ACTIVITY 2.- Read and match. Then ask how your friend are feeling and why.

Why is she excited?



Why is he thirsty?



Why is he bored?



Why is he interested?



- a. Because there isn't any juice
- b. Because he doesn't like reading.
- c. Because it's her birthday.
- d. Because he's reading a good book.

FEELINGS

PRONUCIATION



ACTIVITY 3.- Read and practice pronunciation with your partner.

Pedro: Hi. Emma. How are you today?

Emma: I'm OK, but I'm a little tired.

Pedro: Why are you tired?

Emma: I'm tired because it was my sister's birthday yesterday. We stayed up late and watched a movie.

Pedro: That sounds like fun.

Emma: Yes, but then my sister didn't want to go to bed because she was scared.

Pedro: Why was she scared?

Emma: Because it was a movie about sharks. She's scared of sharks.

Peter: Oh no!

ACTIVITY 4.- Read and practice pronunciation.

Jack and the beanstalk

Jack and his mother lived in a village. His mother was often worried because they didn't have any money. One day, Jack had to go to the market and sell their cow. Then he had to buy some food, but Jack only bought five beans.

Jack's mother was very angry. She chrew the beans out the window. That night, they grew into a magic beanstalk.

Jack and his mother were very surprised.

Jack climbed up the beanstalk. A giant lived in a castle at the top. Jack was scared, but the giant was friendly. He gave Jack a magic hen for his mother. The hen made gold eggs. Jack's mother was very happy, and Jack and the giant were friends.

FEELINGS

CONVERSATION SKILLS



ACTIVITY 5.- Talk to your partner.

What makes you happy?

Are you sleepy?

Are you afraid of spiders?

Are you bored?

Are you hungry?

Are you happy eating cookies?

Are you thirsty?

Does the noise make you angry?

MUSIC



(Canva, 2025)



(Canva, 2025)



(Canva, 2025)



(Canva, 2025)

MUSIC

OBJECTIVES



- To improve fluency and confidence in expressing oneself in English.
- To expand the use of specific vocabulary in thematic conversations.
- To correctly apply grammatical structures in oral contexts.
- To improve pronunciation and intonation to be more understandable when speaking.

VOCABULARY



- clarinet
- electric guitar
- saxophone
- violin
- cymbals
- flute
- trombone
- drums
- keyboard
- trumpet

GRAMMAR



- He plays the trumpet slowly.
- She sings beautifully.
- She plays the guitar well.
- Pedro sings more beautifully than I do.
- Who plays more loudly, you or Pedro? I do.

SKILLS



Reading and speaking: Instruments around the world.

Talk time: Questions and concerns.

Council of Europe EAQUALS-ALTE Can Do Statements:

- I can generally identify the topic of discussion around me when people speak slowly and clearly.
- I can give short, basic descriptions of events.
- I have a sufficient vocabulary for coping with simple everyday situations.

MUSIC

PRONUCIATION



ACTIVITY 1.- Listen and repeat.

clarinet



cymbals



drums



electric guitar



keyboard



saxophone



trombone



trumpet



flute



violin



MUSIC

SPEAKING



ACTIVITY 2.- Read and say the names.

Weekends are very noisy at our house. My children all love music.

1 My oldest daughter is the best at music. She plays the guitar well, and she sings beautifully.

2 My son is learning to play the trumpet. He doesn't play badly, but he plays very slowly.

3 My youngest daughter is only three, but she likes playing the keyboard - very loudly!

SAM



JASMINE



ELISA



MUSIC

CONVERSATION SKILLS



ACTIVITY 3. - Answer the questions with a friend. Then tell the class.



(Canva, 2025)

- 1 Who sings more beautifully, you or your friend?
- 2 Who plays an instrument better?
- 3 Who sings more loudly?
- 4 Who reads more quickly?
- 5 Who speaks more quietly?
- 6 Who eats more slowly?
- 7 Who laughs more loudly?
- 8 Who writes more beautifully?

MUSIC

PRONUCIATION



ACTIVITY 4.- Read and practice pronunciation with your partner.

Carla: Hi, Emma. What are you doing?

Emma: I'm going to band practice.

Carta: Cool! What instrument do you play?

Emma: I'm learning to play the electric guitar, and I sometimes sing.

Carla: Are you good at singing?

Emma: Not ready. Pedro sings more beautifully than I do, but I play the guitar better than he does.

Carla: Who plays more loudly, you or Pedro?

Emma: I do, of course!

ACTIVITY 5.- Read and practice pronunciation.

When we play a guitar or another string instrument, we make the strings vibrate. When a string vibrates quickly, it makes a high sound. When it vibrates slowly, it makes a low sound. The pitch is how high or low the sound is. How can we change the pitch? There are three ways.

- We can make the string tighter. Tight strings vibrate faster, so they make a higher pitch.
- We can make the string shorter because shorter strings vibrate faster, too.
- We can use thick and thin strings. Thick strings vibrate slowly and make a low sound. Thin strings vibrate quickly and make a high sound

THE ENVIRONMENT



THE ENVIRONMENT

OBJECTIVES



- To improve fluency and confidence in expressing oneself in English.
- To expand the use of specific vocabulary in thematic conversations.
- To correctly apply grammatical structures in oral contexts.
- To improve pronunciation and intonation to be more understandable when speaking.

VOCABULARY



- | | | | |
|---------------|---------|---------------|--------------|
| • aluminum | • gas | • plastic | • wind power |
| • cardboard | • glass | • solar power | |
| • electricity | • paper | • water | |

GRAMMAR



- We should use wind and solar power.
- We shouldn't use a lot of electricity.
- What should we do to reduce waste?
- We should use less paper.

SKILLS



Reading and speaking: Let's help the environment!

Talk time: Designing an eco-friendly home.

Council of Europe EAQUALS-ALTE Can Do Statements:

- I can generally identify the topic of discussion around me when people speak slowly and clearly.
- I can give short, basic descriptions of events.
- I have a sufficient vocabulary for coping with simple everyday situations.

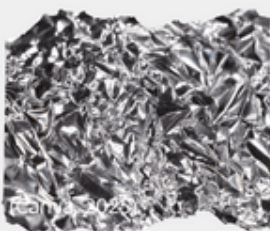
THE ENVIRONMENT

PRONUCIATION



ACTIVITY 1.- Listen and repeat.

aluminum



(Canva, 2025)

cardboard



(Canva, 2025)

electricity



(Canva, 2025)

gas



(Canva, 2025)

paper



(Canva, 2025)

plastic



(Canva, 2025)

solar power



(Canva, 2025)

water



(Canva, 2025)

glass



(Canva, 2025)

wind power



(Canva, 2025)

THE ENVIRONMENT

SPEAKING



ACTIVITY 2.- Read and say should or shouldn't.

Let's help the environment!



- We shouldn't use a lot of electricity and gas.
- We shouldn't throw away all our trash.
- We shouldn't use a lot of water.
- We shouldn't throw away old toys.



- We should use wind and solar power.
- We should recycle paper, glass, and aluminum.
- We should take showers instead of baths.
- We should give toys to younger children.

- 1 We ____ reuse plastic bags.
- 2 We ____ use a lot of gas.
- 3 We ____ turn off televisions and computers at night.
- 4 We ____ throw away glass bottles.
- 5 We ____ recycle cardboard.

THE ENVIRONMENT

PRONUCATION



ACTIVITY 3.- Read and practice pronunciation with your partner.

Teacher: OK, class. It's Environment Day today.

Let's think about our school. What should we do to make our school more eco-friendly?

Carla: We shouldn't waste energy. We should save it.

Pedro: And we should reduce waste.

Teacher: Good idea. What should we do to reduce waste, Pedro?

Pedro: We should use less paper.

Teacher: How can we do that?

Carla: Do less homework?

Teacher: Carla!

ACTIVITY 5.- Read and practice pronunciation.

A flip-flop safari

The company Ocean Sole, in Kenya, East Africa, makes beautiful toys and sculptures of animals. They make colorful elephants, giraffes, lions, rhinos, dolphins, sharks, turtles, and a lot more.

But there's something very special about these animals. They're made from old flip-flops! Every year, people find thousands of old rubber flip-flops on the beaches in East Africa. They make the beaches and oceans dirty, and they are dangerous for fish and sea animals.

Ocean Sole workers collect the flip-flops and clean them. Then they recycle the rubber and plastic from the flip-flops and make the toys and sculptures. They sell their animals in zoos, aquariums, and stores all over the world. Ocean Sole helps clean the beaches and gives jobs to local people, too.

Would you like to go on a flip-flop safari?

THE ENVIRONMENT

CONVERSATION SKILLS



ACTIVITY 4.- Give more ideas to help the environment.

We shouldn't always go to school by car.

We should make art from trash!

We should walk or ride a bike.

ACTIVITY 5.- Design an eco-friendly home with a friend.

Should we design a?

Ok. What energy should we use?

Let's use

Good idea.

What special features should we add?

Let's add

GLOSSARY

Unit 1



ACTIVITY 2-6

- **Bodyboarding:** water sport that is similar to surfing.
- **Kite:** known as a kite that rises to the sky with the help of strong winds.
- **Storm:** strong winds.
- **Weather:** climate, temperature, rain, winds.
- **Poor:** people with needs and low resources.
- **Windy:** abundant and strong winds.
- **Sonorens:** Belonging or relating to Sonora or the Sonorans.
- **Hiking:** sports activity carried out in mountainous places.

Unit 2



ACTIVITY 2-3

- **Put up:** rest in a place for a short time.
- **Bowls:** medium-sized wooden ball.
- **Emperor:** great princes, or in an extensive territory.
- **Warm:** refers to heat, or because it is hot
- **Flash:** flash produced by a clear and fast light.
- **Dark:** lacking light or clarity.

GLOSSARY

Unit 3



ACTIVITY 2-3-4-5

- **Juggling:** objects in the air that a person can hold.
- **Cartwheels:** roles in the air by people who show flexibility.
- **Wash:** clean with water.
- **Town:** city of set of buildings and streets, governed by a town hall.
- **Grill:** referring to iron objects.
- **Silly:** person who has little ability to understand or reason.

Unit 4



ACTIVITY 2-3

- **Small:** person of low stature to others of the same class.
- **Scared:** chilling feeling or sensation.
- **Village:** a town with little neighborhood and, usually, without its own jurisdiction.
- **Beans:** dried grains.
- **Bean stem:** dry grain plant that remains after harvesting
- **Tired:** exhaustion in the body that prevents you from moving with enthusiasm.
- **Worried:** feeling that a person shows when they do not feel calm.

GLOSSARY

Unit 5



ACTIVITY 2-3-4

- **Noisy:** inarticulate sound, usually unpleasant.
- **Strong:** having great resistance quickly practice.
- **Chain:** series of many links linked together, usually metallic, used mainly to tie, fasten or decorate
- **Faster:** that moves, is done or happens at high speed, very quickly.

Unit 6



ACTIVITY 2-3

- **Environment:** surrounds something or someone as an element of its environment
- **Reuse:** to use something again, either with the function it previously performed or for other purposes.
- **Throw:** intentionally drop something.
- **Ecological:** made or obtained without using chemical compounds that harm the environment.
- **Sculptures:** art of modeling, carving or sculpting three-dimensional figures in some materials.

A2 Speaking Skills Activity Guide

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4.5 Impacts

There are three impacts to analyze

- ✓ Linguistic impact
- ✓ Academic Impact
- ✓ Affective Impact

The numerical impact levels are shown in the following tables.

Table 3 *Numerical Impact Levels*

-3 High negative impacts
-2 Medium negative impacts
-1 Low negative impacts
0 No impacts
1 Low impacts
2 Medium positive impacts
3 High positive impact

Taken from: (Posso, 2013)

4.5.1 Linguistic Impact

Table 4 *Linguistic Impact Indicators*

Indicators	Impact	-3	-2	-1	0	1	2	3
	Level							
1.- I can get simple travel information.								x
2.- I can order something to eat or drink.								x
3.- I can discuss with other people what to do, where to go, and make arrangements to meet.								x
4.- I can ask people questions about what they do at work and in their free time, and answer such questions addressed to me.								x
5.- I can describe my hobbies and interests.								x
Total:								15

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Linguistic impact level = high positive impact.

The positive result on linguistic impact is because the activities introduce vocabulary related to varied and relevant topics, including keyword exercises. It provides students with constant practice in communicating in everyday and academic situations and encourages active use of the second language.

4.5.2 Academic Impact

Table 5 *Academic Impact Indicators*

Indicators	Impact	-3	-2	-1	0	1	2	3
	Level							
1.- I can understand myself using memorized phrases and single expressions.								x
2.- I can describe past experiences and personal experiences (e.g. the last weekend, my last holiday).								x
3.- I can use some simple structures correctly.								x
4.- I have a sufficient vocabulary for coping with everyday situations.								x
5.- I can distinguish high intonation words.								x
Total:								15

$$\text{Academic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Academic impact level = high positive impact.

Academic impact, the indicators score positively; the activities were well received by the students who are part of the research. They obtained greater grammatical consolidation and improved their pronunciation and fluency. However, it is important to mention that the

vocabulary implemented in the guide helped them to organize loose ideas and create simple sentences, thus expanding their vocabulary.

4.5.3 Affective Impact

Table 6 *Affective Impact Indicators*

Indicators	Impact Level	-3	-2	-1	0	1	2	3
1.- I can feel confident and comfortable in participating.							x	
2. I can voluntarily participate in conversations or group activities.								x
3.- I can avoid the occurrence of prolonged silences or the use of crutches in my oral discourse.								x
4.- I can manage situations of nervousness or difficulties in processing information efficiently and appropriately.								x
5.- I can manage effectively the fear of my peers' judgment in case of possible mistakes.								x
Total:								14

$$\text{Affective impact level} = \frac{\Sigma}{\text{number of items}} = \frac{14}{5} = 2,8$$

Affective impact level = medium positive impact.

In the affective impact, a positive effect was obtained, the activities allowed them to participate actively and voluntarily, because they were not facing to participate individually, generating motivation. However, it is important to mention that with a small group, this type of activity should continue to be implemented, where the student has more time for exposure to the language to manage the symptoms of nervousness and feel in a playful and non-threatening environment.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

- ✓ Anxiety is a barrier to language learning; it is a major factor that influences the performance of English as a second language (L2) learners.
- ✓ The most common causes of feeling this type of emotional disturbance are the classroom environment, the teaching methods applied by the teacher, the interaction with peers, and factors that can become very challenging for the learner, such as self-confidence and motivation.
- ✓ Anxiety causes the learner's ability to perform in a negative direction, which hinders academic performance, fluency, and language retention. Students with higher levels of anxiety are less likely to participate, resulting in slower progress and less confidence in using English.
- ✓ The teacher has the most contact with students and is the key to positive reinforcement, encouraging participation, and reducing the fear of making mistakes; for this reason, the behavior, classroom dynamics, and support provided by the teacher are critical to moderating anxiety levels.
- ✓ Students prefer to participate when the activity is in pairs or groups because they feel more confident in developing their oral skills.
- ✓ Most of the students who participated in the socialization agreed that the didactic material used provided them with ample opportunities to improve their pronunciation, practice speaking, enrich their vocabulary, and, ultimately, strengthen their confidence in communicating in English.

5.2 Recommendations

- ✓ To build students' confidence so that they feel comfortable making mistakes and emphasize that making mistakes is part of the learning process.
- ✓ To manage a sufficient amount of time for students to process the questions being posed or activities before responding.
- ✓ To apply collaborative tasks, either in pairs or groups, to reduce direct exposure to the teacher and allow them to feel confident.
- ✓ To guide students with examples before asking them to speak in English, or allow them to give short answers to relieve stress.
- ✓ To use playful activities in which students can experience oral exposure to the English language in a relaxed manner.
- ✓ To adjust the difficulty of the activities gradually to avoid frustration and demotivation.
- ✓ To implement frequent activities that allow them to improve their pronunciation skills and become familiar with a wide range of vocabulary.
- ✓ To apply very specific constructive feedback on areas where students need improvement.
- ✓ To encourage students to reflect on their progress and to notice the progress that has been made in the class

GLOSSARY

Difficulties: Obstacles or problems that students face in learning.

Participation: Students are actively involved in class activities.

Academic performance: Measurement of students' performance in their studies.

Emotional state: Psychological condition that can influence learning.

Oral anxiety: Fear or nervousness that students feel when speaking in a second language.

Production: The Process of expressing ideas in a language, which includes speaking and writing, and may be hindered by anxiety.

Proficiency: Ability to use a language effectively, which can be negatively affected by psychological factors such as anxiety.

Fluency: Ability to speak or write a language easily and without interruptions, often compromised by anxiety.

Research: Action and effect of investigating and finding results.

Oral presentations: verbal presentation of ideas on a specific topic before an audience.

Interactions: Action that is exercised reciprocally between two or more objects, people, agents, forces, functions, etc.

Informal verbal: Colloquial and casual way of speaking that is used in family, trust or closeness contexts.

Nervousness: A Bundle of fibers that receive and send messages between the body and the brain.

Trust: A Firm hope one has in someone or something

Communication: Treatment, correspondence between two or more people.

Expression: Specification, declaration of something to make it understood.

Spoken language: Verbal use of a language to communicate.

Educational practices: Methods and strategies used in teaching and learning.

Learning experiences: Situations or activities that allow you to acquire knowledge and skills.

Causes of anxiety: Factors that generate nervousness or stress in a person.

Emotional well-being: State of balance and satisfaction in a person's emotions.

Positive visualization: A Mental technique that consists of imagining favorable results to improve performance and confidence.

Learning: The Process of acquiring knowledge, skills, and attitudes.

Anxiety: A State of restlessness or fear in situations perceived as threats.

English language: Language of Germanic origin spoken in many countries around the world.

Mental blocks: Temporary difficulties that prevent you from thinking clearly or remembering information.

Self-esteem: Perception and assessment that a person has of themselves.

Student Achievement: A student's level of academic success is based on his or her performance and achievements.

Learning process: A Series of stages through which a person acquires knowledge.

Oral activities: Exercises and practices focused on the verbal expression of a language.

Analysis: Detailed examination of something to understand it better.

Factors: Elements or circumstances that influence a situation or result.

Linguistic development: Progress in the ability to understand and use a language.

Linguistic proficiency: Level of skill and fluency in the use of a language.

Cognitive learning: Mental process through which knowledge and understanding are acquired.

Similar theories: Ideas or approaches that share common characteristics or foundations.

L2 learners: People who are learning a second language (L2, "second language").

Challenges in the classroom: Difficulties or problems that may arise in the educational context.

Mixed approach: Research method that combines qualitative and quantitative approaches to obtain a more complete view of a phenomenon.

Numerical data: Information expressed in numbers that can be measured and analyzed statistically.

Statistical Methods: Mathematical techniques used to collect, organize, analyze, and interpret numerical data.

Quantifiable information: Data that can be measured in numerical terms and analyzed objectively.

Humanistic approach: Perspective that emphasizes the importance of the individual, their emotions, values , and experiences in learning or research.

Descriptive methods: Analysis techniques that seek to observe and describe a phenomenon without manipulating variables.

Patterns: Repetitive trends or structures that can be identified in data or behaviors.

Perceptions: Interpretations or points of view that a person has about something based on their experiences and senses.

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ANNEXES

Annex 1. Authorization for the Application of the Instruments at Unidad Educativa “Luis Leoro Franco”

 **UNIVERSIDAD TÉCNICA DEL NORTE**
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA 

Oficio Nro. UTN-FECYT-D-2024-0140-O
Ibarra, 14 de junio de 2024

PARA: MSc. Iván Velastegui
RECTOR DE LA UNIDAD EDUCATIVA LUIS LEORO FRANCO

ASUNTO: Trabajo de integración curricular Sres: Catucuamba Albacura
Karina Belén y Chuma Erazo Dayana Lizbeth

Reciba un afectuoso y cordial saludo en nombre de la Universidad Técnica del Norte, y auguro éxitos en tan delicadas funciones.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a los Señores: CATUCUAMBA ALBACURA KARINA BELÉN y CHUMA ERAZO DAYANA LIZBETH, estudiantes de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que obtengan información y apliquen los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "ANXIETY IN ORAL PRODUCTION IN 6TH AND 7TH GRADE STUDENTS AT UNIDAD EDUCATIVA LUIS LEORO FRANCO"


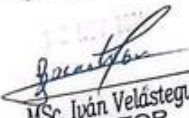
Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Firmado digitalmente por
JOSE LUCIANO REVELO RUIZ
Fecha: 2024.06.14 10:42:35
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MSc. José Revelo
DECANO DE LA FECYT

JLRR/M. Báez

 **RECIBIDO**

MSc. Iván Velastegui
RECTOR
AUTORIZADO

Annex 2. Interview for the vice-rector of the Unidad Educativa “Luis Leoro Franco”



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS - INGLÉS**

**FORMATO DE ENTREVISTA APLICADA AL VICERECTOR DE LA UNIDAD
EDUCATIVA LUIS LEORO FRANCO / INTERVIEW FORMAT WITH THE
VICE-RECTOR OF THE UNIDAD EDUCATIVA LUIS LEORO FRANCO.**

Objetivo: Recopilar información valiosa del vicerrector de la institución sobre la ansiedad en la producción oral en inglés que se presenta en los estudiantes y cómo estos factores influyen en el aprendizaje de los estudiantes al adquirir otro idioma.

Objective. To gather valuable information from the vice-rector of the institution about the anxiety in oral production in English that occurs in students and how these factors influence students' learning when acquiring another language.

1. ¿Cuáles considera que son las principales causas del nerviosismo al momento de hablar en inglés entre los estudiantes de la unidad educativa? ¿Por qué?
2. ¿Qué estrategias o recursos se están implementando para ayudar a los estudiantes a manejar su ansiedad al hablar en inglés?
3. ¿Ha observado alguna diferencia en los niveles de ansiedad entre los estudiantes de diferentes edades o niveles de competencia en inglés?
4. ¿Existen programas o talleres específicos en la unidad educativa que se enfoquen en mejorar la confianza de los estudiantes en la producción oral?
5. ¿Cómo se está capacitando a los docentes para que puedan apoyar a los estudiantes que experimentan ansiedad al hablar un segundo idioma?

GRACIAS POR SU COOPERACIÓN / THANK YOU FOR YOUR COOPERATION

Annex 3. Transcription of the interview with: MSc. María Carmen Andrade, Vice-rector of the Unidad Educativa Luis Leoro Franco.

Date of application: Tuesday, November 19, 2024

1. **¿Cuáles considera que son las principales causas del nerviosismo al momento de hablar en inglés entre los estudiantes de la Unidad Educativa? ¿Por qué?**

Bueno, primeramente pues reciban el saludo cordial a las de docentes que próximamente serán como estudiantes que están realizando la práctica y están por finaliza.

Simplemente como todos desconocemos algo nuevo entonces los chicos obviamente por iniciativa siempre van a tener este tipo de inseguridad sí desconocimiento entonces como que tienen miedo a veces de equivocarse de cometer errores ante los demás compañeros esas son las causas porque es conocimiento y también porque tienen miedo de los demás compañeros que pueden tomar otras represalias y entonces esos estudiantes por sí empieza el nerviosismo.

2. **¿Qué estrategias o recursos se están implementando para ayudar a los estudiantes a manejar su ansiedad al hablar en inglés?**

Ya es en este sentido, ya verán los compañeros como ustedes ven, son áreas extranjeras idiomas extranjeros que a veces sí se tiene dificultad en la pronunciación y también en la escritura, entonces, sí los compañeros son los primeros psicólogos en ver y tomar las mejores herramientas instrumentos para que puedan llegar puede ser por medio de audiovisuales utilizando laboratorio también un vídeo acorde a los niveles de los niños pequeños, también trabajar en parejas también podrían trabajar en grupo y esa serían las estrategias de instrumentos que los docentes podrían ya ver su realidad, porque si en lengua extranjera es un poco compleja pero no muy difícil.

3. **¿Ha observado alguna diferencia en los niveles de ansiedad entre los estudiantes de diferentes edades o diferentes niveles de competencia en inglés?**

No, cuando un estudiante demuestra seguridad, confianza y además ha recibido el proceso didáctico pedagógico en el área extranjera, los chicos no van a demostrar ninguna ansiedad y dificultad, solamente cuando un niño demuestra inseguridad o desconocimiento.

4. **¿Existe programas o talleres específicos en la Unidad Educativa que se enfoquen en mejorar la confianza de los estudiantes en la producción oral?**

No, realmente en este sentido, no contamos en nuestra institución con ningún tipo de talleres, eso siempre se da y se deja bajo la responsabilidad de acuerdo de cada coordinador de área y ellos serán los pioneros en tratar establecer otros métodos para poder llegar a realizar talleres. Yo no estoy justificando, pero en parte también es de este sistema educativo que debería haber desde plantas desde el Ministerio de Educación para que pueda tener y abordar todos estos contenidos que me parecen muy importante y base para darles oportunidades a nuestros estudiantes de conocer varios idiomas.

5. **¿Cómo se está capacitando a los docentes para que puedan apoyar a los estudiantes que experimentan ansiedad al hablar un segundo idioma?**

Realmente no está dentro de vicerrectora de las funciones de la parte administrativa como le mencioné todo esto se maneja dentro de un pensum dentro de un currículo y realmente desde la parte de arriba desde el Ministerio de Educación deberían tomar ya en conciencia para dar oportunidad, pero desde nuestro enfoque institucional no hay talleres porque si deberían contar también con personal idóneo que igual estén en todas sus facultades. Para que puedan ellos también transmitir y luego socializar, pero por parte del Ministerio de Educación no hay estos enfoques recién como si quieren tratar, pero eso ya les dejo para ustedes para las nuevas generaciones para que tomen ustedes también conciencia y vea que si hay muchas falencias en este idioma que es la lengua extranjera.

Annex 4. Interview for the coordinator of the English area of the Unidad Educativa “Luis Leoro Franco”.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS**

**INTERVIEW FORMAT FOR THE COORDINATOR OF THE ENGLISH AREA
OF THE UNIDA EDUCATIVA LUIS LEORO FRANCO.**

Objective. To gather valuable information from the coordinator of the English area of the institution about the anxiety in oral production in English that occurs in students and how these factors influence students' learning when acquiring another language.

1. How do group dynamics affect students in oral production?
2. How could you foster a safer and more supportive environment for students during speech production activities?
3. Has any research or surveys been conducted at the institution regarding speech production anxiety? If so, what were the findings?
4. How can parents be involved in reducing their children's speaking anxiety by encouraging or motivating them to improve their academic performance in the subject?
5. What suggestions would you give to teachers to identify and address anxiety in their students during English classes?

THANK YOU FOR YOUR COOPERATION

Annex 5: Transcription of the interview with: Lic. Rómulo Arciniega, Teacher of the English area of the Unidad Educativa “Luis Leoro Franco”.

Date of application: Tuesday, November 19, 2024

1. What are the specific situations in which students tend to experience more anxiety when speaking English?

Well, this question has this answer in Ecuador, uh, a lot of years ago, the English teachers were focused on teaching exclusively writing and reading but nowadays with the new teaching approaches as English teachers, We have to consider speaking as the top skill to improve in our students but the situation or the condition of our classes is not the best for improving this scale in our institution in my classes a disadvantage, I have for developing speaking skills in my students is the number of students and also, when we want to have speaking activities, the problem is, uh, the classrooms are very small, one thing another thing is not all the students want to participate actively and the speaking activities more students have fear okay fear not other students feel they are not well prepared for speaking so this environment creates a high level of anxiety.

2. What factors do you think contribute to anxiety in your students or production? Why?

Yeah, one factor is the lack of lack of practice activities that are forced the second one is a student doesn't feel that Speaking English is the best of learning English, the majority of students think that solving an English test on a paper is a demonstration. They are good students, so this is another factor and one more thing is as teachers, We haven't taught students the importance of working on speaking.

3. How would you describe the anxiety in Reproduction that you observe in your students?

The anxiety is, uh. It's a mind state. Okay. It's a mind state. Um, when I see or when I ask my students. Hey, Chicos. Hey, kids, are you ready for this speaking evaluation? When I tell my students, are you ready for speaking? At the moment the students hear this, they become very nervous. They feel nervous, right? Because they say, oh, no, I'm not sure. I'm not able to speak English. They put a wall in front of them, they put a wall in front of them because they say, oh no, no, no, it's for me, It's impossible. I can't speak in English so this is a mind state, okay? That we as English teachers have to pull okay. And help our students to become English speakers of L2.

4. What strategies do you use in your teaching to help students reduce their anxiety when speaking English?

There are many strategies but I think the first thing is to teach our students, control their nervousness, control their anxiety. In other words, I mean, as teachers. We need to transmit to our students the concept that they can do it. They can do it. Yes, also We can use games, and we can create real conversation activities like tongue twisters to help our students convince themselves that they can speak.

5. What resources or materials do you consider useful to help students manage their anxiety when speaking English? Why?

Resources and materials. I think that the main resource is the English teachers have to transmit the students no transmit. I think now it's not transmitted, we need to put into our students in their brains the idea or the concept of the point that they can do, they can become English speakers without traveling to other countries or living in another country. It is possible, it students should understand that learning English and speaking English here in Ecuador in the classroom is possible okay not necessary. It's not necessary to travel to other countries or live in another country. We have a lot of things that are first and the second one is to ask parents to help students by practicing but practicing their nervous control and in-house at home. Yeah, because anxiety is not easy to control, even for us as adult people. For kids, it's, uh, it's a big it's a big stuff for them.

6. What advice would you give to other teachers facing the same problem with their students concerning anxiety in oral production?

Yeah, my advice is to create a very motivating and stimulating environment in class another, it could be to carry out more conversation activities so that our students would practice everything they have learned in classes one more thing, it would be to take advantage of technology. I suggest my colleagues buy the students to watch videos on YouTube, with apps and finally, I think, uh, ee can advise students to practice English all the time in every moment everywhere everywhere I think that is it.

Annex 6. Interview for the English teacher of the Unidad Educativa “Luis Leoro Franco”.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

**INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT UNIDAD
EDUCATIVA LUIS LEORO FRANCO**

Objective. To gather valuable information from English teachers about anxiety in oral production and understand how these problems affect their students.

1. What are the specific situations in which students tend to experience more anxiety when speaking English?
2. What factors do you think contribute to anxiety in your students' oral production? Why?
3. How would you describe the anxiety in oral production that you observe in your students?
4. What strategies do you use in your teaching to help students reduce their anxiety when speaking English?
5. What resources or materials do you consider useful to help students manage their anxiety when speaking English? Why?
6. What advice would you give to other teachers facing the same problem with their students concerning anxiety in oral production?

THANK YOU FOR YOUR COOPERATION

Annex 7. Transcription of the interview with: Lic. Rómulo Arciniega, English Teacher of the Unidad Educativa “Luis Leoro Franco”.

Date of application: Tuesday, November 19, 2024

1. What are the specific situations in which students tend to experience more anxiety when speaking English?

Well, this question has this answer in Ecuador, uh, a lot of years ago, the English teachers were focused on teaching exclusively writing and reading but nowadays with the new teaching approaches as English teachers, We have to consider speaking as the top skill to improve in our students but the situation or the condition of our classes is not the best for improving this scale in our institution in my classes a disadvantage, I have for developing speaking skills in my students is the number of students and also, when we want to have speaking activities, the problem is, uh, the classrooms are very small, one thing another thing is not all the students want to participate actively and the speaking activities more students have fear okay fear not other students feel they are not well prepared for speaking so this environment creates a high level of anxiety.

2. What factors do you think contribute to anxiety in your students or production? Why?

Yeah, one factor is the lack of practice activities that are forced the second one is a student doesn't feel that Speaking English is the best of learning English, the majority of students think that solving an English test on a paper is a demonstration. They are good students, so this is another factor and one more thing is as teachers, we haven't taught students the importance of working on speaking.

3. How would you describe the anxiety in Reproduction that you observe in your students?

The anxiety is, uh. It's a mind state. Okay. It's a mind state. Um, when I see or when I ask my students. Hey, Chicos. Hey, kids, are you ready for this speaking evaluation? When I tell my students, are you ready for speaking? At the moment the students hear this, they become very nervous. They feel nervous, right? Because they say, oh, no, I'm not sure. I'm not able to speak English. They put a wall in front of them, they put a wall in front of them because they say, oh no, no, no, it's for me, It's impossible. I can't speak in English so this is a mind state, okay? That we as English teachers have to pull okay. And help our students to become English speakers of L2.

4. What strategies do you use in your teaching to help students reduce their anxiety when speaking English?

There are many strategies but I think the first thing is to teach our students, control their nervousness, control their anxiety. In other words, I mean, as teachers. We need to transmit to our students the concept that they can do it. They can do it. Yes, also We can use games, We can create real conversation activities like tongue twisters to help our students to convince themselves that they can speak.

5. What resources or materials do you consider useful to help students manage their anxiety when speaking English? Why?

Resources and materials. I think that the main resource is the English teachers have to transmit the students no transmit. I think now it's not transmitted, We need to put into our students in their brains the idea or the concept of the point that they can do, they can become English speakers without traveling to other countries or living in another country. It is possible, it students should understand that learning English and speaking English here in Ecuador in the classroom is possible okay not necessary. It's not necessary to travel to other countries or live in another country. We have a lot of things that are first and the second one is to ask parents to help students by practicing but practicing their nervous control and in-house at home. Yeah, because anxiety is not easy to control, even for us as adult people. For kids, it's, uh, it's a big it's a big stuff for them.

6. What advice would you give to other teachers facing the same problem with their students concerning anxiety in oral production?

Yeah, my advice is to create a very motivating and stimulating environment in class another, it could be to carry out more conversation activities so that our students would practice everything they have learned in classes one more thing, it would be to take advantage of technology. I suggest my colleagues buy the students to watch videos on YouTube, with apps and finally, I think, uh, we can advise students to practice English all the time in every moment everywhere I think that is it.

Annex 8. Transcription of the interview with: MSc. Bracho Lisbeth, English Teacher of the Unidad Educativa “Luis Leoro Franco”.

Date of application: Tuesday, November 19, 2024

1. What are the specific situations in which students tend to experience more anxiety when speaking English?

The common situation is when they do not have an exclusive vocabulary, they feel shy and do not have confidence in the words they are going to say.

2. What factors do you think contribute to anxiety in your students' oral production? Why?

I think it is because they do not have the vocabulary to express the things they are going to say, first because they do not have the opportunity to use the skill to produce the ideas using the new vocabulary.

3. How would you describe the anxiety in oral production that you observe in your students?

Shy, and nervous, they don't want to talk. There are some situations that have happened in some classes that sometimes they cry because they can't respond.

4. What strategies do you use in your teaching to help students reduce their anxiety when speaking English?

They can do activities that may be easy for them, maybe words that they have heard in previous classes that they felt good about and that caused us anxiety so that they feel good, using that type of vocabulary.

5. What resources or materials do you consider useful to help students manage their anxiety when speaking English? Why?

I think the most common strategy is to use flashcards, you can also use small conversations, which can be easy to remember. Do not use complex or difficult vocabulary

6. What advice would you give to other teachers facing the same problem with their students concerning anxiety in oral production?

Some advice we can give is to review what students can do, write, or speak. Each teacher must review or adapt strategies and identify what is best for their students.

Annex 9. The survey applied to sixth-grade students of General Basic Education of the Unidad Educativa “Luis Leoro Franco”.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE SEXTO
GRADO DE EDUCACIÓN GENERAL BÁSICA DE LA UNIDAD
EDUCATIVA “LUIS LEORO FRANCO”**

Objetivo: Recopilar información de los alumnos de sexto grado sobre las tareas en clase que les generan ansiedad para aplicar estrategias que les ayuden a manejar la ansiedad en la expresión oral.

Instrucciones: Estimados estudiantes de sexto grado de la Unidad Educativa Luis Leoro Franco, la siguiente encuesta tiene como objetivo recopilar información únicamente con fines académicos. Por favor, completa el cuestionario marcando con una X la opción que mejor refleje tu opinión.

Todas las encuestas son anónimas y confidenciales, por lo que usted es libre de responder.

Objective: To collect information from sixth-grade students about the tasks in class that generate anxiety to apply strategies that help them manage anxiety in oral expression.


Instructions: Dear sixth-grade students Unidad Educativa Luis Leoro Franco, the following survey is intended to collect information for academic purposes only. Please complete the questionnaire by marking the option that best reflects your opinion with an X.

All surveys are anonymous and confidential, so you are free to answer.

NIVELES DE ANSIEDAD <i>Anxiety Levels</i>	
	Sin Ansiedad. <i>No Anxiety.</i>
	Ansiedad Baja. <i>Low Anxiety.</i>
	Ansiedad Moderada. <i>Moderate Anxiety.</i>
	Ansiedad Alta. <i>High Anxiety.</i>
	Ansiedad Muy Alta. <i>Very High Anxiety.</i>

CUESTIONARIO / QUESTIONNAIRE





1.- ¿Cómo te sientes cuando el profesor te pide que hables en inglés delante de toda la clase? *How do you feel when the teacher asks you to speak in English in front of the whole class?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.- ¿Cómo te sientes cuando lees en voz alta frente a la clase? *How do you feel when you read aloud in front of the class?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>




3.- ¿Cómo te sientes cuando el profesor te hace preguntas espontáneas? *How do you feel when the teacher asks you spontaneous questions?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.- ¿Cómo te sientes cuando te das cuenta de que cometes un error al hablar inglés? *How do you feel when you notice make a mistake when speaking English?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





5.- ¿Cómo te sientes cuando el profesor te corrige? *How do you feel when the teacher corrects you?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.- ¿Cómo te sientes al presentar un tema delante de la clase? *How do you feel about presenting a topic in front of the class?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.- ¿Cómo te sientes cuando hablas con el profesor en inglés? *How do you feel when you speak with the teacher in English?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.- ¿Cómo te sientes cuando hablas con tus compañeros en inglés? *How do you feel when you talk to your classmates in English?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.- **¿Cómo te sientes cuando tus compañeros te interrumpen mientras hablas?** *How do you feel when your classmates interrupt you while you are talking?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10.- **¿Cómo se siente al cantar en inglés durante la clase?** *How do you feel when singing in English during class?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11.- **¿Cómo se siente durante las evaluaciones orales?** *How do you feel during speaking evaluations?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GRACIAS POR SU COOPERACIÓN / THANK YOU FOR YOUR COOPERATION

Annex 10. The survey applied to seventh-grade students of General Basic Education of the Unidad Educativa “Luis Leoro Franco”.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS**

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE SÉPTIMO GRADO DE EDUCACIÓN GENERAL BÁSICA DE LA UNIDAD EDUCATIVA “LUIS LEORO FRANCO”

Objetivo: Recopilar información de los alumnos de séptimo grado sobre las tareas en clase que les generan ansiedad para aplicar estrategias que les ayuden a manejar la ansiedad en la expresión oral.






Instrucciones: Estimados estudiantes de séptimo grado de la Unidad Educativa Luis Leoro Franco, la siguiente encuesta tiene como objetivo recopilar información únicamente con fines académicos. Por favor, completa el cuestionario marcando con una **X** la opción que mejor refleje tu opinión.

Todas las encuestas son anónimas y confidenciales, por lo que usted es libre de responder.

Objective: To collect information from seventh-grade students about the tasks in class that generate anxiety to apply strategies that help them manage anxiety in oral expression.






*Instructions: Dear seventh-grade students Unidad Educativa Luis Leoro Franco, the following survey is intended to collect information for academic purposes only. Please complete the questionnaire by marking the option that best reflects your opinion with an **X**.*

All surveys are anonymous and confidential, so you are free to answer.

NIVELES DE ANSIEDAD <i>Anxiety Levels</i>	
	Sin Ansiedad. <i>No Anxiety.</i>
	Ansiedad Baja. <i>Low Anxiety.</i>
	Ansiedad Moderada. <i>Moderate Anxiety.</i>
	Ansiedad Alta. <i>High Anxiety.</i>
	Ansiedad Muy Alta. <i>Very High Anxiety.</i>

CUESTIONARIO / QUESTIONNAIRE

1.- ¿Cómo te sientes cuando el profesor te pide que hables en inglés delante de toda la clase? *How do you feel when the teacher asks you to speak in English in front of the whole class?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2.- ¿Cómo te sientes cuando lees en voz alta frente a la clase? *How do you feel when you read aloud in front of the class?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





3.- ¿Cómo te sientes cuando el profesor te hace preguntas espontáneas? *How do you feel when the teacher asks you spontaneous questions?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4.- ¿Cómo te sientes cuando te das cuenta de que cometes un error al hablar inglés? *How do you feel when you notice make a mistake when speaking English?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5.- ¿Cómo te sientes cuando el profesor te corrige? *How do you feel when the teacher corrects you?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6.- ¿Cómo te sientes al presentar un tema delante de la clase? *How do you feel about presenting a topic in front of the class?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.- ¿Cómo te sientes cuando hablas con el profesor en inglés? *How do you feel when you speak with the teacher in English?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8.- ¿Cómo te sientes cuando hablas con tus compañeros en inglés? *How do you feel when you talk to your classmates in English?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9.- **¿Cómo te sientes cuando tus compañeros te interrumpen mientras hablas?** *How do you feel when your classmates interrupt you while you are talking?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10.- **¿Cómo se siente al cantar en inglés durante la clase?** *How do you feel when singing in English during class?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11.- **¿Cómo se siente durante las evaluaciones orales?** *How do you feel during speaking evaluations?*

				
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

GRACIAS POR SU COOPERACIÓN / THANK YOU FOR YOUR COOPERATION

Annex 11. Socialization of the proposal.

Ibarra, 23 de enero del 2025

PARA: MSc. Iván Velasteguí

RECTOR DE LA UNIDAD EDUCATIVA "LUIS LEORO FRANCO"

ASUNTO: Trabajo de Integración curricular Srtas: Catucuamba Albacura Karina Belen y Chuma Erazo Dayana Lizbeth

Me dirijo a usted de la manera más comedida, con la finalidad de socializarle que, se brinde las facilidades necesarias a las señoritas CATUCUAMBA ALBACURA KARINA BELEN y CHUMA ERAZO DAYANA LIZBETH, estudiantes de la Universidad Técnica del Norte, de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta con el tema: "It's Time To Talk Together", perteneciente al trabajo de integración curricular: "ANXIETY IN ORAL PRODUCTION IN SIXTH AND SEVENTH GRADE STUDENTS OF UNIDAD EDUCATIVA LUIS LEORO FRANCO".

Por su atención, le agradecemos.

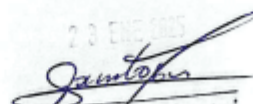
Atentamente,



Catucuamba Albacura Karina Belen



Chuma Erazo Dayana Lizbeth



MSc. Iván Velasteguí
RECTOR
APROBADO

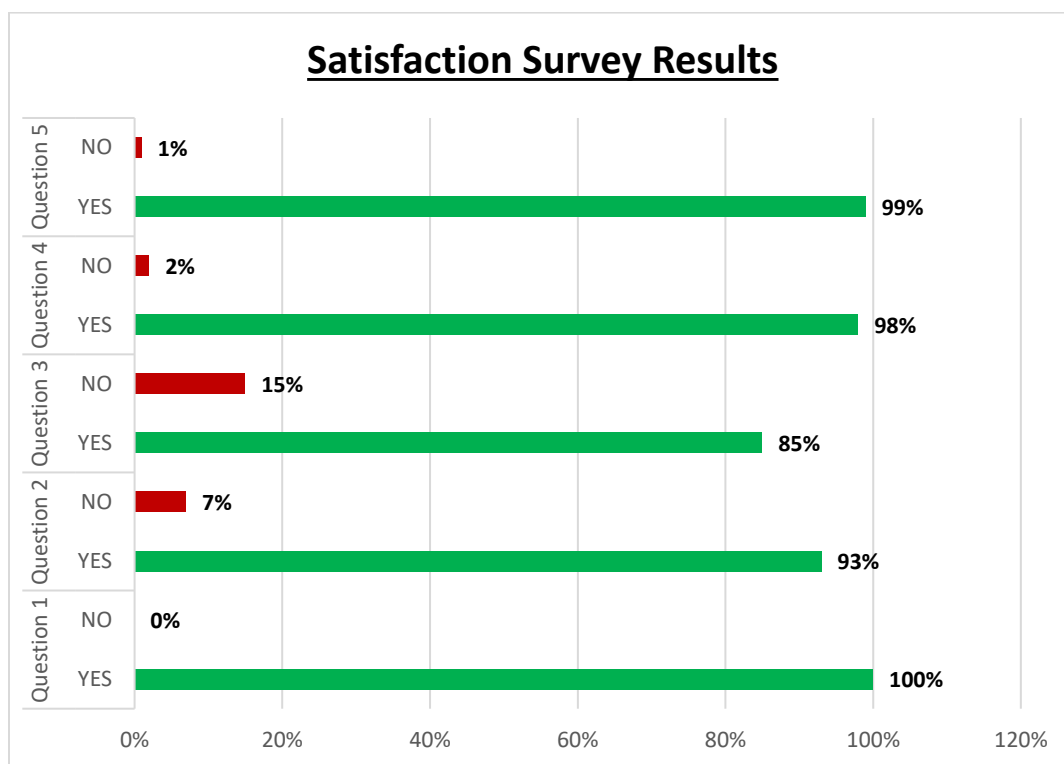


Anexx 12. Satisfaction Survey.

Class:			
PREGUNTAS / QUESTIONS:		SI - YES	NO - NO
¿Crees que las actividades del proyecto te ayudan a mejorar tu pronunciación en inglés? <i>Do you think the project activities help you improve your English pronunciation?</i>			
¿Consideras que las clases incluyen suficientes oportunidades para practicar hablar en inglés? <i>Do you feel that the classes include enough opportunities to practice speaking English?</i>			
¿Sientes que con este tipo de actividades puede mejorar tu confianza al participar en conversaciones en inglés? <i>Do you feel that these types of activities can improve your confidence in participating in English conversations?</i>			
¿Te gusta utilizar estas actividades interactivas para practicar la expresión oral en clase? <i>Do you enjoy using these interactive activities to practice speaking in class?</i>			
¿Crees que las actividades te ayudan a aprender y usar nuevo vocabulario en inglés? <i>Do you think the activities help you learn and use new vocabulary in English?</i>			

Anexx 13. Complete graph of the results obtained in Chapter 4.

In order to evaluate the effectiveness of the guide applied to sixth and seventh-grade students of the Unidad Educativa “Luis Leoro Franco”, called “It's Time To Talk Together”, we proceeded to apply a satisfaction survey consisting of 5 specific questions, in order to analyze whether it meets the expectations raised in this research.



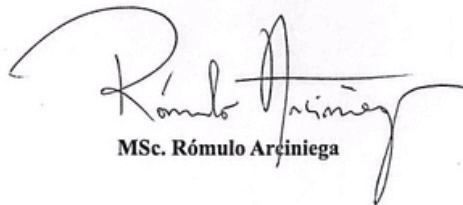
Annex 14. Certificate of socialization application.

Ibarra, 31 de enero del 2025.

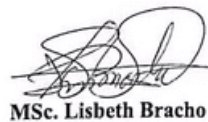
CERTICADO

Se certifica que las estudiantes **CATUCUAMBA ALBACURA KARINA BELEN** con el número de cedula **1729712446** y **CHUMA ERAZO DAYANA LIZBETH** con el número de cedula **1004622484**, estudiantes de la Universidad Técnica del Norte, realizaron la socialización de la guía **"It's Time To Talk Together"** que forma parte del proyecto de investigación denominado **"ANXIETY IN ORAL PRODUCTION IN SIXTH AND SEVENTH GRADE STUDENTS OF UNIDAD EDUCATIVA LUIS LEORO FRANCO"**, aplicado en la Unidad Educativa **"Luis Leoro Franco"**.

Certifican los docentes:



MSc. Rómulo Arciniega



MSc. Lisbeth Bracho