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EXTRANJEROS EN LÍNEA**

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**“ANXIETY IN L2 ORAL PRODUCTION: CLASS PARTICIPATION IN
8TH, 9TH, AND 10TH YEARS EGB OF UE PABLO MUÑOZ VEGA.”**

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DEDICATION

To myself, with all my heart, for the courage to cross borders, both geographical and linguistic. The great challenge of learning English has been my greatest teacher and the true inspiration behind this work.

And to my students, I hope my experience reminds you that your voice is always worth being heard, even if it shakes a bit at first.

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RESUMEN

The learning of English as a Foreign Language in secondary education is frequently hindered by high levels of linguistic anxiety, which raises the affective filter and limits students' communicative competence. The general objective of this research was to design a digital didactic guide focused on reducing said anxiety in eighth to tenth-grade students. The methodology employed was based on a descriptive and propositional approach, through which the socio-emotional needs of the student body were identified to ground the design of the pedagogical resource. The most relevant results materialize in the structuring of a four-unit guide that integrates linguistic learning objectives with specific strategies for emotional regulation and motivation. It is concluded that the planned incorporation of tools for managing the affective filter not only diminishes psychological barriers regarding the language but also significantly optimizes academic performance by promoting a safe learning environment, where error is reinterpreted as an essential part of the second language acquisition process.

Keywords: Linguistic anxiety, Affective filter, Digital didactic guide, English as a foreign language, Secondary education, Emotional regulation.

ABSTRACT

El aprendizaje del inglés como lengua extranjera en la educación secundaria se ve frecuentemente obstaculizado por altos niveles de ansiedad lingüística, lo que eleva el filtro afectivo y limita la competencia comunicativa de los estudiantes. La presente investigación tuvo como objetivo general diseñar una guía didáctica digital enfocada en la reducción de dicha ansiedad en alumnos de octavo a décimo grado. La metodología empleada se basó en un enfoque descriptivo y propositivo, mediante el cual se identificaron las necesidades socioemocionales del alumnado para fundamentar el diseño del recurso pedagógico. Los resultados más relevantes se materializan en la estructuración de una guía de cuatro unidades que integra objetivos de aprendizaje lingüístico con estrategias específicas de regulación emocional y motivación. Se concluye que la incorporación planificada de herramientas para la gestión del filtro afectivo no solo disminuye las barreras psicológicas frente al idioma, sino que optimiza significativamente el rendimiento académico al promover un entorno de aprendizaje seguro, donde el error se reinterpreta como una parte esencial del proceso de adquisición de la segunda lengua.

Palabras clave: Ansiedad lingüística, Filtro afectivo, Guía didáctica digital, Inglés lengua extranjera, Educación secundaria, Regulación emocional.

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INTRODUCTION

Problem

Description of problem

During the learning of any language skill, regardless of the language, complex psycholinguistic processes are activated in the human brain (Wong & Ettliger, 2011). However, even more so, when it is a speaking skill, when the learner must produce the language learnt, and the case of English is no different. Learners experience a range of feelings and emotions, including both positive and negative ones. Among them are feelings of satisfaction, confidence, and anxiety, which are most frequently experienced. The latter may be related to personality, age, and other factors.

The fear of rejection and the search for belonging play a fundamental role in the appearance of anxiety when speaking a second language, the fear of making mistakes, and the feeling of embarrassment when speaking can limit their potential for learning and expression, notably affecting their academic performance and motivation to continue learning a second language. Second language (L2) learning anxiety is defined as a complex set of self-perceptions, beliefs, feelings, and behaviors related to the process of learning a foreign language in the classroom. This concept was initially formulated by Horwitz, Horwitz, and Cope in 1986, who proposed that anxiety is a specific construct that can affect language learning, as mentioned by Ortega (2021).

However, anxiety affects meaningful language learning and, therefore, the production of spoken language. But younger students are the ones who show the impact of anxiety immediately, for (Andrade, 2020), changes occur at different levels, in their body, and self-perception. They are changing and trying to see themselves in new ways. Going through this

stage involves numerous adaptation processes that can affect academic performance and interpersonal relationships.

Delimitation of Problem

Anxiety in learning a foreign language has been considered a negative factor, especially in the early stages. In Ecuador, students between the ages of 12 and 15 are in the adolescent stage of development. These students typically attend the eighth to the tenth year of secondary education. In the context of secondary education, it is a common occurrence for adolescents to experience feelings of anxiety in situations involving evaluations, oral examinations, or the presentation of academic topics.

When students repeatedly experience temporary anxiety while learning another language, it is indicative of a type of anxiety that is typical of foreign language classes. This phenomenon will be studied in Quito, Ecuador, during the 2025-2026 school year at the Institution Particular Pablo Muñoz Vega. Specifically, this study will focus on the participation of students in the 8th, 9th, and 10th grades of basic education in English classes.

Formulation of Problem

- How does anxiety affect students' oral participation in English classes in the 8th, 9th, and 10th years of basic education at UE Pablo Muñoz Vega?
- How does the level of anxiety vary among students in the 8th, 9th, and 10th years?
- What are the primary sources of anxiety in oral English production among these students?
- What strategies used by teachers help reduce anxiety and improve oral participation?

Justification

This research is of local and national relevance, as it addresses a current and widespread issue within the Ecuadorian education system: anxiety in oral English language production as a foreign language. This phenomenon directly affects students' academic performance and limits their active class participation, which negatively impacts the development of communicative competencies essential in today's globalized world.

The project focuses on students from the 8th, 9th, and 10th years of Basic General Education (EGB) at Unidad Educativa Particular Pablo Muñoz Vega, located in Quito. These learners are in a critical stage of adolescence, characterized by heightened sensitivity to social judgment and self-image. This research is both relevant and timely, as it aims to understand how anxiety affects English learning in real classroom settings and how it can be mitigated through effective pedagogical strategies.

The direct beneficiaries of this study will be the participating students, as the results will help implement concrete actions to reduce anxiety and improve oral performance.

The indirect beneficiaries include English teachers, school administrators, and families, who will gain valuable insights to provide emotional and academic support to learners. At the institutional level, this project has the potential to enhance the methodological approach to English teaching. At a broader level, it may contribute to academic research on affective factors in second language acquisition.

From a feasibility standpoint, the project is entirely viable, as the researcher has access to the research participants, the physical environment, and the necessary technological tools.

Additionally, the school administration has expressed its willingness to support data collection during the 2025–2026 academic year.

Some limitations are acknowledged, including the possibility of obtaining guarded responses from students due to school pressure, students' absences, and the study's restriction to a single institution. However, these limitations do not compromise the study's validity or its contribution to the field of foreign language education.

Objectives

General Objective:

To study the role of anxiety in oral production in L2 during class participation of 8th, 9th, and 10th-year EGB students at Unidad Educativa Pablo Muñoz Vega

Specific objectives:

- To describe the levels of anxiety in oral production in L2 during class participation of 8th, 9th, and 10th-year EGB students at Unidad Educativa Pablo Muñoz Vega.
- To compare anxiety levels in oral production in L2 during class participation of 8th, 9th, and 10th-year EGB students at Unidad Educativa Pablo Muñoz Vega.
- To identify the leading causes of anxiety experienced by students when participating orally in English classes.
- To collect task strategies for reducing anxiety levels in oral production in L2 during class participation of 8th, 9th, and 10th-year EGB students at Unidad Educativa Pablo Muñoz Vega.

CHAPTER I

1. Theoretical Framework

1.1. Context of English Language Education in Ecuador

1.1.2. Distribution of English Proficiency Levels by Academic Grade

In Ecuador, the English as a Foreign Language (EFL) curriculum is structured across all levels of *Educación General Básica* (EGB) and high school. The Ministry of Education (2016) established the general curriculum that defines English as a compulsory subject across basic education. Later, the updated Currículo Priorizado of Ministerio de Educación (2025) reinforced these standards, specifying performance indicators and communicative competencies aligned with international benchmarks. The aim is to reach A2 level in EGB Superior and to consolidate towards B1 at the end of high school. However, several studies reveal a persistent gap between the official curricular expectations and students' real proficiency levels. Research in public schools, for example, has shown that many graduates do not fully achieve the communicative competences required by the Guevara Peñaranda et al. (2024).

1.1.3. Curriculum Planning Data

The current EFL curriculum is defined in the *Currículo Priorizado con énfasis en competencias comunicacionales, matemáticas, digitales y socioemocionales* (Ministerio de Educación, 2025). This document places English within the national curriculum as a compulsory subject, emphasizing communication, cultural awareness, and integration with digital and socioemotional competencies. The curricular threads include oral communication, reading, writing, and language through the arts, with performance indicators aligned to the Common

European Framework of Reference (CEFR) at A2 level for EGB Superior. This framework guides teachers in selecting methodologies that promote active and contextualized learning.

1.1.4. National Results Statistics

The performance of Ecuadorian students in English proficiency has been widely measured by international and international assessments. The EF English Proficiency Index (EPI) places Ecuador in the “low proficiency” category, reflecting challenges in meeting international communication demands (De Angelis, 2022; EF Education First, 2023). On the other hand, the most recent EF EPI fact sheet in 2024 highlights regional disparities within the country. For instance, the province of Pichincha achieved a score of 520, while Chimborazo scored 430, and Orellana only 400. These findings suggest that some regions significantly outperform others in English proficiency levels. (EF Education First, 2024)

1.1.5. Common European Framework of Reference for Languages (CEFR)

The Ecuadorian Ministry of Education explicitly adopts the CEFR as the reference framework for English instruction. According to the curriculum in EGB Superior are expected to consolidate competencies at A2.1, progressing towards A2.2 and B1 by the end of Bachillerato. The CEFR provides clear descriptors for listening, speaking, reading, and writing skills, which serve as benchmarks for both classroom practices and standardized evaluations.

1.1.6. National Educational Policies Regarding English Teaching

The Ecuadorian government has issued several ministerial agreements to strengthen English education. For instance, the 2021 and 2023 curricular reforms introduced a Currículo Priorizado of Ministerio de Educación (2025) that integrates competencies aligned with global

and local demands. Additionally, continuous training initiatives for teachers have been implemented, recognizing that teacher preparedness is a key factor in improving outcomes (Bello Piguave et al., 2025). These policies show the state's effort to balance national needs with international standards of language education.

1.1.7. Current Challenges in English Education in Ecuador

Despite curricular advances and policy reforms, English teaching in Ecuador faces persistent challenges. Among them are insufficient teacher training, large class sizes, limited exposure to authentic language use, and socioeconomic inequalities affecting access to resources (Guerrero et al., 2024). Furthermore, the overreliance on international indices such as the EF EPI has been questioned for not fully reflecting the Ecuadorian context (De Angelis, 2022). These issues highlight the need for sustainable teacher development, equitable resource distribution, and contextualized assessments to ensure that curricular goals can be effectively met.

1.2. Adolescents 11–15 years: Developmental Characteristics and Implications for Language Learning

1.2.1. Cognitive, Emotional, and Social Changes in Young Adolescents

Adolescence, particularly between the ages of 11 and 15, represents a critical stage of development marked by substantial cognitive, emotional, and social transformations. At this stage, learners begin to acquire abstract reasoning skills, metacognitive awareness, and a stronger capacity for self-regulation, all which impact language learning processes. However, these developmental gains are often accompanied by heightened emotional reactivity, peer pressure, and vulnerability to stressors, which may interfere with academic performance.

Recent studies in Latin America have reported increased prevalence of socioemotional difficulties among adolescents and young adults, with anxiety, depression, and stress emerging as common post-pandemic outcomes (Clerque Acuña et al., 2024). These emotional challenges have direct consequences for attention, motivation, and persistence in language learning tasks. Moreover, research in Ecuadorian and Colombian contexts has documented that anxiety levels in educational environments vary according to sex, type of institution, and rural versus urban origin, suggesting that contextual variables play a central role in shaping the socioemotional experience of learners (Martínez Patiño et al., 2024).

1.2.2. Language Learning and Anxiety in Young Adolescents

Language learning anxiety is one of the most widely studied affective factors influencing adolescent learners. It is typically measured with the Foreign Language Classroom Anxiety Scale (FLCAS), which assesses test anxiety, fear of negative evaluation, and communication apprehension. Empirical studies in Latin America demonstrate that anxiety undermines willingness to communicate, oral participation, and strategic learning behaviors. For instance, Gómez et al. (2023) found that classroom anxiety in English significantly reduces students' willingness to communicate and increases avoidance behaviors. Similarly, Martínez Patiño et al. (2024) showed that anxiety levels are higher among rural students and female learners, reinforcing the idea that sociocultural context is a determinant factor in affective experiences.

In Ecuador, small-scale investigations highlight the presence of foreign language anxiety even in early stages of higher education, reporting that oral tasks often trigger nervousness and (Larrea-Véjar et al., 2024) reduced performance. These findings are consistent with international reviews that identify low self-esteem, fear of mistakes, and peer or teacher pressure as common

contributors to language anxiety. Furthermore, the literature emphasizes the importance of creating supportive learning environments, delaying error correction, and incorporating cooperative or game-based tasks to alleviate students' anxiety (Sotomayor Cantos et al., 2024). Together, this body of evidence demonstrates that anxiety is not only a personal emotional barrier but also a contextual phenomenon that interacts with classroom practices, institutional structures, and cultural expectations.

1.2.3. Implications for Teaching English in High School

The developmental characteristics of young adolescents and the well-documented role of anxiety in language learning suggest important pedagogical implications. Teachers must adopt strategies that both recognize adolescents' socioemotional needs and provide supportive conditions for oral communication practice. Regional research emphasizes the value of safe and motivating classroom climates, gradual exposure to speaking activities, and explicit socio-affective strategy training as mechanisms to mitigate anxiety (Gómez et al., 2023; Martínez et al., 2024)

Moreover, Ecuadorian studies recommend incorporating cooperative learning, digital tools, and creative methodologies such as music or role-playing to reduce anxiety and foster student engagement (Larrea et al., 2024; Sotomayor et al., 2024). These strategies align with broader post-pandemic findings that highlight the need to address socioemotional health alongside academic outcomes (Clerque Acuña et al., 2024). Ultimately, teaching English in Ecuadorian high schools must not only focus on linguistic competence but also integrate socioemotional considerations into curricular design, ensuring that learners are provided with

both the cognitive scaffolding and the emotional support necessary for effective foreign language acquisition.

1.3. Theories in Second Language Acquisition (SLA)

1.3.1. Definition of SLA

Second Language Acquisition (SLA) refers to the process by which individuals learn a language other than their first, whether in naturalistic or instructional settings. It encompasses both the cognitive mechanisms of learning and the social contexts in which acquisition occurs. SLA differs from first language acquisition in that it is often shaped by prior linguistic knowledge, explicit instruction, and affective variables. Contemporary research highlights SLA as a multifaceted process where cognitive, sociocultural, and emotional factors interact dynamically to influence outcomes (Chen, 2022)

1.3.2. Krashen's Affective Filter Hypothesis

Krashen (1988) proposed the Affective Filter Hypothesis as part of his Monitor Model, suggesting that variables such as motivation, self-confidence, and anxiety can act as a mental barrier preventing comprehensible input from being processed for acquisition. When learners experience high anxiety or low self-esteem, the affective filter rises, limiting language intake.

Empirical studies continue to validate this model. For instance, Yaoqing (2021) reviewed emotional factors in English learning and confirmed that anxiety and low motivation reduce learners' capacity to internalize input. Similarly, a study with secondary school students demonstrated that the affective filter significantly influences participation and comprehension in foreign language classrooms, with high school learners showing sensitivity to peer pressure and

fear of negative evaluation (Sanesi, 2023). These findings reaffirm Krashen's framework, underscoring its relevance in explaining disparities in SLA outcomes among adolescents.

1.3.3. Vygotsky's Sociocultural Theory

Vygotsky (1980) emphasized the role of social interaction and cultural mediation in cognitive development. Applied to SLA, his Sociocultural Theory suggests that learning is facilitated through the Zone of Proximal Development (ZPD), where learners perform beyond their independent abilities with the guidance of teachers or more proficient peers. This process of scaffolding highlights the importance of collaborative activities, peer support, and dialogic interaction in language learning.

In modern SLA research, sociocultural approaches inform communicative and task-based methods, emphasizing how social interaction reduces anxiety and promotes meaningful use of the target language. By situating language acquisition as a socially mediated process, Vygotsky's ideas continue to support the integration of cooperative learning and culturally relevant pedagogy in EFL classrooms.

1.3.4. Bandura's Self-Efficacy Theory

Bandura (1997) defined self-efficacy as individuals' beliefs in their ability to successfully perform specific tasks. In SLA, self-efficacy is crucial because learners who believe they can achieve linguistic tasks are more likely to persist, employ effective strategies, and perform better.

Recent research underscores this point. A systematic review demonstrated that self-efficacy significantly predicts reading outcomes in L2 contexts (Yang & Gan, 2024). In digital learning environments, self-efficacy has been found to play a mediating role in bilingual

education, as students with higher self-beliefs engage more effectively in online English-Mandarin programs (Waluyo & Songkhai, 2025).

Most importantly, the relationship between speaking self-efficacy and foreign language anxiety has been confirmed empirically. Z. Liu et al. (2025) found that higher speaking self-efficacy reduces language anxiety, thereby enhancing oral performance and class participation. These findings reinforce Bandura's claim that self-beliefs directly influence effort, resilience, and outcomes in language learning.

1.3.5. Affective Factors in SLA

Affective factors including anxiety, motivation, attitude, self-esteem, and self-efficacy are increasingly recognized as central to SLA. Krashen (1988) initially highlighted their role in the Affective Filter Hypothesis, but current research expands this view by empirically testing how these factors interact.

For example, recent studies demonstrate that high anxiety levels hinder learners' willingness to communicate, while positive attitudes and high self-efficacy promote persistence and better performance (Z. Liu et al., 2025; Yaoqing, 2021). In adolescent learners, affective barriers such as peer pressure and fear of making mistakes are particularly acute, reinforcing the need for supportive classroom climates (Sanesi, 2023).

Together, these findings suggest that affective factors are not secondary but essential to understanding SLA, shaping the effectiveness of instructional methods and learners' engagement with the target language.

1.4. Language Anxiety

1.4.1. Definition

Foreign language anxiety (FLA) is commonly described as a specific form of situation-bound anxiety that emerges when learners must use or learn a foreign language. It encompasses feelings of tension, nervousness, self-doubt, and worry that interfere with communication and performance (Horwitz et al., 1986). Recent research conceptualizes FLA as a multidimensional affective construct that affects the learner's cognition, motivation, and classroom behavior (Macintyre et al., n.d.; Wang & Sun, 2024).

In Ecuadorian higher-education contexts, Fiallos et al. (2023) reported that anxiety frequently arises from fear of negative evaluation, limited exposure to authentic input, and low self-confidence, all of which hinder oral interaction in English. Their study highlights the emotional nature of language learning and the importance of addressing affective variables alongside linguistic instruction.

1.4.2. Dimensions of Foreign Language Anxiety

Scholars generally agree that FLA consists of three core dimensions: communication apprehension, test anxiety, and fear of negative evaluation (Liu & Xu, 2021; Teimouri et al., 2019)

Communication apprehension refers to nervousness when engaging in conversations or listening to others in the target language. Test anxiety stems from performance pressure in evaluative situations, while fear of negative evaluation is the apprehension of being judged by teachers or peers (Alshareef et al., 2025).

The UCE study of Fiallos et al. (2023) expanded this framework by demonstrating that the amount and quality of L2 input and the methodological strategies used by instructors significantly shape these dimensions. Students exposed to consistent, well-scaffolded input in English exhibited higher confidence and reduced anxiety, particularly during oral tasks.

1.4.3. Types of Language Anxiety: Speaking, Listening, Writing and Reading

Recent investigations show that FLA manifests differently across language skills.

- Speaking anxiety is the most common form and involves fear of public exposure, errors, or spontaneous interaction (Jin et al., 2021).

-Listening anxiety relates to difficulties processing spoken input in real time, especially when accents, speed, or unfamiliar vocabulary increase cognitive load (Zhang, 2022).

-Writing anxiety arises from pressure to produce grammatically and lexically correct texts, often accompanied by perfectionism (Chen, 2022)

-Reading anxiety appears when students face culturally dense or linguistically complex texts (Solati et al., 2024).

In the Ecuadorian context, both UCE (2023) and UTN (2022) found that oral communication causes the highest anxiety levels among learners. Many students avoid speaking activities due to low confidence and fear of being misunderstood. Nevertheless, when socio-affective and technological strategies were applied, such as peer collaboration, role-playing, and guided pronunciation practice, learners reported greater engagement and noticeable reductions in speaking anxiety.

1.4.4. Factors Contributing to Language Anxiety

Multiple internal and external variables contribute to the development of FLA.

Internal factors include self-efficacy, personality traits, previous learning experiences, and perfectionist tendencies (Dewaele, 2021). Learners with low perceived competence or limited emotional regulation often experience heightened anxiety.

External factors involve instructional methods, classroom environment, teacher feedback style, and cultural expectations. The UTN (2022) thesis identified that teacher support, empathy, and a non-threatening atmosphere are decisive in reducing anxiety during speaking activities. Similarly, Fiallos et al. (2023) emphasized that balanced use of the L1 and L2, combined with technological tools and socio-affective strategies, fosters confidence and decreases apprehension.

These findings align with international research demonstrating that cooperative learning, encouragement, and self-awareness strategies create emotionally safe spaces that facilitate communication (Fiallos et al., 2023; Shamsuri et al., 2021)

1.4.5. Effects of Anxiety on Language Learning and Performance

High levels of FLA negatively affect achievement, participation, and long-term language development. Empirical studies confirm a moderate negative correlation between anxiety scores and academic performance (Park & French, 2020). Anxious learners often avoid communicative tasks, participate less, and experience cognitive overload during speaking or listening (MacIntyre & Gregersen, 2022).

However, mild anxiety may act as a motivational factor by heightening attention and alertness when managed properly (Fiallos et al., 2023). Both Ecuadorian theses demonstrated

that structured oral activities supported by digital resources such as videos, recordings, and interactive apps. These can help transform anxiety into productive engagement, improving fluency and willingness to communicate.

1.4.6. Foreign Language Classroom Anxiety Scale (FLCAS)

The Foreign Language Classroom Anxiety Scale (FLCAS; Horwitz et al., 1986) remains the principal tool to assess FLA in academic contexts. The 33-item Likert scale measures communication apprehension, test anxiety, and fear of negative evaluation. Recent validations confirm its reliability and multidimensional structure (Tóth, 2023; Teimouri et al., 2019).

In Ecuador, both UCE (2023) and UTN (2022) adapted the FLCAS to examine learners' emotional responses to oral communication. Results revealed that fear of negative evaluation and low self-confidence are the most influential components. Therefore, researchers recommend combining FLCAS results with qualitative data to design pedagogical interventions that reduce anxiety and enhance classroom communication.

1.5. Speaking Anxiety in L2 Learning

1.5.1. Definition

Speaking anxiety in second language (L2) learning is a specific form of foreign language anxiety characterized by apprehension, tension, and negative thoughts that arise when learners must orally produce the L2. Scholars describe it as a situation-specific construct that differs from general anxiety because it is triggered by communicative activities, social evaluation, and task demands in L2 contexts (Gao, 2022). It is therefore best understood as a dynamic, context-

dependent emotional state that fluctuates according to learners' experiences, instructional conditions, and perceived competence (Mantilla & Guevara-Betancourt, 2023).

1.5.2. Characteristics

L2 speaking anxiety manifests through cognitive, physiological, and behavioral symptoms. Cognitively, learners experience excessive worry, fear of making mistakes, and concern about negative evaluation from peers and teachers (Gao, 2022). Physiological indicators include trembling, sweating, and increased heart rate, while behavioral manifestations involve avoidance of speaking tasks, minimal voluntary participation, and shortened responses (Mora, 2024). Because speaking anxiety is task-sensitive, it increases significantly during impromptu speaking or high-stakes oral evaluations.

1.5.3. Causes of Speaking Anxiety

Multiple interacting factors contribute to speaking anxiety. The most cited cause is fear of negative evaluation, which is strongly linked to low self-perceived proficiency and low self-efficacy (Gao, 2022). Linguistic factors such as limited vocabulary, grammatical insecurity, and difficulty managing cognitive load during complex tasks further heighten anxiety (Mora, 2024).

Contextual elements including large classes, traditional teacher-centered methods, and overcorrection also intensify anxiety, as do learners past negative experiences or personal traits like shyness (Bozkurt, 2023). These causes often overlap, collectively shaping learners' emotional responses and classroom behaviors.

1.5.4. Impact on Oral Production and Class Participation

Speaking anxiety significantly diminishes oral performance. Empirical studies show that anxious learners exhibit reduced fluency, slower speech rate, longer pauses, and decreased lexical variety (Szyszka, 2024). It also limits willingness to communicate, lowers spontaneous participation, and increases avoidance behaviors, which in turn restrict opportunities for oral practice (Mora, 2024). Prolonged anxiety may negatively influence long-term oral development because learners engage less frequently in communicative activities, ultimately affecting academic confidence and language outcomes (Gao, 2022).

1.6. Previous Studies on Speaking Anxiety

1.6.1. International Studies

International research highlights diverse perspectives on speaking anxiety. In Asia, multiple studies have documented fear of negative evaluation and communicative apprehension as primary barriers to oral participation (Gao, 2022). In Europe, experimental research on task complexity demonstrates that cognitively demanding speaking tasks significantly increase anxiety while simultaneously reducing fluency indicators such as mean length of run and speech rate (Mora, 2024). Studies in the United States emphasize pedagogical factors, revealing that teacher feedback styles and classroom environment strongly determine learners' emotional responses and willingness to communicate (Bozkurt, 2023). Technology-based interventions, including virtual reality (VR), mobile apps, and digital recording tools, have also gained prominence, showing promising results in reducing anxiety and improving oral competence (Huang, 2025).

1.6.2. Latin American and Ecuadorian Studies

Recent Latin American studies highlight structural and pedagogical contributors to speaking anxiety, such as limited exposure to meaningful communicative practice and an overemphasis on grammar-based instruction. Ecuadorian research, including studies from Universidad Técnica del Norte (UTN), confirms that speaking anxiety is common among pre-service English teachers and university students, often caused by fear of errors, lack of oral practice, and evaluative pressure (Mantilla & Guevara-Betancourt, 2023). Local studies consistently link speaking anxiety to reduced participation, limited fluency, and negative perceptions of oral tasks, underscoring the need for supportive pedagogical frameworks and anxiety-sensitive teaching strategies across Ecuadorian institutions.

1.7. Strategies to Reduce Speaking Anxiety

1.7.1. Teacher's Role and Strategies

Teachers play a foundational role in reducing speaking anxiety through pedagogical, emotional, and methodological decisions. Research indicates that teachers who create supportive environments, reduce error-related tension, and scaffold speaking activities effectively lower learners' anxiety levels (Bozkurt, 2023). Strategies include using formative rather than punitive feedback, gradually increasing task difficulty, promoting communicative competence over grammatical perfection, and encouraging reflective thinking about speaking performance (Gao, 2022). Teacher sensitivity and empathy are essential for helping learners reframe errors as natural steps in language development.

1.7.2. Use of Cooperative Learning and Peer Support

Cooperative learning significantly reduces speaking anxiety by fostering peer support, shared responsibility, and opportunities for rehearsal. Studies show that pair and small-group activities increase learners' comfort, reduce fear of public evaluation, and promote active participation (Bozkurt, 2023). Collaborative structures such as jigsaw activities and role-plays help students build confidence while enhancing interaction, social presence, and motivation.

Positive interdependence plays a particularly important role in shifting learners from avoidance to engagement.

1.7.3. Practice and Positive Reinforcement

Consistent, structured oral practice is among the most effective strategies for reducing speaking anxiety. Repeated exposure to low-stakes speaking tasks—such as short dialogues, micro-presentations, and structured interactions helps learners develop fluency and automaticity (Mora, 2024). Positive reinforcement, specifically targeted praise and encouragement, improves learners' affective disposition toward oral tasks by reinforcing progress rather than highlighting deficiencies (Szyszka, 2024). Reflection logs and self-assessment tools further strengthen learners' sense of control and self-efficacy.

1.7.4. Technology and Multimedia Tools to Support Oral Practice

Technology offers diverse tools to help learners practice speaking in low-pressure environments. Asynchronous speaking platforms, mobile applications, and VR-based simulations create spaces where learners can rehearse, receive feedback, and build confidence without fear of public judgment (Huang, 2025). Systematic reviews highlight that technology-

assisted speaking practice reduces anxiety by allowing repeated attempts, privacy during initial practice, and multimodal feedback options (Gao, 2022). When integrated pedagogically, technology strengthens learners' oral performance and reduces affective barriers to speaking.

CHAPTER II

2. Materials and Methods

2.1. Types of Research

The research was mixed method, combining the collection and analysis of quantitative and qualitative data to understand the relationship between anxiety in oral production in English as independent variable and class participation as dependent variable in 8th, 9th, and 10th grade students in EGB at the Unidad Educativa Pablo Muñoz Vega. A quantitative approach is appropriate because it enables the collection of measurable data and statistical analysis to describe and evaluate the degree of association between the variables (Creswell & Creswell, 2018).

2.2. Methods, Techniques, and Instruments

For data collection, a survey technique was implemented, using a structured questionnaire in Google Forms as the instrument. The data collection instrument consisted of closed-ended items adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz et al. (1986). To verify the validity of the items and the reliability of the instrument, a pilot question was conducted first with all of students.

The survey was administered online during school hours, ensuring the anonymity and privacy of the participants.

2.3. Research Questions

- What is the level of anxiety students experience during L2 oral production?
- How does anxiety affect students' English class participation?
- Is there a statistically significant relationship between anxiety levels and oral participation in 8th, 9th, and 10th grades?

2.4. Sample

The population studied consisted of 52 students enrolled in the 8th, 9th, and 10th years of EGB during the 2025–2026 academic year. Non-probability convenience sampling was used, as participation depended on access authorized by the educational institution.

2.5. Procedure and Data Analysis

The data analysis employed a descriptive interpretation of the quantitative results obtained from the surveys. This methodological approach was selected to systematically evaluate the collected information, with the primary objective of determining the correlation between foreign language anxiety and oral production.

The study was carried out in three phases:

- Planning

This initial stage focused on the administrative and methodological preparation of the research. It involved the formal application for institutional permits required to access the population. Furthermore, this phase encompassed the design and subsequent piloting of the questionnaire to validate the instrument before its final administration.

- Data Collection

The implementation of the survey took place during the first partial of the 2025–2026 academic period. During this phase, the instrument was administered to the target population to gather the necessary information regarding their perceptions of anxiety and oral tasks.

- Data Analysis

Finally, the quantitative data gathered were processed using Microsoft Excel. This software was utilized to organize, tabulate, and calculate descriptive statistics, which facilitated the interpretation of the results and the visualization of the relationship between the variables.

CHAPTER III

3. ANALYSIS AND INTERPRETATION OF RESULTS

This chapter presents the analysis and interpretation of the data collected from students of 8th, 9th, and 10th grades of Unidad Educativa *Pablo Muñoz Vega*. For this research, three instruments were designed and applied to collect data, these instruments were created following the guidelines of the Foreign Language Classroom Anxiety Scale (FLCAS) and later validated by an academic expert from Universidad Técnica del Norte.

The instruments included:

1. Survey based on the FLCAS
2. Questionnaire for authorities
3. Semi-structured interview for English teachers

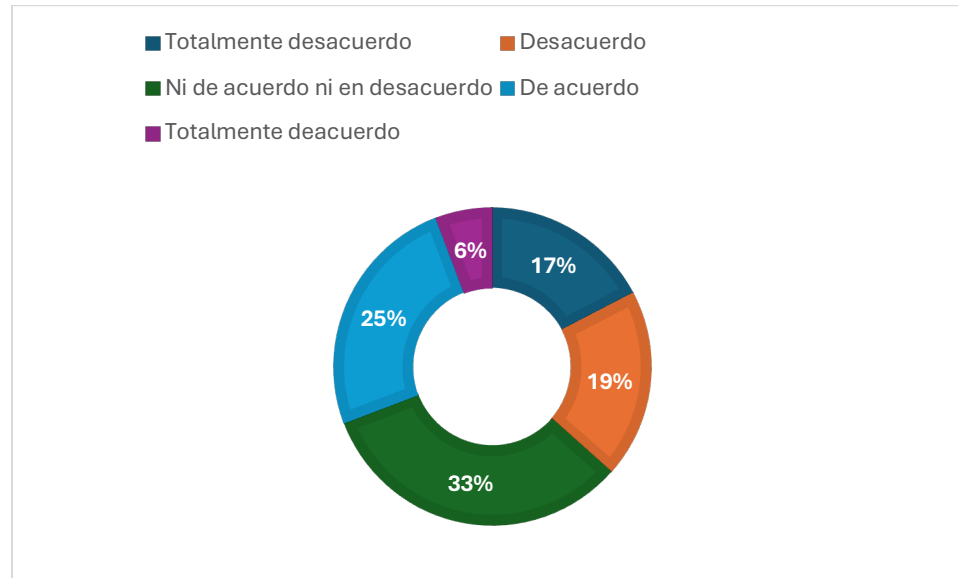
Each instrument was developed to explore a different dimension of the phenomenon, ensuring triangulation and reliability of the data. The findings are organized thematically and interpreted with support from recent academic literature.

3.1. Survey applied to 8th, 9th and 10th from Unidad Educativa “Pablo Muñoz Vega”

3.1.1. Me pongo nervioso(a) cuando no entiendo lo que dice el profesor en la clase de inglés.

Figure 1

Nervousness Dur to Lack of Teacher Comprehension



Source: Own elaboration

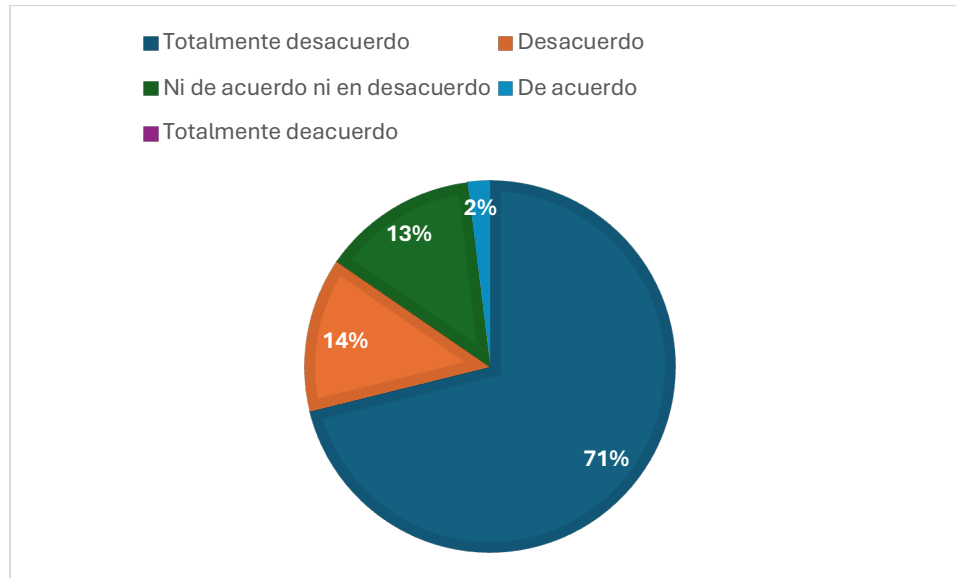
Analysis

As show in Figure 1, 36% of respondents expressed strong disagreement or disagreement with the statement, while 31% expressed agreement or strong agreement. Conversely, 33% exhibited a neutral stance. This finding corroborates the observations made by (Zhang, 2022) who elucidated the challenges associated with processing oral information in real time. In addition, this is influenced by internal factors, including self-efficacy, personality traits, previous learning experiences, and perfectionist tendencies (Jin et al., 2021).

3.1.2. Me siento más tenso(a) y nervioso(a) en la clase de inglés que en otras clases.

Figure 2

Anxiety Levels in English vs. Other Subjects



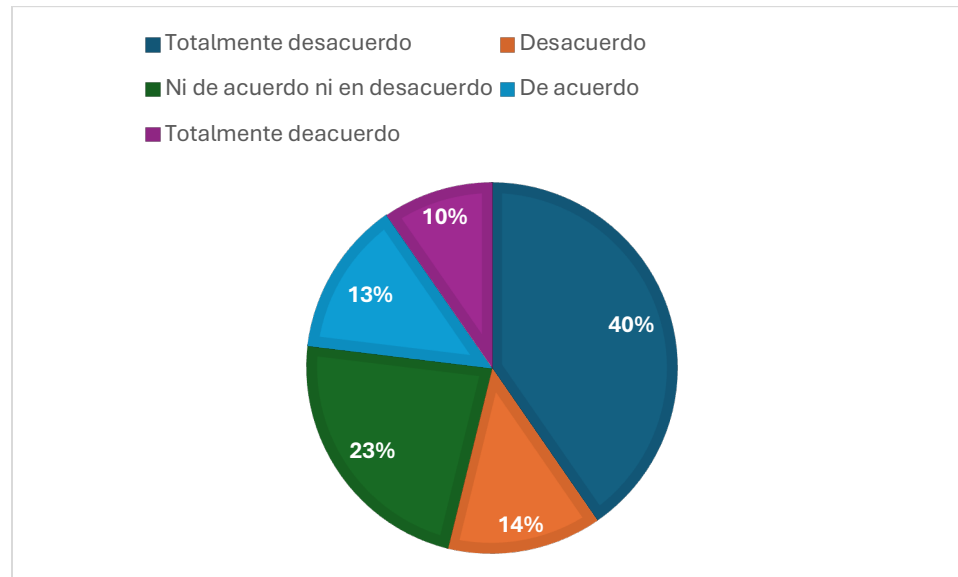
Source: Own elaboration

Analysis

As show in Figure 2, 84% of the students surveyed disagreed or strongly disagreed with the statement, while only 3% agreed or strongly agreed. On the other hand, 13% remained neutral. This finding suggests that English classes do not cause higher levels of stress or anxiety compared to other subjects. This finding is consistent with the observations of Horwitz et al. (1986), who posited that anxiety in the context of foreign language learning does not necessarily imply a higher level of stress compared to other subjects. Similarly, (Macintyre et al., n.d.) assert that language anxiety is a situational response that arises especially in communicative activities in which the student must use the L2 in real time.

3.1.3. Me preocupa que otros estudiantes se rían de mí cuando hablo inglés.

Figure 3
Fear of Peer Ridicule



Source: Own elaboration

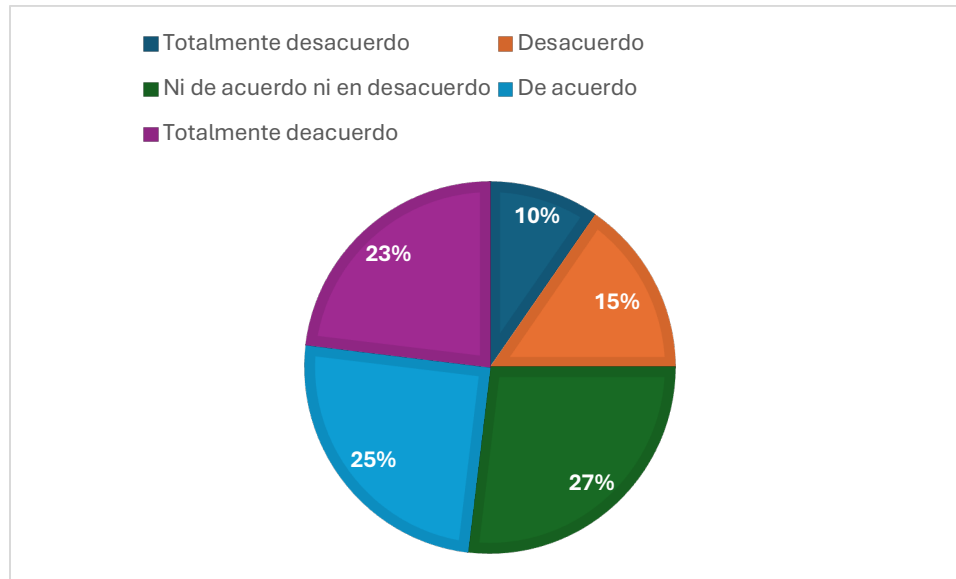
Analysis

As shown in Figure 3, 54% of the students surveyed disagreed or strongly disagreed with the statement, while only 23% agreed or strongly agreed. On the other hand, 23% remained neutral. These findings indicate that although more than half of the students do not fear peer ridicule, a significant portion still experiences fear of negative evaluation, a core component of foreign language anxiety. This aligns with Horwitz et al. (1986), who state that students often worry about how they are perceived by peers during oral tasks, which can hinder participation. Similarly, Zhang (2022) highlights that anxiety is frequently triggered by social pressure and the anticipation of negative judgment from classmates, affecting students' willingness to speak in the L2.

3.1.4. No me molesta cometer errores en la clase de inglés.

Figure 4

Tolerance for Making Mistakes



Source: Own elaboration

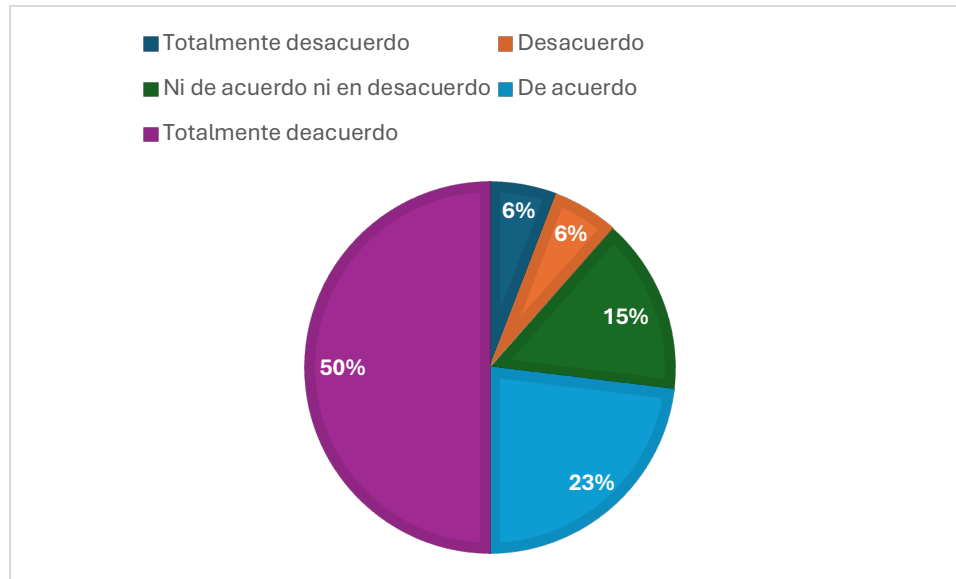
Analysis

As show in Figure 4, 48% of the students surveyed agreed or strongly agreed with the statement, while only 25% disagreed or strongly disagreed. On the other hand, 27% remained neutral. These findings suggest that nearly half of the students demonstrate a low level of error-related anxiety, which aligns with Wong and Dewaele (2011), who argues that learners with higher tolerance for mistakes participate more freely in oral tasks. However, the presence of disagreement and neutrality reflects what (Macintyre et al., n.d.) describe as residual anxiety, where fear of making errors persists despite students' willingness to communicate.

3.1.5. Mantengo la calma durante las pruebas en la clase de inglés.

Figure 5

Emotional Stability During Test



Source: Own elaboration

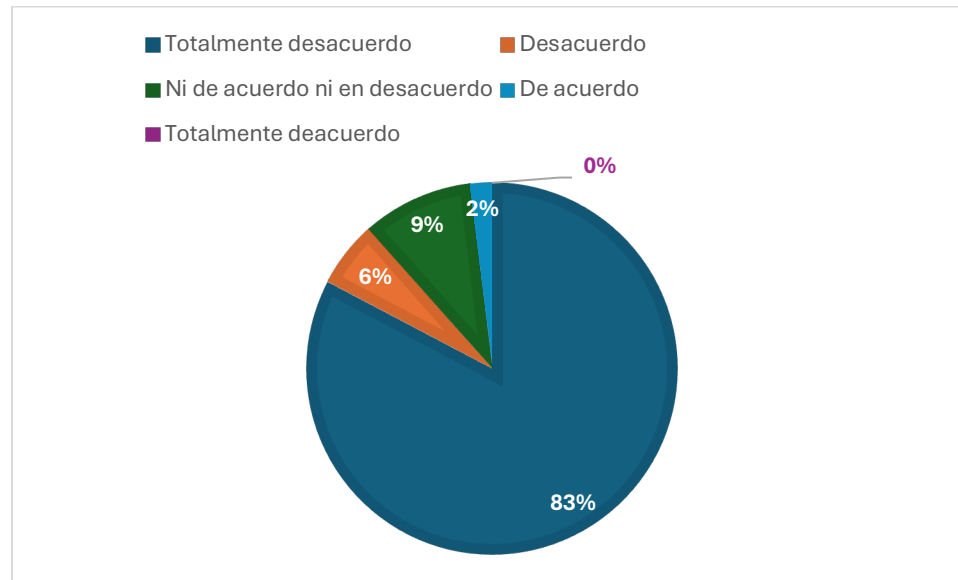
Analysis

As show in Figure 5, that a large majority of students (83%) remain calm during tests in English class, suggesting a favorable level of emotional self-regulation in evaluative contexts. This finding aligns with (Stoel et al., 2017), who states that positive academic emotions, such as tranquility, influence better performance and a reduced perception of threat during assessments.

Furthermore, the fact that only 12% of students reported difficulties in maintaining calm aligns with Dornyei and Ryan, (2015), who indicate that learning environments with teacher support significantly reduce levels of linguistic anxiety, fostering more balanced attitudes toward tests.

3.1.6. Empiezo a temer la clase de inglés tan pronto como la clase anterior termina.

Figure 6
Anticipatory Class Anxiety



Source: Own elaboration

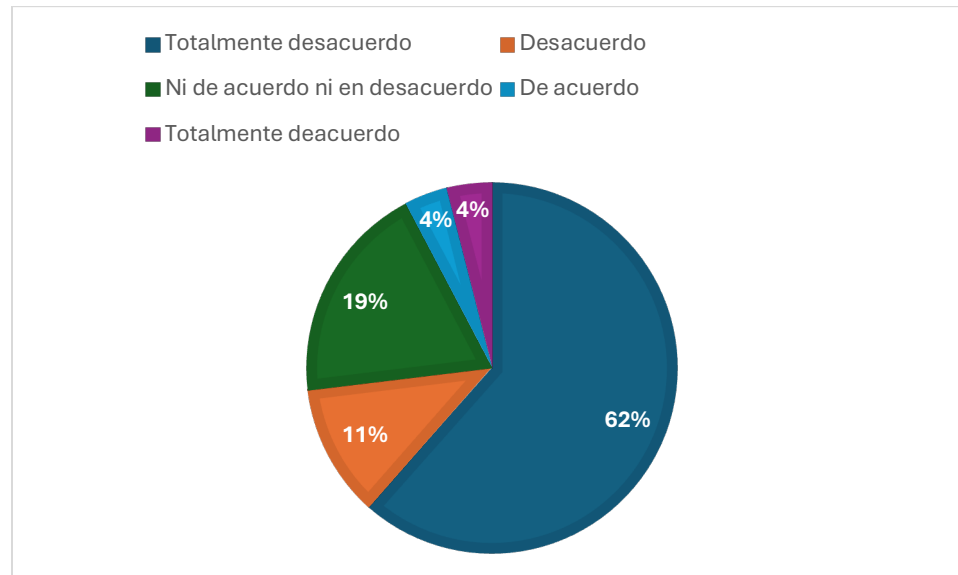
Analysis

As shown in Figure 6, that most students (89%) do not begin to fear English class immediately after the previous session ends, suggesting relatively low levels of anticipatory anxiety. This pattern coincides with the findings of MacIntyre and Gregersen (2012), who argue that anticipatory language anxiety decreases when students perceive an emotionally safe environment and have had positive previous experiences in the classroom. Similarly, the findings are in line with those of Horwitz et al. (1986), who argues that reduced fear prior to foreign language classes is often associated with teaching practices that promote student confidence and emotional control.

3.1.7. Estoy temeroso(a) de que el profesor me llame en la clase de inglés.

Figure 7

Fear of Being Called on by the Teacher



Source: Own elaboration

Analysis

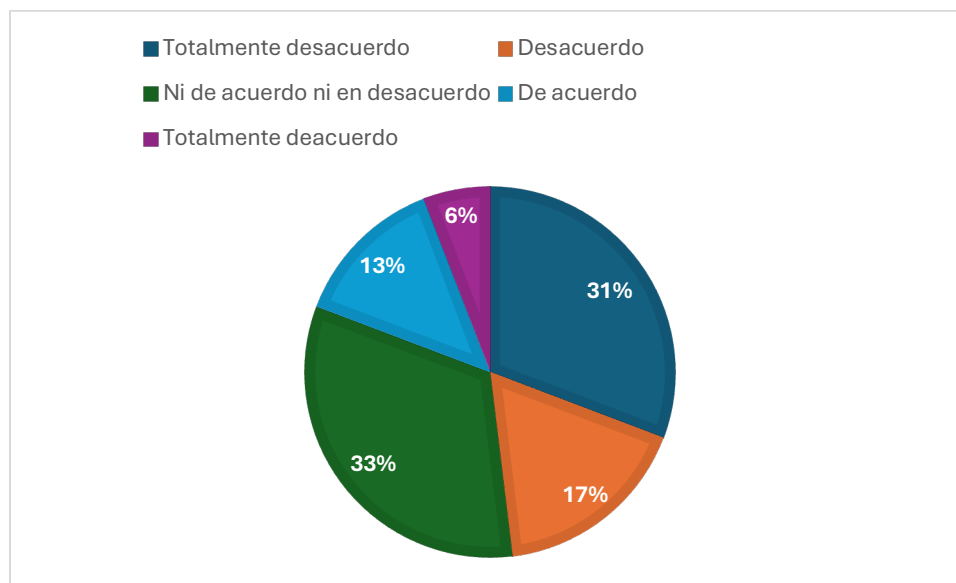
The Figure 7, 73% of the students surveyed disagreed or strongly disagreed with the statement, while only 8% agreed or strongly agreed. On the other hand, 19% remained neutral. In consequence the most of students (73%) do not feel afraid of being called on by the teacher in English class, suggesting low levels of communicative anxiety in situations involving oral participation. This finding coincides with that of Anderson, (1991) who argues that when the classroom environment is perceived as low risk, the likelihood of students experiencing stage fright or anxiety when called on is significantly reduced. Likewise, the data align with the findings of Horwitz et al. (1986), who argue that students with lower anxiety tend to evaluate

their ability to respond spontaneously in class more positively, reducing the fear associated with teacher intervention.

3.1.8. Me molesta cuando no entiendo lo que el profesor dice en inglés.

Figure 8

Frustration with Oral Comprehension



Source: Own elaboration

Analysis

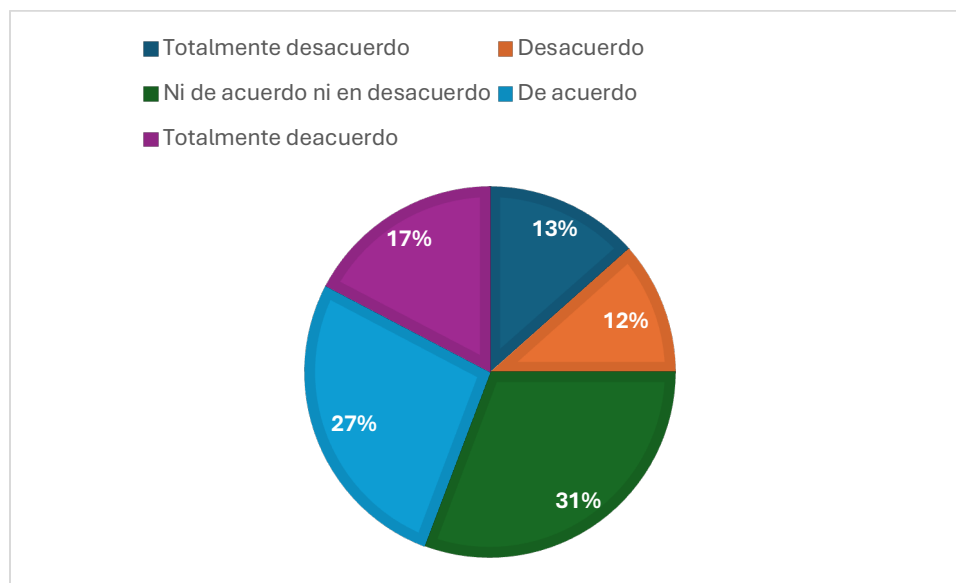
The Figure 8 shows that almost half of the students (48%) do not feel bothered when they do not understand what the teacher says in English, while only 19% report feeling bothered and 33% remain neutral. This suggests that, although there is some discomfort associated with difficulties in oral comprehension, for most students this situation does not generate a significant negative emotional response. This pattern coincides with Krashen (1988) assertion that partial comprehension is a natural component of the acquisition process and that anxiety decreases when students accept that it is not necessary to understand every word to continue learning. Similarly, (Zhang, 2022) found that students with moderate or low levels of anxiety tend to show

greater tolerance for linguistic ambiguity, reducing frustration when faced with moments of incomprehension in the classroom.

3.1.9. Siento que los demás estudiantes hablan inglés mejor que yo.

Figure 9

Self-Perception vs. Peer Proficiency



Source: Own elaboration

Analysis

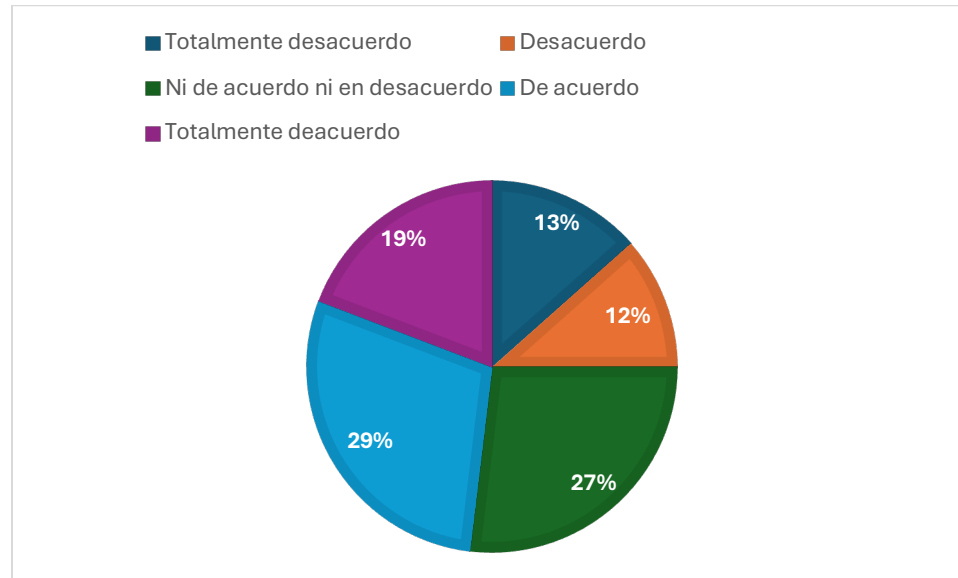
The Figure 9 shows that a considerable proportion of students (44%) feel that their peers speak English better than they do, while 25% do not share this perception and 31% remain neutral. This pattern suggests the presence of linguistic social comparison, a phenomenon that is common in language learning contexts and closely related to self-perceived competence.

According to Coady and Huckin (1996), peer comparisons significantly influence motivation and self-assessment of performance, potentially generating feelings of inadequacy in some students.

Similarly, Taylor and Lobel, (1989) explains that upward social comparisons can increase anxiety or decrease confidence, especially in foreign language speaking skills.

3.1.10. Me siento nervioso(a) cuando comienzo a hablar en inglés sin preparación.

Figure 10
Anxiety in Unprepared Speaking Tasks



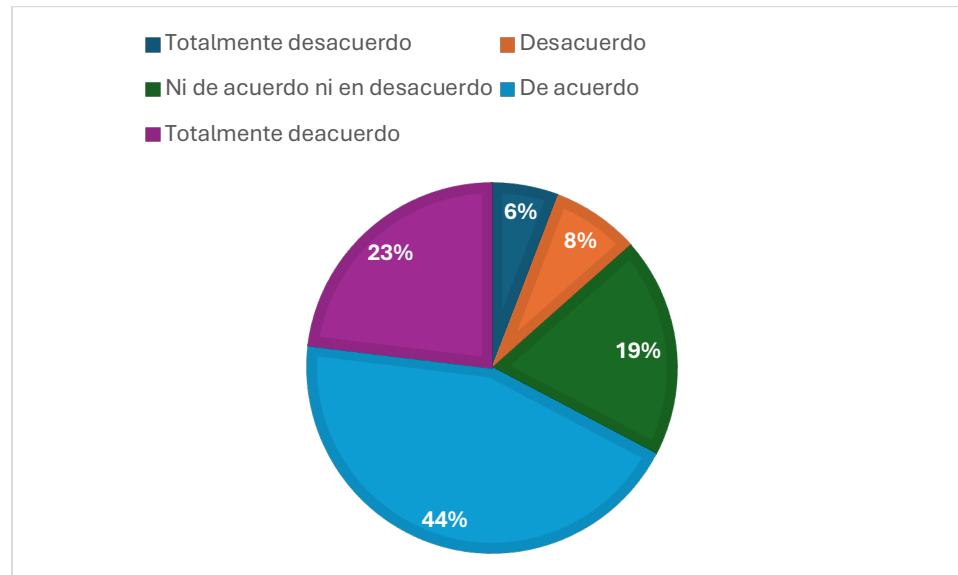
Source: Own elaboration

Analysis

Figure 10 shows that 48% of students experience anxiety when speaking English without preparation, which is consistent with previous studies on the relationship between language anxiety and lack of confidence in using a second language (Horwitz et al., 1986). Furthermore, the discrepancy between students who feel nervous and those who do not (25%) reflects the diverse experiences and levels of anxiety in language learning, as noted in research on self-perception and anxiety in learning contexts (Macintyre et al., n.d.). On the other hand, 27% remained neutral.

3.1.11. Me siento seguro(a) cuando hablo en la clase de inglés.

Figure 11
Confidence in Oral Production



Source: Own elaboration

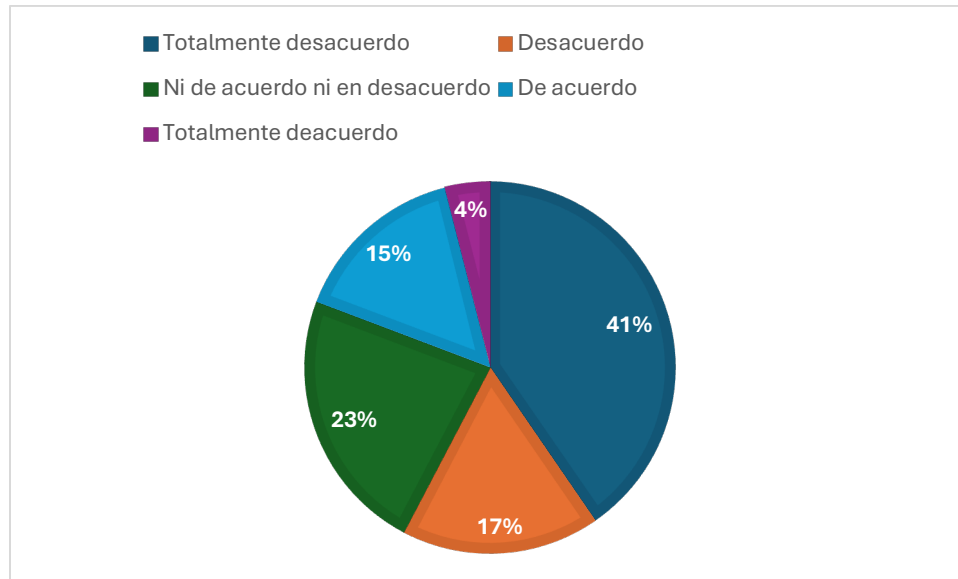
Analysis

Figure 11 shows that 67% of students feel confident speaking in English class, which is in line with studies indicating that consistent practice in a supportive environment increases students' self-confidence in a second language (Tatar, 2005). Furthermore, the fact that only 14% of students feel insecure supports the idea that a positive classroom environment and effective feedback play a crucial role in building linguistic confidence (Egloff et al., 2006). On the other hand, 19% remained neutral.

3.1.12. Me asusto cuando no entiendo lo que el profesor dice en inglés.

Figure 12

Fear Caused by Incomprehension of Input



Source: Own elaboration

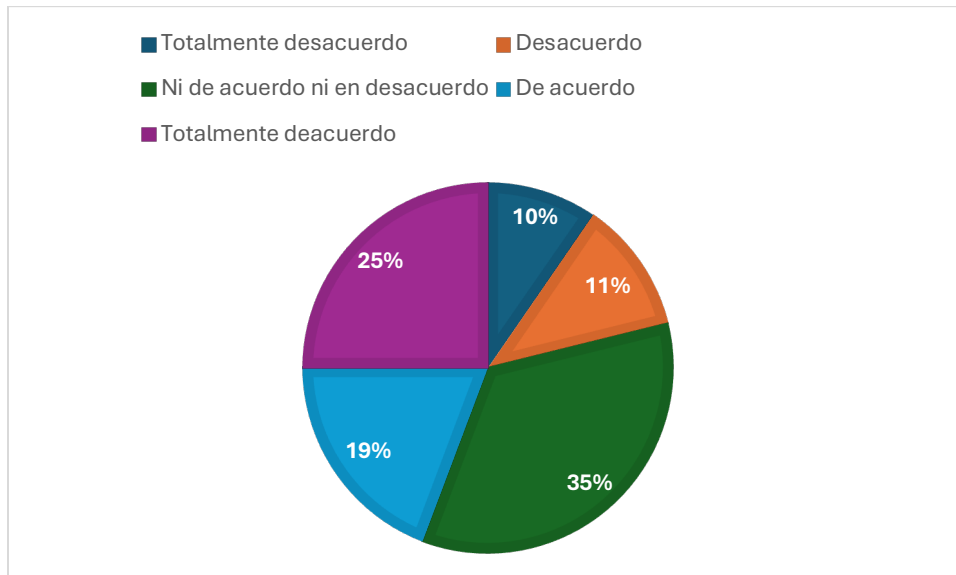
Analysis

Figure 12, shows that 58% of students do not experience fear when they do not understand what the teacher says in English, suggesting that many students have mechanisms for coping with the discomfort of learning in a second language. This trend is consistent with research indicating that anxiety in the classroom may decrease as students become more comfortable with their language proficiency (Macintyre et al., n.d.). However, the 19% of students who do feel anxious reflects the impact of incomplete comprehension on learning confidence, as mentioned in studies on anxiety in listening comprehension (Banegas & Serra, 2021). On the other hand, 23% remained neutral.

3.1.13. No me preocupa tanto cometer errores al hablar en inglés.

Figure 13

Concern About oral Errors



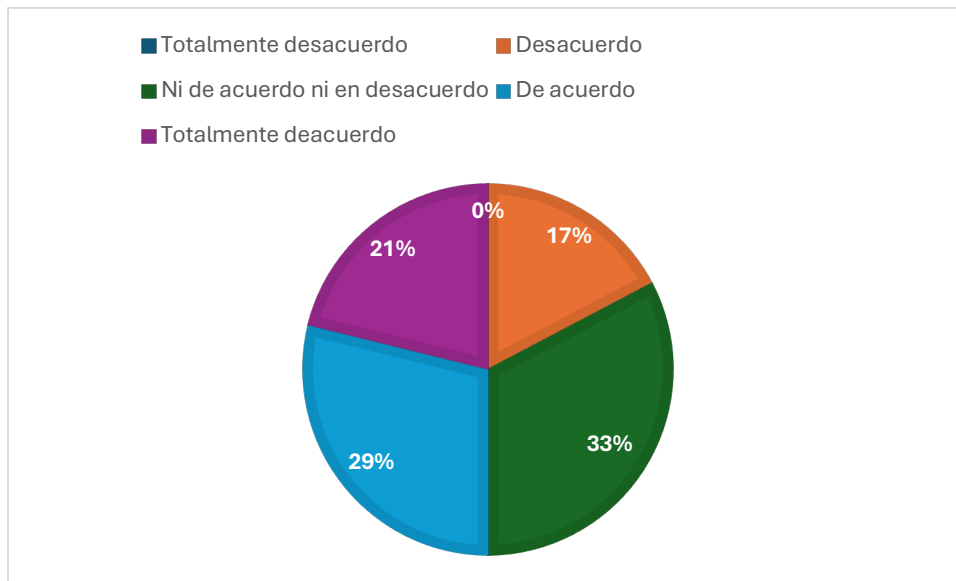
Source: Own elaboration

Analysis

Figure 13, shows that 44% of students are not overly concerned about making mistakes when speaking English, suggesting a positive attitude toward learning and practicing the language. This is in line with studies that highlight the importance of a growth mindset, where mistakes are seen as learning opportunities rather than failures (Egloff et al., 2006). Furthermore, the fact that 35% of students remain neutral reflects the diversity of attitudes toward mistakes, which is consistent with research on self-efficacy and anxiety in language learning (Macintyre et al., n.d.). And the 35% remained neutral.

3.1.14. Me siento muy cómodo(a) durante los exámenes en la clase de inglés.

Figure 14
Comfort Levels During English Exams



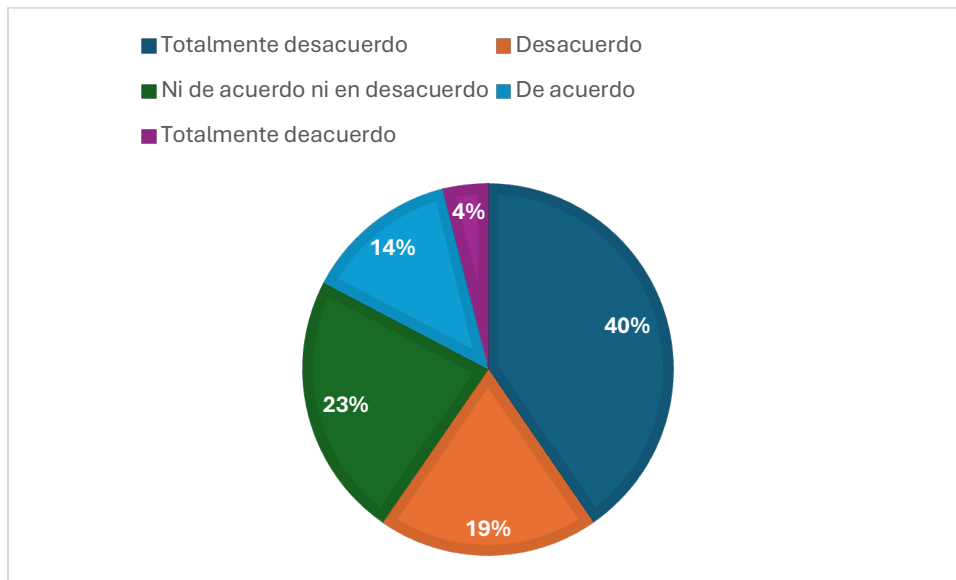
Source: Own elaboration

Analysis

Figure 14, indicates that 50% of students feel comfortable during English exams, suggesting that assessment in this context does not generate a significant level of anxiety for half of the students. This is consistent with studies that have found that a positive assessment environment and familiarity with the exam format can reduce anxiety (Horwitz et al., 1986). However, the 33% of students who are neutral and the 17% who do not feel comfortable reflect individual differences in reactions to exam pressure, as documented in research on anxiety and test performance (Anderson, 1991).

3.1.15. Me siento más nervioso(a) cuando tengo que hablar en la clase de inglés que en otras clases.

Figure 15
Speaking Anxiety Relative to Other Classes



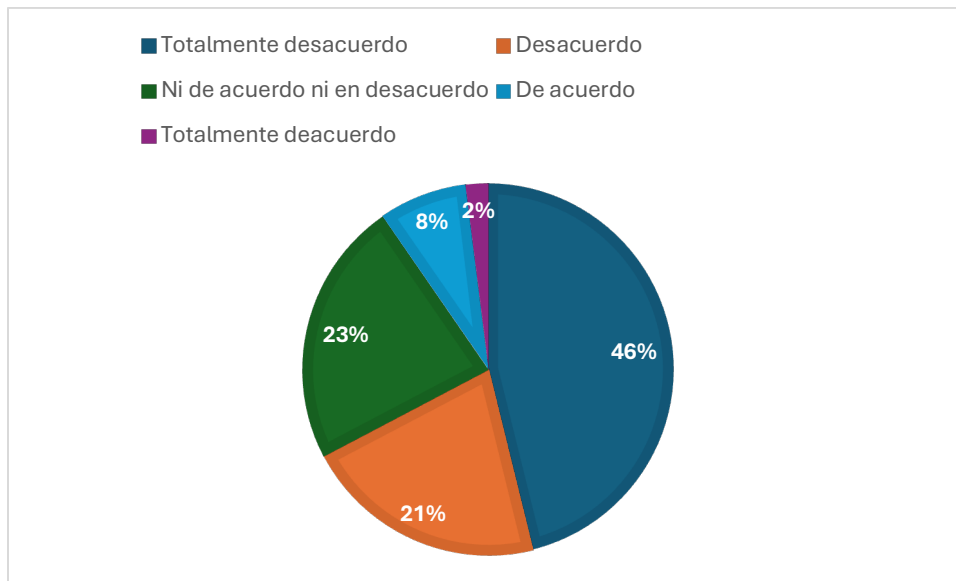
Source: Own elaboration

Analysis

Figure 15, shows that 59% of students do not feel more nervous when speaking English compared to other classes, suggesting that, in general, anxiety in the English classroom is not as high as one might assume. This is in line with studies that claim that anxiety about speaking English tends to be moderate when students feel comfortable in the learning environment (Anderson, 1991). However, the 18% of students who feel more nervous when speaking English supports the idea that some language learning contexts can generate greater anxiety, as noted in research on anxiety and foreign language use (Macintyre et al., n.d.).

3.1.16. Me cuesta trabajo concentrarme durante la clase de inglés.

Figure 16
Difficulty Concentrating in Class



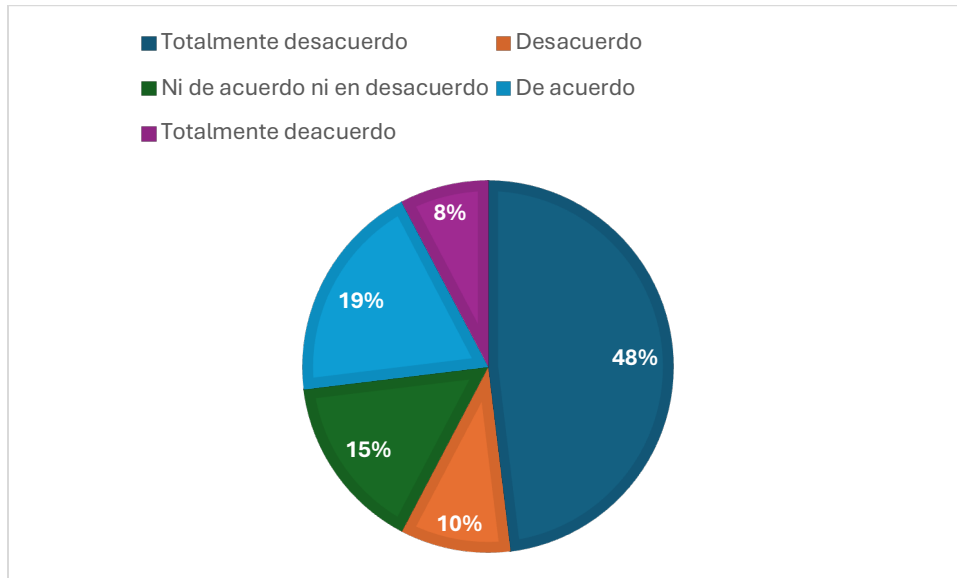
Source: Own elaboration

Analysis

Figure 16, indicates that 67% of students have no trouble concentrating during English class, suggesting that most students feel engaged and attentive in the classroom. This aligns with research showing that intrinsic motivation and interest in the language promote concentration in learning (Dornyei & Ryan, 2015). In addition, the 10% of students who do have difficulty concentrating may reflect the presence of factors such as anxiety or lack of interest, which according to the literature affect attention and performance (Macintyre et al., n.d.).

3.1.17. Me siento inseguro(a) de mí mismo(a) cuando hablo en inglés frente a la clase.

Figure 17
Insecurity Speaking in Front of the Class



Source: Own elaboration

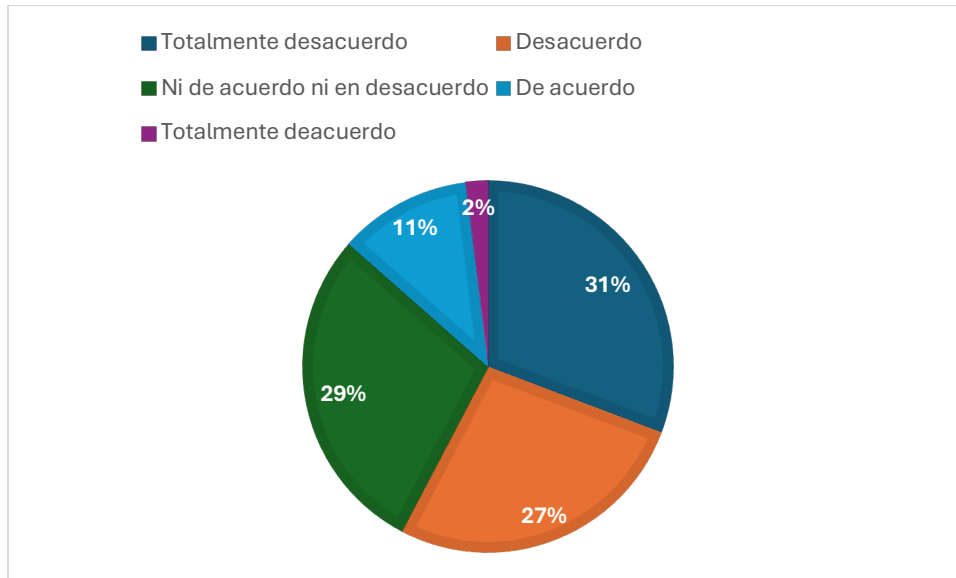
Analysis

Figure 17 indicates 58% of students reported feelings of confidence when speaking English in front of their peers. This finding suggests the presence a low-risk environment.(Tatar, 2005). Furthermore, 27% of the students expressed feelings of insecurity, while 10% remained neutral, suggesting that some students had not yet experienced this insecurity. This finding underscores the notion of individual variability in language anxiety (MacIntyre and Gardner, 1991).

3.1.18. Me pongo nervioso(a) cuando no puedo entender todo lo que dice el profesor en inglés.

Figure 18

Nervousness Over Incomplete Comprehension



Source: Own elaboration

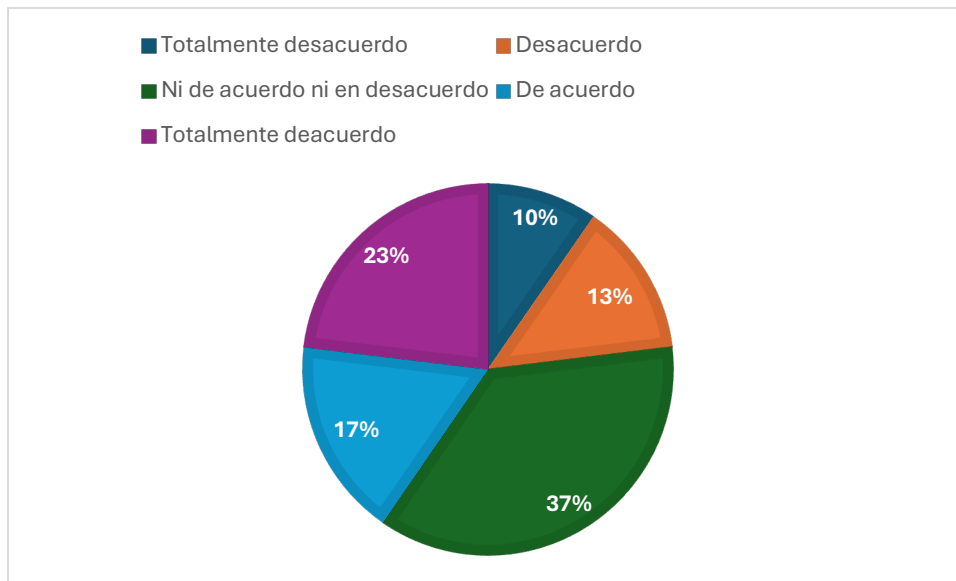
Analysis

Figure 18, shows that 58% of students do not feel nervous when they do not understand everything the teacher says in English, suggesting that most students effectively manage the discomfort derived from partial comprehension of the language. This is consistent with studies indicating that anxiety in the language classroom can be reduced when students develop coping strategies, such as linguistic resilience (Macintyre et al., n.d.). However, the 13% who feel nervous highlight that, despite coping strategies, lack of understanding remains a stressor for some students (Horwitz et al., 1986).

3.1.19. Me resulta fácil hablar inglés en clase.

Figure 19

Perceived Ease of Speaking in Class



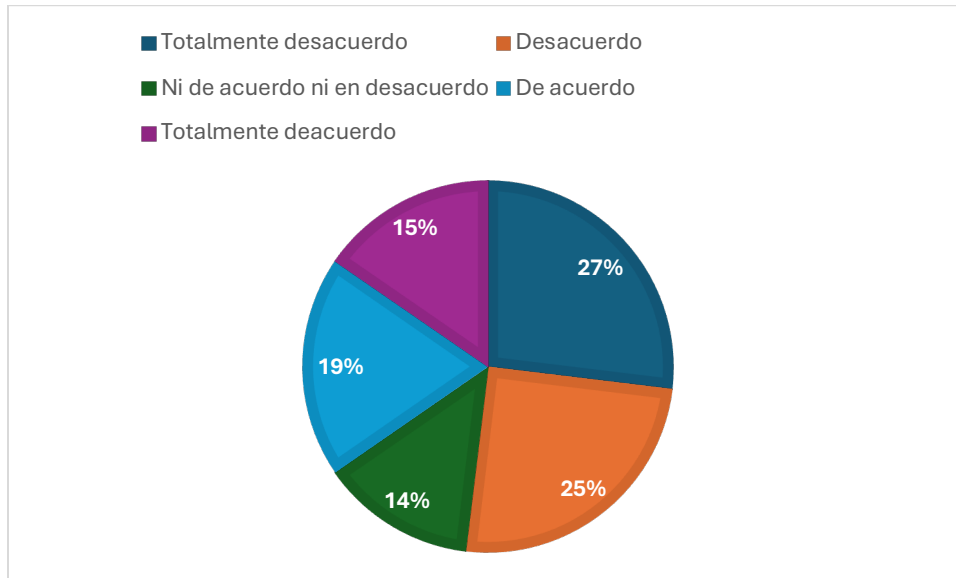
Source: Own elaboration

Analysis

Figure 19, shows that 40% of students find it easy to speak English in class, suggesting a certain comfort and confidence in using the language in a controlled environment. This finding is in line with research indicating that consistent practice in a low-risk environment contributes to the development of speaking fluency (Tatar, 2005). However, the 37% of neutral students reflects that ease of speaking may depend on individual factors such as motivation or anxiety, as pointed out by self-perception theory (Macintyre et al., n.d.).

3.1.20. Me siento ansioso(a) incluso si estoy bien preparado(a) para la clase de inglés.

Figure 20
Anxiety Despite Academic Preparation



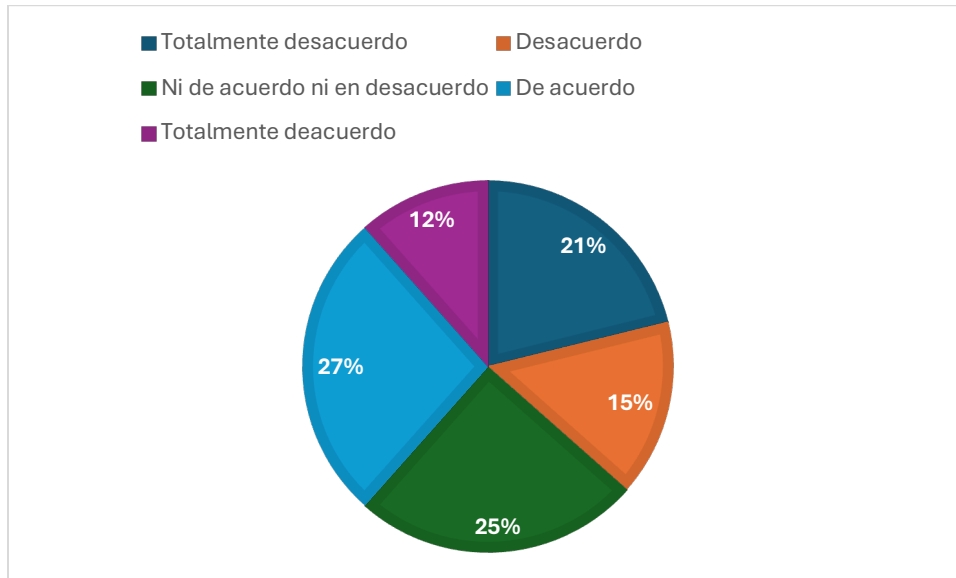
Source: Own elaboration

Analysis

Figure 20 shows that 52% of students do not feel anxious, even if they are well prepared for English class, suggesting that preparation does not always reduce anxiety in second language learning. This is consistent with studies indicating that language anxiety may be more related to emotional and social factors than to academic preparation (Horwitz et al., 1986). However, the 34% of students who still experience anxiety despite being prepared supports the idea that anxiety in the language classroom can be persistent, as discussed in research on anxiety and performance (Macintyre et al., n.d.).

3.1.21. Me pongo tenso(a) cuando tengo que participar sin previo aviso en clase.

Figure 21
Tension During Spontaneous Participation



Source: Own elaboration

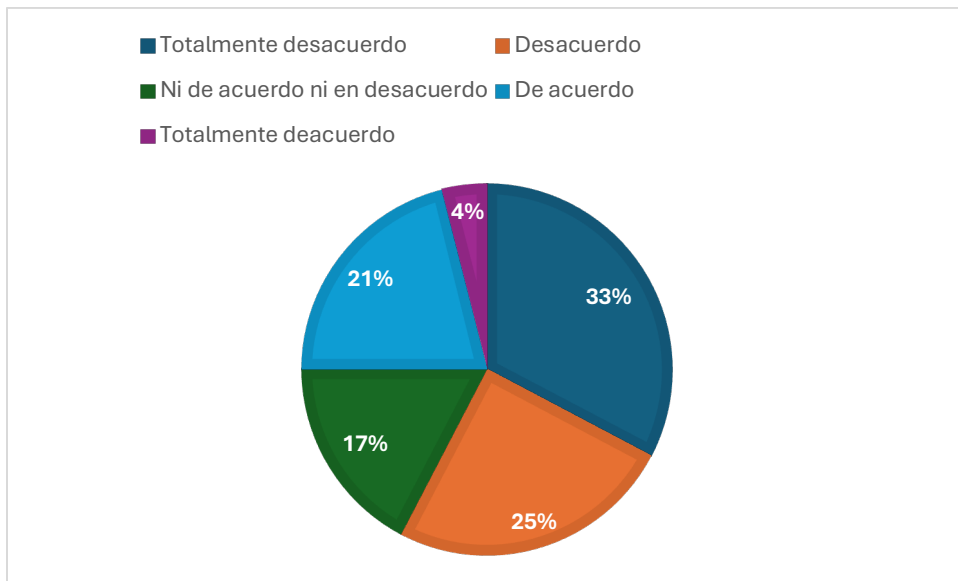
Analysis

Figure 21 indicates that 39% of students feel tense when they must participate in class without prior notice, suggesting that spontaneous participation can cause anxiety in a significant proportion of students. This is in line with studies indicating that anxiety about unstructured participation in the classroom may be linked to the pressure of public speaking and fear of social judgment (Coady & Huckin, 1996). Despite this, the 36% of students who do not feel nervous reflects that, for some, spontaneity can be seen as an opportunity to practice and improve (Macintyre et al., n.d.).

3.1.22. Me siento nervioso(a) cuando sé que me van a pedir hablar en inglés.

Figure 22

Nervousness Anticipating Speaking Requests



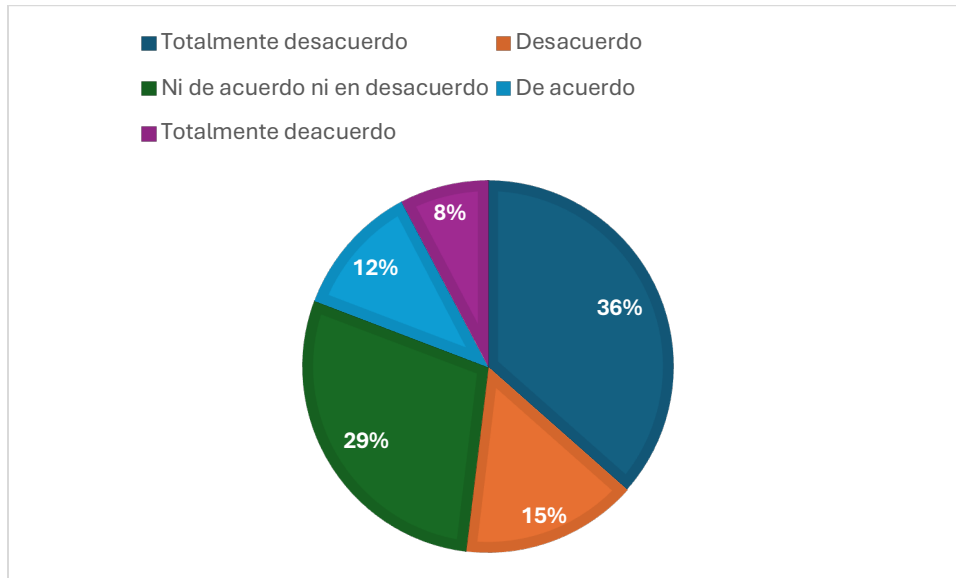
Source: Own elaboration

Analysis

Figure 22, shows that 58% of students do not feel nervous when they know they will be asked to speak English, suggesting that the anticipation of speaking English does not cause anxiety in most students. This is consistent with research indicating that mental preparation and familiarity with the learning environment can reduce anticipatory anxiety (Horwitz et al., 1986) However, the 26% of students who do feel nervous emphasize that anticipating the task of speaking in English can trigger anxiety, especially if it is perceived as an evaluation (Macintyre et al., n.d.).

3.1.23. Me siento incómodo(a) cuando no entiendo lo que los otros estudiantes dicen en inglés.

Figure 23
Discomfort Understanding Peers



Source: Own elaboration

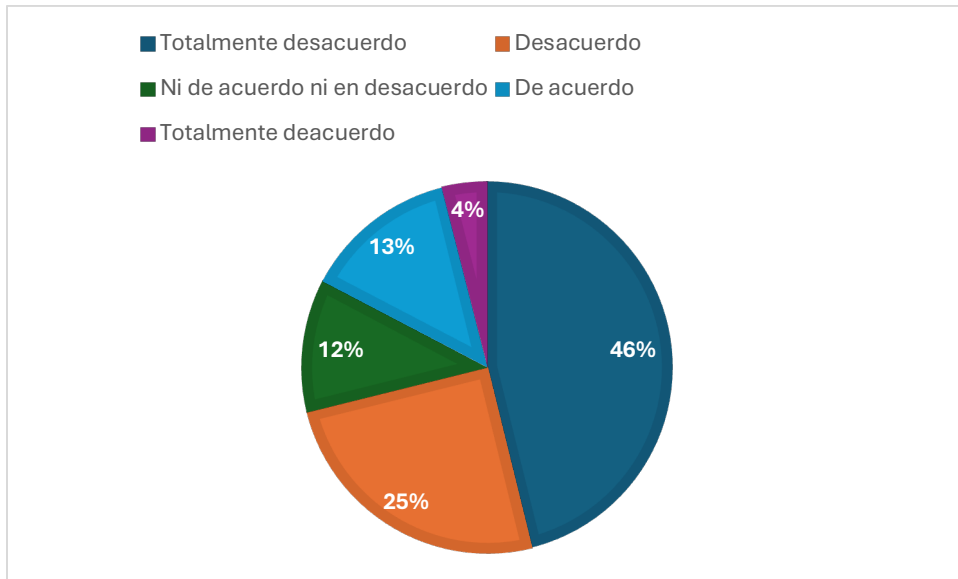
Analysis

Figure 23 indicates that 51% of students do not feel uncomfortable when they do not understand what other students say in English, suggesting that, in general, they do not perceive incomprehension as a significant barrier to class participation. This is in line with research indicating that students can feel comfortable with the discomfort of not fully understanding, when there is a supportive environment (Tatar, 2005). However, 20% of students who feel uncomfortable emphasize that incomprehension can lead to insecurity, especially in contexts of social interaction and learning (Horwitz et al., 1986).

3.1.24. Tengo miedo de hablar inglés frente a la clase.

Figure 24

Fear of Public Speaking in Class



Source: Own elaboration

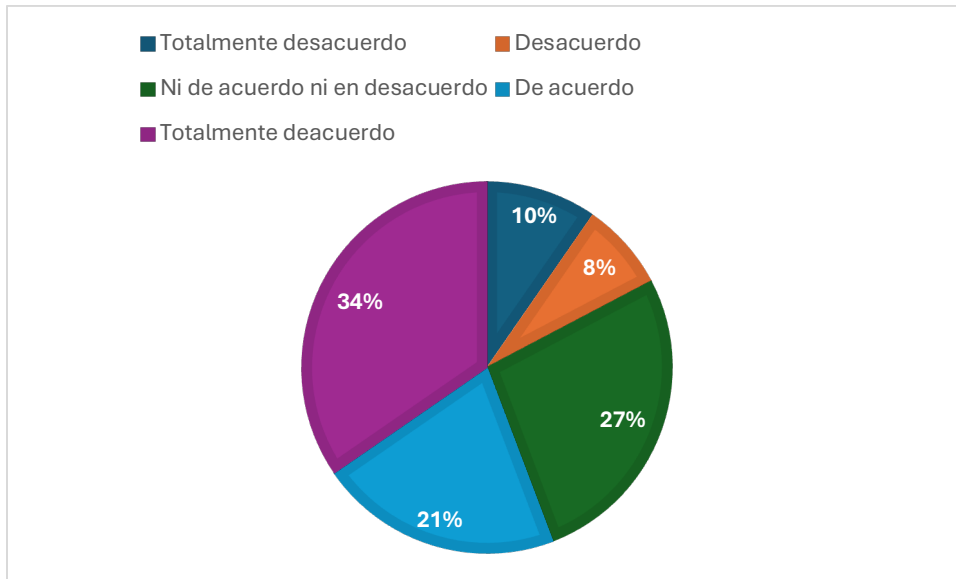
Analysis

Figure 24 shows that 71% of students are not afraid to speak English in front of the class, suggesting that most feel relatively confident using the language in a group setting. This finding is consistent with research indicating that regular exposure and a supportive classroom environment can significantly reduce public speaking anxiety (Macintyre et al., n.d.). However, the 17% who do experience fear reflects that for some students, speaking English in front of others remains a significant source of anxiety, as described in studies on language anxiety (Horwitz et al., 1986).

3.1.25. Me siento más cómodo(a) escuchando inglés que hablando.

Figure 25

Preference for Listening vs. Speaking



Source: Own elaboration

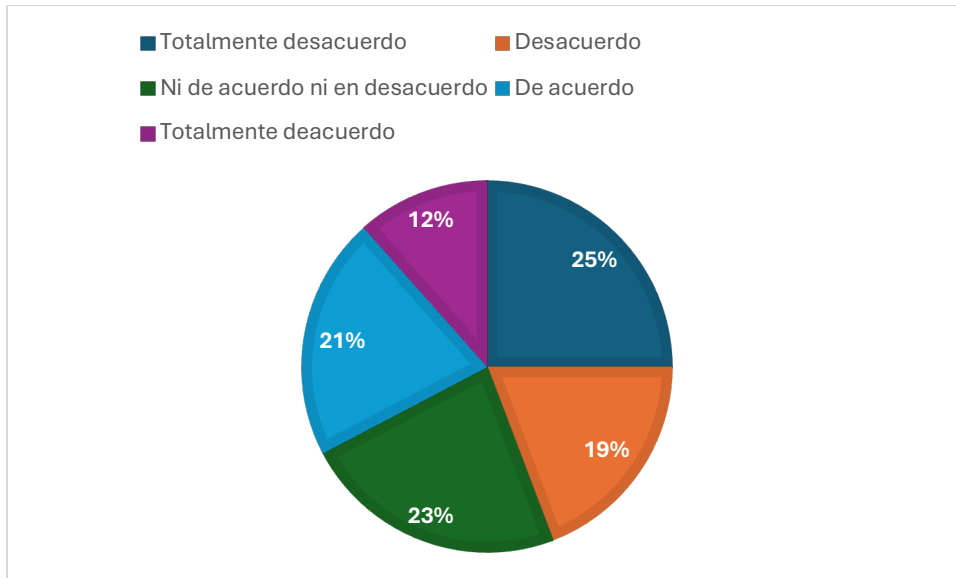
Analysis

Figure 25 indicates that 55% of students feel more comfortable listening to English than speaking it, suggesting that listening comprehension may be less intimidating for them compared to oral production. This finding is consistent with research showing that speaking anxiety is a common barrier to second language learning; while listening comprehension tends to be less stressful (Macintyre et al., n.d.). However, the 18% of students who do not share this preference reflects that some students may feel more comfortable expressing themselves in the language, which is related to self-confidence and practice (Horwitz et al., 1986).

3.1.26. Me resulta estresante pensar que podría equivocarme al hablar en clase.

Figure 26

Stress Related to Fear of Making Mistakes



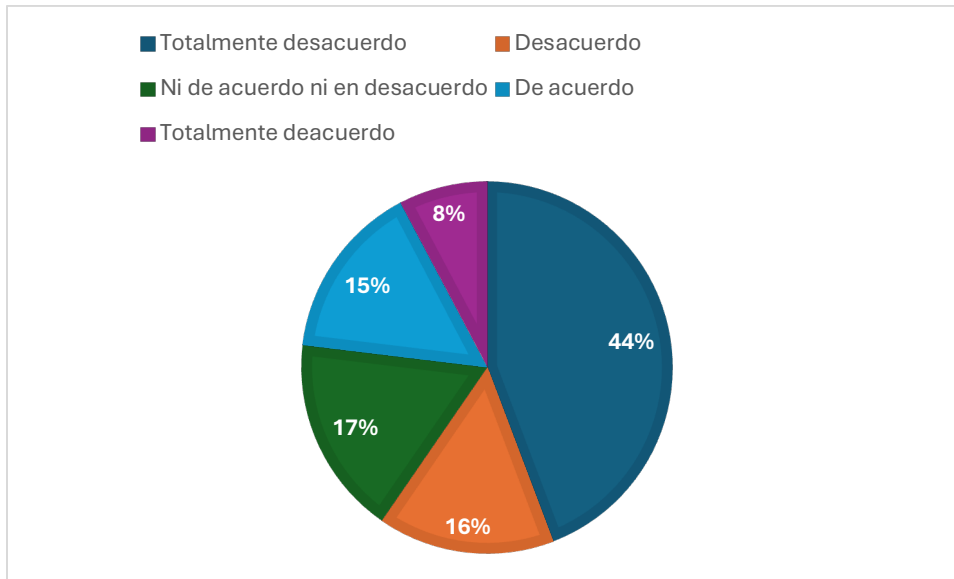
Source: Own elaboration

Analysis

Figure shows that 44% of students do not find the idea of making mistakes when speaking in class stressful, suggesting that many cope well with the fear of error in the context of learning English. This finding is in line with studies indicating that a positive attitude toward errors can reduce stress and foster a more relaxed learning environment (Jin et al., 2021). However, the 33% of students who do feel stress reflects that, for some, fear of error remains a significant barrier, as research on language anxiety points out (Horwitz et al., 1986).

3.1.27. Me preocupa mucho por lo que los demás piensen de mi inglés.

Figure 27
Concern for Social Evaluation



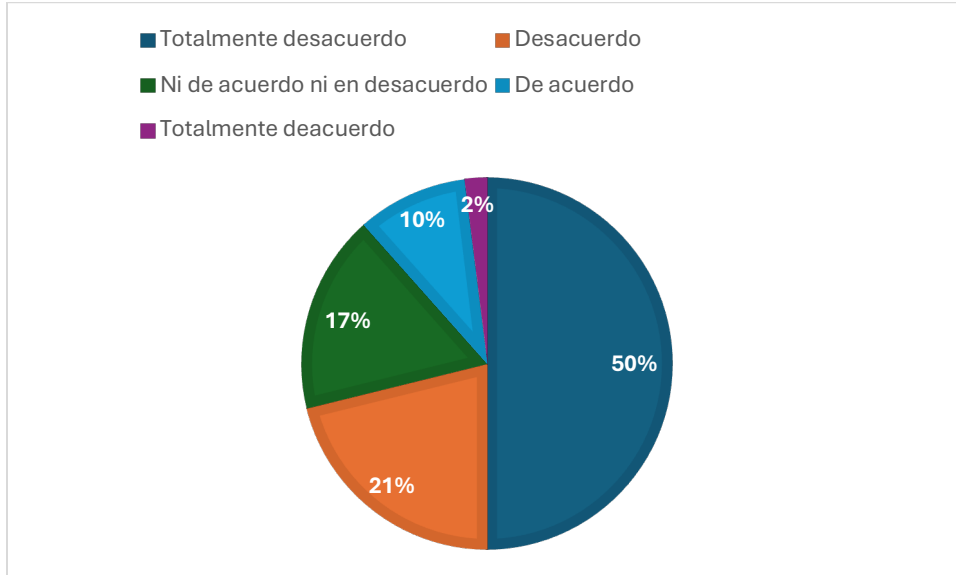
Source: Own elaboration

Analysis

The results of Item 27 indicate that 56% of students disagreed or strongly disagreed with worrying about others' opinions of their English, while 23% agreed and 17% remained neutral. This suggests that although the majority does not experience strong fear of negative evaluation, a relevant minority still shows sensitivity to peers' judgments. According to Horwitz et al. (1986), fear of negative evaluation is a central component of foreign language anxiety and can significantly hinder oral performance. Similarly, Andriani et al. (2022) found that learners often experience anxiety when they believe others may judge their proficiency, even if this fear is not shared by the entire class. These findings reflect a moderate but meaningful presence of evaluation-related anxiety among students.

3.1.28. Me siento intimidado(a) por la habilidad en inglés de los demás estudiantes.

Figure 28
Intimidation by Peer Proficiency



Source: Own elaboration

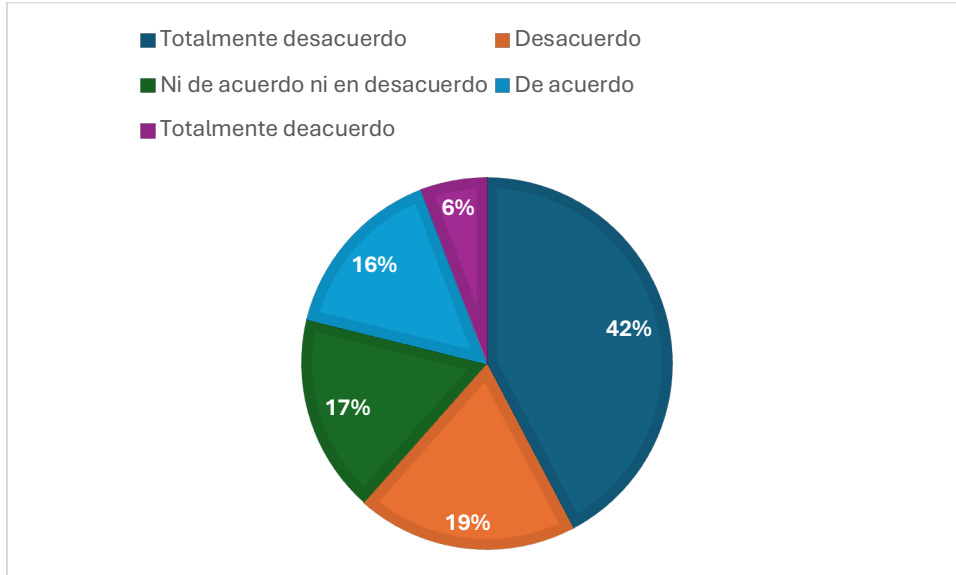
Analysis

Figure 28 indicates 71% of the students surveyed disagreed or strongly disagreed with the statement, while only 12% agreed or strongly agreed. On the other hand, 21% remained neutral, demonstrating that most learners do not feel intimidated by their peers' English proficiency. This may indicate a classroom climate where comparison is less threatening. However, the neutral responses reveal that some students are unsure about their emotional reactions, which aligns with Shakiba (2015), who notes that learner emotions fluctuate depending on peer dynamics. Additionally, Horwitz et al. (1986) explain that perfectionistic learners are more likely to feel intimidated when comparing themselves to more competent peers. This suggests that peer-related anxiety, although limited, is still present in a small segment of the population.

3.1.29. A veces estoy tan nervioso(a) durante la clase que no puedo concentrarme.

Figure 29

Impact of Nervousness on Concentration



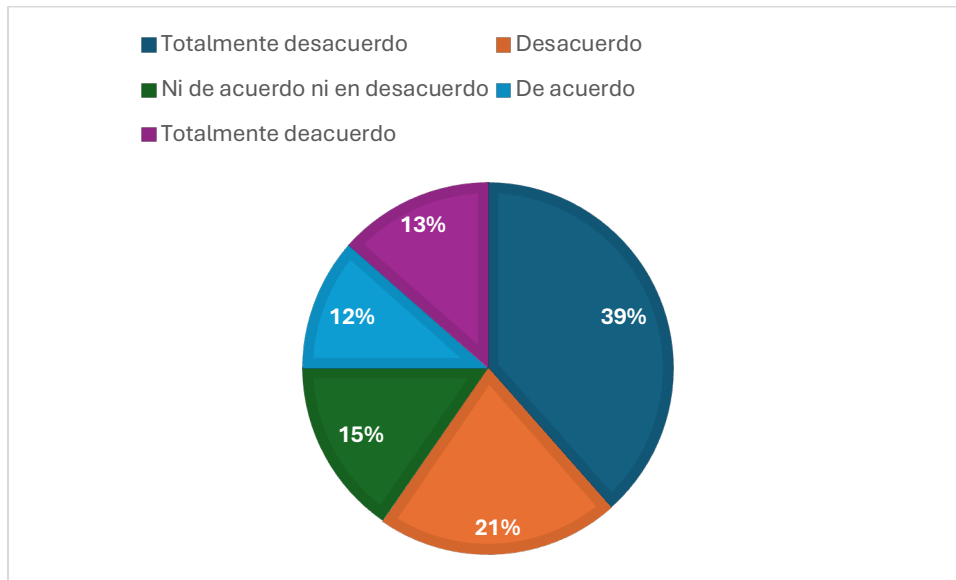
Source: Own elaboration

Analysis

Figure 29 shows that 61% of students disagreed or strongly disagreed, while 22% agreed and 17% remained neutral, indicating that concentration problems due to nervousness are not widespread but still affect a relevant minority. This aligns with Macintyre et al. (n.d.), who state that anxiety can interfere with cognitive processing, reducing learners' ability to focus. Furthermore, Eysenck et al. (2007) argue that anxiety consumes attentional resources, which may explain why some students in the sample experience difficulty concentrating despite being a smaller group.

3.1.30. Me gustaría poder participar más en la clase de inglés, pero la ansiedad me lo impide.

Figure 30
Anxiety as a Barrier to Participation



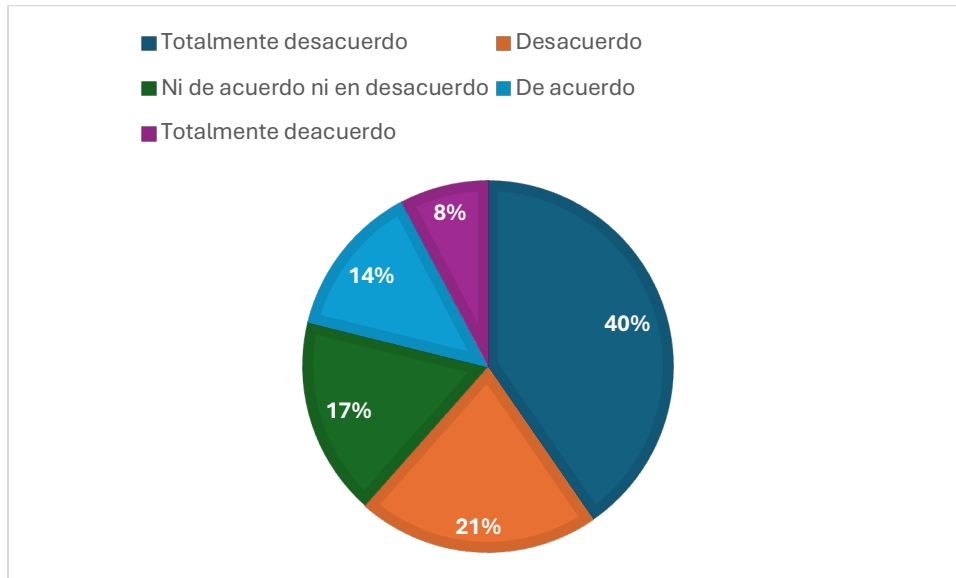
Source: Own elaboration

Analysis

Figure 30 indicates that 60% of students disagreed or strongly disagreed, while 25% agreed and 15% remained neutral, suggesting that most learners do not perceive anxiety as a direct obstacle to participating more. However, the quarter who agreed represents a meaningful proportion of students whose oral production is restricted by anxiety. This finding aligns with (Woodrow, 2006), who found that anxiety directly reduces willingness to communicate in L2 contexts. Likewise, Peng and Woodrow (2010) explain that affective barriers can significantly limit oral participation even in supportive environments. Therefore, anxiety remains a relevant challenge for a subset of students.

3.1.31. Me pongo nervioso(a) cuando sé que la clase de inglés implica hablar en público.

Figure 31
Nervousness Regarding Public Speaking Tasks



Source: Own elaboration

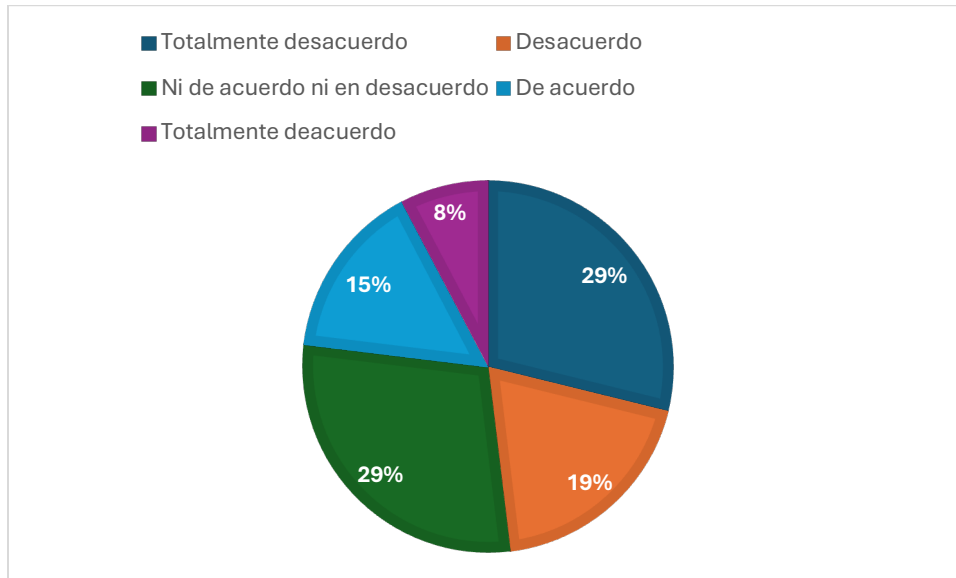
Analysis

Figure 31 indicates 51% of students disagreed or strongly disagreed, while 22% agreed and 17% remained neutral, showing that half of the learners do not feel nervous about public speaking in English class. However, nearly one-fourth still experiences notable anxiety, which is consistent with Mak (2011), who identifies public-speaking tasks as one of the strongest triggers of L2 anxiety. Additionally, Liu & Jackson (2008) report that many students avoid speaking in front of the whole class due to fear of errors and negative evaluation.

3.1.32. Me siento más tranquilo(a) si no tengo que participar oralmente en la clase de inglés.

Figure 32

Relief When Avoiding Oral Participation



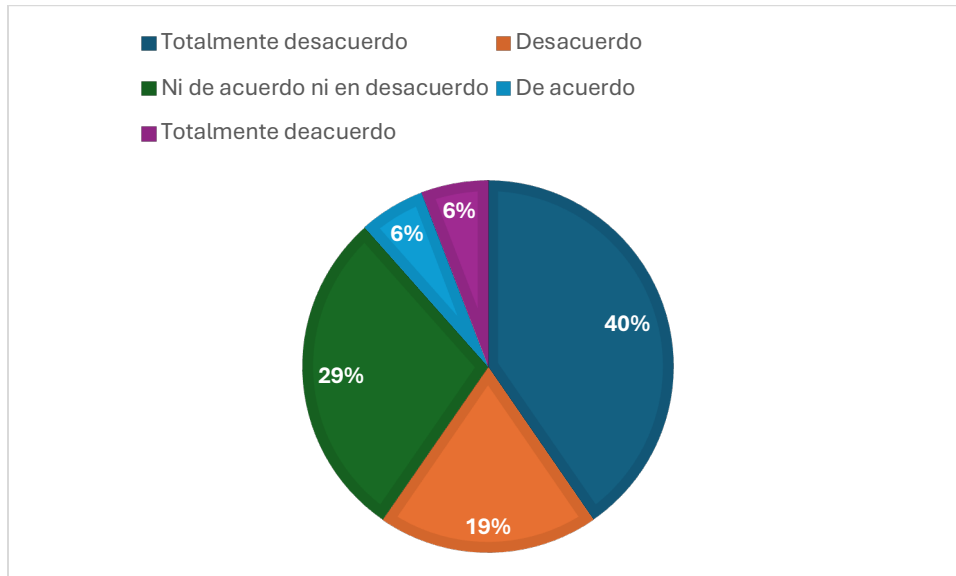
Source: Own elaboration

Analysis

Figure 32 indicates that 48% of students disagreed or strongly disagreed, while 23% agreed and 29% were neutral, reflecting mixed feelings about oral participation. Nearly a quarter of students feel calmer when not required to speak, consistent with Macintyre et al. (n.d.), who notes that speaking tasks generate higher anxiety than receptive skills. The high percentage of neutral responses suggests uncertainty or fluctuating confidence, which aligns with Shakiba (2015), who explains that learners' willingness to speak varies depending on emotional and contextual factors.

3.1.33. Me siento tenso(a) y confundido(a) durante las actividades orales en clase.

Figure 33
Tension During Oral Activities



Source: Own elaboration

Analysis

Figure 33 indicates 59% disagreed or strongly disagreed, 12% agreed, and 29% remained neutral, indicating that most learners do not frequently feel tense during oral tasks, but a considerable neutral group shows uncertainty. This pattern aligns with Anderson (1991), who identified oral tasks as one of the primary sources of L2 classroom anxiety, particularly when students lack confidence. Additionally, Macintyre et al. (n.d.) emphasize that confusion and tension often emerge when learners must produce spontaneous speech under pressure.

CHAPTER IV

4. PROPOSAL

4.1. Proposal Title

LEVEL UP: A Fun and Exciting Gamified Strategy Guide to Reduce Speaking Anxiety

4.2. Rationale

This proposal has been designed to address the medium levels of anxiety observed during oral production activities among 8th, 9th, and 10th level students in Unidad Educativa Pablo Muñoz Vega. Communication is one of the main goals of language learning, yet many students experience fear, nervousness, or insecurity when speaking English in front of others.

The main purpose of this proposal is to provide teachers with a guide of interactive activities that promote a supportive and motivating environment to reduce speaking anxiety and encourage class participation. The proposal is based on principles of the Affective Filter Hypothesis and the Communicative Language Teaching (CLT) approach, emphasizing emotional well-being, self-confidence, and meaningful communication.

By applying these strategies, students can feel more comfortable expressing themselves, improve their oral performance, and actively engage in classroom interactions, which will contribute to their linguistic and emotional development.

4.3. Theoretical Foundations

4.3.1. Communicative Language Teaching (CLT)

According to (Richards & Rodgers, 2014) CLT emphasizes interaction as both the means and the goal of language learning. Learners develop communicative competence by participating in real-life communicative situations where they negotiate meaning and express personal ideas. In this proposal, CLT principles are applied through group discussions, role plays, and cooperative tasks that allow students to practice English naturally while focusing on fluency and confidence rather than grammatical perfection.

4.3.2. Affective Filter Hypothesis

(Krashen, 1988) Affective Filter Hypothesis explains that emotional factors such as anxiety, motivation, and self-confidence influence the acquisition of a second language. When learners experience high anxiety, their “affective filter” becomes stronger, preventing the effective intake of linguistic input. This proposal aims to lower the affective filter by creating a positive classroom environment through relaxation techniques, peer support, and motivational feedback.

4.3.3. Anxiety and Oral Production

Foreign language anxiety, particularly speaking anxiety, is one of the main barriers that prevent students from participating in oral activities. (Horwitz et al., 1986) define it as a type of situation-specific anxiety related to communication apprehension, fear of negative evaluation, and test anxiety. Reducing these emotional barriers is essential to help students develop oral fluency and participate more confidently in English classes.

4.3.4. Class Participation

Class participation involves students' active involvement in discussions, answering questions, giving opinions, or presenting ideas. According to (Tatar, 2005), participation in language classrooms is affected by psychological, linguistic, and sociocultural factors. Encouraging participation through inclusive activities, clear instructions, and emotional support helps students overcome fear and develop autonomy in language use.

4.4. Proposal Objectives

4.4.1. General Objective

To apply a gamified didactic handbook titled 'Level Up', grounded in the Communicative Language Teaching (CLT) approach and the Affective Filter Hypothesis, aimed at mitigating speaking anxiety and enhancing oral production through role-play and leveled challenges for 8th, 9th, and 10th-grade students at Unidad Educativa Pablo Muñoz Vega.

4.4.2. Specific Objectives

To elaborate interactive speaking strategies based on digital narratives and role-playing that lower the affective filter by shifting the focus from grammatical accuracy to communicative missions.

To promote proficiency with the handbook and scaffolded tasks for each level to ensure inclusive participation adapted to the cognitive and linguistic maturity of adolescents.

To provide teachers with a pedagogical toolkit containing anxiety detection mechanisms, facilitating the creation of a safe and motivating learning environment.

4.5. Beneficiaries

The direct beneficiaries of this proposal will be the 8th, 9th, and 10th level students of Unidad Educativa Pablo Muñoz Vega. They will improve their oral communication, gain confidence, and participate more actively in class. The English teachers will also benefit by receiving methodological support and new strategies to address students' emotional and linguistic needs. Finally, the educational institution will benefit from higher academic performance and a more positive English learning environment.

4.6. Content of Guide

Table 1
Content of Guide

Unit	Level	Focus	Number of Tasks	Skills Developed
Unit 1	8 th (A1.2)	Confidence & basic expression	4	Vocabulary, pronunciation, self-confidence
Unit 2	9 th (A2.1)	Group communication & participation	4	Fluency, opinion sharing, cooperation
Unit 3	10 th (A2.2)	Emotional control & fluent expression	3	Argumentation, emotional regulation, reflection
Unit 4	8 th , 9 th and 10 th	Creative disinhibition & gamification	3	Creative disinhibition & gamification

Source: Own elaboration

4.7. Description of Guide

This digital instructional guide is a specialized pedagogical resource designed to mitigate the affective filter in secondary-level English as a Foreign Language (EFL) students of 8th, 9th and 10th year. The work is organized into four units, each with specific learning objectives and motivational strategies to address linguistic anxiety. Through practical activities, the guide provides cognitive and emotional tools that facilitate student communicative performance. The methodological approach emphasizes socio-emotional well-being as a crucial catalyst for enhancing language acquisition and academic achievement.



THE "LEVEL UP" HANDBOOK

Dayana Mantilla

This workbook belongs to:

Class and school year:

.....





What's inside:

- INTRODUCTION & USER GUIDE
- THE ANXIETY RADAR
 - UNIT 1: MY DIGITAL ID
 - UNIT 2: DREAM SETUP
 - UNIT 3: FUTURE BOSS
 - UNIT 4: CONTENT CREATOR

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Welcome, Teacher!

.....

This handbook is a tool to reduce anxiety and boost speaking.

1. The Rule: Fluency first, accuracy second.
2. The Method: Gamification & Affective Filter.



"THE METHOD: GAMIFICATION & AFFECTIVE FILTER"

💡 TEACHER TIP: DON'T FORCE THEM!

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THE ANXIETY RADAR



How to spot a student in "Panic Mode"

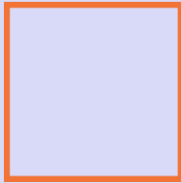
INSTRUCTION: If you detect 3 or more signs from this list, the student's Affective Filter is too high. Stop correcting grammar and switch to a low-stress strategy immediately.

PHYSICAL SIGNS (WHAT YOU SEE)



NO EYE CONTACT:

Looking at the floor or table to avoid connection.



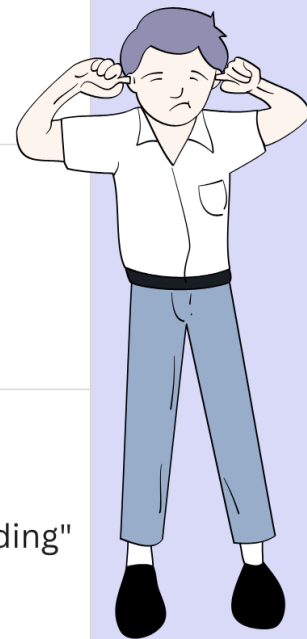
FIDGETING:

Playing nervously with pens, hair, or shaking legs.



RIGID BODY:

Crossed arms, tense shoulders, or "hiding" behind peers.



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THE ANXIETY RADAR

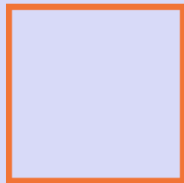


BEHAVIORAL SIGNS (WHAT THEY DO) 🙄



SILENCE:

Taking too long to answer or remaining completely quiet.



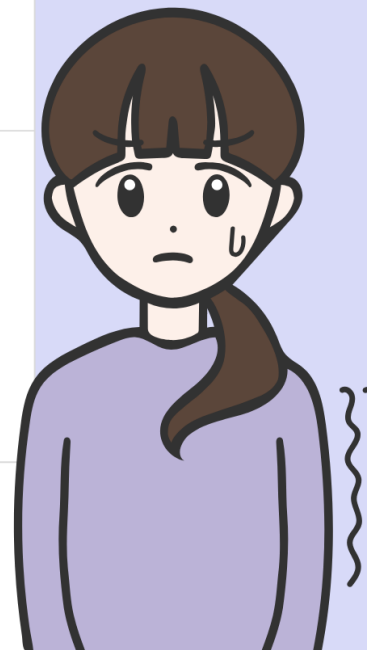
SHORT ANSWERS:

Using only "Yes" or "No" to end the interaction quickly



NERVOUS

Laughter: Laughing inappropriately when making a mistake.



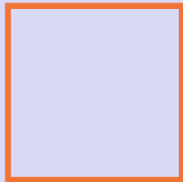
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THE ANXIETY RADAR

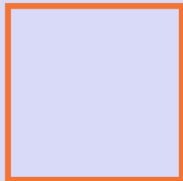


VERBAL SIGNS (HOW THEY SPEAK)



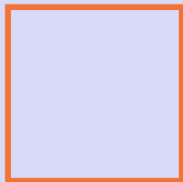
THE WHISPER:

Speaking in a very low volume, hoping you don't hear errors.



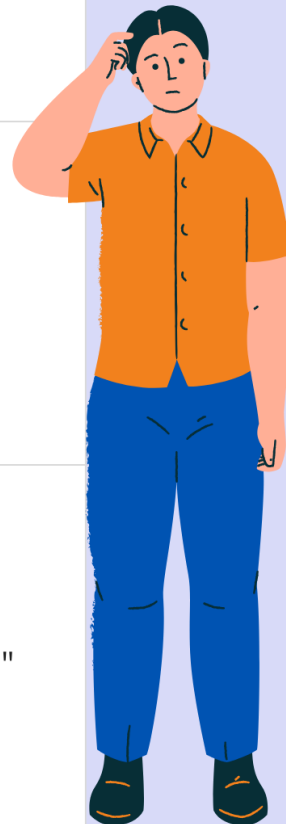
MENTAL BLOCK:

Forgetting simple words they already know ("Blanking out")



L1 FALLBACK:

Asking "Can I say it in Spanish?" constantly.



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UNIT 1 DIGITAL ID



UNIT 1: MY DIGITAL ID

Target: 8th Grade (A1.2)

OBJECTIVE: MITIGATE SOCIAL ANXIETY THROUGH CONTROLLED, ASYNCHRONOUS SELF-EXPRESSION.

MOTIVATION STRATEGY: "VERIFIED BADGE" IMMEDIATE POSITIVE REINFORCEMENT TO VALIDATE GROUP BELONGING.

5'-15'



THE ULTIMATE BIO

DEVELOPMENT

Activity #1	Activity #2	Activity #3	Activity #4
Guess the Celebrity They say the name and a characteristic.	New account They draw themselves and describe themselves quickly. They may use fiction.	"Follow for Follow" They share the profile of another classmate, and get a follower.	"Trending Topic" Choose a character and share their profile

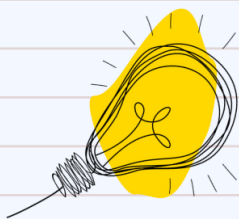
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NEED MORE INFO?
LOOK BACK.



TEACHER

1. Warm-up (Guess the Celebrity): Show zoomed-in photos of famous YouTubers or singers. Ask students to shout their names to activate attention.
2. Instruction (New Account): Explain the task: "You are creating a new social media profile. You need a cool username and a bio to get followers."
3. Activity (The Ultimate Bio): Students draw their profile picture and write a short description (Name, Age, Likes/Dislikes) on the worksheet.
4. Wrap-up (Follow for Follow): Mingle: Students walk around reading their bios. If a classmate likes the bio, they "sign" the paper as a follower.



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5'-15'



MATERIALS NEEDED:



Digital/Printed
Photos



Student Worksheet



Supplies

Reward



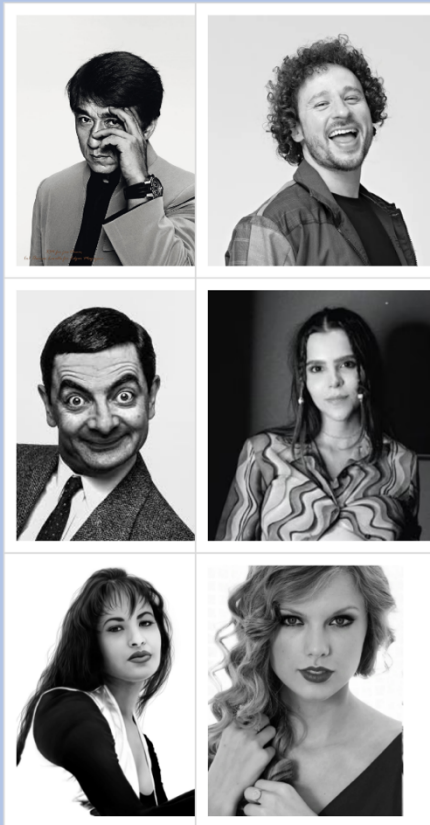
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ACTIVITY #1

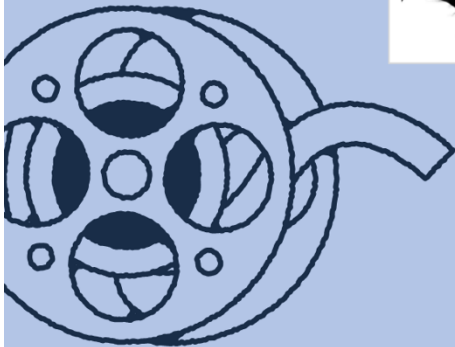
Who is it?

Just look at the photo and don't say anything if you know who it is.

5'-15'



Blink twice if
you caught
one.



LET'S TALK



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ACTIVITY #2

New account!

You are launching a new account. You need a cool bio to get followers.

5'-15'



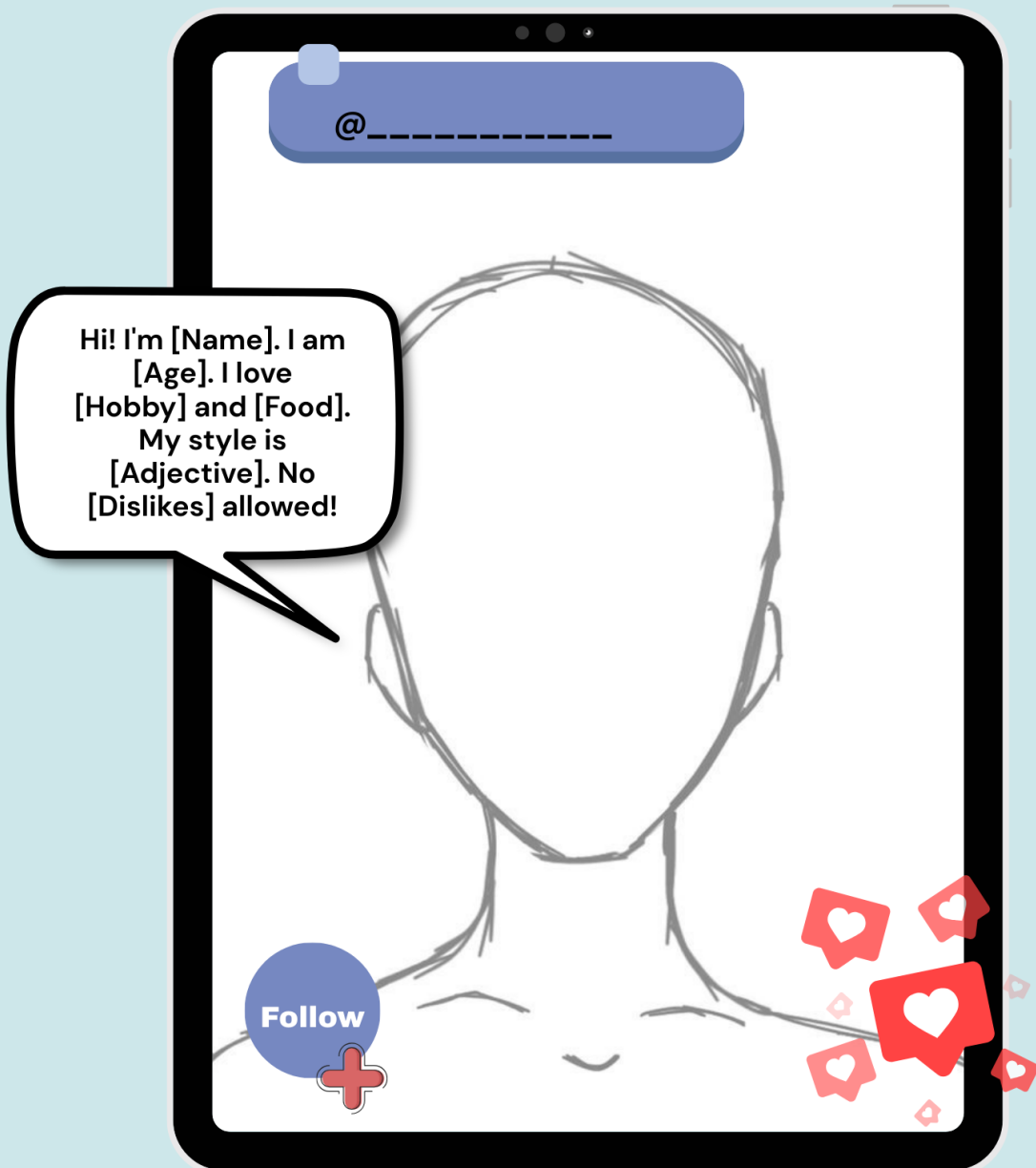
VOCABULARY BOX

Interests	Adjectives	Tech
Gaming	Chill	User
Streaming	Epic	Password
Fashion	Aesthetic	Bio
K-Pop	Cringe	Link in Bio



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CREATE A NEW ACCOUNT



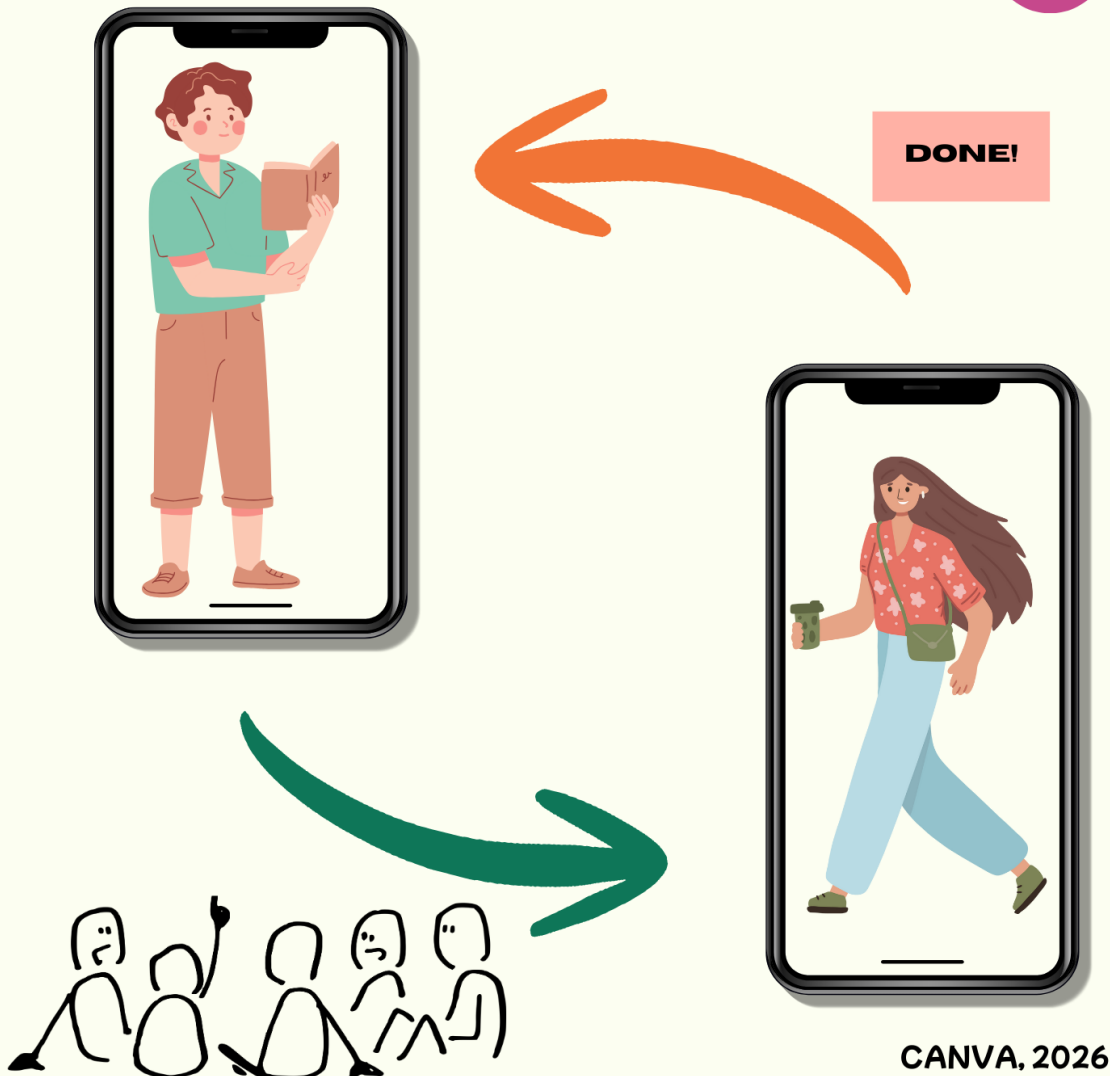
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ACTIVITY #3

Follow for follow!

And the best part? Every time you share your profile with someone else, you'll gain a new follower!

5'-15'

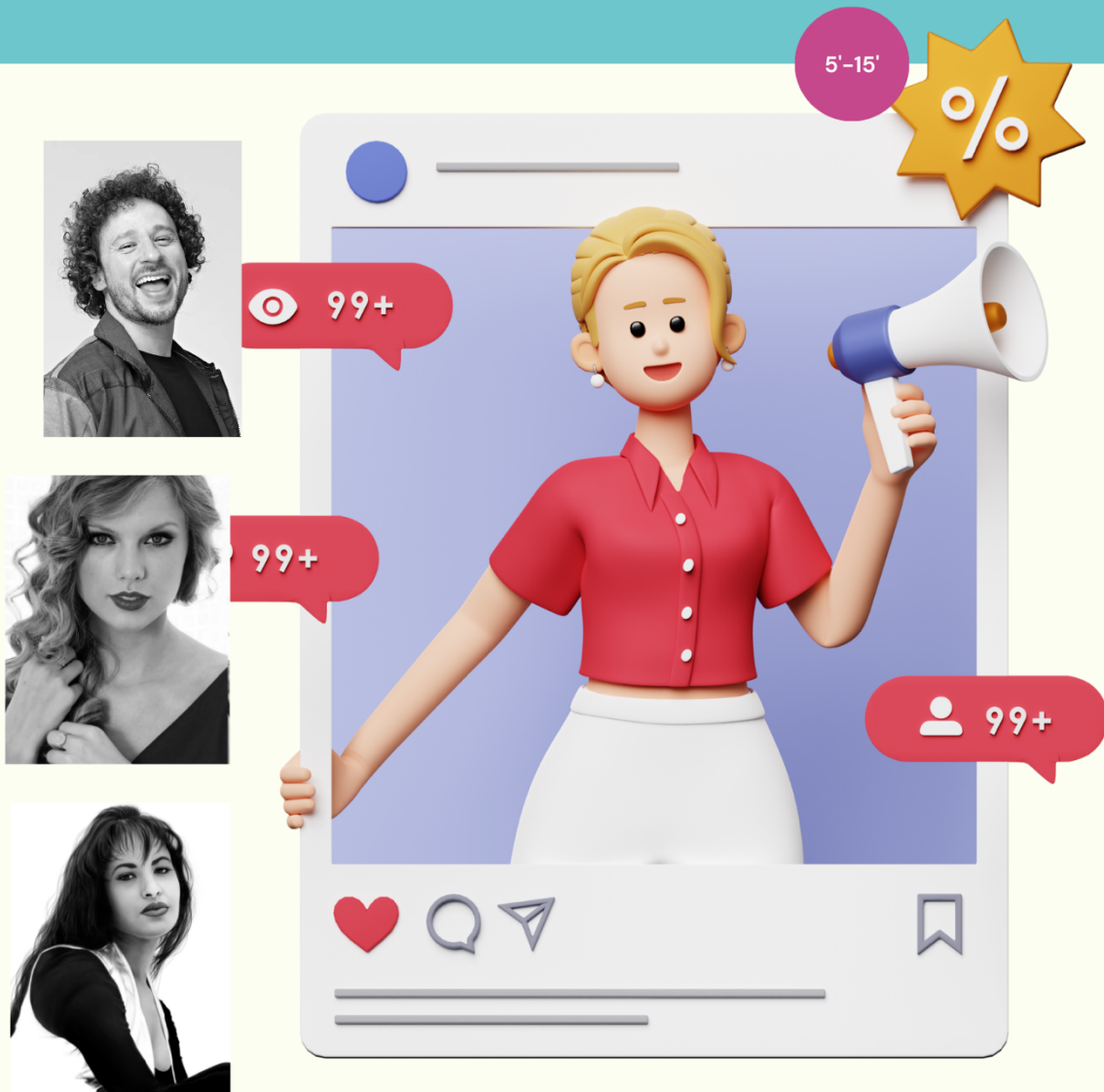


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ACTIVITY #4

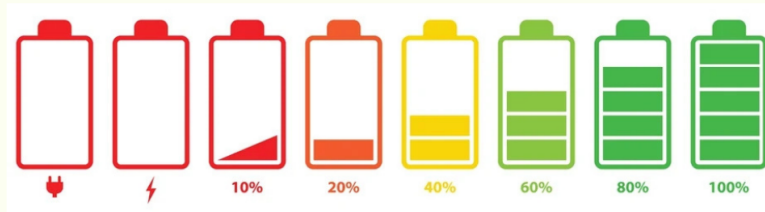
TRENDY TOPIC!

Choose a character from the first activity and imagine a post by this character on their social media and share it.

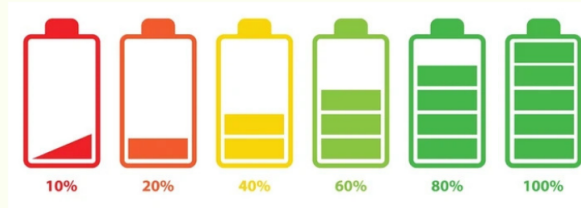


CANVA, 2026

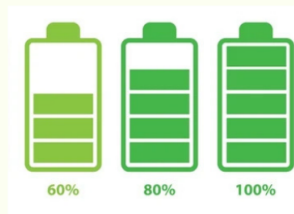
CONTROLLER BATTERY 🎮



Low Battery (10%):
I was nervous / I didn't want to speak. 😞



Charging (50%):
I was okay, but a little shy. 😐



Full Power (100%):
I felt confident & relaxed! 😎



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UNIT 2

DREAM SETUP



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UNIT 2: DREAM SETUP

Target: 9th Grade (A2.1)

- OBJECTIVE: FOSTER PSYCHOLOGICAL SAFETY THROUGH COOPERATIVE PEER SCAFFOLDING.
- MOTIVATION STRATEGY: "COLLAB REQUEST": DILUTION OF PERFORMANCE ANXIETY VIA SHARED RESPONSIBILITY.

ROOM TOUR CHALLENGE

DEVELOPMENT			
Activity #1	Activity #2	Activity #3	Activity #4
<p>What is on the desk?</p> <p>Show a photo of a messy room vs. an aesthetic room</p>	<p>"Interior Designer"</p> <p>Student A describes their dream room; Student B is the "Interior Designer" who must draw/say it.</p>	<p>Get whatever you want.</p> <p>In turns, the students put the objects in the room.</p>	<p>Who's more pro?</p> <p>To decide which is the best room</p>

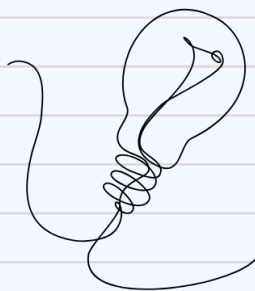


NEED MORE INFO?
LOOK BACK.

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TEACHER

1. Warm-up (The Messy Room): Show a picture of a messy room. Ask quick questions: "Where is the cat?" (Answer: "Under the bed").
2. Instruction (Info Gap): Divide the class into pairs (Student A & Student B). Explain that Student A describes a secret room, and Student B must draw it.
3. Activity (Room Tour): Student A speaks: "Put the gaming chair next to the desk." Student B listens and draws. Then, they swap roles.
4. Wrap-up (The Reveal): Pairs compare their drawings with the original image to check accuracy.



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MATERIALS NEEDED:



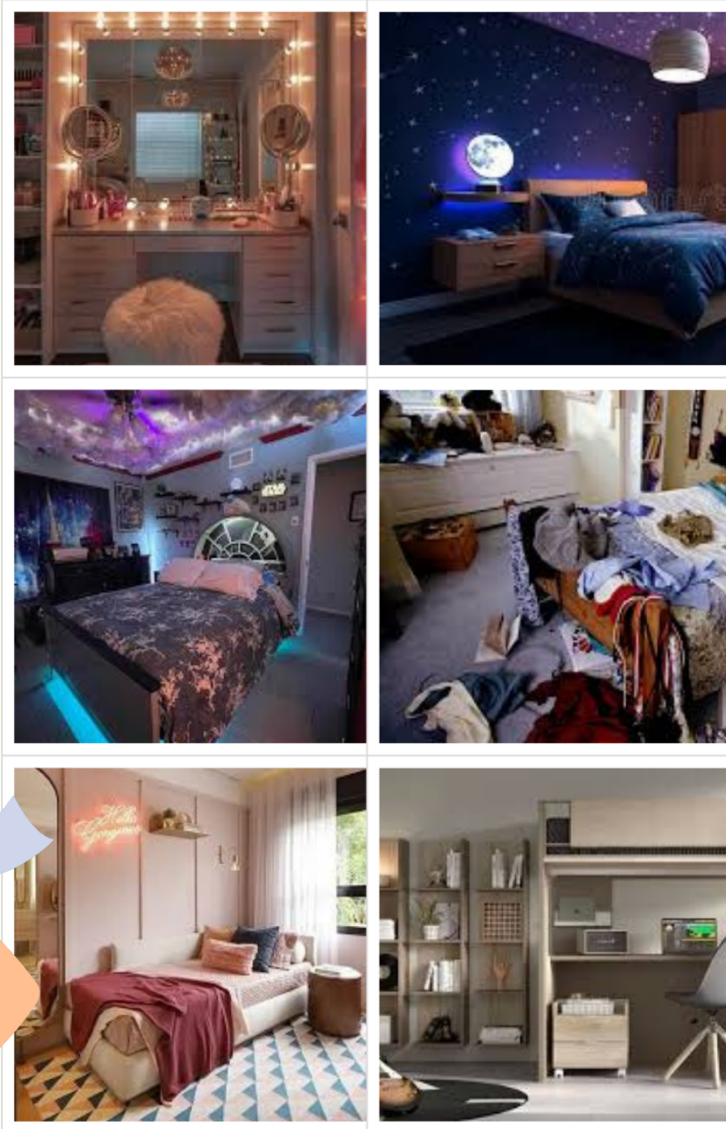
CANVA, 2026

ACTIVITY #1

What is on the desk?

Select the image you like the most.

5'-15'



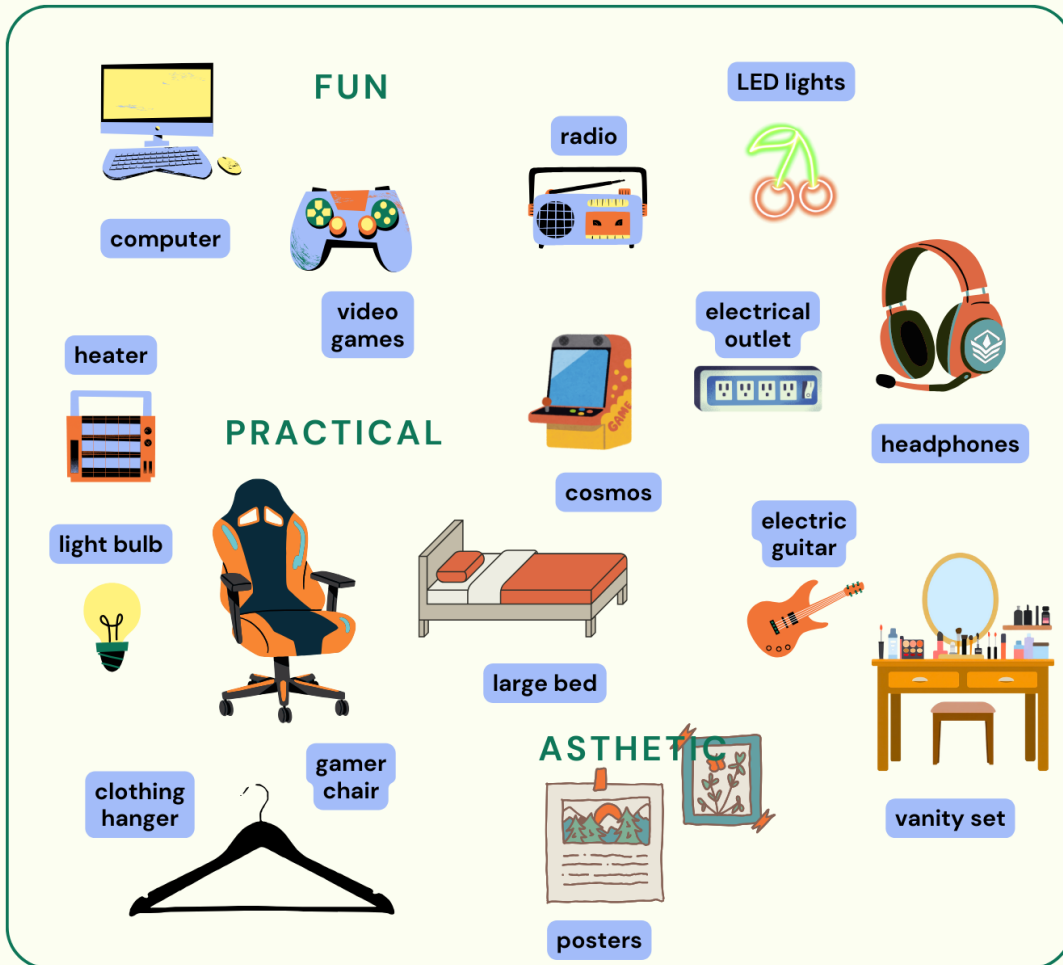
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ACTIVITY #2 Interior Designer

LET THE DESIGNER KNOW WHAT YOU WANT!

5'-15'

VOGABULARY BOX



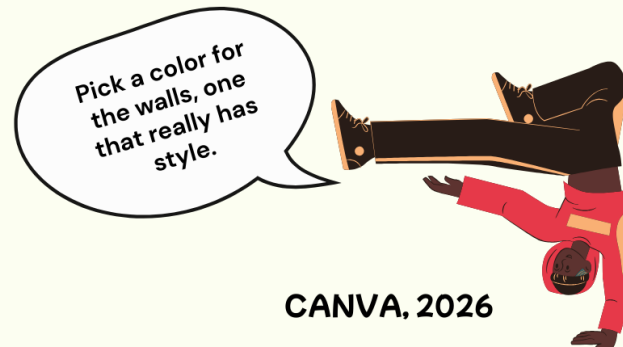
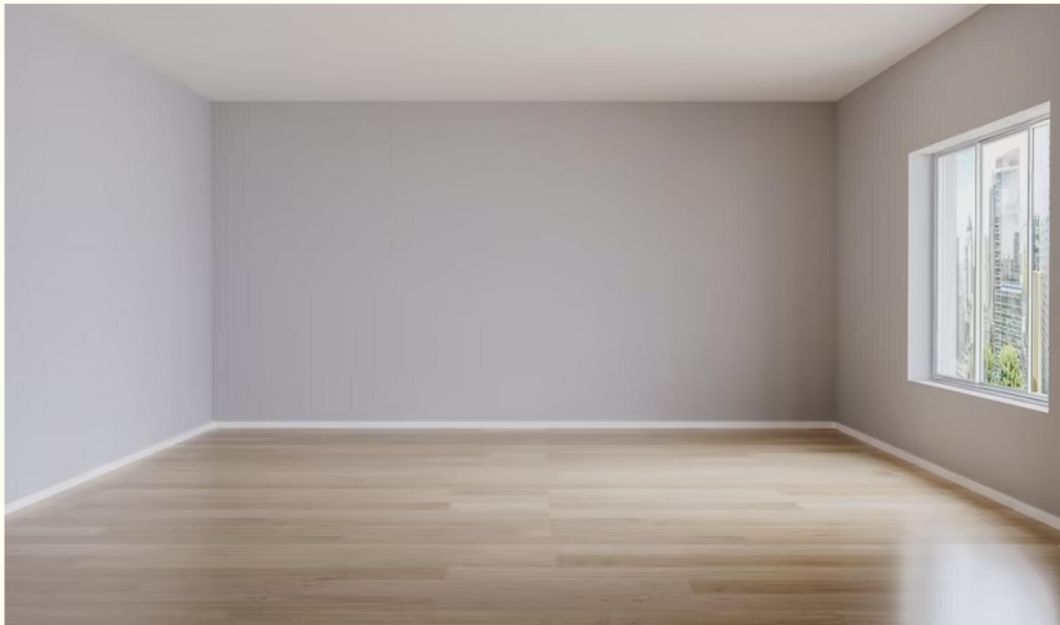
CANVA, 2026

ACTIVITY #3

Get whatever you want!

In my dream room, there is a big TV on the wall. There are LED lights under the bed...

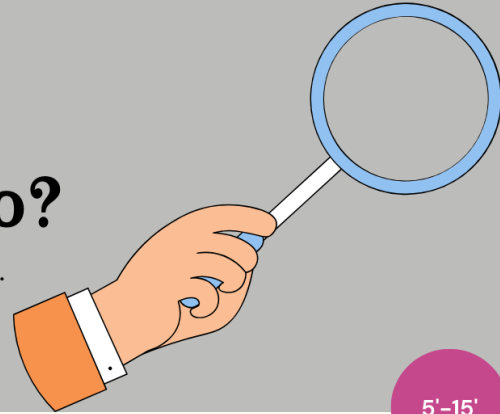
5'-15'








ACTIVITY #4

Who's more pro?

Looking for the best interior designer...



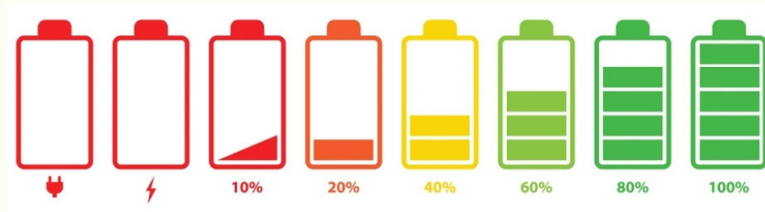
5'-15'

The most pro room				
Categories		Runner-up 1	Runner-up 2	Runner-up 3
Style				
Order				
Accessories				
Beauty				
Happy customer				
Votes		/5	/5	/5

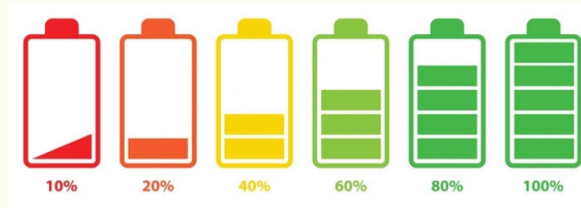


CANVA, 2026

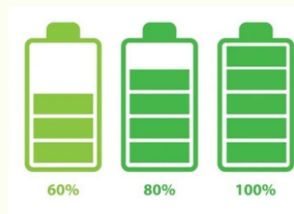
AMBITION LEVEL 🚀



Low Battery (10%):
I was nervous / I didn't want to speak. 😞



Charging (50%):
I was okay, but a little shy. 😐



Full Power (100%):
I felt confident & relaxed! 😎



CANVA, 2026

UNIT 3 FUTURE BOSS



CANVA, 2026

UNIT 3: FUTURE BOSS

Target: 10th Grade (A2.2)

- OBJECTIVE: ENHANCE PERCEIVED SELF-EFFICACY THROUGH ASPIRATIONAL FUTURE SELF-PROJECTION.
- MOTIVATION STRATEGY: "THE CEO STATUS": ROLE EMPOWERMENT TO BOOST INTRINSIC MOTIVATION.

MY VISION BOARD 2.0

DEVELOPMENT		
Activity #1	Activity #2	Activity #3
Bucket List Bingo	10 Years	Board Meetings
To answer random questions.	To select images and say future sentences.	To look for partners with shared images or goals.

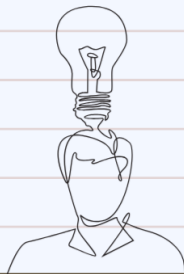


NEED MORE INFO?
LOOK BACK.

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TEACHER

1. Warm-up (Bucket List Bingo): Ask: "Who wants to be a millionaire? Who wants to travel to Japan?". Students raise hands.
2. Instruction (Vision Board): Tell students to visualize their life in 10 years (Job, House, Travel) and select images/words for their board.
3. Activity (My Future Feed): Students cut out images or draw their goals on the "Instagram Grid" worksheet and write: "I will be..." sentences.
4. Wrap-up (Board Meeting): Small groups present one specific goal to their partners. The best one gets a "CEO" sticker.



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MATERIALS NEEDED:



ACTIVITY #1

Bucket List Bingo

If you hear something that matches you, say bingo.

5'-15'



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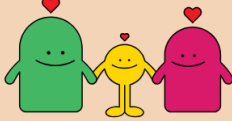


ACTIVITY #2

In 10 years

Catch an idea and say a sentence in the future tense.

5'-15'

VOGABULARY BOX

Psychologist		Buy a car	
Teacher		Buy a House	
Doctor		Learn a language	
Deveoper		Start a business	
Engineer		Have a Family	
Actor		Travel around the world	

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ACTIVITY #3

Board Meetings

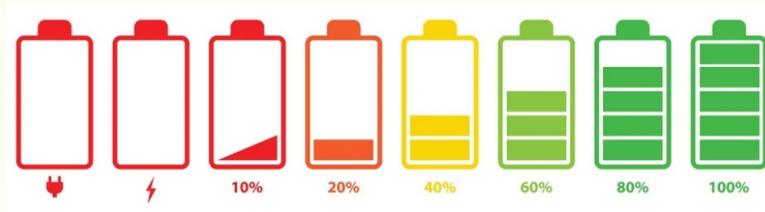
Share with your friends

5'-15'

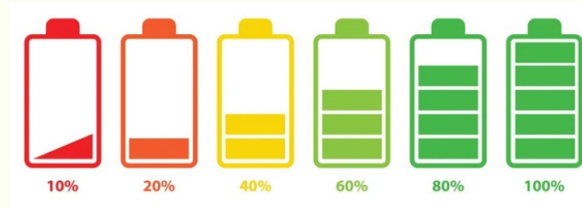




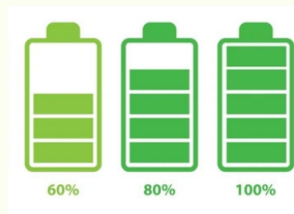
MY SOCIAL BATTERY:



Low Battery (10%):
I was nervous / I didn't want to speak. 😞



Charging (50%):
I was okay, but a little shy. 😐



Full Power (100%):
I felt confident & relaxed! 😎



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UNIT 4 PODCASTER



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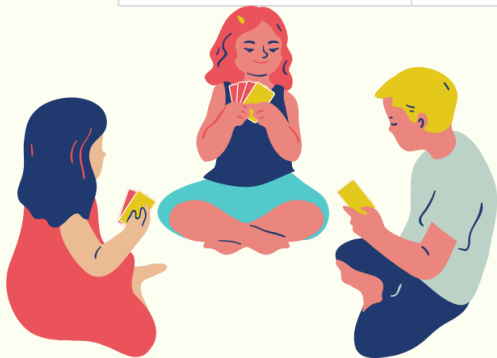
UNIT 4: CONTENT CREATOR

Target Transversal

- OBJECTIVE: LOWER ORAL INHIBITION THROUGH ERROR DEPERSONALIZATION (ROLE-PLAY).
- MOTIVATION STRATEGY: "THE CAST LIST": ENCOURAGEMENT OF LINGUISTIC RISK-TAKING UNDER A PROTECTED IDENTITY.

MANGA VOICE ACTORS


DEVELOPMENT		
Activity #1	Activity #2	Activity #3
The Emoji Face	Professional Voice Actors	The Live Show
To make the face and a sound instantly.	To imitate the voices of these characters.	To repeat the dialogues from these scenes.



LET'S TALK



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TEACHER

1. Warm-up (The Emoji Face): Show a flashcard of an emotion (e.g., Angry). Students must immediately make the face and a sound (e.g., "Grrr!").
2. Instruction (Voice Acting): Explain: "You are voice actors. You must read this comic script adding drama and exaggerated emotions."
3. Activity (The Duel): Pairs practice the "Manga Script" using different tones (Whispering, Shouting) guided by the "Director's Cards".
4. Wrap-up (The Live Show): Volunteers perform the scene in front of the class. Peers vote for the "Most Dramatic" actor.



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MATERIALS NEEDED:



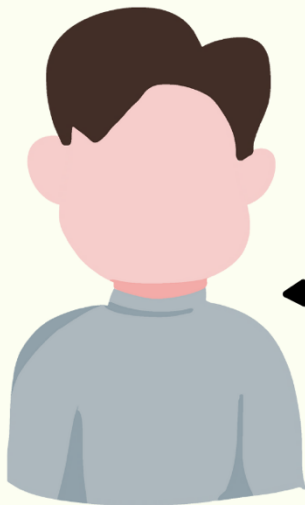
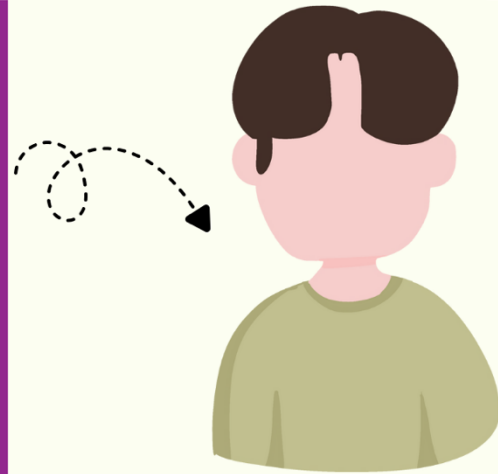
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ACTIVITY #1

The Emoji Face

Show your best emoji face...

5'-15'








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Here's some help!



Vocabulary Box

COMIC WORDS		SOUND EFFECTS (FX)		STAGE DIRECTIONS
Speech Bubble		BAM!	Whisper	
Panel		OUCH!	Scream	
Script		HAHA!	Sigh	
Character		GASP!	Sob	



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ACTIVITY #2

Professional Voice Actors

You must bring it to life!

5'-15'



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ACTIVITY #3

The Live Show

To vote for "Most Dramatic" or "Funniest".

5'-15'

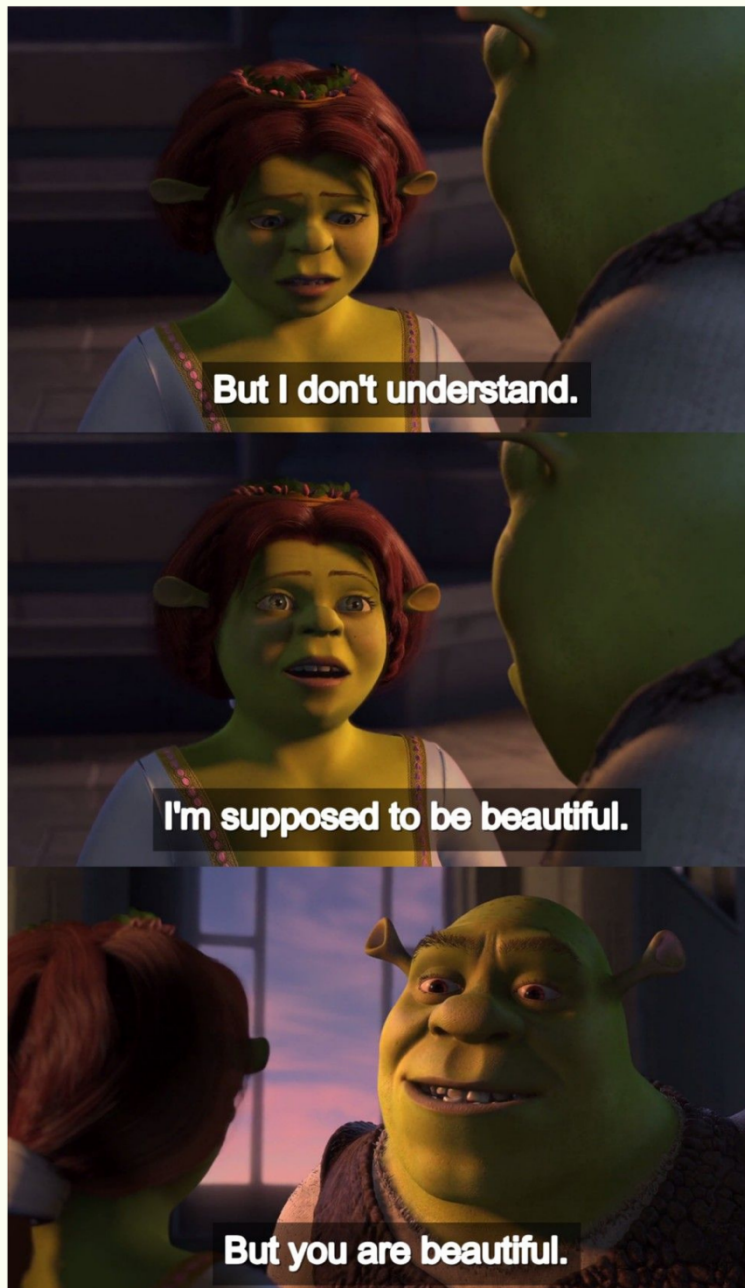


CANVA, 2026

ACTIVITY #3

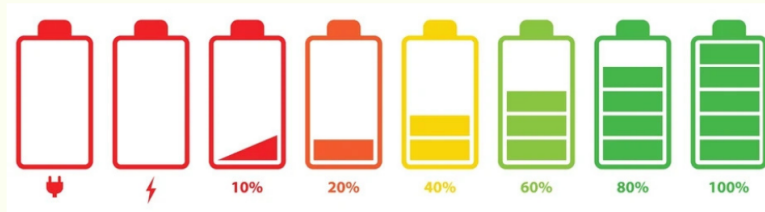
The Live Show

5'-15'

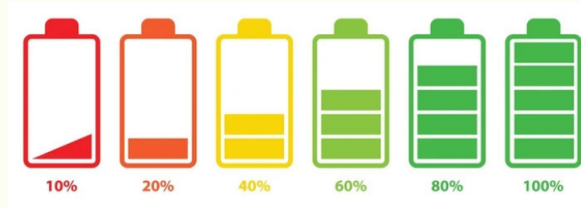


CANVA, 2026

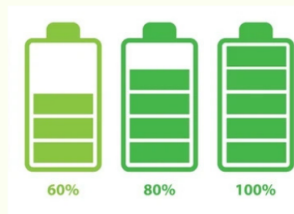
RECORDING VOLUME 🎤



Low Battery (10%):
I was nervous / I didn't want to speak. 😞



Charging (50%):
I was okay, but a little shy. 😐

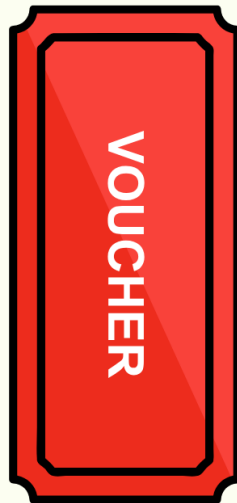
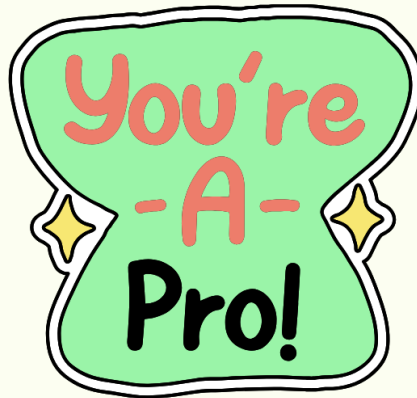


Full Power (100%):
I felt confident & relaxed! 😎



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REWARDS REWARDS



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4.8. Impacts

There are three impacts to analyze:

- Affective Impact

- Linguistic Impact

-Academic Impact

Table 2

The Numerical Impact Levels

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

Take from: Posso (2013)

Finally, it is important to mention the formula for obtaining results.

$$IL \text{ (Impact Level)} = \frac{\sum}{\text{number of items}} = \frac{15}{5} = 3$$

\sum = The results of each indicator are added.

5= Number of indicators included in the table.

4.8.1. Affective Impact

Table 3
Affective Impact

	<i>Impact Levels</i>	-3	-2	-1	0	1	2	3
<i>Items</i>								
1. To recognize situational anxiety signs in the classroom.								X
2. To increase perceived self-confidence through gamified rewards.								X
3. To foster role disinhibition through the creation of digital identities.								X
4. To promote error tolerance as a natural part of the game.								X
5. To strengthen group cohesion through cooperative missions.								X
Total								15

Source: Own elaboration

$$IL \text{ (Impact Level)} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Analysis

Regarding the affective dimension, a high positive impact (+3) is foreseen for the reduction of situational anxiety and the increase of self-confidence. This maximum score is assigned because the handbook provides teachers with specific tools to recognize anxiety signs early, preventing students from reaching a frustration point. Furthermore, role disinhibition is expected to be highly successful; by allowing students to adopt a digital identity or profile, they can express themselves with greater freedom, detaching their real self from the fear of social

judgment. Finally, group cohesion and error tolerance are projected to reach a high positive level, as the cooperative nature of the missions transforms the classroom into a safe zone where mistakes are viewed merely as part of the game mechanics rather than academic failures.

4.8.2. Linguistic Impact

Table 4
Linguistic impact indicators

	<i>Impact Levels</i>	-3	-2	-1	0	1	2	3
<i>Items</i>								
1. To enhance oral fluency and speed of response.								X
2. To develop prosody and emotional expressiveness in speech.								X
3. To acquire contextual vocabulary relevant to adolescents.								X
4. To build communicative autonomy in simple interactions.								X
5. To decrease dependence on L1 (Spanish) during tasks.								X
	<i>Total</i>							15

Source: Own elaboration

$$IL \text{ (Impact Level)} = \frac{\sum}{\text{number of items}} = \frac{15}{5} = 3$$

Analysis

A high positive impact (+3) is anticipated for oral fluency and communicative autonomy. By shifting the focus from grammatical accuracy to "Fluency First," students are expected to enhance their speed of response significantly. It is estimated that contextual vocabulary acquisition will reach a maximum positive level because the lexicon is relevant to the students'

immediate reality, which intrinsically motivates them to decrease their dependence on L1 (Spanish). Additionally, a positive high impact is expected in prosody and expressiveness, particularly through the "Voice Acting" unit, which forces students to modulate their intonation and rhythm in a way that traditional reading exercises do not achieve.

4.8.3. Academic Impact

Table 5

Academic Impact indicators

	<i>Impact Levels</i>	-3	-2	-1	0	1	2	3
Items								
1. To improve academic performance in Speaking skills.								X
2. To innovate methodological practices in the EFL classroom.								X
3. To boost voluntary participation rates among students.								X
4. To align teaching strategies with National Curriculum standards.								X
5. To optimize class time dedicated to student production (STT).								X
Total								15

Source: Own elaboration

$$IL \text{ (Impact Level)} = \frac{\sum}{\text{number of items}} = \frac{15}{5} = 3$$

Analysis

Finally, concerning the academic dimension, a maximum positive score (+3) is projected for speaking performance and active participation. The implementation of the handbook is expected to directly improve speaking grades by increasing the frequency of voluntary interventions in class. Methodological innovation is also assigned a high positive impact, allows

educators to transition from traditional methods to active, gamified strategies without requiring excessive planning time. Consequently, this leads to significant time optimization and ensures curricular alignment, as the ready-to-use worksheets guarantee that National Curriculum standards are met efficiently, maximizing the actual time students spend speaking English.

Conclusions

- The analysis confirms a significant gap between the National Curriculum expectations and student reality, driven primarily by affective factors rather than linguistic deficiencies.

Theoretical evidence identifies anxiety in adolescents as a dynamic construct linked to fear of negative evaluation, necessitating interventions that prioritize emotional well-being to facilitate oral production.

- The mixed method design proved optimal for addressing the complexity of language anxiety, allowing for the correlation of emotional variables with class participation via the FLCAS scale. The rigorous three phase procedure, including instrument piloting and statistical analysis, ensured the scientific validity and reliability of the data regarding the student population.

- Results indicate that speaking anxiety stems primarily from the fear of public mistakes and unprepared improvisation rather than a lack of language knowledge. The marked preference for receptive skills over oral production confirms that current methodologies may generate excessive pressure, inhibiting voluntary participation despite general student confidence.

- The Level Up proposal effectively integrates Communicative Language Teaching with gamification to lower the affective filter by shifting the focus from grammatical perfection to meaningful interaction. The projected implementation anticipates a high positive impact across affective and academic dimensions, equipping teachers with tools to foster sustainable oral fluency and communicative autonomy.

- The comprehensive analysis conducted in this study determines that foreign language anxiety constitutes a critical variable hindering the development of oral production among

adolescents at Unidad Educativa Pablo Muñoz Vega. The findings confirm that fear of negative evaluation and the pressure of spontaneous performance significantly reduce student participation, regardless of their linguistic potential. Consequently, this research validates the imperative need to implement socio affective strategies is essential to lower the affective filter, foster a safe learning environment, and effectively bridge the gap between national curricular expectations and the actual communicative competence of the students.

Recommendations

- Based on the findings obtained and the conclusions derived from this study, it is suggested that English teachers prioritize the socio affective dimension by fostering a low-risk environment where errors are normalized. The use of positive reinforcement and formative feedback is essential to mitigate the fear of negative evaluation and strengthen adolescent self-efficacy.

- Regarding the methodology for teaching oral production, a scaffolded progression of activities is advised to reduce the anxiety caused by improvisation. Teachers should provide adequate planning time and transition from small group collaborations to individual tasks, allowing students to build confidence gradually.

- The Unidad Educativa Pablo Muñoz Vega is encouraged to adopt strategies based on gamification and role playing, as proposed, will facilitate student disinhibition through the use of digital identities and ludic missions. It is suggested to train the teaching staff in the management of these techniques and in the early detection of anxiety indicators, thus ensuring an effective application that benefits the academic performance and emotional well-being of the students.

- Future researchers, should employ a longitudinal approach to assess the long-term impact of socio affective strategies. Replicating this study across diverse contexts would further elucidate how variables such as gender and resources influence the relationship between language anxiety and oral production.

- It is recommended that the educational institution formally adopts strategies pedagogical intervention. Its systematic integration into the English curriculum is essential to

effectively lower emotional barriers, ensuring that students can overcome anxiety and achieve the communicative competencies required by national standards.

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ANNEXES

ANNEX 1. Instrumento de Recoleccion de Datos Revisado y Aprobado



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 21 de julio de 2025

Magister

Lisbeth Bracho

DOCENTE PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

De mi consideración:

Mediante el presente, solicito muy comedidamente se dignen validar los cuestionarios de Investigación del Proyecto “Anxiety in L2 Oral Production: class participation in 8th, 9th, and 10th years EGB of UE Pablo Muñoz Vega” durante el año escolar 2025-2026. Previo a la obtención del Título Licenciatura Pedagogía de los Idiomas Nacionales y Extranjeros para lo cual, se dignará encontrar adjunto los cuestionarios y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mi debido agradecimiento.

Atentamente

A handwritten signature in purple ink that reads "Dayana Mantilla". The signature is stylized and enclosed in a light purple oval.

Dayana Mantilla




UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

ENTREVISTA Y QUESTIONARIO

PROYECTO: “Anxiety in L2 Oral Production: class participation in 8th, 9th, and 10th years EGB of UE Pablo Muñoz Vega” during the scholar year 2025-2026.

Objetivo: To study the role of anxiety in oral production in L2 during class participation of 8th, 9th, and 10th-year EGB students at Unidad Educativa Pablo Muñoz Vega

 <p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p>
<p>GRADUATION WORK “Anxiety in L2 Oral Production: class participation in 8th, 9th, and 10th years EGB of UE Pablo Muñoz Vega” durante el año escolar 2025-2026.</p>
<p>Fecha: Posición: Rector</p>
<p>Objetivo: To study the role of anxiety in oral production in L2 during class participation of 8th, 9th, and 10th-year EGB students at Unidad Educativa Pablo Muñoz Vega</p>
<p>Cuestionario Pregunta 1: ¿Cuál es la importancia que la institución le otorga al aprendizaje del inglés dentro del currículo escolar?</p> <p>Pregunta 2: ¿Qué nivel de dominio del inglés se espera que alcancen los alumnos al finalizar la educación secundaria?</p> <p>Pregunta 3: ¿Es consciente de la relación entre los factores afectivos y la adquisición de una lengua extranjera?</p> <p>Pregunta 4:</p>

¿Ha sido informado de los efectos de la ansiedad en la clase de inglés, concretamente en la expresión oral?

Pregunta 5:

¿Existen estrategias institucionales para promover el aprendizaje efectivo del inglés y reducir la ansiedad?

Gracias

Fecha de envío para la evaluación del experto:	23/07/2025
Fecha de revisión del experto:	25-07-2025

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			

Firma del Evaluador



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

GRADUATION WORK

“Anxiety in L2 Oral Production: class participation in 8th, 9th, and 10th years EGB of UE Pablo Muñoz Vega” durante el año escolar 2025-2026.

Interview date:

Interviewed: English teacher

Objective

To study the role of anxiety in oral production in L2 during class participation of 8th, 9th, and 10th-year EGB students at Unidad Educativa Pablo Muñoz Vega

1. According to the results of the diagnostic evaluations, what CEFR level do your students currently achieve?
2. Do you believe anxiety affects students' academic performance in English? Could you share an example?
3. How often do you notice signs of anxiety or nervousness among your students during speaking activities in class?
4. What do you think causes the most anxiety for students: being evaluated, making mistakes or feeling judged by their peers?
5. Do you apply any specific strategies to reduce anxiety in the classroom? If so, which ones have been most effective?

Thanks for your help.

Fecha de envío para la evaluación del experto:	23/07/2025
Fecha de revisión del experto:	25-07-2025

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			

Firma del Evaluador



Firma electrónicamente por:
GIPSSY LISBETH
BRACHO GONZALEZ
Firmado electrónicamente con FirmaDC

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

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS-INGLÉS
GRADUATION WORK

“Anxiety in L2 Oral Production: class participation in 8th, 9th, and 10th years EGB of UE Pablo Muñoz Vega” durante el año escolar 2025-2026.

Survey date:

Class:

Objective:

To study the role of anxiety in oral production in L2 during class participation of 8th, 9th, and 10th-year EGB students at Unidad Educativa Pablo Muñoz Vega

Escala de Ansiedad en la Clase de Inglés (FLCAS adaptada)

Estimado/a participante:

Le agradecemos su disposición para participar en este estudio. El cuestionario que está a punto de completar se denomina *Escala de Ansiedad en el Aula de Lengua Extranjera* (Foreign Language Classroom Anxiety Scale – FLCAS), desarrollada por Horwitz, Horwitz y Cope (1986).

Instrucción:

A continuación, encontrará una serie de afirmaciones relacionadas con su experiencia en la clase de inglés. Lea cada una con atención y seleccione el número que mejor refleje su nivel de acuerdo utilizando la siguiente escala:

- 1 = Totalmente en desacuerdo
- 2 = En desacuerdo
- 3 = Ni de acuerdo ni en desacuerdo
- 4 = De acuerdo
- 5 = Totalmente de acuerdo

No hay respuestas correctas o incorrectas. Responde con sinceridad según lo que sientas.

1. Me pongo nervioso(a) cuando no entiendo lo que dice el profesor en la clase de inglés.

1	2	3	4	5
---	---	---	---	---

2. Me siento más tenso(a) y nervioso(a) en la clase de inglés que en otras clases.

1	2	3	4	5
---	---	---	---	---

3. Me preocupa que otros estudiantes se rían de mí cuando hablo inglés.

1	2	3	4	5
---	---	---	---	---

4. No me molesta cometer errores en la clase de inglés.

1	2	3	4	5
---	---	---	---	---

5. Mantengo la calma durante las pruebas en la clase de inglés.

1	2	3	4	5
---	---	---	---	---

6. Empiezo a temer la clase de inglés tan pronto como la clase anterior termina.

1	2	3	4	5
---	---	---	---	---

7. Estoy temeroso(a) de que el profesor me llame en la clase de inglés.

1	2	3	4	5
---	---	---	---	---

8. Me molesta cuando no entiendo lo que el profesor dice en inglés.

1	2	3	4	5
---	---	---	---	---

9. Siento que los demás estudiantes hablan inglés mejor que yo.

1	2	3	4	5
---	---	---	---	---

10. Me siento nervioso(a) cuando comienzo a hablar en inglés sin preparación.

1	2	3	4	5
---	---	---	---	---

11. Me siento seguro(a) cuando hablo en la clase de inglés.

1	2	3	4	5
---	---	---	---	---

12. Me asusto cuando no entiendo lo que el profesor dice en inglés.

1	2	3	4	5
---	---	---	---	---

13. No me preocupa tanto cometer errores al hablar en inglés.

1	2	3	4	5
---	---	---	---	---

14. Me siento muy cómodo(a) durante los exámenes en la clase de inglés.

1	2	3	4	5
---	---	---	---	---

15. Me siento más nervioso(a) cuando tengo que hablar en la clase de inglés que en otras clases.

1	2	3	4	5
---	---	---	---	---

16. Me cuesta trabajo concentrarme durante la clase de inglés.

1	2	3	4	5
---	---	---	---	---

17. Me siento inseguro(a) de mí mismo(a) cuando hablo en inglés frente a la clase.

1	2	3	4	5
---	---	---	---	---

18. Me pongo nervioso(a) cuando no puedo entender todo lo que dice el profesor en inglés.

1	2	3	4	5
---	---	---	---	---

19. Me resulta fácil hablar inglés en clase.

1	2	3	4	5
---	---	---	---	---

20. Me siento ansioso(a) incluso si estoy bien preparado(a) para la clase de inglés.

1	2	3	4	5
---	---	---	---	---

21. Me pongo tenso(a) cuando tengo que participar sin previo aviso en clase.

1	2	3	4	5
---	---	---	---	---

22. Me siento nervioso(a) cuando sé que me van a pedir hablar en inglés.

1	2	3	4	5
---	---	---	---	---

23. Me siento incómodo(a) cuando no entiendo lo que los otros estudiantes dicen en inglés.

1	2	3	4	5
---	---	---	---	---

24. Tengo miedo de hablar inglés frente a la clase.

1	2	3	4	5
---	---	---	---	---

25. Me siento más cómodo(a) escuchando inglés que hablando.

1	2	3	4	5
---	---	---	---	---

26. Me resulta estresante pensar que podría equivocarme al hablar en clase.

1	2	3	4	5
---	---	---	---	---

27. Me preocupa mucho por lo que los demás piensen de mi inglés.

1	2	3	4	5
---	---	---	---	---

28. Me siento intimidado(a) por la habilidad en inglés de los demás estudiantes.

1	2	3	4	5
---	---	---	---	---

29. A veces estoy tan nervioso(a) durante la clase que no puedo concentrarme.

1	2	3	4	5
---	---	---	---	---

30. Me gustaría poder participar más en la clase de inglés, pero la ansiedad me lo impide.

1	2	3	4	5
---	---	---	---	---

31. Me pongo nervioso(a) cuando sé que la clase de inglés implica hablar en público.

1	2	3	4	5
---	---	---	---	---

32. Me siento más tranquilo(a) si no tengo que participar oralmente en la clase de inglés.

1	2	3	4	5
---	---	---	---	---

33. Me siento tenso(a) y confundido(a) durante las actividades orales en clase.

1	2	3	4	5
¡Gracias!				

Fecha de envío para la evaluación del experto:	23/07/2025
Fecha de revisión del experto:	25-07-2025

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			
12	X			
13	X			
14	X			
15	X			
16	X			
17	X			
18	X			
19	X			
20	X			
21	X			
22	X			
23	X			
24	X			
25	X			
26	X			
27	X			
28	X			
29	X			
30	X			
31	X			
32	X			
33	X			

Firma del Evaluador

C.C.: 0400937496



Apellidos y nombres completos	Gippsy Lisbeth Bracho González
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ANNEX 2. TRANSCRIPCION DE ENTREVISTA AL SR. RECTOR DE LA INSTITUCION

Por favor me ayuda con su nombre.

- Muy buenos días. Un gusto atenderla. Soy Gabriel Cedillo rector de la Unidad Educativa Pablo Muñz Vega.

La primera pregunta sería **¿Cuál es la importancia que la institución otorga al aprendizaje del inglés dentro del currículum escolar?**

-Tiene como jantica el estudiar en inglés, considerando como una herramienta para los estudiantes que se proyectan a nivel internacional. La intención nuestra como institución es que los estudiantes salgan con con suficiente nivel de inglés para emprender alguna actividad fuera del país, sobre todo en estudios de posgrado.

- Perfecto, entonces, **¿Qué nivel de dominio del inglés se espera que alcancen los alumnos al finalizar la educación secundaria?**

- Nosotros aspiramos que los estudiantes salgan como suficiencia. La mayoría de chicos que han reunido las evaluaciones han salido con B2 y aspiramos que esos chicos, pues a más de recibir una exoneración y sus estudios superiores puedan apuntar hacia becas internacionales.

Muy amable, entonces **¿Es consciente de la relación entre los factores afectivos y la adquisición de una lengua extranjera?**

Es imposible que los chicos, puedan aprenderlo solo en inglés, sino cualquier conocimiento sin existir ese lazo afectivo entre el profesor y estudiante.

¿Ha sido informado de los efectos de la ansiedad en la clase de inglés, concretamente en la expresión oral?

En el caso de nuestros estudiantes no hay mayor problema. Lamentablemente hay algunos que vienen de otras instituciones educativas, que no tienen el mismo nivel de los estudiantes nuestros y para ellos se les dificultó un poco. Es solucionable con la capacidad del docente se supera este malestar.

¿Existen estrategias institucionales para promover el aprendizaje afectivo del inglés y reducir la ansiedad?

Con los chicos siempre se trabajan. No solo en el inglés, sino en todas las asignaturas. Si trabajan nivelaciones una vez que se detectan los estudiantes que no hay uniformidad en su conocimiento cuando se identifica algún estudiante que está por debajo de los parámetros establecidos en la institución se le da nivelación, se le da nivelacion y si el estudiante no lo aprovecha, pues se le sugiere que que lo haga fuera de la institución también.

Esto seria todo, quedó muy agradecida por su apertura a responder. Estas preguntas que nos van ha resultar de mucha ayuda.

-Muchas gracias. Con todo gusto a ustedes por el trabajo. Excelente que han desempeñado dentro de la institución y que están desarrollando.

ANNEX 3. TRANSCRIPCION DE ENTREVISTA A LA DOCENTE

Teacher's name: Gabriela Cedillo

According to the results of the diagnostic evaluations, what CEFR level do your students currently achieve?

Most of my students are currently at an A2 level. They can understand and use familiar expressions and communicate in simple, routine tasks. A few are approaching B1 in receptive skills, while in productive skills, especially speaking and writing, some still remain closer to A1.

Do you believe anxiety affects students' academic performance in English? Could you share an example?

Yes, definitely.

Anxiety often prevents students from showing their real abilities. For instance, I had a student who wrote excellent essays and answered comprehension questions with ease, but during oral exams she would freeze and give one-word answers. Anxiety created a gap between what she knew and what she was able to demonstrate.

How often do you notice signs of anxiety or nervousness among your students during speaking activities in class?

I notice clear signs of anxiety in about one third of my students during speaking tasks. Some avoid eye contact, others speak in a very low voice, and many give very short responses even when they know more.

What do you think causes the most anxiety for students: being evaluated, making mistakes, or feeling judged by their peers?

From my experience, the fear of making mistakes is the strongest cause of anxiety, followed closely by the feeling of being judged by peers. Formal evaluation matters too, but peer judgment seems to weigh heavier, especially in adolescents.

Do you apply any specific strategies to reduce anxiety in the classroom? If so, which ones have been most effective?

Yes. Some strategies that work best are:

- Letting students practice first in pairs or small groups before presenting to the class.
- Reinforcing effort and participation, not only correctness.
- Using games, role-plays, and dynamic activities that make speaking less intimidating.
- Guiding short breathing or relaxation techniques before presentations.
- These approaches create a safer environment where students feel more confident to take risks and use English.