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Facultad de Ciencias de la Educación
Facultad de Comunicación, Lingüística y Literatura

Trabajo de Titulación como requisito previo para la obtención del título de
Magíster en Pedagogía del Inglés como Lengua Extranjera

Speaking Anxiety in Young EFL Ecuadorian Students

Autor : Diana Elizabeth Ocaña Ramos

Director -Tutor: Dragosavljevich Garzón Milica Margarita

Quito, agosto 2021

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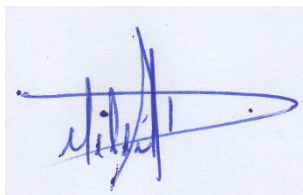
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DRAGOSAVLJEVICH GARZÓN MILICA MARGARITA
C.I./C:C 1710672997
mdragosav@puce.edu.ec

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DIANA ELIZABETH OCAÑA RAMOS
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MAESTRÍA EN PEDAGOGÍA DEL INGLÉS COMO LENGUA
EXTRANJERA**

SPEAKING ANXIETY IN YOUNG EFL ECUADORIAN STUDENTS

Author:

DIANA ELIZABETH OCAÑA RAMOS

Supervisor:

DRAGOSAVLJEVICH GARZON MILICA MARGARITA

Date:

August 2021

ABSTRACT

This paper aims to determine the causes of speaking anxiety among EFL teenagers from Unidad Educativa Municipal Quitumbe. Teenage learners are influenced by different types of feelings during adolescence due to the specific psycho-physiological changes of this age group. Therefore, teachers must be incredibly careful on how foreign language anxiety negatively influences the personality of learners from the point of view of their character and confidence building.

According to the surveys administered during this investigation, most of the students find it difficult to learn, understand and use the foreign language. This phenomenon is the result of the interaction of several factors, which is why, it is paramount to identify the causes of foreign language anxiety, particularly in speaking for it is in the communicative act where anxiety is most visible.

To obtain the data, it was considered necessary to make use of the previously used and tested Foreign Language Classroom Anxiety Scale (FLCAS), which was taken into consideration as guide. The findings present a high level of speaking anxiety in the foreign language class due to the poor knowledge of verbal and non-verbal skills (See in results pgs. 12-18). This paper suggests that further research about this phenomenon within Ecuadorian students is of the highest importance.

Key Words: speaking anxiety, foreign language anxiety.

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Fecha:

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RESUMEN

Este artículo tiene como objetivo determinar las causas de la ansiedad al hablar entre los adolescentes de inglés como lengua extranjera de la Unidad Educativa Municipal Quitumbe. Los estudiantes adolescentes se ven influenciados por diferentes tipos de sentimientos durante la adolescencia debido a los cambios psicofisiológicos específicos de este grupo de edad. Por lo tanto, los profesores deben tener mucho cuidado con la forma en que la ansiedad por una lengua extranjera influye negativamente en la personalidad de los alumnos desde el punto de vista de su carácter y el desarrollo de la confianza.

Según las encuestas administradas durante esta investigación, la mayoría de los estudiantes tienen dificultades para aprender, comprender y utilizar la lengua extranjera. Este fenómeno es el resultado de la interacción de varios factores, por lo que es primordial identificar las causas de la ansiedad por una lengua extranjera, particularmente al hablar porque es en el acto comunicativo donde la ansiedad es más visible.

Para la obtención de los datos se consideró necesario hacer uso de “Foreign Language Classroom Anxiety Scale” (FLCAS) previamente utilizada y probada, la cual se tomó

en consideración como guía. Los hallazgos presentan un alto nivel de ansiedad al hablar en la clase de lengua extranjera debido al escaso conocimiento de las habilidades verbales y no verbales (Ver en resultados págs.12-18). Este trabajo sugiere que es de suma importancia profundizar la investigación sobre este fenómeno en estudiantes ecuatorianos.

ABSTRACT

This paper aims to determine the causes of speaking anxiety among EFL teenagers from Unidad Educativa Municipal Quitumbe. Teenage learners are influenced by different types of feelings during adolescence due to the specific psycho-physiological changes of this age group. Therefore, teachers must be incredibly careful on how foreign language anxiety negatively influences the personality of learners from the point of view of their character and confidence building.

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Este artículo tiene como objetivo determinar las causas de la ansiedad al hablar entre los adolescentes de inglés como lengua extranjera de la Unidad Educativa Municipal Quitumbe. Los estudiantes adolescentes se ven influenciados por diferentes tipos de sentimientos durante la adolescencia debido a los cambios psicofisiológicos específicos de este grupo de edad. Por lo tanto, los profesores deben tener mucho cuidado con la forma en que la ansiedad por una lengua extranjera influye negativamente en la personalidad de los alumnos desde el punto de vista de su carácter y el desarrollo de la confianza.

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INTRODUCTION

When it comes to learning a new language, teenagers are specially faced with different types of anxiety, this occurs mainly because everything unknown generates this feeling as a natural response. According to professor H. Douglas Brown (1993) “Anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension and worry” (Brown 1993, as cited in Yahya, M. 2013, p. 229). This is most evident in teenage learners for they are heavily influenced by the opinion of their peers and in a stage of transition from the relative safety of childhood to the complications of adulthood, anxiety is clearly manifested when students are delivering oral presentations because it involves speaking in front of others, which is perceived by the presenter as a moment of embarrassment due to a fear of mispronouncing and incorrectly articulating the topic. (Melouah, A. 2013 p. 66)

Due to the importance and extended reach of the problem mentioned, this researcher considers that the study and analysis of the causes of speaking anxiety within the Ecuadorian high school context is paramount to determine the reasons of this phenomena. Moreover, a study of this problem would provide the theoretical background for further research on this topic which deals with the question of how teenage learners can overcome foreign language anxiety in speaking.

THEORETICAL FRAMEWORK

Teaching English as a foreign language has become an important necessity for an increasing number of educational institutions in Latin America, this is due to both historical and economic reasons as a result of the proximity of Latin American countries to the United States of America. In Ecuador, for instance, a significant number of institutions have been implementing not only English but new subjects in English. This novel educational reality has created new challenges both for teachers and students, pushing learners' cognitive skills in the foreign language far beyond its previous requirements. One of the results of more English hours and subject matters in English is that learners must increase their communicative competence and confidence in order to meet the new linguistic and academic goals, however, this is not often the case. The increase of oral activities is directly correlated with Foreign Language Anxiety, anxiety in speaking, for example, has many causes, such as students not knowing how to articulate phonemes well, lack of body language management, low confidence, and loss of motivation, among others. According to Horwitz "It has been found that the feelings of tension or nervousness center on the two basic task requirements of foreign language learning: listening and speaking because, in interaction, both the skills cannot be separated". (Horwitz, 1986: 29, cited in Hashemi, M 2011, p. 1812)

Lewis (1970) defined anxiety as "an unpleasant emotion experienced as dread, scare, alarm, fright, trepidation, horror and panic" (p.63). For instance, when students try to pronounce English words accurately, they reject doing so because they do not want to feel disappointed of themselves. In young EFL students, to learn a new language also causes different reactions. As stated by Scovel "learning a new language can cause uneasiness, frustration, self-doubt, apprehension, or worry" (Scovel, T, 1978, p.134). It is also necessary to mention that students also feel uncomfortable in English classes because anxiety is presented in all four skills reading, writing, listening, and speaking. Oxford (1990) suggested that "of the four language skills, anxiety plays a very essential role, as anxiety produces difficulties in learning." (Oxford, 1990, p.73)

The present study analyses the oral performances of 12th graders at Unidad Educativa Municipal Quitumbe, whom have been identified, by means of observation, manifesting high

levels of anxiety while delivering oral presentations in the foreign language taught. “Devoted solely to speaking and communicating in the target language, foreign language speaking classrooms have often filled many students with nervousness and dread” (Melouah, 2013, p.66). This is due to a wide number of causes, for instance, these learners generally average a total of 30-35 students per classroom. When this occurs, students do not have the opportunity to practice the foreign language enough in class or experiment a real-life communicative environment. Teachers also must go through a situation in which teaching English becomes frustrating because of the number of students, thus, creating an unfavorable environment for learning.

Teachers are also overwhelmed due to many factors in today’s education. For instance, the number of students in each classroom, the few hours in which the foreign language is taught, lack of motivation because of poor management, among others. Additionally, it is also important to consider that most teachers in this learning scenario lack proficient English knowledge. Therefore, they might not be comfortable teaching the foreign language with communicative methodologies, consequently they overuse the traditional method. It is also important to recognize and identify how teachers feel when teaching English as a foreign language as well.

As stated by Horwitz (1996) *“teachers with higher levels of language anxiety may communicate negative messages about language learning to their students”* and *“If the teacher does not appear comfortable speaking the foreign language, how can students be expected to believe that they will be able to speak the language?”* (Horwitz. E,1996 p. 366).

When all the elements previously described are put together it is no wonder to notice why speaking anxiety is a core problem for EFL learners in this learning-teaching process. To understand the nature of speaking anxiety in this group of foreign language learners, it is important to mention different elements in which learners may have difficulties when communicating in the foreign language through speaking. In 1978 Stevick argued that learners are easily able to combine new sounds, but there are three reasons why they might have difficulty. One of the reasons, is that language students do not notice one or various phonetic features and teachers should model the phonemes to achieve standard pronunciation.

Language learners do not perceive themselves to sound as well as their peers who have been exposed to greater input. As a result, learners may want to sound like their classmates because they are attracted to different sounds and tones. Lastly, Stevick states that language learners are more at ease articulating particular phonemes. He also proposed that every time a teacher points out an error about a specific sound, the student becomes nervous and unable to do it correctly. It is imperative that teachers find techniques that could help learners respond to pronunciation in a positive way. (Stevick ,1978, p. 147)

As a result of these lacks in methodology, whenever it comes to do such activities, students present feelings of apprehension, worry and frustration because they may think they will be judged by both teachers and fellow students, resulting in reluctance to speak. To avoid these difficulties, it is important to comprehend the important role teachers play. Horwitz (1996) mentioned “A teacher might want to experiment with a teaching innovation, but apprehension about whether it will lead to classroom management problems can stifle creative and risk-taking tendencies” (Horwitz, 1996, p.366). Teachers can contribute in a positive manner when they identify the factors that are at work during oral activities.

In 2018, Hanifa grouped this factors into three main dimensions, the cognitive, the affective and the deliver or performance. The first dimension, the cognitive, deals mainly with learners' previous knowledge about the topic being assigned to him/her, as well as the level of familiarity that learners have with certain topics which is directly correlated to the level of anxiety these topics will generate. As a result, the more unfamiliar a learner is with a topic, the more this topic will be anxiety-breeding for this learner. “Cognitive factors can possibly trigger students' anxiety when speaking a foreign language. Such factors deal with certain areas which cover topic, genre, interlocutors, and processing demands” Hanifa, R. (2018, p. 231). Also, within the realm of the cognitive factor we find the knowledge students have of the format of the communicative act, also known as the genre of an oral activity, therefore in order to reduce anxiety it is paramount that teachers make clear the know-how of oral presentation making. As part of this specific body of knowledge teachers must consider the way in which the classroom as an audience reacts to the speaker, including the teacher's behavior as part of the equation and making sure this behavior is constructive, respectful and confidence-building.

When thinking of the affective dimension of Foreign Language Anxiety FLA it is vital to establish its connection to the cognitive one. Motivation is a key element in increasing or decreasing the levels of anxiety produced by oral activities, consequently, teachers must consider the level of familiarity on the topic from the affective angle when positing what to talk about. In this dimension, it is important to consider the indirect correlation of these two elements for lower affinity or familiarity with the topic, the lower the motivation towards it and the higher the level of the anxiety building in the learner.

Something to be considered important is to make the students work with familiar topics first and then lead them to more difficult or unfamiliar ones. Regarding to the Affective factors Hanifa, (2018) also points out that if the student's affective factors are low, the level of language speaking anxiety will increase due to the feelings and personality of the learner. "Most students do not show confidence to speak when they feel that the topic is not interesting for them" (Hanifa, 2018, p. 233).

The last dimension has to do with the student's performances in EFL classes. "People with communication apprehension typically have trouble to speak with others and it is safe to say that students who are highly anxious may experience great fear in every EFL communication". (Hanifa, R. 2018 p. 234). Taking that citation as food for thought, it is important to know that Ecuadorian students in many cases tend to feel embarrassed, shy, frustrated and uncomfortable when they have to speak in public. They are afraid of making mistakes in their oral presentations even when they have prepared the topic with sufficient time. However, when students work in groups, their anxiety level reduces. Also, when teachers allow students to do rehearsals of their performances. Positive feedback from the teacher also matters a lot in order to make students performances more optimally.

This third dimension is where teachers need to be aware of, has to do with the non-verbal elements of the oral act, such as the size of the audience and the educational philosophy of the teacher and the institution's educational culture plays a key role in the creation or not of confident learners. "Related to foreign language anxiety is the phenomenon of anxiety about the target culture or "culture shock."" (Horwitz, 1996, p.369). A teacher-centered approach which is generally and unfortunately the case in a high number of schools in Ecuador today,

leads to learners with a high fear of failure due to the dominant nature of this pedagogy, here the teacher is perceived as all-knowing, and mistakes are seen as sins instead of learning opportunities. Additionally, and due to the realities of the Ecuadorian educational system, classrooms with many students tend to increase substantially the level of anxiety in learners because of having to face bigger audiences and deal with tight time constraints to get their ideas across.

METHODOLOGY

This article is descriptive and based on an exploratory-interpretative paradigm because its purpose is to depict and explain the causes of speaking anxiety suffered by teenage learners. As stated by Nunan “the exploratory-interpretative paradigm is one which utilizes a non-experimental method, yields qualitative data, and provides an interpretative analysis of that data.” (Nunan, 1992, p. 4), This study is also of a selective parameter nature for the researcher pre-specified the phenomena to be investigated.

Description

This research aims at assessing the causes of the current level of speaking anxiety among teenage EFL learners. The data was gathered at Unidad Educativa Municipal Quitumbe with 7 EFL teachers out of 7 and 30 students (16-17 years-old) out of 120. The reason why students of that age were chosen is because this age group has been significantly manifesting a wide range of anxiety-related reactions while delivering oral presentations. Students for the sample group were chosen randomly.

Methods

- Analysis-synthesis: These two methods were used to check and evaluate the bibliography and to create generalizations of the data obtained.
- Surveys for students and teachers: Surveys were used to gather quantitative data and to process the information needed for the object of study.

Instruments

To investigate the causes of FLA of this group of students the Likert-scale-question survey for both teachers and students was used. A 30-question survey was designed for students and a 10-question survey for teachers. The student's survey was made with four question types in mind: filter (1), content (12), control (12) and (1) placebo. In order to obtain the data during the present conditions the researcher made use of Google Forms.

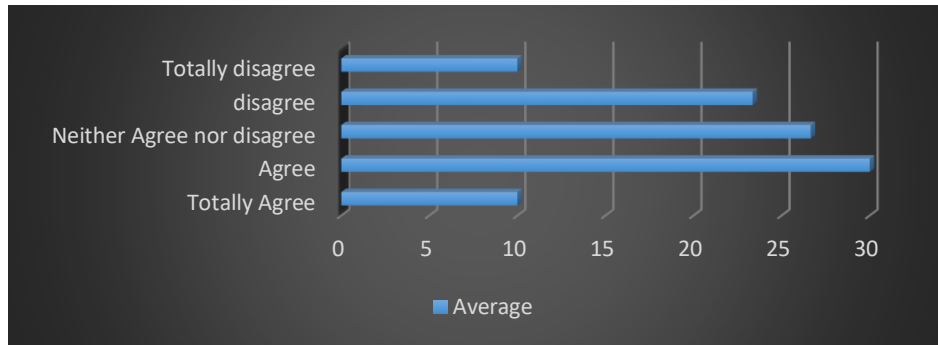
The survey administered by Sanaei, O. (2016) in his investigation about “*Anxiety Symptoms and Reactions within EFL Learners’ Oral Narratives: The Case of Intermediate Level Students*” was taken into consideration as a guide to develop this survey. The questions used by Sanaei are relevant to this research.

RESULTS

In order to analyze the obtained data, the researcher classified the student’s questions in 4 main topic groups. The first group is made of questions 2, 13, 15 and 26 which deals with the student’s feelings regarding their peer’s reactions to their presentations. The second group is made of questions 3, 6, 7, and 9; which deals with the student’s feelings and reactions regarding phonological, lexical and syntactic competences. The third group is made of questions 4,5,11 and 12; which deals with the student’s anxiety due to the lack self-confidence and fears of failure. The last group is made of questions 8 and 14, which deals with student’s motivation towards the topics put forward by the teacher. All corresponding content and control questions were averages to provide a higher level of validity.

Students survey

1. Feelings regarding their peer’s reactions to their presentations.

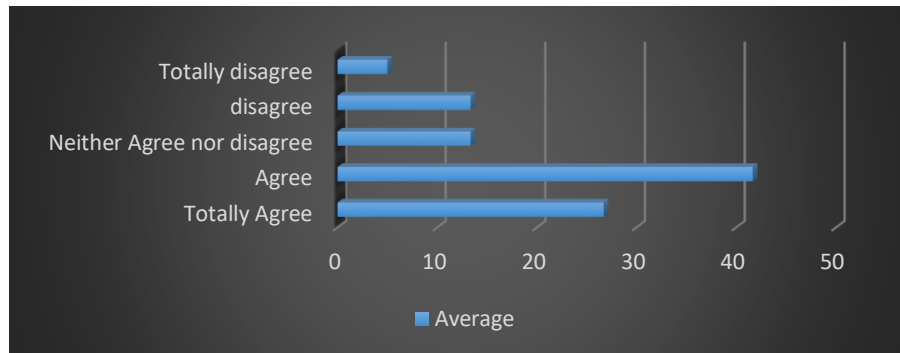


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Analysis and Interpretation

Question 2 (content) and 15 (control) show that 40% of the learners strongly agree or agree on being afraid to speak in front of their peers, while 33,35% of them disagree or strongly disagree which means that there is a 6.65 percent higher number of students who feel speaking anxiety when they have to talk in front of their peers compared to those who do not.

2. Working in groups



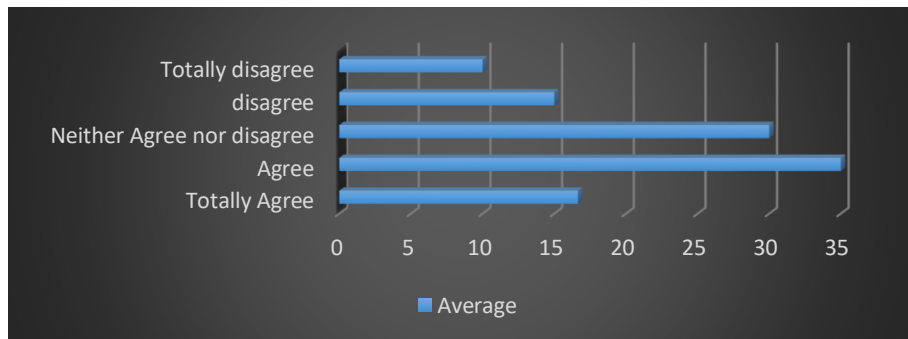
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Analysis and Interpretation

Question 13 (content) and 26 (control) show that, 68,35% of the students strongly agree or just agree on working in groups to help them reduce nervousness, while 18,35% of them disagree or strongly disagree on the idea to work in groups and 13,3 % are not sure. These results show that the majority of students prefer working in groups in order to decrease the

level of speaking anxiety. About 40 percent of the students do not think that working in groups is necessary for them.

3. Reactions regarding phonological, lexical and syntactic competences.

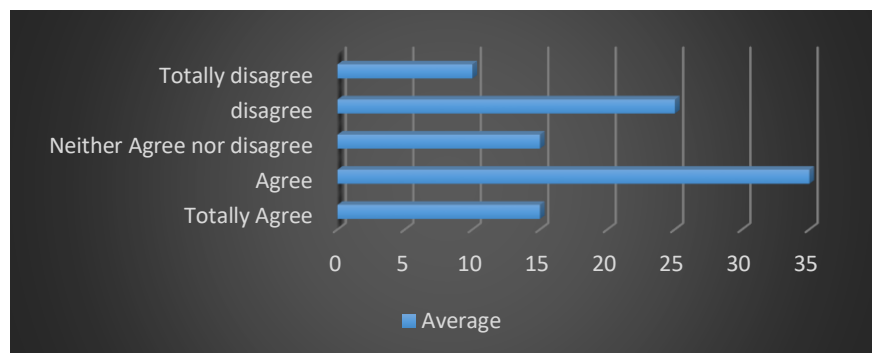


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Analysis and Interpretation

Question 3 (content) and 16 (control) show that 51,65% of the students do feel that their English level is inferior to their classmates, while 35% of the students strongly disagree or disagree on this answer and 13,35% are still not sure. These results indicate that most of the students underestimate their English knowledge which leads to have reluctance to speak.

4. The use of vocabulary when speaking.

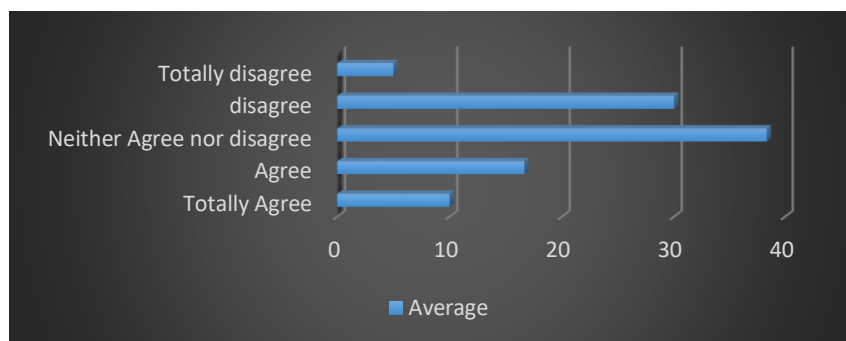


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Analysis and Interpretation

Question 6 (content) and 19 (control) show that 50% of students strongly agree or just agree being nervous due to the lack of vocabulary knowledge, while 35% of the students totally disagree or disagree about this question, meaning that vocabulary does not make them feel nervous to speak do. And 15% of the students are not sure whether vocabulary affects them in oral production or not. Nevertheless, the majority of students accept that not knowing enough vocabulary affects them to speak in public.

5. The use of grammar when speaking

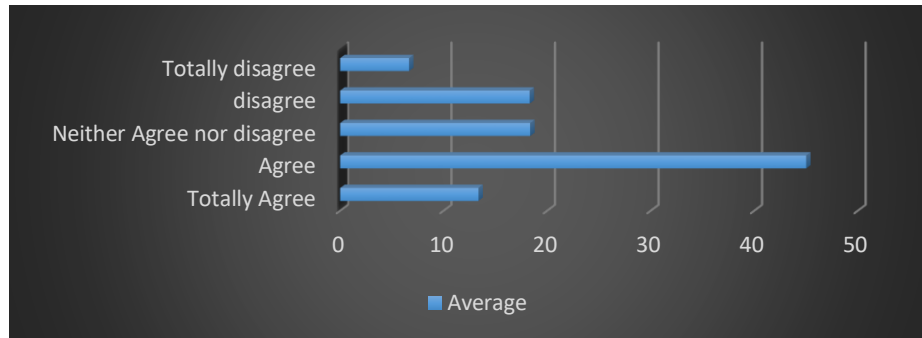


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Analysis and Interpretation

Question 7 (content) and 20 (control) appears that 26,65% of the students strongly agree or agree on feeling that grammatical structures are too complex to learn and to speak. While 35% of students totally disagree or just disagree. Which means that grammatical structures are not difficult for students to speak. Surprisingly, 38,35% of the students are not still sure whether grammatical structures interfere in their oral production. These results show that about 75% feel that grammatical structures do not affect their oral production at all. However, within this group exists students who are still indecisive about this answer.

6. The effect of pronunciation when speaking.

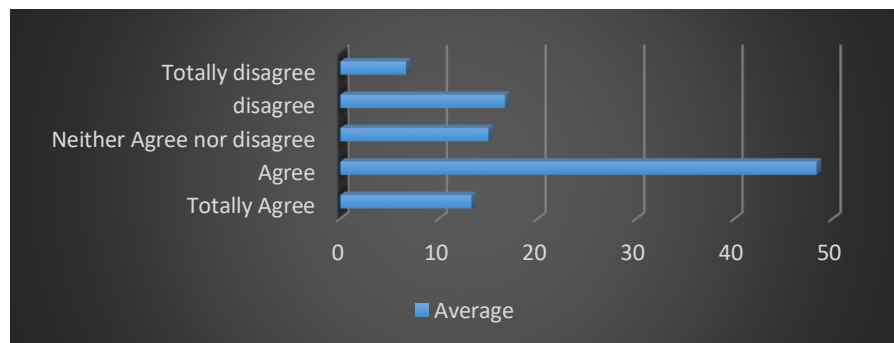


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Analysis and Interpretation

Question 9 (content) and 22 (control) shows that 58,35% of the students strongly agree or agree about being afraid to speak because of mispronunciation. While 24,95% of the students strongly disagree or just disagree. And 18,35% neither agree nor disagree. Which means that for the majority of students having an incorrect pronunciation causes speaking anxiety. Almost 50% of students do not consider that having a bad pronunciation makes them nervous.

7. Anxiety due to the lack self-confidence and fears of failure.



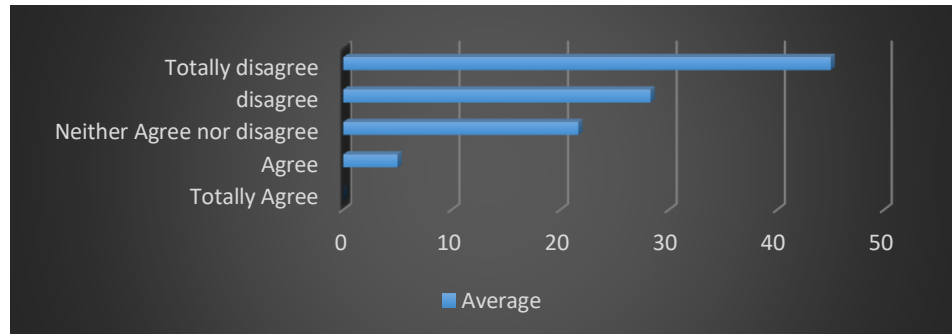
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Analysis and Interpretation

Question 4 (content) and 17 (control) 61,65% of the students strongly agree or just agree about having fears of failure while speaking. While 23,35% of the students strongly disagree or disagree about having this feeling. And 15% of the students neither agree nor disagree about presenting this issue. These results shows that there is a high number of students who

feel that they will fail in oral productions. Thus, a noticeable reduction in their self-confidence.

8. The impact of teachers in student's performances

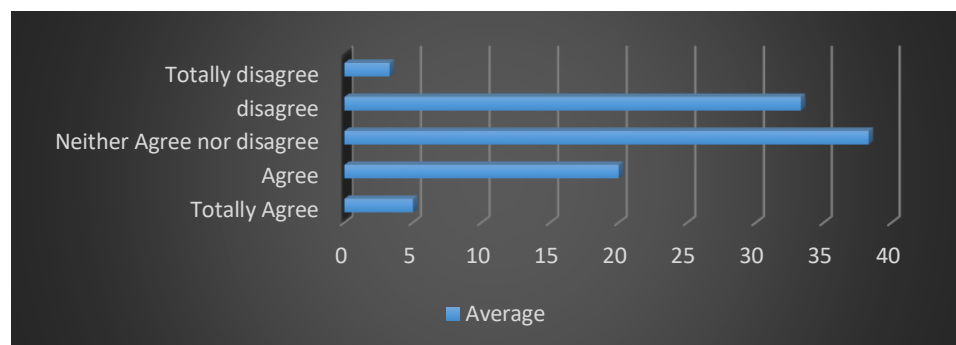


Done by: D. Ocaña (2021)

Analysis and Interpretation

In question 5 (content) and 18 (control) 5% of the students agree on feeling intimidated by the teacher while speaking, meanwhile 73,3% of students strongly disagree or just disagree about feeling that the teacher makes them feel nervous. While 21,65% of the students neither agree nor disagree. Which means that in this group of students, the teacher makes the students feel comfortable and confident when they are in English classes.

9. Self-confidence in speaking

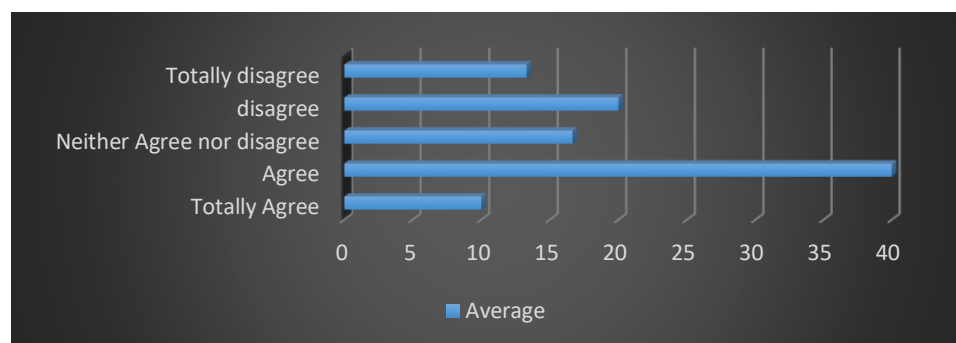


Done by: D. Ocaña (2021)

Analysis and Interpretation

In question 11(content) and 24 (control) 25% of students agree and strongly agree on speaking English without any fear. While 36,6 % of the students strongly disagree or disagree on feeling insecure to speak English. And 38,3% of the students neither agree nor disagree. In this question, the results indicate that the majority of students do not feel that making errors in oral productions affects their self-esteem.

10. Answering questions in class.

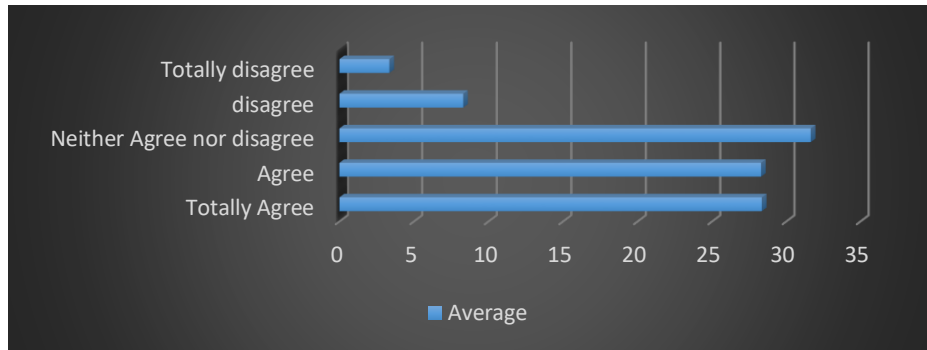


Done by: D. Ocaña (2021)

Analysis and Interpretation

In question 12 (content) and 25 (control) 50% of the students strongly agree or just agree on feeling nervous answering questions made by their teacher. While 33,3 % disagree or disagree on feeling nervous. While 26,65% of the students neither agree nor disagree. Which means that half of this group feel anxiety whenever the teacher asks them questions in a FL. The other half of students do not feel nervousness or anxiety when they have to answer questions.

11. Motivation towards the topics put forward by the teacher.

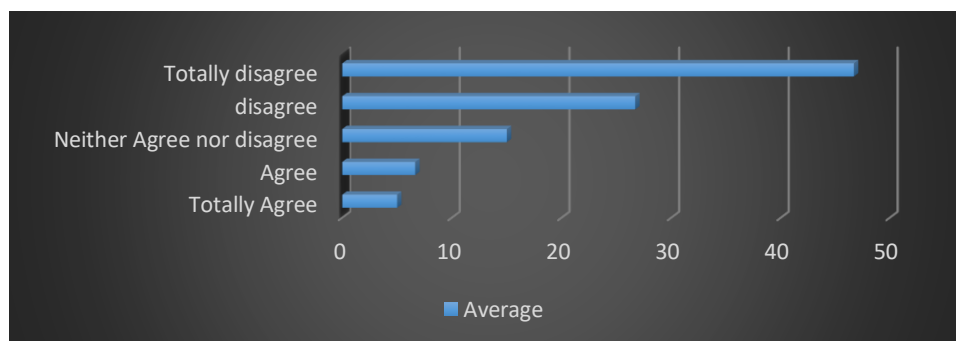


Done by: D. Ocaña (2021)

Analysis and Interpretation

Question 8 (content) and 21 (control) 56,6% of the students strongly agree or just agree on feeling motivated to speak in class when the topic is interesting. While 11,65% of the students strongly disagree or just disagree on the influence interesting topics have on speaking in class. While 31,65% of the students neither agree nor disagree. These results indicate that half of this group of students prefer to speak when a topic is interesting for them. While the other half, does not show that having interesting topics will affect their oral production.

12. The impact that EFL causes in students.



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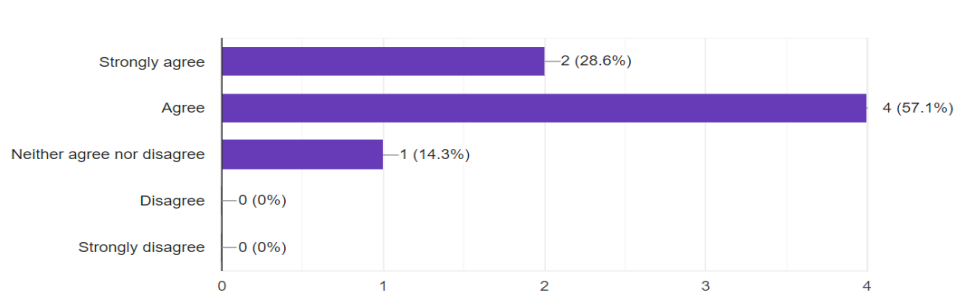
Analysis and Interpretation

In question 14 (content) and 27 (control) 11,65% of the students strongly agree or agree on thinking that English classes are not interesting nor important for them and their future. While 73,4% of the students strongly disagree or just disagree on these questions, meaning

that for them learning a FL is important. And only 15% of the students neither agree nor disagree on this answer. Which means that for the majority of students English classes are important for their future. However, there is still a small group of students who considers that learning a FL is not necessary for them.

Teacher's survey

1. Students feel frightened when they make mistakes in oral task

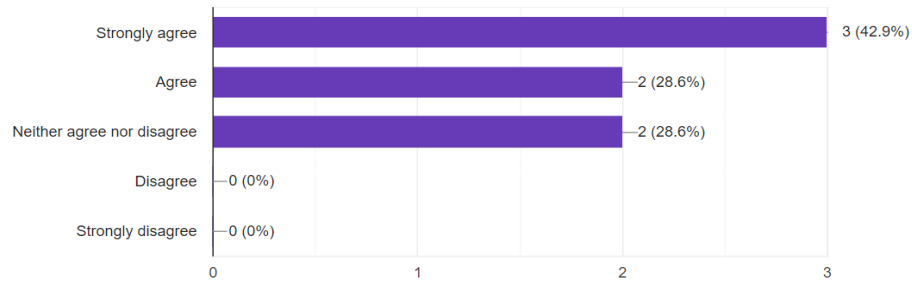


Done by: D. Ocaña (2021)

Analysis and Interpretation

When teachers were asked a question (1) about speaking anxiety due to the fear of failure in oral presentations 85.7% of the teachers strongly agree and agree on recognizing these feelings in students, and only 14.3% neither agree nor disagree. These results indicate that teachers recognize that student's self-confidence decreases when they make mistakes in oral production while their anxiety level increases.

2. Students feel that their peers will make fun of them while delivering oral presentations.

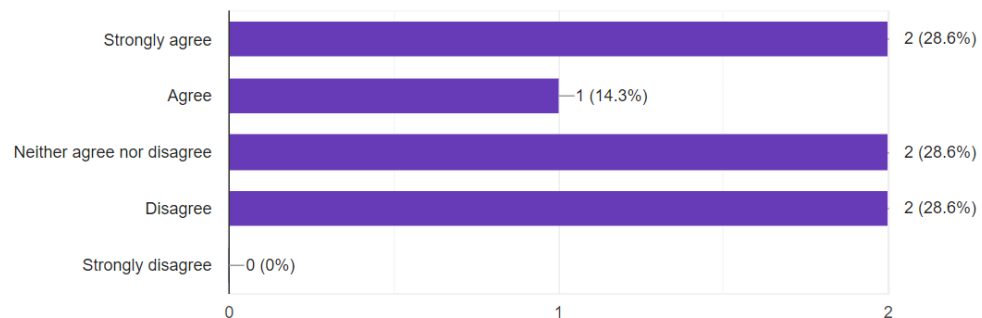


Done by: D. Ocaña (2021)

Analysis and Interpretation

Teachers were also asked a similar question regarding peer's reaction in oral presentations. Question (2) 71,5% of teacher's responses strongly agree or agree on saying that students do feel afraid to speak in front of their peers. Which means that the majority of teachers acknowledge about this issue, however, about 30% of the teachers are not clear whether this issue affects students or not.

3. Teachers attitudes and the impact on student's oral performance.

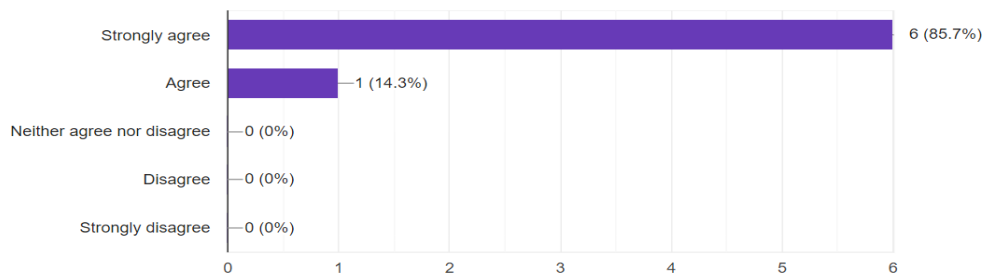


Done by: D. Ocaña (2021)

Analysis and Interpretation

For instance, in question (3) 42,9% of the teacher's responses strongly agree or just agree on how teacher's attitudes can affect student's oral performances. Surprisingly 57,2% are not sure or disagree.

4. Language learner's lack of vocabulary when speaking.

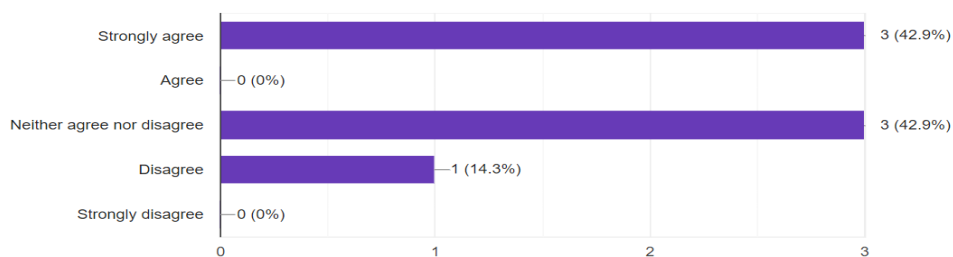


Done by: D. Ocaña (2021)

Analysis and Interpretation

Teachers were asked similar questions regarding to speaking anxiety in students in phonological, lexical and syntactic competences. For instance, in question (4) 100% of teachers either strongly agree or agree on saying that poor vocabulary provokes nervousness in students. This indicates that teachers are aware that vocabulary is necessary for students to have better oral production.

5. Boring topics make students reluctant to speak



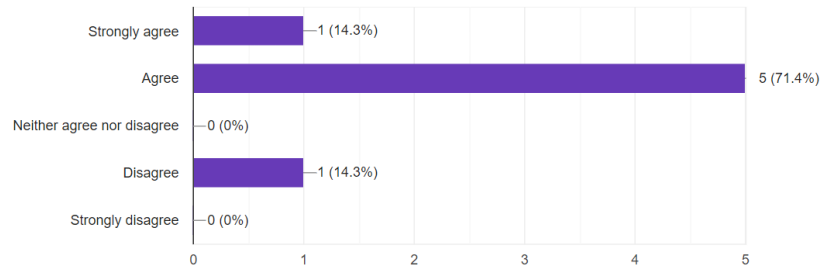
Done by: D. Ocaña (2021)

Analysis and Interpretation

When teachers were asked similar questions regarding to motivate students with topics that interest them. 42,9% of teachers answered in question (5) that they strongly agree about

boring topics makes the students reluctant to speak. While 57,1% of the teachers are not sure or just disagree about this question.

6. Working in groups

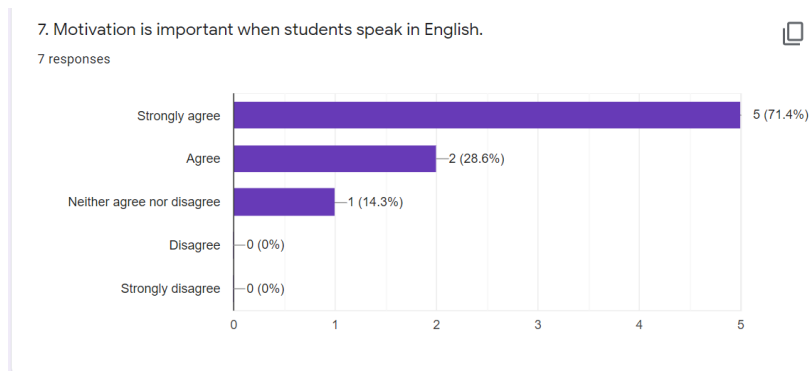


Done by: D. Ocaña (2021)

Analysis and Interpretation

In question (6) 85,7% of the teachers either strongly agree or agree on having students work in groups will help them feel more confident to speak. It was found that teachers do understand somehow what is important for students and their necessities.

7. The importance of motivation

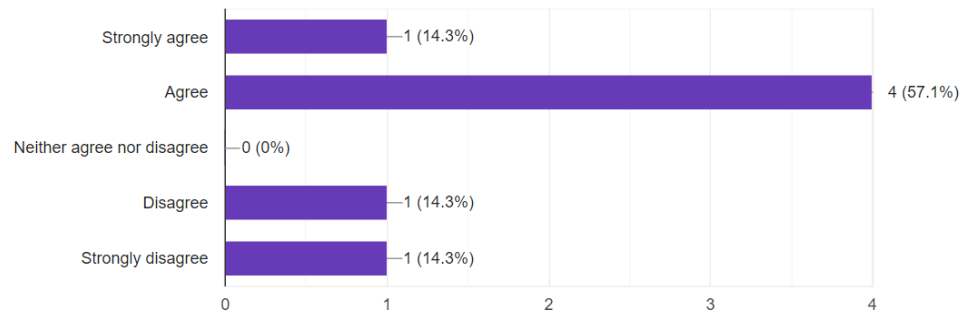


Done by: D. Ocaña (2021)

Analysis and Interpretation

In question (7) 100% of teachers strongly agree or agree on saying that motivation is important to help students to make oral presentations.

8. Feedback after mispronunciation of words.

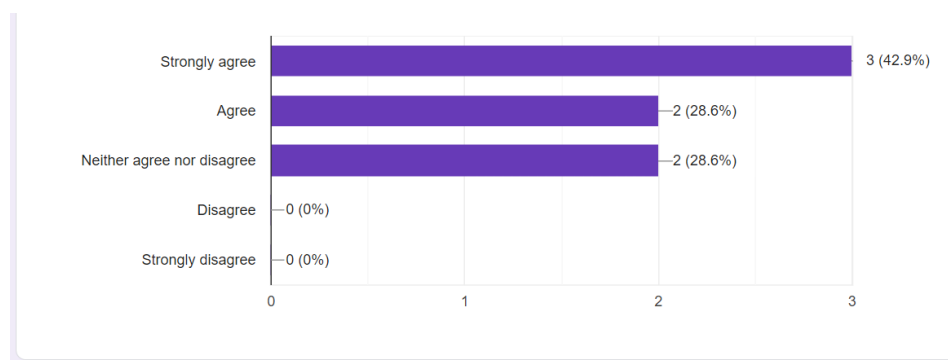


Done by: D. Ocaña (2021)

Analysis and Interpretation

In question (8) 71.4% of the teachers strongly agree or agree on correcting students right after a mispronounced word. And 28,6% of the teachers strongly disagree or just disagree on doing such thing. Which means that the majority of teachers consider it necessary to provide feedback to students after their presentations.

9. Looking at students and its effect on them.

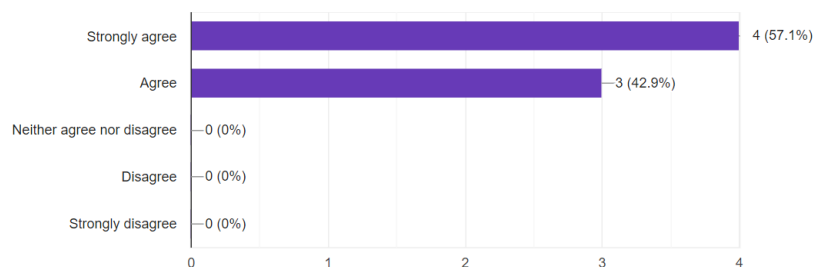


Done by: D. Ocaña (2021)

Analysis and Interpretation

In question (9) 71,5% of teacher's responses strongly agree about the way teachers look at their students might or might not affect student's oral performances.

10. Creating a positive environment between teachers and students



Done by: D. Ocaña (2021)

Analysis and Interpretation

Finally, the last question (10) 100% of teachers strongly agree or agree on saying that understanding of the topic is necessary in order to gain more confidence and to create a positive environment between teacher and student.

DISCUSSION

One of the main goals of this investigation was to attempt to recognize the levels of anxiety within teenage students of Unidad Educativa Municipal Quitumbe.

In this group of students, 61.65% present problems of anxiety in speaking while performing oral tasks is. In addition, 40% of this group of student's experience communication apprehension when they have to speak in front of others. These two arguments provide evidence on the variety of elements that need to be considered when dealing with this particular problem.

Anxiety in speaking is generally measured by applying surveys, interviews and lesson observation techniques, for example in 2017, Rafada argued that one of the main

fear-provoking reasons in oral tasks are poor vocabulary and classroom environment. Having a limited vocabulary is one of the main causes generating speaking anxiety and affecting EFL students (p.66). In this investigation, 50% of responses confirm that not knowing vocabulary affects them when delivering oral presentations and oral tasks in general.

Another issue worth commenting on is the lack of confidence in EFL students produce anxiety during presentations, 40% of the student's responses agree on being uncomfortable and nervous when presenting to their peers. Thus, their self-confidence decreases which leads to hesitation during speaking. In 2010, Abdullah and Rahman stated that "anxious students feel a deep self-consciousness when asked to risk revealing themselves by speaking the second language in the presence of other people" (Abdullah and Rahman, 2010, p. 5).

In relation to teachers' views, it was found that they are aware of these issues, however they do not seem to know how to tackle the problematic roots of speaking anxiety which could be found in learners lack of motivation among other unattended learning needs. "Creating a learning community that provides the environment for "optimal motivation" (Alderman, 2004), and a "collaborative atmosphere" (Gregersen, 2003:30) can help reduce fear of errors" as cited in (Tsiplakides, I., & Keramida, A. 2009, p. 41). By taking this into consideration teachers understand and recognize the necessity that a foreign learner has while being in English classes. In addition, teacher's positive attitudes and motivation towards the students will help them produce better in class as well.

CONCLUSIONS

The results of the present study demonstrated that the reasons for anxiety are mainly learners lack of motivation and confidence to speak in the target language. Although motivation is a key factor as confidence-builder in foreign language learning, the researcher considers that it is also important to provide learners with activities that help them to overcome anxiety in oral presentation performances by being aware of the know-how of oral presentation making and delivering, this specific topic within the field of strategic instruction could be used at the starting point of future research.

The aim of this research was to identify the causes of speaking anxiety within teenage EFL learners at Unidad Educativa Municipal Quitumbe. This study also involved quantitative data from a modified guided survey administered by Sanaei, O. (2016) in his investigation about “Anxiety Symptoms and Reactions within EFL Learners’ Oral Narratives: The Case of Intermediate Level Students”. The data was collected by means of Google Tools and analyzed using the (FLCAS) Foreign Language Classroom Anxiety Scale.

The findings revealed that most of the students suffer from speaking anxiety due to factors like fear of public speaking, low self-confidence and nervousness while speaking. In this case, it was confirmed that affective, linguistic and performance factors play an important role within the learner’s oral performances which needs a higher level of attention on the side of both learners and teachers.

RECOMMENDATIONS

Further studies should be undertaken to provide the learning-teaching process of tools that effectively aid teachers in dealing with foreign language anxiety. Moreover, as found in this study, it is paramount that teachers acknowledge the significance of non-linguistic factors within the communicative act such as motivation as a mean to reach a meaningful learning process.

As a final recommendation, a higher use of active methodologies such as project-based learning with an emphasis on team-work philosophy made possible by means of group assessment instead of individual grades to promote an increase of peer trust and a better sense of fellowship. Finally, teachers should implement more peer-assessment as part of the evaluation process so that learners become familiar with the criteria and methods used to grade oral presentations and oral communicative activities in general.

APPENDIX. 1

The survey made by Sanaei, O. (2016) was taken into consideration as guide to develop the survey for this investigation.

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE (FLCAS)

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

APPENDIX.2

STUDENT'S SURVEY

PREGUNTA	Totalmente de acuerdo	De acuerdo	Ni de acuerdo ni en desacuerdo	Desacuerdo	Totalmente en desacuerdo
1. En las actividades orales del idioma inglés me pongo nervioso y no siento seguridad de lo que estoy diciendo					
2. Mientras hablas en inglés sientes temor a que los demás se burlen de ti.					
3. Piensas que tu nivel de inglés es inferior al de tus compañeros					
4. Cuando tienes que hablar en inglés sientes miedo a equivocarte.					
5. Te sientes intimidado por tu instructor cuando tienes que hablar en inglés.					
6. Te pones nervioso porque sientes que te falta conocimiento de vocabulario.					
7. Las estructuras gramaticales del inglés son muy complejas para hablarlas.					
8. Cuando tienes que hablar en inglés prefieres que los temas a exponerse sean de tu interés					
9. Sientes nervios al hablar en inglés porque sientes que tu pronunciación no es la correcta.					
10. Crees que no te va a alcanzar el tiempo cuando tienes que hablar en inglés.					
11. Sientes mucha seguridad cuando tienes que hablar en inglés.					
12. Me siento nervioso cuando el instructor me hace preguntas.					
13. Siento más confianza cuando tengo que exponer en grupo.					
14. Las clases de inglés no me gustan por eso no pongo interés.					
15. Piensas que los demás te van a criticar por como hablas en inglés.					
16. Crees que tus compañeros conocen y entienden mejor el inglés que tú.					
17. Si cometes algún error al hablar en inglés piensas que fracasaste.					
18. Tu docente tiene actitudes que hacen que te pongas nervioso al hablar en inglés.					
19. Aprender y hablar nuevas palabras en inglés te genera estrés.					
20. Las reglas del inglés son muy difíciles para mí.					
21. No te llama la atención participar en clases cuando el tema no te motiva.					
22. Pronunciar mal palabras en inglés hace que te pongas nervioso al hablar.					
23. Te poner nervioso cuando tu instructor te pone límite de tiempo en las exposiciones.					
24. No te afecta cuando cometes errores al hablar en inglés.					
25. Cuando no entiendo algo en inglés me da miedo preguntarle al instructor que me repita.					
26. Sentir el apoyo de mis compañeros hace que me ponga menos nervioso al hablar en inglés					
27. Hablar en otro idioma no es de gran importancia para mi futuro					
28. Sientes miedo/vergüenza cuando la profesora te da retroalimentación de tu exposición frente a tus compañeros.					
29. Las evaluaciones orales me provocan nervios, aun cuando me haya preparado.					
30. Prefiero escribir que hablar en inglés.					

LINK: <https://forms.gle/sNwtSk61DeX2FSq27>

APPENDIX.3
TEACHER'S SURVEY

QUESTIONS	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
1. Students feel frightened when they make a mistake in an oral task.					
2. Students feel that their peers will make fun of them while doing oral presentations.					
3. Your attitude, as a teacher, affects the students' oral performances.					
4. The lack of vocabulary provokes nervousness in language learners.					
5. Boring topics will make students reluctant to speak.					
6. Students feel more confident when they do oral tasks in groups.					
7. Motivation is important when students speak in English.					
8. If words are mispronounced, it is important to correct them right away.					
9. The way you look at your students affects their oral performance.					
10. Getting off the topic, once in a while, is necessary in order to make students feel more confident with you as a teacher.					

LINK: <https://forms.gle/4HXVtYeM1wFdpNd5A>

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