



Pontificia Universidad Católica del Ecuador

Sede Ibarra

ESCUELA DE CIENCIAS SOCIALES Y HUMANAS

PLAN DE TRABAJO DE INTEGRACIÓN CURRICULAR

TEMA:

THE IMPACT OF CONFIDENCE IN ORAL COMMUNICATION ON
PRONUNCIATION

ACCURACY IN HIGH SCHOOL EFL LEARNERS

PREVIO A LA OBTENCIÓN DEL TÍTULO DE:

LICENCIADO EN PEDAGOGÍA DEL IDIOMA INGLÉS

LÍNEAS DE INVESTIGACIÓN:

ARTES, DISEÑO, LENGUAJE, LITERATURA, Y ORALIDAD

AUTOR:

DANILO JAVIER CHUQUIZÁN MENESES

ASESORA: Msc. Rosa Cecilia Benítez Vega

IBARRA, JUNIO – 2026

Ibarra, 10 de Junio del 2026.

Mgs. Rosa Cecilia Benítez Vega

ASESORA

CERTIFICA:

Haber revisado el presente informe final de investigación, el mismo que se ajusta a las normas vigentes en la Escuela de Ciencias Sociales y Humanidades (ECSH), de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCEI); en consecuencia, autorizo su presentación para los fines legales pertinentes.

(f.) **ROSA BENITEZ**  Firmado digitalmente por ROSA BENITEZ
Fecha: 2026.07.31 15:17:11 -05'00'

Mgs. Rosa Cecilia Benítez Vega

C.C.: 1002377362

Ibarra, 17 de julio de 2026

Ph.D.

Hugo Bayardo Santacruz Cruz

DIRECTOR DE LA ESCUELA DE CIENCIAS SOCIALES Y HUMANIDADES

De mi consideración:

Mediante el presente, tengo a bien certificar que el trabajo de integración curricular de la estudiante: Danilo Javier Chuquizán Meneses con el tema: THE IMPACT OF CONFIDENCE IN ORAL COMMUNICATION ON PRONUNCIATION ACCURACY IN HIGH SCHOOL EFL LEARNERS



Una vez analizado por la herramienta de detección de coincidencias y prevención del plagio académico utilizada por la institución, TURNITIN, obtiene el 6% de coincidencia. Por lo que se encuentra en el rango establecido de acuerdo con los criterios de valoración del porcentaje de similitud establecidos por la PUCE.

ROSA
(f): **BENITEZ**
Firmado digitalmente por ROSA BENITEZ
Fecha: 2026.07.31 15:17:47 -05'00'

Mgs. Rosa Cecilia Benítez Vega

DOCENTE ASESORA

C.I. 1002377362

Fecha: 3 de julio de 2027

PÁGINA DE APROBACIÓN DEL TRIBUNAL

El jurado examinador, aprueba el presente informe de investigación en nombre de la Pontificia Universidad Católica del Ecuador Sede Ibarra (PUCESI):

(f): **ROSA
BENITEZ**

Firmado digitalmente por
ROSA BENITEZ
Fecha: 2026.07.31
15:18:14 -05'00'

Mgs. Rosa Cecilia Benítez Vega

C.C.: 1002377362

(f): **Mgs. Mercy
Noguera A.**

Firmado digitalmente
por Mgs. Mercy
Noguera A.
Fecha: 2026.07.31
19:27:51 -05'00'

Mgs. Mercy Elizabeth Noguera Arcos

C.C.: 1002673687

(f): **Sandra
Ruiz Gros**

Firmado digitalmente por
Sandra Ruiz Gros
Fecha: 2026.08.03
08:23:03 -05'00'

PhD. Sandra Ruiz Gros

C.C.: 175711486

ACTA DE CESIÓN DE DERECHOS

Yo Chuquizán Meneses Danilo Javier, declaro conocer y aceptar la disposición del Art. 165 del Código Orgánico de la Economía Social de los Conocimientos, Creatividad e Innovación, que manifiesta textualmente; “Se reconoce facultad de los autores y demás titulares de derechos de disponer de sus derechos o autorizar a las utilidades de sus obras o prestaciones, a título gratuito u oneroso, según las condiciones que determinen. Esta facultad podrá ejercerse mediante licencias libres, abiertas y otros modelos alternativos de licenciamiento o la renuncia”.

Ibarra, 10 de Junio del 2026

(f): Danilo Javier
Chuquizán
Meneses

Firmado digitalmente
por Danilo Javier
Chuquizán Meneses
Fecha: 2026.07.31
13:24:58 -05'00'

Chuquizán Meneses Danilo Javier

C.C.: 0402013643

AUTORÍA

Yo, Chuquizán Meneses Danilo Javier, portador de la cédula de ciudadanía N° 0402013643, declaro que la presente investigación es de total responsabilidad del autor, y eximo expresarme a la Pontificia Universidad Católica de Ecuador Sede Ibarra de posibles reclamos o acciones legales.

Danilo Javier
Chuquizán
(f): **Meneses**

Firmado
digitalmente por
Danilo Javier
Chuquizán Meneses
Fecha: 2026.07.31
13:25:40 -05'00'

Chuquizán Meneses Danilo Javier

C.C.: 0402013643

DECLARACIÓN Y AUTORIZACIÓN

Yo: Chuquizán Meneses Danilo Javier, con CC: 0402013643, autor del trabajo de grado intitulado: THE IMPACT OF CONFIDENCE IN ORAL COMMUNICATION ON PRONUNCIATION ACCURACY IN HIGH SCHOOL EFL LEARNERS, previo a la obtención del título profesional de Licenciado en Pedagogía del Idioma Inglés, en la Escuela de Ciencias Sociales y Humanidades.

1.- Declaro tener pleno conocimiento de la obligación que tienes la Pontificia Universidad Católica del Ecuador Sede Ibarra, de conformidad en el artículo 144 de la Ley Orgánica de Educación Superior de entregar a la SENESCYT en formato digital una copia del referido trabajo de graduación para que sea integrado al Sistema Nacional de Información de la Educación Superior del Ecuador para su difusión pública respetando los derechos de autor.

2. Autorizo a la Pontificia Universidad Católica del Ecuador Sede Ibarra a difundir a través de sitio web de la Biblioteca de la PUCESI el referido trabajo de graduación, respetando las políticas de propiedad intelectual de la Universidad.

Ibarra, 10 de Junio del 2026.

(f): **Danilo Javier
Chuquizán
Meneses**

Firmado digitalmente
por Danilo Javier
Chuquizán Meneses
Fecha: 2026.07.31
13:25:58 -05'00'

Chuquizán Meneses Danilo Javier

C.C.: 0402013643

DEDICATION

With deep gratitude and affection, I dedicate this work to God, whose guidance, strength, and blessings have accompanied me throughout this academic journey. His presence gave me the perseverance and hope needed to overcome every challenge and prepared me for the responsibilities of my future professional life.

I also dedicate this achievement to my family, especially my mother, father, and sister, whose unconditional love, encouragement, and support have been a constant source of motivation. Thank you for always believing in me, standing by my side, and helping me move forward during both the easiest and most difficult moments.

A special dedication goes to Lau, someone who holds a very important place in my life. Thank you for your unwavering support, patience, understanding, and encouragement throughout this journey. Your confidence in me and your presence during challenging times meant more than words can express.

Finally, I dedicate this work to myself, in recognition of the effort, perseverance, and commitment invested in achieving this goal. This journey has taught me the value of resilience, determination, and continuous growth.

To all of you, thank you for being part of this achievement. This accomplishment is not mine alone; it belongs to everyone who supported and inspired me along the way.

ACKNOWLEDGEMENT

First and foremost, I would like to express my sincere gratitude to God for His guidance, strength, and endless blessings throughout my life. His love and support have given me the courage and perseverance needed to overcome challenges and continue pursuing my goals.

I am deeply grateful to my parents and my sister for their unconditional love, encouragement, and unwavering support throughout my academic journey. Their guidance, sacrifices, and constant belief in me have been essential in helping me reach this important milestone.

I would also like to thank my three best friends from university. Your friendship, support, and companionship made this journey more meaningful and memorable. I am grateful for the experiences we shared, the challenges we faced together, and the encouragement you provided along the way.

A special thanks goes to Lau, whose patience, understanding, encouragement, and constant support have been invaluable throughout this process. Thank you for always being by my side, believing in me, and motivating me to keep moving forward even during the most difficult moments.

Finally, I would like to acknowledge my own effort and determination throughout this journey. Completing this stage of my life required resilience, dedication, and perseverance, and I am proud of having remained committed to my academic and personal goals despite the obstacles encountered along the way.

INDEX	
RESUMEN	xi
ABSTRACT	xiii
INTRODUCTION	xiv
Related Study	xv
STATE OF THE ART	1
OBJECTIVES	26
General Objective	26
Specific Objectives	26
MATERIALS AND METHODS	27
Methods	27
Independent Variable:	28
Dependent Variable:	28
Population	28
Instruments	30
Informative Data	30
Closed-ended Questions	31
Open-ended Question	31
Dimensions of the Instrument	32
Teacher Interview	33
Procedure	33
Ethical Considerations	35
Methodological Limitations	35
Data Analysis and Results	36
RESULTS AND DISCUSSION	37
PROPOSAL	52
Blog link:	52
CONCLUSIONS	53
RECOMMENDATIONS	54
BIBLIOGRAPHIC REFERENCES	55
CERTIFICACIÓN ANTIPLAGIO	58
ANEXXES	59
Annex 1. Problem Tree	59
Annex 2. Instrument – Survey Format	60
Annex 3. Instrument - Survey Tabulation	63
Annex 4. Instrument – Interview Transcription	72

Annex 5. Official Request Approved	76
Annex 6. Photos	77

RESUMEN

La presente investigación tuvo como objetivo analizar el impacto de la confianza en la comunicación oral sobre la precisión de pronunciación en estudiantes de inglés como lengua extranjera (EFL) de tercer año de bachillerato de la Unidad Educativa “Mariano Suárez Veintimilla”, ubicada en la ciudad de Ibarra, Ecuador. El estudio surgió a partir de la necesidad de comprender cómo factores afectivos, especialmente la confianza, influyen en el desempeño oral de los estudiantes y en su capacidad para pronunciar correctamente en inglés.

The research was conducted in a mixed method and descriptive and correlational methods were used to gain a more complete picture. The information was collected through a questionnaire given to 26 students and a semi-structured interview with an English teacher. The work was developed with a non-experimental, transverse and field design, in which information could be obtained from the same educational environment. The data obtained enabled us to analyze the students' perceptions regarding their confidence in oral communication and the accuracy in pronunciation in the context of learning English.

Los resultados evidenciaron que la confianza en la comunicación oral influye significativamente en la precisión de pronunciación. Asimismo, se identificó que factores como el nerviosismo, el miedo a cometer errores y el temor al juicio de los compañeros afectan negativamente la participación oral y el desempeño pronunciativo. Por otra parte, se determinó que las estrategias pedagógicas basadas en la retroalimentación respetuosa, la práctica constante y las actividades comunicativas contribuyen al fortalecimiento de la confianza y a la mejora de la pronunciación.

Como aporte práctico, se diseñó un blog educativo dirigido a estudiantes y docentes de inglés, el cual ofrece estrategias, recursos y recomendaciones para promover la confianza en la comunicación oral y mejorar la precisión de pronunciación. Finalmente, la investigación aporta evidencia contextualizada sobre la importancia de los factores afectivos en el aprendizaje del inglés y destaca la necesidad de implementar prácticas pedagógicas que favorezcan ambientes de aprendizaje más inclusivos y motivadores.

Palabras clave: ansiedad al hablar, estudiantes de inglés como lengua extranjera, enseñanza del inglés, confianza en la comunicación oral, precisión en la pronunciación.

ABSTRACT

The purpose of this research was to determine the influence of confidence in oral communication on the accuracy of pronunciation of third year high school students of the English as a foreign language (ELE) area of the Educational Unit “Mariano Suárez Veintimilla” of Ibarra, Ecuador. The motivation of this study was to know more about the effects of affective factors, especially confidence on students’ oral performance and their ability to produce English pronunciation accurately. For this purpose, a mixed-methods approach was used with a descriptive and correlational component. Data collected were through a survey administered to 26 students and a semi-structured interview with an English teacher. The research was developed in a non-experimental, cross-sectional, field design, which made it possible to obtain information directly from the educational context. This approach gave useful insights about the students’ perceptions on their confidence in speaking English and its relation with pronunciation accuracy. The results indicated that confidence is an important factor in the students’ pronunciation performance. Nervousness, fear of making mistakes and concern of being judged by peers hindered oral participation and negatively affected pronunciation. In contrast, positive teaching methods, positive feedback, regular chances to speak and communicative classroom activities were identified as the main factors in developing learners’ confidence and improving their pronunciation skills. The study produced an educational blog for EFL teachers and students that offers strategies, resources and recommendations that could contribute to boosting the confidence of oral communication and enhancing the accuracy of pronunciation. The findings therefore provide contextualised evidence for the importance of affective factors

in English learning and the need to create inclusive, supportive and motivating learning environments.

Keywords: EFL learners, english language teaching, oral communication confidence, pronunciation accuracy, speaking anxiety.

.

INTRODUCTION

In the past few years, the aim for students and teachers alike has been to enhance oral communicative competence in English as a Foreign Language (EFL). Pronunciation is an important part of speaking. It makes your speech much clearer and more effective. Pronunciation accuracy is not only a matter of linguistic knowledge, but also of some affective factors such as anxiety, motivation and, above all, confidence in speaking. Students who are not confident will generally not participate in oral activities. This means that they will have few opportunities to practice and improve their pronunciation. As a result, the problems of pronunciation may persist and negatively affect the overall level of oral proficiency. Confidence is necessary in this context to promote active involvement and considerable language use. The aim of this study is to explore the relationship between oral communication confidence and the pronunciation accuracy of high school students learning English as a foreign language. Special focus is given to the Ecuadorian educational environment, where students are not exposed to English outside the classroom and there are few learning resources. Knowing the relationship between confidence and pronunciation is

part of the process of designing better teaching strategies that better support students' oral communication skills and language development.

Related Study

Dawood Ahmed Mahdi's (2015) study, *Strategies and Techniques for Fostering Oral Communication Confidence in EFL Students*, greatly improves the understanding of the role of confidence in the acquisition of English language. The qualitative study published in the *Arab World English Journal* examines different strategies which can help EFL learners improve their confidence in oral communication and reduce communication anxiety.

Mahdi (2015) pointed out that lack of confidence is one of the main obstacles to students' active participation in oral communication. Learners may be less willing to speak because of emotional barriers such as anxiety, shyness and fear of making mistakes. It can affect their fluency and the accuracy of their pronunciation. The study suggests that those pupils with higher levels of confidence tend to participate in communicative activities more often, practice the language more and perform better in speaking tasks.

The author recommends classroom strategies such as peer interaction, help-seeking behaviours and opportunities for modified output to enhance learners' confidence. These exercises encourage meaningful discussion and give students a chance to improve their fluency, accuracy and pronunciation in a safe learning environment. Mahdi emphasizes the need to create a positive classroom environment where mistakes are viewed as a natural part of learning and not as failures. Specifically, the findings of the study are relevant to the present study as they show a strong relationship between confidence and oral performance of EFL learners. The study was conducted in Saudi Arabia but the results have implications for the Ecuadorian

educational system, where students also encounter similar emotional and linguistic barriers that impede their oral English proficiency.

The purpose of this study is to explore the relationship between speaking confidence and pronunciation accuracy in high school students. The study aims to identify the factors affecting both variables, to analyze the relationship between confidence and oral performance, and to address pronunciation problems by appropriate instructional measures. The findings are expected to contribute to the development of teaching methodologies that strengthen the students' communication abilities and encourage a higher level of involvement in the process of learning English.

The present study examines the relationship between affective and linguistic aspects in English as a foreign language teaching. If teachers understand the relationship between confidence and pronunciation accuracy, then they would be able to develop a more effective curriculum to improve the linguistic development and confidence of students to speak in English. This work contributes to the holistic understanding of language learning and teaching.

However, it is a relatively unexplored theme in the Ecuadorian secondary education field. There are problems with confidence and pronunciation among high school students in EFL, but there are not many studies about the relation of these two factors. Moreover, pedagogical approaches should be targeted to address both emotional issues and pronunciation improvement for enhancing students' oral communication skills.

The present study aims to investigate the effect of confidence in oral communication on pronunciation accuracy of secondary level EFL learners. The study attempts to find out if the high level of confidence positively affects the clearer and more accurate pronunciation. The findings of this research will provide important evidence to inform the development of educational techniques that will improve the confidence and

skill of learners in oral language.

The aims were achieved using a mixed-methods approach, combining quantitative and qualitative data. The data will be collected by means of questionnaires administered to the students and semi-structured interviews conducted with the English teacher. Such a methodological integration will allow to study the levels of confidence, perceptions of oral communication and a better understanding of the difficulties in pronunciation faced by learners.

To maintain coherence and academic rigor the research is organized as follows. The abstract provides a brief overview of the research, including its aims, methods and key findings. In the Introduction, the research challenge, objectives and importance of the study are defined. This section presents a review of the relevant literature and theoretical background on oral communication confidence and pronunciation accuracy, and identifying the research gaps.

The design of the study, the participants, the instruments and the techniques of data collection are described in the Methods section. Our approach to analysis and interpretation of quantitative and qualitative data is described in the Analysis section. The Results section then presents the main results and discusses the relationship between the confidence of the participants and their performance in pronunciation.

The Proposal section suggests a number of pedagogical measures to improve students' confidence and accuracy in pronunciation. The findings of the study shed light on ideas for enhancing the efficacy and inclusiveness of EFL teaching methodologies. The Conclusions synthesize the key findings and their implications for English as a foreign language (EFL) teaching, while the Recommendations offer guidance for teachers, curriculum developers and future researchers who are interested in improving

oral communication skills, decreasing anxiety and enhancing pronunciation among EFL learners.

STATE OF THE ART

Mahdi (2015)

Mahdi (2015) discusses various strategies that can help to enhance EFL learners' oral communication confidence. The study stresses the significance of classroom interaction, teacher guidance and communicative activities to encourage the students to use English more actively. The author believes that confidence is not merely a personal trait but something that can be fostered through supportive teaching methods and positive learning experiences.

The study identified a major problem in the learners' fear of making mistakes, which often stops them from participating in speaking activities. Therefore, students have less opportunity to practice their pronunciation and to develop oral skills. "Students will probably participate more confidently in classroom interactions if you allow them to express themselves in a supportive environment," Mahdi points out, "where they don't have to worry about being criticized for making mistakes."

The more students participate, the more chances they have to be exposed to the language and to receive useful feedback, which in turn helps them improve the accuracy of their pronunciation. Pronunciation performance is not directly controlled by confidence, but the study suggests that confidence is critical in creating the conditions necessary for pronunciation development. The findings are of particular significance in the context of secondary education where many learners experience anxiety, insecurity and lack of confidence when using a foreign language to communicate.

Celce-Murcia, Brinton, and Goodwin (2010)

Celce-Murcia, Brinton and Goodwin (2010) is a very useful source for pronunciation teaching in both EFL and ESL contexts. Their study highlights the importance of pronunciation as a key factor of communicative competence, emphasizing the necessity to take into account both segmental and supra-segmental aspects in language teaching. The authors reject the idea of pronunciation as a stand-alone phenomenon, and argue for its integration into communicative language teaching in order to enable more meaningful language use.

The authors claim that learners become confident when they understand the role pronunciation plays in effective communication. Features of teaching such as emphasis, rhythm and intonation can help teachers to raise students' consciousness of patterns in speech and their ease in using spoken language. The more confident the learners become, the more they will be involved in speaking activities and real communication.

It is full of classroom techniques to improve pronunciation accuracy in a supportive and encouraging learning environment. Regular opportunities for extended practice of speaking can improve the students' pronunciation and develop their confidence as language users. As Celce-Murcia et al. state, confidence and pronunciation development are closely related and tend to develop together as the learner engages more actively in communicative situations.

Jenkins (2000)

Jenkins (2000) raises the concept of English as an International Language and the question of whether it is necessary to copy native speaker pronunciation. The author suggests that the main aim of pronunciation teaching should be intelligibility, especially in contexts where English is used as a means of communication by speakers from different language backgrounds.

In this way, not giving so much importance to native-like pronunciation can help reduce the pressure that many learners feel when speaking English. As Jenkins explains, “unrealistic expectations can create anxiety and inhibit pupils from taking part in oral communication activities. Good communication is more important than perfect pronunciation, and this leads to greater confidence and participation in speaking activities by learners.

More participation means more opportunities to practice spoken English, get feedback, and become familiar with different styles of pronunciation. This gradual exposure may contribute to minor gains in accuracy of pronunciation, without sacrificing the learners’ motivation and desire to speak.

The implications of this approach are especially salient in EFL contexts where students have limited opportunities to use English outside the classroom. Jenkins highlights the importance of confidence in the development of oral skills, stating that communication is more important than perfection. This is consistent with the idea that confidence building may boost participation as well as pronunciation performance.

Rahimi and Zhang (2015)

Rahimi and Zhang (2015) investigate beliefs of non-native English teachers regarding pronunciation teaching and the role of pronunciation instruction in language learning. Their research shows that although many teachers are aware of the importance of pronunciation for successful communication, they very often lack confidence in their own pronunciation. This insecurity may also have an effect on the treatment of pronunciation in the classroom.

Authors further note that teachers who are not confident about their pronunciation ability are less likely to give explicit instruction or corrective feedback on pronunciation. Consequently, students have less opportunity to get guidance and to practice the

phonological features of the language, and this may hinder their progress towards accurate pronunciation.

Furthermore, the study reveals that the quality and amount of pronunciation instruction may play a role in learners' confidence in speaking English. If pronunciation is not given attention in the classroom, students may feel less ready to engage in oral activities and may be less willing to communicate in the target language.

Rahimi and Zhang conclude that teachers' beliefs, attitudes and confidence levels have a significant impact on learners' pronunciation development. The findings highlight the need to support teachers to improve their own pronunciation competence and instructional confidence which can lead to more effective pronunciation teaching and ultimately better learning outcomes for students.

Hashemian and Fadaei (2011)

Hashemian & Fadaei (2011) studied the influence of teaching suprasegmental features on EFL learners' listening comprehension and pronunciation ability. Their work concerns important aspects of spoken language such as stress, rhythm and intonation which are important for effective communication. The results show that the education focusing on these aspects has a significant impact on the accuracy of learners' pronunciation.

The authors claim that a greater understanding of suprasegmental features will lead to increased comfort and confidence in oral English conversations by students. It is likely that as students become more confident in their speaking skills, they will become more active in the classroom discourse and participate more freely in the speaking activities.

This increased engagement enables more opportunities for abundant practice

which can assist students to improve their pronunciation and strengthen their overall oral skills. Therefore, the study highlights the importance of pronunciation teaching in improving language proficiency and increasing student confidence. So these two sides cooperate to enhance how effective oral communication is and to help language grow more.

Tergujeff (2013)

Tergujeff (2013) investigates pronunciation teaching methods in actual classroom settings through four case studies. The study investigates the implementation of pronunciation training and students' reactions to different teaching methods. The author, through these case studies, provides important insights into how pronunciation instruction influences the improvement of students' spoken communicative competence.

The results show that the frequent and systematic pronunciation instruction increases students' awareness of their speech production and increases their confidence when using English. In addition, learners who receive ongoing instruction and positive feedback tend to participate in speaking activities and speak in the target language.

This increased comfort level encourages more participation in oral conversation, giving more opportunities to practice and perfect pronunciation. Therefore, students are able to make gradual improvements in pronunciation accuracy and develop greater confidence in their speaking abilities. The study highlights the advantages of consistent pronunciation instruction and emphasizes the importance of promoting classroom practices to facilitate effective communication and language acquisition.

Wood (2016)

Wood (2016) reviews research on willingness to communicate in second language acquisition, noting factors influencing learners' decisions to engage in oral interaction. Confidence is one of these elements and it is important because it affects students' willingness to use the target language in real communicative situations. Studies have shown that even those who have sufficient language skills might not speak because they are not confident in those skills.

According to Wood, language development, particularly in the area of pronunciation, requires students to speak actively. Communication practice affords students more opportunities to practice speaking, discover language use, and get feedback from teachers and peers. These experiences allow to improve gradually the pronunciation and to develop the better skills of the oral type.

The review shows the positive connection between the confidence and the development of pronouncing skills. This encourages learners to engage more often in verbal exchanges, which fosters confidence and creates favorable conditions for ongoing practice and enhancement. Consequently, promoting learners' willingness to communicate can greatly improve their pronunciation accuracy and their overall communicative competence.

Alghazo (2015)

Alghazo (2015) explores advanced EFL learners' beliefs about the role of pronunciation instruction in language learning. The study's findings indicate that students consider pronunciation to be an essential part of effective communication and also deem it important for successful interaction in English. The participants also state a high correlation between pronunciation skills and their confidence to speak the language. The results indicate that when pronunciation instruction is tailored to meet learners'

individual needs and difficulties, learners are likely to feel more secure and motivated. With the increase of their confidence, they are more willing to take part in speaking activities and actively participate in classroom communication.

This increased participation provides students with valuable opportunities to practice and improve their pronunciation and oral communication skills. The study thus highlights the link between pronunciation teaching, learner confidence and speaking performance and shows that good pronunciation instruction can lead to better accuracy and also a more active and confident use of the language.

Kholid and Haryanto (2017)

Kholid and Haryanto (2017) discuss the role of peer interaction in developing the students' pronunciation skill. The study investigated the use of collaborative learning activities, especially minimal pair exercises and group-based pronunciation practice, as a way to improve oral performance in English.

The results show that working with classmates creates a more comfortable learning environment, which helps students to feel less anxious and more confident when practicing speaking English. Pair and group activities often create less pressure for learners than teacher-centered situations and this encourages them to play a more active part and to experiment with language production.

The authors also suggest that a supportive peer-learning environment provides useful opportunities for repeated practice and mutual feedback. The more students participate in oral activities, the more comfortable they will be in using English and the better they can refine their pronunciation. The findings therefore suggest that collaborative practice in pronunciation leads to increased participation and confidence in oral communication as well as improved pronunciation accuracy.

Zheng and Cheng (2018)

Zheng and Cheng (2018) investigate the effect of anxiety on language performance, especially its effect on learners' oral communication ability. The study differentiates between test anxiety and classroom anxiety and acknowledges the fact that both hinder the students from performing well in the English language learning environment.

The authors argue that high levels of anxiety often prevent the learners from participating in speaking activities, and thus, they miss the opportunity to practice and develop their oral skills. Reduced involvement may negatively impact on pronunciation accuracy as the learners are exposed to spoken language less and have fewer opportunities for meaningful interaction.

The results suggest that the creation of learning environments that reduce anxiety may have a positive effect on students' willingness to speak. When students are more relaxed and encouraged they are more likely to participate actively in oral tasks, increase their confidence in speaking skills and participate more often in pronunciation practice.

This study shows the important association between emotional aspects and language development. Reducing fear and creating a supportive classroom environment can improve students' oral communication skills and pronunciation results.

Alghazo et al. (2019)

Alghazo et al. (2019) highlight the importance of teaching pronunciation and the perceptions of EFL learners about it. The findings suggest that those students who regard

pronunciation as a skill that can be acquired through practice and instruction tend to be more motivated and confident in their learning process.

The authors suggest that a positive attitude toward learning pronunciation results in increased learner involvement in speaking activities. Students are more willing to talk, to take communicative risks and to use the language more often when they feel that development is within their reach.

This greater involvement opens up many opportunities for oral practice, giving learners a chance to practice their speaking skills and to gradually improve their pronunciation. The study emphasizes the need for developing positive attitudes toward pronunciation teaching, which can boost confidence, promote continued participation, and enhance pronunciation accuracy.

Mamang, Rasuki, and Nurkamilah (2020)

Mamang et al. (2020) studied the connection between speaking anxiety and pronunciation accuracy of EFL learners. The study shows a negative correlation between anxiety levels and students' pronunciation achievement, meaning that the higher the patients' anxiety levels, the more difficulty they show in producing accurate pronunciation.

Anxiety can hinder the learners' willingness to participate in oral activities. "The less practice they get, the less opportunity they have to improve their pronunciation skills," the authors explain. Students who are nervous and insecure about speaking may avoid communication situations and this can slow their progress in oral development.

The results suggest that creating supportive learning environments and reducing speaking anxiety might contribute to learners' increased confidence and active participation in oral communication. As students become more confident in using

English, they are likely to participate more, practice pronunciation more frequently, and achieve better pronunciation results.

Hermida (2019)

Hermida (2019) investigates the pronunciation strategies used by EFL learners and their impact on the development of oral skills. The study suggests tactics such as repetition, imitation and self-monitoring as successful activities that increase the students' awareness of their pronunciation and gradually improve their performance.

The findings indicate that students who actively use pronunciation methods tend to have higher confidence in oral communication. Students practice independently, self-assess, and become familiar with English pronunciation patterns; and they improve their readiness for speaking activities.

This added confidence motivates learners to continue learning and communicating in the language, thus creating more opportunities to improve. Therefore, this study highlights the relationship between the implementation of effective learning strategies, learner confidence and the improvement of pronunciation accuracy in EFL contexts.

Winarti, Monika, and Yundayani (2019)

Winarti et al. (2019) study the students' perception of pronunciation acquisition and the obstacles they encounter to enhance their oral competence. Pronunciation is one of the most difficult elements in learning English for Learners because of the difficulties of producing new sounds and patterns in the target language, the research shows. The authors suggest that the absence of instructional support could cause students to feel

discomfort and anxiety when practicing pronunciation. Lack of coaching, feedback or practice can make learners lose confidence in their ability to communicate in English.

The study recommends that effective pronunciation teaching should be adopted which takes into account the problems faced by the learners and creates a favorable practice climate. Teachers can continually guide and encourage learners to overcome their fears, increase their confidence and improve their pronunciation.

Ahmed (2016)

Ahmed (2016) examines the problems in pronunciation of EFL learners in secondary education settings. This study shows the common pronunciation problems that can hinder the effective communication of the students and later will affect their confidence in speaking English.

The author describes that students with persistent problems in pronunciation sometimes become unwilling to participate in oral activities for fear of making errors or being criticized by their classmates. This lack of confidence may reduce their willingness to engage in speaking practice, thus limiting opportunities for improvement and continued development of their oral skills.

Ahmed stresses the importance of early and comprehensive teaching of pronunciation to overcome these challenges. Learners can be helped, through regular instruction, practice and feedback, to overcome pronunciation problems, to increase their confidence and to participate more in English conversation. Thus, good practice in pronunciation is a great aid to language acquisition, and it increases the readiness of learners for oral communication.

Dewi and Bani Ahmad (2019)

Dewi and Bani Ahmad (2019) investigate the use of podcasts as a media to improve pronunciation acquisition for EFL learners. The research points out the need to give learners frequent listening to the correct pronunciation models through the audio resources to increase their acquaintance with the phonetics of English and develop their awareness of the pronunciation features.

The results indicate that students have increased confidence with the use of podcasts as they enable them to study independently in a more relaxed atmosphere. Learners can practice and repeat listening, and improve their pronunciation skills at their own pace without the immediate pressure of face-to-face speaking exercises.

The authors assert that podcast-assisted learning improves pronunciation through constant exposure, independent practice and extensive exposure to spoken English. This practice builds confidence, which encourages more learner participation in spoken communication and improves their accuracy of pronunciation.

Hameed (2020)

Hameed (2020) explains the problems of pronunciation of EFL learners in spoken English tasks. The study suggests that persistent pronunciation problems may have a negative effect on students' self-esteem and on their willingness to take part in oral interaction. The learners may feel insecurity of their speaking ability when they cannot pronounce the sounds correctly, which may reduce their willingness to have a conversation in English.

The author implies that the problem is the lack of pronunciation teaching in the early stages of language learning. Learners may have persistent pronunciation problems that affect their oral performance because of poor coaching, practice and feedback.

According to Hameed, it is important to teach pronunciation in a systematic way during the initial stage of the learning process. Learners can resolve pronunciation challenges, gain confidence and develop their general spoken English skills with initial assistance and continued practice.

Badawi et al. (2020)

Badawi et al. (2020) explored the application of reading aloud strategies in EFL classrooms and the role they play in pronunciation development of learners. This method is shown to provide students with the opportunities to practice spoken English, to develop greater awareness of pronunciation patterns and to improve control over their own oral production.

The findings indicate that the regular practice of reading aloud has the potential to enhance pronunciation accuracy and increase learners' confidence when speaking. Students become more familiar with English pronunciation features and more comfortable with oral communication by repeating sounds, stress patterns and intonation.

The authors point out that reading aloud can be a good strategy in the classroom as it combines continuous practice with the possibility of guidance and feedback from the teacher. This approach will enable learners not only to improve their pronunciation skills but also to gain more confidence and be more willing to use English in communicative situations.

Gürbüz and Çabaroğlu (2021)

Gürbüz and Çabaroğlu (2021) examined students' attitudes toward oral presentations and its effect on students' spoken English performance. The present study emphasizes the importance of the learners' confidence in the effective communication of

their oral task performance especially in terms of pronunciation accuracy and fluency. The results indicate that students who have positive attitude towards oral presentations tend to be more active and more confident in speaking English. A positive attitude towards these activities can lessen hesitation and motivate the learners to focus on improving their oral performance.

The authors stress that the more confidence is gained from oral presentations, the more opportunities there are for language practice, which improves pronunciation and fluency in the long run. Thus the study proves the relationship between learners' emotional factors and their communication readiness and the development of skills in spoken English.

Panyathikul, Poopatwiboon, and Phusawisot (2018)

The effect of multimodal teaching methodologies on pronunciation development of EFL learners was investigated by Panyathikul et al. (2018). The study focuses on the integration of different types of inputs including visual, auditory, and kinesthetic material, and investigates the influence of these elements on the students' perception and production of English sounds.

The results suggest that multimodal teaching may enhance the accuracy of pronunciation by offering learners various means of perceiving and practicing pronunciation features. The learning of English pronunciation patterns becomes more active and aware when multiple senses are engaged in the learning process.

More engagement by multimodal activities can positively influence learners' confidence in oral communication, the study highlights. If we give our students meaningful support and many chances to speak, then they are more likely to be actively engaged and feel comfortable speaking English. So, multimodal teaching strategies

enhance learners' confidence and motivation to communicate and improve their pronunciation.

Confidence and Oral Communication in EFL Contexts

Research on the oral communication in EFL settings repeatedly identifies confidence as a significant factor influencing learners' willingness to speak. Mahdi (2015) argues that oral communication confidence should not be considered as a personal trait, but as a factor developed in the classroom experiences, teacher support, and learning environment. The study indicates that students are more likely to engage in oral interaction when they feel that the classroom is a safe and encouraging place, which will create more opportunities to practice pronunciation and improve their spoken performance. This view is particularly important in secondary education where many students are afraid of making mistakes or being negatively judged by their peers.

Also, in a research review of Willingness to Communicate (WTC), Wood (2016) emphasizes the importance of confidence as a bridge between learners' knowledge of the language and their actual use of it. The author notes that sufficient knowledge of pronunciation and language structures does not always lead to oral participation, as students with low confidence may avoid speaking situations. Therefore, the development of pronunciation depends not only on the acquisition of phonological knowledge, but also on the opportunities to actively use English. Wood's contribution supports the idea that oral communication contains both cognitive and emotional aspects, and that confidence is an integral component in pronunciation-focused teaching.

Gürbüz and Çabaroğlu (2021) recently investigated EFL learners' perceptions of oral presentations and their relation with motivation, language competence and speaking anxiety. They found that students who had more confidence in oral presentations felt that

their spoken English, including pronunciation performance, improved more. By contrast, lower-confidence learners tend to overemphasize potential errors, which could have a negative impact on their fluency, intelligibility and ability to participate in general. The study also suggests that confidence allows learners to monitor their own speech and gradually improve their pronunciation with further practice.

Overall, previous studies suggest that oral communication confidence is an important condition for the development of pronunciation. Pronunciation is often viewed as a technical aspect of language learning, yet research has shown that affective factors strongly influence learners' engagement, opportunities to practice and advancement. Based on the theoretical basis of these findings, the present study aims to analyze the effect of oral communication confidence on pronunciation accuracy of high school EFL learners..

Anxiety and Its Influence on Pronunciation Accuracy

Anxiety is well known as a major emotional barrier to oral communication in EFL contexts. Zheng and Cheng (2018) differentiate foreign language classroom anxiety from cognitive test anxiety, indicating that both types of anxiety may have a negative impact on learners' language performance. Anxious pupils, they found, may have difficulty processing linguistic input and in producing accurate oral output, including pronunciation. Anxiety may impact on learners' focus and make them self-conscious, leading to hesitation in their speech and concern about their pronunciation. Speaking anxiety and pronunciation accuracy of EFL learners are investigated by Mamang, Rasuki and Nurkamilah (2020) in a correlational study. The results show a significant negative correlation between these variables, meaning that the higher the anxiety, the worse the pronunciation. The present study suggests that the problems in pronunciation may not always originate from lack of phonological information but may

be caused also by emotional barriers that hinder learners from successfully applying their knowledge in speaking tasks.

These findings are particularly important in the area of secondary education where students are often influenced by peer assessment and may feel anxiety about making mistakes in communication in English. High levels of anxiety may decrease the willingness of learners to participate in oral activities, which in turn restricts the opportunities for practice that are needed for pronunciation improvement. Hence, the development of positive classroom atmospheres and implementation of techniques to lower speaking anxiety could improve pronunciation results. Prior studies suggest that fear is one of the significant affective factors that impact pronunciation accuracy and oral performance. Traditionally, pronunciation instruction has focused on repetition, correction and technical practice. However, recent research indicates that emotional factors should be taken into account as well if significant improvement is to be achieved. This perspective supports the present research by stressing the importance of self-confidence as a positive variable that may reduce anxiety and improve pronunciation development among high school EFL learners.

Foundations of Pronunciation Teaching in EFL

Pronunciation teaching has moved from the traditional methods, largely based on repetition and imitation, towards more communicative and learner-centered approaches. An important theoretical contribution to pronunciation teaching is made by Celce-Murcia, Brinton and Goodwin (2010), who emphasize the need to include both segmental and suprasegmental features in contexts of meaningful communication. The authors argue that pronunciation should not be treated as a separate linguistic skill, but rather as an integral part of oral communication in which learners can achieve accuracy while actually using the language for communicative purposes.

One of the main contributions of Celce-Murcia et al. (2010) is to focus on intelligibility as the main goal of pronunciation instruction instead of native like accent. This view helps take away much of the pressure many learners feel when they speak English. It emphasizes the importance of effective communication, not perfection. If students feel that their pronunciation is valued as a means to be understood, they are more likely to take an active part in speaking activities, to practise regularly and to build confidence through feedback and interaction.

In the same vein, Jenkins (2000) doubts the traditional models of pronunciation by the notion of English as an International Language (EIL). The author contends that in the international communicative setting it is more important for speakers to understand each other than to comply with the standard of native-speaker pronunciation. This approach has significant implications for learner confidence because it acknowledges the validity of different English accents and reduces the fear of being negatively judged for differences in pronunciation.

Learners may be more willing to communicate and improve their pronunciation through constant practice by reducing affective barriers and promoting acceptance of linguistic diversity. Thus, Celce-Murcia et al. (2010) and Jenkins (2000) proved that the pronunciation accuracy is not only a technical knowledge issue, but also emotional and communicative factors that affect the participation and progress of the learners.

These theoretical perspectives provide an important theoretical basis for the current study on the accuracy of pronunciation from a confidence perspective in high school EFL contexts. They support the idea that successful pronunciation development depends not only on appropriate instruction but also on the presence of learning environments in which students feel safe, motivated and confident enough to speak orally in English.

Teachers' and Learners' Beliefs about Pronunciation

Teachers' and learners' beliefs are important factors in establishing pronunciation instruction and in determining learning outcomes. Rahimi and Zhang (2015) studied non-native English teachers' beliefs about teaching pronunciation and found that although many teachers recognized the importance of pronunciation, some lacked confidence in their own pronunciation skills. This lack of confidence may influence their willingness to give explicit pronunciation instruction or corrective feedback, which means less opportunities for students to practice and improve their pronunciation. Therefore, the poor support of pronunciation may affect learners' confidence to participate in oral communication activities.

Alghazo (2015) explores the beliefs of advanced EFL students about pronunciation instruction from the learners' perspective. The study shows that learners regard pronunciation as an important part of successful communication and associate correct pronunciation with greater confidence in speaking English. But the research also reveals that many students feel that pronunciation is not sufficiently taught in their learning. Such a gap between learners' expectations and classroom practices can create frustration and insecurity, particularly when students feel they do not have the necessary preparation to orally communicate.

Likewise, Alghazo, Irshad, Ali and Yousafzai (2019) investigate EFL learners' beliefs regarding their pronunciation learning in different educational contexts. The results suggest that students who believe that pronunciation can be developed through practice and instruction tend to be more motivated and confident. Conversely, learners who regard the ability to pronounce as a fixed capacity are more likely to be anxious and avoid speaking activities. This suggests that learners' beliefs can affect their willingness to communicate and their dedication to improving pronunciation.

Taken together, these studies indicate that beliefs have an impact on both teaching practices and learners' engagement in the development of pronunciation. Among the determinants of the quality of oral practice available in the classroom are teachers' confidence in dealing with pronunciation and students' perceptions of their own ability to improve. Therefore, it is important to understand these beliefs in the present study because they can help explain how confidence and attitudes toward pronunciation may influence pronunciation accuracy among high school EFL learners.

Pronunciation Difficulties in EFL Contexts

Studies on pronunciation problems in EFL contexts have shown that learners' difficulties are often more than just the production of single phonemes. Ahmed (2016) detects problems for EFL learners in Sudanese higher secondary institutions concerning both segmental and suprasegmental elements of pronunciation. The most common problems reported were with vowel length, consonant clusters, stress and intonation. The author claims that these challenges can decrease learners' confidence in speaking as students become more conscious of their pronunciation problems and may fear negative reactions from teachers or classmates.

Similarly, Hameed (2020) examines the pronunciation problems among the EFL learners in the spoken English assignments at the university level. Although the research is based on older pupils, the findings are of relevance for the context of secondary education. Hameed notes that learners often struggle with intelligibility in spontaneous communication, especially in interactive speaking situations. Such problems may raise speaking anxiety and decrease students' willingness to participate in classroom discussion. Research suggests that lack of practice with pronunciation in the initial phases of learning can result in persistent pronunciation difficulties and a lack of confidence in speaking.

Winarti, Monika and Yundayani (2019) also studied students' perspectives of learning pronunciation in EFL classrooms. Their findings reveal that pronunciation is seen by a number of learners as one of the most difficult aspects of learning English due to limited class time, insufficient feedback and lack of practice opportunities. This can make students feel insecure about their pronunciations, which may reduce their desire to talk and have a negative effect on their development.

Overall, these studies suggest a strong connection of the problems with pronunciation with affective traits, especially confidence and fear. Pronunciation may be difficult for learners and a lack of sufficient support in the learning process can lead to a decrease in speaking confidence which can subsequently have a negative impact on their engagement and opportunities for improvement. Therefore, effective speech training should consider the emotional needs of the learners in addition to language challenges. Building on the previous studies, this study examines the effect of oral communication confidence on the accuracy of pronunciation of high school EFL learners.

Pedagogical Strategies for Improving Pronunciation

There are a growing number of studies that have examined the instructional strategies that promote the development of pronunciation and boost learners' confidence in oral communication. Hashemian and Fadaei (2011) investigated the effect of teaching suprasegmental features such as stress, rhythm, and intonation on the listening comprehension and pronunciation skills of EFL learners. Their results show that explicit teaching of these components improves accuracy and intelligibility of pronunciation. Moreover, students' better understanding of prosodic features usually makes them more confident with their speech skills because they know how to produce better and more comprehensible speech.

Peer engagement has been identified as an effective method for improving pronunciation.

Kholid and Haryanto (2017) investigate the role of minimal pairs and cooperative activities in EFL classrooms and find that peer-based practice helps to improve pronunciation accuracy. Peer interaction provides the learners feedback in a less formal environment, thus lowering the anxiety and fostering more participation. The study highlights that social contact can build confidence, as students tend to feel more comfortable practicing with their peers than in front of the instructor.

You can also improve your pronunciation by reading aloud. Badawi et al. (2020) explore educators' perspectives on the use of reading aloud activities to enhance the pronunciation and reading proficiency of EFL learners. Structured reading aloud exercise increases students' exposure to pronunciation patterns, promotes fluency and enhances their exposure to spoken English, according to the authors. In addition, continuous practice enables learners to build confidence as their ability to pronounce English phonetics and speak their thoughts verbally improves.

Moreover, Hermida (2019) discusses the EFL learners' strategies in pronunciation and emphasizes the role of repetition, imitation and self-monitoring as crucial techniques for the development of the pronunciation skills. Studies have shown that students who actively apply these strategies become more independent and self-assured in their learning. Through continuous practice and self-monitoring, learners are more willing to communicate orally and improve the accuracy of their pronunciation.

These studies suggest that successful speech instruction is not simply mechanical repetition or isolated activities. Strategies promoting interaction, awareness and learner autonomy create the appropriate conditions for improving pronunciation and confidence. The results strongly support the present study that examines the relationship between the level of confidence in oral communication and the accuracy of pronunciation of high school EFL learners.

Technology and Innovative Approaches in Pronunciation Learning

Recent study has pointed out the efficiency of technological tools and multimodal strategies in improving pronunciation development and at the same time increasing learners' confidence in oral communication . Dewi and Bani Ahmad (2019) explore students' perception of podcast-assisted pronunciation instruction in EFL classes. Results indicate that podcasts provide learners with authentic pronunciation models in a low-pressure environment, where students can practice at their own pace prior to classroom speaking activities. Consequently, learners felt more confident in using oral English, which consequently improved their pronunciation performance in communicative activities.

The authors assert that technology-assisted pronunciation practice gives learners more autonomy in their learning. This autonomy can also reduce the fear of immediate correction or public performance, thus motivating students to participate more actively in oral communication. This feature is especially crucial for secondary school students, who might be shy speaking English in front of their classmates. In this sense, the use of podcasts in the learning process can facilitate the transition from a solitary practice to a more public speaking context.

Panyathikul, Poopatwiboon, and Phusawisot (2018) examined the effectiveness of multimodal teaching strategies for improving pronunciation of EFL secondary students. Their research integrates visual, aural, and kinesthetic tools to provide students with different types of help during pronunciation practice. The results show that multimodal training improves the accuracy of pronunciation and increases the learners' involvement in oral activities. Also, students exposed to these methodologies tend to have more confidence as they are able to use different information sources to understand and explain

the patterns of English pronunciation.

The results, taken as a whole, suggest that innovative pedagogical approaches can be successfully applied in order to tackle the linguistic and emotional aspects of speech acquisition. Technological and multimodal solutions provide flexible practice opportunities and useful learning experiences thus decreasing barriers such as anxiety and nervousness and increasing confidence in spoken communication. These results suggest that the role of integrating confidence-based approaches is important in pronunciation instruction, particularly for EFL high school students.

Critical Synthesis and Research Gap

The reviewed literature indicates that pronunciation accuracy in EFL acquisition is influenced by a number of linguistic, pedagogical and affective factors. Research on confidence and willingness to communicate (Mahdi, 2015; Wood, 2016; Gürbüz & Çabaroğlu, 2021) has repeatedly indicated the key role of confidence in learners' participation in oral activities and their opportunities to practice pronunciation. Similarly, the studies of anxiety (Zheng & Cheng, 2018; Mamang et al., 2020) show that emotional barriers may affect pronunciation competence in the case of learners with adequate linguistic competence.

Theoretical frameworks on pronunciation instruction (Celce-Murcia et al., 2010; Jenkins, 2000) highlight the need to emphasize successful communication rather than the achievement of native-like pronunciation. These methods advocate transparent and meaningful contact and suggest that managing unrealistic expectations might enhance learner confidence and willingness to engage in communication. Also, research on beliefs (Rahimi & Zhang, 2015; Alghazo, 2015; Alghazo et al., 2019) has shown the significance of instructors' and students' perceptions of pronunciation on classroom practices, motivation and engagement in the learning process.

Previous studies on pronunciation problems (Ahmed, 2016; Hameed, 2020; Winarti et al., 2019) pointed out that persistent pronunciation problems are generally associated with reduced self-confidence and increased anxiety in EFL learners. Researches on different instructional strategies including suprasegmental instruction, peer interaction, reading aloud, and learner-centered strategies (Hashemian & Fadaei, 2011; Kholid & Haryanto, 2017; Badawi et al., 2020; Hermida, 2019) have revealed that supportive and interactive approaches can result in better pronunciation accuracy and higher learner confidence. Technology-enhanced and multimodal approaches (Dewi & Bani Ahmad, 2019; Panyathikul et al., 2018) have also proven to be effective in creating flexible learning environments that alleviate anxiety and foster oral participation. Despite the amount of research undertaken, there is still a large gap in the direct relationship between confidence in speaking and the correctness of pronunciation. Many existing studies investigate pronunciation, anxiety, or confidence as individual variables and other studies mostly concentrate on university-level learners or contexts outside of Latin America. There is limited empirical data that explores the interplay of these variables among secondary school EFL learners, especially within the Ecuadorian educational context.

The present study investigated the effect of confidence in oral communication on the pronunciation accuracy of high school EFL learners. The study intends to contextualize evidence on the association between affective factors and pronunciation development in tenth-grade students from Ecuador. This research provides some practical insights for EFL teachers to promote more supportive and effective speaking environments.

OBJECTIVES

General Objective

To investigate the effect of confidence in speaking on the accuracy of pronunciation in high school EFL learners using mixed methods to find out pedagogical strategies that can be used to enhance their oral performance.

Specific Objectives

1. To review related literature and to carry out a conceptual analysis to develop the theoretical grounds concerning oral communication confidence and pronunciation accuracy so as to provide a sound basis for the study.
2. To design and utilize quantitative and qualitative research instruments to investigate the correlation between students' oral communication confidence and their proficiency in English pronunciation.
3. To analyze and interpret data from students and teachers to identify the factors influencing oral communication confidence and to determine the relationship between these factors and pronunciation accuracy in high school EFL classrooms.
4. To design a pedagogical proposal in the form of an online blog which offers practical tactics and resources to increase students' confidence in oral communication and improve their accuracy in pronunciation.

MATERIALS AND METHODS

Methods

The present research was conducted to analyze the relationship between confidence in oral communication and pronunciation accuracy among high school EFL learners at Unidad Educativa “Mariano Suárez Veintimilla” in Ibarra, Ecuador. The methodological design was aligned with the objectives of the study and aimed to know how the confidence of the students when speaking English is related to their pronunciation performance in the process of teaching-learning.

This study was a mixed-method approach, incorporating both qualitative and quantitative data. Quantitative data were collected through a student survey and qualitative data were obtained through a semi-structured interview with the English teacher. The researcher could explore the patterns, frequencies and percentages and the participants’ perspectives on the relationship between oral communication confidence and pronunciation accuracy by using both methods.

The research was also descriptive and correlational in design. It described the students’ current levels of confidence in oral communication and their perceptions of pronunciation performance. Also it was correlational in that it looked at the association of the two variables and did not show direct causation. In terms of its methodological design, the study was non-experimental, since the researcher did not manipulate the variables nor apply any treatment. Instead, the speaking confidence and pronunciation accuracy were observed and analyzed in the natural educational context of the students. In terms of the time dimension, the study was cross-sectional in nature, as data were collected at a specific point in time during the academic period. This allowed the researcher to describe the present situation of the participants and to analyze the

relationship between the variables in that specific context.

Finally, the research was classified as field research because the data was collected directly from the students and the teacher in their real classroom environment. This context provided data on students' experiences and perceptions of oral communication confidence and pronunciation development in a contextualized way.

The variables taken into account were:

Independent Variable: Self-confidence in Public Speaking. This variable represented the students' level of confidence, willingness, comfort, and emotional preparedness in speaking English in the classroom context. It focused on the safe feeling of learners in expressing their ideas, oral activities and communication in the face of possible mistakes or problem in pronunciation.

Dependent Variable: Pronunciation Correctness. This variable showed the students' belief in their capability to pronounce English sounds, words and expressions clearly and understandably during oral communication activities. This study investigated learners' awareness of their pronunciation performance, which includes their intelligibility and their ability to express their ideas effectively in English.

The methodological design was found suitable as it allowed for the collection of relevant information and supported the systematic analysis of the relationship between students' confidence in oral communication and their pronunciation accuracy in the EFL classroom context.

Population

The population of this research was the third-year students of the Bachillerato course, at Unidad Educativa "Mariano Suárez Veintimilla", Ibarra, Ecuador. The institution was chosen because it provided access to the participants and represented an

adequate educational context for the analysis of the variables established in the study. Also, it allowed the researcher to collect direct and contextualized information about students' confidence and accuracy in pronunciation for their oral communication.

The sample was made up of 26 students who voluntarily participated in the survey application. Participants were selected by a non-probabilistic convenience sampling method, based on accessibility, student availability, and authorization from the institution.

The participants were relevant for this research in as far as they were in the last stage of secondary education. By this level of study, students have studied English for several years and are expected to show more development in speaking skills, pronunciation and classroom interaction. However, many learners still face problems such as nervousness, fear of making mistakes, embarrassment or insecurity in speaking English, which can influence their willingness to communicate and pronunciation performance.

Moreover, one of English teachers was involved in the study in a form of semi-structured interview providing professional views about students' confidence during oral activities and their pronunciation development.

The group was relatively homogeneous, since the participants had similar characteristics, for example, academic level; curriculum content; age range; and exposure to English as a foreign language. The similarities made it possible for the researcher to analyze the phenomenon in a certain educational context.

Criteria for inclusion:

- Being enrolled in third-year bachillerato.
- Attending English classes regularly.

- Accepting voluntary participation.
- Completing the questionnaire responsibly.

Instruments

The main instrument which was used in this research was a survey questionnaire designed based on the objectives and variables of this research to collect the needed information.

The survey was chosen because it is a good tool to collect information from a group of participants in a structured, practical and systematic way. The researcher was able to collect students' perceptions, attitudes, and self-reported experiences of their confidence in oral communication and pronunciation accuracy. This instrument made it possible to identify the students' perspectives about their speaking experiences, pronunciation difficulties and the level of confidence when using English in the classroom context.

The questionnaire was composed of the sections:

Informative Data

Participants provided general information related to their academic background, personal characteristics, and experiences with English language learning:

- Age
- Level
- Sex

This information enabled a basic characterization of the participants.

Closed-ended Questions

The instrument consisted of ten structured questions that were aimed at measuring the two variables established in the study .

Some items used a five-point Likert scale:

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Other items used a three-level scale:

- Mucho
- Poco
- Nada

These scales facilitated quantitative analysis of students' responses.

Open-ended Question

The questionnaire also included one final open question:

What difficulties do you have when speaking and pronouncing words in English during class? Explain briefly.

This question enabled students to express their personal views and experiences about the difficulties they encountered during oral communication activities.

Dimensions of the Instrument

A. Confidence in Oral Communication

Items on this dimension were measured by:

- Feeling secure when speaking English in front of classmates.
- Nervousness during oral participation.
- Confidence in expressing simple ideas.
- Fear of ridicule or classmates' judgment.
- Confidence after respectful teacher correction.

B. Pronunciation Accuracy

Items on this dimension were measured by:

- Ability to pronounce learned words correctly.
- Difficulty pronouncing English sounds different from Spanish.
- Improvement after practice.
- Ability to repeat teacher pronunciation models accurately.

C. Relationship Between Variables

One item assessed students' perceptions of whether pronunciation accuracy was influenced by confidence in oral communication. The instrument was reviewed prior to use to ensure clarity, relevance, and consistency with the objectives and variables defined in the study..

Teacher Interview

Qualitative data related to students' confidence in oral communication and accuracy of pronunciation were obtained through a semi-structured interview with the English teacher. The purpose of this instrument was to obtain information from the teacher about students' development of oral performance, participation and pronunciation in English classes.

The interview comprised open-ended questions which gave the teacher the opportunity to elaborate on classroom experiences, students' behaviors and the factors that could affect their oral communication and pronunciation performance. In addition to the quantitative data obtained from the student survey, this instrument was used to provide a more in-depth understanding of the phenomenon.

Procedure

The method of this research was developed through several organized stages, with the aim of guaranteeing a systematic procedure, methodological consistency and the adequate development of the study.

Stage 1: Institutional Authorization

First of all, permission to carry out the study was requested from the authorities of Unidad Educativa "Mariano Suárez Veintimilla". Academic purpose, objectives and methodology of research were explained to get institutional approval and to ensure proper coordination during data collection process.

Stage 2: Coordination with Teacher

After the institutional permission, the coordination was made with the English teacher to select the most appropriate date and time to apply the questionnaire without interfering with regular classroom activities.

Stage 3: Participant Information

Students were given a brief description of the study, that participation was voluntary and that the information they provided in their responses was confidential.

Stage 4: Application of the Survey

The 26 students completed the questionnaire in a group session during a regular class period. Participants completed the instrument individually and were encouraged to respond honestly in terms of their own experiences and perceptions. It was estimated that the questionnaire would take approximately 15-20 minutes to complete.

The researcher was available for the whole process to explain any instructions or questions about the instrument, so that students' answers were not influenced.

Stage 5: Collection and Verification

Questionnaires were collected after completion and checked to ensure that the information supplied was complete and readable.

Stage 6: Tabulation of Data

The answers obtained from the questionnaires were organized and tabulated using Microsoft Excel software. For each item, frequencies, percentages and graphs were made to facilitate the analysis and interpretation of the data.

Stage 7: Interpretation of Results

Finally, the results were discussed in accordance with the aims of the study, enabling the researcher to draw conclusions about the relationship between confidence in oral communication and pronunciation accuracy.

Stage 8: Teacher Interview

The semi-structural interview was conducted with the English teacher to find out qualitative data related to students' confidence in oral communication and their pronunciation accuracy. The interview was conducted in a comfortable setting and lasted about 10 to 15 minutes. The responses were recorded and analyzed later to complement the quantitative data collected from the students.

Ethical Considerations

Ethical principles were followed throughout the entire research process:

- Participation was voluntary.
- Students' identities were kept anonymous.
- Participants' responses were treated as confidential.
- Information was used only for academic purposes.
- No psychological or academic risk was generated.
- Respectful treatment of all participants was guaranteed.

Methodological Limitations

The possible limitations found in this study were as follows:

- 26 students reduced in size.
- Reliance on the honesty of the students in their self-reported responses.
- Limited time during school hours.
- Results from a single educational institution.
- Limited participation of one teacher only for qualitative data.
- Testing of pronunciation not directly, but on perception.

These were taken into account in the interpretation of the results.

Data Analysis and Results

The data collected were analyzed using descriptive statistics to determine the general trends in the responses of the students. The analysis was structured by two main variables of the study: confidence in oral communication and pronunciation accuracy, which allowed structuring the interpretation of the collected information.

The responses were analysed according to the research objectives in order to identify patterns, similarities and differences in students' perceptions. This process contributed to a greater comprehension of how both variables were manifested in the educational context and how they were reflected in the students' experiences in English oral communication activities.

Furthermore, the data from the open-ended question was analyzed in order to complement and further interpret the quantitative data. Most of the students said that their main difficulty in speaking and pronouncing English words was the fear of making mistakes and being judged or laughed at by classmates or even the teacher. These

responses also showed that the nervousness and pressure they felt during oral participation often restricted their willingness to speak or negatively impacted their performance.

Moreover, the qualitative data from the semi-structured interview to the English teacher were analyzed in a general way to complete the students' answers. Teacher says confidence is very important for students' oral participation and pronunciation development. As shown in the interview, students' pronunciation performance in the speaking activities is often affected by nervousness, fear of making mistakes, and insecurity. The teacher also said that supportive correction and communicative activities such as games, images, music and dialogues would help students to feel more comfortable and motivated to speak English.

This analytical approach has given the researcher the overall view of the data without altering the natural conditions of the study. The following section is the detailed presentation, interpretation and discussion of the findings.

RESULTS AND DISCUSSION

Having set the methodological framework of the present study, this section presents and interprets the main findings obtained from the surveys applied to high school EFL learners and the semi-structured interview conducted to the English teacher at Unidad Educativa "Mariano Suárez Veintimilla". The analysis is concerned with the relationship between students' confidence in oral communication and their pronunciation accuracy while learning English as a foreign language. The findings are reported in relation to the most relevant themes that emerged during the analysis process .

The first major finding relates to students' confidence in participating orally in English classes. The survey results indicated that most of the learners selected the intermediate response categories when answering the statement: "I feel confident when I have to speak English in front of my classmates." The results of this study indicate that students have a moderate level of confidence when they are involved in oral communication activities. Some learners were comfortable with speaking English, whereas others were still insecure and hesitant to speak in front of their peers.

This result is also confirmed by the interview with the English teacher, who stated that confidence was one of the main factors that influenced students' oral participation. Learners with lower level of confidence tend to avoid speaking activities because of fear of making mistakes or negative evaluations from classmates from the classroom experience. On the other hand, students who are more willing to accept errors as part of the learning process are more active in participation and gradually develop their oral communication skills.

This is in line with Mahdi (2015) who stresses the importance of confidence in learners' willingness to communicate in EFL contexts. Students who lack confidence might avoid oral interaction, and lose the chance to practice pronunciation and develop their communicative skills.

Figure 1 Students' Confidence When Speaking English in Front of Classmates



Note: Results obtained from the survey applied to high school EFL learners. Original composition.

The results show that worry has a negative impact on students' speech performance and their perception of the correctness of their pronunciation. Most of the students chose medium and high answer categories in the statement of the survey, "When the teacher asks for my oral participation, I get anxious that affects my performance". This indicates that anxiety is a common emotional response in speaking activities in English lessons.

The same interviewee teacher also said that the pupils' pronunciation is greatly affected by the anxiety and insecurity. She said that students who are worried tend to hesitate, pause for a long time or concentrate too much on their pronunciation, which impacts their speaking fluency and accuracy. The instructor observed that this phenomenon can occur even when the pupils communicate in their home language, but it is more visible when they use English as a foreign language.

The findings are in agreement with Zheng and Cheng (2018) who argue that worry

negatively affects oral performance due to learners' tendency to be overly concerned about errors and outside judgment. Anxiety may affect a student's concentration ability and the ability to speak spontaneously in speaking exercises. The researcher believes that affective factors such as fear and anxiety still remain important barriers that may affect students' ability to effectively use spoken English.

Figure 2 Nervousness During Oral Participation in English Classes



Note: Results obtained from the questionnaire applied to students This is a translation of original work.

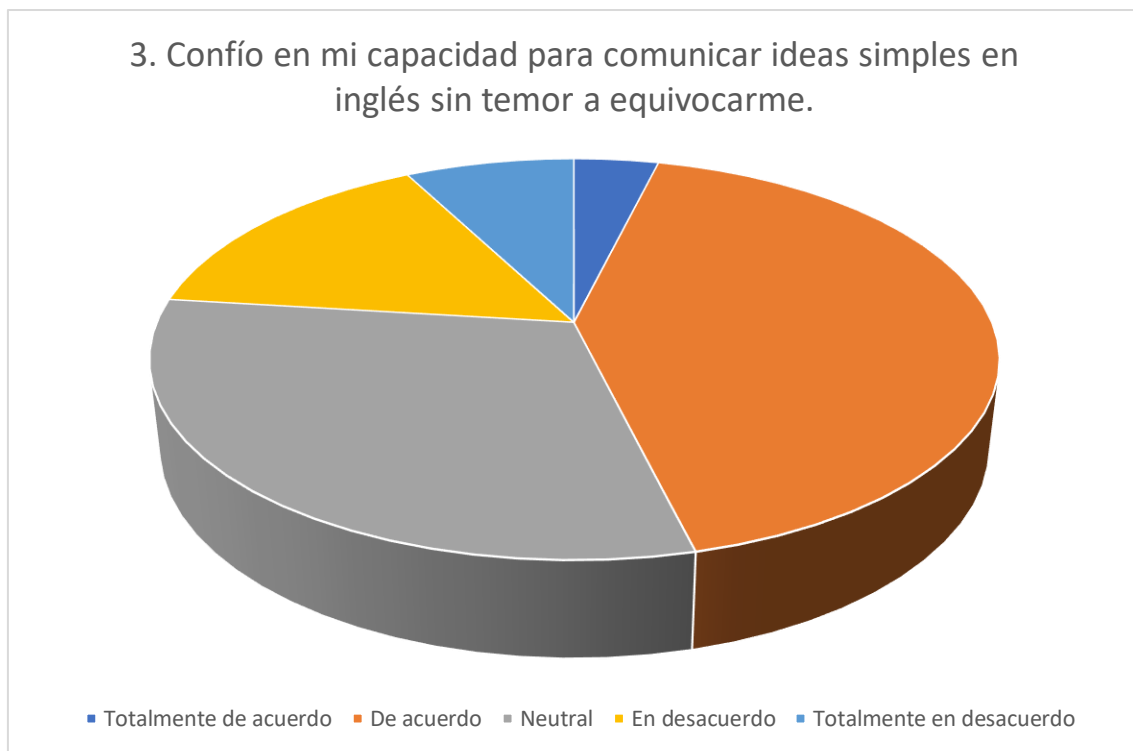
Of interest also is the students' confidence in communicating simple ideas in English. The survey results show that most learners responded to the statement: "I think I can express simple ideas in English without fear of making mistakes" with medium and high response categories. These responses indicate that students perceive themselves as

having a degree of ability to orally express basic ideas in English. But the fact that the answers are not concentrated in the highest categories shows that this confidence is still fragile and not yet fully strengthened.

These findings are further supported by the teacher's interview, who explained that oral confidence develops gradually when students realize that making mistakes is a normal part of the language-learning process. She pointed out that if learners are encouraged to participate without being afraid of failure, they can gradually improve their oral communication skills and become more willing to use English as a medium of communication in classroom activities.

This evidence supports the view put forward by Wood (2016) who identifies confidence as an important factor influencing learners' willingness to communicate. Even if students have enough language knowledge, lack of confidence may be a factor in their reduced participation in oral activities. Therefore, confidence should be regarded as not only an emotional factor but also as a vital element that leads to the development of the communicative competence in EFL classrooms.

Figure 3 Confidence in Communicating Simple Ideas in English



Note: Results obtained from the questionnaire applied to students Work original.

The study also shows that fear of peer judgment is a negative predictor of students' oral participation. A substantial number of students chose agreement response categories on the survey item, "Fear of mockery or judgment from classmates reduces my desire to speak English." These answers indicate that learners may feel insecure about oral activities because they are afraid of being criticized or negatively judged by their classmates.

This finding was further supported by the interview with the English teacher who explained that students with lower levels of confidence tend to avoid speaking activities because they are afraid of making pronunciation mistakes in front of others. According to the teacher, this fear limits students' chances to practice English orally and can affect their development of communicative skills. These findings are in line with Mahdi (2015) who states that fear of negative evaluation

is one of the main factors related to oral communication apprehension among EFL learners. Students who find the classroom environment intimidating may be less likely to participate and may have fewer chances to practice and improve their pronunciation. For the researcher, creating a respectful and supportive classroom environment is crucial to encouraging students' active involvement in oral communication activities.

Figure 4 Fear of Peer Judgment During Oral Participation



Note: Results obtained from the questionnaire applied to students Work in progress.

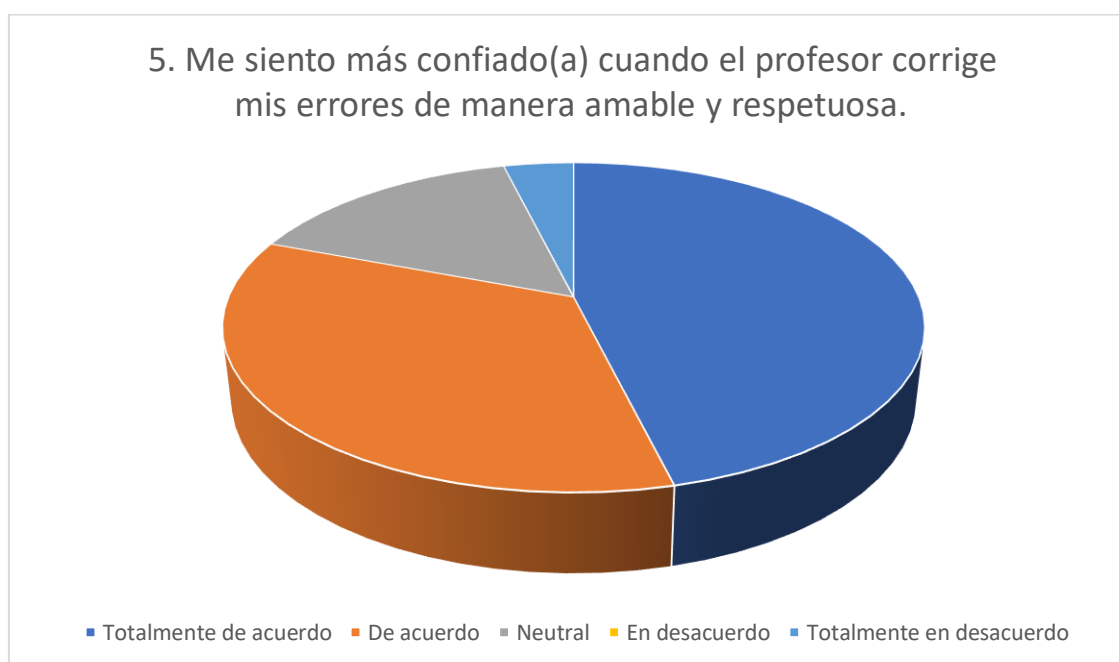
Another interesting finding is the effect of positive teacher feedback on students' confidence. The survey responses showed that most learners strongly agreed with the statement: "I feel more confident when the teacher corrects my mistakes in a kind and respectful way." The results indicate that positive correction strategies are supportive of the students' emotional security in oral communication activities.

This result is confirmed further by the interview results. The teacher explained

that she usually corrects pronunciation mistakes after the oral interventions of the students and not during them. She also said she often makes general comments to the whole class rather than singling out the mistakes of individual students. This method is said to enable students to discover and correct their mistakes without embarrassment or discouragement.

The results are in line with Mahdi (2015) who emphasizes the role of supportive classroom environments in reducing learners' anxiety and increasing their oral participation. Respectful correction methods can encourage students to talk more and not be afraid of negative feedback. The researcher believes that positive feedback is not only important to support the development of pronunciation but also to increase students' confidence and communicative competence.

Figure 5 Students' Confidence When Receiving Respectful Feedback



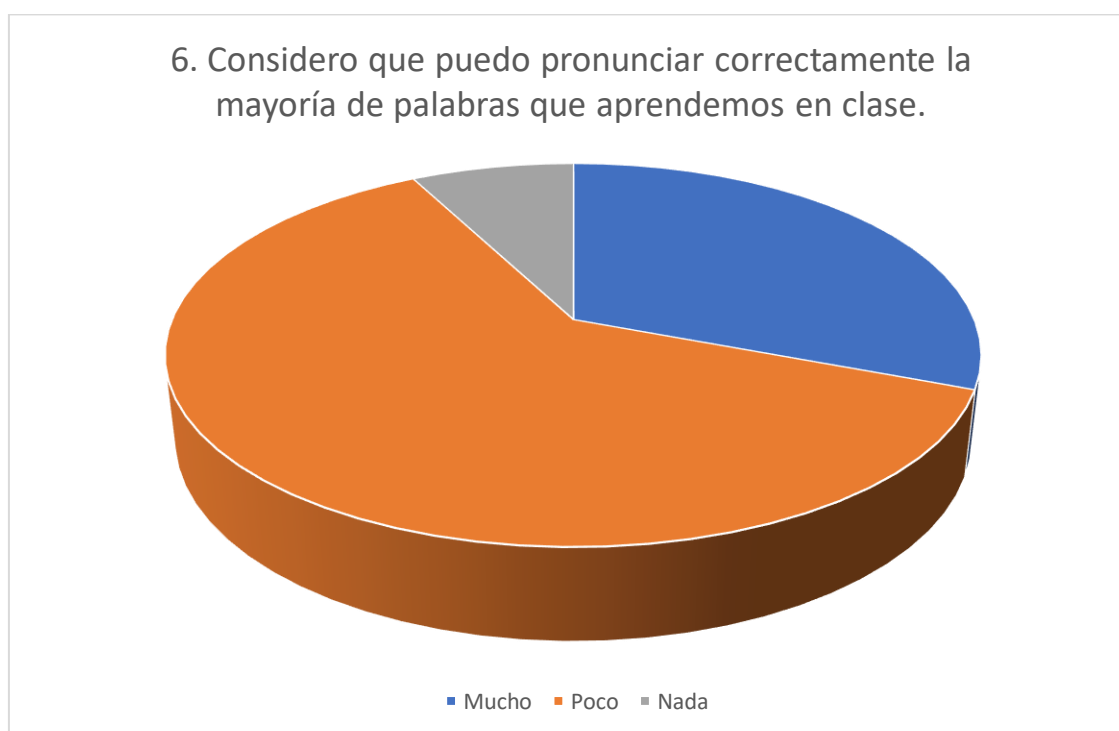
Note: Results obtained from the questionnaire applied to students Original work.

The results also show that students have a moderate confidence in the accuracy of their pronunciation. Most of the responses to the survey item, "I think I can pronounce

well most of the words we learn in class,” were in the middle categories. This shows that a lot of learners are still not confident about their pronunciation ability. More insight into these pronunciation problems can be found in the teacher interview. The teacher said that students have a lot of difficulty with English vowel sounds, because the English vowel system contains different pronunciation variations that do not always correspond with Spanish pronunciation patterns. She also said that learners have problems with consonant endings and sounds like “th” and “sh” that do not exist in the Spanish phonological system.

These findings are in line with Ahmed (2016) who explains that pronunciation difficulties can also affect learners’ confidence as the students might be afraid of making a mistake when participating orally. The evidence shows that problems with pronunciation and confidence levels are related factors that may affect students’ performance in oral communication.

Figure 6 Students’ Perception of Their Pronunciation Accuracy



Note: Results obtained from the questionnaire applied to students Original work.

Similarly, the survey results show that the students have pronunciation problems because of the existence of English sounds that are different from the Spanish sounds. Most learners chose agreement response categories to the statement “It is difficult for me to pronounce some English words because they have sounds different from Spanish”. The answers show that the students realize the problems of pronunciation when they learn English.

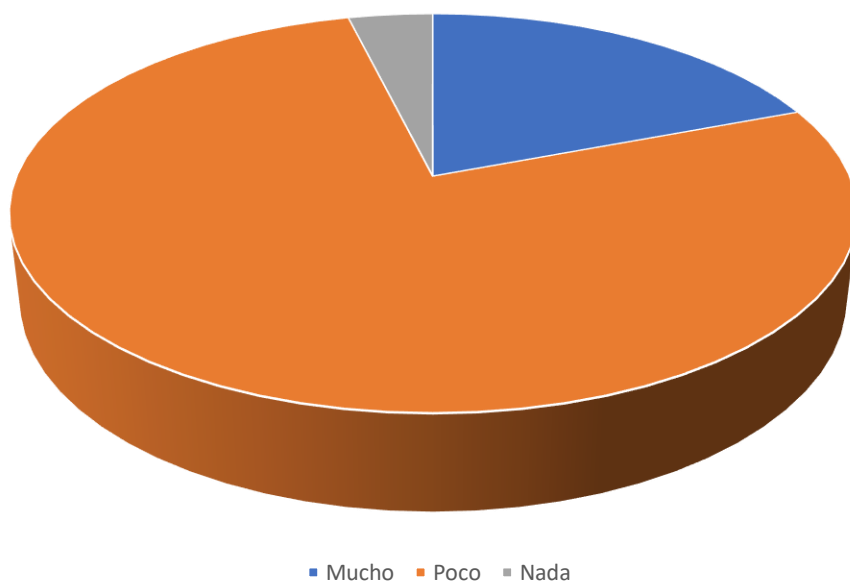
These findings are also supported by the teacher’s interview. She said students often have difficulty with English pronunciation patterns because some English words have sounds that are foreign to Spanish speakers or consonant endings they are not accustomed to hearing in their native language. In her observations these difficulties can cause insecurity and hesitation in the activities of oral communication.

These results align with Hameed (2020) who states that ongoing pronunciation problems may affect learners’ confidence and reduce their motivation to participate orally. Pronunciation difficulties are not only linguistic difficulties but also affective factors which may affect the students’ development of communication.

Figure 7

Pronunciation Difficulties Caused by Differences Between English and Spanish

7. Me cuesta pronunciar algunas palabras en inglés porque tienen sonidos diferentes al español.



Note: Results obtained from the questionnaire applied to students Original:

Another important finding is about the relationship between pronunciation practice and perceived improvement. Most students were in the high agreement response categories of the survey statement, “After practicing, I feel that my pronunciation visibly improves.” The findings suggest that learners are aware of the positive role of continuous practice in their pronunciation development.

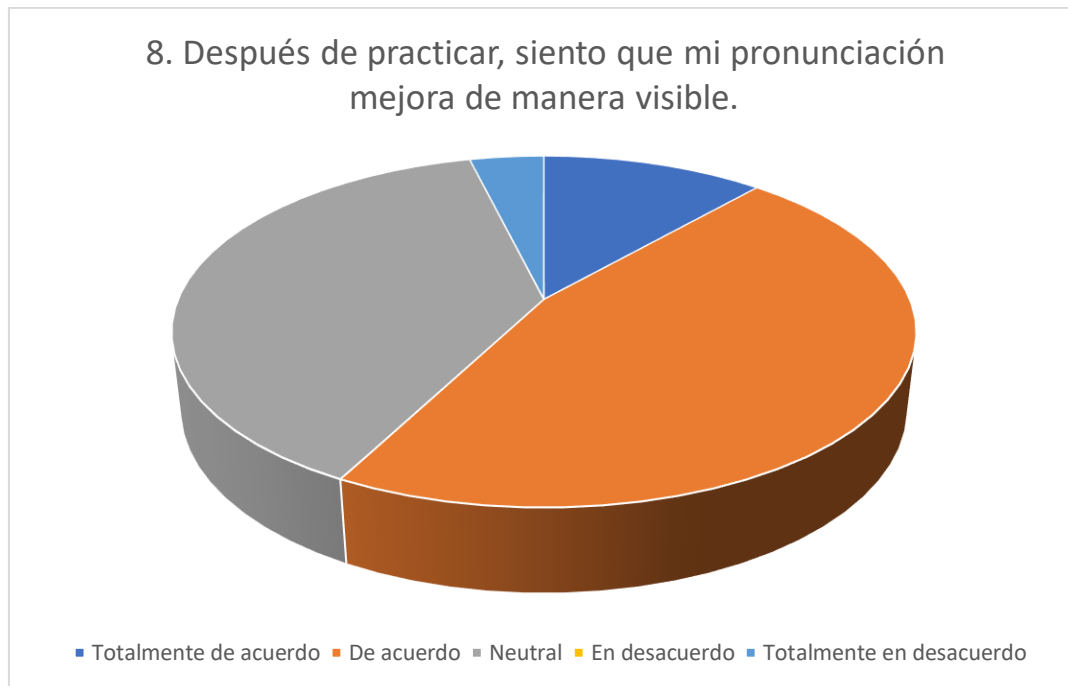
The teacher also said in the interview that she often uses strategies such as dialogues, music, games, image descriptions, and interactive speaking activities to motivate students and build their confidence. The teacher explained that these activities give the learners a chance to practice their pronunciation in a more dynamic and less stressful environment.

Such results are in line with Hashemian and Fadaei (2011) who found that continuous pronunciation practice led to improvements in pronunciation accuracy and

learners' confidence in oral communication. By frequently speaking activities, students can get used to English pronunciation patterns and also have less anxiety when performing orally.

Figure 8

Students' Perception of Improvement Through Practice



Note: Results obtained from the questionnaire applied to students Original work.

The survey results further reveal that students have moderate confidence in their ability to accurately imitate pronunciation models. The sentence “I can repeat words accurately when the teacher models them” was most often marked in the intermediate range. This indicates that learners are able to reproduce the pronunciation patterns of English to a certain extent but are still not sure about the correctness of their pronunciation.

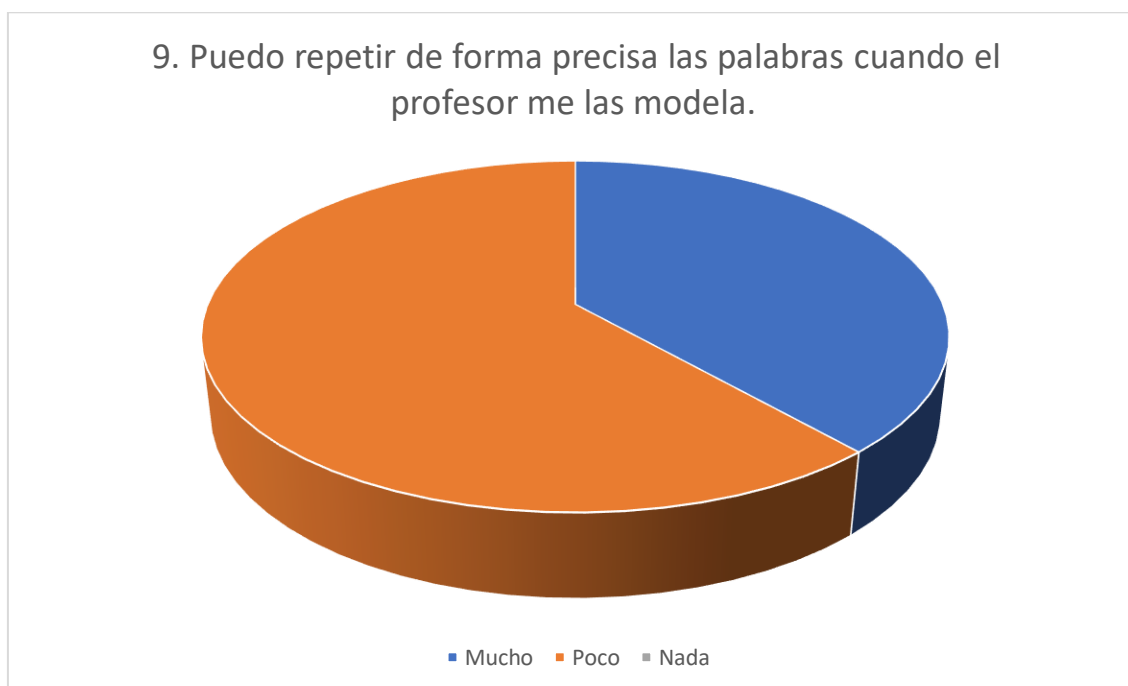
This finding is corroborated by the interview results as the teacher stressed the necessity of modeling the pronunciation multiple times and guiding the students to

gradually mimic the sounds. She said building pronunciation takes patience, practice and constant exposure to the spoken language.

This is in agreement with Celce-Murcia, Brinton, and Goodwin (2010) who say that pronunciation development improves if learners have consistent oral models and are given chances to engage in meaningful speaking. From the researcher's point of view, the imitation activities is a useful strategy that might help to improve the accuracy of pronunciation and build the confidence in oral communication.

Figure 9

Ability to Repeat Words Accurately After Teacher Modeling



Note: Results collected from the survey given to students. First composition.

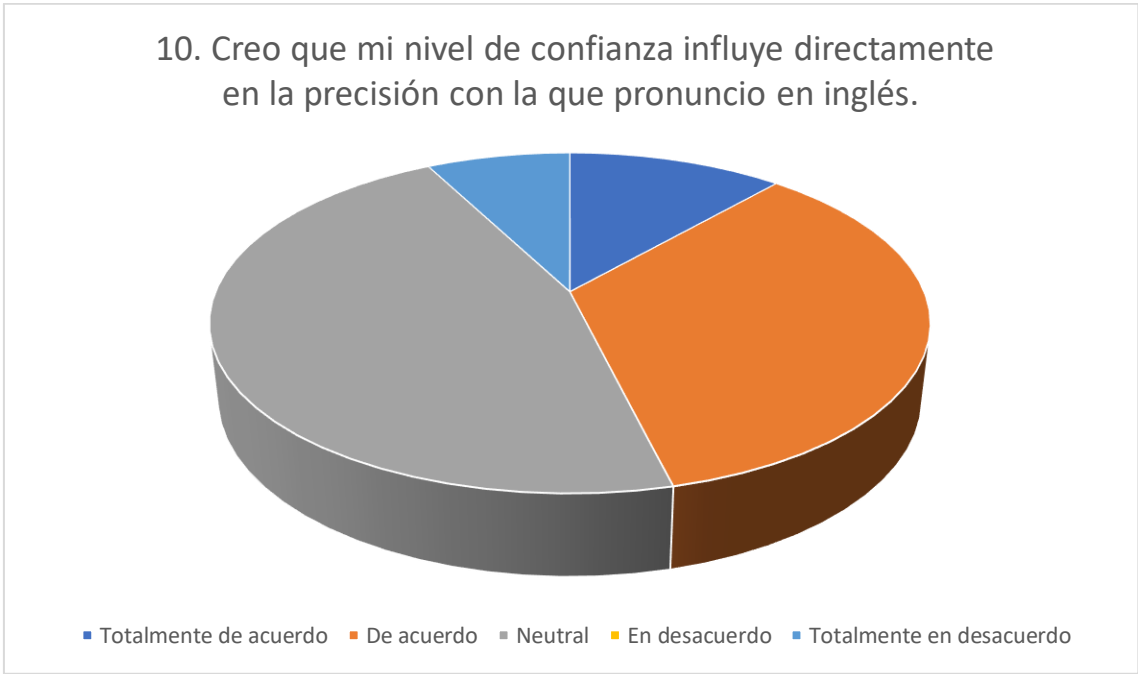
The most important finding of the study concerns students' perceptions of the link between confidence and correctness of pronunciation. The learners' responses on the poll statement "I believe that my level of confidence directly influences the accuracy on how I pronounce English" revealed that most of them strongly agreed. The findings indicate

that students see a relationship between their emotional confidence and their pronunciation performance on oral communication tasks.

This finding is also supported by the teacher interview, in which the teacher stated that pupils who are more confident in general are more likely to participate, take risks and continue speaking when they make mistakes. She believes that confidence can be developed gradually and regular practice and participation will improve the learners' spoken fluency and pronunciation.

The findings are in line with the research of Mahdi (2015), Wood (2016), and Gürbüz and Çabaroğlu (2021), who point out the importance of confidence as a key factor in oral participation and pronunciation improvement in EFL contexts, and endorse the theoretical framework of this study.

Figure 10
Relationship Between Confidence and Pronunciation Accuracy



Note: Results obtained from the questionnaire applied to students The original text.

The overall results of this study show that confidence in oral communication is an important factor contributing to students' pronunciation accuracy. Anxiety, fear of peer judgment and insecurity may negatively affect oral participation, whereas supportive teaching methods, respectful comments and consistent speaking practice have a positive role to play in the development of confidence and pronunciation skills. Evidence from surveys and interviews showed that pronunciation learning cannot be conceived only as a linguistic process, but that affective factors also play a role in learners' experiences and oral performance.

From the researcher's point of view, English teachers should create a supportive classroom environment that enables students to take part without much fear of criticism or failure. Continuous oral practice, positive correction strategies and communicative activities may support the improvement of confidence and pronunciation accuracy of students in EFL classrooms.

PROPOSAL

An educational blog was created as a tangible contribution of this research to help EFL students and teachers to boost oral communication confidence and to improve pronunciation accuracy. This blog is a digital accessible resource for theoretical information, practical strategies, learning activities, pronunciation recommendations and reflective content on English speaking skills.

The blog offers students tips and activities designed to boost confidence in oral communication and help them develop more precise pronunciation through regular practice. For teachers it offers methodological suggestions, classroom strategies and research-based information on how to create supportive learning environments that foster students' confidence and oral performance.

Thus, the blog connects research findings with educational practice by encouraging the use of effective approaches to enhance both EFL learners' confidence in oral communication and pronunciation accuracy.

Blog link:

<https://lasabila2021.blogspot.com/2026/04/speak-with-confidence-efl-tips-for.html>

CONCLUSIONS

1. Confidence in speaking is a major factor associated with students' pronunciation accuracy in English speaking activities.
2. Many students have a fear of making mistakes, anxiety and apprehension about communicating in English. These affective factors may have negative impacts on their pronunciation performance and motivation in participating in oral activities.
3. A positive classroom climate and polite instructor feedback increase students' confidence and lead to increased participation in oral communication activities.
4. Students' frequent participation in communicative activities (dialogues, games, music and communication with peers) provides the opportunity for additional oral practice that improves the development of pronunciation.
5. The study shows that the affective factors, especially confidence, have a significant effect on the development of oral communication skills of EFL learners.

RECOMMENDATIONS

1. Teachers of English should create supportive learning environments that make students comfortable to participate in the speaking activities without fear of being laughed at or excessively corrected.
2. The practice of pronunciation should be always included in communicative activities, where students are active and English is used as much as possible.
3. Teachers should use interesting methods such as games, role-plays, music and group work to increase the students' confidence and encourage their oral communication.
4. Educational institutions should promote continuous pronunciation practice through interactive and student-centered methodologies that address both linguistic development and learners' affective needs.
5. Future researchers should continue investigating the relationship between emotional factors and oral performance in different EFL educational contexts.

BIBLIOGRAPHIC REFERENCES

- Ahmed, Z. (2016). Difficulties encountered by EFL students in learning pronunciation: A case study of Sudanese higher secondary schools. *International Journal of English Linguistics*, 7(4), 75–85.
- Alghazo, K., Irshad, A., Ali, Z., & Yousafzai, R. A. (2019). EFL learners' beliefs about pronunciation teaching. *Balochistan Journal of Linguistics*, 7(1), 45–59.
- Alghazo, S. M. (2015). Advanced EFL learners' beliefs about pronunciation teaching. *International Education Studies*, 8(11), 32–40.
- Badawi, M., El-Refae, A., & El-Sayed, M. (2020). The role of reading aloud strategy on improving reading and pronunciation for EFL pupils at private basic schools: Teachers' perspectives. *LLT Journal: A Journal on Language and Language Teaching*.
- Celce-Murcia, M., Brinton, D. M., & Goodwin, J. M. (2010). *Teaching pronunciation: A course book and reference guide* (2nd ed.). Cambridge University Press.
- Dewi, N., & Bani Ahmad, A. (2019). Exploring students' perception on learning pronunciation through podcast-assisted in EFL classroom. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 9(2).
- Gürbüz, N., & Çabaroğlu, N. (2021). EFL students' perceptions of oral presentations: Implications for motivation, language ability and speech anxiety. *Journal of Language and Linguistic Studies*, 17(1), 600–614.
- Hameed, P. F. M. (2020). The pronunciation problems encounter EFL learners in spoken English at university. *ZAC Conference Series: Social Sciences and Humanities*, 1(1).

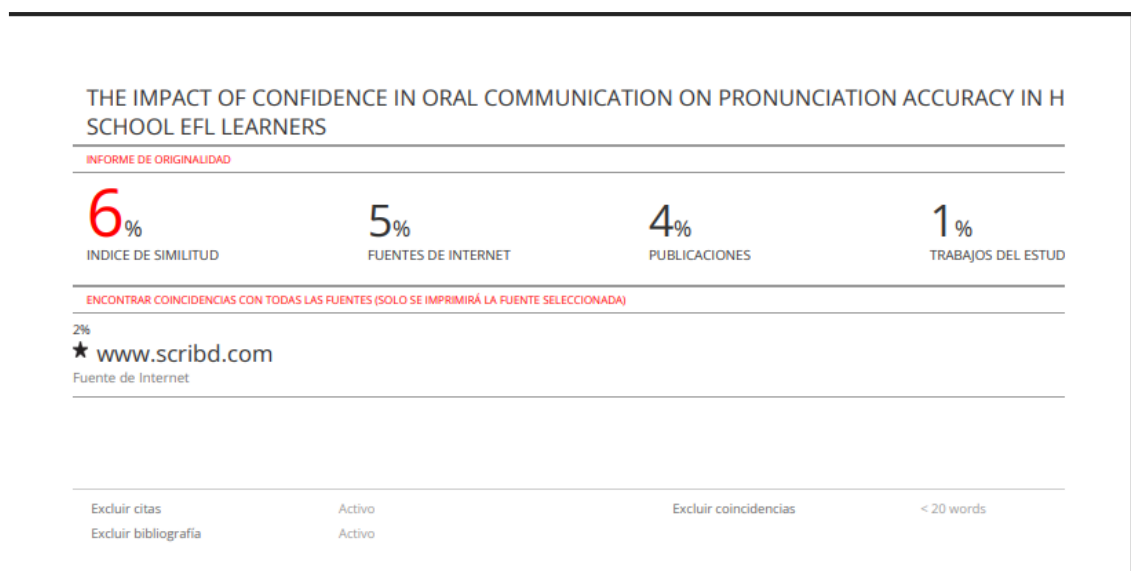
- Hashemian, M., & Fadaei, B. (2011). The impact of teaching suprasegmental features on EFL learners' listening comprehension and pronunciation. *Journal of Language Teaching and Research*, 2(5), 1128–1139.
- Hermida, R. (2019). Pronunciation strategies used by EFL students. *Accentia: Journal of English Language and Education*, 2(1).
- Jenkins, J. (2000). *The phonology of English as an international language*. Oxford University Press.
- Kholid, M. R., & Haryanto, F. I. (2017). Is peer interaction necessary for optimal active learning? Using minimal pairs for improved students' pronunciation ability. *English Education: Jurnal Tadris Bahasa Inggris*, 10(1), 50–61.
- Mahdi, D. A. (2015). Strategies and techniques for fostering oral communication confidence in EFL students. *Arab World English Journal*, 6(2), 162–173.
- Mamang, S. M., Rasuki, M., & Nurkamilah, N. (2020). Speaking anxiety and pronunciation accuracy: A correlational study with Indonesian EFL learners. *Journal of English Language Education (JELE)*, 7(1), 58–70.
- Panyathikul, W., Poopatwiboon, S., & Phusawisot, P. (2018). Improving EFL secondary learners' pronunciation through multimodal teaching. *Journal of Education and Learning*, 14(1), 148–158.
- Rahimi, M., & Zhang, L. J. (2015). Exploring non-native English teachers' beliefs about teaching pronunciation. *International Journal of Applied Linguistics and English Literature*, 4(4), 22–31.
- Tergujeff, E. (2013). English pronunciation teaching: Four case studies from Finland. *Journal of Language Teaching and Research*, 4(4), 661–671.

- Winarti, N., Monika, M., & Yundayani, A. (2019). English pronunciation learning in EFL context: Students' voice. *JELL (Journal of English Language and Literature) STIBA-IEC Jakarta*, 4(2), 68–73.
- Wood, D. (2016). Willingness to communicate and second language speech production/learning studies: A review of literature.
- Zheng, Y., & Cheng, L. (2018). How does anxiety influence language performance? From the perspectives of foreign language classroom anxiety and cognitive test anxiety. *Language Testing in Asia*, 8(13), 1–19. <https://doi.org/10.1186/s40468-018-0065-4>

CERTIFICACIÓN ANTIPLAGIO

De mi consideración:

Mediante el presente, tengo a bien certificar que el trabajo de integración curricular de la estudiante: Danilo Javier Chuquizán Meneses con el tema: THE IMPACT OF CONFIDENCE IN ORAL COMMUNICATION ON PRONUNCIATION ACCURACY IN HIGH SCHOOL EFL LEARNERS



Una vez analizado por la herramienta de detección de coincidencias y prevención del plagio académico utilizada por la institución, TURNITIN, obtiene el 6% de coincidencia. Por lo que se encuentra en el rango establecido de acuerdo con los criterios de valoración del porcentaje de similitud establecidos por la PUCE.

ROSA
(f) **BENITEZ**
Mgs. Rosa Cecilia Benítez Vega
DOCENTE ASESORA
C.I. 1002377362

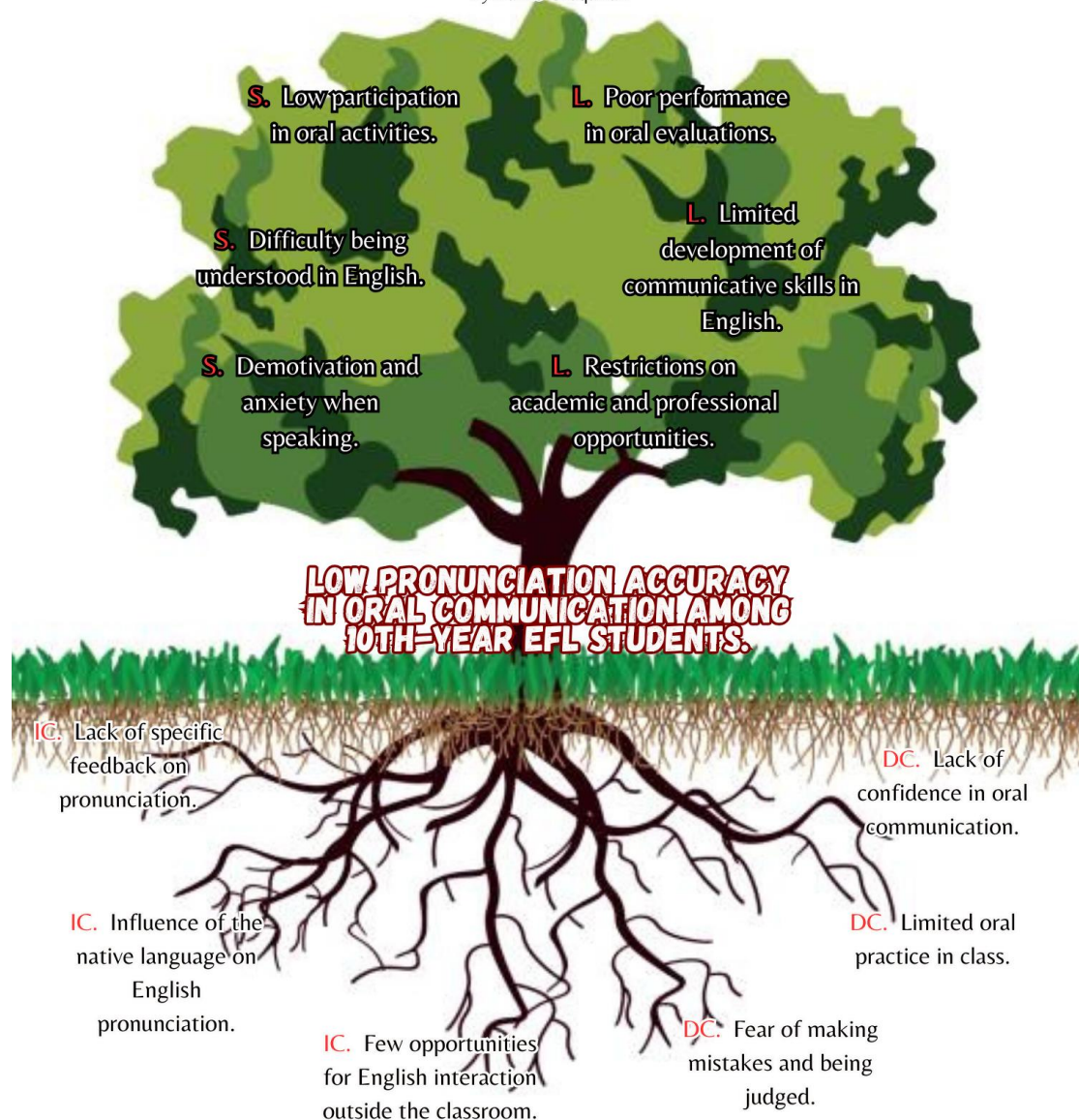
Firmado
digitalmente por
ROSA BENITEZ
Fecha: 2026.07.31
15:31:03 -05'00'

ANEXXES

Annex 1. Problem Tree

THE RELATIONSHIP BETWEEN CONFIDENCE IN ORAL COMMUNICATION AND PRONUNCIATION ACCURACY IN THE EFL LEARNING PROCESS IN 10TH YEAR HIGH SCHOOL STUDENTS

By Danilo Chuquizán



Annex 2. Instrument – Survey Format

Unidad Educativa “MARIANO SUÁREZ VEINTIMILLA”

DATOS INFORMATIVOS

Edad:

Nivel:

Sexo:

Estimado(a) estudiante:

La presente encuesta tiene la finalidad de recopilar datos informativos sobre su experiencia y opinión en la Unidad Educativa “MARIANO SUÁREZ VEINTIMILLA”

Sus respuestas serán de información exclusivamente para realizar el proyecto de investigación que se pretende aplicar en la Unidad Educativa.

De la manera más comedida responder con sinceridad las preguntas establecidas, ya que se utilizará con fines investigativos.

Muchas gracias

Topic: The impact of confidence in oral communication on pronunciation accuracy in high school EFL learners.

1. Me siento seguro(a) cuando debo hablar inglés frente a mis compañeros.

- a) Totalmente de acuerdo
- b) De acuerdo
- c) Neutral
- d) En desacuerdo
- e) Totalmente en desacuerdo

2. Cuando el profesor me pide participar oralmente, siento nervios que afectan mi desempeño.

- a) Mucho
- b) Poco
- c) Nada

3. Confío en mi capacidad para comunicar ideas simples en inglés sin temor a equivocarme.

- a) Totalmente de acuerdo
- b) De acuerdo
- c) Neutral
- d) En desacuerdo
- e) Totalmente en desacuerdo

4. El miedo a la burla o al juicio de mis compañeros reduce mis ganas de hablar en inglés.

- a) Mucho
- b) Poco
- c) Nada

5. Me siento más confiado(a) cuando el profesor corrige mis errores de manera amable y respetuosa.

- a) Totalmente de acuerdo
- b) De acuerdo
- c) Neutral
- d) En desacuerdo
- e) Totalmente en desacuerdo

6. Considero que puedo pronunciar correctamente la mayoría de palabras que aprendemos en clase.

- a) Mucho
- b) Poco
- c) Nada

7. Me cuesta pronunciar algunas palabras en inglés porque tienen sonidos diferentes al español.

- a) Mucho
- b) Poco
- c) Nada

8. Después de practicar, siento que mi pronunciación mejora de manera visible.

- a) Totalmente de acuerdo
- b) De acuerdo
- c) Neutral
- d) En desacuerdo
- e) Totalmente en desacuerdo

9. Puedo repetir de forma precisa las palabras cuando el profesor me las modela.

- a) Mucho
- b) Poco
- c) Nada

10. Creo que mi nivel de confianza influye directamente en la precisión con la que pronuncio en inglés.

- a) Totalmente de acuerdo
- b) De acuerdo
- c) Neutral
- d) En desacuerdo
- e) Totalmente en desacuerdo

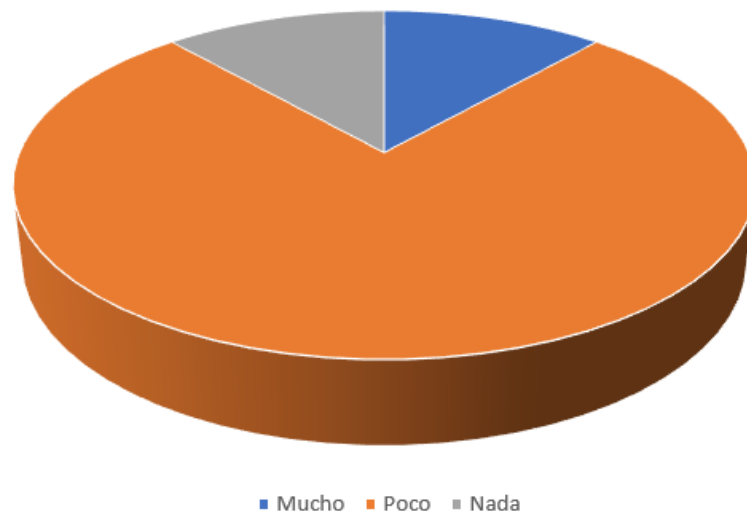
11. ¿Qué dificultades tiene al hablar y pronunciar palabras en inglés durante la clase? Explique brevemente.

Annex 3. Instrument - Survey Tabulation



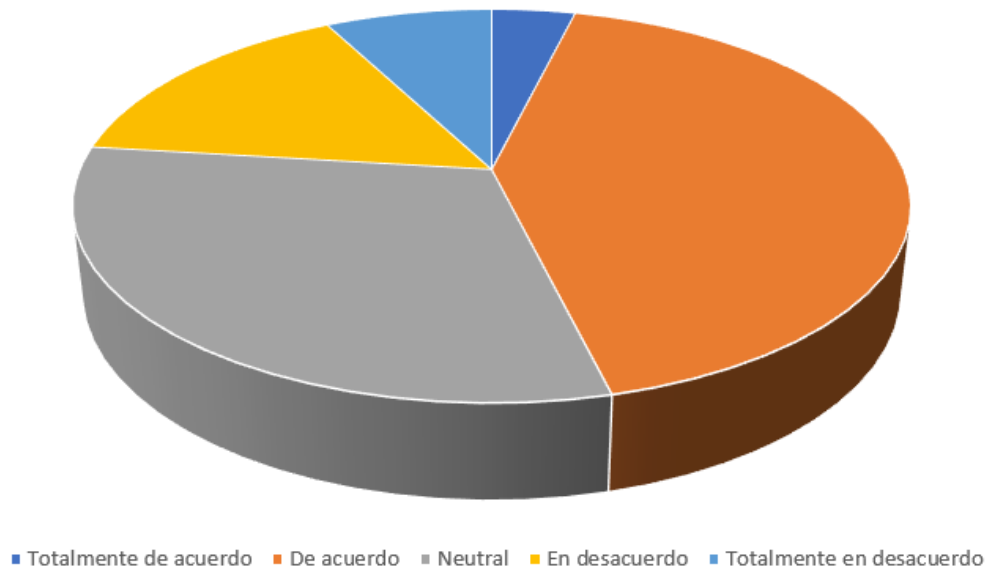
The results indicate that most students selected intermediate response categories, particularly option 3, suggesting a moderate level of confidence when speaking English in the classroom. Although some students selected higher response categories, the results were not strongly concentrated in the highest level of confidence. This indicates that students' confidence is still developing and has not yet been fully consolidated. Additionally, the presence of lower responses suggests that some learners continue to experience insecurity during oral communication activities. Overall, these findings reveal that while students show a certain level of comfort when using English orally, further support is needed to strengthen their confidence through positive and supportive classroom practices.

2. Cuando el profesor me pide participar oralmente,
siento nervios que afectan mi desempeño.



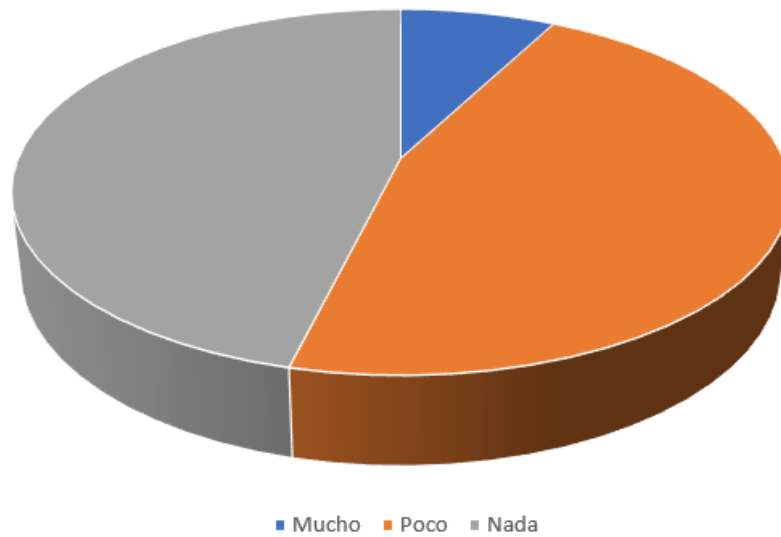
The responses show a clear tendency toward agreement, indicating that nervousness is a common emotional reaction among students during oral participation. Although some learners reported lower levels of anxiety, most responses were concentrated within the medium and high categories. This suggests that speaking activities in the classroom may generate stress and hesitation, which can influence students' willingness to participate. These findings highlight the importance of considering emotional factors within the learning process, as anxiety may represent a barrier to effective communication and the development of oral skills.

3. Confío en mi capacidad para comunicar ideas simples en inglés sin temor a equivocarme.



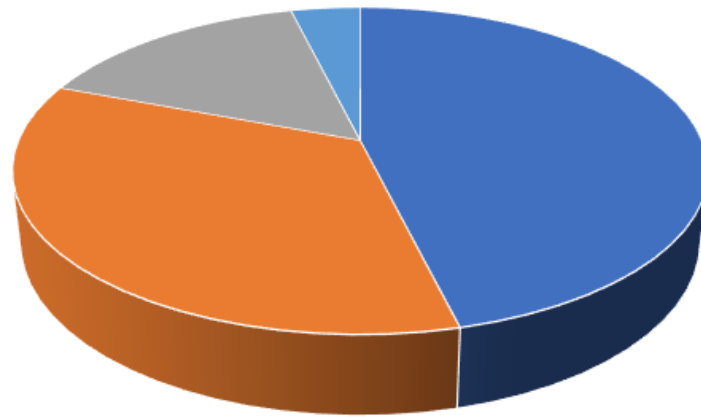
The data reveal that most students selected medium to high response categories, reflecting a relatively positive perception of their communicative abilities. However, the fact that responses were not concentrated exclusively in the highest category suggests that this confidence has not yet been fully consolidated. Students appear to believe that they are capable of expressing ideas in English, although they may still experience uncertainty in more complex or spontaneous speaking situations. These findings indicate that, while a foundation of confidence is present, it requires further reinforcement through continuous practice and supportive learning experiences.

4. El miedo a la burla o al juicio de mis compañeros reduce mis ganas de hablar en inglés.



The results indicate that a significant number of students agreed with this statement, showing that peer judgment represents an important factor associated with classroom participation. These findings suggest that students may feel self-conscious when speaking English due to concerns about negative evaluation from their classmates. Such feelings can reduce their willingness to participate and limit opportunities for oral practice. Therefore, these results highlight the importance of creating respectful and inclusive classroom environments where students feel comfortable making mistakes and expressing themselves without excessive fear.

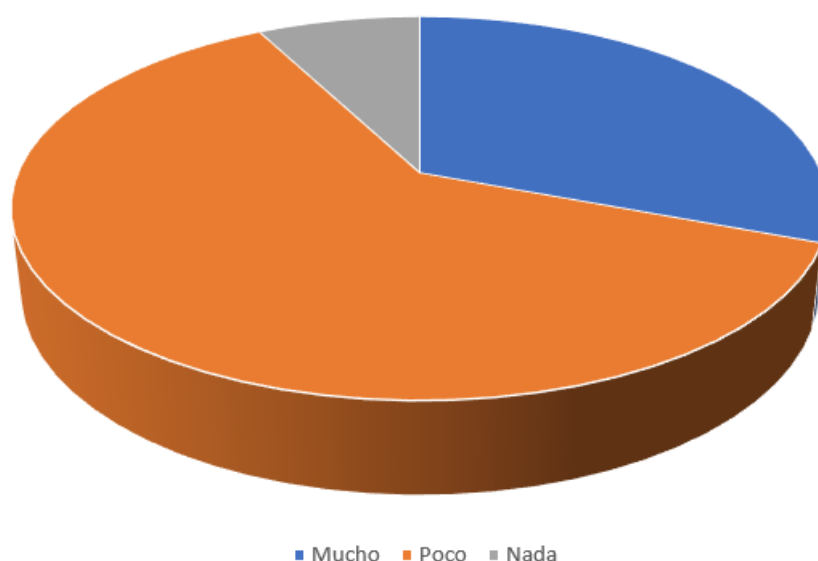
5. Me siento más confiado(a) cuando el profesor corrige mis errores de manera amable y respetuosa.



■ Totalmente de acuerdo ■ De acuerdo ■ Neutral ■ En desacuerdo ■ Totalmente en desacuerdo

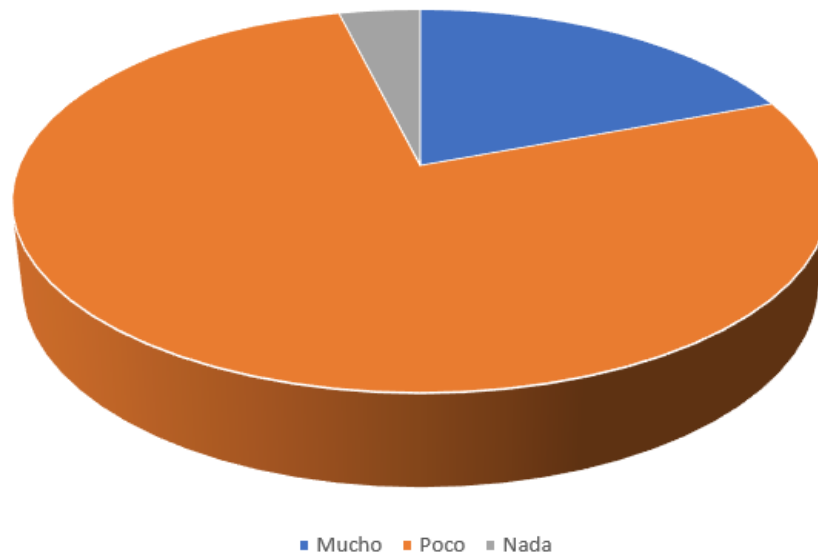
A large proportion of students selected high response categories, indicating strong agreement with the statement. These results suggest that positive and constructive teacher feedback is associated with higher levels of students' confidence. When correction is provided in a supportive manner, learners may feel more motivated and less concerned about making mistakes. This finding highlights the important role of the teacher in shaping students' emotional experiences and encouraging active participation in oral communication activities.

6. Considero que puedo pronunciar correctamente la mayoría de palabras que aprendemos en clase.



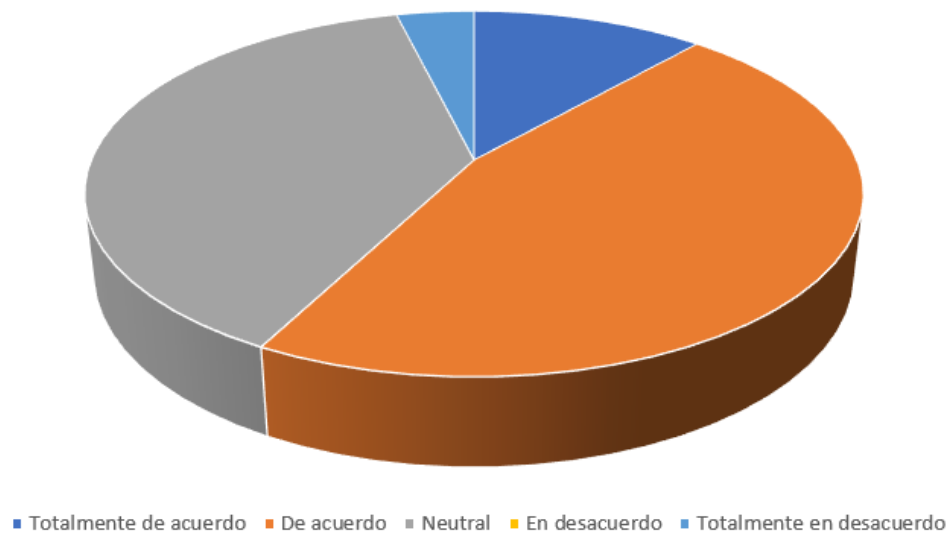
The responses are mainly concentrated in the intermediate range, suggesting that students demonstrate a moderate level of confidence regarding their pronunciation accuracy. Although some learners feel confident in their pronunciation abilities, many others remain uncertain about their capacity to pronounce English words correctly. This indicates that pronunciation continues to be an area in which students have not yet developed complete confidence, possibly due to limited practice opportunities or concerns about making mistakes. These findings reinforce the idea that pronunciation development and confidence are closely interconnected factors in EFL learning.

7. Me cuesta pronunciar algunas palabras en inglés porque tienen sonidos diferentes al español.



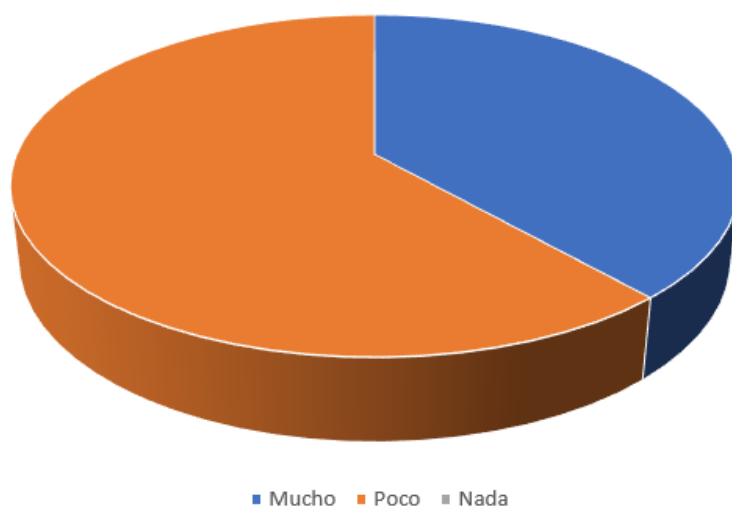
Most students agreed with this statement, indicating that pronunciation difficulties are a common challenge among learners. The high level of agreement suggests that students are aware of the limitations they experience in this area. These difficulties may contribute to lower levels of confidence when speaking, as some learners may avoid participation due to concerns about making pronunciation errors. Therefore, pronunciation should be considered an important aspect to address in order to support the development of both accuracy and confidence in oral communication.

8. Después de practicar, siento que mi pronunciación mejora de manera visible.



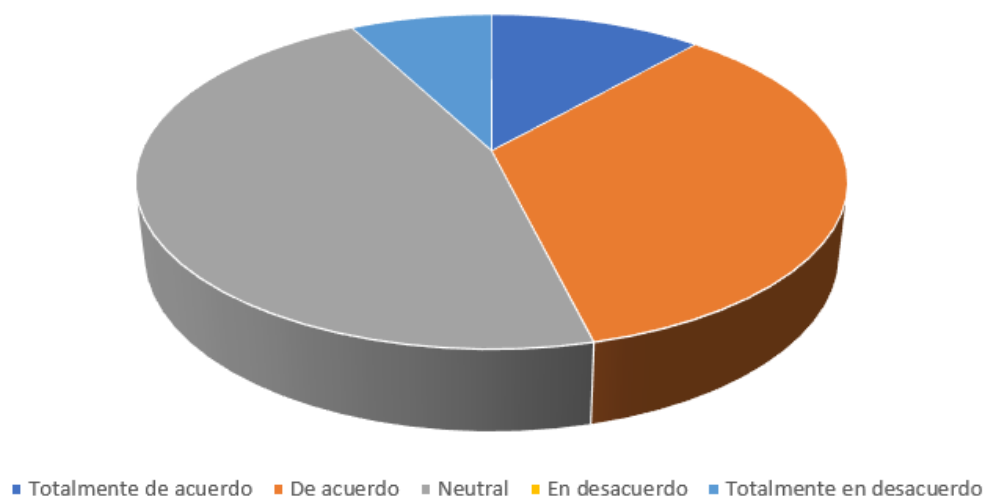
The majority of responses were concentrated in the higher categories, indicating strong agreement with the statement. These results suggest that students recognize the positive role of continuous practice in their pronunciation development. They also indicate that learners are aware of their progress and improvement over time. This perception may encourage students to continue practicing and participating in oral activities, supporting the development of both their confidence and pronunciation performance.

9. Puedo repetir de forma precisa las palabras cuando el profesor me las modela.



The responses were mostly distributed in the intermediate range, indicating that students demonstrate a moderate level of confidence in their ability to imitate pronunciation models. Although learners feel capable to some extent, they are not completely confident in reproducing pronunciation accurately. This situation may be related to factors such as listening skills, phonological awareness, or limited practice opportunities. The results suggest that imitation is a skill that requires further development to support the improvement of pronunciation accuracy.

10. Creo que mi nivel de confianza influye directamente en la precisión con la que pronuncio en inglés.



Most students selected higher response categories, indicating strong agreement with the statement. These results suggest that learners perceive a relationship between confidence and pronunciation accuracy, which supports the focus of this research. Students recognize that when they feel more confident, they may be more willing to pronounce words accurately and participate actively in oral communication activities. This perception is consistent with the theoretical framework of the study and reinforces the relevance of confidence as an important factor in the EFL learning process.

Annex 4. Instrument – Interview Transcription

Unidad Educativa “MARIANO SUÁREZ VEINTIMILLA”

DATOS INFORMATIVOS

Nombre: Carmen Tadeo

Sexo: Femenino

Estimado(a) docente:

La presente entrevista tiene la finalidad de recopilar datos informativos sobre su experiencia y opinión en la Unidad Educativa “MARIANO SUÁREZ VEINTIMILLA”

Sus respuestas serán de información exclusivamente para realizar el proyecto de investigación que se pretende aplicar en la Unidad Educativa.

De la manera más comedida responder con sinceridad las preguntas establecidas, ya que se utilizará con fines investigativos.

Muchas gracias

Trascripción de entrevista:

Topic: The impact of confidence in oral communication on pronunciation accuracy in high school EFL learners.

(0:02) Mi nombre es Carmen Lucía Tadeo Chalá, soy docente que imparte la asignatura de (0:08) enseñanza del idioma inglés como lengua extranjera, principalmente con (0:13) nombramiento en la unidad educativa Mariano Suárez Ventimilla de la Ciudad (0:19) de Ibarra. Contamos con más de mil estudiantes con condiciones socioeconómicas (0:25) de media a baja. Estoy pronunciando esta parte de sus (0:30) condiciones socioeconómicas porque de ello también depende el desarrollo del (0:36) manejo en las habilidades del idioma inglés, ya que las horas de clase, el (0:43) tiempo extra que dan los estudiantes, etcétera, pueden ser una fortaleza o un (0:48) limitante.

Mi instrucción académica tengo una licenciatura en ciencias de la (0:55) educación con especialidad en el idioma inglés y también una maestría en (1:01) pedagogía de la enseñanza del idioma inglés.

1. Desde su experiencia, cómo influye la confianza de los estudiantes en su participación oral en inglés durante la clase?

(1:05) Primera pregunta, desde mi experiencia la confianza es un (1:10) factor fundamental en la participación oral en clase, ya que una persona que no (1:19) confía en sí mismo ni siquiera se atreve a intentar, pero una persona que (1:27) ni siquiera le importan los errores que sabe que puede cometer, se atreve a (1:33) participar y esto de poco a poco le va a ayudar a desarrollar su expresión oral.

2. ¿Qué dificultades de pronunciación observa con mayor frecuencia en sus estudiantes?

(1:42) Número 2, las principales dificultades en la (1:47) pronunciación de mis estudiantes es en la diferenciación y pronunciación de los (1:55) sonidos de las vocales en el idioma inglés, ya que sabemos que son las mismas (2:02) cinco vocales, pero las vocales tienen más o alrededor de 16 sonidos.

De igual (2:10) manera, la mayoría de palabras en el idioma inglés terminan en consonante, lo (2:14) no tenemos en español, o hay palabras que terminan en una vocal, pero la (2:20) pronunciación final es una consonante. Esto confunde demasiado a mis estudiantes (2:27) y finalmente aquellos sonidos que no forman parte de nuestra lengua materna el (2:33) español, como el de la TH, SH, entre otros.

3. En su opinión, el nerviosismo o la falta de seguridad afecta la precisión en la pronunciación? ¿De qué manera?

(2:44) Claro que sí, el nerviosismo y la falta de seguridad afecta en la pronunciación, (2:51) inclusive en español.

Cuando estamos nerviosos nuestra lengua se traba y (2:56) existen esas pausas que hacemos como, entonces en inglés se hacen también (3:04) estas pausas y obviamente la pronunciación es afectada, porque están (3:10) pensando en lo estoy haciendo bien, lo estoy haciendo mal, (3:15) utilizo sonidos de mi lengua madre, etcétera. Sí, el nerviosismo afecta la (3:20) pronunciación.

4. ¿Qué estrategias utiliza usted para fomentar la confianza de los estudiantes al momento de hablar en inglés?

Las principales estrategias que yo he aplicado para fomentar la (3:28) confianza de mis estudiantes, para motivarlos, en primer lugar es (3:33) demostrarles que inclusive en español nosotros tendemos a cometer errores, (3:37) hacerles notar que cualquier proceso requiere de tiempo para mejorar, hacerles (3:47) notar de que inclusive para aprender nuestra lengua madre un niño empieza (3:52) solamente con la imitación de un sonido o ni siquiera un sonido en una palabra, (4:01) entonces que se va de poco a poco.

Además utilizo material didáctico, (4:06) especialmente imágenes. Las imágenes ayudan a que los estudiantes tengan una (4:15) conceptualización física, visual de lo que puede estar en su cabecita e iniciamos (4:21) siempre, yo inicio siempre con la descripción de una imagen, qué es lo que (4:25) mira, formas, colores y luego vamos más a profundidad, como ya análisis implícito (4:34) que está en esa imagen. También utilizo música, diálogos, juegos para responder (4:42) preguntas básicas.

Esto me ha ayudado grandemente para fomentar la confianza (4:50) en mis estudiantes, sin embargo los resultados son limitados o son resultados (4:58) avanzados únicamente en un grupo minúsculo de estudiantes, porque como lo (5:03) mencioné al principio, hay demasiados factores que influyen en un avance (5:10) significativo que todos los docentes esperaríamos.

5. ¿Cómo corrige los errores de pronunciación y qué impacto cree que tiene esa corrección en la motivación y confianza del estudiante?

Comúnmente corrijo los (5:18) errores de la pronunciación al final de una intervención. Voy escribiendo (5:25) errores de la participación de estudiantes en individual que pueden (5:32) servir a todo el grupo o también vuelvo a pronunciar la palabra que se dijo mal

(5:40) sin decirle estuviste mal, es para que el estudiante note esos errores y cuando (5:47) hago la explicación lo hago de manera general, no digo Luchito o Paquita dijo (5:54) esta palabra mal, sino que digo uno de los errores comunes de los estudiantes (5:59) son estos y también les doy una razón que no involucra su bajo nivel de (6:07) desempeño cognitivo, sino que digo estos errores son normales porque asociamos (6:12) con nuestra lengua madre o porque sí o porque no, etcétera.

Lo importante es (6:17) demostrar a los estudiantes que si están en un salón de clase es porque fueron a (6:22) aprender y el aprendizaje no se da de la noche a la mañana, se da paso a paso y (6:27) para eso estamos los docentes. ¡Gracias!

Annex 5. Official Request Approved



Ibarra

ESCUELA DE CIENCIAS SOCIALES Y
HUMANIDADES
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

Ibarra, 22 de enero de 2026

Magister

Vicky García

**RECTORA ENCARGADA DE LA UNIDAD EDUCATIVA “MARIANO SUÁREZ
VEINTIMILLA”**

De mi consideración:

Yo, Danilo Javier Chuquizán Meneses, con C.I N.º 0402013643, estudiante del séptimo nivel de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) de la PUCE Ibarra, me permito dirigirme a usted para expresarle un cordial saludo y desearle muchos éxitos en las funciones que dignamente desempeña.

El motivo de la presente es solicitar de manera comedida el permiso correspondiente para aplicar la técnica de investigación de encuestas a los estudiantes, como parte de mi proyecto de titulación “The Impact of Confidence in Oral Communication on Pronunciation Accuracy in High School EFL Learners”, el cual tiene como finalidad analizar la relación entre la confianza en la comunicación oral y la precisión en la pronunciación en el aprendizaje del idioma inglés.

Cabe recalcar que la información recolectada será utilizada exclusivamente con fines académicos, garantizando la confidencialidad y el respeto a los participantes.

Anticipo mi sincero agradecimiento

Atentamente,

Danilo Javier Chuquizán Meneses

Estudiante de la carrera PINE

Fanny Viviana
Torres Torres

Firmado digitalmente por
Fanny Viviana Torres Torres
Fecha: 2026.01.21 14:11:25
+0500

Mgs. Fanny Viviana Torres Torres

DTC Coordinadora académica PINE

DANIEL
ALEJANDRO DIAZ
GUTIERREZ

Firmado digitalmente por
DANIEL ALEJANDRO DIAZ
GUTIERREZ
Fecha: 2026.01.21 07:32:29
+0500

Mtr. Daniel Alejandro Díaz Gutierrez

DTC Asesor

Dirección: Av. Jorge Guzmán Rueda y Av. Aurelio Espinosa Pólit. Ciudadela “La Victoria”.

Teléf: (593) 06 2994700 Ext. 1000 Cel. 099 236 2594 / 098 138 3498

Ibarra - Ecuador / www.puc



Annex 6. Photos



