UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

LANGUAGES CAREER

Work presented as requirement for obtaining the Bachelor's degree as "Licenciado en Ciencias de la Educación, Profesor de Idiomas Inglés"

TITLE:

"ANALYSIS OF SELF-EFFICACY AND ANXIETY EFFECTS ON THE SPEAKING SKILL DEVELOPMENT AT NOVENO AÑO DE EDUCACIÓN BÁSICA "A" AT UNIDAD EDUCATIVA "CAPITÁN EDMUNDO CHIRIBOGA" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM 2018-2019".

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RIOBAMBA – ECUADOR

2018-2019

UNIVERSIDAD NACIONAL DE CHIMBORAZO
FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS
LANGUAGES CAREER

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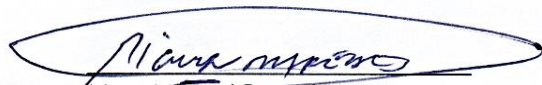TUTOR

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"ANALYSIS OF SELF-EFFICACY AND ANXIETY EFFECTS ON THE SPEAKING SKILL DEVELOPMENT AT NOVENO AÑO DE EDUCACIÓN BÁSICA "A" AT UNIDAD EDUCATIVA "CAPITÁN EDMUNDO CHIRIBOGA" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM 2018-2019"

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I certify this research work in honor of truth.

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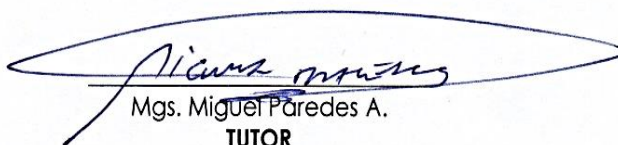
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Que, **SALAO ESPINOZA MISHELL GABRIELA**con CC: **0650151566**, estudiante de la Carrera de **IDIOMAS**, Facultad de **CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS**; ha trabajado bajo mi tutoría el trabajo de investigación titulado **"ANALYSIS OF SELF-EFFICACY AND ANXIETY EFFECTS ON THE SPEAKING SKILL DEVELOPMENT AT NOVENO AÑO DE EDUCACIÓN BÁSICA "A" AT UNIDAD EDUCATIVA "CAPITÁN EDMUNDO CHIRIBOGA" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM 2018-2019"** que corresponde al dominio científico **DESARROLLO SOCIOECONÓMICO Y EDUCATIVO PARA EL FORTALECIMIENTO DE LA INSTITUCIONALIDAD DEMOCRÁTICA Y CIUDADANA** y alineado a la línea de investigación **EDUCACIÓN SUPERIOR Y FORMACIÓN PROFESIONAL,** cumple con el 4%, reportado en el sistema Anti plagio **URKUND**, porcentaje aceptado de acuerdo a la reglamentación institucional, por consiguiente autorizo continuar con el proceso.

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AUTHORSHIP

I, Mishell Gabriela Salao Espinoza, student of Languages Career, declare to be the only author of this research work named:

"ANALYSIS OF SELF-EFFICACY AND ANXIETY EFFECTS ON THE SPEAKING SKILL DEVELOPMENT AT NOVENO AÑO DE EDUCACIÓN BÁSICA "A" AT UNIDAD EDUCATIVA "CAPITÁN EDMUNDO CHIRIBOGA" IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, IN THE ACADEMIC TERM 2018-2019".

The ideas, opinions or commentaries in this document are responsibility of the author.

Riobamba, 20 de mayo de 2019

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ACKNOWLEDGMENTS

"The beginning of all wisdom is acknowledgment of facts" *Juho Kusti Paasikivi.*

DEDICATION

To God, who has been my loyal companion during this marvelous road called: life. He has always been guiding and giving me the strength to achieve what I dreamed. Without you none of this would indeed be possible.

To my parents, especially to my father Carlos, who is my greatest source of inspiration.

Mishell S.

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RESUMEN

Se estableció como problemática que la Autoeficacia y la ansiedad como dos factores afectivos influyen en el desarrollo de la producción oral en los alumnos de Noveno Año de Educación Básica "A" de la Unidad Educativa "Capitán Edmundo Chiriboga". Al ser aplicada una versión modificada de la Escala de Ansiedad de Aula de Lengua Extranjera (FLCAS) y la Escala de Eficacia de Lengua Extranjera, y algunas observaciones a las clases en las que se practica hablar; Se notó la predominancia de ansiedad en la mayoría de los estudiantes y autoeficacia solo en pocos de ellos. El propósito de esta investigación es analizar los efectos de la autoeficacia y la ansiedad en el desarrollo de las habilidades para hablar. La población que participó en este estudio fue de 35 estudiantes, entre hombres y mujeres. El estudio es cualitativo porque trata de averiguar los principales motivos, opiniones y motivaciones del objeto de estudio, tiene como objetivo recopilar experiencias y datos que ayuden a comprender el fenómeno. El nivel es exploratorio. El método utilizado fue el etnográfico con su técnica correspondiente, que es un estudio y observación. Se determinó que los estudiantes sufrían de ansiedad y que el profesor y los compañeros de clase desempeñaban un papel importante en su fomento.

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Palabras clave: autoeficacia, ansiedad, producción oral, estudiantes.

ABSTRACT

The influence of Self-efficacy and anxiety, two main affective factors that influence oral production development at Noveno Año de Educación Básica "A" at Unidad Educativa "Capitán Edmundo Chiriboga" was established as a problem. By the application of a modified version of the Foreign Language Classroom Anxiety Scale (FLCAS) and the Foreign Language Self-Efficacy scale, and some observations to classes in which speaking is practiced; it was noticed that anxiety predominance in the majority of students and just few of them shows self-efficacy. The purpose of this research is to analyze the Self-efficacy and anxiety effects on the speaking skill development. The participated population of this study was 35 students between males and females. The study is qualitative because it attempts to find out the principal reasons, opinions, and motivations involving the object of study, it aims to collect experiences and data which help to understand the phenomenon. The level is exploratory. The method used was ethnographic with its corresponding technique which is a survey and observation. It was determined that students suffered from anxiety and the teacher and classmates played an important role in fostering it.

Key words:

Self-efficacy, anxiety, speaking, students.

Mgs Mónica Cadena
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INTRODUCTION

In the light of the most popular communicative method "CLT" and today's assumptions about language learning, the essential skills to be developed are speaking and being able to communicate (Paradowski, 2015). But, there is a common disappointment about oral production. Some researchers have found that affective variables are the main factors affecting students' speaking development. Bandura (1986) explained in his social cognitive theory that, "… what people think, believe, and feel affects how they behave".

The conception mentioned before is theoretically supported by many authors who affirm that self-efficacy and anxiety are two crucial affective factors that directly affect language learning. According to Oxford (1990), the mental aspect of the learner is one of the most important factors on language learning achievement or defeat. Bandura (1992) states that students feel anxious and depressed when they try to speak English, if they don't have a sense of self-efficacy. Pajares (1996) and Schunk (2003) assert that self-efficacy affects learners' motivation and success in the language learning process; criteria that is shared by Horwitz (2001) and Liu (2006) who expanded this notion and found that students' anxiety in class has negative impact on their success.

Serrano (2017) performed a study at University of Cuenca-Ecuador; in her study the author explains that student's abilities to learn a second language are not only related to their intelligence, but to affective factors that might interfere in their learning process. She realized that students feel anxious and nervous while speaking English in front of others. So, the author advocates the importance of teacher's attitude in order to understand and address effectively this problem in the learners by giving them support.

The problem explained before was found out at Unidad Educativa "Capitán Edmundo Chiriboga" during the researcher's pre-professional practices in the institution. It was observed that Students at Noveno Año de Educación Básica felt uncomfortable, anguish, nervous when speaking in the classroom. It could be understood, as stated before, that affective factors were negatively influencing the development of their speaking skill. That is why, the research

attempts to analyze the effects of anxiety and self-efficacy on speaking skill development at Noveno año de Educación Básica through the application of a survey to get the necessary information to identify the causes of this problem that has been affecting and hindering students' speaking development.

The area in which this research fits is English-Teaching-Methodology, at the same time it frames into the qualitative approach. The method to be used is the ethnographic with its corresponding technique which is a survey that will be applied to the population and which will be adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) Horwitz (1986) and the Foreign Language Self-Efficacy scale by Pajares and Mills (2006). Also, it will be carried out some observations to classes in which speaking are practiced.

This study has been organized into three chapters that are then exposed:

❖ **Chapter I:** The referential framework is presented. The research problem: Self-efficacy and anxiety are two main affective factors that influence speaking development is exposed. Also, the problem statement at macro, meso and micro level is explained. The formulation of the problem, three guiding questions and three objectives that will drive the research are presented.

❖ **Chapter II:** The theoretical framework is included. In the theoretical background there is a compendium of previous scientific information regarding to the problem to be investigated. Theoretical foundation basis contains data that guide the research work on the objectives; topics like: Self-efficacy, self- efficacy factors, Anxiety effects on speaking development, Teacher's role and strategies to reduce anxiety are investigated. Basic terms definitions such as: Speaking, Self- efficacy, Anxiety and Foreign Language are included.

❖ **Chapter III:** This chapter contains the Methodological framework, the study fits to the qualitative approach because it emphases on analyzing the main reasons, and opinions carried from the object of study. For the reason that this research aims to determine the different causes of the phenomenon the level of research is descriptive. The method to be used is the ethnographic and technique is a survey adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) Horwitz (1986) and the Foreign Language Self-Efficacy scale by Pajares and Mills (2006), The population is the group of Students at Noveno año de

Educación Básica at Unidad Educativa Cap. Edmundo Chiriboga. The operationalization of specific objectives attempts to know the indicators to get the three objectives. Finally, the time schedule, annexes (questioner) and the used bibliography are incorporated.

- ❖ **Chapter IV:** It will be presented the analysis and interpretation of the results of this investigation.
- ❖ **Chapter V:** The conclusions and recommendations are presented. Also, the references and annexes are included.

CHAPTER I

1. - REFERENTIAL FRAMEWORK

1.1. RESEARCH PROBLEM

Self-efficacy and anxiety are two main affective factors that influence oral production development at Noveno Año de Educación Básica "A" at Unidad Educativa "Capitán Edmundo Chiriboga".

1.2. PROBLEM STATEMENT

According to Huei-yu Chen (2007), for students learning first, they must have the willingness to learn and believe that they can learn. Likewise, Bernhardt (1997) states that if people have high positive self-efficacy about L2 learning, they believe that they have the power and abilities to reach this goal. Nazila Sarshar, (2016), found out that there is a strong and positive relationship between the self-efficacy and the oral production.

Nevertheless, self- efficacy is not always enough and there are numerous obstacles preventing people from communicating effectively. One of the most important factors that have an adverse impact on language learning is foreign language anxiety (Oxford 1999). People with low self-efficacy feel that they do not have the power and abilities to learn a language, thus admitting failure from the beginning. Krashen (1981) observed that anxiety if high is considered as "an 'affective filter' or a 'mental block' that correlates negatively and prevents input from reaching the language acquisition device". He also believed that the Affective Filter is caused by environmental factors such as a stressful learning environment, for example: instructional error correction, strong focus on pronunciation and grammar, or being humiliated amongst one's peers. Kitano (2001) supports this statement and argues that "…speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers".

In Ecuador, Serrano (2017) developed a study about Affective factors: Self-efficacy and anxiety and the influence of speaking skill at University of Cuenca-Ecuador; in this study Serrano explains that student's abilities to learn a foreign language are not only related to their intelligence, but to affective factors that might interfere in their learning process. Also, she

figured out that students feel anxious and nervous while speaking in from others in their English classes. In this context, the author states the significance to have a sensitive attitude from the teachers in speaking activities in order to comprehend and address effectively this problem in the learners by giving them the corresponding support.

An alike stressful learning environment was noticed at Unidad Educativa "Capitán Edmundo Chiriboga" during the researcher's pre-professional practices. It was observed that most of the students at Noveno Año de Educación Básica, while developing speaking activities, avoided to participate. Also, they seemed to be anguish, nervous when asked to speak in the classroom. It could be understood as signals that affective factors were influencing their speaking skill.

In order to analyze the Self-efficacy and anxiety effects on the speaking skill development at Noveno Año de Educación Básica "A" at Unidad Educativa "Capitán Edmundo Chiriboga" there will be used a modified version of the Foreign Language Classroom Anxiety Scale (FLCAS) Horwitz(1986) and the Foreign Language Self-Efficacy scale by Pajares and Mills (2006), which will be applied to the students participating in the study and it will be executed observations to classes in which speaking is practiced.

The present research is important because through the analysis of self-efficacy and anxiety effects on the oral production development, students and teachers will have the necessary resources to face and overcome those problems that affect the correct development of their speaking skill. The access and availability of human, bibliographic, technological and economic resources certifies the feasibility of this research.

For the named reasons the following study "Analysis of Self-efficacy and anxiety effects on the speaking skill development at Noveno Año de Educación Básica "A" at Unidad Educativa "Capitán Edmundo Chiriboga" in the city of Riobamba, Chimborazo province, in the Academic term 2018-2019." is proposed.

1.4 FORMULATION OF THE PROBLEM

What are the Self-efficacy and anxiety effects on the speaking skill development at Noveno Año de Educación Básica "A" at Unidad Educativa "Capitán Edmundo Chiriboga"?

1.4.1 GUIDE QUESTIONS

- How do students feel when speaking in English?
- How does the teacher foster the development of students' speaking skill?
- How do students behave when their mates make speaking mistakes?

1.5. OBJECTIVES:

1.5.1. GENERAL OBJECTIVE

To analyze the Self-efficacy and anxiety effects on the speaking skill development at Noveno Año de Educación Básica "A" at Unidad Educativa "Capitán Edmundo Chiriboga".

1.5.2. SPECÍFIC OBJECTIVES

- To recognize how the students feel when speaking in English.
- To find out how the teacher fosters the development of students' speaking skill.
- To identify how students behave when their mates make speaking mistakes.

1.5.3. OBJETIVES OPERACIONALIZATION

AREA OF STUDY	QUESTIONS		OBJECTIVES	
	GENERAL	GUIDING	GENERAL	SPECIFIC
Methodology	What are the Self-efficacy and anxiety effects on the speaking skill development at Noveno Año de Educación Básica "A" at Unidad Educativa "Capitán Edmundo Chiriboga"?	How do students feel when speaking in English?	To analyze the Self-efficacy and anxiety effects on the speaking skill development at Noveno Año de Educación Básica "A" at Unidad Educativa "Capitán Edmundo Chiriboga".	To recognize how the students feel when speaking in English.
		How does the teacher foster the development of students' speaking skill?		To find out how the teacher fosters the development of students' speaking skill.
		How do students behave when their mates make speaking mistakes?		To identify how students behave when their mates make speaking mistakes.

Done by: Mishell Salao

1.6. JUSTIFICATION

This research project was developed because a stressful environment was noticed at students at Noveno Año de Educación Básica. While developing speaking activities, most of them seemed to be anguish, worried, nervous when asked to participate in the classroom. So, these signals could show that affective factors were influencing their speaking skill. In this way, the study attempts to analyze the Self-efficacy and anxiety effects on the speaking skill development.

The present research is important because in today's era of globalization, speaking English has a great impact in some fields of life such as science, politics, economics or other fields of educational development. So, through the analysis of self-efficacy and anxiety effects on the oral production development, students and teachers will have the necessary resources to face and overcome those problems that affect speaking skill growth.

The access and availability of human, bibliographic, technological and economic resources certifies the feasibility of this research. Especially since the permission from authorities for collecting information in the UE Edmundo Chiriboga; teacher and students showed the entire predisposition when applying the survey and observing the clasess. Also, the easy access to Internet as technological resources let review bibliography worldwide.

This research project has direct and indirect beneficiaries. Direct beneficiaries, Students of Ninth year of Educación General Básica "A", at Unidad Educativa "Capitán Edmundo Chiriboga", in the city of Riobamba, Chimborazo province, during the academic year 2018-2019 and the indirected Beneficiaries, the teacher, the institution's authorities and the researcher.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1. THEORETICAL BACKGROUND REGARDING TO THE PROBLEM TO BE INVESTIGATED

Worldwide there are many investigations concerned in identifying how specific affective factors influence the speaking skill development; for instance: "Self-efficacy in Second/Foreign Language Learning Contexts" by Raoofi1, Tan1 & S Chan1 (2012) and "The Relationship between Intermediate EFL Students' Oral Reproduction and their Willingness to Communicate and Self-Efficacy" by Sarshar, Oroji (2016). In both studies, it is concluded that people with high positive self-efficacy about learning a second language believe that they have the power and abilities to reach this objective.

On the other hand, researches state that effectively anxiety is a negative factor on students' ability to speak and the teacher should be a facilitator to contribute to reduce learner's language anxiety. The named statements were found in: "Foreign Language Anxiety in EFL Speaking Classrooms: A Case Study of First-year LMD Students of English at Saad Dahlab University of Blida, Algeria" by Melouah (2013) and "I can understand but cannot speak": Language Anxiety for oral communication" by Aydoğan (2014).

In the virtual repository of Universidad Nacional de Chimborazo were found two researches related to the different factors that influence speaking skill development. There are no researches related only to Affective factors: self-efficacy and anxiety. One is: Observation of the Speaking skill difficulties in the English language learning in the students of tercero de bachillerato "H" at Unidad Educativa "Riobamba by Cutiopala (2018). And the other is "Analysis of the factors that influence into the low students' performance in listening and speaking skills with the students at fourth and fifth level at Language Center of Universidad Nacional de Chimborazo" by León (2017). In both studies the authors agree that anxiety as affective factor influence speaking skill development creating an unpleased situation. Also, they state that to change this reality the teacher has an important role in creating a good classroom environment for students' self-confidence building.

2.2 THEORETICAL FUNDATIONS BASIS

2.2.1 Speaking

Speaking is an interactive process which consists in producing, receiving, and processing information (Bazzone & Vallee, 1976). The form and meaning of spoken language depend on the context in which it occurs.

To master discourse competence students are encouraged to train a varied range of speaking activities like: debates, role-plays, information gaps, acting from a script, discussions, problem-solving activities, decision making activities, quizzes, gapped dialogues, questionnaires, story-telling and

2.2.2 Self- efficacy

Psychologist Albert Bandura defined Self-efficacy as: "People's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances" (1986). It means that Self-efficacy is the belief or perception that a person has in his/her own abilities when developing successfully a task.

Efficacious people establish challenging goals and maintain strong attitudes to them. When failure, they increase and hold their efforts to be successful.

2.2.2 Self efficacy factors

According to Bandura (1997) and Pajares (2002) Self-efficacy is influenced by four factors:

- **Mastery experience:** paraphrasing Bandura (1994): Everyone has mastery experiences, it occurs when people try to do something and are successful. It means, they have mastered something. Mastery experiences are the most significative way to increase self-efficacy because people gain beliefs that they can do something new if it is alike to something they have already done well.

- **Vicarious experience:** it is the observation of the wins and failures of others, who are alike to one's self. When people see someone similar to them succeed in something that they also want, their self-efficacy increases. "If they can do it, so can I." (Pajares ,2002) On the contrary, when people observing someone like them failing, it detracts or

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threatens self-efficacy. Vicarious experiences affect self-efficacy according to how much a person associates him/her with the person being watched.

When watching others similar to oneself in a class, or during role playing can provide observational experiences that improve self-efficacy.

- **Verbal or social persuasion:** When people are persuaded verbally that they can achieve or master a task, they are more probable to do the task. Verbal support helps to reach or master a task. Words of encouragement support a person's belief in himself or herself. In a class, a teacher must increase student's self-efficacy by telling them that they are going to success, that they are intelligent, skilled, talented and so on.
  On the other hand, when people are told they do not have the skill or ability to do something, they tend to give up quickly (Bandura, 1994).

- **Somatic and emotional state :** According to Pajares (2002) stress, anxiety, worry, and fear all negatively affects self-efficacy and can lead people to ideas of failure or inability to perform challenging tasks. People understand their stress reactions as symptoms of vulnerability to poor performance. In activities that involve strength and stamina, people judge their fatigue, aches and pains as signs of physical debility.

2.2.3 Teacher's strategies when developing self-efficacy.

A teacher plays an important role when developing students' self-efficacy. A teacher is a key element in social persuasion and emotional state. Below, some strategies that a teacher should take in account when increasing a student's self-efficacy according Hamilton (2018) are exposed:

- **Teach goal setting.** It is important to teach to children how to set realistic goals and strategies to achieve those goals. Mastering these goals and success in accomplishing goals strengthens their self- efficacy.
- **Praise Sincerely.** Honest praise is the best support to promote self-efficacy. When students got succeed, the teacher has to praise them by using encouragement words like

"well-done, you are intelligent. On the other hand when students fail an honest response will help them with a new approach builds more confidence than falsely assuring them that they did their best.

- **Focus on Environment**. A crucial way to create self-efficacy is through creating a stress-free environment in the classroom. Teacher has to create some norms, rules. It is important to set values, principally: respect.

- **Provide Role Models**. Self-efficacy also is increased when one student watch another student succeed. It is important to ask students who can be role models for others develop a task first.

- **Become a Role Model.** Teachers are role models for students. So, they have to demonstrate their self- efficacy, their beliefs to reach succeeds, in this way students will adopt the same.

2.2.4 Self-efficacy on speaking development.

Speaking is a productive skill that most of the time challenges students' capability to develop a task. Bailey (1994) believes that "speaking in a foreign language has been often viewed as the most demanding of the four skills". There are some points of view to success in speaking; self-efficacy is an important way to get it. Speaking self-efficacy allude to learners' abilities to communicate in the target language suitably. An efficacious student feels confident and capable to struggle when using the target language. It means an individual's belief about his/her completion of a task could affect the production of the task.

Additionally, there are researches on speaking self-efficacy in the area of foreign language learning. Kim and Lorshbach (2005) developed a study on self-efficacy and speaking ability of pre-university ESL learners. The results showed that the students had high levels of self-efficacy related to their ability to speak English, so, they developed better in speaking than other classes. Likewise, Çubukcu (2008) found that high self-efficacy beliefs address the learners to get more involved in class activities, so the students can increase their academic achievement.

2.2. 5 Anxiety

According to Sarason, Anxiety is "a type of cognitive response marked by self-doubt, feelings of inadequacy, and self-blame" (1978). Also, Spielberger states that Anxiety refers to subjective

feelings of tension, apprehension, nervousness, and worry, and […] activation or arousal of the autonomic nervous system (1983). Levitt (1980) distinguished three types of anxiety.

- **State anxiety** is a temporary feeling of tension, a short time in an unusual situation, it occurs when someone has to deliver a speech in public, but after the presentation the apprehension disappears.
- **Trait anxiety** appears in many various situations, it is a mental block connected with and developing within the personality of the individual.
- The last one is **Situational anxiety**, it occurs permanently over time within a given situation.

There is an important influence of Anxiety on learning. A lot of negative emotions which can maintain over rational thinking, as a result learners are not able to concentrate on the task, which leads to poorer performance.

2.2.6 Anxiety factors

According to Melouah (20013) some of the reasons for anxiety when developing a task are:

- Fear of interaction,
- Fear of perceptions of others or fear of audience.
- Low self-efficacy and lack of confidence,
- Knowledge proficiency,
- Error correction/ fear of negative evaluation.

2.2.7 Anxiety effects on speaking development.

Foreign language Anxiety is known "as an individual's level of fear or anxiety associated with both oral or anticipated communication with another individual or people" (Horwitz, 1986). Another connotation of foreign language anxiety by Ibid is a group of self-perceptions, opinions, feelings, and behaviors related to classroom language learning arising from the singularity of the language learning process.

Related just to speaking and communicating in the target language, foreign language speaking classrooms have regularly filled lots of students with nervousness. Horwitz (1986), students who suffering from foreign language speaking anxiety show feelings of fear and worry, some of the

reasons why they feel uncomfortable when speaking in class were: students believe that only right English must be spoken; they compare their skills with native speakers, so they start to think if their pronunciation is not good enough. Supporting what was mentioned before: Kitano (2001) developed that "speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers". These anxious students could skip classes, show some disruptive behavior in class or quit studying totally.

2.2.8   Teacher's role and strategies to reduce anxiety

Based on the factors of the research foreign language anxiety in EFL speaking classroom, Melouah gave several recommendations when facing with an oral classroom anxiety. The following ideas can be tried by teachers:

- Creating an pleasant atmosphere, removing competition and perfectionism, calling students with their first names and by including humor, laughter or jokes.
- Students have to know that mistakes are part of their learning process and it takes time to learn the language and become good speakers.
- Allowing discussions in smaller groups so that students do not have to face the whole class.
- Encouraging students to speak English outside the classroom, it means practice with their peers and family.
- Giving positive feedback to the students and encouraging remarks and rewards to raise their self-efficacy in performing orally.
- Incorporating classroom speaking activities based on plain and easy language so that all the participants can practice and speak without any difficulty.
- Write on the board new vocabulary associated with the topic before starting the speaking lesson so that the students get familiar with it.
- Avoiding negative error correction and humiliation of students.
- Incorporating suitable activities in the classroom like games, role plays, telling stories.
- Making students sit in a circle, instead of in rows.
- Helping anxious students outside the classroom.

BASIC TERMS DEFINITION

- Speaking: Speaking is the ability to communicate ideas fluently and accurately; presupposes not only knowledge of language features, but also the ability to process information (Harmer, 2007)

- Self-efficacy: A person's belief that they can be successful when carrying out a particular task (Bandura ,1986)

- Anxiety: A distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process (Horwitz, Horwitz, & Cope, 1986).

- Foreign language learning: Foreign language learning refers to the learning of a nonnative language outside of the environment where it is commonly spoken. (Moeller,2005)

CHAPTER III

3. METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

The study belongs to the qualitative approach ever since it emphasizes on analysing the main reasons, opinions, and motivations delivered from the object of study which will be gathered in the contexts they appear. The method to be used is the ethnographic and technique is a survey adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) Horwitz (1986) and the Foreign Language Self-Efficacy scale by Pajares and Mills (2006) that will be applied to students. Also, it will be carried out some observations to classes where speaking skill is practiced.

3.2. TYPE OF INVESTIGATION

Qualitative. It attempts to find out the principal reasons, opinions, and motivations involving the object of study in the corresponding natural setting, it aims to collect experiences and data which will help to understand the phenomenon.

3.3. LEVELS OF RESEARCH

Descriptive research. It aims to determine the different causes of the phenomenon, it means to examine the characteristics of the topic to be investigated, and it selects the technique for data collection and the sources to be consulted.

3.4 METHODS OF RESEARCH

Ethnographic method. Entails the extended residence of the researcher in a field setting, participating in the environment where the research is carried out. It helps to explore the problem in a direct and natural way

3.5 POPULATION AND SAMPLE

Population. The population consists of a group of English speaking learners at Noveno Año de Educación Básica "A" at Unidad Educativa "Capitán Edmundo Chiriboga, in the city

of Riobamba, Chimborazo province, in the Academic term 2018-2019. It consists in 35 students, between women and men.

      Sample. As the population is small, there is no necessary a sample. All population will be counted.

3.6 .TECHNIQUES AND INSTRUMENTS FOR COLLECTING DATA

The techniques and instruments of data collection were chosen based on objectives. In the research, it was used the following techniques and instruments:

A Survey was chosen as a technique, a modified version adapted from the Foreign Language Classroom Anxiety Scale (FLCAS) Horwitz (1986) and the Foreign Language Self-Efficacy scale by Pajares and Mills (2006) was applied to the students participating in the study. The questioner is the instrument that was used. There are fifteen items with 4 options: SA = strongly agree; A = agree; D = disagree; SD = strongly disagree.

The other chosen technique was observation, it was carried out into the classes where speaking is practiced.

3.7. PROCEDURE

To develop this study, the researcher had to follow a procedure to obtain the results. Firstly, in order to get information for this research work, it was necessary to obtain the authorization from the Director of the Unidad Educativa Capitán Edmundo Chiriboga,

Next, the survey and some observation were carried out. Five classes of 2 hours were observed in one month. The information was collected, organized, analyzed and interpreted by the researcher.   The   final   report   was   developed.

CHAPTER IV

4. ANALYSIS AND INTERPRETATION OF RESULTS

OBJECTIVES	ITEM	ANALYSIS AND INTERPRETATION OF THE GATHERED RESULTS	THEORY CONTRAST
1. - To recognize how the students feel when speaking in English.	Students feel self- efficacy while speaking English.	It was noticed that students had the willingness to speak in English. They showed positive attitudes at the beginning of an oral presentation. Also, the majority of them answered on the scale that they feel self-efficacy while speaking English.	According to Huei-yu Chen (2007), for students learning first, they must have the willingness to learn and believe that they can learn. Once applied the survey and the observation, it could be notable that students had the willingness to speak, but there are factors that did not let them to get it.
	Students are afraid of making mistakes while speaking, so they feel anxious	Students had the predisposition, the desire to get a good oral performance; but while speaking, they made a mistake related to pronunciation or they did not have a clear idea how to formulate a statement, so they started to feel	Zhang (2009) argued that speaking is a difficult skill to master for most of English learners and there are common factors that do not let students develop a good oral performance like: the fear to make mistakes, because for many years there have been instructional error correction, strong focuses on pronunciation and

		anxious.	grammar.
	During English class, students do not care about what was said	Some students did not want to participate in speaking activities, they avoided participating when asked for their teacher, so they did other activities, and also, they tried to disturb the class.	Worde (2003) identified some physical behaviors related to anxiety; for instance: playing with hair, objects, nervously touching object, hiding behind a partner or looking at the ceiling.
	Students feel anxious if they have to speak quickly in a limited time.	Students manifested that being pressed by time causes anxiety, because they have to be focused in several things at the same time. They had to be aware about developing a good oral presentation, using correct words, right pronunciation, good voice of tone all of this at the same time.	Wörde (2007) said that non-comprehension, the limited time, instructional practices and the risk of being humiliated through error correction and the presence of native speakers could make students anxious.
	Students think that others are better at English than they	Even they said they feel self-efficacy, also they stated that always	Students believe that only right English must be spoken; they compare their skills with native

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		there will be a better person at English that they are.	speakers, so they start to think if their pronunciation is not good enough. Kitano (2001) said that speaking skill is usually the first thing that learners compare with that of peers, teachers, and native speakers". Hembree (1988) and Price (1991) stated that learners, whose perceived proficiency is lower than others, are more probably to experience language anxiety.
are.			
2. - To find out how the teacher fosters the development of students' speaking skill.	Students want their teacher treat them positively while speaking	Absolutely, the 100% of students said: they want a positive treat from the teacher when speaking. It was not done by the teacher; sometimes the teacher adopted a negative attitude when students made pronunciation mistakes.	The teacher's attitudes in the classroom have a big impact on students' learning performance. Teachers can make a valued influence in order to develop a friendly relationship with their students. It means to create a pleasant atmosphere for developing a good speaking performance. They have also a main role in classroom communication, and the accomplishment of teaching goals. According to Kara (2009): the settings in which effective and efficacious classroom management is carried are closely associated to make a

			contribution to students' success. Teacher's Attitude can help the learners to show if they like or dislike the objects or surrounding situations. It is agreed that the internal emotions and feelings of FL learners impact their perspectives and their attitudes to the target language (Choy &Troudi, 2006). Koplow & Paley (2007) proposed that effective student-teacher relationships encourage a better sense of security and confidence. When developing a good speaking students need the support of their teacher.
	Students do not want their teacher correct them while speaking, they feel nervous then	Students answered they did not want their teacher correct them while speaking because it produces they lose the ideas or the flow of the oral presentation. It was observed that the teacher usually corrects them while speaking.	To know how and when to correct students may be tricky. If students are constantly interrupted to correct them for every mistake, they can lose enthusiasm and can become unwilling to speak. The last statement is supported by Melouah (2013) who explains that: the risk of over-correcting is that students will lose motivation and a teacher may even destroy the flow of the class or the activity by

			rectifying every single mistake.
	Students feel confident if the teacher gives gently feedback after their speaking.	Learners said they feel confident if the teacher correct their speaking's mistakes in a gently way, but the teacher after a student performance started to said what was wrong in a rude way.	"Nothing ruins the student's credibility, except humiliating comments, offenses, continual and boring correction" (Corder, 1991). A teachers' indirect correction is highly appreciated by students. In this way, the teacher encourages students to do self-correction, so learners couldn't feel embarrassed.
	Students want their teacher supports them in class to feel confident to speak.	The majority of students answered that they really wanted to receive advices about how to be a good speaker. They do not want just to be corrected, but receive instructions to develop a good oral performance. Their teacher seldom gave them some advices to improve oral performance.	Nowadays, motivation is the key tool which defines if a student boards in a task at all, how much energy a learner applies to it, and how long he conservers it.(Littlewood, 1984) It is important how teachers motivate and support students in oral activities, and relates them to their individual interests and on-going life of the school day. Students need the confidence and motivation to learn, which can be stimulated by the relationship they hold with their teachers (The Commission on English Curriculum, 2009).

	Students feel relaxed while speaking if their teacher does not get angry and shouts in class.	Absolutely, it was noticed and students said that a good teacher attitude at every single moment creates a confidence environment. So students feel self-efficacy to speak. Students wanted their teacher could be more patient, because it was observed that the teacher lost the patience quickly.	When students have teachers who use aggressive or coercive behavior management procedures (like shouting), students show being less likely to act responsibly in that class. This makes sense because students are acting more out of obedience and fear than out of any kind of intrinsic desire to be responsible. So, yelling at them will only slow the speaking process (Lewis,2001).
	If the teacher does not listen to them while speaking, students feel nervous and anxious.	Most of the students answered: no. It was noticed that it is better for them if the teacher does not listen to them when speaking. It means they show an anxious attitude.	Nonverbal type of behavior like: eye contact and positive gestures may reduce anxiety and influence positively on motivation to speak (Christophel 1990; Frymier 1993). The teacher should keep pleasant and establishes eye contact with students who are trying to perform an activity or answer a question in order to let them to know that the teacher is interested in what they are doing. On the other hand, avoiding making eye contact with the teacher is a common non-

			verbal reaction of anxious students (Gregersen 2003).
3.- To identify how students behave when their mates make speaking mistakes	Students feel confident if their classmates listen to them and respect their speech while speaking English.	Students said that they feel confidence while speaking if their classmates respect their presentation; it means the classmates listen carefully and keep in silence. It was observed that students respect the others presentation. They did not always listen carefully to their classmate's oral performance.	Teachers play a central role, their styles, rules and instructions control everything that occurs in the classroom. Teachers should make interventions in the classroom environment and build a "sense of community in the classroom", where values like: respect and collaboration predominate, so students do not perceive it a competitive, while pair and group work can be incorporated (Kitano, 2001).
	Students feel confident if their classmates correct them while speaking English.	Students said they prefer and like their classmates' correction. It was observed that they feel quite sure when a friend corrects them than the teacher.	Students can also correct to each other and this creates a positive and cooperative atmosphere, students will realize that the teacher is not the only source of correction. It inspires cooperation, students get to the idea that they can learn from each other. Both learners, who made the error and who corrects it are in charge with listening and thinking about the language. Also, the teacher obtains important data about

		the learners' ability; if students learn to practice peer correction without hurting each other's feelings, they will do the similar in pair-work activities. (Choi, 2016; Mak, 2011).
If Students' classmates laugh at them while speaking, they feel anxious.	Students answered that they felt anxious when speaking they made a mistake and a classmate started to laugh. It was observed some students laughed when a classmate made a mistake, so the students who were speaking showed a nervous attitude.	According to Luk (2010), language anxiety can be distinguished when a social context produces language anxiety. For example, a classroom where there is a tense competition, where some students are looking forward to finding others' mistakes to laugh at. When in a competition, students regularly compare themselves with the ones superior to them, thus losing their interest or sometimes giving up or evading the task. Skiöld (2008) confirms that speaking-anxious students are often those who are self-conscious and afraid of making fools of them, being laughed at or bullied. Fear of speaking is closely linked to fear of exposure.
Students feel anxious while	Students said and it was noticed	Gregersen (2003) stated that: when developing

| | speaking English if they classmates make noise or do not listen to them. | when the classmates were doing noises or not paying attention, the student who was developing an oral performance got anxious. | an oral presentation, students want their effort could be appreciated. That is why students feel anxious if their teacher or classmates do not pay attention when they are performing the activity. |

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CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. CONCLUSIONS

- Students at Noveno Año de Educación Básica "A" at Unidad Educativa "Capitán Edmundo Chiriboga" felt anxious when speaking in English. It affects negatively on speaking skill development.
- Students were fostered to learn speaking skill traditionally. The atmosphere was not the right one, the attitude was negative and the students' mistakes produced anxiety on them.
- Students were unrespectful when their mates made mistakes. They showed mocking attitudes and laughed.

5.2. RECOMMENDATIONS

- Anxious Students should be identified to help them overcome speaking skill.
- There should be a friendly classroom atmosphere, in which speaking mistakes are considered as normal in the process of speaking development, without overcorrection which can draw students' attention away from communication.
- The teacher should employ rules and strategies, which make students respect their classmates' learning process.

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ANNEXES

UNIVERSIDAD NACIONAL DE CHIMBORAZO

FACULTAD DE CIENCIAS DE A EDUCACION, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

Objectives:

- To recognize how the students feel when speaking in English.
- To find out how the teacher fosters the development of students' speaking skill.
- To identify how students behave when their mates make speaking mistakes.

Description: In order to analyze the Self-efficacy and anxiety effects on the speaking skill development at Noveno Año de Educación Básica "A" at Unidad Educativa "Capitán Edmundo Chiriboga" there will be used a modified version from the Foreign Language Classroom Anxiety Scale (FLCAS) Horwitz (1986) and the Foreign Language Self-Efficacy scale by Pajares and Mills (2006), which will be applied to the students participating in the study.

Instructions: Provide answers based on your experience to the following statements: Write a tick.

- SA = strongly agree;
- A = agree;
- D = disagree;
- SD = strongly disagree.

Indicators	SA	A	D	SD
Specific objective 1.-				
1. I usually feel confident while speaking English.				
2. I am afraid of making mistakes while speaking, so I feel anxious				
3. During English class, I do not care about what was said				
4. I feel anxious if I have to speak quickly in a limited time.				
5. I think that the other students are better at English than I am				
Specific objective 2				
6. I want my teacher to treat me positively while I am speaking				
7. I do not want my teacher to correct me while speaking, I feel nervous then				
8. I feel confident if the teacher gives gently feedback after my speaking.				
9. I want my teacher to support me in class to feel confident to speak.				
10. I feel relaxed while speaking if my teacher does not get angry and shouts in class.				
11. If my teacher does not listen to me while speaking, I feel nervous and anxious.				
Specific objective 3				
12. I feel confident if my classmates listen to me and respect my speech while I am speaking English".				
13. I feel confident if my classmates correct me while speaking English.				
14. If my classmates laugh at me while speaking, I feel anxious.				
15. I feel anxious while speaking English if my classmates make noise or do not listen to me.				

ANNEXE 2

Indicators	Usually	Some times	rarely
Specific objective 1.-			
1. Students feel confident while speaking English.	X		
2. Students are afraid of making mistakes while speaking, so they feel anxious	X		
3. During English class, students do not care about what was said		X	
4. Students feel anxious if they have to speak quickly in a limited time.		X	
5. Students think that others are better at English than they are.	X		
Specific objective 2			
6. Students want their teacher treat them positively while speaking	X		
7. Students do not want their teacher correct them while speaking, they feel nervous then	X		
8. Students feel confident if the teacher gives gently feedback after their speaking.	X		
9. Students want their teacher supports them in class to feel confident to speak.	X		
10. Students feel relaxed while speaking if their teacher does not get angry and shouts in class.	X		
11. If my teacher does not listen to them while speaking, Students feel nervous and anxious.		X	
Specific objective 3			
12. Students feel confident if their classmates listen to them and respect their speech while speaking English".	X		
13. Students feel confident if their classmates correct them while speaking English.			X
14. If Students' classmates laugh at them while speaking, they feel anxious".	X		
15. Students feel anxious while speaking English if they classmates make noise or do not listen to them.	X		

XI