UNIVERSIDAD MAYOR DE SAN ANDRÉS

FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LINGÜÍSTICA E IDIOMAS

FOREIGN LANGUAGE ANXIETY FACTORS IN SPEAKING SKILL BY FOREIGN LANGUAGE SUMMIT II COURSE LEARNERS AT CENTRO BOLIVIANO AMERICANO IN LA PAZ CITY

Tesis para la obtención del Grado de Licenciatura en Lingüística e Idiomas

BY: MILENA VELIZ GUTIERREZ

TUTOR: Lic. FERNANDO ALFREDO SOTO CRUZ

La Paz-Bolivia

Septiembre, 2024

UNIVERSIDAD MAYOR DE SAN ANDRÉS
FACULTAD DE HUMANIDADES Y CIENCIAS DE LA EDUCACIÓN
CARRERA DE LINGÜÍSTICA E IDIOMAS

TESIS DE GRADO:

FOREIGN LANGUAGE ANXIETY FACTORS IN SPEAKING SKILL BY FOREIGN LANGUAGE SUMMIT II COURSE LEARNERS AT CENTRO BOLIVIANO AMERICANO IN LA PAZ CITY.

Presentado por:

Univ. Milena Veliz Gutierrez

Para optar el grado académico de Licenciatura en Lingüística e Idiomas

Mención Inglés

Nota numeral: ....

Nota literal: ....

Ha sido: ....

Director de la Carrera   …………………………………………….
                               Lic. Rodolfo Durán Mollinedo

Tutor: …………………………………………….
                               Lic. Fernando Alfredo Soto Cruz

Tribunal: …………………………………………….
                               M. Sc. Juan Americo Pineda
                               Villalba

Tribunal: …………………………………………….
                               M. Sc. Javier Taborga Manrique

La Paz, 06 de septiembre de 2024

To my beloved parents, who now rest in peace. Your love, guidance, and sacrifices continue to inspire me every day. I carry your memories in my heart and try to make you proud in all that I do.

To my family, whose encouragement have been my strength through this journey. Thank you for believing in me and for your endless love.

And to my dearest friend Paola Cuzmar, your friendship has given me joy, strength, and motivation. Your unconditional support has made this achievement possible.

With deepest gratitude and love,

Milena.

ABSTRACT

The present study deals with two important concepts in learning: foreign anxiety factors and the development of speaking skill in students. Additionally, the main objective of the study is to establish the influence of anxiety factors on speaking skills in English students at Centro Boliviano Americano (CBA). Although there are some studies about anxiety in students or education and the development of speaking skills, such as the use of some techniques or methods to improve speaking skills in students, there is not clear analysis and description of the influence of anxiety in English students´ speaking skill development.

Within that intention this study comes along.

In addition, the present research is divided into four main chapters. In the first chapter, the problem, the objectives, and the main reason for carrying out the study are described and explained. In the second chapter, the concepts, definitions, methods and classifications of anxiety and speaking, as well as the description of some previous studies about anxiety factors and speaking, are presented and summarized.

In the third chapter, the methodology is explained. Under this point, the research design applied in this paper is non- experimental and quantitative, using a deductive approach under a descriptive scope since the main objective is to establish the influence of the anxiety factors on the development of speaking skills. Then, the possible answers or hypotheses proposed by the researcher are presented and analysed under the operalization of variables. Also, the population and sample are detailed; the sample is under a purposive non-probabilistic design since all the students that belong to Summit II at CBA are taken into account to answer the instrument applied, as they share some characteristics needed for the investigation. Additionally, the description of the instrument is presented. The instrument applied in the research is a questionnaire composed of four parts, which focuses on the anxiety factors.

Finally, in the fourth chapter, the analysis and description of the results and conclusion of the study are detailed. This analysis is divided into two main parts. The first part focuses on the appearance of anxiety factors, and the second part focuses on the influence of anxiety on the development of speaking skills of English students.

In conclusion, it can be established that the development of this study is worth because it establishes the influence of anxiety factors on the development of speaking skills which is useful at the moment to plan, to design or to adapt some of the class activities and to improve the students learning process.

ABSTRACT

El presente estudio aborda dos conceptos importantes en el aprendizaje: los factores de ansiedad en el aprendizaje de un idioma extranjero y expresión oral en los estudiantes. El objetivo principal del estudio es establecer la influencia de los factores de ansiedad en la expresión oral de los estudiantes en inglés en el instituto Centro Boliviano Americano (CBA). Aunque existen algunos estudios sobre la ansiedad en los estudiantes y el desarrollo de la expresión oral, como el uso de diversas técnicas o métodos para mejorar dichas habilidades, no hay un análisis claro y detallado sobre la influencia de la ansiedad en el desarrollo de las habilidades de hablar en los estudiantes de inglés.

Con esta intención surge este estudio.

La presente investigación se divide en cuatro capítulos principales. En el primer capítulo se describen y explican el problema, los objetivos y la razón principal para llevar a cabo el estudio. En el segundo capítulo se presentan y resumen los conceptos, definiciones, métodos y clasificaciones de la ansiedad y habla, así como la descripción de algunos estudios previos sobre los factores de ansiedad y el habla.

En el tercer capítulo se explica la metodología. El diseño de la investigación aplicado en este trabajo es no-experimental y cuantitativo, utilizando un enfoque deductivo con un alcance descriptivo, ya que el objetivo principal es establecer la influencia de los factores de ansiedad en la expresión oral. Luego, se presentan y analizan las posibles respuestas o hipótesis propuestas por el investigador, bajo la operacionalización de variables. También se detalla la población y muestra; esta última se realiza bajo un diseño no probabilístico por conveniencia, ya que se toma en cuenta a todos los estudiantes que pertenecen a Summit II e el CBA para responder el instrumento aplicado, ya que comparten algunas características necesarias para la investigación. Además, se describe el instrumento utilizado, un cuestionario compuesto de cuatro partes que se centran en los factores de ansiedad.

Finalmente, en el cuarto capítulo se detalla el análisis y la descripción de los resultados y la conclusión del estudio. Este análisis se divide en dos partes principales. La primera parte se centra en la aparición de factores de ansiedad en el desarrollo de las habilidades del habla en los estudiantes de inglés.

En conclusión, se puede establecer que el desarrollo de este estudio es valioso porque determina la influencia de los factores de ansiedad en el desarrollo de la expresión oral. Esto resulta útil al momento de planificar, diseñar o adaptar algunas actividades de clase y mejorar el proceso de aprendizaje de los estudiantes.

TABLE OF CONTENTS

LIST OF GRAPHS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

1.1.INTRODUCTION

Learning a new language is always a challenge for many people, as it demands to develop abilities and capabilities not only in the cognitive area but also emotionally because when you are learning a language, you are also learning a new culture. In order to learn a language properly, students should develop four main skills: reading, writing, listening and speaking. The present study is focused on speaking skills since it is considered one of the most challenging skills to develop. Additionally, it has been proven that this is the area, particularly those related to the emotional field,such as anxiety, which can significantly influence speaking performance. Therefore,this study is situated within the context of learning English as a Foreign Language.

The present study was conducted at Centro Boliviano Americano (CBA) in La Paz city in 2023. This institution was chosen because it is one of the most popular and has the necessary experience in teaching and learning English as a Foreign Language. The focus was on Summit II courses, as this is the final level required to achieve proficiency in the English language. Although anxiety factors can be present at all stages of learning a language, they are generally more pronounced in the final stages, as the language becomes more communicative, spoken, and used in social contexts. This means that speaking skills should be mastered at this stage and anxiety factors can influence performance and development. Therefore, this research describes the influence of anxiety factors on the development of students´ speaking skills and the possible relationship between these factors and speaking improvement.

Additionally, the present research is divided into four chapters. In the first chapter, the statement of the problem is presented, pointing out the objectives, the significance of the study, and the reasons for its development. In the second chapter, the theoretical background is introduced, including the definitions of concepts, theories and previous research on which this study is based. In the third chapter, the methodology is explained, focusing on the method, hypothesis

and analysis of variables, which are useful in the interpretation of the data collected. Finally, the fourth chapter presents the analysis and conclusion that this research achieved.

This study is based on a quantitative investigation within the scientific method and under a descriptive scope. The study first observes the phenomena, then proceeds to analyze and describe the anxiety factors that students experience while speaking and how these factors influence the development of speaking skills when learning a new language. Subsequently, the paper uses a non- experimental design and applies a cross-sectional study to obtain the required data. The main goal is to describe the influence of the anxiety factors on speaking skills.

Finally, the outcome of this research is to establish the influence of anxiety factors on the speaking skills of English as a Foreign Language students. To achieve this, the researcher follows a systematic process that includes a review of literature and previous research, taking into account the anxiety factors that can influence learning a new language and the development of speaking skills. Then, the research proposes a specific answer to the research question and obtains the required data to analyze and describe, focusing on the most frequent anxiety factors that appear in students' performance and how these factors can influence speaking skills.

Speaking and Anxiety

The present research deals with two important themes: speaking skill and the anxiety factors, both of which are defined, explained, and detailed in the theoretical background. Additionally, this section reiterates the importance of speaking and anxiety in learning a new language.

According to Pollard (2008) and Hornby (1995), speaking skill is one of the most complicated skills for students to achieve when learning a new language. This can lead to problems not only

in academic aspects but also in psychological aspects. Thus, speaking can be defined as the verbal use of language that helps you to express feelings and emotions, and communicate with others. To achieve this, students should be able to manage their knowledge of the language and also have accuracy and fluency during performance. In other words, students must be capable of chatting and speaking successfully. However, achieving this skill is not easy because many factors are involved, one of which is anxiety.

Anxiety can be defined as a feeling of apprehension in certain situations. It focusses especially on the context in which it is presented. Usually, anxiety appears in moments of tension or stressful situations and involves the personality, emotions, feelings and previous experiences of the person in this context. Therefore, when learning a language, anxiety generally is present. According to Ormrod (2011), there are two types of anxiety in general: state anxiety and treat anxiety. However, considering anxiety in the context of learning, there is an additional classification made by Brown (1994): foreign language anxiety, which can be defined as "a feeling of intimidation and inadequacy over the prospect of learning a foreign language" (p.22). In other words, anxiety can be a principal factor that students struggle with when they are learning a new language.

In summary, both speaking and anxiety are themes that are connected with each other. The former is the ability to perform in the foreign language in different situations, which is generally complicated at the beginning, and the latter is the psychological response that students can exhibit in certain situations. Anxiety can then influence the performance of students in speaking. Finally, this research wants to describe the influence of anxiety factors on the speaking skills of students learning English as a foreign language, focusing on establishing the impact anxiety could have on students' development and performance in speaking English.

1.2. FORMULATION OF THE PROBLEM

Learning a new language is always a challenge, but becoming proficient in speaking skills is

considered the most complicated capability that students can achieve. Focusing on speaking, students usually present problems in both academic and psychological aspect. The academic aspect is related to managing and acquiring knowledge of the language, while the psychological aspect is related to the nervousness, fear, and emotional state of the students. Based on the experiences students go through, it can be observed that there are anxiety factors involved. In other words, speaking is a challenging skill to develop and therefore is the skill that generates the most anxiety factors.

Although there are researches on the learning and teaching process and anxiety studies that describe both phenomena separately, there is no a description of the influence of anxiety factors on speaking skills specifically in learning English as a new language.

Centro Boliviano Americano is a popular institution that teaches English in Bolivia. They classified their courses into three levels: Fundamentals, Top-Notch and Summit. These levels are further divided into sub-levels, each lasting approximately two months. For the present research, the focus is on the advanced levels, specifically the Summit II courses, since students at this level are able to read, write, listen and speak in English. They have sufficient knowledge of the language and they have already experienced the learning process. Our main focus is on their speaking performances.

The principal objective of this research is to answer the following question.

1.2.1. Research Question

What is the influence of foreign language anxiety factors in speaking skills in foreign language students of Summit II at Centro Boliviano Americano in La Paz city in 2023?

1.3. OBJECTIVES

1.3.1. General Objective

✓ To establish the influence of foreign language anxiety factors in speaking skills in foreign language students of Summit II at Centro Boliviano Americano in La Paz city in 2023.

1.3.2. Specifics Objectives

✓ To identify the foreign language anxiety factors that appear in the speaking skills of foreign language students at Centro Boliviano Americano

✓ To analyze the foreign language anxiety factors presented in the speaking skills of students.

✓ To present the relation between the foreign language anxiety factors and speaking skills presented in English students.

1.4. JUSTIFICATION

The present study focuses on foreign language anxiety factors experienced by students while speaking. Therefore, it is important to establish the motivation and reasons that support the study.

Nowadays, anxiety is a common psychological problem that everybody experiences at some point in their life. Therefore, it is useful to consider this topic within the context of learning English and the development of language skills, especially inside the speaking skill, as it is considered one of the most complex skills to master. Additionally, not only have English

teachers frequently observed   in many occasions the apprehension, nervousness, fear and discomfort experienced by students who are in the process of learning English, but the students themselves can also feel and recognize these emotions and feelings, that influence their learning and performance in English. As mentioned before, anxiety is manifested in different contexts and specific situations, where the person involved feels overwhelmed. For example, in learning, there are different types of activities like oral presentations, giving opinions and role plays that may generate anxiety, which can influence the speaking performance of students. This is the main reason that this study focusses on the anxiety factors presented in the speaking skill.

In addition, within the speaking skill, there are many studies that focus on the development of this competence, pointing out how to improve it and how to design and to apply some methods or techniques to improve students´ speaking skills. Nevertheless, there is no present study on how speaking performance is influenced by other factors that do not directly involve the knowledge and proficiency in language vocabulary, rules and grammar. This means that, far from the academic, may be closely related to psychological difficulties, fears and nervousness that a person can show and experience while learning a new language. Consequently, it is important to consider speaking as an exclusive topic related to anxiety because it implies analysing and describing the factors that influence in a way the performance which is critical for developing a new skill and learning a new language.

Another reason is that, contrary to what is happening abroad, there are no studies developed in Bolivia about anxiety related to learning English, specifically in the area of speaking skills. Naturally, there are studies about anxiety in learning, but not specifically in learning a foreign language and speaking skill development. There is no previous research that combines both areas and studies them together. Therefore, the main purpose of this research is to stablish the influence of anxiety on speaking skill. It means that this study provides a complete description of the anxiety factors presented when speaking in class and how they affect learning. The development of this paper is important because it can provide a detailed description of the anxiety factors in speaking.

Finally, this research contributes to future investigations by providing a detailed description of the anxiety factors that manifest during speaking and how these factors influence students´ performance. Additionally, this result opens further questions within this area of investigation, such as whether there is a correlation between higher levels of anxiety is presented and lower speaking performance is showed by the student, or vice versa, less anxiety presented more speaking performance is developed. It also raises questions about which factors are key to improve the speaking skills while avoiding uncomfortable situation or how to avoid certain situations to not trigger anxiety. Therefore, the development of this research is important within the context of learning a new language because it helps in the improvement of speaking skills and describes the possible factors related to anxiety.

CHAPTER II

2. THEORETICAL BACKGROUND

In the present chapter, the theoretical framework is presented. The antecedents, the concepts and definitions related to the investigation are explained. First, the antecedents provide a frame of previous studies that contributed to the development of the present study. Then, the literature review is presented, taking into account all the definitions and concepts related to the study, including the meaning of anxiety, types of anxiety, and the factors that cause anxiety, as well as the definitions of speaking, the characteristics, and the elements of speaking within the context of English as a Foreign Language (EFL). The review of literature is important because it contributes to the development of the research and provides a valid theoretical background.

2.1. ANTECEDENTS

In this section, some previous researches about foreign language anxiety factors in speaking performance are summarized. These previous investigations benefit with the development of the current study and help to determine the research type and methodology applied. In addition, three significant previous studies are taken into account; all of them were conducted in non-native English speaking regions. Finally, this section supports the development of the present research by providing a framework within the studies of foreign language learning process and the possible difficulties students may encounter.

The first study, *Students' Anxiety in the Speaking Class and its Consequences toward their Speaking Achievement* was carried out by Satriawati Eka Wahyuni in 2015.The research was based on a qualitative case study, where the researcher selects nineteen students who have to complete a questionnaire and answers some interview questions, which worked as the instrument. The research revealed that anxiety was considerably present in the students' performance in speaking English. The anxiety generally appeared during oral presentations or speaking test. In summary, the results showed that students feel anxious when they encountered

speaking tests. Some of the causes identified for the appearance of anxiety were the learning/teaching characteristics and the classroom procedure. In other words, the work and management of teachers applied and the relation between students and teachers are the key to avoiding these problems. Finally, it was reported that speaking anxiety had a significant impact on students' speaking achievement.

The second study that was taken into account is as well a case study. *The correlation between students' anxiety level and their speaking ability at the second year of senior high school 1 enok indragiri hilir regency* by Mulyani in 2011 from State Islamic University of Sultan Syarif Kasim Riau Pekanbaru (Indonesia). This study focused on the correlation between students' anxiety level and their speaking ability. The population consisted of second year senior high school students at Senior High School of Enok Tembilahan. Tembilahan is a district of Indragiri Hilir Regency in Indonesia. As in the first research, a questionnaire and a speaking test were used to collect data. After data analysis, the results revealed a significant correlation between students' anxiety level and their speaking ability, which usually ends with a negative result in the development of their speaking skill. In conclusion, the higher the students' anxiety level, the lower their ability in speaking English; on the contrary, the lower the students' anxiety level, the higher their ability in speaking English. The most influential factor is the relationship between teacher´s responsibility and students that have in the learning/teaching process, which is vital for the achievement of the objective of learning a language. Some suggestions were given by the researcher such as more activities for the students focusing on vocabulary, a natural approach, and building confidence in the classroom, creating a safe space for students to communicate.

The last research taken into account was developed by Mohammad Tanvir Kaisar and Sabrina Yasmin Chowdhury in 2020; *Foreign Language Virtual Class Room: Anxiety Creator or Healer?* This recent research, based on the new learning environment which is basically e-learning and virtual classrooms, was developed in Bangladesh. Its main objective was to determine whether the virtual classroom situation creates new forms of foreign language anxiety or if it helps the students the anxiety experienced in a physical classroom settings. The instrument applied was also a questionnaire completed by students from three universities. The

analysis of the data revealed mixt results. Many students reported feeling more anxious in virtual classes than in physical ones. Factors such as isolation, the absence of peer support, connectivity issues (internet access), and the lack of direct contact between teachers and students contributed to increased anxiety, particularly affecting students' speaking skills. However, some students highlighted that they felt more comfortable without the observation of their classmates. Finally, some suggestions given is that teachers should find ways to make virtual classes more interactive, taking into account students' perceptions and environments, to create a safer and more engaging classroom experience.

The previous studies described before about anxiety and speaking performance in students learning a foreign language have demonstrated that anxiety is a prevalent issue in this process. These studies show that anxiety negatively impact students´ speaking performance, making it difficult for them to acquire and use the foreign language effectively. Moreover, these researches are based on case studies and use questionnaires as instruments to collect data directly from students. The analysis of this data throws many similar results, despite taking place in different contexts such as virtual and physical classrooms. Also, the methodology used in these previous studies showed that many of the studies were under the descriptive scope, as many of these previous studies described anxiety factors which are presented in students' speaking performances. Finally, the review of these previous papers help in the development of the present research.

2.2. REVIEW OF LITERATURE

2.2.1. ANXIETY

Anxiety is a psychological state that appears in various situations in people´s lives. Then, anxiety can be defined as "a sense of apprehension that is accompanied by certain physiological reactions, such as an accelerated heart rate, sweaty palms, and tightness in the stomach" (Carlson, N.R., Buskist, W. & Martin, G.N. 2010, p. 798). In other words, anxiety is a psychological state followed by a physical response to a particular condition or event. It is

known as a feeling of being threatened in a stressful situation with sensations of worry, fear, and depression manifesting in the performance, behavior, and attitudes of individuals who feel anxious or are experiencing anxiety attack or episode.

In addition, some authors suggest that anxiety arises as a response to a particular situation. As stated by Passer and Ronald (2009) "Anxiety is a state of tension and apprehension as a natural response to perceived threat" (p. 546). Paraphrasing, people usually feel anxiety in threatening or uncomfortable situations where people think they have lost control and start feeling anxious about anything that would happen around or under those circumstances.

In conclusion, it can be established that anxiety is a psychological state where people tend to feel nervous, afraid and uncomfortable or threatening in specific situations. Therefore, anxiety can lead into some problems that should affect not only psychological or communicative process but also physical health, producing a physical response or reaction that affect in the development of the person experiencing this psychological state.

The difference between fear and anxiety

As mentioned before, anxiety may seem similar to fear, but they are not the same. Even though both terms sound similar, they are actually different. As it was established by Halgin and Whitbourne "Fear is a natural alarm response to a dangerous situation while anxiety is more future-oriented, a feeling of apprehension and uneasiness about the possibility of something terrible that might be happen" (2010, p.144). In other words, the principal difference between anxiety and fear is the point in time where to which it is oriented. It means that anxiety is focused on certain circumstances that might be happening in the future, while fear is an immediate response for what it is happening in the present.

2.2.2. TYPES OF ANXIETY

According to Ormrod (2011) based on intensity, duration and situation, there are two main types of anxiety: *state anxiety* and *trait anxiety*. These two types of anxiety are conceptually described as both are being related to any kind of situation or context where people are exposed and could feel anxious. This means that state and trait anxiety can be found in general circumstances. However, years earlier there was a specific term studied by Brown (1994) and Horwitz et al, (1986) that was closely related to the relation between anxiety and education, specifically within the language learning process called *foreign language anxiety* (FLA), which this paper focuses on. Finally, it can be stated that while the study takes into consideration the three types of anxiety, it primarily focuses on foreign language anxiety as it is closely related to the goals the research aims to achieve.

a) State Anxiety

State anxiety can be defined as a feeling that arises when confronting specific stressful situations. Most people experience this type of anxiety, which is why it is also called normal anxiety. These feeling are temporary and only appear in certain or specific situations. It can be conceptualized as "nervousness or tension at a particular moment in response to some outside stimulus" Ormrod, J.E., Anderman E.M. & Anderman L.H., (2019, p. 449). This first type of anxiety arises in a particular situation or stressful circumstance, however, this feeling is not constantly present.

b) Trait Anxiety

The main difference with state anxiety is that trait anxiety comes more intense and lasts longer. As defined by Ormrod et al. "It is a pattern of responding with anxiety even in non- threatening situations" (2019, p. 449). People with trait anxiety tend to worry more than most people and feel inappropriately endangered by several things in the environment. In other words, trait anxiety is the tendency of a person to be nervous or feel anxious in any circumstance, as the person might feel threatened where a non- anxious or state anxious person would not feel

threated. This means that people who suffer from trait anxiety tend to overthink, exaggerate or magnify the situations they are involved in, creating a stressful environment and perceiving threats that affect their daily activities.

Finally, Ormrod (2011) stated that, depending on intensity, duration and situations, anxiety can be divided into two types: state and trait anxiety. State anxiety or normal anxiety, is a feeling of apprehension and nervousness as a reaction to a particular situation that everybody experiences at least once. Trait anxiety is a more intense feeling that is always present and typically resides within the person, who feels threatened and afraid regardless of the situation or circumstances. Finally, there is a specific term for anxiety linked to the language learning process called foreign language anxiety, which is explained below.

c) Foreign Language Anxiety FLA

Graphic 1

Model based on Horwitz, E. K., Horwitz, M. B., & Cope, J. A (1986).
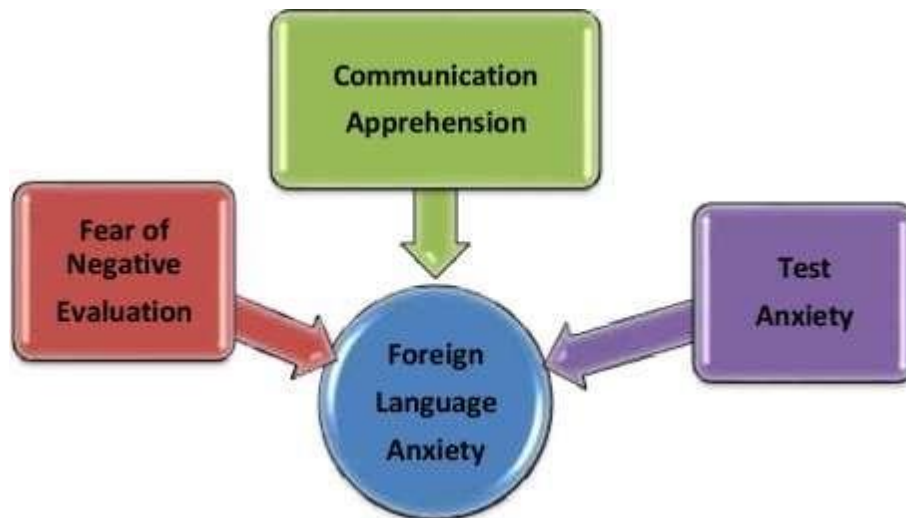
The terms ¨foreign language anxiety¨ and ¨language anxiety¨ are commonly used interchangeably, implying they are applied under almost the same circumstances. According to

Brown "Foreign language anxiety is a feeling of intimidation and inadequacy over the prospect of learning a foreign language" (1994 p.22). It can be stated that foreign language anxiety is a specific feeling related to the learning process as well as the use and performance of the target language (English). We focus on this type of anxiety because it is more suitable for our research, as the main objective is to identify the factors contributing to foreign language anxiety in speaking skills.

Foundations of Foreign Language Anxiety based on Horwitz, E. K., Horwitz, M. B., & Cope, J.

Based on Horwitz et al, (1986) there are three foundations within foreign language anxiety (FLA): communication apprehension, test anxiety, and fear of negative evaluation. These three terms are clarified bellow.

a) Communication Apprehension

Communication Apprehension can be a manifestation of shyness distinguished by fear or anxiety about communicating with others. As stated by McCroskey, communication apprehension is a "fear or anxiety associated with either real or anticipated communication with another person or people" (2001, p. 40). It plays a significant role in foreign language anxiety since interpersonal interactions are the primarily focus in language classes.

In foreign language classes, students generally are asked and expected to communicate using the target language (English).However, even when the students possess all the necessary knowledge for the conversational knowledge as vocabulary, grammar structures, and contextual understanding. They may still struggle communicate fluently. Thus, struggle often leads to a state of anxiety or communication apprehension, resulting in reduced participation in class.

Unfortunately, students may fear difficulties in understanding others (listening) and making themselves understood (speaking), which exacerbates their communication apprehension and anxiety.

b) Test Anxiety

Test anxiety is present because performance and evaluation are frequently required in most foreign language classes. This situation leads to additional stressful for students, who may tend to overthink and become anxious or nervous when facing tests. As stated by Oxford "Anxiety is a tendency to become alarmed about the consequences of inadequate performance on a test or other evaluation" (1999, p. 58).

In other words, test anxiety mostly happens in a test or evaluation context, where students tend anticipate failure in the upcoming test or evaluation. This feeling is usually expressed through nervousness, fear, and frustration, especially when students do not understand or perform as they believe they should. Additionally, if the standards are extremely high, almost perfect to the point where no one can meet them. The feeling of frustration, sadness, and fear emerge, leading to test anxiety.

c) Fear of Negative Evaluation

According to Horwitz, fear of negative evaluation can be defined as "an apprehension about others evaluations, avoidance of evaluative situations, and the expectations that other would evaluate oneself negatively" (1986, p. 559). This means that students tend to fear a negative response not only from the teacher but also from their classmates, assuming that their performance will be judged. This situation leads to feeling of uneasiness or apprehension,

causing a lack of participation or interaction among these students in class.

In summary, foreign language anxiety is a kind of challenging area of study. As proposed by Horwitz et al., (1986) foreign language anxiety is a distinct and complex self-perception of beliefs, feelings, and behaviors that students exhibit during the language learning process. Based on previous definitions, foreign language anxiety can be explained as a feeling or uneasiness, nervousness, worry and apprehension experience when learning, using, and performing in the target language (English).

2.3. IMPACT OF FOREIGN LANGUAGE ANXIETY.

The impact of foreign language anxiety on the learning process disrupts students' performance and development, affecting their acquisition and use of the target language (English). Almost all students experiencing this anxiety feeling think less clearly and likely make more mistakes than others. Moreover, in speaking tasks, these students have to work harder because anxiety make them worried, nervous, and apprehensive, directly affecting their performance in the learning process.

For a long time, many teachers and educators have recognized that anxiety is a significant problem in the planning of foreign language classes, especially in speaking. As it can be seen, anxious students have a very difficult time learning and performing in a new language, as these feelings affect them cognitively and impact their learning process. For instance, they will always fear being evaluated and having to compete with others. According to Ormrod, anxiety interferes with the cognitive process of learning (2011). For instance, anxious students may have trouble paying attention to what needs to be learned, processing information effectively, retrieving information, and demonstrating skills that have previously been learned. In other words, anxiety always interferes with students' cognitive abilities and their performance and use of the language. Therefore, when students experience significant disturbances or anxious feelings, they

16

cannot perform and development the language effectively and successfully.

Within the cognitive areas, anxiety can affect students' cognitive processes and performance. Taking into account the model proposed by Young (1999) in his book *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-Anxiety Classroom Atmosphere,* he explains the effects of anxiety on learning from instructions, which consists of three stages: input, processing and output. These three stages are based on Tobias (1979) Model of learning, which is explained below.

2.3.1. FOREIGN LANGUAGE ANXIETY MODEL OF LEARNING BY TOBIAS (1979)

Based on foreign language learning, Tobias (1979, 1986) presented a model of the cognitive effects of anxiety divided into three stages: input, processing and output. The input stage consists of the first exposure or contact students have with the language. If anxiety arises at this stage, students' reactions may act as a filter leading to confusion, lack of attention and reduced retention of information. Consequently, repetition of the task might be necessary to overcome these effects. In the processing stage, the learning of new vocabulary, the management of grammar rules, and development of short phrases occur. If anxiety arises during this stage, it acts as a distraction negatively impacting the learning process and the understanding and comprehension of new words and grammar structures. Finally, the output stage focuses on the improvement of speaking and writing production, where students are able to use the learned rules and communicate their feelings or needs in the foreign language. If anxiety arises at this stage, it can affect vocabulary, lead to the inappropriate use of grammar rules, and reveal an inability to communicate effectively, even when students have the necessary knowledge. Based on these three stages proposed by Tobias in both papers he wrote about anxiety and learning (1979, p. 573-582). It can be stated that anxiety has a significant impact on the process of learning a new language and can appear at any stage of that process.

Additionally, it can be stated that in the first stage, input works as a filter that may create a division between the previous background (native language) and new knowledge (foreign language). This means that the given information is often not understood and learned properly. In the second stage, processing acts as a distraction, which is not helpful in the learning of new vocabulary, grammar structure, and semantic meaning. This leads to the last stage, called output, where anxiety influences the performance and development of speaking and writing skills. Finally, these three stages usually appear in students' learning process.

Graphic 2

Anxiety in the stages of learning based on Tobias (1979 p. 573-582)

Anxiety in the Stages of Learning

Input
- Filter
- Affects on the retention of vocabulary and information

Processing
- Distration
- Affects on learning new knowledge and management of new grammar.

Output
- Influence in communication
- Affects on the speaking performance and writing development
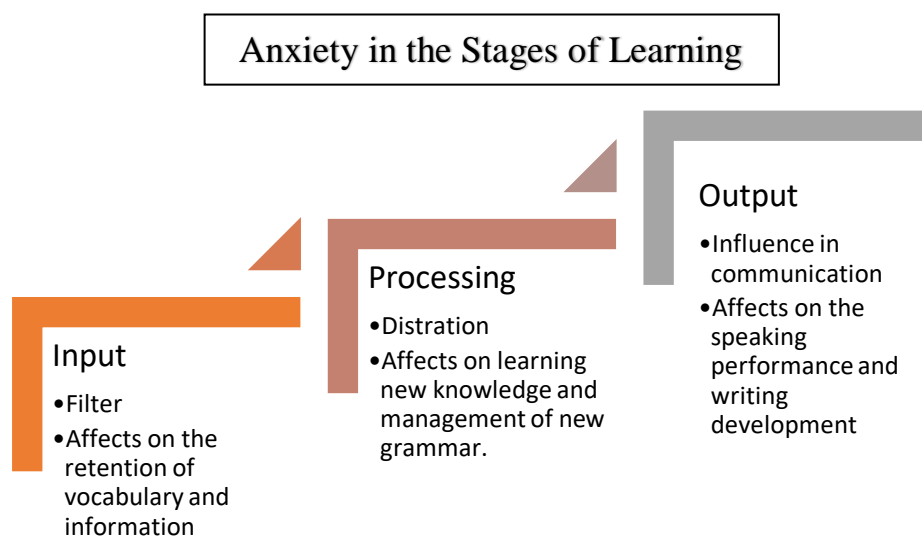
Finally, a graphic is presented that summarizes anxiety in the learning stages explained above. It focuses on how anxiety can act in those stages, for example: in the input stage anxiety can act as a filter, in the processing, as a distraction, and in output, it directly affects communication. Additionally, the graphic summarizes how anxiety interferes with the learning process, indicating which skills are affected.

18

2.3.2. FOREIGN LANGUAGE ANXIETY MODEL OF LEARNING BY YOUNG (1999)

In addition, the model proposed by Young is taken into account, which is based on the previous model (Tobias, 1979) with the difference that Young established that if anxiety is present in one of these stages, it will be present in all stages. It means that if students experience anxiety in the first stage, it will persist through to the last stage, affecting the entirely learning process.

a)   Input Stage

In the initial stage, anxiety serves as barrier, provoking doubts about whether the information or knowledge has been acquired properly. Moreover, the presence of anxious feelings plays a crucial role in the cognitive process and it works as an obstacle in the acquisition of a new language and leading students to have an incomprehensible language use.

b)   Processing Stage

In the second stage, anxiety function as a distraction. This means that students become somewhat lost in processing and acquiring knowledge effectively. When students feel worried and anxious, they often struggle to process words, phrases, grammar rules. Consequently, more time is required to process the lesson and new knowledge, resulting in a gradually slower learning process.

c)   Output Stage

In this final stage, anxiety significantly impacts the quality of students' performance. Furthermore, anxiety affects the student's perception of themselves, causing feelings of worry and self-doubt. These symptoms may manifest in a lack of participation and excessive avoidance of language use. According to Oxford (1999), there are certain aspects that show a negative correlation with anxiety; the grades students obtain, proficiency test scores, performance in speaking and writing, as well as students´ self-confidence and self-esteem in foreign languages classes.

In conclusion, if anxiety impacts one of those three stages, it invariably affects all subsequent stages. Consequently, if the initial step fails, knowledge does not progress through the subsequent stages. Based on the aforementioned explanation, it can be concluded that foreign language anxiety significantly influences students' performance, particularly in speaking. Given this assertion, the possible factors contributing for the appearance of foreign language anxiety are explained below.

2.3.3. POSSIBLE FACTORS THAT CONTRIBUTE TO FOREIGN LANGUAGE ANXIETY (FLA)

Graphic 3

Based on the conceptual model of analysis of factors causing Foreign Language Anxiety (FLA).
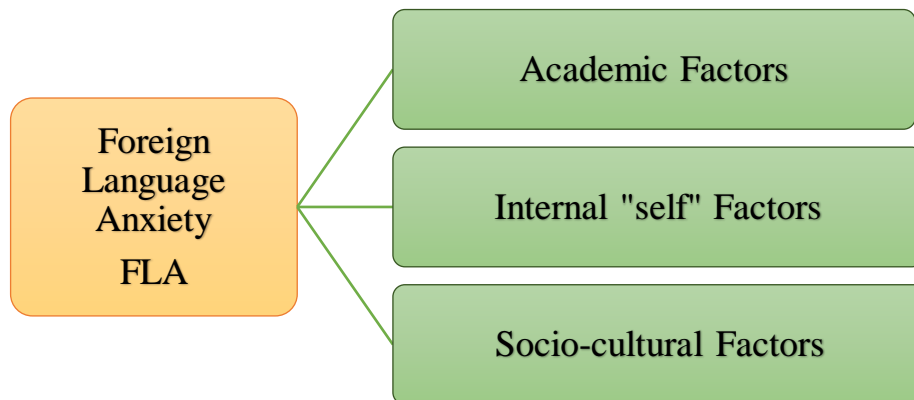
Anxiety can appear from various sources and factors. These factors may come from the personal self-esteem students have, the classroom activities, or the methods which are used by teachers in the design of their lesson plans. For instance, the most common stage where anxiety can be seen is in the speaking activities. There are different possible factors that contribute to the appearance of foreign language anxiety, but the common factors that influence this appearance are centered in the academic factors, internal "self" factors, and socio-cultural factors. These are described and based on different authors and in the research carried out by Armanzo (2019).

a)   Academic factors

The academic factor that contributes to anxiety is the method applied in teaching. For instance, if teaching methods are not effective for a particular class, misunderstanding can occur. As Worde explained "The inability to comprehend what was being said in the classroom provoked considerable anxiety" (2003, p.5). Moreover, the relationship between teachers and students is crucial inside the classroom. For instance, a threatening method, such as calling on students one after another in seating order, may also generated anxiety, as Oxford (1999) mentions. Severe correction, ridicule, and the uncomfortable handling of mistake in front of the class are among the most important interactions between teachers and students related to language anxiety.

b)   Internal "Self" Factor

Another important factor that produces anxiety comes from the students themselves; it is the internal factor related to students' beliefs about themselves and the language learning process. First, some students may fail and think that learning a foreign language is difficult because they believe they have to speak or perform perfectly. Such a belief can lead to language anxiety. Second, it may be a consequence of the low self-esteem students have, thinking less about their capabilities. As stated by Price "Anxious students believe their language skill were weaker than the others" (1991, p. 101). This belief is usually enough to create negative thinking about language and speaking abilities. Last but not least, sometimes anxiety is caused by the lack of preparation students have. This lack of preparation will absolutely make the students feel anxious if they cannot perform well.

In addition, students' beliefs about foreign language classes often describe them as a stressful class or activity where they cannot understand the lesson completely and do not have sufficient time to comprehend the material because of its excessive amount. Unfortunately, the difficulties

that students deal with in foreign language classes are not worthwhile as the results are not really satisfactory compared to other subjects. Therefore, students are likely to think that foreign language classes (English) are more demanding and difficult than other subjects.

c) Socio - Cultural factor

Horwitz stated that "speaking in a foreign language is the most anxiety-producing experience" (1986, p.127). For instance, students who must give an oral presentation in front of a class usually tend to be more anxious, nervous and worried about their environment, which generally ends up affecting their performance and the use of the language. As it was established, speaking activities are prone to anxiety since, in these activities, students not only have to communicate with their limited abilities and knowledge of the foreign language but also have to manage the anxiety within themselves, especially when they are going to be tested by the teacher or have to perform in front of their classmates. Due to the lack of competence in the use of the language, the feeling of anxiety and fear increases, usually leading them to commit mistakes, which ends with more fear of being ridiculed. Therefore, students prefer to be quite rather than be participative or develop their speaking abilities in English just because they want to avoid the judgement.

In conclusion, it can be affirmed that anxiety has a major influence on student's performance, as some types of anxiety can appear at any stage of learning. In other words, the presence of foreign language anxiety (FLA) in students' performance does not contribute to the development and improvement of the language learning process. The factors that affect and contribute to the appearance of foreign language anxiety are described and divided into three main groups: academic, internal and sociocultural factors that can contribute to the presence of anxiety in the development and performance of the foreign language. Similarly, within these factors, the paper focuses on the academic and internal "self" factors because they are more related to the investigation. Nevertheless, the sociocultural factors are, in a certain way, included

in the internal "self" factors, since this factor is also presented in students' performance and believes when speaking.

Finally, foreign language anxiety appears in the learning processes and affects students' performance, especially when this performance has to be oral or conversational. Both concepts are included in the development of speaking skills. Thus, speaking is also significant for this paper. This skill is described in the next paragraphs, taking into account its elements, characteristics and categorization.

2.4. SPEAKING

Hornby (1995) as cited in Armanzo (2019) defined speaking.

Speaking is the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable (…) its meaning lies in the structure and meaning of all language, whether this is written or spoken. But speaking nevertheless differs from written language in a number of respects (p. 21).

In other words, speaking can be defined as the use of words and the capability to use the language to express one´s feelings, emotions, desires and needs in order to communicate with others.

In addition, Pollard (2008) states that speaking is one of the most difficult skills that students have to master. One of the reasons that speaking is more complicated for students is because they do not have sufficient contact with the language (English), as the country is a non-native English speaking. Therefore, most of the time, students speak their mother tongue to communicate instead of English. Moreover, many students cannot speak openly in English since

they do not know how to express themselves, neither knowing what they want to say or how to say that it, which ends with a problem of miscommunication. Finally, speaking can be challenging not only for students but also for teachers, who need to avoid mistakes and find suitable ways of lecturing and practice.

2.4.1. THE ELEMENTS OF SPEAKING

The elements of speaking can be divided into six components established by Richards and Rogers (1986). Generally, these six elements are recognized as crucial aspects in the learning process. Therefore, teachers and students should master these in order to use and to practice the language they are teaching and learning. The six components of speaking are described in the following.

a) Pronunciation

Pronunciation can be described as "the way for students to produce clearer language when they speak." Kurniati (2015, p.6). Pronunciation plays a vital role in making the process of communication easy to understand among people involved in the speaking performance. As pronunciation is the main reason, it cannot largely be taught successfully by imitation or repetition. Consequently, teachers should have a good level of pronunciation in English and they can use different methods and materials that can be implemented in class, like audios and videos of American or British conversation. Then, students can copy and adapt their listening skills in order to develop their speaking skill.

b) Vocabulary

Vocabulary is the appropriate diction and knowledge of enough words in the target language that are used in conversation. There are two types of vocabulary: active and passive. The former consists of the words which students need to learn and understand, therefore these can be used in speaking and the latter are the words which teachers want the students to understand in order to reply (Armanzo, 2019). Vocabulary is fundamental in the development of speaking because it gives students the capability to express and to communicate what they want.

c) Grammar

The use of an accepted sentence in conversation is necessary for students. The students' ability to manipulate the structure and to decide the appropriateness of grammatical form in speaking is crucial and vital in the performance of the language. Defined by Francis (1958) "Grammar whose subject matter is the organization of words into various combinations, often representing many layers of structure, such as phrase, sentences, and complete utterances" (p. 44). Additionally, grammar and its rules are generally introduced in textbooks in two ways, either the new rules are incorporated in the dialogue and narrative, or they are presented in example sentences at the beginning of the lesson. It can be concluded that grammar is a set of structures where we have to follow rules in order to make correct sentences.

d) Accuracy and Fluency

Fluency and accuracy are important goals to achieve in the development of speaking. Richards, Platt and Weber (1985) definition of fluency is "the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress, rate

of speaking, and use of interjections and interruptions" (p. 108) and accuracy refers to "the ability to produce grammatically correct sentences" (p. 109). In other words, the appropriateness and correct use of the language which include the use of grammar rules and the native and natural expressions and features to speak English. In conclusion, accuracy and fluency are fundamental in the development of speaking because both interfere in the students' speaking performance and the use of the foreign language.

e) Comprehension

According to Hornby (1995) comprehension is the power of understanding the context and what is being talked about in the conversation. Moreover, it can be described as the ability to understand and be aware of what the speaker is trying to say or communicate in the conversation. Comprehension is the students' understanding of what is happening in the dialogue they are involved in. Then, it is an important element that has to be taken into account in the students´ speaking performances in order to increase and improve their practice and use of the language.

All the elements are extremely important in the development of speaking skills in students. The principal reason teachers have to take into account all these elements, such as the use of vocabulary, the application of grammar, the fluency and accuracy students presents in their performances and the comprehension about the topics or conversations, is because all these elements are crucial in teaching and learning process. Additionally, these elements are part of the purpose of teaching and learning a language, which is the use of the new language as a means of communication where students can express their feelings, necessities and information clearly and without hesitation, Then the appropriate use of these elements is significant in speaking and in the use of language in general.

2.4.2. TYPES OF SPEAKING

The progress of speaking in a classroom involves the interaction between teacher-students and students-students which is more challenging in the planning of lessons compared with writing and reading skills and it can be comparable to the development of listening skill. Then, speaking has a unique characteristic as speakers usually do not use formal language and typically say what they think in short answers. Based on that, Brown (2004) established six types of speaking, which are explained in the next part.

Graphic 4

Model based on Brown (2004) Types of Speaking.
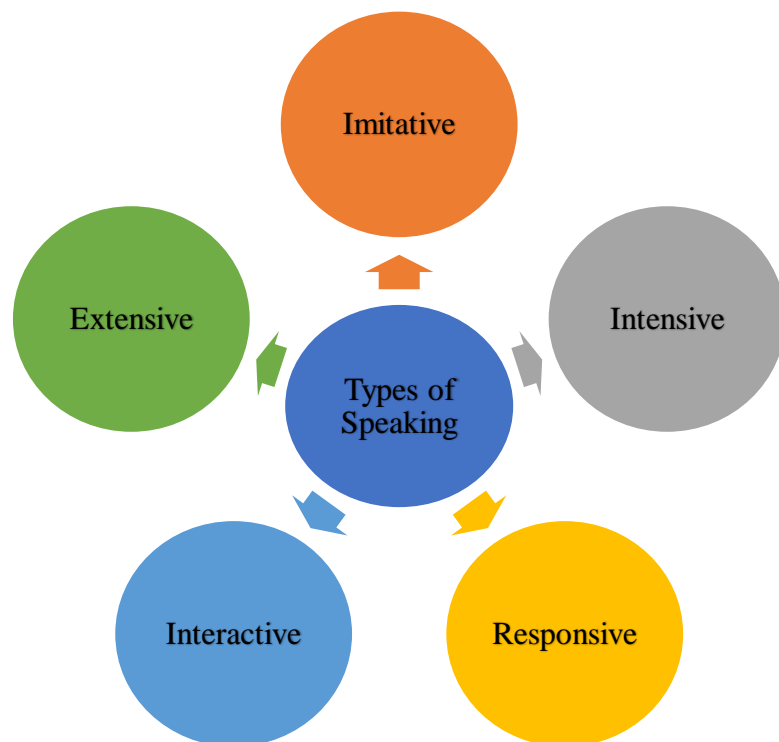
a) Imitative

Imitative is the first type of speaking performance. It is the ability to simply imitate by repetition a word, a phrase or a simple sentence. Although this is mainly a phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the standard performance. Nonetheless, for the purpose of the research the point of interest is within the oral production that involves the pronunciation and comprehension of what is being said and what is being repeated.

b) Intensive

Intensive is related to the production of short sentences or phrases in oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as intonation, stress, rhythm and juncture). This type of speaking is related to semantics and pragmatics aspects of the language, which implies that depending on the intensity of the speech, the meaning of the sentence can change or can express a completely different meaning in conversation guiding the type of response expected.

c) Responsive

Responsive includes the interaction and the comprehension in a limited level of very shorts conversations, like standard greetings, small talks or simple requests and comments among the participants who are speaking. This can be a variety of short replies between teacher and students or students themselves, who asks simple questions, comments about recent topics, or receive the usual teacher commands or guidance asking students to give or follow instructions and directions. Those replies are usually sufficient and meaningful.

d) Interactive

Interactive speaking includes multiple exchange of information among participants. Also, it takes into account the two forms of transactional language. The first has the purpose of exchanging specific information, and the second is focused on the interpersonal exchanges which have the purpose of maintaining social relationship. In other words, interactive is a very dynamic type of speaking.

The difference between responsive and interactive speaking is the length and complexity of the interaction. The former just take a few minutes and short time and short answers, and usually it takes a few exchanges and just two participants. On the opposite, the latter implies an actual conversation where the speakers share their feelings and information and also it includes multiple exchanges and participants.

e) Extensive (monologue)

Extensive oral performance includes speeches, oral representations and storytelling. Then, the opportunity for oral interaction among students or teacher-students is highly limited (perhaps to non-verbal responses). This type of speaking usually occurs when teachers are explaining some grammars rules students have to learn or explaining the activities that students should follow, where students have to pay attention in order to retain this new information.

In conclusion, every type of speaking has its own characteristics, like where it takes place or when they appear in the learning process. It can be established, that the advancement of level in the learning of English as a foreign language, the appearance and development of the types of speaking advance as well. For instance, the imitative speaking is usually shown at the beginning

of learning English, followed by the responsive speaking. But accordingly, as language learning progresses, the intensive and interactive speaking appear as students are able to communicate better between each other and can keep simple conversations, which ends with the appearance of the extensive speaking. However, as well as the development of the types of speaking takes place in learning, the appearance of anxiety is also displayed. Unfortunately, the presence of anxiety in students' speaking performance is higher than in any other skills which provoke a decrease in the development and achievement of speaking and the language in general. Therefore, the possible characteristics for successful speaking are described in the following section.

2.4.3.   CHARACTERISTICS FOR A SUCCESSFUL SPEAKING

Graphic 5

Model based of Armanzo (2019) Characteristic for a successful Speaking.
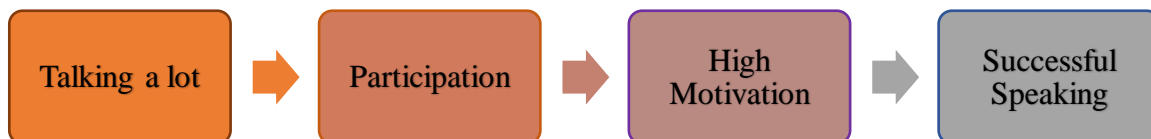
Based on Armanzo (2019) these are the characteristics for a successful speaking.

a) Talking a lot

To promote students being more talkative in English, students should have more opportunities to talk in class. For instance, the less the teacher talks, the better for students, since they could

have more time to use and to communicate in class. Moreover, teachers should implement interactive and more participative activities in the class, including the students the most, to motivate them to be more participative and to talk in the foreign language.

b) Participation

Participation is the key at the moment to be able to speak in class. It is related to the previous characteristic; then, participation must be equal for all the participants in the class. Therefore, it does not have to be reserved just for a group of students. On the contrary, all the students have to be active and participate as much as they can in all the activities proposed by the teacher.

c) High Motivation

The motivation in order to learn a new language has to be high. This means students should present enthusiasm and show interest in participating in class activities, but also teachers must find ways to motivate students to keep learning. Additionally, they should create a comfortable environment where students can perform and feel less anxious when they are speaking.

As a general conclusion, it can be established that anxiety and speaking are closely related. Furthermore, anxiety can be conceptualized as a psychological phenomenon that involves feelings like fear, panic and stress in threatening and specific circumstances or stressful situations. In other hand, Speaking is the capability of using the language in a variety of situations and circumstances in order to communicate feelings, interests and information about ourselves. In view of both definitions, it can be stated that performing in a foreign language usually tends to lead into threatening situations or circumstances which provoke the appearance of anxiety in speaking.

In summary, anxiety normally appears in speaking performance of a foreign language. Moreover, the feeling of anxiety present in speaking is not only influenced by the linguistic ability or knowledge of the language but also by the context where these performances are taking place and the beliefs, confidence and self-esteem students have about themselves. As a final point, speaking in a different language is a challenge and it usually leads into feeling anxious since there is a lot of information like vocabulary, grammar structures, semantics and pragmatics to comprehend and to understand in order to be capable of perform in a different language. Therefore, it can be affirmed that anxiety will always be present in learning a new language, especially in speaking development.

CHAPTER III

3. METHODOLOGY

The present research is established in the scientific method defined by Neville (2007) as "A process of inquiry and investigation; it is systematic, methodical and ethical; research can help solve practical problems and increase knowledge." (p.1). In other words, the development of this research is based on a methodological and systematic process. It follows a logical order; first, the description of the problem is presented, followed by the theoretical background and basic concepts that the present paper is based on. Finally, the acquisition of the required data, analysis and description are linked to a discussion and conclusions of the research.

There are two important approaches in research. The first one, qualitative research is based on less palpable data, as it focuses on understanding the perceptions and experiences of people who are part of the sample. And the second one, quantitative research, focuses on tangible and measurable aspects of the data obtained for the research. Aliaga, M. and Gunderson, B. (2002) defined quantitative research as an approach that explains the phenomena gathering numerical data that is examined and analyzed using mathematical and statistical methods. Based on these concepts, the present research uses a quantitative method as this paper investigates the phenomena with a statistical analysis of the questionnaire applied as an instrument to collect the data needed for the purpose of the investigation. The data is analyzed, described and measured to generate new information that facilitates the development of the objectives and the verification of the proposed hypothesis.

According to Saunders, Lewis and Thornhill (2007) there are two important approaches in research: the deductive and inductive approaches. The former is based on previous theories and goes from a general to a specific context, while the latter goes from particular experiences to general theories or situations. In addition, Gay and Airasian (2003, p.4) stated that "an inductive

research approach is typically qualitative in nature, while a deductive research approach is typically quantitative in nature". Then, the present research is based on the deductive approach because it is supported by previous theories and studies related to anxiety and trigger factors that can develop anxiety problems in students' speaking performance and how these can affect the process of learning a new language.

The research scope is placed on a descriptive study. As Calderon (2006) defined "descriptive research has a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause- effect relationships and then making adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods." (p. 169). Consequently, this study is under the descriptive scope since it attempts to establish the influence of foreign language anxiety factors in speaking skills of English students, making a description of all the factors involved in the appearance of anxiety and how it can affect the students´ speaking performance.

3.1.RESEARCH DESIGN

According to Hernandez (1997) there are two main different designs in research: the experimental and non- experimental. The experimental design takes into consideration additional circumstances or situations that can be modified by the researcher, attempting to prove that one of the circumstances is more relevant than the others and its effects can be measured. In contrast, the non- experimental design just presents the phenomenon without external interferences, meaning that the researcher cannot modify or control the circumstances or situations where the phenomena is happening. As Hernandez (1997) states non- experimental design involves observing the phenomena within their natural context in order to analyze and describe them later; then, the variables are not manipulated by the researcher. Based on these definitions, this study is under the non-experimental design since the researcher did not interfere with the phenomena studied and make a description of all the information and data collected related to the students' anxiety factors that are presented in their speaking performance. As it

was established in the objectives of this paper, it focuses on analyzing and describing the anxiety factors presented in students and how they influence their speaking performance.

In addition, the research applies a cross-sectional study (also called a transverse study) as Campbell, Machin, & Walters defined as a cross-sectional study describes a group of subjects at one particular point in time (2007). In other words, in this type of study the data is collected in a single period of time without modifying the variables involved and the sample studied belongs to a specific group of people that share some characteristics needed by the research. Moreover, this cross-sectional study uses a descriptive research that focuses on the portrayal and analysis of the phenomena studied.

In summary, the present research is established within the scientific method. The study works under a quantitative research since it identifies, describes and measures the anxiety factors presented in students when they speak in English. In addition, the research design follows a non-experimental design and uses a cross-sectional study to determine where the required data was taken and who part of the sample taken into account were. Subsequently, it applies a descriptive scope model since the study first studies the concepts and theoretical background about the phenomena and then plans the variables that take part in the study and possible answers. Then, it applies a questionnaire used as an instrument to acquire the needed data that is analyzed, described and measured in order to stablish a possible influence of these anxiety factors in the development of students´ speaking performance. Finally, this research is deductive since it used the theoretical background and some previous investigation in order to establish the possible answer related to the influence of the anxiety factors in the students´ speaking performance.

3.2. POPULATION AND SAMPLE

The development of a research study must consider the population and sample studied. Population can be defined as a group of elements that share a series of specifications and characteristics which are part of all the objects of study. In this case, English students. Then, a sample is defined as a part of the population which shares the same characteristics and stipulations but in a small group or small numbers of participants that can be easily studied and measured, helping the researcher obtain relevant data. (Babbie, 2007).

In the present study, the population is the complete English students of Central House at Centro Boliviano Americano (CBA) in La Paz city, which according to the data obtained by the CBA, is composed of one thousand three hundred (1300) students. The sample taken into account are the students that belong to Summit II level at CBA that is composed of one hundred four (104) students that belong to the last courses of English.

In order to obtain the sample, two important definitions are taken into account: *probabilistic* and *non- probabilistic* sample. As it is known, in the probabilistic sample, everyone related to the population studied has the same chance of being chosen. On the contrary, the non- probabilistic sample is based on the purpose of the investigation and the researcher´s needs, meaning that judgment is required to select the sample (Doherty, 1994). Moreover, the *purposive non-probabilistic sample* is applied in the present investigation since the researcher selected the sample for the purpose of the investigation. This means the sample selected cover specific characteristics needed for the investigation. These characteristics were that the sample should be students of English as a foreign language; the sample should be part of a high level of learning English, meaning the last courses; the sample must have some experience in learning, meaning they must have at least a year studying English; and the sample must be capable of performing and speaking in English.

According to these definitions, the *purposive non - probabilistic sample* is applied since the sample selected is the complete English students from Summit II at CBA which consist of 104 students. This means all students that belong to that level are taken into account because they cover all the necessities established by the researcher in order to achieve the development of the investigation. In other words, the sample consist on six courses that belong to Summit II. These courses are Summit 2.1.; Summit 2.2 and summit 2.3 those are divided in two parallel respectively (see the table 1). Moreover, this level has been chosen because students that are part of this level have an adequate and suitable level of English, where they can already express and communicate in English, and they have experience in learning English and the difficulties and challenges that implies learning a new language.

Table 1

Sample applied in the study

Level	Course	Parallel	N° of students
SUMMIT II	Summit 2.1	A	12
		B	22
	Summit 2.2	A	13
		B	17
	Summit 2.3	A	19
		B	21
Total Number of Students			104

3.3. HYPOTHESIS AND VARIABLES

3.3.1. HYPOTHESIS

The formulation of the hypothesis is fundamental in the development of a research study. The hypothesis can be explained as a possible answer or explanation to the main question for the study. The hypothesis is a deduction taken from previous studies that should be proved or refuted in the development of the research. According to Sarantakos (2013) a hypothesis can be defined as "a tentative explanation of the research problem, a possible outcome of the research, or an educated guess about the research outcome." (p. 161). Taking into account these definitions, the hypothesis formulated is based on the scientific method, since it suggests a possible explanation to the studied phenomenon and it shows a possible influence between the variables in the hypothesis. Related to the design of the research, the hypothesis presented is deductive because it is based on the theoretical background and previous researches about anxiety and speaking skills. In addition, the hypothesis presented is descriptive because it establishes the influence of foreign language anxiety factors over the development of the speaking skills in English students.

Hypothesis I

The foreign language anxiety factors have a high influence on speaking skills in foreign language Summit II course students at Centro Boliviano Americano in La Paz city in 2023.

Hypothesis II

The internal "self" anxiety factors have a higher influence in the development of speaking than the academic and socio-cultural factors in the students of Summit II at Centro Boliviano Americano in La Paz city in 2023.

3.3.2. VARIABLES

The variables are closely related to the hypotheses. According to Adegun (2005), in the educational field, research is always concerned to establish the influence and the relationship between variables and every aspect of the paper needs fundamental characteristics and features called variables. In other words, variables are a fundamental part of the research and hypotheses development.

There are two types of variables related to their functionality: the independent and dependent variables. The independent variable, or variable X, is presented as the possible causal variable, and the dependent variable, or variable Y, is presented as the effect or result variable (Kerlinger,1986). In other words, the independent variable can influence the dependent variable. Thus, the variables *related* to this study can be represented as:

Table 2

Identification of Variables

Variable X	Variable Y
Foreign language Anxiety factors	Speaking skills

3.4. OPERATIONALIZATION OF VARIABLES

The principal characteristic of the operalization of variables is to change the concepts and definitions into measurable units; in other words, to pass the abstract definitions into measurable

items. Variables are divided into dimensions and indicators; the last one can be manipulated, analyzed and classified. Following this process means making the variables measurable.

3.4.1. Conceptualization of variables

As mentioned before, this study presents two variables, the anxiety factors and speaking skill. Both variables are defined next.

Variable X, foreign language anxiety factor, can be defined as a "feeling of intimidation and inadequacy over the prospect of learning a foreign language" (Brown, 1994). In other words, foreign language anxiety is related to feelings of repression or oppression and nervousness that appear in students' performance. Usually, the development and management of a foreign language in front of others is a stressful activity which results in anxious feelings that represent a problem in learning and the use of the new language.

Variable Y, speaking skills, according to Hornby (1995), is "the verbal use of language to communicate with others. The purposes for which we wish to communicate with others are so large that they are innumerable (…) Its meaning lies in the structure and meaning of all language, whether this is written or spoken. But speaking nevertheless differs from written language in a number of respects". It means that speaking is the ability to use the English language in order to express feelings, emotions, desires and necessities to be able to communicate with others.

In conclusion, the variables involved in the research, foreign language anxiety and speaking skill, are connected because both appear in the development of learning a new language. Anxiety is generally present in the stages of learning and in the skills students have to develop. On the other hand, speaking is one of the most important skills that should be mastered by students in order to prove and to show they are capable to communicate in a foreign language. Finally, the

operationalization of the foreign language anxiety and the speaking skills are introduced

3.4.2. Operalization of Variables

Table 3

Operationalization of Variable – Foreign Language Anxiety Factors

VARIABLE	DIMENSIONS	INDICATORS	QUESTION ITEMS
FOREIGN LANGUAGE ANXIETY	Sociocultural Factors	Gender	✓ Male (M) ✓ Female (F)
		Students Beliefs	✓ How do you rate your English-speaking skills? ✓ How often do you practice English? ✓ Have you ever thought about "embarrassment" in speaking English as a feeling that you experienced as a student? ✓ How often do you feel embarrassment when you speak in front of the class?
		Exposure to the language	✓ On a scale of 1 to 5, how much do you agree with the next sentence: "Practicing English with native speakers (face to face / virtually) may help me to improve my English- speaking kills"

Academic Factors		Speaking class activities	✓ Speak individually with the teacher.
			✓ Role play a situation spontaneously in front of the class
			✓ Read orally in class
			✓ Make an oral presentation or sketch in front of the class.
			✓ Work in groups of 3 or 4
			✓ Repeat individually after the teacher.
			✓ Present a prepared dialogue in front of the class
			✓ Speak in front of the class spontaneously. For example, when answering questions or giving and opinion.
			✓ Compete in class games by teams
			✓ Open discussion based on volunteer participation.
			✓ Interview each other in pairs.
		Management of the class	✓ What does your teacher do to decrease any anxiety factor you may present in English class?
			✓ What characteristics does your teacher have which tend to reduce your anxiety about speaking in class?

	Internal "self" Factors	Negative self-perception/ low self-esteem	✓ I would feel less self-conscious about speaking in class in front of others if I knew them better. ✓ I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing. ✓ I am more willing to speak in class when we have a debate scheduled. ✓ I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it was not such a big deal to make a mistake.
		Attitudes toward the English Language	✓ I am less anxious in class when I am not the only person answering a question. ✓ I would get less upset about my class if we did not have to cover so much material in such a short period of time. ✓ I feel comfortable in class when I come to class prepared. ✓ I like going to class when we are going to role-play situations. ✓ I am more willing to participate

			in class when the topics we discuss are interesting.
			✓ I would be less nervous about taking an oral test in English if I got more speaking practice in class.
			✓ I would feel more comfortable if teachers never corrected our mistakes in front of the class.
			✓ I feel uneasy when my classmates are asked to correct my mistakes in class.
		Negative experiences fear of taking risks.	✓ I think I can speak English pretty well, but when I know I am being tested, I get confused.
			✓ I feel more comfortable in class when I don't have to get in front of the class.
			✓ I would feel better about speaking in class if the class were smaller.
			✓ I prefer to be allowed to volunteer an answer instead of being called on to give an answer.
			✓ I enjoy class when I can work with another student.

Based on Armanzo (2019), foreign language anxiety factor is divided into three dimensions: sociocultural, academic and internal "self" factors; these factors influence on the development of anxiety in students. Consequently, these dimensions are subdivided into indicators which help with the acquisition of reliable data. The first factor, the sociocultural factors, presents three indicators a) gender; male and female, b) the students' beliefs about learning a foreign language that can be related to the use of a new language and the feelings, reactions or impression that students can present in the process of learning which leads into anxiety problems and finally c) the exposure to the language that some students can experience, developing more contact with native language speakers and English-language environments.

In addition, the academic factor takes into account the following indicators: a) the speaking class activities, which involve the students' participation in class, such as in presentations, role-plays, performances and tests; and b) the management of the class activities, which is related to the ways of teaching or teachers' encouragement in class activities where students should be more participative and be more interactive with their classmates. These indicators are considered as possible factors that can lead students into anxiety or stressful situations that unconsciously or consciously influence their process of learning English. As a final point, the internal factors are related to behaviors and attitudes students have towards learning a new language. Three important indicators are taking into account: a) the negative self-perception or low self-esteem students can perceive about themselves; b) the attitudes toward the foreign language, which can be positive, negative or neutral, depending on the previous or actual experiences students have while learning; and c) the negative experience that some students have felt while learning a new language, leading to no more participation in class as they clearly do not have proper control over what they want to express in the foreign language. Consequently, they prefer to be silent or not participate in class, avoiding any interaction with the new language.

Table 4

Operalization of Variables- Speaking

VARIABLE	DIMENSIONS	INDICATORS
Speaking	Parameters and Methods applied by CBA	Grades

In addition, speaking skills involve many abilities, competences and knowledge students have to achieve in order to make their speaking performance communicative and understandable. Therefore, the speaking skills are based on the parameters and methods that the "Centro Boliviano Americano" uses to measure the level of speaking skills in students. It means that to measure the level of development of speaking skills in students on English at CBA, the data obtained was directly from the CBA registers and students´ marks.

3.5.INSTRUMENT AND DATA ANALYSIS

In order to collect the data required for the study, the instrument employed was a questionnaire. The instrument has four parts, where students have to answer some general questions related to the three factors taken into account in the study. For instance, the sociological factors (part I) include questions about gender and some background information. In this case, gender is considered an intervening variable, defined by Glen (n.d.) as a variable that can be related to the dependant variable and is influenced by the independent variable but it cannot be measured or manipulated. In other words, gender works as an intervening variable since it helps identify a possible difference between men´s and women´s speaking performance with the appearance of anxiety factors. Additionally, this variable helps in the description of the influence of anxiety factors on speaking skills and how these factors are presented in students of both genders. Next,

the academic factors (part II and III) are related to the use of the language, class activities and management of the class activities. Finally, the internal factors (part IV) are closely related to the anxiety factors that appear in speaking. In addition, every part of the questionnaire is analyzed over one hundred percent each. The results obtained from the questionnaire are described, analyzed and measured to get the results and conclusions of the research.

Finally, to determine the speaking skills of the English's students, the students´ speaking skills information is obtained directly from the Centro Boliviano Americano (CBA). This means that the speaking skills are obtained from the teachers' evaluations tables, which have more accuracy and reliability with the results found.

Objective of the instrument

✓ To obtain the useful data about the influence of anxiety factors in speaking skill in students of English.

The objective of the instrument is simple. It is applied just to get the necessary information and data to accomplish the development of the present research.

3.5.1. Description of the Questionnaire.

The questionnaire is divided into four parts. The first part is related to the sociocultural factors, based on the study of Occhipinti (2009) where students' beliefs and personal information about their development of speaking skills and personal experiences communicating in the English language are examined. For instance, some situations when students have to practice and use the language include talking with a foreigner and having some contact with English speaking people.

The second part of the questionnaire is related to academic factors, especially those that are related to speaking activities in class and how students feel during a speaking activity and the levels of anxiety that it involves. In this part, students are asked to rate 11 affirmations related to their level of anxiety in certain speaking situations. This measured level of anxiety is based on the Likert scale rating which goes from very relaxed (1), moderately relaxed (2), neither relaxed nor anxious (3), moderately anxious (4) to very anxious (5). This scale is taken from the study by Young (1990) about speaking anxiety, where the researcher, in an attempt to measure the level of anxiety in students, created a table of possible class activities that can provoke anxiety. This table is based on a revision of certain activities analyzed and recorded over two years as Young worked as a supervisor of first-year Spanish courses at the university level.

Additionally, the third part is related to management of the class activities, where students have to respond about the teaching methods and characteristics of the teacher´s management of the class, such as handling mistakes and conducting speaking class activities. As these elements usually can influence students' performance and use of the language, they are the principal reasons that were taken into account into the research instrument. Although this study focuses on the anxiety factors that can influence students' speaking skill performance, it also wants to have an overview of anxiety and how it is managed in the class and what could be the possible factors that contribute with the appearance or reduction of anxiety. In summary, this part of the questionnaire aims to identify the factors or characteristics that could influence the appearance or reduction of anxiety presented in students.

The fourth part is related to internal factors, where students have to answer 17 reactions associated with class activities and foreign language anxiety. Also, this part is based on Young's research that focused on the relationship between foreign language anxiety and class activities like pair and group work, training and motivation students have in class and whether they agree or disagree with the statements proposed. However, in this paper, the agreement chart is replaced with a level of anxiety scale based on the model of Horwitz (1986). This means that students have to rate their anxiety level using a five-point scale, where 5 states ¨strongly agree¨ and 1

states ¨strongly disagree¨. In other words, the short phrases of agreement or disagreement were replaced by numbers (1 to 5) which benefit the data analysis. Finally, the questionnaire focuses on speaking performance since many of the items and affirmations are more linked to speaking skills.

In order to collect the proper data about the students' speaking skills, the data is directly obtained from students' results and outcomes in speaking tests or activities applied by the teachers. In other words, speaking skills data is collected directly from the teachers' evaluation cards of each student who was part of the sample.

In summary, the instrument is a questionnaire that it is divided into four parts, each one is associated with a specific factor such as the sociocultural, academic and internal factors that can influence students' speaking performance. Also, it is important to mention that the present questionnaire is based on two previous studies. The studies were established by Young in 1990 and Horwitz in 1986 about speaking anxiety, which focus on the foreign language anxiety factors in speaking (FLCAS). Each study used a similar methodology and instrument that allowed the researcher to establish the difficulties and more specifically, the anxiety factors that appear at the moment of performing in English and the influence that these have on speaking skill development.

3.5.2. Results and Data Analysis of the Questionnaire Applied

In order to analyze the data within a suitable environment and conduct an appropriate examination of the questionnaire, each section of the instrument is described separately. Moreover, each part of the questionnaire is analyzed over one hundred percent independently.

In the first part of the Questionnaire, related to the sociocultural factor is based on Occhipinti (2009) study was slightly modified in order to obtain the results required by the research. This means that while the questions were kept, the rating scale was modified by the researcher using the Absolute Category Rating (ACR) which assigns numbers (1-5) to the individual questions that students have to answer. In this scale, Excellent equals to 5 and Bad equals to 1; similarly, in the frequency rating where Always equals to 5 and Never equals to 1. This is explained in the next table designed during the development of the paper.

Table 5

Socio-cultural Factors Analysis Table designed by the researcher

Question	Reply / Level of measurement
Gender	Male / Female
1. How do you rate your English-speaking skills?	1. Bad 2. Poor 3. Fair 4. Good 5. Excellent
2. How often do you practice English? (include English classes activities and extra activities)	1. Never 2. Seldom 3. Sometimes 4. Often 5. Always
3. Have you ever thought about "embarrassment" in speaking English as a feeling that you experience as a student?	Yes/No
4. How often do you feel embarrassment when you speak in front of the class?	1. Never 2. Seldom 3. Sometimes 4. Often 5. Always

5.On a scale of 1 to 5, how much do you agree with the next sentence: "Practicing English with natives' speakers (face to face / virtually) may help me to improve my English-speaking skills"	1. Strongly disagree 2. Disagree 3. Neutral 4. Agree 5. Strongly agree

The analysis of data in the second part (see Appendix A – part II) is based on the ranking applied in the study of Young (1990) considering the percentage obtained in each answer that is related to anxiety itself and class activities. The third part (see Appendix A – part III) is analyzed according to the items students choose in respond to questions asked about the management of the class and teacher characteristics. This means that, there is a quantitative analysis of each question, taking into account the most common items chosen by students to describe and establish which characteristics are presented in order to manage and to reduce the appearance of anxiety in students' performance. Additionally, the last part (see Appendix A- part IV) is also based on the ranking applied in the Horwitz (1986) model, the agreement or disagreement model, in which a statement in the questionnaire represents the level of anxiety students can have in different situations, activities or contexts to which students are exposed.

Table 6

Ranking of Anxiety based on the models employed by Young and Horwitz.

N°	MODEL BY YOUNG (1990)	MODEL BY HORWITZ (1986)
1	Very relaxed	Strongly disagree
2	Moderated relaxed	Disagree
3	Neither relaxed nor anxious	Neither agree nor disagree
4	Moderated anxious	Agree
5	Very anxious	Strongly Agree

The used of two comparable ranking models is mainly because of the type of questions used as affirmations or reactions. In the former (part II) the items asked have to be related to the speaking activities that might cause any anxiety and how those influence in speaking performance of students, where *very relaxed* is equal to 1 and *very anxious* is equal to 5. Therefore, in the last part (part IV) some of the affirmations are directly related to the anxiety factors when students have to perform speaking tasks. The items formulated are simple reactions that students might agree or disagree with where *strongly disagree* is equal to 1 and *strongly agree* is equal to 5. In summary, the present questionnaire is based on the ranking of anxiety used in Young (1990) and Horwitz (1986) models about anxiety factors that can affect the speaking performances. Also, it is based on the methodology applied by Occhipinti (2009), where the original questionnaire was obtained. Finally, the present instrument was modified by the researcher in order to achieve the development and the objectives of the present research, especially focusing on speaking skills and the anxiety factors that can be present during speaking.

3.5.3. Validity and reliability of the instrument

The validity and reliability of the instrument applied has a crucial importance for the development and achievement of the entire research. As it is defined by Drost (2011) validity is "The extent to which a measure adequately represents the underlying construct that it is supposed to measure"; and reliability is "the extent to which measurements are repeatable when different people perform the measurement on different occasion, under different condition, supposedly with alternative instruments which measure the construct or skill". In other words, validity emphasizes the object of study and reliability centers its focus on whether the measurement is free from errors and minimizes the range of errors. Based on these definitions, the instrument applied in this study has validity and reliability, for the following reasons:

✓ The instrument has validity because it is based on the operalization of the variables, taking into account the two principal variables in the study: the foreign language anxiety factors and speaking skills.

- ✓ The application of the instrument supports the confirmation or refutation of the hypothesis.

- ✓ The questionnaire has already been tested and utilized in previous research related to our study. These studies are about anxiety factors and speaking skills.

- ✓ The design of the questionnaire is based on the methodology use by Occhipinti (2009) and it is supported by Young (1990) and Horwitz (1986) anxiety scale which provide the study with the necessary reliability.

- ✓ The utilization of four parts in the questionnaire, which focuses on factors that can cause anxiety in students' performance, indicates that the instrument is able to obtain the required data, taking into consideration the indicators that are part of the variables.

- ✓ The data is acquired directly from English students at Centro Boliviano Americano (CBA). Therefore, the data is reliable because the sample has enough knowledge of the process of learning, not only about English language but also the experiences on learning a foreign language and the benefits and complications that learning a new language implies.

In summary, the application of the questionnaire as the instrument of the study has validity and reliability. Validity, because it is based on the operationalization of variables, which focuses on the variables, the foreign language anxiety factors and speaking skills. Reliability since the questionnaire presented was already implemented in previous studies closely related to our research and it is based on two anxiety scales proposed by previous researchers like Young and Horwitz. In addition, the data is directly collected from English students, who have enough knowledge about the English language and are involved with the experiences and attitudes toward the development and learning of English as a foreign language.

CHAPTER IV

4. RESULTS AND CONCLUSIONS

In the present chapter, the analysis and interpretation of the instrument are developed. It means, this section includes the analysis of the questions and the data obtained the instrument that leads into the results and the conclusions acquired by the research. Additionally, the analysis of the instrument is presented for each segment; in other words, each part of the questionnaire is described separately. This description focusses on a quantitative report. Second, the results of these analysis contribute to establishing the influence of anxiety factors in speaking and determining which anxiety factor is more relevant at moment of performance in English. Finally, the conclusions and some recommendations are presented based on the results of the research.

4.1. ANALISYS AND DESCRIPTION OF THE DATA

According to the study, two variables are taken into account. The first variable is anxiety that can be classified into three important factors: sociocultural factors, academic factors and internal "self" factors. The second variable is speaking skill which implies the use and performance of the language in an accurate way. In order to analyze both variables, the analysis is divided into four parts, which focus on the anxiety factors mentioned and the speaking performance.

4.1.1. ANXIETY

In order to analyze the information collected with the questionnaire, the three anxiety factors are analyzed and described. These anxiety factors are: the sociocultural factors that involves learning a new language; the academic factors that involves the speaking activities that students have to perform in class and the internal factors that involves the feelings, emotions and reactions that students might experience while speaking and using the language. In this part, the three anxiety factors are presented and described separately (See Appendix C).

Additionally, in the next part, the analysis of the instrument is introduced. Based on the data analysis presented in Appendix C, the general data is represented in figures and percentages. These figures go from 1 to 40 and every part of the questionnaire is described separately in each figure and its analysis.

4.1.1.1. Sociocultural factors

As mentioned before, the sociocultural factors involve the *physical environment*, *social surrounding* and *cultural believes* that students have when learning the language which can influence the learning process. In this case, this study takes into account three important dimensions: gender, students' beliefs and the exposure to the language. The first one is divided into just two categories, male (M) and female (F); the second takes into account the appreciation and understanding that students have about themselves when learning English; and the last one, takes into account the training, preparation and exposure to the English language that students access to practice the new language. As it is established, this investigation is under the foreign language learning context, since these students are in a non-native English' speaking country, so they do not have complete exposure to the language. In this section each dimension is analyzed and described.

a) Gender

Figure 1

Sociocultural Factors – Gender
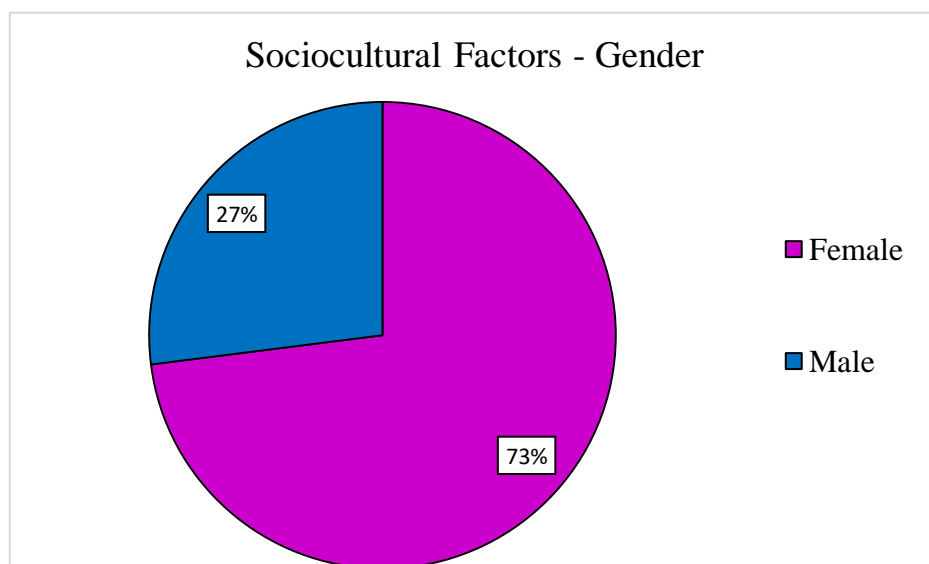
According to the questionnaire answers obtained from the students, the presence of female students is greater than that of male students. As it is reflected in figure 1, the presence of women is under 73% and men is only under 27%. This implies that 76 students are girls and only 28 students are boys. This means that the students' population consists of more females than males. However, upon checking the answers, this distinction does not have an effect or influence on their performance in English, as many factors appear equally in both genders.

Contrary to the social belief that girls are more talkative or confident in speaking, it can be observed that boys are more confident when speaking in class. Some studies show that boys usually have dominance in classroom dialogue, as it was observed in the study of Aukrust (2008) and Jule (2005). However, Aukrust (2008) discovered that these differences in language use do not interfere with the development or achievement results, where girls' achievement was usually

equal to or higher than boys´. Additionally, Carreira (2011) found that girls show a higher motivation and interest in learning languages or foreign cultures than boys, who usually show less persistence or motivation. Therefore, it can be summarized than gender does not affect the appearance of anxiety factors, as these factors are present in both genders equally. However, it can be noticed that sometimes boys are more participative, while girls are more motivated and persistent in class.

b) *Students Beliefs*

Figure 2

Sociocultural Factors - Students Beliefs

Sociocultural Factors - Student Beliefs

Legend:
- 1 Bad
- 2 Poor
- 3 Fair
- 4 Good
- 5 Excellent

Values shown: 1%, 40%, 58%, 1%

How do you rate your English-speaking skills?
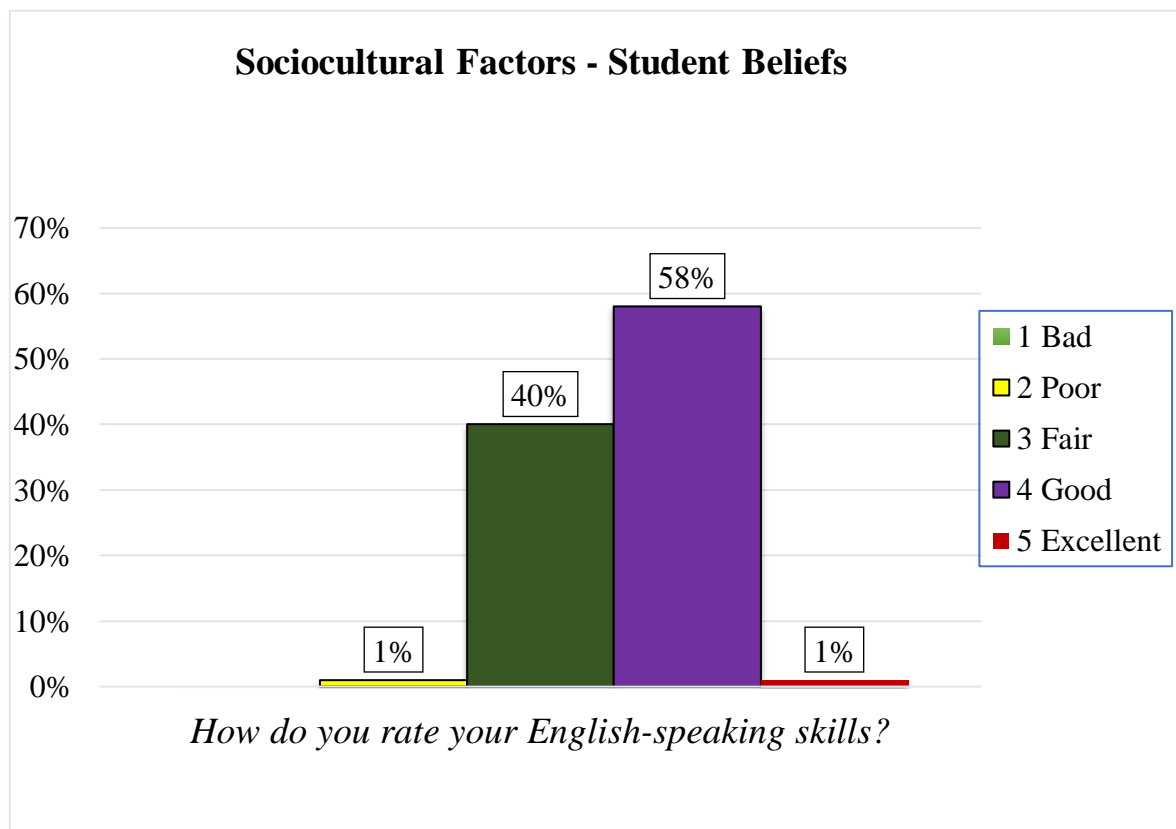
In this part, the sociocultural factor related to student beliefs are analyzed and classified. As it can be seen in figure 2, the first question of the questionnaire is interpreted. The first question aims to establish the students´ self-assessment of their knowledge in English particularly their

speaking skill. The question itself is, *How do you rate your English-speaking skills?* Where students have to choose on a scale from Excellent (5) to Bad (1). The scale used in this question is the Quality Likert Scale.

Analyzing the questionnaire, it can be observed that most of the students are confident about their English level, as they most commonly chose the fourth option, *good*, with 58% approval, followed by the third option, *fair,* with 40%. The second and fifth option, *poor and excellent* respectively, were both chosen by only 1% of students. Fortunately, the first option, *bad*, was not chosen. Summarizing, it can be established that many students have enough confidence and feel capable of their performance in English.

Figure 3

Sociocultural Factors - Students Beliefs
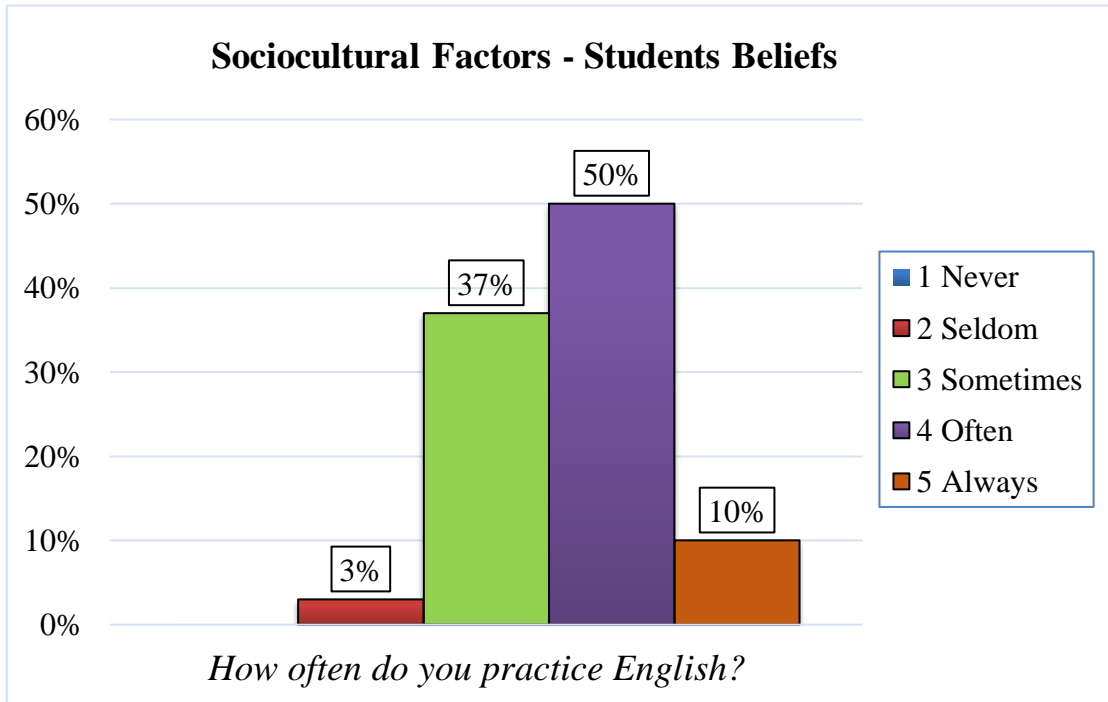
The second question related to the sociocultural factors is, *How often do you practice English?*
Using the Frequency Likert scale to measure of often students put into practice their knowledge
about English language, this question not only implies the activities planned by the teacher or
institute but also includes any extra activities or strategies students find to learn and practice
English. In this respect, *often,* is the most common answer to the question, with 50% of
responses, followed closely by *sometimes* with 37%. The next option is *always* with 10% of
responses and finally, *seldom* with 3%, and *never* with 0%. This reaffirms that students are
confident enough to speak in English. However, it does not imply that anxiety is not present. It
shows that students are capable of speaking and to practicing the language they are learning
regularly, which helps in their development of the language and in decreasing the appearance
of anxiety as they feel confident enough to speak in English. Fortunately, most answers showed
that students are capable of practicing the language often, which increases their knowledge and
confidence in speaking or communicating in English.

Figure 4

Sociocultural Factors - Students Beliefs

Sociocultural Factors - Students Beliefs

*Have you ever thought about "embarrassment" in
speaking English as a feeling that you experienced as a student?*
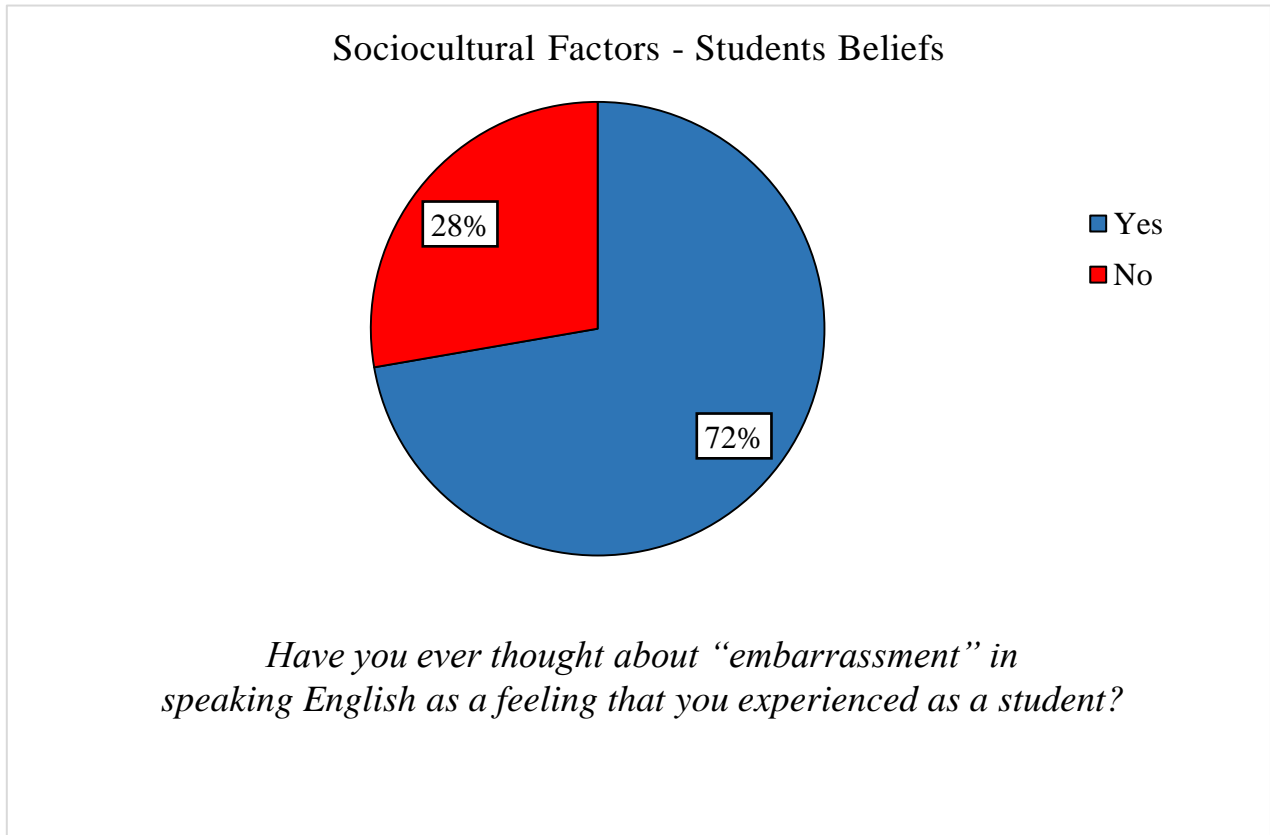
The third question is interpreted in figure 4, *Have you ever thought about "embarrassment" in speaking English as a feeling that you experienced as a student?* It can be established that the positive answers about feeling "embarrassment" when speaking English are quite numerous compared to the negative answers. In other words, students usually feel more embarrassed when they try to speak a foreign language rather than their native language. However, there was a notable percentage related to the negative answer, which means that some students feel comfortable and don't feel embarrassed. The outcomes can be influenced not only by the knowledge of the language but also by the personality and self-esteem each student develops.

Finally, as it can be measured, the "yes" answer to the question has 72% approval, and the "no" answer just has 28%. In other words, students tend to be ashamed, nervous and feel like they might commit some mistakes, mispronunciation or misinterpretation when speaking, which tend to cause anxiety and negatively influence their speaking. This result in students feeling less comfortable and becoming shy and quiet in class, missing out on participations and activities that can help in learning a new language. Thus, felling embarrassment is a principal factor that can influence students when speaking.

Figure 5

Sociocultural Factors - Students Beliefs
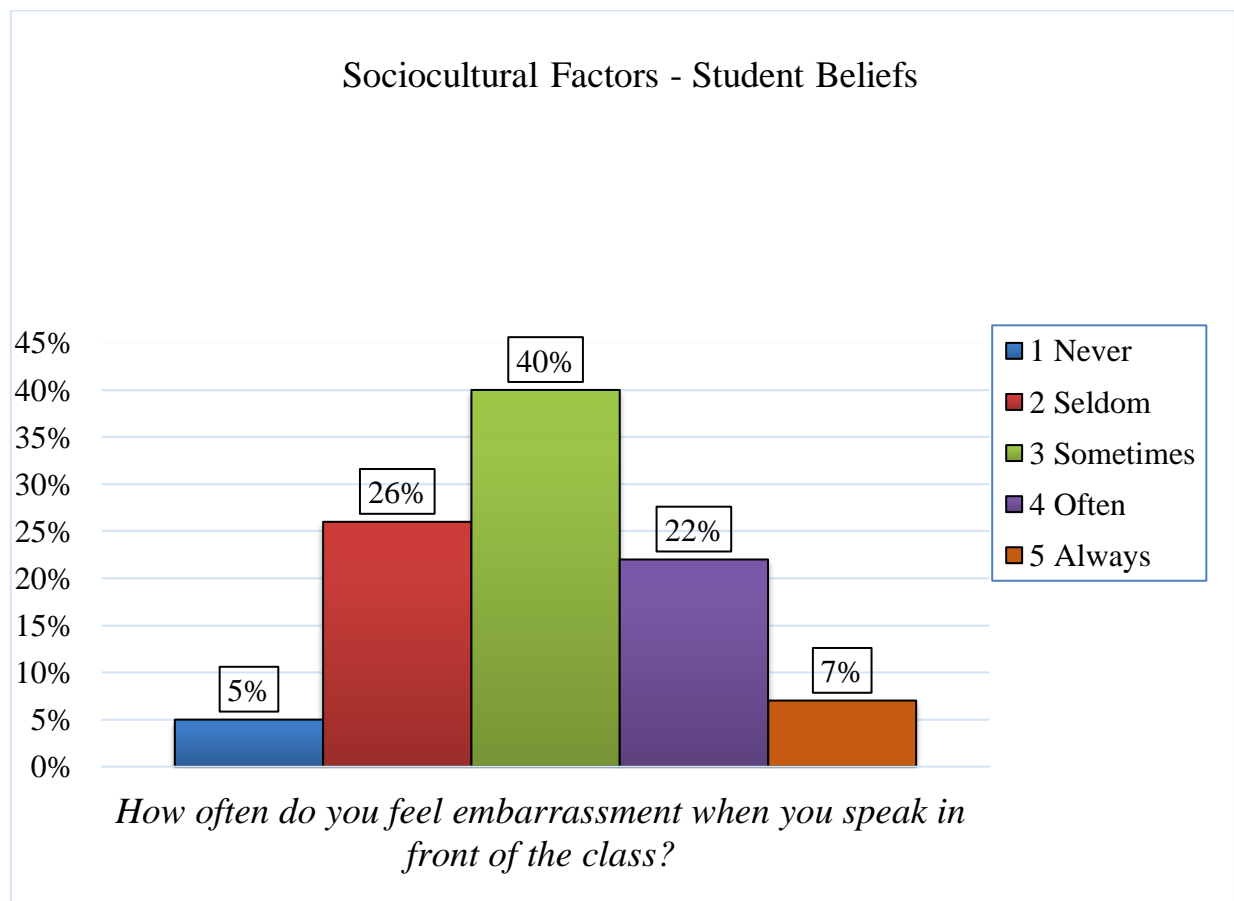
The fourth question, *How often do you feel embarrassment when you speak in front of the class?* Again addresses the embarrassment students might feel when speaking, but it focusses on the frequency of this feeling (Frequency Likert Scale). This question aims to determine how often

this feeling is experienced. The most common answer to the question is *sometimes* with 40%, followed by *seldom* with 26%, and *often* with 22%. Finally, *always* appears with 7%, and *never* appears just with a small percentage, at 5%. These results demonstrate that students, fortunately, do not really feel embarrassment constantly when speaking in English. It can be established as a normal level of embarrassment that any person might feel when speaking to others in any language. In other words, embarrassment is usually associated with feeling nervous, shy and anxious. According to the data obtained, the frequency of its appearance is not very common or constant, as it appears "sometimes" in certain situations or contexts. This can mostly be considered a normal level of embarrassment, demonstrating that the students in this research are pretty secure and self-confident about their knowledge and management of the language. This leads them to feel less anxious or embarrassed when interacting with each other or with different people in various situations.

c) Exposure to the language

Figure 6

Sociocultural Factors - Exposure to the language

Socio Cultural Factors - Exposure to the Language

Legend:
- 1. Strongly disagree
- 2. Disagree
- 3 Neutral
- 4 Agree
- 5 Strongly agree

Values: 1%, 1%, 14%, 34%, 50%

On a scale of 1 to 5, how much do you agree with the next sentence: "Practicing English with natives' speakers (face to face / virtually) may help me to improve my English-speaking skills
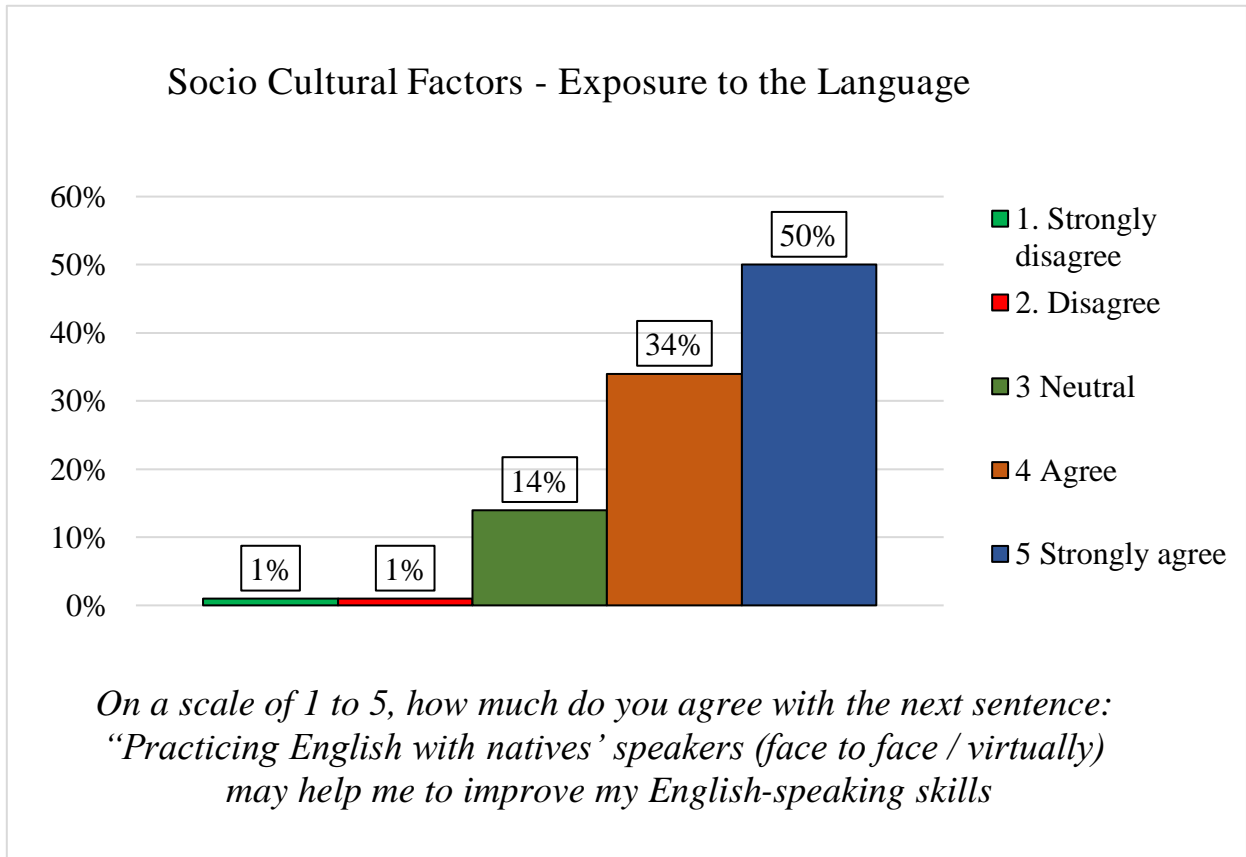
In this part, question 5, is interpreted. *On a scale of 1 to 5, how much do you agree with the next sentence: "Practicing English with natives' speakers (face to face / virtually) may help me to improve my English-speaking skills*" This question focusses on the amount of time students can be exposed to the language. As the students are learning English as a foreign language, they generally do not have many possibilities or opportunities to be in contact with English, so in order to answer this question, the Agreement Likert scale is used again, but this time within the agreement measurement that goes from Strongly Agree (5) to Strongly Disagree (1). The most

common answer to the question is *strongly agree* with 50% agreement, followed by *agree* with 34 %, *neutral* 14%, and finally followed by *disagree* and *strongly disagree* with 1% each. This result suggests that many students agree with the affirmation that being in touch with native speakers helps to improve and develop English skills. However, it is also surprising that some of them think it is not really important or necessary, since there are other strategies or techniques where students can get better at English.

Summarizing this part, the sociocultural factors within anxiety are important to analyze and describe because they help identify some social and cultural factors that always influence students in the learning process. For instance, the first and second questions focus on the rate and practice of English made by students, which reveal interesting results, as many students considered themselves good at English and they demonstrated that they practice it generally more often than rarely. The third and fourth questions focus on the embarrassment feeling student might feel when speaking in English. Many of them admitted they feel embarrassed, but according to the frequency scale used to measure how often they feel embarrassed, students admitted that this feeling is not as regular or habitual as predicted or previously observed. Therefore, it can be admitted that the frequency of feeling embarrassed in front of the class is normal. Finally, question 5 focuses on exposure to the foreign language. As anticipated, most students agree with the sentence, but some of them disagree slightly with the statement that emphasizes practicing English only with native speakers. Nowadays, with the help of the internet, there are many media, information and tools that help in the improvement of students' English skills, not just through contact with native speakers. Moreover, the employment of these new materials and media, to which students are exposed every day, is extremely useful in the English learning and teaching process. It can also be said that this exposure might influence in the development of students´ speaking skills and the decreasing of anxiety factors when performing in English as they familiarize themselves with the language.

According to the data collected and interpreted, it can be affirmed that the sociocultural factors in anxiety have an impartial influence on speaking. This means that these factors have a positive influence when learning English, as learning a new language includes learning a new culture or vision of the world to understand some of the uses of the language. However, these factors do not really have a significant influence on speaking skills, as the results show an average reply to some beliefs and influences students may have when performing in English, which does not affect the development of students´ learning process. Finally, it can be stated that sociocultural factors have a neutral influence on speaking skills.

4.1.1.2. Academic factors

The academic factors are closely related to the learning process, cognitive development and the intellectual knowledge that students must acquire when learning a new language. Consequently, this part is extremely related to speaking skills and the factors that can influence their performance. These factors involve two important dimensions: the first one is the *speaking class activities* where students have to use the language in different kinds of situations or contexts that they are exposed to, and the second one is the *management of the class*, which means how teachers plan and guide the class and the activities that students have to perform and achieve. In other words, these two activities are linked as the former wants to establish in which speaking activities (role play, work in groups, prepare a presentation, etc.) students can feel more anxious and the latter focusses on the ways, procedures and environment that teacher must create inside the class to avoid a toxic environment for the students. In the next paragraphs, the description of all of these factors is developed and explained.

a) *Speaking Class Activities*

The speaking class activities are the first indicator taken into account under the academic factors. Moreover, the activities considered focus on the speaking skill development, which means that

each activity mentioned in the questionnaire is closely related to speaking activities that help to put the language into practice and train students to speak English more fluently and naturally. The second part of the questionnaire consists of eleven affirmations, each of them is measurable within an Anxiety scale based on the Linkert scale used previously by Young (1990). This scale provides information about the level of anxiety students can experience in each speaking activity. The scale used by Young goes from very relaxed (1) to very anxious (5) and the feeling of anxiousness can vary depending on the speaking activity. Finally, in the next part, the analysis and measurement of the eleven affirmations are presented.

Figure 7

Academic Factors Speaking Class Activities
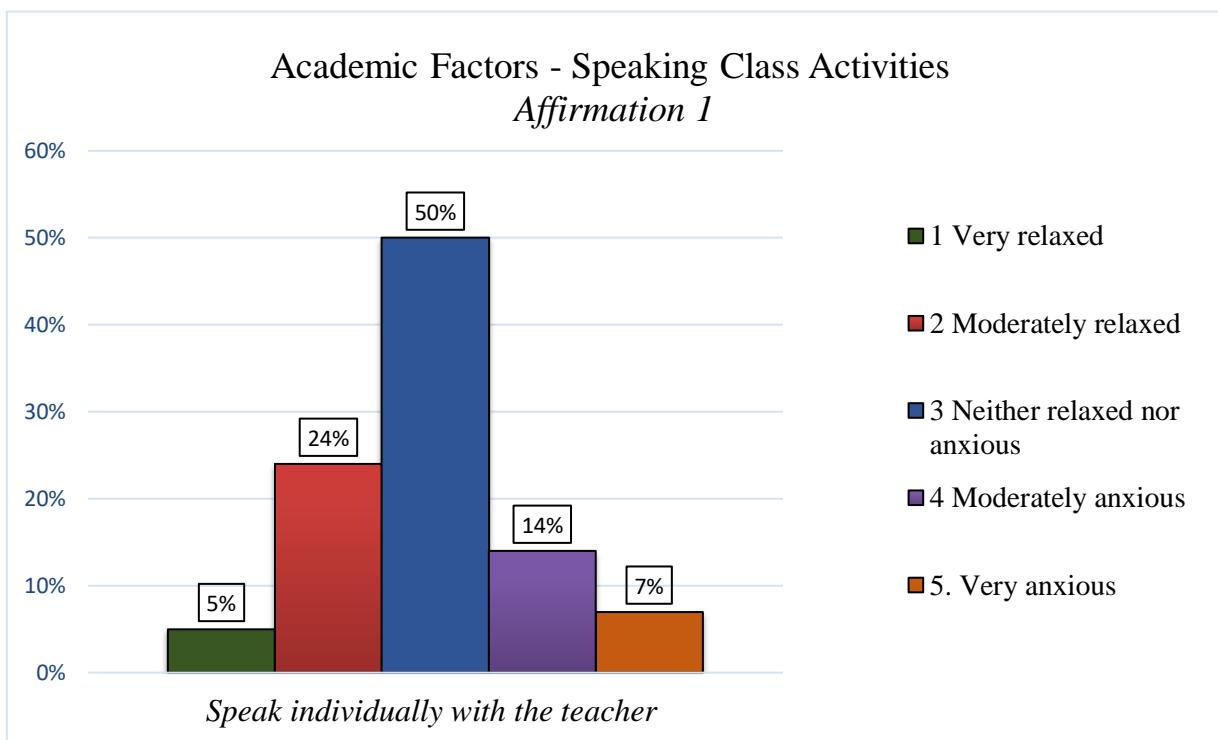
As it can be observed in figure 7, the first affirmation analyzed is, *Speak individually with the teacher*. The answers show that *neither relaxed nor anxious* is the option with highest percentage, at 50%, followed by *moderately relaxed* at 24%, *moderately anxious* at 14%, with 7% of students feeling *very anxious,* and 5% feeling the opposite, *very relaxed*. This indicates that many students feel comfortable with their teacher, which clearly helps in the learning process because students are able to ask questions and to resolve any doubts or hesitations they

may have while learning.

Figure 8

Academic Factors - Speaking Class Activities

Academic Factors - Speaking Class Activities
Affirmation 2

Roleplay a situation spontaneously in front of the class
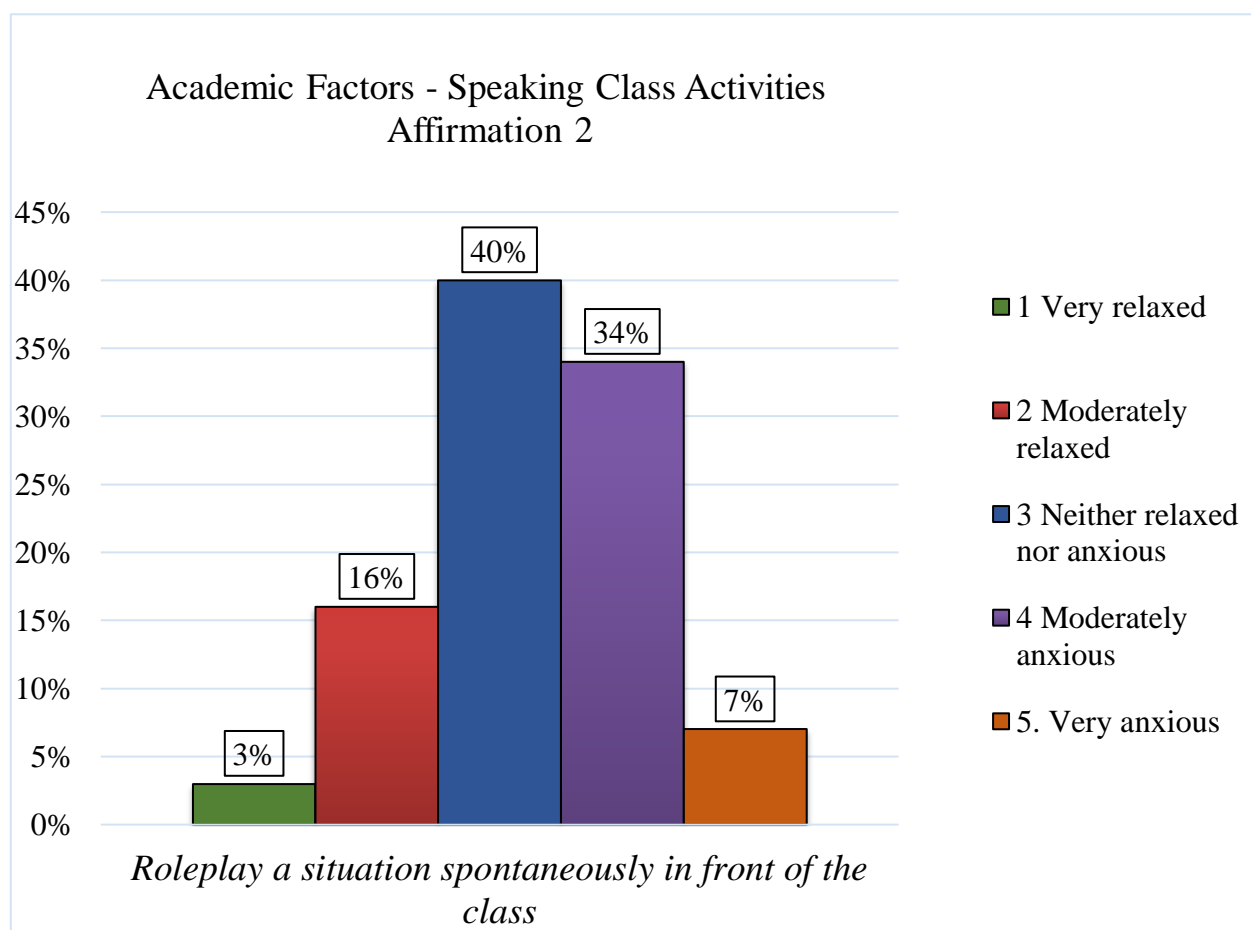
Within the figure 8, the second affirmation, *Roleplay a situation spontaneously in front of the class* show similar results, with the most common answer being *neither relaxed nor anxious* at 40%, followed closely by *moderately anxious* at 34%, *moderately relaxed* at 16%, as usual the next response is *very anxious* at 7%, and *very relaxed* at only 3%. This means that students usually feel comfortable with themselves in this activity, but it is surprising that in role-play, students feel a little more anxious than in the previous activity. One reasons could be that they have to interact with their classmates, and it is not an activity previously practiced, as it is just spontaneously performed. Therefore, it can be stated that doing role-plays does not presented a

high level of anxiety, but if these role-plays are presented *spontaneously* or without prior preparation time, students tend to feel more anxious than with other activities. This should be taken into account by teachers and students because such situations are common when using the language. However, based on the research findings, this situation could improve depending on the management of the class.

Figure 9

Academic Factors - Speaking Class Activities
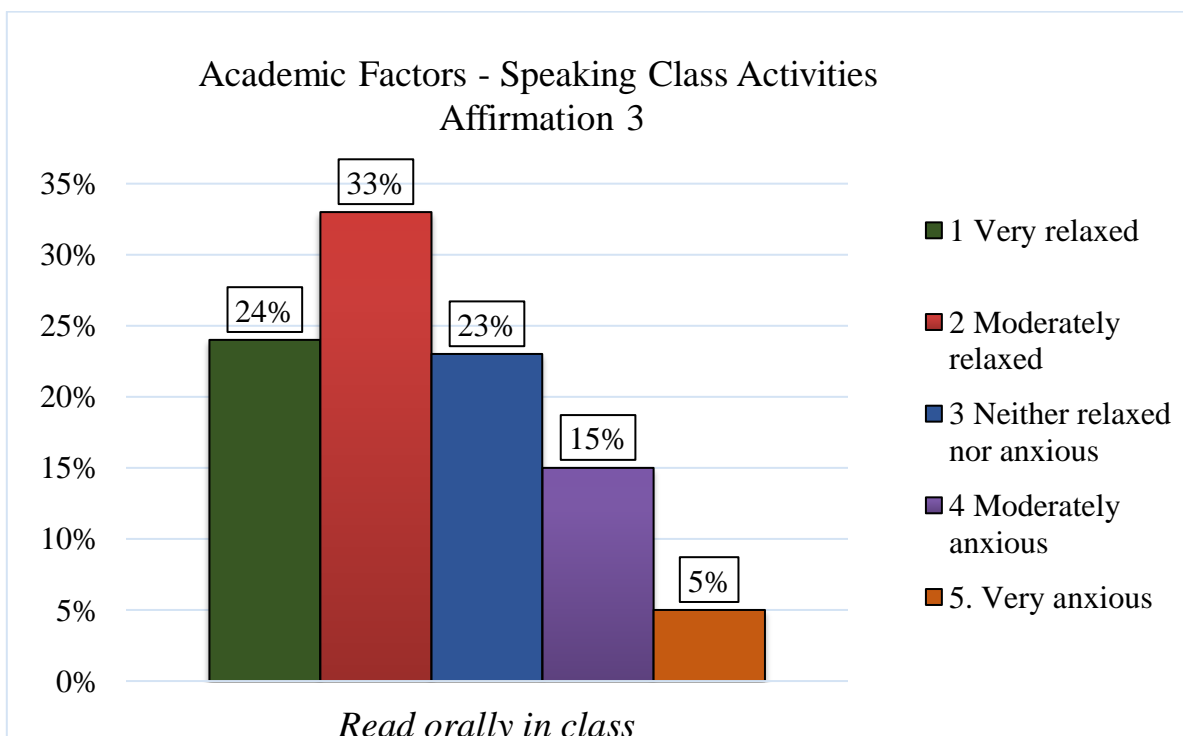
In figure 9, the third affirmation, *Read orally in class,* is presented. The situation changes a bit because the most common response is *moderately relaxed* with 33%, followed by *very relaxed* with 24%, and *neither relaxed nor anxious* with 23%, both almost with the same percentage of response. Finally, the last two options are *moderately anxious* and *very anxious* with 15% and 5% respectively. This demonstrates that students feel comfortable and confident when reading in class, as it is considered a common and comfortable activity. Students usually focus on pronunciation and intonation more than on thinking or planning what they are going to say or reply. Therefore, it can be stated that reading generally does not constitute an activity where students feel anxious or nervous.

Figure 10

Academic Factors - Speaking Class Activities

Academic Factors - Speaking Class Activities
Affirmation 4

Make an oral presentation or sketch in front of the class
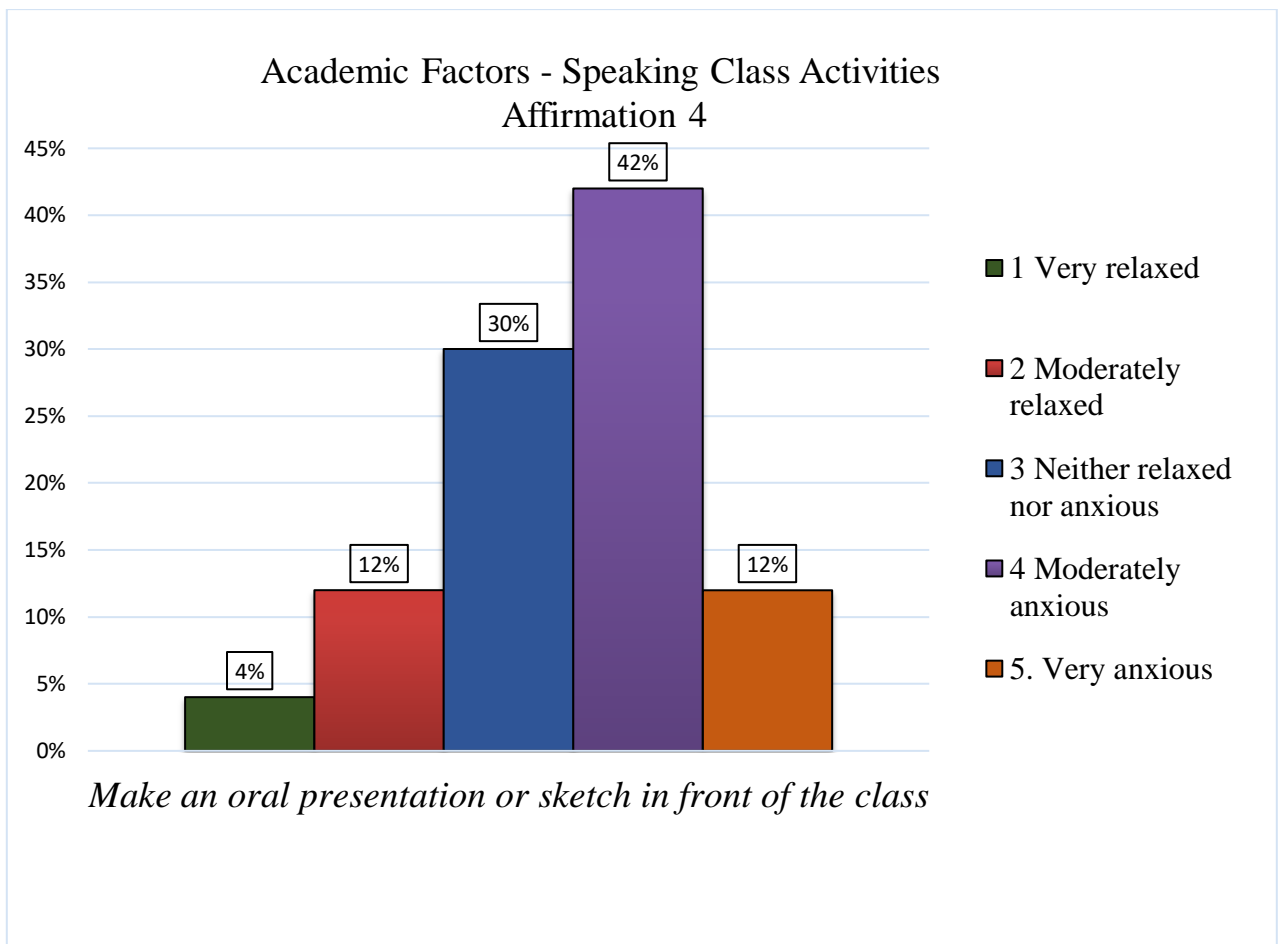
The fourth affirmation, showed in figure 10 is, *Make an oral presentation or sketch in front of the class*. The common response to this affirmation is *moderately anxious* with 42%, followed by *neither relaxed nor anxious* with 30%, *moderately relaxed* and *very anxious* both with 12% of responses, and finally *very relaxed* with only 4%. This demonstrates that making a presentation or performance about any topic makes students feel more anxious, even if it is planned beforehand. Additionally, this is the only case within the eleven affirmations where the level of anxiety surpasses the relaxed or neutral levels students typically show in classes. It is interesting to observe this because, in the previous affirmation related to role-play, the answers were slightly different, even though both activities share some characteristics. One possible reason that students feel more anxious during oral presentations is that these are often related to evaluation and testing and are not considered only as a homework or activity to complete. This

results in a higher level of anxiety in students' performance.

Figure 11

Academic Factors - Speaking Class Activities
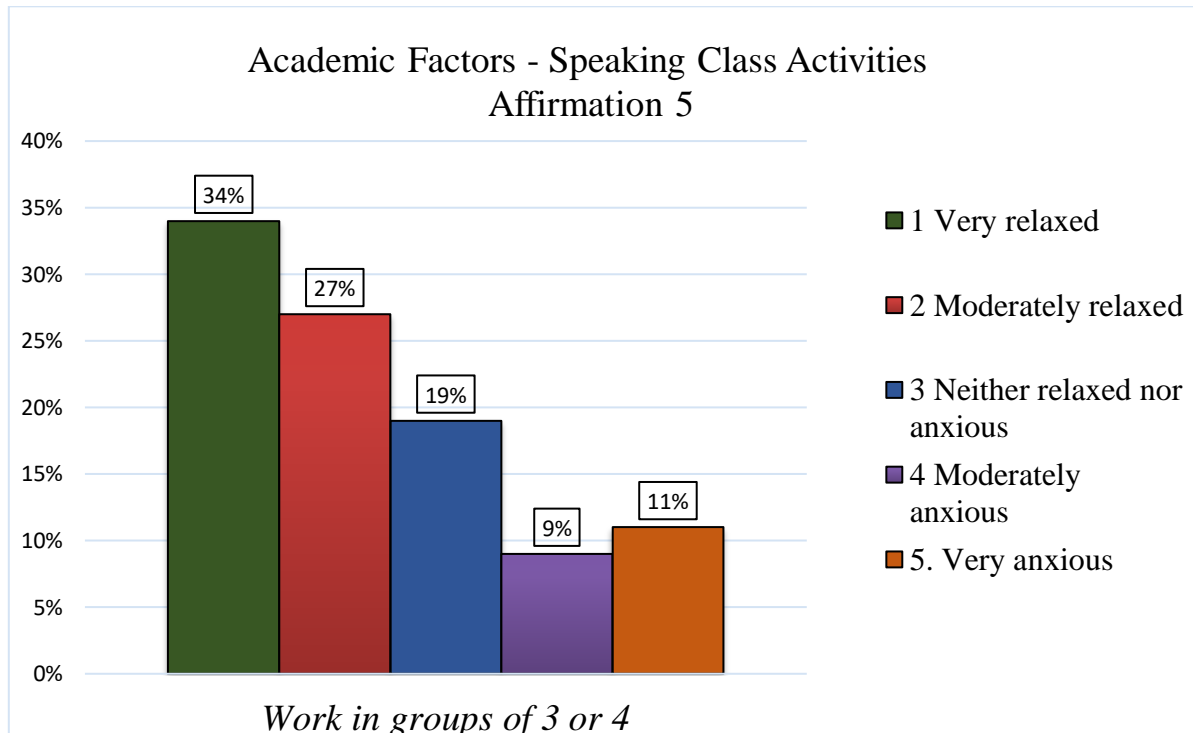
Within the fifth affirmation described in figure 11, *Work in groups of 3 or 4*, the results tend to lean towards the relaxed side. The most common answer is *very relaxed* with 34 %, followed by *moderately relaxed* with 27%, *neither relaxed nor anxious* with 19%, and finally the last two responses, *very anxious* with only 11% and *moderately anxious* with 9%. This confirms that working in groups is useful and practical because students feel more confident and comfortable when they practice with their peers, as the results showed. Therefore, planning activities that involve more student collaboration than teacher exposition is vital to developing students' abilities and capabilities.

Figure 12

Academic Factors - Speaking Class Activities
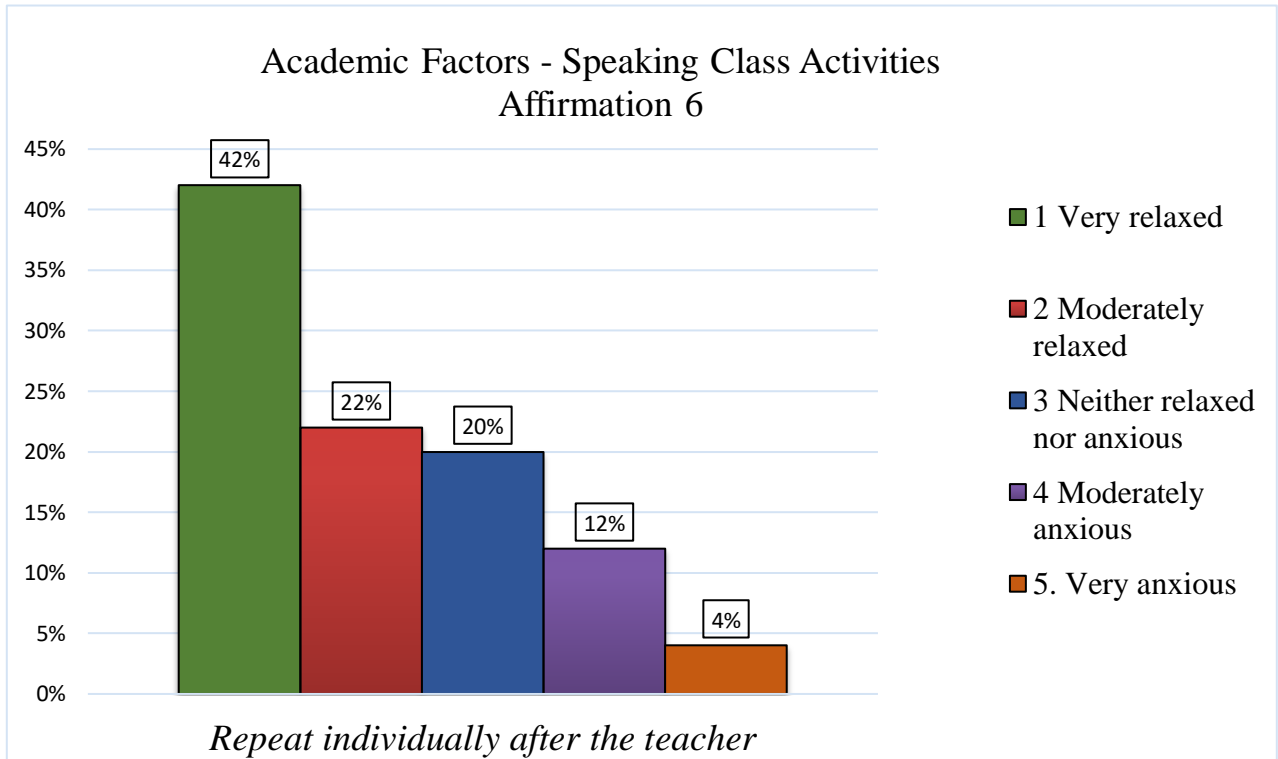
Continuing with figure 12, the sixth affirmation, *Repeat individually after the teacher,* is analyzed, indicating similar results to the previous one. The most common reply is *very relaxed* with 42%, followed by *moderately relaxed* with 22%, *neither relaxed nor anxious* with 20%, *moderately anxious* with 12%, and *very anxious* with only 4%. As it can be seen, this affirmation is considered the least anxious activity in class, as it only involves repeating what the teacher or another student is saying or dictating which does not generate any nervousness or anxiety.

Figure 13

Academic Factors - Speaking Class Activities

Academic Factors - Speaking Class Activities
Affirmation 7

Present a prepared dialogue in front of the class
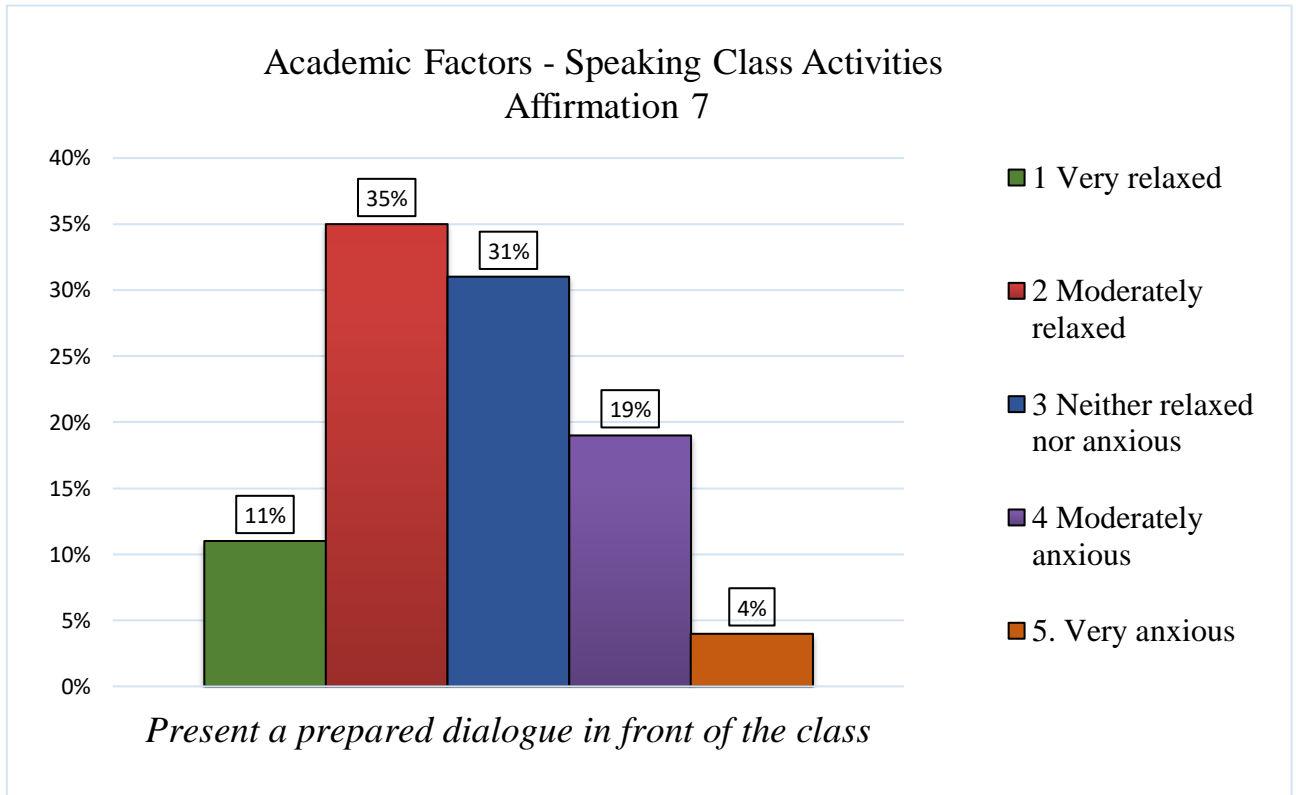
Additionally, in figure 13, the seventh affirmation, *Present a prepared dialogue in front of the class,* is introduced. It has an expected result, as the common answer is *moderately relaxed* with 35%, followed by *neither relaxed nor anxious* with 31%, *moderately anxious* with 19%, *very relaxed* with 11%, and *very anxious* with only 4%. It means that performing in front of the class, even if it was practiced before, is always a complex activity, which was also proven in the previous affirmation related to spontaneously role-play, where students also feel more anxious than in other activities. Although in the seventh affirmation, it is discussing a previous and prepared presentation, students still tend to feel a bit anxious or nervous because the premise to make mistakes or forget what they previously prepared. Even when they have practiced what they are going to do or say, which affects not only their academic development but also their emotional well-being where anxiety usually makes its appearance, causing some troubles and

uncomfortable situations that fortunately can be overcome. Finally, it can be observed that even though anxiety makes its appearance, it is moderate, which does not really affect the development of students´ speaking skills.

Figure 14

Academic Factors - Speaking Class Activities
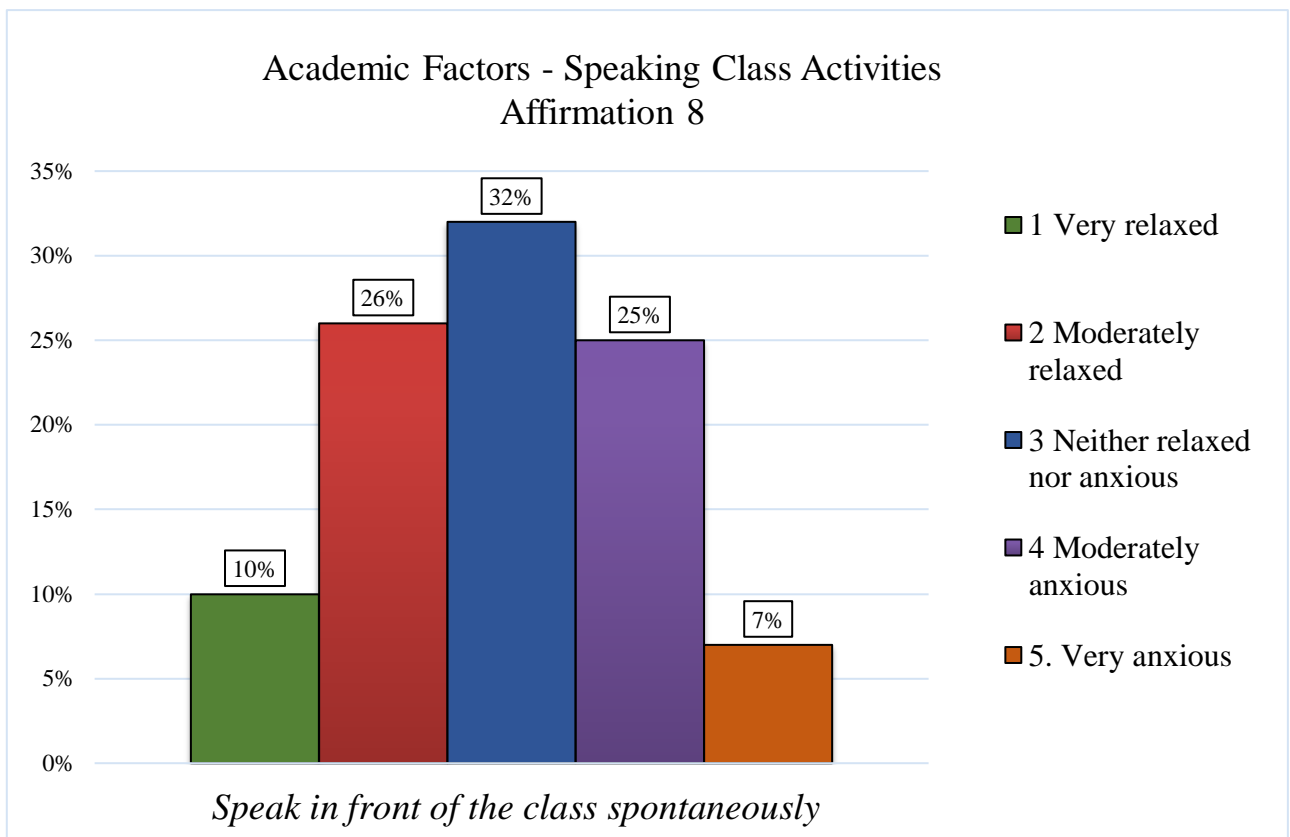
Continuing with figure 14, the eighth affirmation, *Speak in front of the class spontaneously,* shows the common results. The usual response is *neither relaxed nor anxious* with 32%, followed closely by *moderately relaxed* with 26% and *moderately anxious* with 25%. This confirms that speaking in front of people can be complex and uncomfortable for some students, and also confirm that speaking is more complicated if it is spontaneous or unplanned. Finally,

the last option taken are *very relaxed* with 10% and *very anxious* with 7%, which shows that anxiety is present when speaking in front of the class but not to a great extent, as these results show that anxiety does not have a high influence in the students' performance in class.

Figure 15

Academic Factors - Speaking Class Activities
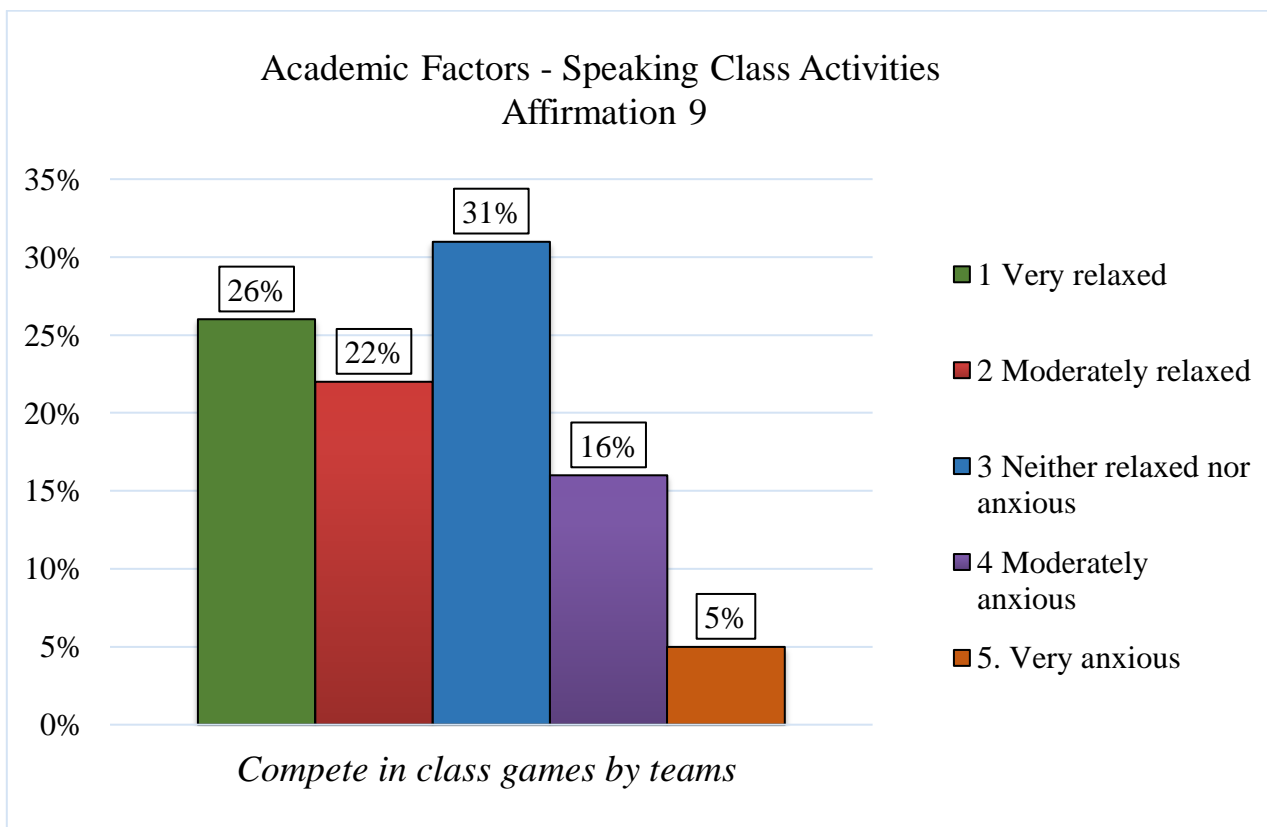
The ninth affirmation expressed in figure 15, *Compete in class games by teams* showed that, again, the most common response is *neither relaxed nor anxious* with 31%, followed by *very relaxed* with 26%, and *moderately relaxed* with 22%. This evidence again suggests that working in groups and emphasizing activities in students´ preparation highlights the usefulness of this approach when teaching English. Finally, the last options taken into account are *moderately anxious* with 16%, and *very anxious* with 5%, which shows that students might feel anxious but to a small degree that does not affect or influence their performance or development of speaking

skills.

Figure 16

Academic Factors - Speaking Class Activities
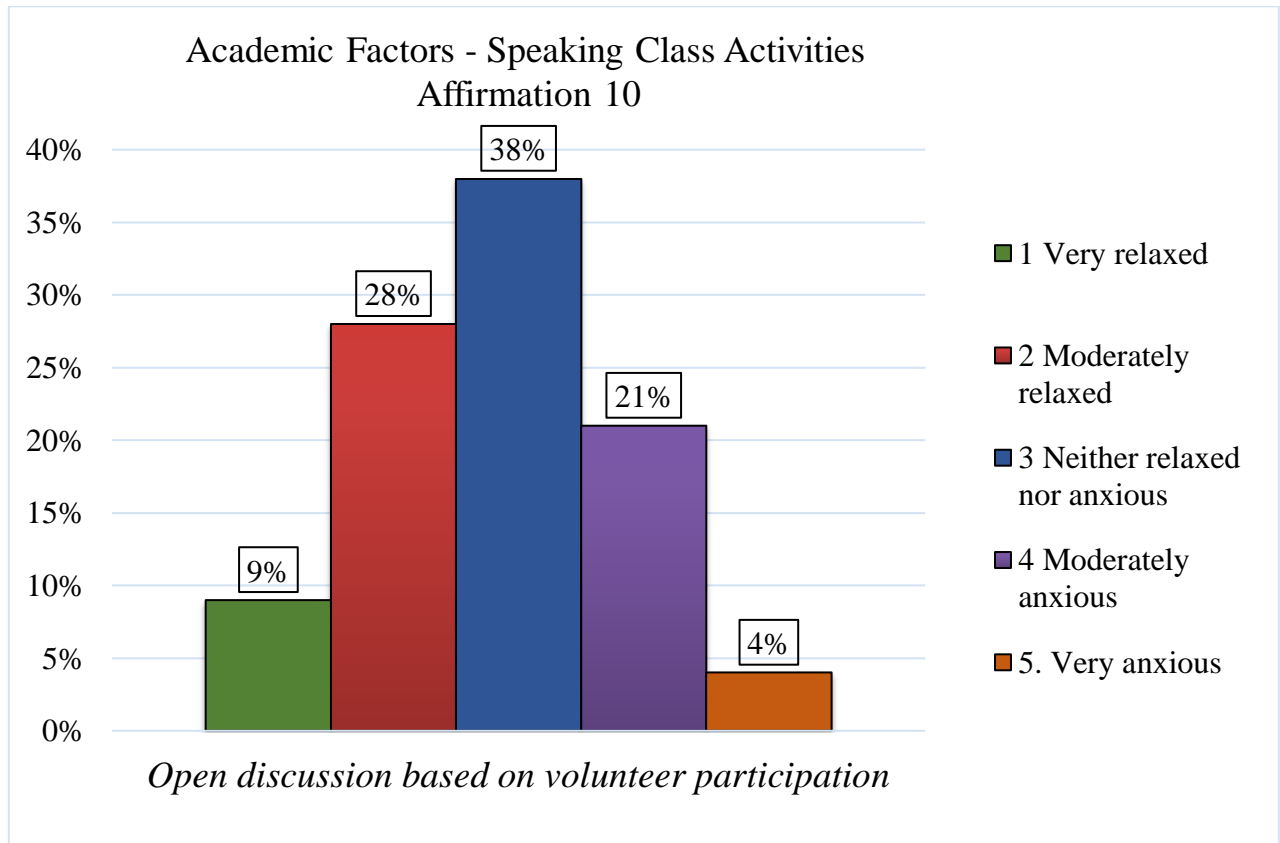
The tenth affirmation, illustrated in figure 16, *open discussion based on volunteer participation* reveals interesting results. Even though the most common response is the usual one *neither relaxed nor anxious* with 38%, followed by *moderately relaxed* with 28%, and *moderately anxious* with 21%, which again demonstrates that speaking is a complex process and it seems more difficult when it has to be spontaneous. Finally, it is followed by *very relaxed* with 9% and *very anxious* with 4%, which reveals that even when the participation is voluntary, some students feel relaxed while other feels more anxious, since the results show some similarities between the percentages of moderately anxious and moderately relaxed. Although most of these results show that anxiety does not really influence in student performance, some of them reveal that anxiety is usually present during class discussion.

Figure 17

Academic Factors - Speaking Class Activities
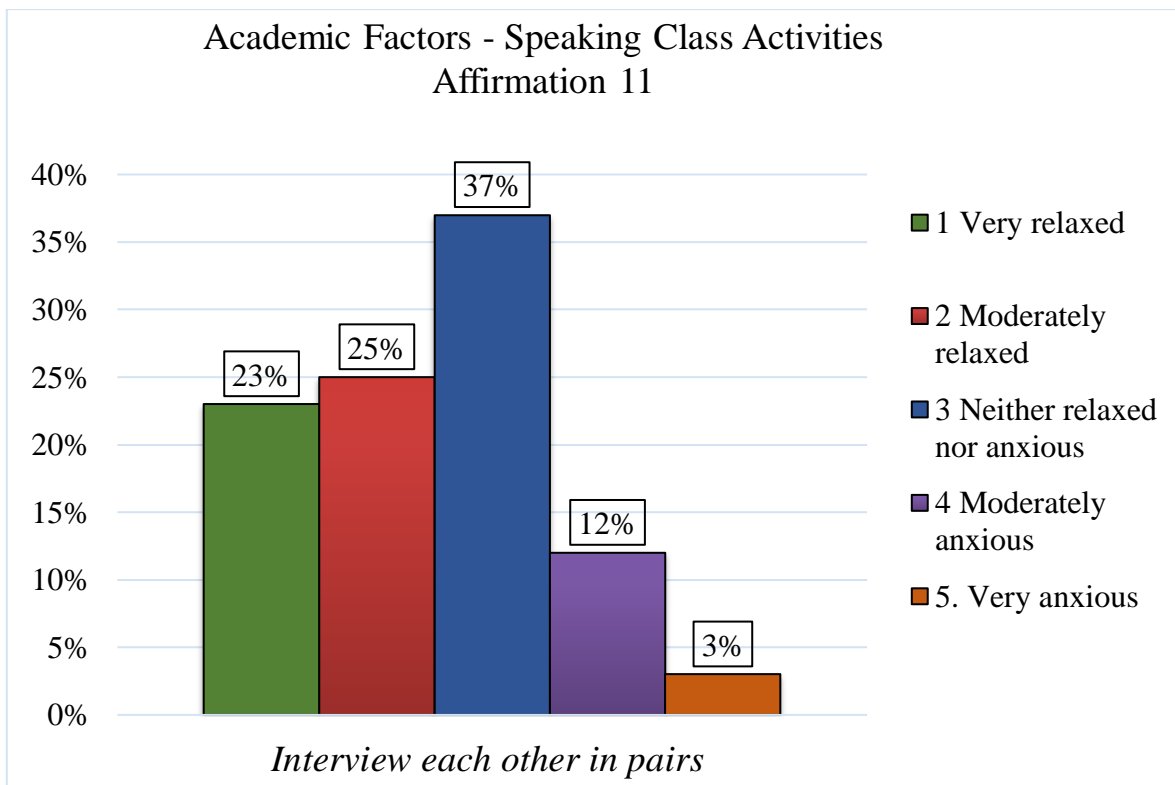
Finally, the last affirmation, *interview each other in pairs* presents almost the same responses. The most common choice is *neither relaxed nor anxious* with 37%, followed by *moderately relaxed* with 25%, and *very relaxed* with 23%. This again reinforces the idea that working in pairs or groups is vital when learning English. This is followed by *moderately anxious* with 12% and *very anxious* with only 3%, showing that students generally feel more comfortable doing activities that involve chatting and talking among each other since they tend to feel less anxious and more comfortable talking with people who usually share the same characteristics and a similar level of English development.

General Analysis of Academic factors in speaking class activities.

Figure 18

Academic Factors - Speaking Class Activities General Analysis
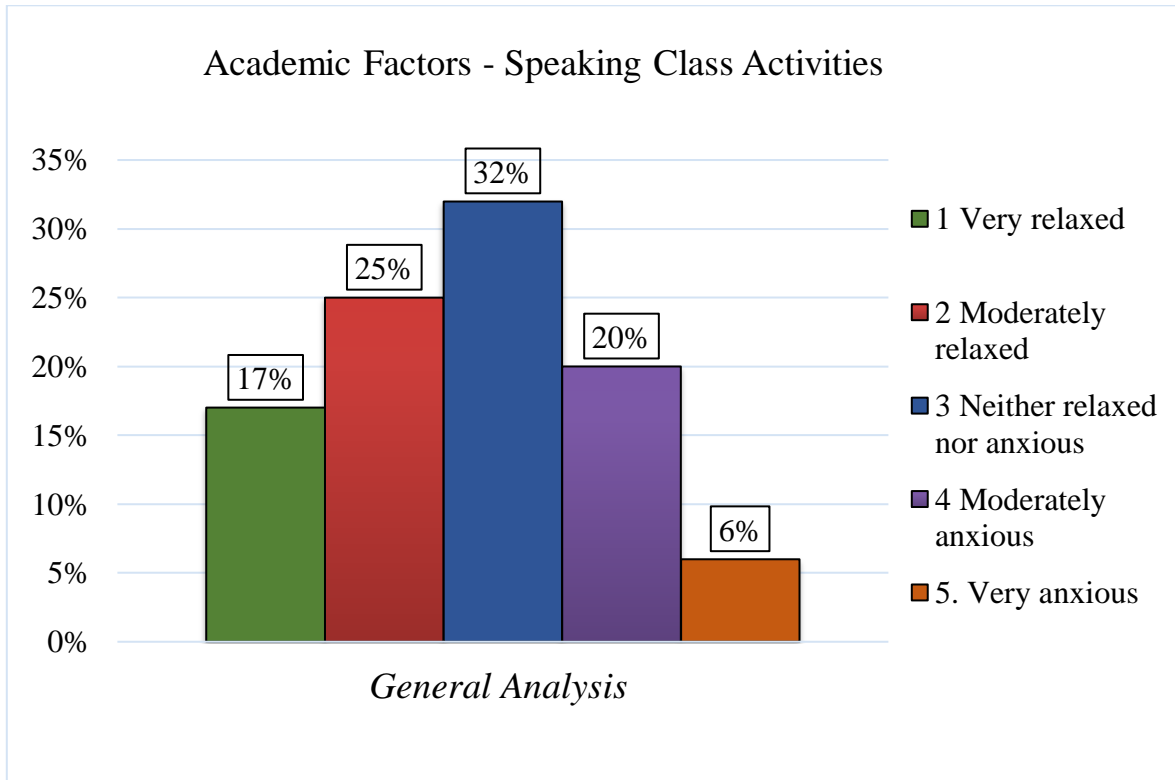
As it can be observed in figure 18, the eleventh affirmations are interpreted and analyzed within a general analysis, meaning the data collected was under an arithmetic average. From a general view, it can be said that most of the students find these speaking activities *neither relaxed nor anxious* with 32%, followed by *moderately relaxed* with 25%, *moderately anxious* with 20%, followed by *very relaxed* with 17%, and *very anxious* with only 6%. This reveals that academic anxiety factors influence the speaking but not to the level that was expected, which is a positive finding within the investigation. It demonstrates that, first, teachers create an appropriate environment and activities in the class where students can feel accepted and welcome to express themselves without feeling nervous, anxious or judged. Second, it shows that students are comfortable enough to advance with their learning and also indicates that students are more

confident of what they are capable of and how to manage the knowledge they have learned and to use the language in their speaking performance. Finally, it also evidences that students have better self-esteem and confidence in what they are learning and what they know in order to put into practice, which avoids feeling nervous, worried or anxious when speaking.

In addition, within the analysis of the academic factors in speaking activities, it can be stated that among the eleven affirmations, just in one case (making oral presentations) students feel anxious, followed by six cases (affirmations usually related to spontaneous activities) where students feel neither relaxed nor anxious, and finally, in four cases (activities related to repetition or group work) students feel relaxed and comfortable. These results confirm that anxiety is not really present in these speaking activities. Therefore, it can be established that anxiety has little influence on speaking activities that are developed in classes, since according to the data collected, anxiety does not really affect the students' achievement of these activities during their learning process. Finally, in the next section, the management of the class is described.

b) *Management of the class*

In this section, the management of the class reflected on part III of the instrument is described. As it can be observed, part III of the questionnaire has two questions related to the management of the class. The first question is related to the management of mistakes and speaking activities that teachers implement in class, and the second question is closely linked to the characteristics or attitudes that teachers developed in class. In other words, this section attempts to identify the common methods, techniques and strategies that teachers use to make the class more comfortable and create an accessible space where students can learn and develop their skills. For the purpose of understanding the management of the class, mistake management and speaking class activities are taken into account as well as the description of some characteristics that teachers have or develop in class.

Figure 19

Management of the class – Mistake Management

Mistake Management

- Teachers think that mistakes are no big deal.
- Teachers believe that everyone makes mistakes.
- Teachers do not make you feel bad when you make a mistake.
- Teacher's way of correction is not severe or strict.
- Teachers do not over-react to mistakes.

13% 16% 19% 25% 27%

What does your teacher do to decrease any anxiety factor you may present in English class?
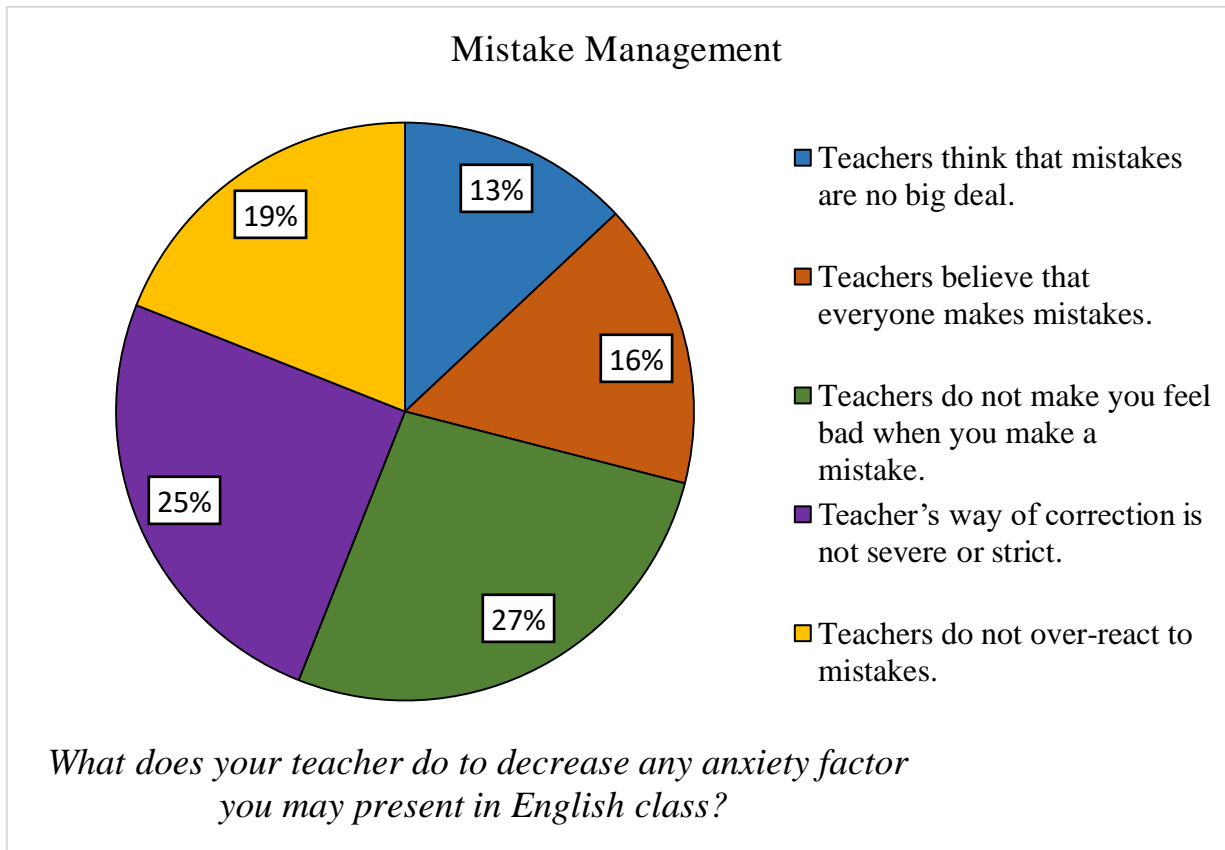
The first question asked in part III of the questionnaire, *What does your teacher do to decrease any anxiety factor you may present in English class?* Is divided in two columns. The first one focuses on mistake management and the second on the speaking activities. In this part, as shown in figure 19, mistake management is analyzed and described. Since the data was gathered directly from the students, the statements were presented in the chart as items from which students had to choose the options they felt more comfortable with. It was not surprising that students chose the item *teachers do not make you feel bad when you make a mistake*. The most common option, with 27%, followed closely by *teacher's way of correction is not severe or strict* with 25%, and *teachers do not over-react to mistakes* with 19%. Finally, the last two items, *teachers believe that mistakes are made by everyone* and *teachers think that mistakes are*

no big deal are also presented with 16% and 13% respectively. Therefore, it can be affirm that the approach or method applied by teachers to manage mistakes presented by students in class is very important as it can influence the learning process. The way of managing the class and mistakes can influence in the development of students, making them feel comfortable and understood. Finally, helping students comprehend that making mistakes is part of the learning process greatly aids the learning process and reduces anxiety. This means that teachers who do not focus on the development of the language and students' performance in general benefit students´ confidence and their speaking performance.

Figure 20

Management of the class – Speaking class activities

Speaking Class Activities

- Students are not put under pressure to speak.
- Students can volunteer answers and are not called on to answer.
- Students are asked to work in groups or pairs.
- All students are called on equally.
- Teacher's way of preparing classes helps me.
- Students practice their speaking skills.

What does your teacher do to decrease any anxiety factor you may present in English class?

In figure 20, the speaking class activities are described. This is the second part of the first question, and the statement presented on the questionnaire are also listed as items. As observed, there is not much difference in all the items selected by students, which means that teachers employ different methods or strategies to decrease the appearance of these anxiety factors in the students´ speaking performance. Moreover, the item stating that *students practice their*

81

speaking skills was the option most chosen by students with 20%, followed by *students are asked to work in groups or pairs* with 18%, and *All students are called on equally* with 17%. This reveals that students are interested in being part of the class and to practicing their speaking. As shown, students prefer to be in situation or context where all of them are treated equally and where there are activities where they can work together. Then, the last three items are taken into account with just a one percentage point difference, starting with *teacher's ways of preparing classes help me* with 16%, followed by *students are not put under pressure to speak* with 15%, and *students can volunteer answers and are not called on to answer* with only 14%. This reconfirms that students prefer to be in a well-organized environment provided by the teacher and to avoid being called or forced to participate, which usually occurs when they do not feel comfortable with the context they are involved in.

Finally, it can be stated that under the management of the class about speaking activities, students tend to feel less anxious and more comfortable with the modern methods and teaching approaches that teachers adopt, avoiding stressful situations or contexts where anxiety can make its appearance. This again confirms that students feel less anxiety when speaking.

In summary, to answers the first question related to the management of the class, which focuses on the activities, methods and approaches that teachers apply in class in order to avoid the appearance of anxiety factors, it can be confirmed that these activities are very significant in language development and students´ progress in learning. In other words, when students feel more comfortable in class, their level of anxiety does not influence their learning since they feel in a safe place and not in a stressful or demanding environment. Therefore, they can express themselves without fear of making mistakes and they do really enjoy participating in speaking activities, which significantly aids in the development of their language skills.

Finally, it can be established that teacher roles are as important as students in the process of learning, as the former works as a guide who has to create a comfortable environment for the learning process and the latter should feel secure enough to develop their knowledge. Since the teacher´s role is crucial in education, the next question about teacher characteristics is presented and analyzed.

Figure 21

Management of the class - teacher characteristics

Management of the Class - Teacher Characteristics

What characteristics does your teacher have which tend to reduce your anxiety when speaking in class?

Legend:
- Sense of humour
- Relaxed
- Make students feel comfortable
- Understanding
- Compliment students
- Creates a casual atmosphere
- Cares
- Friendly
- Patient
- Encourages students to speak
- Helpful
- Explain well
- Smiles
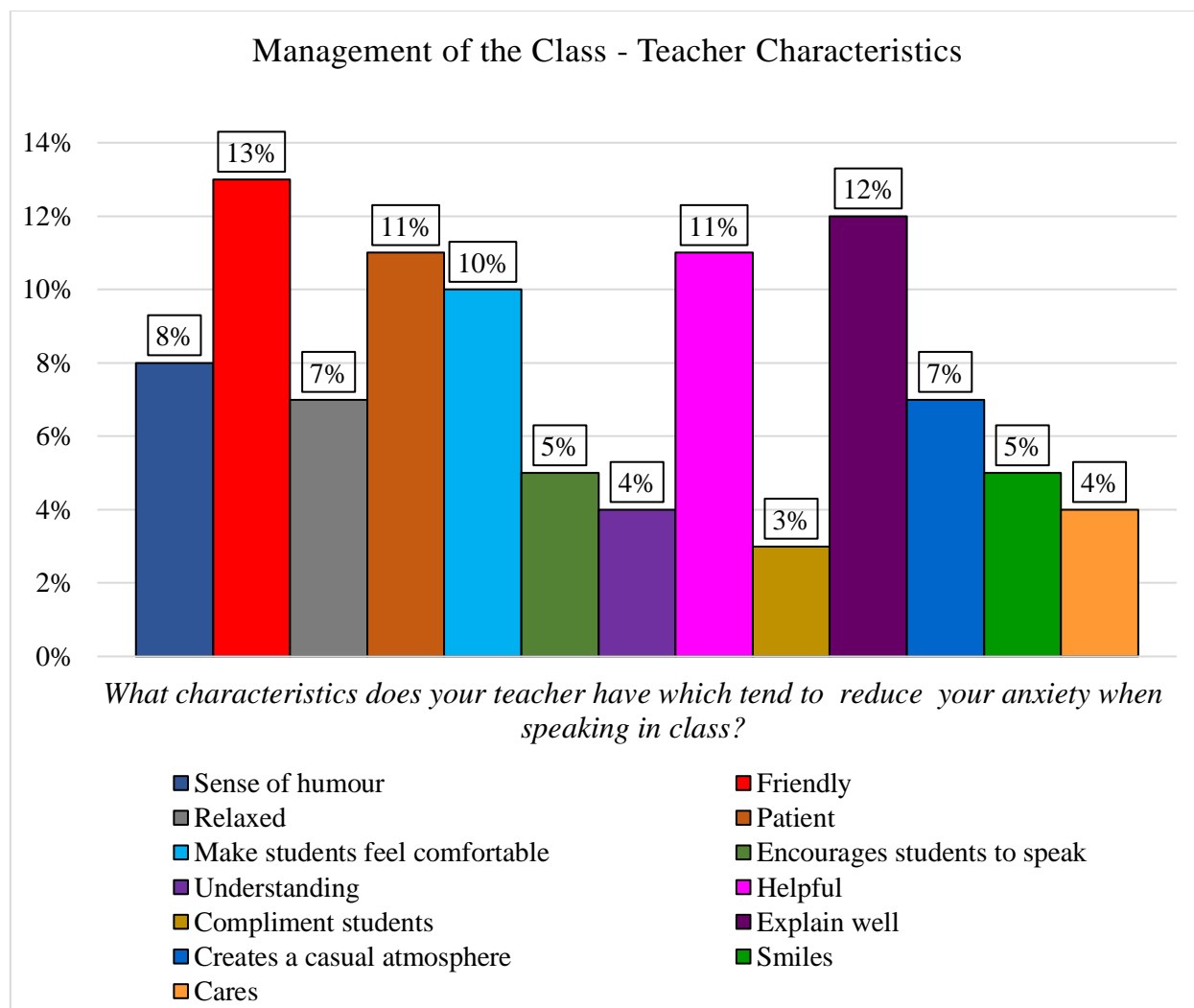
In figure 21, the second question related to the management of the class is described. This question focuses on the characteristics that teachers should have to reduce the presence of anxiety in students during speaking activities in class. This question is directly related to the teachers' attitudes and features that they show in class. These characteristics are not only linked to their knowledge of the language but also, and more importantly, to personal traits that teachers adopt in the class. As students have to choose the options that they consider necessary for a teacher to have and which of those their teacher presents, most of the answers or items selected have almost the same percentage or very close percentages. Besides, the most voted

characteristic is *friendly* with 13%, followed by *explains well* with 12%, *helpful* and *patient* with 11% each and *makes students feel comfortable* follows closely with 10%. At only 8% *has good sense of humour,* followed by *creates casual atmosphere* and *relaxed* with 7% each, *smiles* and *encourage students to speak* with 5%, *cares* and *understanding* with 4 % each respectively, *compliment students* being the least chosen at only 3%. According to the results obtained about the characteristics that teacher have and develop in order to reduce the anxiety in students, it is confirmed that teachers have a significant influence on students´ learning process.

Additionally, the questions asked in part III of the questionnaire, which are related to the management of the class, were used specially to point out the strategies and methods employed by teachers to reduce the appearance of anxiety in students. Possibly, the use of these questions could confuse and be misinterpreted, as these questions only focus on the teacher´s management of mistakes, speaking activities, methods employed to decrease anxiety in students and the characteristics that teachers should display in class. However, these question were included in this section because the instrument used in this research and in previous investigations was impartial. This means that the questionnaire also had to take into account the activities developed in order to reduce the appearance of anxiety and not only the activities or situations where students tend to feel anxious (the other three parts). In other words, this part was needed since it is the only part of the instrument that analyzes the factors that influence the reduction of anxiety. However, it must be admitted that some of the answers collected to these questions showed a very low level of anxiety appearance, or even that using these methods, anxiety is not really present in students´ speaking skills which goes against the research premise but reveals interesting and important data related to the appearance of anxiety.

In summary, it can be stayed that nowadays English teachers are more friendly, patient and understanding with students, which generates a less stressful environment and comfortable situations where students cannot feel the anxiety. This also helps in their performance and development of the language. Finally, it can be stated that teacher characteristics, students'

attitudes and the employment of some techniques, strategies and methods of teaching as well as the class environment, are fundamental to develop not only the knowledge or skills in students but also their confidence and self-assurance in what they are learning.

4.1.1.3. Internal "self" factors

The internal factors are related to the psychological and emotional attitudes or actions students can show at the moment of speaking. Additionally, they involve the negative self-perception that can be linked with low self-esteem or an uncomfortable previous experience in speaking or having a social interaction where student can feel exposed and anxious. This leads to the attitudes students can show toward the language, which can be positive or negative. It means that students can feel anxious, which can help them be more focused on what they are doing. On the contrary, this feeling can make them paralyzed and be more prone to make mistakes or misinterpret the activity they are asked to do. Finally, the internal factors take into account the negative experiences or the fear of taking risk. This means that if, in previous situations, students have felt ridiculed or teased, and they prefer to stop participating or taking risks to speak in front of the class or in any other situation. To provide an adequate data analysis, in part IV of the questionnaire, these points are analyzed within seventeen reactions. It is called a reaction because these are attitudes or actions that students present in front of a certain class activity or situation. It also takes into account the model used by Horwitz (1986).

Finally, the internal "self" factors are divided into three indicators. The *negative self-perception or low self- esteem* that each student can present, followed by the *attitudes toward English language*, which involve some reactions or actions students take into account in order to develop their knowledge and the *negative experiences and fear of taking risks,* which are related to some previous experiences that student may suffer, influencing their participation and speaking performance. These three points are described below.

Figure 22

Internal "self" factors - Negative self-perception / low self - esteem
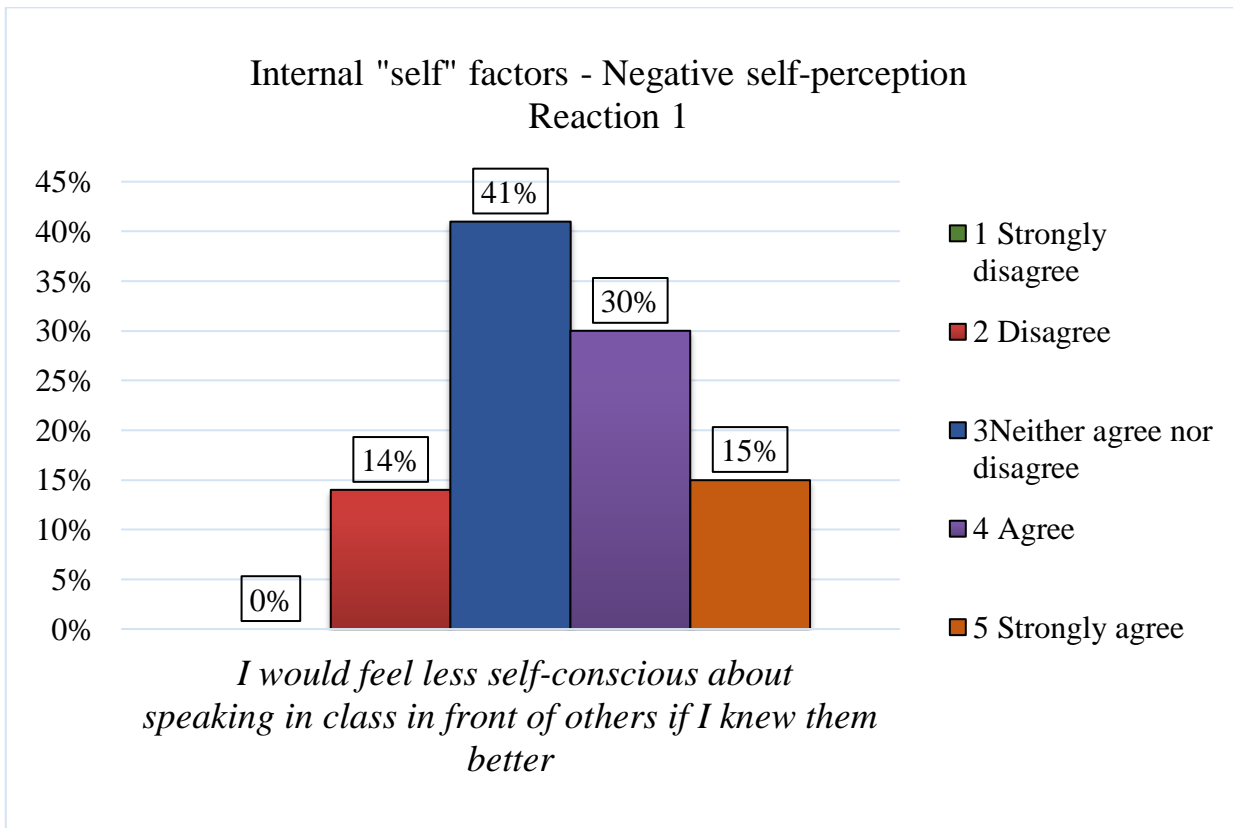
In figure 22, reaction 1, which is linked to negative self-perception/ low self-esteem is described. Within reaction 1, *I would feel less self-conscious about speaking in class in front of others if I knew them better,* the item *neither agree nor disagree* is the option with the highest percentage at 41%, followed by *agree* at 30%, *strongly agree* with 15% ,and *disagree* at 14% with *strongly disagree*, having no percentage at all. This demonstrates that creating a well-known classroom environment and achieving friendly communication among students, help students feel more comfortable and less anxious when speaking.

Figure 23

Internal "self" factors - Negative self-perception / low self-esteem

Internal "self" factors - Negative self-perception
Reaction 2
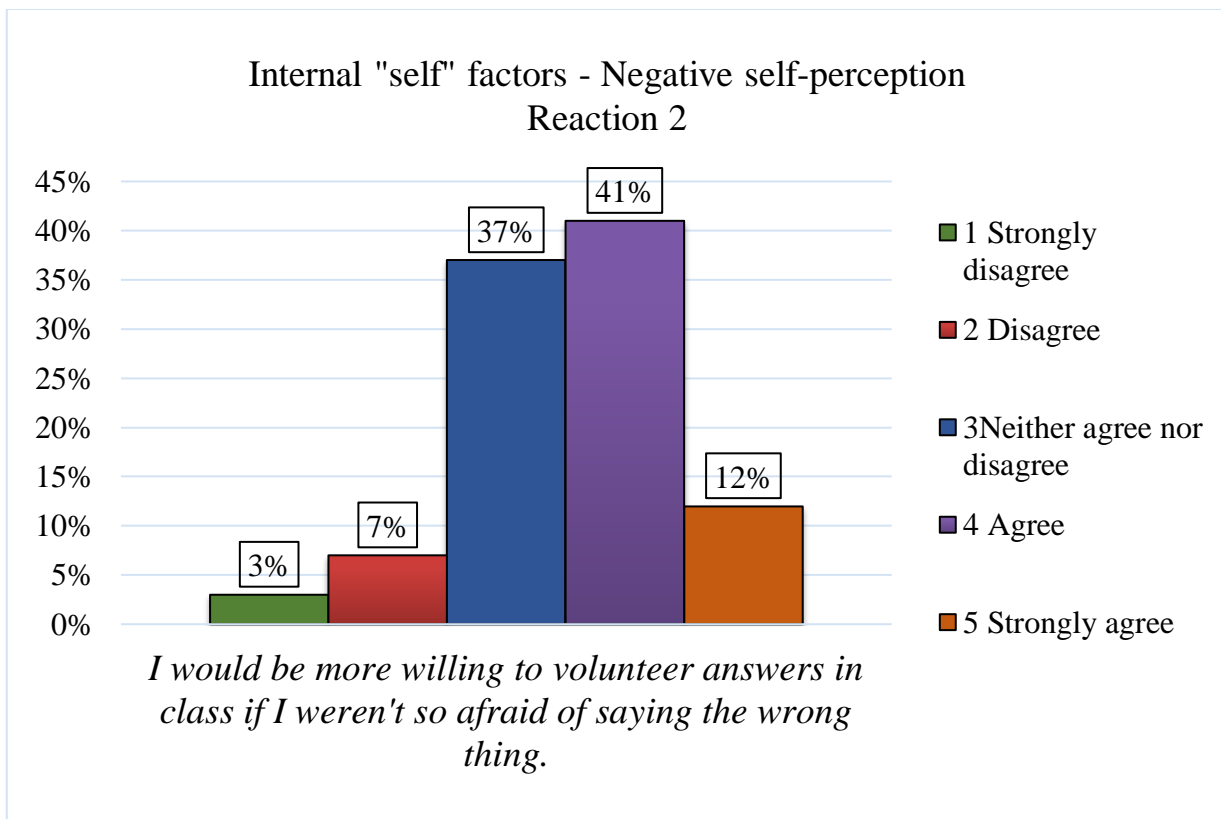
Continuing with the reaction 2, reflected in figure 23. *I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing*. The responses are kind of similar, with the most common option being *agree* with 41%, followed closely by *neither agree nor disagree* at 37%, then *strongly agree* at 12%, and with less percentage the options *disagree* and *strongly disagree* at 7% and 3% respectively. It shows that numerous students want to participate in class, but feeling not confident enough or not capable of expressing themselves correctly prevents them from performing in English or leads them to perform poorly and with nervousness, which leads to anxiety.

Figure 24

Internal "self" factors - Negative self-perception / low self-esteem

Internal "self" factors - Negative self-perception
Reaction 3

I am more willing to speak in class when we have a debate scheduled.

Legend:
- 1 Strongly disagree
- 2 Disagree
- 3 Neither agree nor disagree
- 4 Agree
- 5 Strongly agree

Values: 2%, 18%, 49%, 28%, 3%
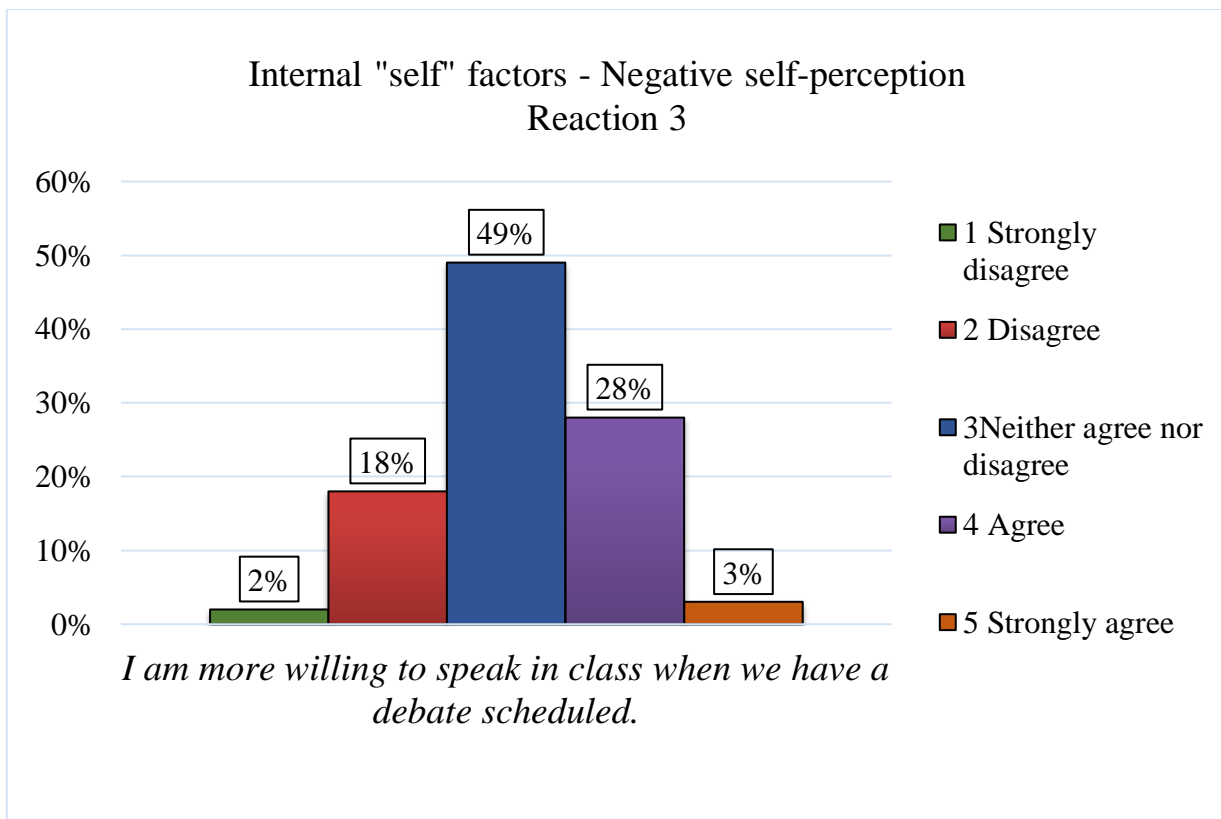
Additionally, in figure 24, which reflects reaction 3, *I am more willing to speak in class when we have a debate scheduled.* The option *neither agree nor disagree* wins with 49%, followed by *agree* with 28%, then *disagree* with 18%, and *strongly agree* and *strongly disagree* with the lowest percentages, with only 3% and 2% respectively. This surprisingly establishes that even if students have a scheduled activity where they can be more prepared than in an unexpected one, they still do not feel prepared or confident enough to perform in English. This can be considered as a negative effect of the low self-perception or opinion some students have about themselves, or it could also reflect the natural nervousness that some people experience when performing, even if they are fully aware and informed of what they have to do or present.

Figure 25

Internal "self" factors - Negative self-perception / low self-esteem

Internal "self" factors - Negative self-perception
Reaction 4

- 1 Strongly disagree
- 2 Disagree
- 3 Neither agree nor disagree
- 4 Agree
- 5 Strongly agree

1% — 8% — 36% — 40% — 15%

I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it were not such a big deal to make a mistake.
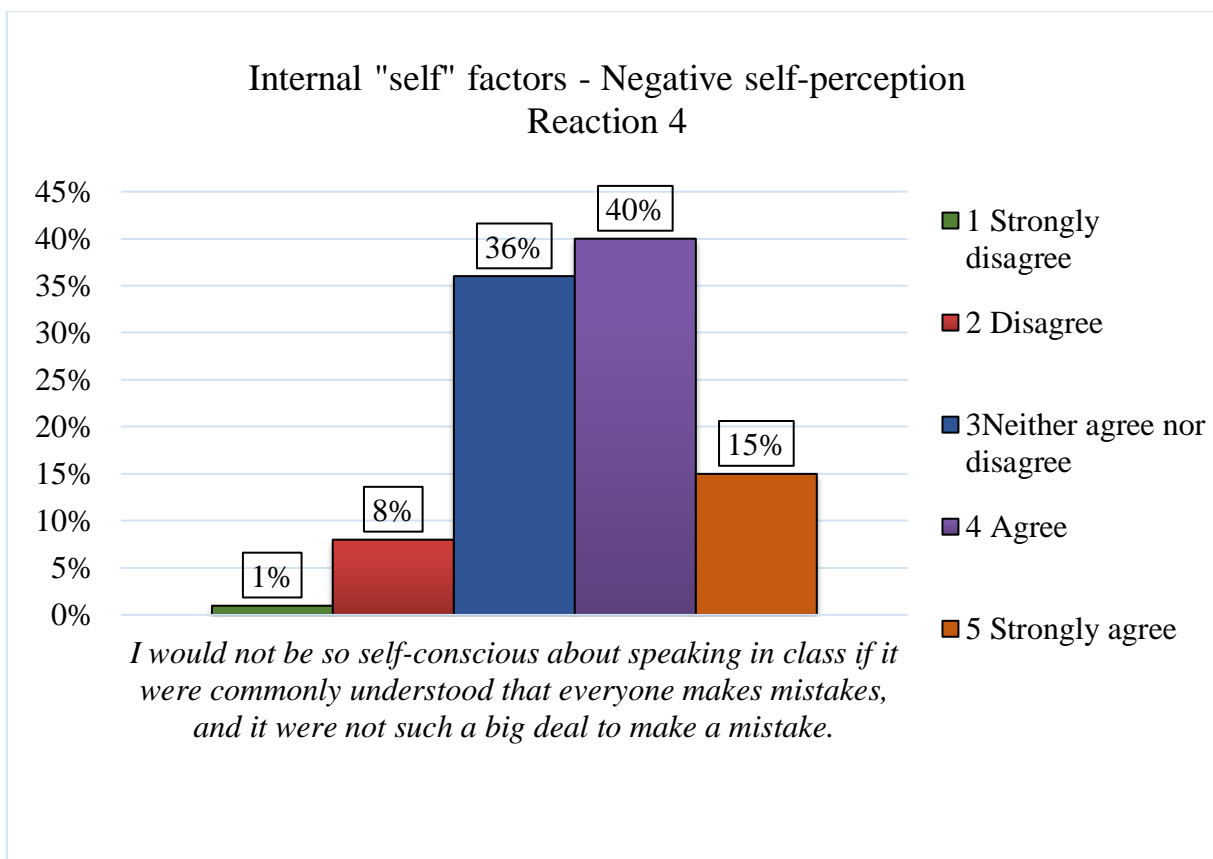
Finally, in figure 25, reaction 4, which is related to negative self-perception, is analyzed: *I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it were not such a big deal to make a mistake.* The *agree* option has the highest percentage with 40%, followed by *neither agree nor disagree* with 36%, *strongly agree* with 15%, and finally the last two options, *disagree* and *strongly disagree,* with 8% and 1% respectively. This confirms again that providing a secure environment or context where students can feel comfortable enough to express themselves, even if they make mistakes that are not condemned, is very useful for learning and practicing the language and reduces the presence of shyness, nervousness and anxiety.

In summary, it can be established that the negative self-perception or self-esteem that students have of themselves influences them in a great way when speaking. In other words, if students feel comfortable and in a suitable environment or tolerable situations, they feel less anxious when performing or expressing their opinions, interest or anything they want to express, without fearing being teased or ridiculed. Finally, creating these situations is not only the task of the teachers but also of the students themselves. This implies the action and attitudes students develop in class and the approaches teacher use in the management of mistakes. Therefore, negative self-perception or low self-esteem has a huge influence on the development of speaking skill.

b) *Attitudes towards the English language*

In the next figures, the reactions related to the attitudes toward the English language are presented. This part describes the most important aspects related to both variables, meaning that it connects the speaking activities with the attitudes and reactions students can show while doing these activities, which can lead to the development of anxiety. This part takes eight reactions to be analyzed and described.

Figure 26

Internal "self" factors - Attitudes toward the English Language

Internal "self" factors - Attitudes toward the English Language
Reaction 5

I am less anxious in class when I am not the only person answering a question.
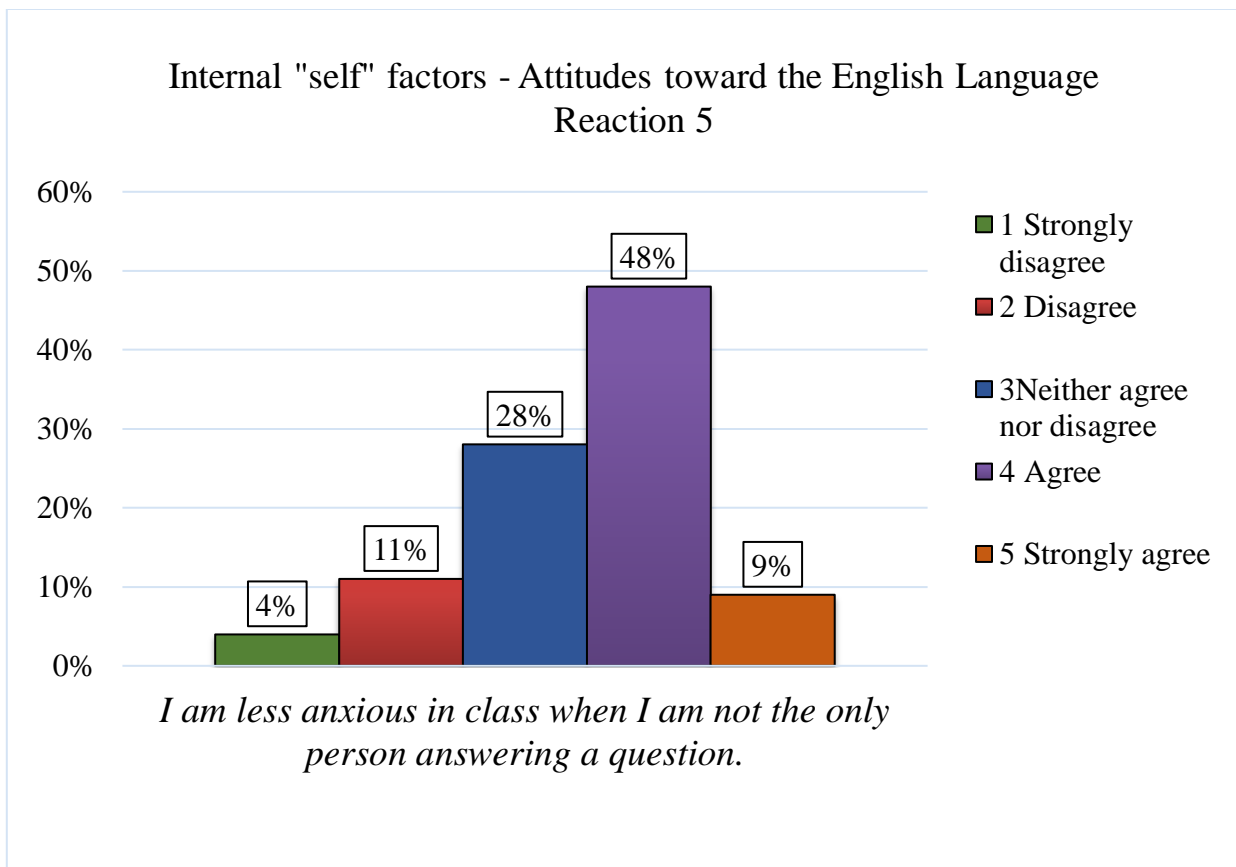
Starting with reaction 5, reflected in figure 26, *I am less anxious in class when I am not the only person answering a question.* The results are as follows: the most common response is *agree* with 48%, followed by *neither agree nor disagree* with 28%, *strongly disagree* with 4%, *strongly agree* with a close number of 9%, and *disagree* with only 11%. This can be summarized as students feeling more comfortable and less anxious when they have to work in groups or pairs that support and share their ideas or doubts. This means that students generally feel more anxious when they have to participate in classes or answers some questions by themselves, and not as a group that helps in building their confidence.

Figure 27

Internal "self" factors - Attitudes toward the English Language.

Internal "self" factors - Attitudes toward the English Language
Reaction 6

I would get less upset about my class if we did not have to cover so much material in such a short period of time.
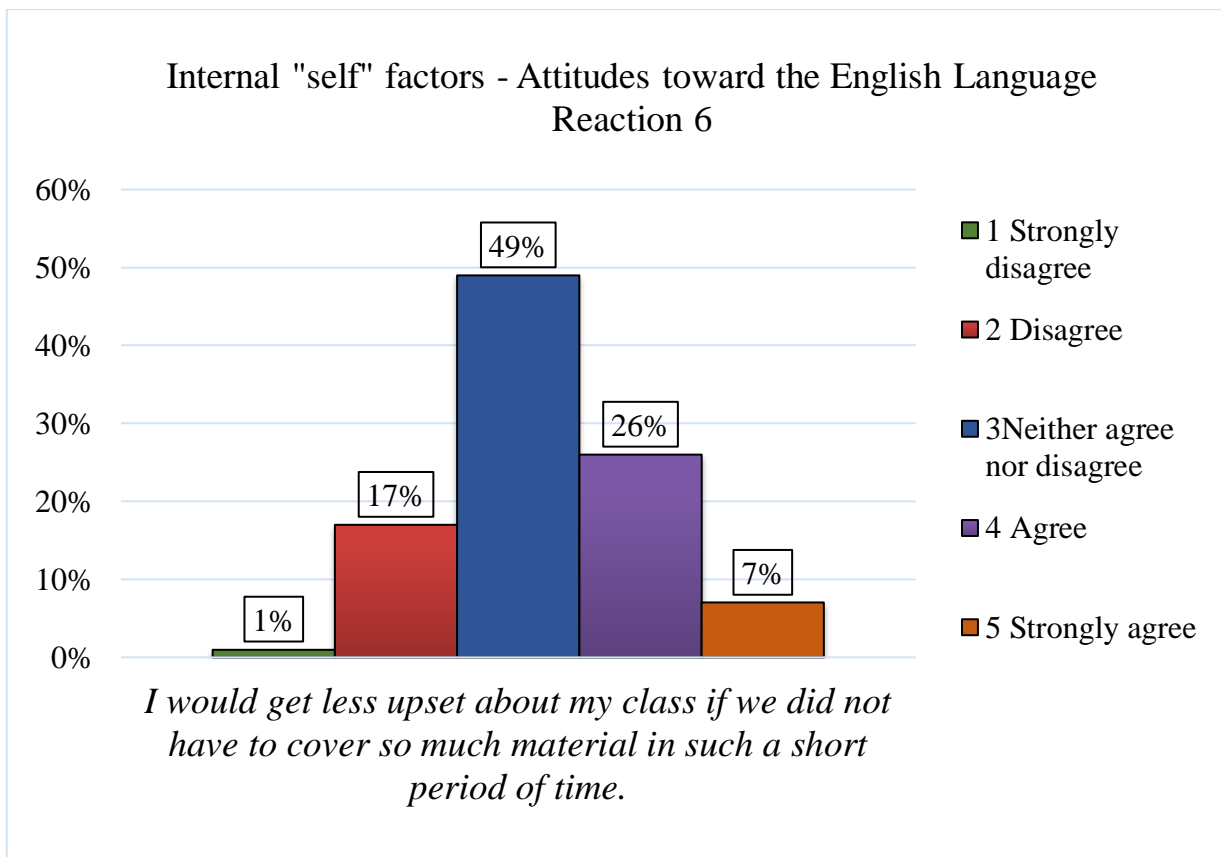
Continuing with reaction 6, reflected in figure 27, *I would get less upset about my class if we did not have to cover so much material in such a short period of time*. The results shows that *neither agree nor disagree* is the winner with 49%, followed by *agree* with 26%, and *disagree* with 17%. Finally, *strongly disagree* received 1% and *strongly agree* just 7%. This reveals that the amount of content covered in class and the time dedicated to studying each topic content does not have a significant influence on students´ performance. The results indicate that students do not pay much attention to the amount of content related to the English subject and the associated time period where the learning process is taking place.

Figure 28

Internal "self" factors - Attitudes toward the English Language.

Internal "self" factors - Attitudes toward the English Language
Reaction 7

I feel comfortable in class when I come to class prepared.

Legend:
- 1 Strongly disagree
- 2 Disagree
- 3 Neither agree nor disagree
- 4 Agree
- 5 Strongly agree

Values: 4%, 4%, 29%, 41%, 22%
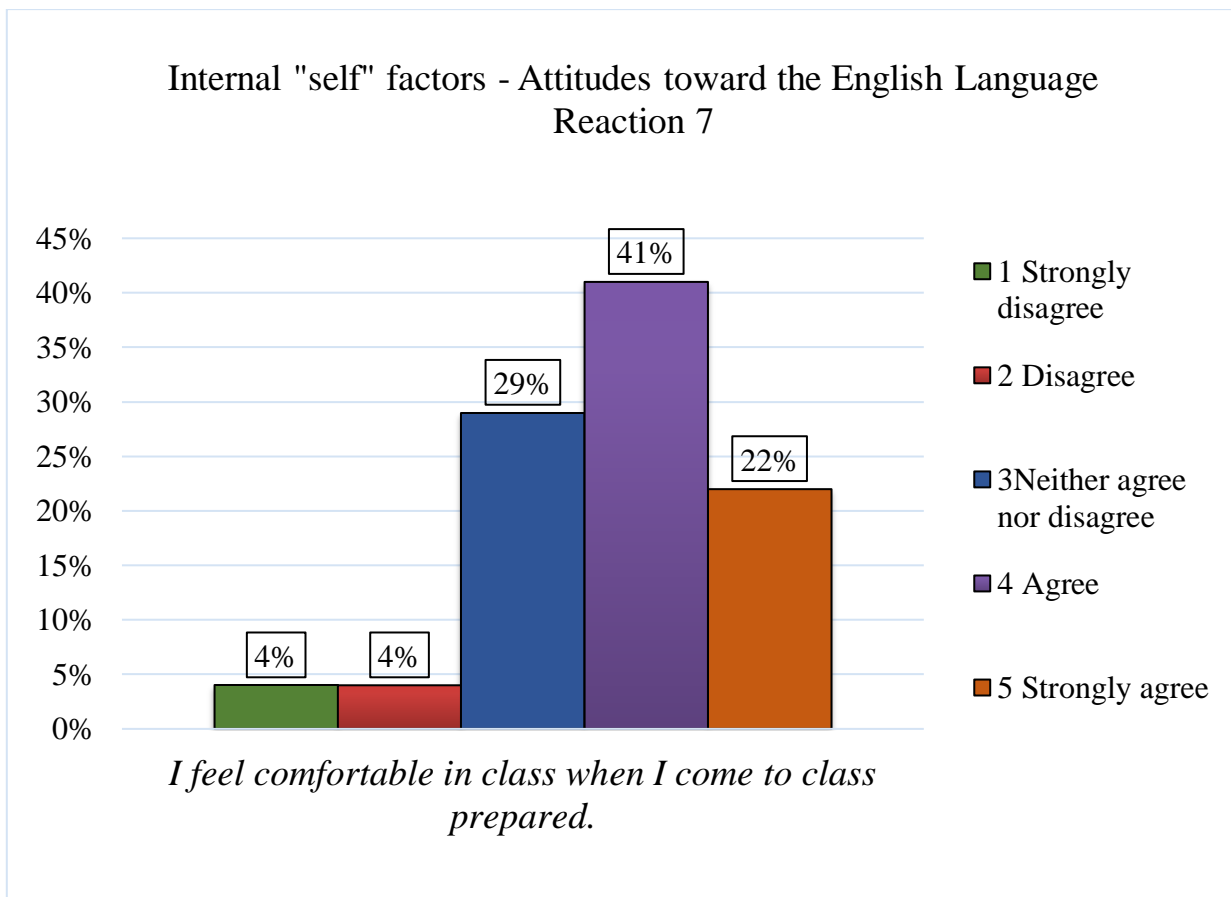
Additionally, in figure 28, the reaction 7, *I feel comfortable in class when I come to class prepared,* is presented. The results again revealed that the *agree* options wins with 41%, followed by *neither agree nor disagree* with 29%, and *strongly agree* with 22%. The least chosen option chosen were *disagree* and *strongly disagree* with the same percentage each, at only 4%. This shows that when students feel ready or have prior knowledge about what the class or activity is going to be. As a result, they are able to perform and speak in English without being nervous or anxious. These results indicate that students do not really give a significant importance on the specific activity they will perform but they prefer to be informed beforehand. This allows them to be prepared for what they have to do and feel less anxious in class.

Figure 29

Internal "self" factors - Attitudes toward the English Language

Internal "self" factors - Attitudes toward the English Language
Reaction 8
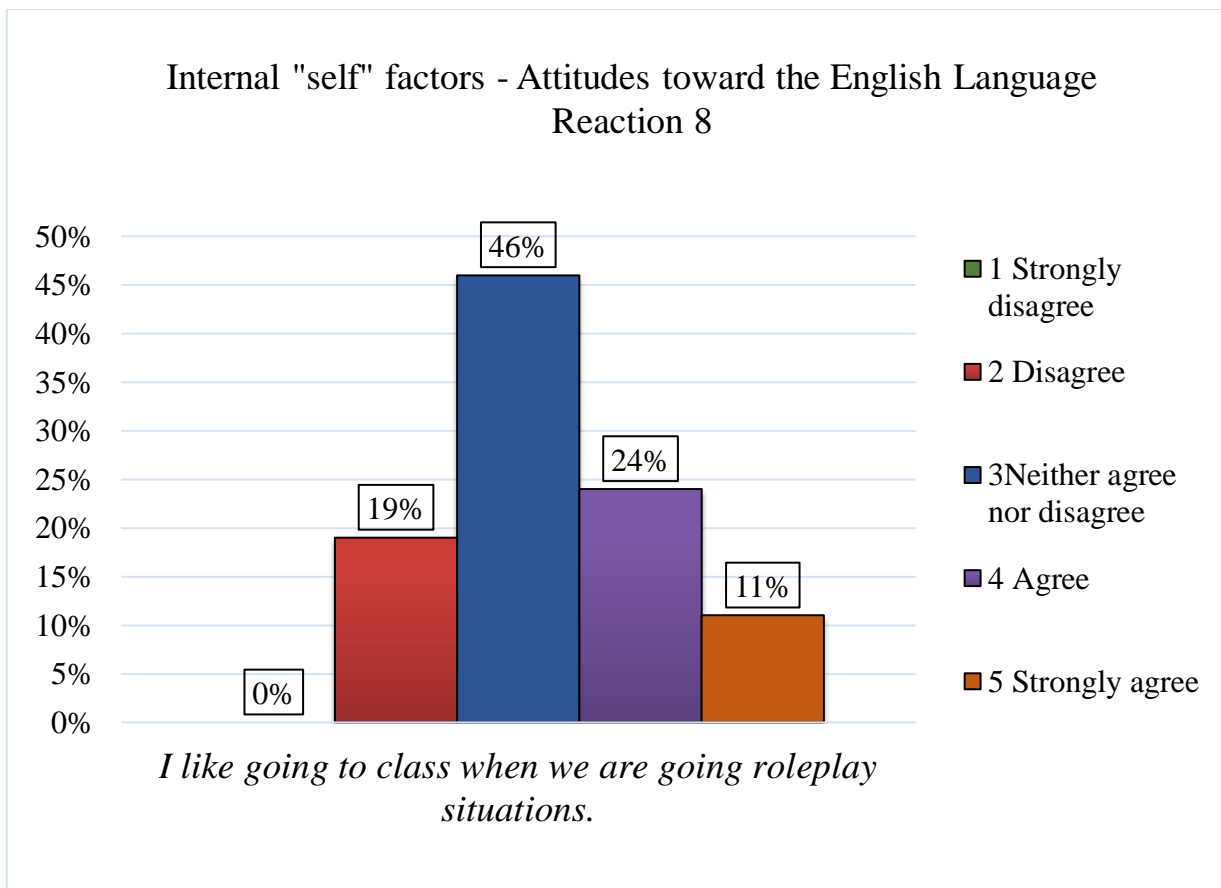
In the figure 29, the reaction 8, *I like going to class when we are going to roleplay situations* is presented. The most common answer was *neither agree nor disagree* with 46%, followed by *agree* with 24%, *disagree* with 19%, and *strongly agree* with 11%. The least chosen option was *strongly disagree* with only 0%. These results shows that students are more willing to perform in front of the class when they have specific situations or context where they can speak. Even with the use of roleplays, students feel more confident and capable to using the language, as in this type of activities, there are sometimes specific phrases or sentences they can use. They feel more confident as they know these phrases are employed under this contexts or situations.

Figure 30

Internal "self" factors - Attitudes toward the English Language

Internal "self" factors - Attitudes toward the English Language
Reaction 9

I am more willing to participate in class when the topics we discuss are interesting.
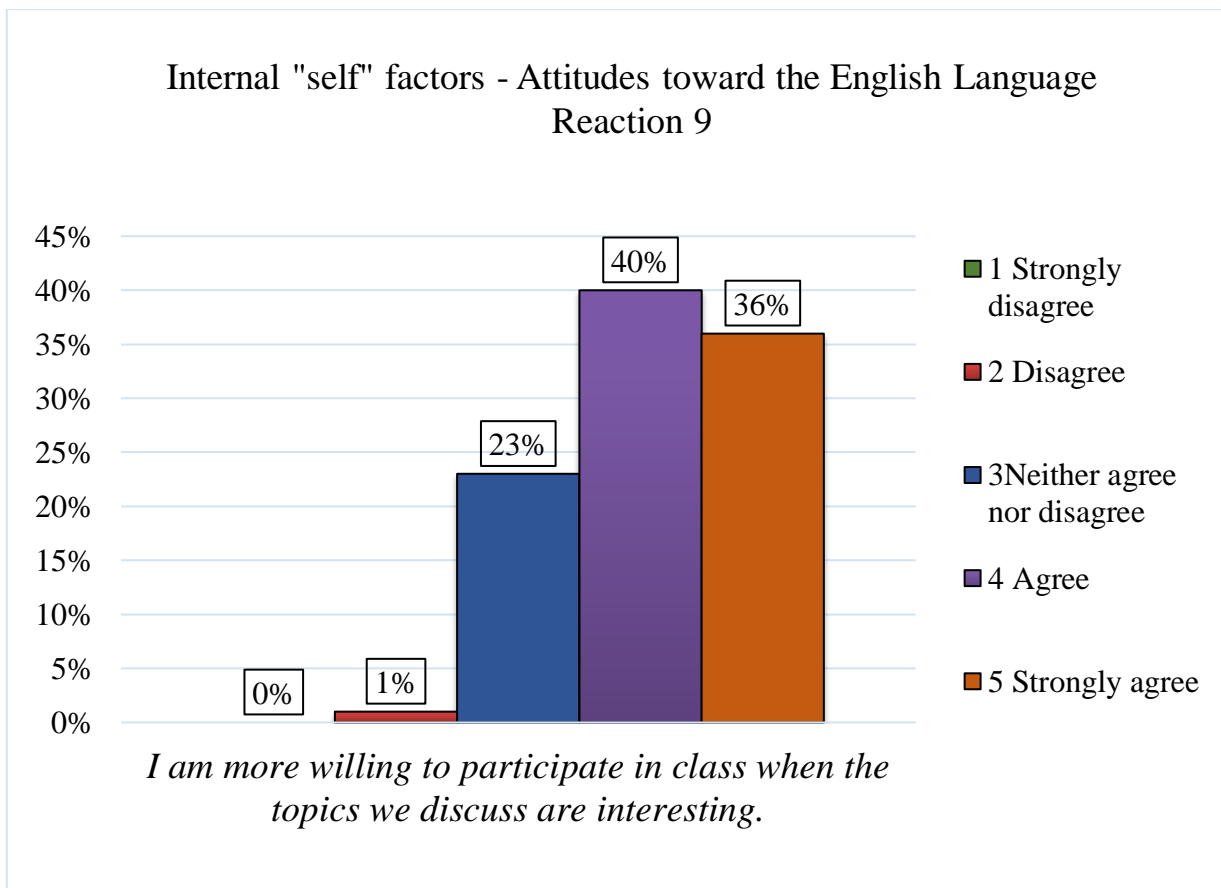
Continuing, in figure 30 the reaction 9 *I am more willing to participate in class when the topics we discuss are interesting* is analyzed. The most common answer is *agree* with 40%, followed closely by *strongly agree* with 36%, and *neither agree nor disagree* with 23%. The last two options, *disagree* and *strongly disagree* received only 1% and 0% respectively. This demonstrates that students' motivation to learn a new language is usually elevated, and this motivation increases if the topics in discussion or activities proposed are interesting, attractive and current or trending. Therefore, developing activities that are motivating, new and attractive or within themes students are familiar with, is fundamental to creating a stimulating and attractive classroom.

Figure 31

Internal "self" factors - Attitudes toward the English Language

Internal "self" factors - Attitudes toward the English Language
Reaction 10
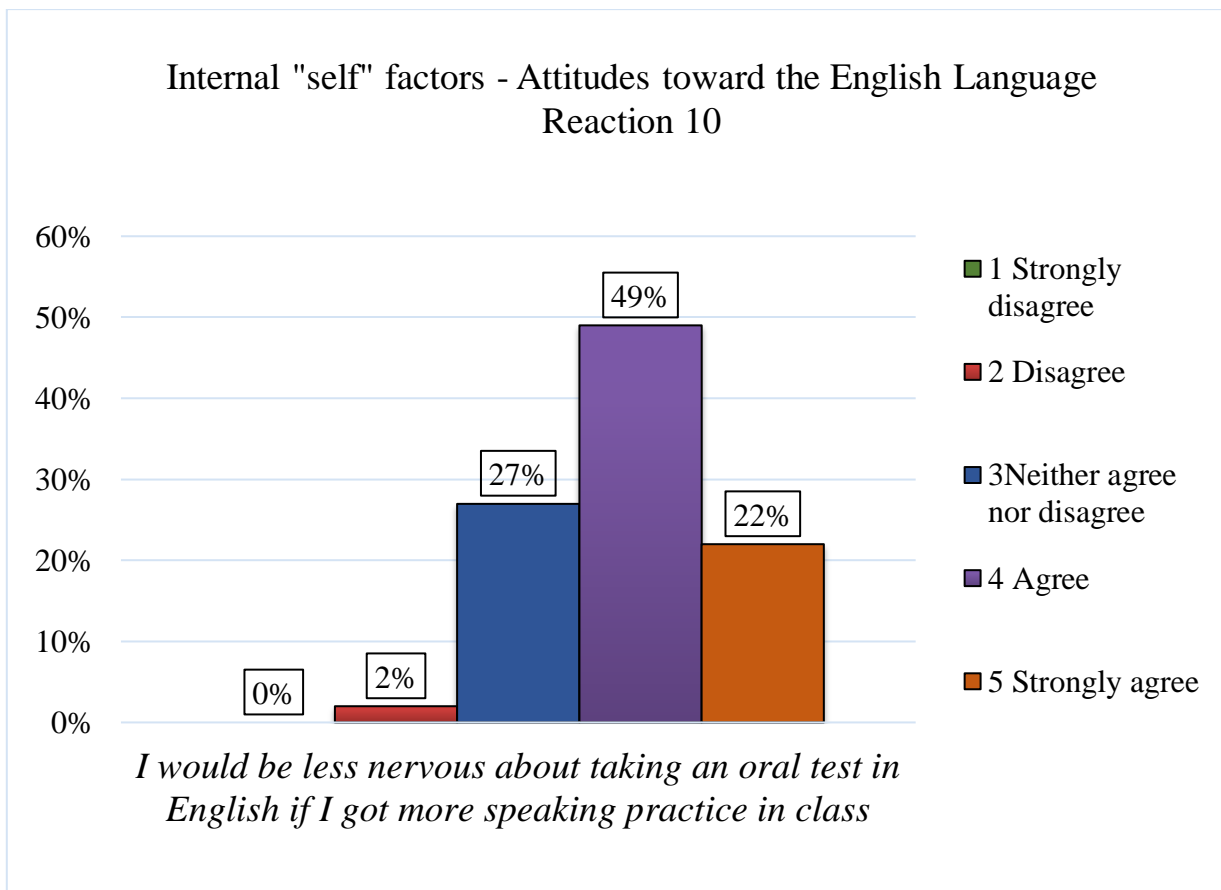
Within the reaction 10, reflected in figure 31 *I would be less nervous about taking an oral test in English if I got more speaking practice in class*. The results as in the previous analysis, show that the most common response is *agree* with 49%, followed by *neither agree nor disagree* with 27%, *strongly agree* with 22%, and *disagree* with just 2%, with 0% for *strongly disagree.* This shows that sometimes the class time is not enough to cover all the aspects involved in learning a new language, but it might be a good alternative to give especial attention to the speaking skill since it encompasses all the knowledge needed to communicate with each other. The results reflect that students could feel less anxious if they can practice the language in more interesting and interactive activities in class, where they can feel more confident and less nervous or anxious about performing, which helps in the development of their learning.

Figure 32

Internal "self" factors - Attitudes toward the English Language

Internal "self" factors - Attitudes toward the English Language
Reaction 11

I would feel more comfortable if teachers never corrected our mistakes in front of the class
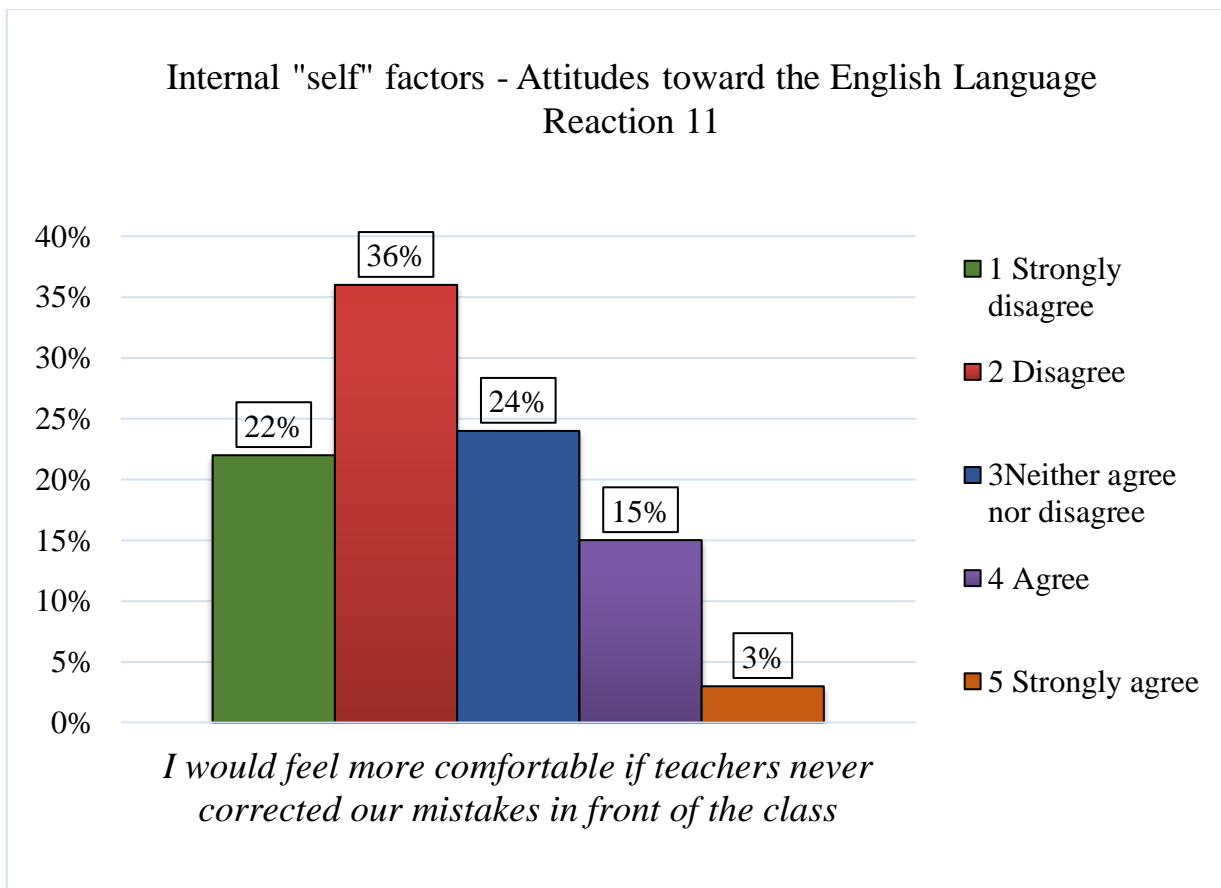
Finally, in the figure 33, reaction 11 which is related to error/mistake correction, is analyzed. Reaction 11 states that *I would feel more comfortable if teachers never corrected our mistakes in front of the class*. The results obtained were unpredictably as they show that the most common answer is *disagree* with 36%, followed by *strongly disagree* with 22%, and *neither agree nor disagree* with 24%. *Agree* accounted for only 15%, and *strongly agree* for only 3%. This demonstrates that students now prefer to be corrected in front of the class and in front of everybody, which is a positive reaction because it implies that every other student could avoid that mistake the next time. It also shows the security and self-confidence that students have, as they do not feel uncomfortable or embarrassed about being corrected to get better.

Figure 33

Internal "self" factors - Attitudes toward the English Language

Internal "self" factors - Attitudes toward the English Language
Reaction 12
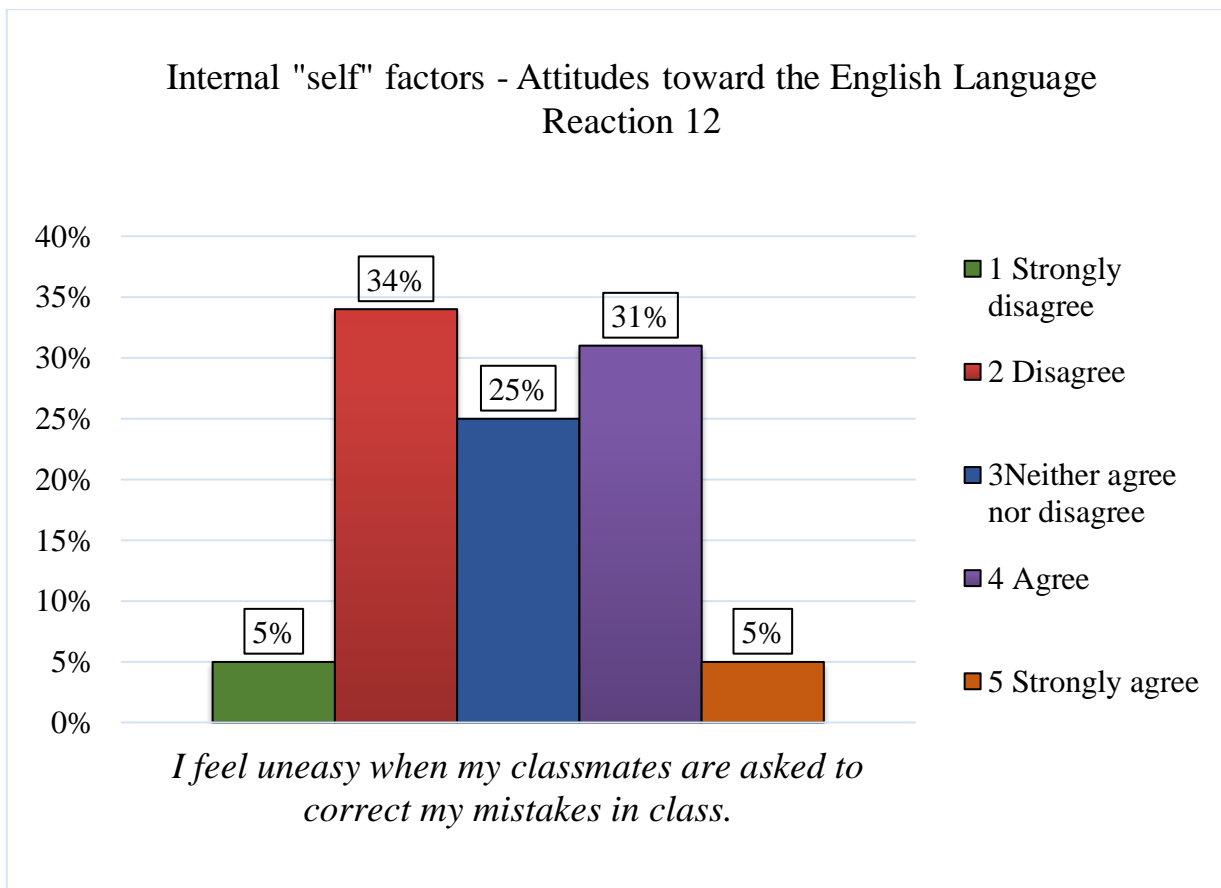
Finally, the last reaction, reaction 12 related to the attitudes toward the language, is presented. It is also connected to the mistakes management as it states *I feel uneasy when my classmates are asked to correct my mistakes in class*. It presents almost the same scheme of answers as the most common option chosen was *disagree* with 34%, followed by *agree* with 31%, and *neither agree nor disagree* with 25%. The less common options were *strongly disagree* and *strongly agree* with only 5% each. This reconfirms the previous analysis: students now prefer to be corrected in class, either by the teacher or their classmates. This means they do not feel anxious or embarrassed when they are corrected in public, as it ultimately benefits their proper learning of the language and helps in the development of their speaking skills.

According to the results obtained regarding attitudes toward the language, it is surprising that many of the situations or activities that students are exposed to nowadays are not considered as threatening as in previous years. For investigation purposes, these results were kind of shocking but also a relief at the same time, since they demonstrate that teachers try to create comfortable environments and situations where students can develop their learning. Students have a better self-esteem and confidence about their knowledge and opinions regarding learning a new language. However, as expected, students feel nervous or anxious when they have to perform in English. Then, it can be established that anxiety is always present in students' performance, but nowadays, not in the quantity or the usual amount as in previous years, which shows a great advance in teaching and learning English.

c) *Negative experiences and Fear of taking risks*

In the next figures, the reactions related to the negatives experiences and the fear of taking risks are analyzed and described. This part consists of five reactions related to some previous experiences that students might have had when speaking or within their learning experiences. These experiences can be summarized as positives or negatives. In this part of the study focused on the negative experiences since they could develop into some undesirable and unhelpful attitudes that might affect students´ learning process and influence their speaking performance. Some of these reactions are presented in the figures.

Figure 34

Internal "self" factors - Negative Experiences and fear of taking risks

Internal "self" factors - Negative Experiences
Reaction 13

Legend:
- 1 Strongly disagree
- 2 Disagree
- 3 Neither agree nor disagree
- 4 Agree
- 5 Strongly agree

Bar values: 16%, 8%, 37%, 27%, 12%

I think I can speak English pretty well, but when I know I am being tested, I get confused.
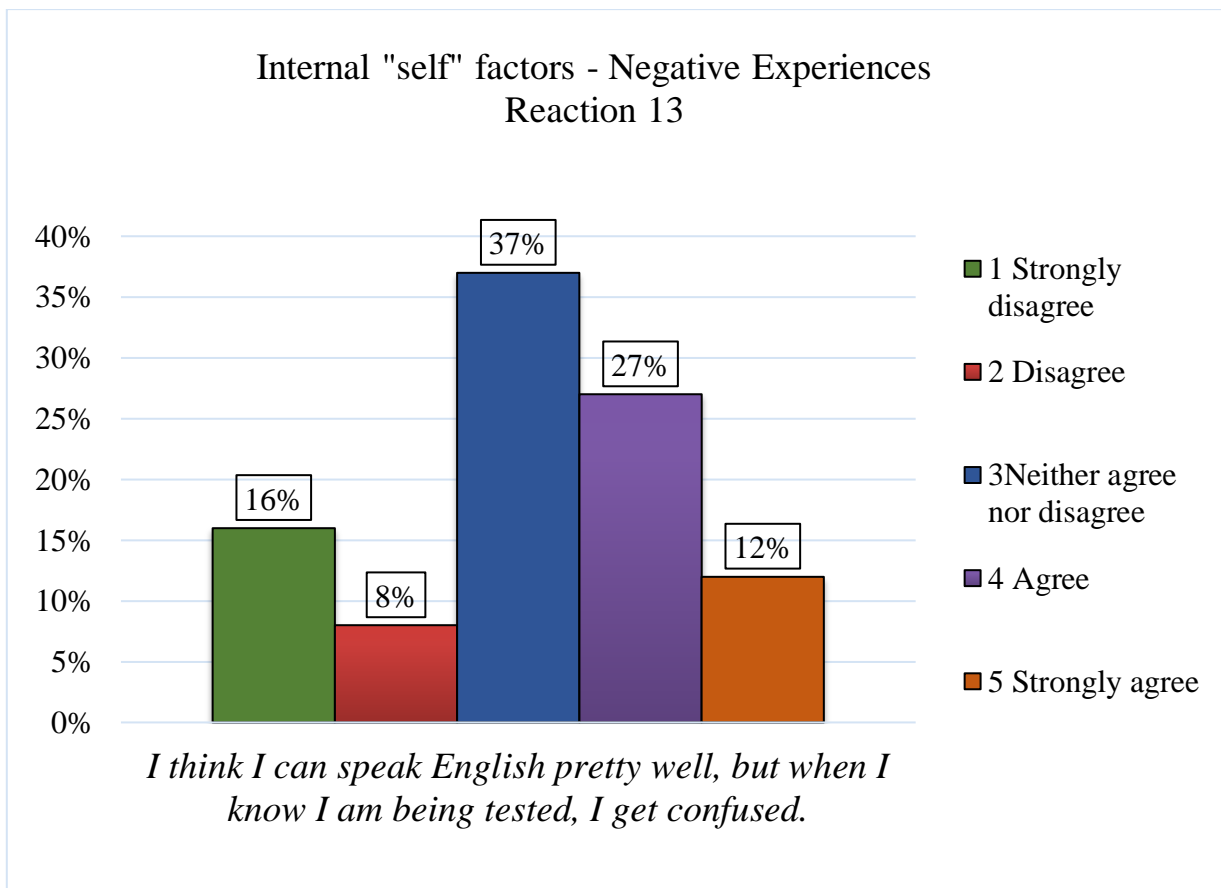
In the figure 34, reaction 13 is presented: *I think I can speak English pretty well, but when I know I am being tested, I mess up*. The results showed that the most common response is *neither agree nor disagree* with 37%, followed by *agree* with 27%, and *strongly disagree* with 16%. The two last options are *strongly agree* with 12%, and *disagree* with only 8%. This reveals a common problem faced when learning English: students acquire all the necessary knowledge but are still unable to express themselves or speak in English, leading to frustration and embarrassment and triggering anxiety when they find themselves in similar situations again. In other words, when students are in a specific situation where they feel threatened or scared, even though they have all the information needed to speak, anxiety appears, negatively influencing their performance in another language.

Figure 35

Internal "self" factors - Negative Experiences and fear of taking risks
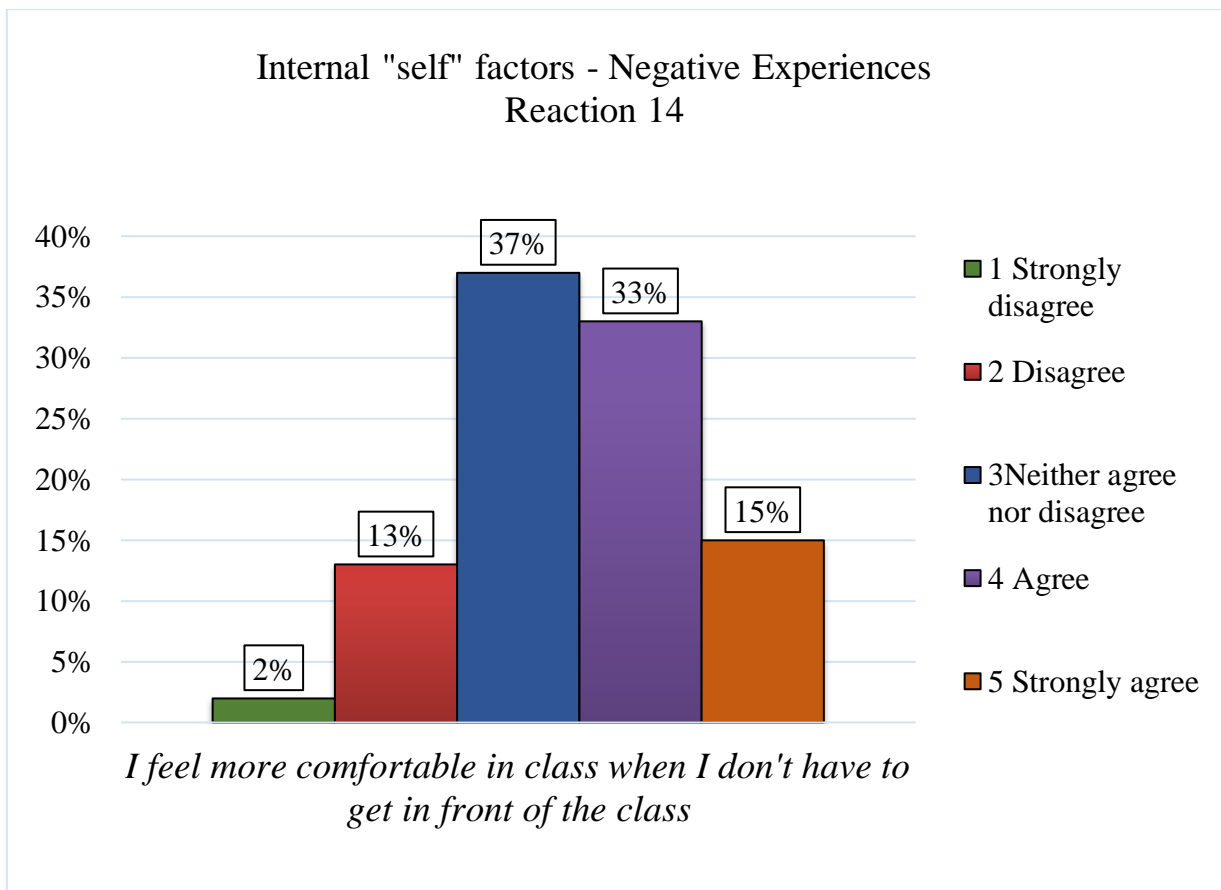
Continuing with reaction 14, expressed in figure 35. *I feel more comfortable in class when I don't have to get in front of the class.* As in the previous cases, the common option chosen is *neither agree nor disagree* with 37%, followed closely by *agree* with 33% and *strongly agree* with 15%, finishing with 13% of *disagree* and only 2% *strongly disagree*. This confirms the previous answers, as students nowadays are more willing to be participative and talkative in class and feel more comfortable being part of the class. However, students still tend to feel more anxious when they have to perform in front of the class, as it is an intimidating physical place where they tend to feel more nervous and observed. Therefore, they prefer not to be exposed in front of the class, but are enthusiastically participative from their own places or seats, which work better as they do feel less nervous or anxious.

Figure 36

Internal "self" factors - Negative Experiences and fear of taking risks

Internal "self" factors - Negative Experiences
Reaction 15

I enjoy class when I can work with another student.
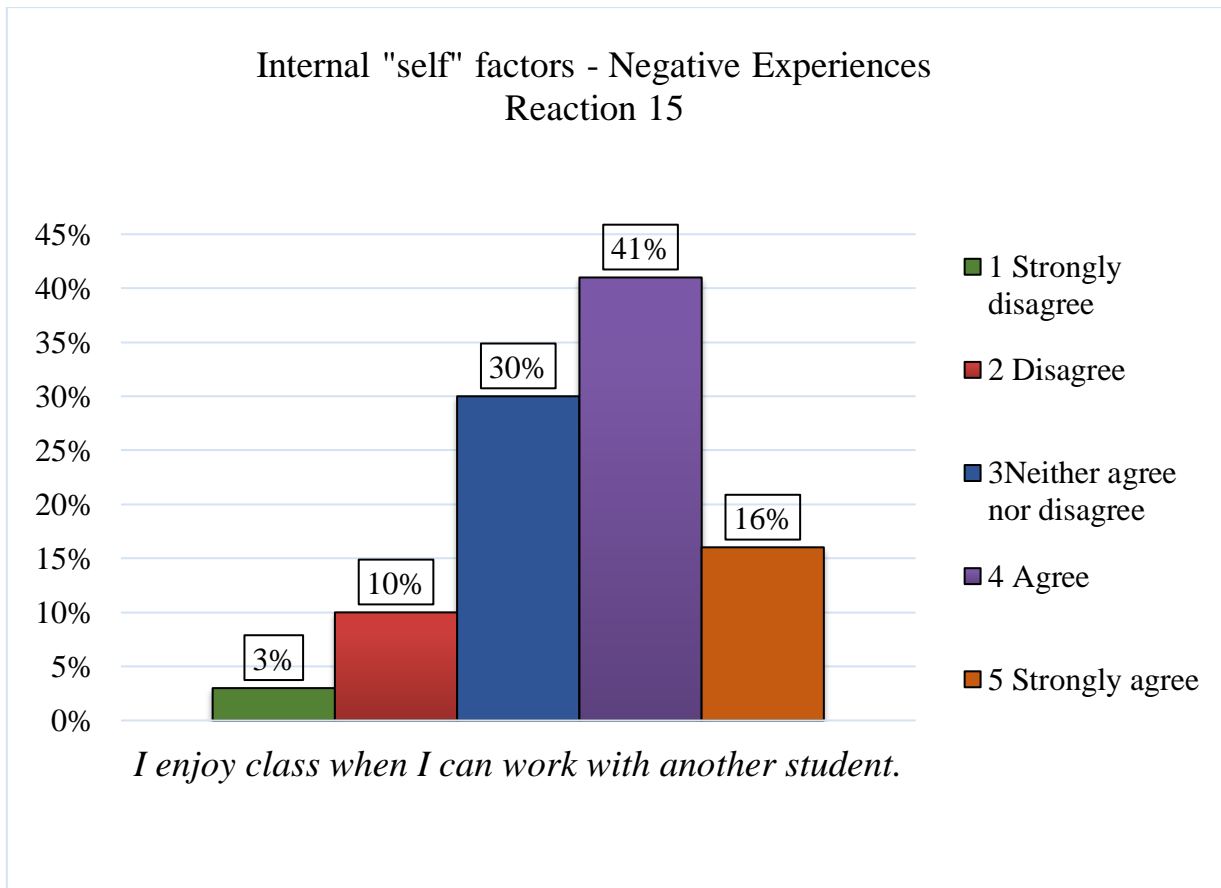
In addition, reaction 15, reflected in figure 36, is analyzed. The reaction stated *I enjoy class when I can work with another student*. The results reconfirm the previous statement that students feel more comfortable when they work among each other, as the most common answer is *agree* with 41%, followed by *neither agree nor disagree* with 30% and *strongly agree* with 16%. The results finish with *disagree* at 10% and *strongly disagree* at only 3%. This means that students feel more comfortable working with other students, as both are in the same process of learning, where having doubts and making mistakes are common, and where together they can find solutions or answers to their question without feeling threatened, nervous or anxious.

Figure 37

Internal "self" factors - Negative Experiences and fear of taking risks
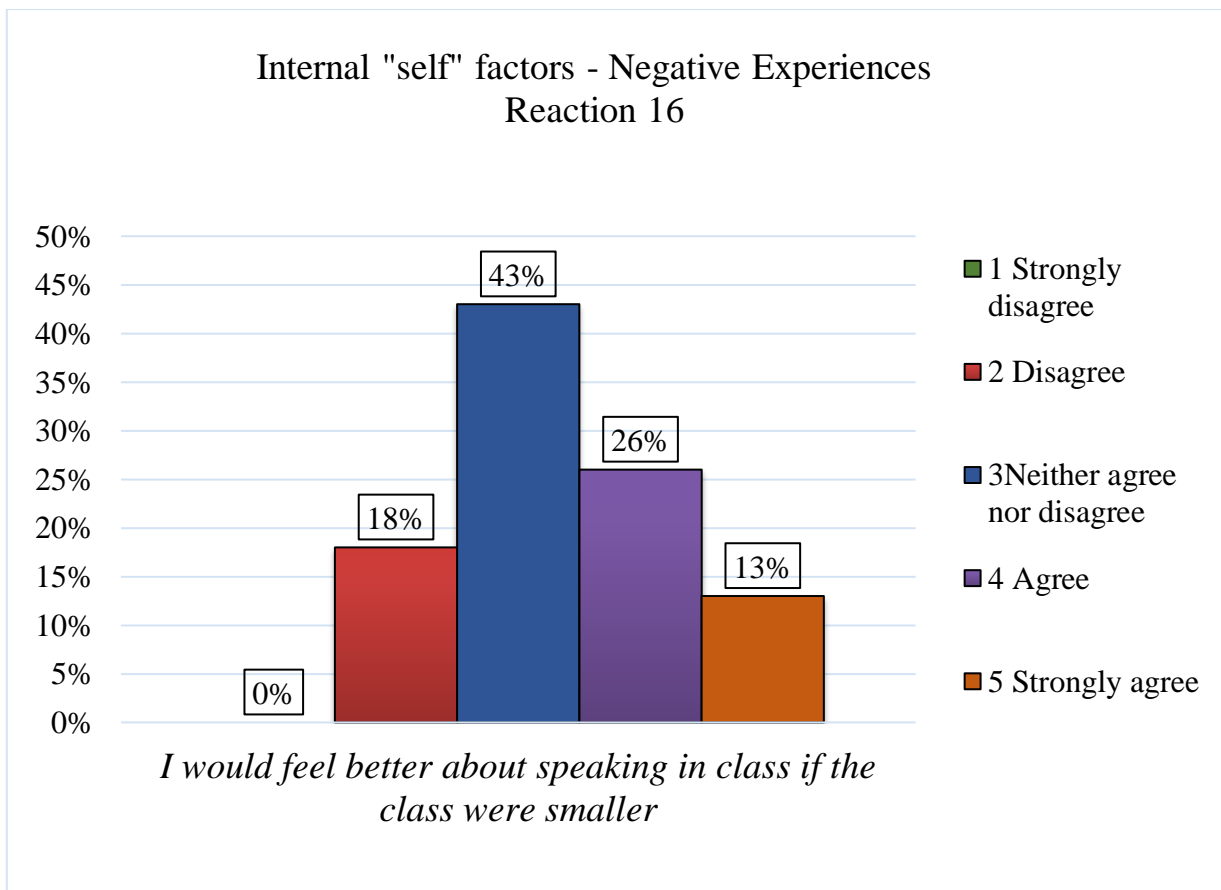
In addition, reaction 16 is presented in the figure 37. It states *I would feel better about speaking in class if the class were smaller*. The common reply is *neither agree nor disagree* with 43%, followed by *agree* with 26%, and *disagree* with 18%. The options of *strongly agree* with 13% and *strongly disagree* with 0%. These results reveal that the number of students in the class does not affect the development of speaking skills in students. One possible reason is that in a larger class, students have fewer opportunities to speak, which in class helps avoid feeling anxious. Another reason can be in a smaller class, students feel more comfortable performing or expressing themselves in a reduce group of people.

Figure 38

Internal "self" factors - Negative Experiences and fear of taking risks
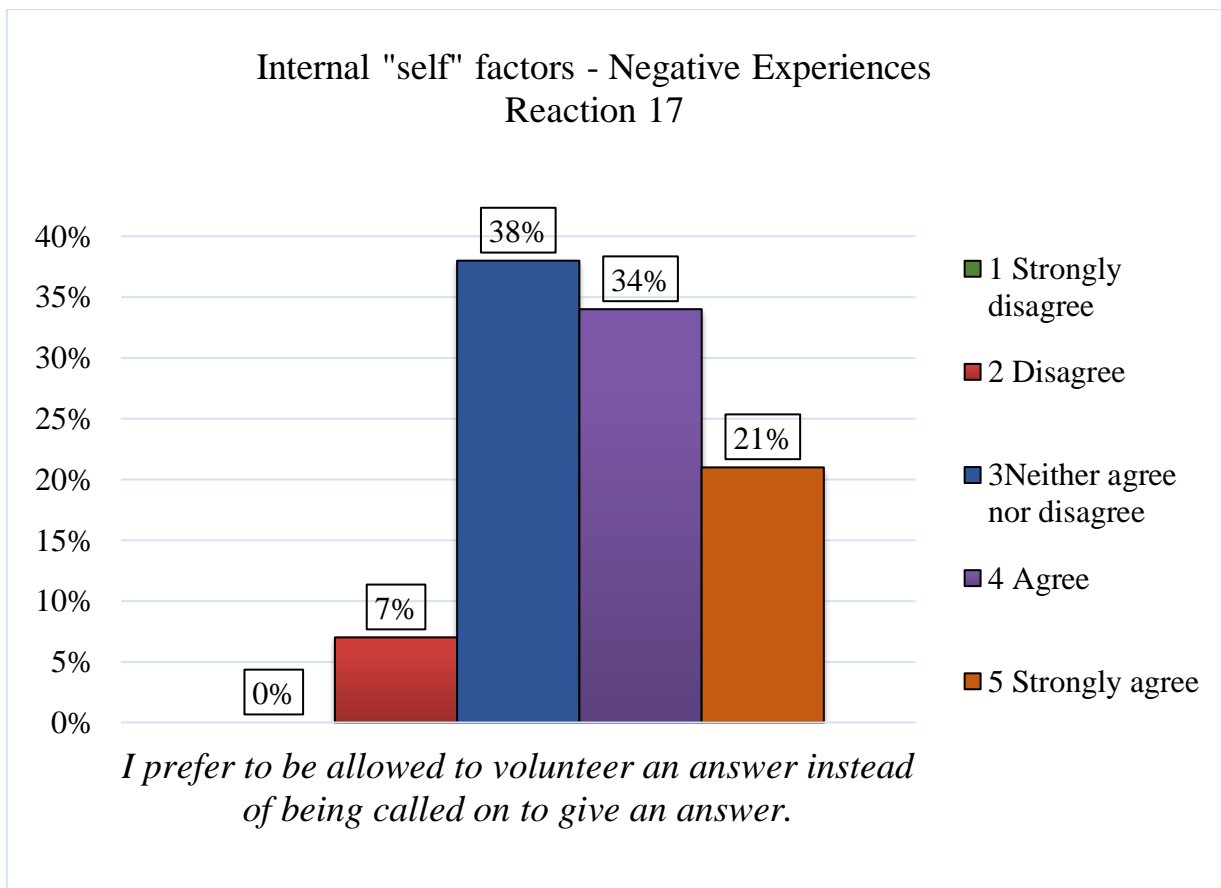
Finally, in the figure 38 the reaction 17 is analyzed. It stated *I prefer to be allowed to volunteer an answer instead of being called on to give an answer.* The results again show that the *neither agree nor disagree* is the common answer with a 38%, followed closely by *agree* with 34%, and *strongly agree* with 21%, to end with only 7%, and 0% to *disagree* and *strongly disagree* respectively. It indicates that students feel less pressure and are more willing to be part of the class if they do not feel forced to do it. In other words, being more patient and waiting for students to speak by their own initiative creates more confident and self- assured students and more positive environments for learning, which avoids feeling of uneasiness and nervousness that leads to anxious states.

As a summary of this part related to negative experiences and fear of taking risk, it can be established that negative experiences students suffer previously can influence the speaking in performance and development of the language. Fortunately, the data analysis shows unexpected results, as many students are comfortable within these situations and have learned how to manage them and the anxiety that could be present in those contexts. As shown, students do not really feel extremely affected by anxiety when speaking or doing an activity in class. Moreover, in some activities, students feel confident enough to be active participants, as they prefer to work in pairs or groups and to volunteer for speaking. However, anxiety is still present in certain situations where students do not feel comfortable, such as having a test or being tested, talking in front of the class or being in front of a large group of people. Then, it can be established that anxiety is shown but not in the amount that was previously expected, which is something positive to highlight. Even students having negative experiences, these do not influence the actual development of speaking skills and the language itself.

General Analysis of Internal "self" Factors in Students.

Figure 39

Internal "self" Factors General Analysis
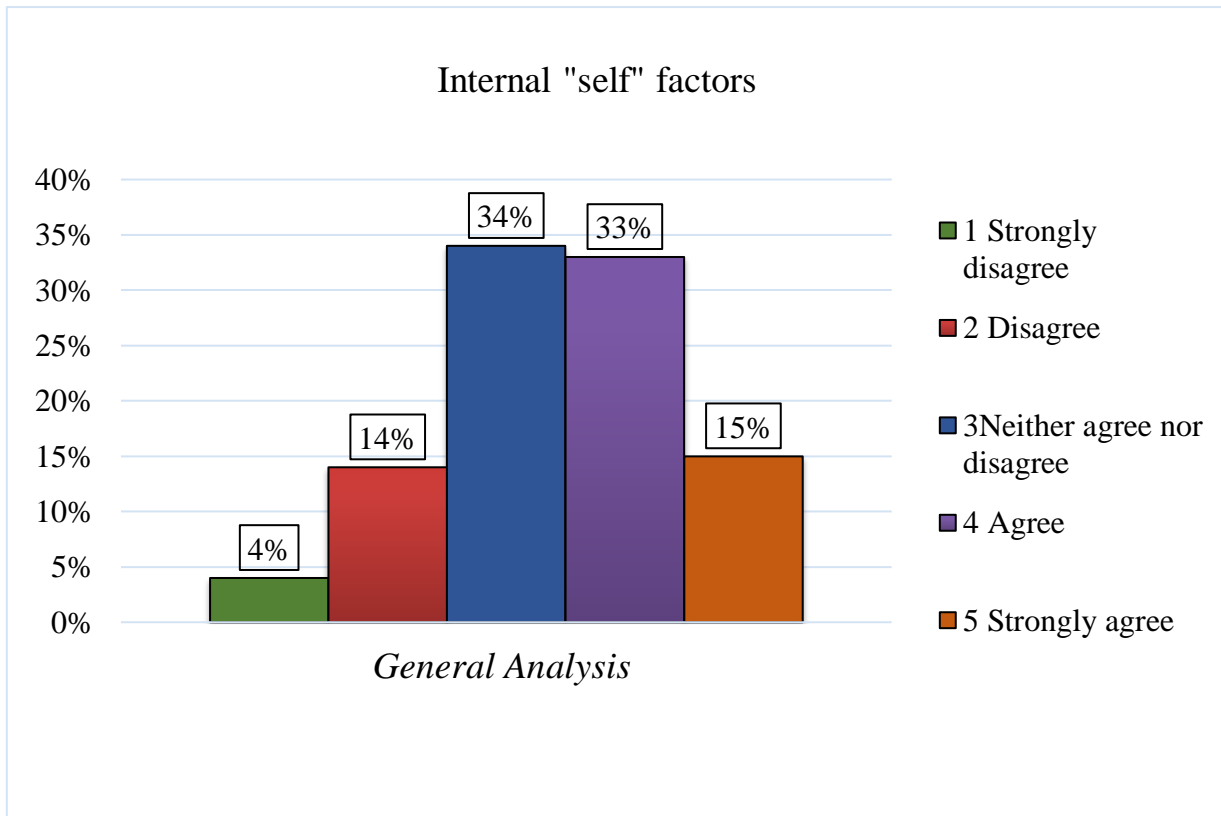
As it can be observed in figure 39, the seventeen reactions related to internal factors are interpreted and analyzed within a general analysis, which includes all the percentages presented in the three indicators linked to internal factors. In other words, negative self-perception, attitudes toward the English language and negative experiences students could face it when learning a new language are all considered. As a general view, it can be stated that most students agree with many of these reactions, as the most chosen option was agreement. As reflected in the figure above, the *neither agree nor disagree* with 34%, closely followed by *agree* with 33%, *strongly agree* with 15%, *disagree* with 14%, and *strongly disagree* with only 4%. This shows

that many students coincide with the reactions presented in part IV of the questionnaire, that are linked to internal factors, revealing that these factors are the most commonly presented in students. Although the third option received the highest percentage, it differs just by just 1% from the fourth option. In the analysis of each question separately, it can be observed that in certain reactions (reaction 2,4,5,7,9,10,12 and 15) *agree* is the option with the highest percentage, followed by *neither agree nor disagree,* an intermediate answers which does not necessarily indicate complete disagreement from students. Finally, it can be established that internal "self" factors are the most common and prevalent factors in the development and performance of speaking in students, as they correspond positively to the reactions presented. This means that students could relate to these attitudes, experiences and the self-perceptions they go through when learning and performing in a new language.

4.1.2. SPEAKING

Speaking skill is considered one of the most complicated skills to achieve by students, as it implies the management of the language. It means that students have to be capable of finding the words and ordering them to form sentences to express what they want to say, need and feel. Thus, mastering the speaking skill involves the development of many other skills and capabilities. To analyze and to measure the speaking skill students develop, the study access the mark students achieve in their classes. This means the study obtains the results of students who were part of the sample in order to make a comparative description of their answers related to anxiety and how they feel stressful situations in the questionnaire they were given, and how it can influence their speaking performance.

Figure 40

Summit Speaking Level Average
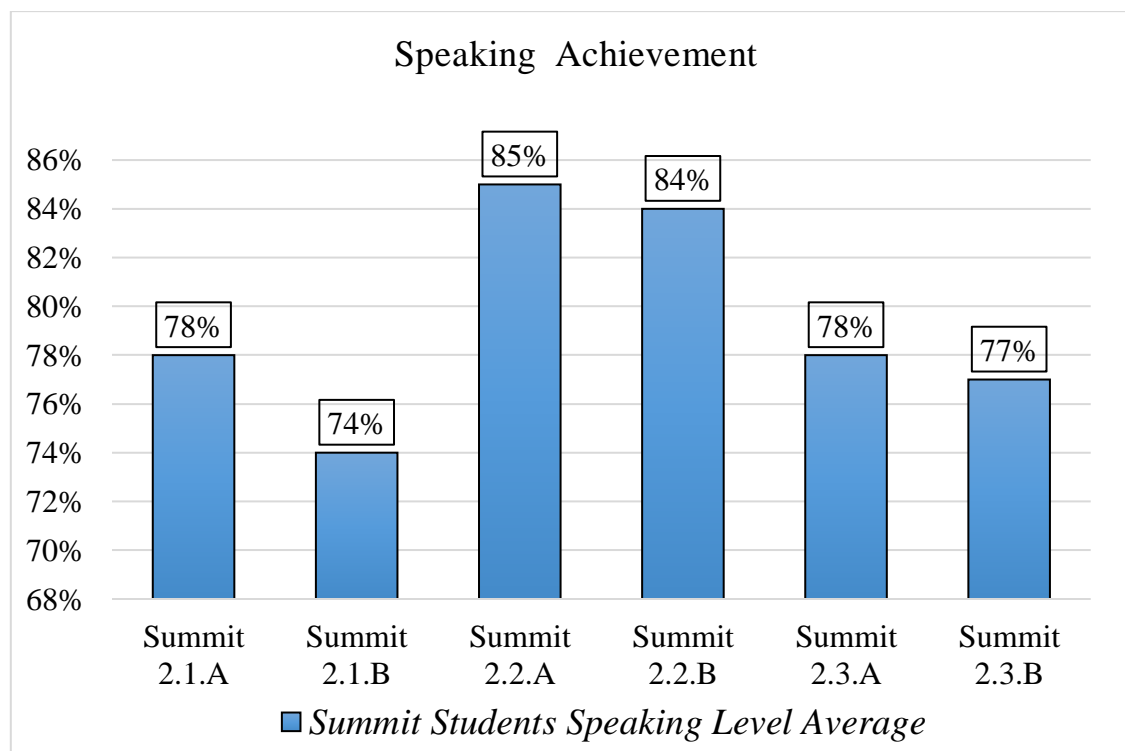
Surprisingly, most of the results obtained by students were superior to the average results. As it can be observed in figure 40, in each level of Summit courses, students' marks were superior to 70%, which showed that the median students´ accomplishment in speaking skill is over 79.3 out of 100 points. It means that most of the students have an advanced development of their speaking skills, which implies that they do not really feel threated, nervous or anxious when performing in English, which is also reflected in their answers of the questionnaire.

In summary, nowadays, anxiety in learning is not really prevalent or if there are some anxiety factors present, they are not as high in percentage as they used to be, which shows that anxiety does not really have a strong or high influence on the development of speaking skills. One of the reasons these anxiety factors are not really present in the learning process could be the new ways, techniques and methods teachers implement in their classes, creating a safe environment

108

where students can feel comfortable enough to perform and to speak, and where they can develop their skills. Another reason is that students have access to a vast amount of information and are growing up in a more comprehensible and understandable society where they can develop at their own pace and do not really feel as much pressure to achieve any skill or stress to get a perfect score. Additionally, they have more confidence in themselves and their knowledge, and in some cases, the development of their self-esteem is superior and restored. Consequently, students feel less anxious and develop better their skills and learning better.

4.2.CONCLUSIONS

After all the analysis and the detailed descriptions of the results obtained by the answers provided by the questionnaire applied to the investigation, the conclusions are introduced. First, the conclusions related to the objectives are described, followed by the conclusions related to the hypotheses proposed and whether or not they were proven or refuted by the data collected. Finally, a general conclusion about the analysis of the results is presented, taking into account the process and development of the research.

4.2.1. Conclusions related to the objectives.

The conclusion related to the objectives are described in this part. In order to describe the goals established in this research, the specifics and general objectives established before are considered and tested. First of all, a description of the conclusions of each specific objective is presented, followed by the conclusion of the general objective. These conclusions reveal the steps followed in order to obtain the results of the investigation.

The first specific objective to achieve was *To identify the foreign language anxiety factors that appears in the speaking skills of foreign language students at Centro Boliviano Americano*. This objective was already addressed at the moment to elaborate and apply the instrument in the

English students at the CBA. Then, the instrument was analyzed and described in the part of analysis of the results by the researcher in order to obtain the required data for the research. The instrument applied was a questionnaire divided into four parts, each covering a type of anxiety measured separately. After all the analysis and the description of the results obtained with the questionnaire, the foreign anxiety factors that appear in student speaking skills were the sociocultural, academic and internal "self" factors (Armanzo, 2019). These factors were taken into account as they are the most frequent factors related to the appearance of anxiety, considering the environment where the performance takes place and the context or situations around it, as well as the students' beliefs about their knowledge. The second part focuses on the activities or methods applied in class and the management of the class. Finally, the third part of the questionnaire focuses on the students´ self-perception related to their self- esteem and confidence, also taking into account the attitudes that students can develop towards the language and previous negative experiences that students could suffer when speaking. In summary, the first objective identified the three anxiety factors that could influence the development of speaking skills.

The second specific objective was *To analyze the foreign language anxiety factors presented in the speaking skills of students.* This objective was developed during the description of the analysis of the results obtained. This data was obtained directly from the students. In other words, after applying the questionnaire, the researcher started the analysis and description of all the answers provided by the students. After this process, the results showed a different outcome than expected. Positively, most of the answers revealed that students do not really feel anxious or nervous when performing or speaking in English, which reveals that anxiety does not really have a significant influence on the students' speaking skills**.** Any influence, if present, is minimal and does not negatively affect the development of speaking in a as initially thought. Therefore, it can be affirmed that students do not show anxiety in their speaking performance, and if anxiety or nervousness appears, their amount is low. It could even be said that the presence of anxiety in certain situations helps students to perform better because it allows them to be more prepared and focused in class. Finally, this objective was addressed during the investigation, as all questions related to the anxiety factors presented in the speaking skills were answered and analyzed.

The third specific objective was *To present the relation between the foreign language anxiety factors and speaking skills presented in English students*. As mentioned in the previous paragraph, this objective is also covered within the results and data analysis. Analyzing and describing the replies to the questionnaires and the data obtained about the students´ marks in their speaking skills reveal that many of these students do not feel anxious and have higher score in speaking. This means the results gathered by the questionnaire and grades students were given by teachers regarding the management of their speaking performance present a logical relation. In summary, it can be concluded that there is a relation between both variables, but this existing relation can be classified as a *non-aligned* relation since the less anxiety students present, the more development exists in their speaking skills. In other words, when anxiety appears in a small amount, it is helpful and has a positive influence on the learning process. On the contrary, if anxiety is present in a great amount, it tends to have a negative influence, resulting in scared and frustrated students who cannot develop their speaking skills.

Subsequently, as the three specific objectives were accomplished within the research, it can be stated that the general objective was achieved but with some implications. The general objective was *To establish the influence of foreign language anxiety factors in speaking skills in foreign language students of Summit II at Centro Boliviano Americano in La Paz city.* According to some theories, previous researches, and some authors (Horwitz, 1986; Young, 1990, Mulyani, 2011) and after the analysis and description of the data obtained in this research, it is possible to establish that there is an influence of anxiety on speaking skills. However, within the data analysis carried out in this paper, many of these anxiety factors, especially the sociocultural and academic factors, do not really appear in the students' performance or speaking. This was reflected in the students´ marks for speaking and in most of the answers indicating that they do not really feel anxious or nervous in the situations proposed or activities related to the development of speaking. The only anxiety factor that appears is the internal "self", even though it is within a normal range. Thus, it can be established that in this case, this influence is not as bad or prejudicial as it was thought it would be, and it influences students in some of the activities and performance related to improving English language, which results in a suitable and proper development of speaking skill. In conclusion, it is established that anxiety factors

influence speaking skills, though not to the extent expected or in a negative way, which is beneficial and positive for the English learning process. Finally, it can be stated that the general objective was fully completed because it is supported by the theoretical background, the achievement of the specifics objectives, and the analysis of the results made in the investigation, although this analysis reveals different results than expected.

4.2.2. Conclusions related to the Hypotheses

Taking into account the hypothesis presented in this study, which stated: *foreign language anxietyfactors have a high influence on speaking skills in foreign language Summit II course students at Centro Boliviano Americano in La Paz city in 2023.* It is possible to admit that the statement was refuted and disproved. Although, the study demonstrated that there is an influence between the foreign anxiety factors and the development of speaking skills, this influence is not as high as it was thought it would be. On the contrary, the results revealed that the anxiety factors had a low influence on speaking, and in some cases, there is no influence at all, as some of these factors do not appear in English students at CBA. For instance, in learning situations or speaking activities developed in class, students do not tend to feel nervous or shy, thus they do not develop anxiety at the moment of performing or speaking in English.

Moreover, the study reveals that nowadays students feel more confident and secure in performing and demonstrating their knowledge, which implies that students present fewer anxiety factors in their speaking performance. The fewer anxiety factors involved in the learning process, the more participative and confident students´ speaking performance development becomes. Ultimately, the hypothesis was refuted, but in a positive way, as it was demonstrated that there is an influence from the anxiety factors on the speaking performance but this influence is minimal.

In addition, the hypothesis II stated that *the internal "self" anxiety factors have a higher influence in the development of speaking than the academic and socio-cultural factors in the students of Summit II at Centro Boliviano Americano in La Paz city in 2023.* According to this affirmation, it can be said that it was proved in a positive way since the most students´ feelings of anxiety were related to this type of anxiety factor. As demonstrated in the analysis of the data linked to the internal "self" factors (part IV), the most agree-on points were related to the speaking activities and the attitudes and feelings that were reflected in the affirmation used in this part of the questionnaire. Additionally, many of the students admitted that they feel more anxious when they have to performance in an unfriendly, stressful and uncomfortable environment. On the contrary, students feel less anxious when they are involved in a carefree, relaxed and secure environment where they feel safer to perform and to express their feelings and emotions. It also benefits a lot that students have to be aware of what they are doing in class and what is the reason to do those activities. In summary, the factors related to the internal perception students have about themselves, such as the level of self- esteem, confidence and assurance of the knowledge they are learning, have a higher influence in the development of speaking and performance of the language than the academic and social factors, which are linked to the knowledge and management of the language and the culture and social values that each society shares.

Finally, it can be established that both hypotheses were proved. The first hypothesis, which stated that anxiety has a higher influence on speaking skills, but it was disproved as the results show that the influence is lower and also can be considered positive. This positive influence motivates students to be prepared for any situation and encourages them to revise, to review and to investigate more about the language they are learning. Moreover, this level of anxiety is necessary and useful since it provides and encourages students to be more present in their learning process and it does not stop or paralyzed the student's performance or development of the language. The second hypothesis is centered on the type of anxiety factors. It focuses on which anxiety factors have the most significant influence on students´ speaking performance and it was stated that the internal "self" factors have a higher influence and appearance than the academic and social factors. Most of difficulties students face in learning are generally related to their self-perception and self-esteem more than their knowledge development and the

situation or context where they are exposed. In conclusion, it can be stated that the two hypotheses presented were verified in the development of the research.

4.2.3. General Conclusion

This study looks at the relationship between two important themes in teaching English: anxiety factors and speaking abilities. This interplay is something that affects every language student. The main idea in the research stated that foreign anxiety factors influence the speaking performance of English students at CBA. The results obtained confirm partially that there is an influence of anxiety factors on the development of speaking skills. However, this influence cannot be considered as significant, or as negative, since students who admitted feeling anxious did not feel anxiety at a critical level that would affect the development of their learning process and the master of the speaking skill. In addition, this affirmation is reconfirmed by the analysis and description of the data that reveals that students present minimal anxiety factors in the development of the language skills. Also, it is reflected on the speaking skill marks obtained directly from the CBA, which stated that the median of the grades obtained by the students is 79.3/100, showing an advanced level of speaking skill undiminished by anxiety.

Unexpectedly, the outcomes the research achieved were different as it was expected. Since in most of the questions about speaking activities, students admitted that they really do not feel anxious or nervous when they have to face these activities; on the contrary they admit to feel normal or neutral around these activities and also, they admitted feeling even better or not anxious at all when they are aware of which activity they are going to do. Also, these attitudes can be reflected in their development of speaking and in the marks they obtained. It means, the less anxious students experience the most they participate and develop their knowledge and it influence in a positive way at the improvement of the speaking skills and the learning in general.

According to the all information collected, the researcher was expecting a kind of different reaction or response that implies, anxiety could have a higher influence in students speaking skill and this influence could be in a negative way which would have led into learning problems and a decreasing development of speaking skill, which fortunately this did not happen. On the contrary, the outcomes reveal that students do not feel nervous or anxious at performing in English and they are confident enough about their knowledge and use of the language. Finally, it can be confirmed that these anxiety factors are not really present in these students and the influence in the speaking performance of students is lower than expected.

In addition, the study focused on which type of foreign anxiety factors can be more presented in the speaking performance of students. In this case, the results were predictable as the internal "self" anxiety factors that students have to deal with are the factors that influence the most in the development of speaking, followed by academic factors and the socio- cultural factors. Furthermore, the internal factors are linked to the self-perception, confidence and self-esteem that every student have about themselves and it is the factor that present the higher influence over the speaking performance. In other words, if students have a low self-perception of themselves usually tents to be more nervous or shy and thus suffer from anxiety; on the contrary if students are self-confident and have a reliable self-esteem, they tend to be more relaxed, more participative and less anxious at the moment of speaking. In summary, it can be stated that internal "self" anxiety factors show a higher influence in the performance of students than the academic and sociocultural factors.

In conclusion, it can be stated that the results about the influence of anxiety factors in speaking skill that the research attempted to find were different than expected and after conducting the above research the investigation concluded thusly. Perhaps the lack of nervousness can be at least partially attributed to the teachers, their strategies, demeanor, and methods, and the classroom environment they create. But students' self-esteem, self-perception and confidence also is another factor into the equation. In the end, it can be established that anxiety has a limited influence on the speaking development of the students in this study.

4.3.RECOMMENDATIONS

As a final point, the present study focused on establishing and describing the influence of foreign anxiety factors on the speaking skills of English students, which resulted in interesting and different outcomes that were analyzed in the previous parts of the investigation. Nevertheless, in this part, some recommendations to avoid anxiety in students are suggested.

✓ Create a comfortable and secure space or classroom, where students can feel comfortable enough to express and to communicate freely is the most important aspect teacher should be capable of.

✓ Speaking activities have to be interesting and must be presented as a challenge to the students. When the activities represent a challenge, students usually tend to do their best and investigate more about the theme or skill they have to master.

✓ Teachers, apart from creating a secure environment, have to share some personal and particular characteristics, such as being friendly, patient, relaxed, helpful and understandable when explaining the language structure and the activities students have complete to master the language and skills needed. Teachers not only have to master the knowledge they are sharing but also have to be capable of being kind and understanding with every type of student and intelligence. Finally, and most importantly, teacher should try to avoid not only focusing on mistakes and grammatical correction.

✓ Students, in order to avoid feeling anxious, must contribute to the creation of a secure and safe environment by avoiding bullying or mistreatment among classmates. Moreover, students must be involved in their learning process. This means they have to be more participative and active in class. Additionally, they should seek and review on

their own about what they are learning. This way, students can feel more confident and less anxious when performing or parting in any class activity.

- ✓ Including a "cooperative approach" in the classroom method is fundamental to avoid the possible appearance of anxiety. This method is students-centered and it emphasizes the collaborative and interactive side of the class as a main part of the process of learning. In other words, students have to work together in small groups (pair/group work) to achieve common goals, to solve problems, to practice and to complete the activities in class to make progress in their knowledge.

- ✓ Moreover, to apply the cooperative learning approach, plus the use of online platforms and digital material, is essential for the development of the language learning. Nowadays, the use of Artificial intelligence (A.I.) or some other technological applications in the design of lesson plans contributes to the language development of students. For instance, the employment of online language learning Apps and Websites, such as Duolingo, Quizlet or Memrise, helps with the interactive practice and exercises of the language. Also, the use of Digital Language Tools, such as Grammarly, spell-checking or voice recording applications, assists students in overcoming language barriers and building confidence in their written and spoken English. Finally, the use of online language exchanges is vital because it facilitates virtual language exchange among students from English-speaking countries or English students around the world.

Finally, it can be confirmed that avoiding feeling anxious in class or at speaking is a complex task that involves teachers, the management of speaking activities, the techniques or methods used to teach the language, and most importantly, the students' behavior, attitude, and feelings involved in learning. According to these study results, there is an immense field of study that can be covered and studied and that can be related to this area of research.

As it was mentioned before, this paper is descriptive because it only focused on the analysis and description of the influence of foreign anxiety factors over speaking skills. Therefore, related to these themes of investigation, there are fields that have not been studied yet. For instance, to establish the scale of relationship between anxiety and speaking skill development, or to demonstrate how anxiety can be helpful in the process of teaching and learning, and other suggestions that are introduced below.

- ✓ The comparison of different environments or types of classroom (presential or virtual) related to level of anxiety, pointing out in which classroom anxiety is more frequent and which could be the reasons or causes for that to happen.

- ✓ The relationship between anxiety factors and tests or evaluations. These evaluations can be writing or oral, presential or virtual, surprise or coordinated, and in which situations students feel more or less anxious.

- ✓ The positive influence of anxiety over students and the learning process. As it was shown in this study, anxiety can not only be considered in a negative way but also in a positive one, since students, in order to avoid feeling nervous, shy or anxious, they prefer to search or to be prepared for any situation they have to face.

In summary, to study more about anxiety and its implications in education, and more specifically in teaching and learning English as a foreign language, includes a vast field of research and investigation that can be carried out. Even more nowadays, some of the previous results or attitudes that people used to have are changing or disappearing for the better. Then, to learn more about the psychological states students go through when learning is a considerable field to be studied.

BIBLIOGRAPHICAL REFERENCES

Adegun, J. A. (2005) *Variables in Educational Research. In Bandele,* S.O. Seweje, R. 0. and Alonge, M. F. (Eds.). Premier Publishers.

Aliaga, M. and Gunderson, B. (2002) *Interactive Statistics*. [Thousand Oaks]: Sage.

Armanzo, A (2019) *the analysis of students' foreign language anxiety (fla) in speaking (a descriptive qualitative study at the sixth semester students of iainbengkulu)* [Submitted as A Partial Requirements For The Degree of S.Pd (Sarjana Pendidikan) in English Language Education. State Institute For Islamic Studies (Iain) Bengkulu Indonesia]

Aukrust, V. (2008). *Boys' and girls' conversational participation across four grade levels in Norwegian classrooms: Taking the floor or being given the floor? Gender and Education. 20*, 237-252.

Babbie, E. (2004). *The practice of social research.* Wadsworth Publishing Company.

Babbie. E. (2007). *The practice of social research (lith cd.)*. Belmont CA: Wadsworth/ Thomson.

Biblioguía de citas en estilo APA, 7ª edición retrieval date: September 07th, 2023 From*:* https://biblioguias.ucm.es/estilo-apa-septima

Brown, H. & Douglas (2004) *Language Assessment: Principles and Classroom Practices.* San Francisco State University.

Brown, H. D. (1994) *Breaking the Language Barrier*. Intercultural Press, Inc.

Calderon, J. (2006). *Methods of research and thesis writing* (2nd Ed.). Mandaluyong City: National Bookstore.

Campbell, M. J., Machin, D., & Walters, S. J. (2007). *Medical statistics: A textbook for the health sciences* (4th ed.). Wiley.

Carreira, J. M. (2011). *Relationship between motivation for learning EFL and intrinsic motivation for learning in general among Japanese elementary school students*. *System, 39(1),* 90-102.

Carlson, N.R., Buskist, W., & Martin, G.N. (2010). *Psychology: The Science of Behavior* (4th edition). Pearson Education Limited.

Doherty, M. (1994*) Probability versus Non-Probability Sampling in Sample Surveys*, *The New Zealand Statistics Review* March 1994 issue, 21-28.

Drost, E., A. (2011). *Validity and reliability in social science research. Education Research and Perspectives*, 38 (1), 105-124.

Francis, W.N. (1958) *The Structure of American English.* Ronald.

Gay, L., & Airasian, P. (2003). *Educational Research: Competencies for Analysis and Application* (7th ed.). Upper Saddle River. Pearson International Edition.

Glen. S. (n.d.) *Intervening variable: Simple Definition & Examples* retrieval date: September 15th, 2023 from: https://www.statisticshowto.com/intervening-variable/

Halgin, R. P., and Whitbourne, S. K. (2010) *Abnormal Psychology: Clinical Perspectives on Psychological Disorders.* McGraw-Hill.

Hernandez, S.R. (1997) *Metodología de la Investigación* (6 Ed.) Mcgraw - Hill Interamericana de México, S.A.

Hornby, A. S. (1995) *Oxford Advanced Learner's Dictionary of current English*. Oxford University Press.

Horwitz, E. K. (1986). *Preliminary evidence for the reliability and validity of a foreign language anxiety scale. TESOL Quarterly* 20, 559-562.

Horwitz, E. K., Horwitz, M. B., & Cope, J. A (1986) *Foreign Language Anxiety, The Modern Language Journal*, Vol. 70, 127.

Johnson, D. (2005). *Cooperative learning: Increasing college faculty instructional productivity*. Retrieval date: September 21st, 2022. from http://www.ntlf.com/html/lib/bib/92.2dig.htm

Julé A (2005) *A fair share: gender and linguistic space in a language classroom*. *Multilingua 24*, 25–37

Kaisar, M. T. & Chowdhury S. Y. (2020*)* Foreign Language Virtual Class Room: Anxiety Creator or Healer? *English Language Teaching*; Vol. 13, (No. 11), 130-139.

Kerlinger, F. M. (1986). *Foundations of behavioural research* (3rd ed.). Holt, Rinehart and Winston.

Kurniati, A. (2015) *A Study On The Speaking Ability Of The Second Year Students Of Smk Telkom Pekanbaru* [Faculty of Teachers Training and Education Riau University Indonesia]

McCroskey, J. C. (2001). *An introduction to rhetorical communication*. Allyn & Bacon,

Mulyani, (2011). *The correlation between students' anxiety level and their speaking ability at the second year of senior high school 1 enok indragiri hilir regency* [Thesis Submitted as Partial Academic Requirement to fulfill for Bachelor Degree in English Education (S.Pd.) University of Sultan Syarif Kasim Riau Pekanbaru, Indonesia]

Neville, C. (2007) *Effective Learning Service: Introduction to Research and Research Methods*. University of Bradford, School of Management booklet

Occhipinti, A. (2009) *Foreign Language Anxiety in in-Class Speaking Activities Two Learning Contexts in Comparison* [A Thesis Presented to the Department of Literature, Area Studies and European Languages in the University of Oslo, Norway]

Ormrod, J.E., Anderman E.M. & Anderman L.H., (2019) *Educational Psychology: Developing Learners, 10th edition*. Pearson Education Inc.

Ormrod, J. E. (2011) *Educational Psychology: Developing Learner*. Pearson Education Inc.

Oxford, R. L. (1999). *Anxiety in the language learner*: New insights. In J. Arnold (Ed.), Affective in language learning. (pp.58-67) Cambridge University Press.

Passer, M. W., and Ronald E. S. (2009*). Psychology: The Science of Mind and Behavior.* McGraw-Hill.

Pollard, A. (2008). *Reflective Teaching 3rd Edition: Evidence Informed Professional Practice*. Continuum International Publishing Group.

Price, M. L. (1991). *The subjective experience of foreign language anxiety: Interviews with highly anxious students*. In E. K. Horwitz & D. J. Young (Eds.), Language anxiety: From theory and research to classroom implications (pp. 101-108). Englewood Cliffs. Prentice Hall.

Richards, J. C., & Rogers, T. S. (1986). *Approaches and methods in language teaching: A description and analysis*. Cambridge University Press.

Richards, J. C., Platt, J. & Weber, H. (1985). *Longman Dictionary of Applied Linguistics.* London: Longman.

Sarantakos, S. (2013) *Social Research* (4th Ed). Palgrave Macmillan.

Saunders, M., Lewis, P. and Thornhill, A. (2007) *Research Methods for Business Students.* (4th Edition) Financial Times Prentice Hall, Edinburgh Gate. Harlow.

Tobias, S. (1979). *Anxiety Research in Educational Psychology.* Journal of Educational Psychology, 71, 573-582.

Tobias, S. (1986). *Anxiety and cognitive processing of instruction*. In R. Schwarzer (Ed.), *Self-related cognition in anxiety and motivation.* Hillsdale. Erlbaum, 35-54.

Wahyuni, S. E. (2015) *Students' Anxiety in the Speaking Class and its Consequences toward their Speaking Achievement* [A Thesis Written as a Partial Fulfilments of the Requirements for the Graduate Degree of English Language Teaching. t University Surakarta, Indonesia]

Worde, R. V. (2003*). Students' Perspectives on Foreign Language Anxiety*, *Inquiry.* (e-journal), V8, N1 retrieval date: November 22th, 2022 from: https://eric.ed.gov/?id=EJ876838

Young, D. J. (1999). *Affect in Foreign Language and Second Language Learning: a Practical Guide to Creating a Low-Anxiety Classroom Atmosphere.* McGraw Hill.

Young, D. J. (1990) *An investigation of students' perspectives on anxiety and speaking. Foreign Language. Annals*, 23, 539-553.

APPENDICES

Questionnaire about Anxiety in Speaking

The present questionnaire is based on Young (1990), and Horwitz and Cope (1986).

Please answer the next questionnaire. Your responses are important for the study. PART I

Circle the number which is more accurate with your English learning experience.

Gender   M   F

1. How do you rate your English-speaking skills?

1	2	3	4	5
Bad	Poor	Fair	Good	Excellent

2. How often do you practice English? (include English classes activities and extra activities)

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

3. Have you ever thought about "embarrassment" in speaking English as a feeling that you experienced as a student?

YES   NO

4. How often do you feel embarrassed when you speak in front of the class?

1	2	3	4	5
Never	Seldom	Sometimes	Often	Always

5. On a scale from 1 to 5, how much do you agree with the next sentence: "Practicing English with natives' speakers (face to face / virtually) may help me to improve my English-speaking skills"

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

PART II

In a range from 1 to 5, how do you feel during each speaking activity in English class?

1= Very Relaxed / 2= Moderately Relaxed / 3= Neither Relaxed nor Anxious / 4=Moderately Anxious / 5= Very anxious.

N°	Speaking Activities	Scale				
1.	Speak individually with the teacher.	1	2	3	4	5
2.	Roleplay a situation spontaneously in front of the class.	1	2	3	4	5
3.	Read orally in class.	1	2	3	4	5
4.	Make an oral presentation or sketch in front of the class.	1	2	3	4	5
5.	Work in groups of 3 or 4.	1	2	3	4	5
6.	Repeat individually after the teacher.	1	2	3	4	5
7.	Present a prepared dialogue in front of the class.	1	2	3	4	5
8.	Speak in front of the class spontaneously. For example, when answering questions or giving an opinion.	1	2	3	4	5
9.	Compete in class games by teams.	1	2	3	4	5
10.	Open discussion based on volunteer participation.	1	2	3	4	5
11.	Interview each other in pairs.	1	2	3	4	5

PART III

Answers the following questions. You can choose more than one option.

What does your teacher do to decrease any anxiety factor you may present in English class? Circle the Items you consider relevant from both "mistakes managements" and "Speaking class activities" (you can choose more than one item in each list)

Mistakes Managements

- ✓ Teachers think that mistakes are no big deal.
- ✓ Teachers believe that everyone mistakes.
- ✓ Teachers do not make you feel bad when you make a mistake.
- ✓ Teacher's way of correction is not severe or strict.
- ✓ Teachers do not over-react to mistakes**.**

Speaking class activities

- ✓ Students are not put under pressure to speak.
- ✓ Students can volunteer answers and are not called on to answer.
- ✓ Students are asked to work in groups or pairs.
- ✓ All students are called on equally.
- ✓ Teacher's way of preparing classes helps me.
- ✓ Students practice their speaking
- ✓ skills.

What characteristics does your teacher have which tend to reduce your anxiety when speaking in class? (Circle the items which you consider relevant)

Characteristics

- ✓ Has good sense of humour.
- ✓ Is friendly.
- ✓ Is relaxed
- ✓ Is patient

- ✓ Makes students feel comfortable
- ✓ Encourages students to speak
- ✓ Is understanding.
- ✓ Is helpful.
- ✓ Compliments Students

- ✓ Explains well
- ✓ Creates casual atmosphere
- ✓ Smiles
- ✓ Cares

PART IV

Answers the following questions about anxiety and Speaking activities in class.

1= Strongly Disagree / 2= Disagree / 3= Neither agree nor disagree / 4= Agree /5= Strongly Agree.

N°	Students reactions/ affirmations	Scale				
1	I would feel less self-conscious about speaking in class in front of others if I knew them better.	1	2	3	4	5
2	I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing.	1	2	3	4	5
3	I am more willing to speak in class when we have a debate scheduled.	1	2	3	4	5
4	I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it were not such a big deal to make a mistake.	1	2	3	4	5
5	I am less anxious in class when I am not the only person answering a question.	1	2	3	4	5
6	I would get less upset about my class if we did not have to cover so much material in such a short period of time.	1	2	3	4	5
7	I feel comfortable in class when I come to class prepared.	1	2	3	4	5
8	I like going to class when we are going roleplay situations.	1	2	3	4	5
9	I am more willing to participate in class when the topics we discuss are interesting.	1	2	3	4	5
10	I would be less nervous about taking an oral test in English if I got more speaking practice in class	1	2	3	4	5
11	I would feel more comfortable if teachers never corrected our mistakes in front of the class	1	2	3	4	5

12	I feel uneasy when my classmates are asked to correct my mistakes in class.	1 2 3 4 5
13	I think I can speak English pretty well, but when I know I am being tested, I get confused.	1 2 3 4 5
14	I feel more comfortable in class when I don't have to get in front of the class	1 2 3 4 5
15	I enjoy class when I can work with another student.	1 2 3 4 5
16	I would feel better about speaking in class if the class were smaller.	1 2 3 4 5
17	I prefer to be allowed to volunteer an answer instead of being called on to give an answer.	1 2 3 4 5

Appendix B Selected Sample SUMMIT 2

Table 1

General Average Score of Speaking of Students of Summit 2 (Sample)

N°	Parallel	Grade
1.	Summit 2.1 A	78
2.	Summit 2.1 B	74
3.	Summit 2.2 A	85
4.	Summit 2.2 B	84
5.	Summit 2.3 A	78
6.	Summit 2.3 B	77
General Average		**79,3**

Table 2

Score of Speaking of Summit 2.1 A

Summit 2.1 A	Parallel A	Grade
1.	18:05 – 19:35	0
2.	18:05 – 19:35	85
3.	18:05 – 19:35	85
4.	18:05 – 19:35	85
5.	18:05 – 19:35	85
6.	18:05 – 19:35	85
7.	18:05 – 19:35	85
8.	18:05 – 19:35	85
9.	18:05 – 19:35	85
10.	18:05 – 19:35	85
11.	18:05 – 19:35	88
12.	18:05 – 19:35	87
	General Average	78

Table 3

Score of speaking of Summit 2.1 B

Summit 2.1 B	Parallel B	Grade
1.	18:45 A 21:55	77
2.	18:45 A 21:55	0
3.	18:45 A 21:55	85
4.	18:45 A 21:55	82
5.	18:45 A 21:55	70
6.	18:45 A 21:55	85
7.	18:45 A 21:55	88
8.	18:45 A 21:55	75
9.	18:45 A 21:55	75
10.	18:45 A 21:55	82
11.	18:45 A 21:55	85
12.	18:45 A 21:55	86
13.	18:45 A 21:55	0
14.	18:45 A 21:55	77
15.	18:45 A 21:55	77
16.	18:45 A 21:55	77
17.	18:45 A 21:55	88
18.	18:45 A 21:55	85
19.	18:45 A 21:55	85
20.	18:45 A 21:55	86
21.	18:45 A 21:55	84
22.	18:45 A 21:55	86
	General Average	74

Table 4

Score of Speaking of Summit 2.2 A

Summit 2.2. A	Parallel A	Grade
1.	08:00A14:30 Sabado	87
2.	08:00A14:30 Sabado	85
3.	08:00A14:30 Sabado	85
4.	08:00A14:30 Sabado	84
5.	08:00A14:30 Sabado	87
6.	08:00A14:30 Sabado	85
7.	08:00A14:30 Sabado	87

8.	08:00A14:30 Sabado	85
9.	08:00A14:30 Sabado	85
10.	08:00A14:30 Sabado	86
11.	08:00A14:30 Sabado	85
12.	08:00A14:30 Sabado	87
13.	08:00A14:30 Sabado	85
General Average		85

Table 5

Score of Speaking of Summit 2.2 B

Summit 2.2. B	**Parallel B**	**Grade**
1.	18:45 A 21:55	92
2.	18:45 A 21:55	92
3.	18:45 A 21:55	88
4.	18:45 A 21:55	91
5.	18:45 A 21:55	91
6.	18:45 A 21:55	91
7.	18:45 A 21:55	93
8.	18:45 A 21:55	91
9.	18:45 A 21:55	93
10.	18:45 A 21:55	92
11.	18:45 A 21:55	80
12.	18:45 A 21:55	91
13.	18:45 A 21:55	0
14.	18:45 A 21:55	91
15.	18:45 A 21:55	90
16.	18:45 A 21:55	91
17.	18:45 A 21:55	80
General Average		84

Table 6

Score of speaking of Summit 2.3 A

Summit 2.3 A	**Parallel A**	**Grade**
1.	08:00A14:30 Sábado	84
2.	08:00A14:30 Sábado	84
3.	08:00A14:30 Sábado	84
4.	08:00A14:30 Sábado	84

5.	08:00A14:30 Sábado	0
6.	08:00A14:30 Sábado	78
7.	08:00A14:30 Sábado	78
8.	08:00A14:30 Sábado	84
9.	08:00A14:30 Sábado	84
10.	08:00A14:30 Sábado	82
11.	08:00A14:30 Sábado	84
12.	08:00A14:30 Sábado	82
13.	08:00A14:30 Sábado	86
14.	08:00A14:30 Sábado	82
15.	08:00A14:30 Sábado	85
16.	08:00A14:30 Sábado	85
17.	08:00A14:30 Sábado	84
18.	08:00A14:30 Sábado	84
19.	08:00A14:30 Sábado	84
General Average		78

Table 7

Score of Speaking of Summit 2.3 B

Summit 2.3 B	Parallel B	Grade
1.	16:25 A 17:55	85
2.	16:25 A 17:55	85
3.	16:25 A 17:55	85
4.	16:25 A 17:55	86
5.	16:25 A 17:55	86
6.	16:25 A 17:55	86
7.	16:25 A 17:55	0
8.	16:25 A 17:55	85
9.	16:25 A 17:55	85
10.	16:25 A 17:55	85
11.	16:25 A 17:55	85
12.	16:25 A 17:55	0
13.	16:25 A 17:55	86
14.	16:25 A 17:55	86
15.	16:25 A 17:55	85
16.	16:25 A 17:55	85
17.	16:25 A 17:55	85

18.	16:25 A 17:55	87
19.	16:25 A 17:55	85
20.	16:25 A 17:55	87
21.	16:25 A 17:55	86
General Average		77

Appendix C

Analysis of the anxiety factors in Summit 2

a) Socio cultural Anxiety factors

SCALE AND MEANING		1	2	3	4	5
QUESTIONS	1	bad	poor	fair	good	Excellent
	2 and 4	never	seldom	sometimes	often	Always
	5	Strongly disagree	disagree	Neutral	Agree	Strongly Agree

SUMMIT 2.1.

Table 1

Responses of Summit 2.1 A to Sociocultural Anxiety Factors

Summit 2.1 A	Socio cultural Anxiety factors				
Question	1	2	3	4	5
1.How do you rate your English-speaking skills?	0%	1%	38%	60%	1%
2. How often do you practice English? (include English classes activities and extra activities)	0%	4%	39%	46%	11%
3.Have you ever thought about "embarrassment" in speaking English as a feeling that you experienced as a student?	YES 74%			NO 26%	
4.How often do you feel embarrassed when you speak in front of the class?	3%	31%	42%	19%	5%

5.On a scale from 1 to 5, how much do you agree with the next sentence: "Practicing English with natives' speakers (face to face / virtually) may help me to improve my English-speaking skills"	2%	1%	12%	33%	52%

Table 2

Responses of Summit 2.1 B to Sociocultural Anxiety Factors

Summit 2.1 B	Socio cultural Anxiety factors				
Question	1	2	3	4	5
1.How do you rate your English-speaking skills?	0%	1%	42%	56%	1%
2. How often do you practice English? (include English classes activities and extra activities)	0%	2%	35%	54%	9%
3.Have you ever thought about "embarrassment" in speaking English as a feeling that you experienced as a student?	YES 70%			NO 30%	
4.How often do you feel embarrassed when you speak in front of the class?	7%	21%	38%	25%	11%
5.On a scale from 1 to 5, how much do you agree with the next sentence: "Practicing English with natives' speakers (face to face / virtually) may help me to improve my English-speaking skills"	0%	1%	17%	34%	48%

Table 3

Responses of Summit 2.2 A to Sociocultural Anxiety Factors

Summit 2.2 A	Socio cultural Anxiety factors				
Question	1	2	3	4	5
1.How do you rate your English-speaking skills?	0%	1%	43%	56%	0%
2. How often do you practice English? (include English classes activities and extra activities)	0%	4%	36%	49%	11%
3.Have you ever thought about "embarrassment" in speaking English as a feeling that you experienced as a student?	YES 73%			NO 27%	
4.How often do you feel embarrassed when you speak in front of the class?	6%	27%	39%	23%	5%
5.On a scale from 1 to 5, how much do you agree with the next sentence: "Practicing English with natives' speakers (face to face / virtually) may help me to improve my English-speaking skills"	1%	0%	16%	35%	48%

Table 4

Responses of Summit 2.2 B to Sociocultural Anxiety Factors

Summit 2.2 B	Socio cultural Anxiety factors				
Question	1	2	3	4	5
1.How do you rate your English-speaking skills?	0%	1%	37%	60%	2%
2. How often do you practice English? (include English classes activities and extra activities)	0%	2%	38%	51%	9%

3.Have you ever thought about "embarrassment" in speaking English as a feeling that you experienced as a student?	YES 69%			NO 31%	
4.How often do you feel embarrassed when you speak in front of the class?	4%	25%	41%	20%	10%
5.On a scale from 1 to 5, how much do you agree with the next sentence: "Practicing English with natives' speakers (face to face / virtually) may help me to improve my English-speaking skills"	1%	2%	12%	33%	52%

SUMMIT 2.3

Table 5

Responses of Summit 2.3 A to Sociocultural Anxiety Factors

Summit 2.3 A	Socio cultural Anxiety factors				
Question	1	2	3	4	5
1.How do you rate your English-speaking skills?	0%	1%	38%	60%	1%
2. How often do you practice English? (include English classes activities and extra activities)	0%	3%	35%	52%	10%
3.Have you ever thought about "embarrassment" in speaking English as a feeling that you experienced as a student?	YES 70%			NO 30%	
4.How often do you feel embarrassed when you speak in front of the class?	5%	27%	42%	21%	5%
5.On a scale from 1 to 5, how much do you agree with the next sentence: "Practicing English with natives' speakers (face to face / virtually) may help me to improve my English-speaking skills"	0%	1%	12%	34%	53%

Table 6

Responses of Summit 2.3 B to Sociocultural Anxiety Factors

Summit 2.3 B	Socio cultural Anxiety factors				
Question	1	2	3	4	5
1.How do you rate your English-speaking skills?	0%	1%	42%	56%	1%
2. How often do you practice English? (include English classes activities and extra activities)	0%	4%	38%	48%	10%
3.Have you ever thought about "embarrassment" in speaking English as a feeling that you experienced as a student?	YES 75%			NO 25%	
4.How often do you feel embarrassed when you speak in front of the class?	4%	27%	38%	23%	8%
5.On a scale from 1 to 5, how much do you agree with the next sentence: "Practicing English with natives' speakers (face to face / virtually) may help me to improve my English-speaking skills"	2%	1%	15%	33%	49%

b) *Academic Anxiety Factors*

SCALE   MEANING

1	Very relaxed
2	Moderately relaxed
3	Neither relaxed nor anxious
4	Moderately anxious
5	Very anxious

Table 7

Responses of Summit 2.1. A to Academic Anxiety Factors

Summit 2.1 A	Academic Anxiety Factors				
Affirmations	1	2	3	4	5
Speak individually with the teacher.	4%	27%	50%	12%	7%
Roleplay a situation spontaneously in front of the class.	3%	15%	38%	35%	9%
Read orally in class.	26%	32%	23%	14%	5%
Make an oral presentation or sketch in front of the class.	4%	12%	32%	41%	11%
Work in groups of 3 or 4.	35%	26%	18%	10%	10%
Repeat individually after the teacher.	41%	23%	21%	11%	4%
Present a prepared dialogue in front of the class.	12%	36%	30%	18%	4%
Speak in front of the class spontaneously. For example, when answering questions or giving an opinion.	10%	27%	29%	25%	9%
Compete in class games by teams.	25%	21%	33%	16%	5%

Open discussion based on volunteer participation.	8%	28%	42%	20%	2 %
Interview each other in pairs.	23%	25%	39%	11%	2%

Table 8

Responses of Summit 2.1 B to Academic Anxiety Factors

Summit 2.1 B	Academic Anxiety Factors				
Affirmations	1	2	3	4	5
Speak individually with the teacher.	6%	20%	51%	15%	8%
Roleplay a situation spontaneously in front of the class.	2%	15%	41%	35%	7%
Read orally in class.	20%	36%	25%	14%	5%
Make an oral presentation or sketch in front of the class.	3%	11%	28%	45%	13%
Work in groups of 3 or 4.	33%	29%	20%	7%	11%
Repeat individually after the teacher.	43%	21%	19%	13%	4%
Present a prepared dialogue in front of the class.	10%	34%	31%	20%	5%
Speak in front of the class spontaneously. For example, when answering questions or giving an opinion.	9%	25%	35%	25%	6%
Compete in class games by teams.	27%	23%	29%	16%	5%
Open discussion based on volunteer participation.	10%	28%	36%	21%	5%
Interview each other in pairs.	24%	26%	36%	13%	1%

SUMMIT 2.2

Table 9

Responses of Summit 2.2 A to Academic Anxiety Factors

Summit 2.2 A	Academic Anxiety Factors				
Affirmations	1	2	3	4	5
Speak individually with the teacher.	5%	23%	50%	13%	9%
Roleplay a situation spontaneously in front of the class.	4%	16%	43%	31%	6%
Read orally in class.	24%	30%	24%	16%	6%
Make an oral presentation or sketch in front of the class.	3%	13%	31%	41%	12%
Work in groups of 3 or 4.	34%	26%	19%	9%	12%
Repeat individually after the teacher.	42%	22%	19%	12%	5%
Present a prepared dialogue in front of the class.	10%	35%	30%	21%	4%
Speak in front of the class spontaneously. For example, when answering questions or giving an opinion.	11%	27%	32%	23%	7%
Compete in class games by teams.	26%	23%	34%	14%	3%
Open discussion based on volunteer participation.	11%	28%	36%	21%	4%
Interview each other in pairs.	21%	25%	40%	11%	3%

Table 10

Responses of Summit 2.2 B to Academic Anxiety Factors

Summit 2.2 B	Academic Anxiety Factors				
Affirmations	1	2	3	4	5
Speak individually with the teacher.	6%	24%	49%	14%	7%
Roleplay a situation spontaneously in front of the class.	2%	17%	39%	34%	8%
Read orally in class.	23%	35%	22%	15%	5%
Make an oral presentation or sketch in front of the class.	5%	11%	30%	43%	11%
Work in groups of 3 or 4.	35%	27%	17%	10%	11%
Repeat individually after the teacher.	43%	23%	20%	11%	3%
Present a prepared dialogue in front of the class.	11%	36%	31%	18%	4%
Speak in front of the class spontaneously. For example, when answering questions or giving an opinion.	10%	26%	33%	25%	6%
Compete in class games by teams.	26%	21%	29%	17%	7%
Open discussion based on volunteer participation.	8%	27%	39%	21%	5%
Interview each other in pairs.	24%	24%	35%	13%	4%

SUMMIT 2.3

Table 11

Responses of Summit 2.3 A to Academic Anxiety Factors

Summit 2.3 A	Academic Anxiety Factors				
Affirmations	1	2	3	4	5
Speak individually with the teacher.	4%	24%	52%	14%	6%
Roleplay a situation spontaneously in front of the class.	3%	17%	42%	33%	5%
Read orally in class.	24%	33%	24%	15%	5%
Make an oral presentation or sketch in front of the class.	5%	12%	31%	41%	11%
Work in groups of 3 or 4.	34%	28%	20%	9%	9%
Repeat individually after the teacher.	42%	22%	20%	12%	4%
Present a prepared dialogue in front of the class.	12%	36%	30%	20%	2%
Speak in front of the class spontaneously. For example, when answering questions or giving an opinion.	9%	25%	33%	27%	6%
Compete in class games by teams.	25%	22%	31%	16%	6%
Open discussion based on volunteer participation.	9%	28%	38%	20%	5%
Interview each other in pairs.	24%	26%	37%	10%	3%

Table 12

Responses of Summit 2.3 B to Academic Anxiety Factors

Summit 2.3 B	Academic Anxiety Factors				
Affirmations	1	2	3	4	5
Speak individually with the teacher.	6%	23%	49%	13%	9%
Roleplay a situation spontaneously in front of the class.	4%	15%	38%	35%	8%
Read orally in class.	24%	32%	22%	17%	5%
Make an oral presentation or sketch in front of the class.	3%	12%	29%	43%	13%
Work in groups of 3 or 4.	34%	25%	19%	11%	11%
Repeat individually after the teacher.	43%	21%	19%	13%	4%
Present a prepared dialogue in front of the class.	10%	34%	32%	19%	5%
Speak in front of the class spontaneously. For example, when answering questions or giving an opinion.	10%	24%	33%	25%	8%
Compete in class games by teams.	27%	22%	31%	15%	5%
Open discussion based on volunteer participation.	10%	29%	37%	21%	3%
Interview each other in pairs.	22%	24%	36%	14%	4%

c) *Internal "Self" Anxiety Factors*

SCALE	MEANING
1	Strongly disagree
2	Disagree
3	Neither agree nor disagree
4	Agree
5	Strongly Agree

SUMMIT 2.1

Table 13

Responses of Summit 2.1 A to Internal "self" Anxiety Factors

Summit 2.1 A	Internal "self" anxiety factors				
Reactions	1	2	3	4	5
I would feel less self-conscious about speaking in class in front of others if I knew them better.	0%	14%	41%	32%	13%
I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing.	2%	6%	37%	43%	12%
I am more willing to speak in class when we have a debate scheduled.	2%	19%	52%	25%	2%
I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it were not such a big deal to make a mistake.	1%	7%	35%	42%	15%

I am less anxious in class when I am not the only person answering a question.	4%	10%	26%	52%	8%
I would get less upset about my class if we did not have to cover so much material in such a short period of time.	1%	16%	50%	26%	7%
I feel comfortable in class when I come to class prepared.	5%	4%	31%	39%	21%
I like going to class when we are going roleplay situations.	0%	18%	46%	26%	10%
I am more willing to participate in class when the topics we discuss are interesting.	0%	1%	21%	42%	36%
I would be less nervous about taking an oral test in English if I got more speaking practice in class	0%	2%	29%	47%	22%
I would feel more comfortable if teachers never corrected our mistakes in front of the class	23%	33%	24%	17%	3%
I feel uneasy when my classmates are asked to correct my mistakes in class.	5%	31%	26%	33%	5%
I think I can speak English pretty well, but when I know I am being tested, I get confused.	17%	8%	36%	27%	12%
I feel more comfortable in class when I don't have to get in front of the class	2%	13%	38%	34%	13%
I enjoy class when I can work with another student.	3%	11%	30%	43%	13%
I would feel better about speaking in class if the class were smaller.	0%	18%	43%	27%	12%
I prefer to be allowed to volunteer an answer instead of being called on to give an answer.	0%	8%	37%	33%	22%

Table 14

Responses of Summit 2.1 B to Internal "self" Anxiety Factors

Summit 2.1 B	Internal "self" anxiety factors				
Reactions	1	2	3	4	5
I would feel less self-conscious about speaking in class in front of others if I knew them better.	0%	15%	42%	29%	14%
I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing.	3%	8%	36%	40%	13%
I am more willing to speak in class when we have a debate scheduled.	2%	18%	49%	28%	3%
I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it were not such a big deal to make a mistake.	1%	8%	37%	39%	15%
I am less anxious in class when I am not the only person answering a question.	3%	11%	29%	48%	9%
I would get less upset about my class if we did not have to cover so much material in such a short period of time.	1%	17%	48%	27%	7%
I feel comfortable in class when I come to class prepared.	3%	3%	29%	42%	23%
I like going to class when we are going roleplay situations.	0%	19%	47%	23%	11%
I am more willing to participate in class when the topics we discuss are interesting.	0%	1%	22%	40%	37%
I would be less nervous about taking an oral test in English if I got more speaking practice in class	0%	1%	26%	48%	25%
I would feel more comfortable if teachers never corrected our mistakes in front of the class	24%	37%	22%	14%	3%

I feel uneasy when my classmates are asked to correct my mistakes in class.	4%	31%	24%	36%	5%
I think I can speak English pretty well, but when I know I am being tested, I get confused.	16%	6%	37%	28%	13%
I feel more comfortable in class when I don't have to get in front of the class	2%	12%	38%	33%	15%
I enjoy class when I can work with another student.	3%	9%	31%	42%	15%
I would feel better about speaking in class if the class were smaller.	0%	17%	45%	25%	13%
I prefer to be allowed to volunteer an answer instead of being called on to give an answer.	0%	6%	37%	35%	22%

SUMMIT 2.2

Table 15

Responses of Summit 2.2 A to Internal "self" Anxiety Factors

Summit 2.2 A	Internal "self" anxiety factors				
Reactions	1	2	3	4	5
I would feel less self-conscious about speaking in class in front of others if I knew them better.	0%	14%	41%	30%	15%
I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing.	3%	6%	37%	41%	13%
I am more willing to speak in class when we have a debate scheduled.	2%	17%	49%	28%	4%
I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it were not such a big deal to make a mistake.	1%	7%	35%	40%	17%

I am less anxious in class when I am not the only person answering a question.	5%	11%	27%	47%	10%
I would get less upset about my class if we did not have to cover so much material in such a short period of time.	1%	17%	51%	25%	6%
I feel comfortable in class when I come to class prepared.	5%	4%	27%	43%	21%
I like going to class when we are going roleplay situations.	0%	19%	49%	23%	9%
I am more willing to participate in class when the topics we discuss are interesting.	0%	1%	23%	39%	37%
I would be less nervous about taking an oral test in English if I got more speaking practice in class	0%	2%	26%	49%	23%
I would feel more comfortable if teachers never corrected our mistakes in front of the class	20%	35%	27%	15%	3%
I feel uneasy when my classmates are asked to correct my mistakes in class.	4%	35%	24%	31%	6%
I think I can speak English pretty well, but when I know I am being tested, I get confused.	15%	6%	38%	29%	12%
I feel more comfortable in class when I don't have to get in front of the class	2%	14%	37%	30%	17%
I enjoy class when I can work with another student.	3%	10%	30%	42%	15%
I would feel better about speaking in class if the class were smaller.	0%	17%	45%	25%	13%
I prefer to be allowed to volunteer an answer instead of being called on to give an answer.	0%	8%	39%	34%	19%

Table 16

Responses of Summit 2.2 B to Internal "self" Anxiety Factors

Summit 2.2 B	Internal "self" anxiety factors				
Reactions	1	2	3	4	5
I would feel less self-conscious about speaking in class in front of others if I knew them better.	0%	15%	39%	32%	14%
I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing.	2%	8%	36%	43%	11%
I am more willing to speak in class when we have a debate scheduled.	2%	18%	50%	27%	3%
I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it were not such a big deal to make a mistake.	1%	8%	37%	39%	15%
I am less anxious in class when I am not the only person answering a question.	4%	11%	28%	48%	9%
I would get less upset about my class if we did not have to cover so much material in such a short period of time.	1%	16%	49%	27%	7%
I feel comfortable in class when I come to class prepared.	4%	4%	26%	42%	24%
I like going to class when we are going roleplay situations.	0%	18%	47%	25%	10%
I am more willing to participate in class when the topics we discuss are interesting.	0%	1%	24%	42%	33%
I would be less nervous about taking an oral test in English if I got more speaking practice in class	0%	2%	26%	53%	19%
I would feel more comfortable if teachers never corrected our mistakes in front of the class	21%	37%	25%	14%	3%

I feel uneasy when my classmates are asked to correct my mistakes in class.	5%	36%	25%	29%	5%
I think I can speak English pretty well, but when I know I am being tested, I get confused.	16%	8%	37%	26%	13%
I feel more comfortable in class when I don't have to get in front of the class	2%	13%	35%	32%	18%
I enjoy class when I can work with another student.	3%	8%	31%	39%	19%
I would feel better about speaking in class if the class were smaller.	0%	19%	42%	27%	12%
I prefer to be allowed to volunteer an answer instead of being called on to give an answer.	0%	7%	39%	35%	19%

SUMMIT 2.3

Table 17

Responses of Summit 2.3 A to Internal "self" Anxiety Factors

Summit 2.3 A	Internal "self" anxiety factors				
Reactions	1	2	3	4	5
I would feel less self-conscious about speaking in class in front of others if I knew them better.	0%	14%	39%	30%	17%
I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing.	4%	6%	37%	41%	12%
I am more willing to speak in class when we have a debate scheduled.	1%	18%	49%	29%	3%
I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it were not such a big deal to make a mistake.	1%	8%	35%	42%	14%

I am less anxious in class when I am not the only person answering a question.	5%	10%	29%	48%	8%
I would get less upset about my class if we did not have to cover so much material in such a short period of time.	1%	17%	50%	25%	7%
I feel comfortable in class when I come to class prepared.	4%	5%	27%	43%	21%
I like going to class when we are going roleplay situations.	0%	20%	45%	24%	11%
I am more willing to participate in class when the topics we discuss are interesting.	0%	1%	23%	42%	34%
I would be less nervous about taking an oral test in English if I got more speaking practice in class	0%	2%	27%	49%	22%
I would feel more comfortable if teachers never corrected our mistakes in front of the class	23%	34%	24%	15%	4%
I feel uneasy when my classmates are asked to correct my mistakes in class.	5%	35%	26%	29%	5%
I think I can speak English pretty well, but when I know I am being tested, I get confused.	15%	7%	39%	27%	12%
I feel more comfortable in class when I don't have to get in front of the class	2%	12%	37%	34%	15%
I enjoy class when I can work with another student.	2%	11%	32%	39%	16%
I would feel better about speaking in class if the class were smaller.	0%	18%	44%	26%	12%
I prefer to be allowed to volunteer an answer instead of being called on to give an answer.	0%	6%	39%	34%	21%

Table 18

Responses of Summit 2.3 B to Internal "self" Anxiety Factors

Summit 2.3 B	Internal "self" anxiety factors				
Reactions	1	2	3	4	5
I would feel less self-conscious about speaking in class in front of others if I knew them better.	0%	15%	41%	29%	15%
I would be more willing to volunteer answers in class if I weren't so afraid of saying the wrong thing.	3%	6%	38%	40%	13%
I am more willing to speak in class when we have a debate scheduled.	4%	18%	46%	29%	3%
I would not be so self-conscious about speaking in class if it were commonly understood that everyone makes mistakes, and it were not such a big deal to make a mistake.	1%	7%	34%	40%	18%
I am less anxious in class when I am not the only person answering a question.	4%	11%	29%	47%	9%
I would get less upset about my class if we did not have to cover so much material in such a short period of time.	1%	16%	48%	27%	8%
I feel comfortable in class when I come to class prepared.	4%	3%	31%	42%	20%
I like going to class when we are going roleplay situations.	0%	18%	45%	25%	12%
I am more willing to participate in class when the topics we discuss are interesting.	0%	1%	24%	39%	36%
I would be less nervous about taking an oral test in English if I got more speaking practice in class	0%	2%	28%	47%	23%

I would feel more comfortable if teachers never corrected our mistakes in front of the class	22%	37%	22%	16%	3%
I feel uneasy when my classmates are asked to correct my mistakes in class.	5%	35%	27%	29%	4%
I think I can speak English pretty well, but when I know I am being tested, I get confused.	17%	8%	36%	26%	13%
I feel more comfortable in class when I don't have to get in front of the class	2%	13%	38%	32%	15%
I enjoy class when I can work with another student.	3%	10%	28%	40%	19%
I would feel better about speaking in class if the class were smaller.	0%	17%	44%	25%	14%
I prefer to be allowed to volunteer an answer instead of being called on to give an answer.	0%	7%	38%	35%	20%