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The Influence of Emotions on Students' Speaking Skill

Trabajo de Integración Curricular previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés

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Agradecimiento y/o dedicatoria

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To God, I want to express my gratitude to him for allowing me to be here today. Thank you for giving me faith, love, and patience to complete my academic studies. I also want to thank my parents, who have always been the driving force behind my dreams and hopes. You have been my best guides in life.

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Dedication

This thesis is dedicated to:

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To my brave father, who has sustained my life when my thread trembled. Your strength and sacrifices are an example to me.

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Resumen

La Influencia de las Emociones en la Habilidad Oral de los Estudiantes tiene como objetivo conocer los principales factores emocionales que afectan la habilidad de hablar inglés de un grupo de estudiantes de noveno grado, según la percepción de los mismos estudiantes. A lo largo de las prácticas realizadas en la institución, los estudiantes han experimentado dificultades al momento de desarrollar su habilidad oral en la asignatura de inglés. En el presente estudio se utilizó un enfoque cualitativo, con paradigma interpretativo, con el uso del método de investigación fenomenológico. Participaron cinco estudiantes, tres varones y dos mujeres de la institución escogida, colegio público ubicado en la ciudad de Cuenca. Los estudiantes expresaron sus percepciones a través de entrevistas personales y de un grupo de discusión focal sobre sus emociones durante las actividades orientadas a la comunicación mientras interactuaban con los demás.

Los resultados del estudio demostraron la existencia de diferentes factores que influyen en los alumnos tanto positiva como negativamente, principalmente debido al estrés, los nervios, la ansiedad, la vergüenza, las burlas, la confianza y la retroalimentación. Éstos provocan emociones positivas y negativas, que a su vez están directamente relacionadas con la capacidad de expresión oral de los alumnos, afectando así a su habilidad para hablar. Se llegó a la conclusión de que la importancia de desarrollar espacios y momentos podría mejorar y reforzar la confianza, la autoestima y la compenetración en el aula. Por último, el estudio destaca el importante papel que desempeñan las emociones en el aprendizaje de idiomas. Las emociones positivas, como la confianza, la motivación y la retroalimentación positiva, pueden contribuir en gran medida a mejorar la expresión oral en inglés, mientras que las emociones negativas, como la ansiedad, el miedo y las burlas, pueden obstaculizar el progreso.

Abstract

The influence of emotions on students' speaking skill aims to learn about the main emotional factors that affect a group of 9th grade students' English-speaking skill, as perceived by the students themselves. Throughout the practices carried out at the institution, specifically at the ninth level of education, students have experienced difficulties when developing their speaking skills in the subject of English. In the present study a qualitative approach was used, with an interpretive paradigm, with the use of the phenomenological research method. Five students participated in this project, three boys and two girls from the chosen school, a public school located in the city of Cuenca. The students expressed their perceptions through personal interviews and a focus group discussion about their emotions and feelings during communicative-oriented activities while they interacted with others.

The study results demonstrated the existence of different factors that influence students both positively and negatively, mainly due to stress, nerves, anxiety, embarrassment, teasing, confidence, and feedback. These provoke positive and negative emotions, which in turn are directly connected to the students' speaking skill, thus affecting their speaking skill. It was concluded that the importance of developing spaces and moments could improve and strengthen confidence, self-esteem, and rapport in the classroom. Finally, the study highlights the important role emotions play in language learning. Positive emotions, such as confidence, motivation, and positive feedback can contribute greatly to improving English speaking, while negative emotions, such as anxiety, fear and teasing, can hinder progress.

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Title: The Influence of Emotions on Students' Speaking Skill

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CHAPTER I

Introduction

Nowadays there are an enormous number of languages worldwide, which has allowed the activities of each nation to grow, evolve and diversify at a dizzying and accelerated pace, especially those where the English language has been part, reaching an excellent position that, could be said to be quite protagonist and, at the same time, significant. Among those thousands of languages spoken by an infinite number of people around the world, those that occupy the first, second and third place, for being the most used, are Mandarin, Spanish and English respectively, highlighting that the latter has three hundred and sixty million native speakers (Education First, 2015 as cited in Peña, 2019).

Based on this idea, the relevance of English does not simply remain in considering it as a means of communication that is used within the daily work, it goes much further, since it has been incorporated and integrated to the point that it has become an essential and primordial component of the other areas of society including education. As pointed out by the oceanographer of the King Abdullah University of Science and Technology in Saudi Arabia, Carlos Duarte, when arguing in an article published in the newspaper "El Mundo" that, without wishing to boast, English represents the vehicular language most used in science, so its mastery is necessary, because only in this way, researchers can have access to the results of their studies as well as others, since these are published and shared with the world through this language (Pajares, 2015).

Based on the above considerations, it is conceived that the English language holds significant pedagogical-didactic value as a fundamental instrument for students in their teaching-learning process. Mastering the English language is crucial for students' future professional

careers, enabling them to excel and be competitive in today's dynamic world of work. Additionally, proficiency in English allows individuals to stay updated with the ongoing changes and advancements in their respective fields.

Despite all the benefits that learning and speaking English has generated, the simple fact that students and future professionals have mastery and speaking skill of this language, many times its acceptance and incorporation into the curricula has not been easy or voluntary, so that some governments through their international and national institutions of a supervisory and guarantor nature (United Nations Organization for the Advancement of Indigenous Peoples). Education, Science and Culture [UNESCO], and rectors (Ministry of Education, Secretariats of Education and others), have had to include the teaching of English as a second foreign language in their curriculum and at all educational levels: primary, secondary and higher (Peña, 2019).

Given all the information presented in the preceding paragraphs, the teaching of the English language in educational institutions worldwide not only needs modifications and changes based on a different vision that allows the teacher and student to recognize and work on it as another area of learning, but also that a new paradigm can be applied in the act of teaching that, promote and lead to the implementation of innovative, dynamic and active strategies that help to: (a) strengthen and complement the comprehensive education of learners; (b) to improve the speaking skills and proficiency associated with this language; (c) to reduce the rates of school failure and backwardness, also known as overage; (d) to reduce school dropout rates; e) optimize the effectiveness and efficiency of English education programs carried out in schools (UNESCO, 2013 as cited in Estupiñán, 2020).

In the case of South America, specifically Ecuador, since 2000 as a result of the World Education Forum held in Dakar, the authorities of the national government have been concerned

and paid greater interest in offering quality teaching in all areas of learning, assuming this purpose with responsibility and commitment and integrating themselves into the "Educación para todos" Plan (UNESCO, 2000). To this end, the entities attached to the education sector approved and carried out the institutionalization of the objectives in the so-called "Plan Decenal de Educación del Ecuador 2006 – 2015", which consists of eight educational policies and other objectives to be met.

Within the framework of the objectives, the fourth of the aforementioned plan proposes that Ecuadorian educational institutions should enhance the capacities of those they train, for which reason it considered pertinent and necessary to make some modifications of content in the current curricular reform. Time later, the government entities together with the educational entities worked on the materialization of these modifications and changes associated with the structure of the networks belonging to the learning areas, thus proceeding to the updating of the Curricular Reform of that time.

Starting in 2011, Ecuador began to be part of the project "It's time to teach English", here the national educational institutions sought to optimize the teaching system of the aforementioned language as a foreign language, taking into consideration the methodology and teaching competencies. Subsequently, by Agreement 0041-14 issued by the Ministry of Education of Ecuador (2014), the incorporation of the English language into the formal curriculum with 5 hours from the eighth year of basic education was officially decreed in order to develop the competencies of this second foreign language in students through the training of teachers responsible for teaching this area.

Two years later, the Council of Higher Education, in article 31 of the Higher Education Regulations, stated that students from all Ecuadorian universities must reach a B2 and upper

intermediate level in accordance with the provisions of the Common European Framework, only in this way can they obtain the university degree. He also added that, before enrolling in the last year or cycle of their professional career, students must take an English language proficiency test.

It should be noted that all the work and interest on the part of the State have been the result of many years of effort towards the constant search for a structure that responds to international and national educational policies linked to the teaching of English; what is truly regrettable about this process is that the corresponding authorities have not given it the follow-up, continuity, supervision, accompaniment or control evaluations, so as to know whether or not what has been agreed has been complied with. However, throughout this trajectory of reforms, significant progress has been noted, especially in the support of English teachers so that they are frequently training from an academic point of view in order to optimize their performance and, therefore, improve their linguistic competence, aspects that contribute to consolidating quality teaching of the English language in the classroom.

From this perspective, teaching practice could be said to be the first step in training to improve the performance and linguistic competence of future English teaching professionals; for the Universidad Nacional de Educación (UNAE), this is considered an integral part of the academic requirements that every student must meet each semester. In particular, as a student of the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) career, I had the valuable opportunity to complete my teaching practice within the training system of the aforementioned institution and during this time, I was able to observe and participate in the educational process from a practical point of view of the institution where I carried out these teaching practices turning in a productive, beneficial and enriching experience.

During the course of this practical phase, some challenges were observed in the classrooms where a variety of topics were taught throughout the classes; for example, it was evident that students needed to acquire collaborative skills crucial for learning and personal growth. Likewise, it was noted that many of them had problems with their speaking skill, fluency, and overall mastery of speaking skill due to the mixture of emotions, such as fear, insecurity, anxiety, nerves and among others. These emotions arose, especially when they had to make a presentation, read or simply participate in activities that involved speaking in public or in front of their classmates.

It is important to note that working with children was not really a problem. In the particular case of this study, the students of the school where this study was realized always presented favorable and positive emotions and attitudes, since they were collaborative and participative, compared to the groups of students of higher grades, who were much more emotionally reserved about participation, frequently students using quotes such as: *"~~teacher~~ I can't"*, *"I just can't speak English"* or *"it's just that it's difficult",* while some did not even try to do so.

According to the above, the importance of minimizing those negative emotions expressed in the sentences already indicated, should be a priority and main guideline for the teachers of the English area of the school chosen for the study with the firm and sole intention of helping their students, firstly, to strengthen their integral formation; second, improve their speaking skills and mastery, working at the same time on their positive emotions and attitudes during the act of learning; third, to implement a novel methodology, strategies and activities inside and outside the classroom that dynamize the teaching and learning process and fourth, to transform classrooms

into ideal scenarios that provide them with different ways of learning and; fifth, develop both individual and collective knowledge.

Therefore, this study was a challenge, as is learning a new language, especially when a foreign language that is not commonly spoken in the country is attempted to be mastered, this situation always happens with many students whose mother tongue is not English, the same circumstances force them to navigate the challenge of learning English in order to improve their language teaching.

Leguizamón (2018), comments that, once the teacher detects and identifies the causes, it is important the teacher reflect and support in a didactic and pedagogical way, the various teaching strategies with the respective logic, coherence and, consequently, relevance between the objectives, themes, methods as well as materials and resources used. To do this, they must explore, study and analyze them, which makes it easier for the English teacher to select them in a more punctual and consistent way, since their application generates in the development of the class new learning scenarios that facilitate the student to communicate with greater fluency, mastery and skill, that is, he progressively understands the grammatical structures, vocabulary, and improving their language proficiency in the English language.

Hence, the relevance and the crucial point where they intersect and relate to the current research, since it allows the student to understand how their first language (L1) differs from grammatical structures, where many times English vocabulary and language barriers hinder language learning. It is at this time that the teachers of the chosen school, with the knowledge they possess, must design contextually appropriate and linguistically responsive teaching strategies, taking into account the needs and strengths of the students. Septianasari (2019), argues that, through this, they can create a streamlined approach to English language teaching that

ensures that each student receives targeted and appropriate language support, offering greater opportunities for success and mastery of language skills.

Importance of the study

The importance and interest of carrying out this research project on the topic " The Influence of Emotions on Students in Speaking Skill Development", was based on the teaching practice experience acquired through observations made in several school classrooms, including Abelardo Tamariz Crespo, Herlinda Toral, Dolores J. Torres, and more recently in the school where this research was applied.

A significant question arose from being in the classrooms of various educational institutions and witnessing firsthand how students, when actively participating in oral expression activities in the English language, encountered obstacles, showed a clear lack of willingness, hid or avoided participating. This situation, which manifested itself consistently in all the schools visited, raised the concern that something deeper and more pervasive was occurring in the educational context.

Detailed observation of these classroom interactions revealed a recurring pattern of emotional resistance and difficulties in expressing themselves orally in English. Students appeared to face difficulties in manifesting their oral proficiency in the language and showed signs of discomfort, anxiety, or lack of confidence when engaging in speaking activities. These difficulties did not appear to be limited to a specific group of students, but rather manifested themselves across the student population.

The realization of this problem in various educational institutions led to the need for further research on emotions and their impact on oral skills in the educational context of teaching

English as a second language. It became evident that this phenomenon went beyond an isolated situation and could have significant implications in the learning and development process of students in this specific area.

Throughout the practices carried out in these schools, the same phenomenon was observed, however, the reason for choosing the school in which it was decided to carry out the study were two main reasons detailed as follows:

Willingness to participate: When selecting a school, it is important to consider the willingness of the administration, teachers, and students to participate in the study. A school that shows interest and willingness to collaborate can provide greater participation and commitment, which improves the quality and validity of the data collected. In addition, students' active participation in the study may generate greater representativeness of emotional experiences and oral proficiency in English.

Relevance of the educational context: The educational context in which the study is conducted may be a determining factor in selecting a specific school. Each school may have unique characteristics, in this case, the context of the students was quite applicable to the phenomenon studied as it may influence how emotions affect students' oral proficiency. Choosing a school with an educational context relevant to the phenomenon under study will provide a more accurate and applicable understanding of the relationships between emotions and oral proficiency in that specific context.

Notably, those observations made it clear that the common problem among classrooms was a lack of participation, pointing to factors that hindered students' ability to learn effectively. Hence, this study aims to determine the extent to which emotions are linked or directly related to

students' speaking skill and to identify which emotions affect students' development, improving our understanding of their perceptions on the subject.

Questions

Main research question

- What are the main emotional factors that affect 9th grade English students' speaking skill, as perceived by the student?

Sub-questions

- What are the most common emotions that affect students' speaking skill?
- What are students' perceptions of the influence of emotions on their speaking skill?

Objectives

General objective

- To comprehend the main emotional factors that affect a group of 9th grade English students' speaking skill.

Specific objectives

- To identify the main emotions that affect speaking skill of five students.
- To examine the influence of emotions on speaking skills, as perceived by the students themselves.

CHAPTER II

Previous researchers/ antecedents

Students may experience various emotions during a presentation, such as nervousness, anxiety, or excitement; therefore, knowing how emotions influence students' speaking skill is essential; understanding that, they also play a role in nonverbal communication, including body language and facial expressions. Depending on the influence of emotions, students can better convey their message, connect with their audience, become more effective communicators, and achieve tremendous success in their academic and professional lives.

In this regard, Goleman (1997) as cited in Velásquez (2019), emphasizes that emotions precede thoughts; that means students can feel and perceive fear, grief, dread, insecurity, anxiety, nerves, and more, long before the individual knows or understands that it is happening. In the words of the same author, the emotional element is fundamental and, in general, is predisposed within the experiences and experiences of the student. Therefore, it is important for the teacher to work on this set of emotions in the classroom beforehand, since it will contribute to the student to: a) dynamize the cognitive and rational aspect in order to assimilate knowledge better and more easily; b) to generate a methodology that, at the same time, fosters a scenario of pleasant, pleasurable learning and total well-being; c) to cease to be a passive communicative entity to be an effective and skillful communicator and; d) minimize those negative emotions that are implicit in the so-called emotional memories.

Based on this idea, many previous studies have been developed on the topic of emotions and the development of speaking skills linked to the English language. The first to be reviewed is the one carried out by Getie (2020), explores factors affecting 10th grade students' attitudes toward learning English as a foreign language in Ethiopia.

For the purpose of this study, a questionnaire was carefully designed and adapted to collect the data systematically. In addition, nine students were purposively selected to participate in focus groups and interviews were conducted with tenth grade English teachers. The main results of the study revealed positive attitudes of tenth grade students toward learning English as a foreign language. Social factors were identified as positively influencing students' attitudes, while factors in the educational environment negatively affected their attitude. However, the results also showed that by reducing psychological variables, it means, students' emotional filters towards the target language, it is possible to facilitate their learning. Additionally, there are elements that negatively influence students' attitudes toward learning English as a foreign language. These include the absence of a favorable learning environment, lack of motivation on the part of English teachers, fear of making mistakes, and disillusionment experienced by the learners themselves.

On the other hand, another study, conducted by Bora (2012), explored the impact of brain-based learning activities on the development of students' emotional intelligence (EQ). A quasi-experimental method was used in this study. The researcher conducted a questionnaire consisting of twenty statements for the purpose of assessing students' emotional intelligence (EQ) levels. Another instrument utilized in the study was a survey specifically crafted to gauge the perspectives of students regarding Brain-based activities implemented in speaking classes.

The survey encompassed a collection of 16 statements that focused on exploring the students' viewpoints on various Brain-based learning activities. In order to demonstrate that the use of brain-based teaching techniques can influence students' positive attitudes and their relationship to speaking skills. Thus, to prove that by applying these techniques, students can

develop their emotional skills, learn to manage their emotions according to their individual needs and overcome shyness to actively participate in speaking lessons.

As a conclusion, it could be found that emotional intelligence plays an active role in students' engagement and participation in speaking classes. Those with a low level of emotional intelligence tend to be less motivated and participatory, while those with a high level of emotional intelligence show a greater willingness and ability to engage in activities effectively.

Finally, the master's degree developed by Velásquez (2019), aimed to demonstrate how the emotional aspect affects the cognitive development of the student during the process of learning the English language. It was focused as qualitative research and its population was made up of first, second- and third-year secondary school students from a Spanish school.

For the purpose of this study, the researcher used the so-called Moskowitz Humanistic Techniques, since they seek to promote empathy, generate an environment of trust, study emotions and feelings and finally achieve the student's self-reflection about his or her identity.

The conclusions reached by the researcher were that the emotional element is essential for students, since it allows them to more easily acquire knowledge along with their personal skills, both aspects help them, in the same way, to be a more competitive citizen in the near future. Therefore, the incorporation of dynamic and innovative activities contributes to the achievement of faster English learning, progressively minimizing negative emotions and increasing motivation, the desire to learn another language.

Theoretical framework

The affective filter

The second theory of language acquisition proposed by Stephen Krashen has five hypotheses, one of which was taken for this project as the affective filter, which suggests that, in the acquisition of a second language, affective variables such as motivation, self-confidence, attitude and anxiety have a direct supportive impact. He argued that students with high motivation, self-confidence, and lower levels of anxiety are more likely to acquire second language proficiency skills.

Whereas, those with low motivation, self-esteem, or high anxiety may raise their affective filter, which could impede language acquisition; the elevated filter acts as a mental block, so no comprehensible input is used. On the other hand, while positive affect is necessary, it is even more required to facilitate acquisition (Bahruddina & Febrianib, 2020).

It is worth noting that, within language learning, affective factors (motivation, attitude and anxiety) filter the amount of information that students receive, that is, students with high affectivity filters obtain less information than those with low affection filters, as proposed by Krashen in 1985, in his input hypotheses; who also adds that individuals can only acquire a second language as long as they receive comprehensible information with low affective filters.

On the other hand, Du (2009), explains that affective factors are related to the way emotions influence the acquisition of a second language, these factors include motivation, self-confidence and anxiety; he also adds that students with high motivation, self-confidence, attitude and anxiety are more likely to acquire a second language successfully. Conversely, people with

low motivation, self-esteem or high anxiety may find it difficult to learn a new language by creating barriers and obstacles that prevent comprehension, such as a high affective filter.

Motivation to accomplish targets

Motivation is a powerful driving force that ignites the fire within people to strive and achieve goals big and small; that inner drive forces people to work hard and persist through challenges and setbacks to achieve desired results. Motivation fueled by positive emotions such as excitement, curiosity, and the desire to achieve their goals, offers people a sense of purpose and direction (Huitt, 2011).

It is worth mentioning that motivation is important for students, as it can profoundly affect their academic performance and success, because with motivation, students are more likely to approach their studies in a positive and enthusiastic way, embracing the learning process and actively seeking knowledge. They are also better equipped to handle challenges and setbacks, with the courage and determination to persist until they have mastered the subject.

Therefore, when students experience motivation, they are driven by the excitement of feeling that they will achieve their purpose, the curiosity to learn how to achieve their goal, and the satisfaction of finally accomplishing it; these emotions are a powerful force that can help them stay on track and achieve the desired success. Thanks to motivation, students can participate in their studies, gain interest in the learning process, and ultimately underperform in their academic endeavors (Vu et al., 2021).

Importance of teacher motivation to students

Meşe and Sevilen (2021), highlight the importance of motivation in student learning and the crucial role of teachers in driving motivation; therefore, their findings underscore that

teaching methods, lesson presentation, feedback, and interaction with teachers directly affect students' motivation in language learning; thus, they consider it necessary for teachers to adopt effective teaching methods and personalized instruction to improve students' levels of motivation and engagement.

The results suggest that inadequate instruction and feedback can negatively affect student motivation, leading to lower attendance and poorer academic performance at the same time. It should be noted that the aforementioned authors point to the existence of additional factors such as beliefs, values, intrinsic motivation, social and cultural factors, and factors related to the family, all of them contribute to the complex nature of motivation, which is why they encourage the approach of personalized and comprehensive solutions that help motivate students effectively.

In short, motivation is a critical component of the student learning process, here teachers play an essential role in promoting and fostering it within the classroom through the implementation of activities and strategies that help generate a meaningful and positive learning environment that contributes to increasing and optimizing the motivational aspect of learners as part of their holistic and integral education (Meşe & Sevilen, 2021).

Self-confidence/attitude

Attitude is commonly considered an affective factor that plays a critical role in the acquisition of a second language, it also refers to the degree of positivity or negativity that individuals have towards a specific language, its speakers and its associated culture. For example, positive attitudes that lead to language learning include curiosity, interest, and openness to new experiences; whereas, negative attitudes, such as fear, frustration, and indifference, can create barriers that impede language acquisition (Carmona, 2011).

In reality, several factors, such as past experiences, social influence, and perceived usefulness of the target language, shape learner attitudes; therefore, assessing and addressing learners' attitudes is essential to promoting their language learning success. Similarly, developing and implementing strategies to foster positive attitudes and increase learners' motivation and confidence can enhance their language acquisition experience.

Anxiety: factors and challenges

Anxiety is the most commonly studied affective factor in second language acquisition; it can be defined as a state of restlessness, apprehension, or fear caused by fear of possible adverse outcomes. In the context of language learning, anxiety can arise from various sources, such as fear of making mistakes, worry about being evaluated by others, or not performing well (López, 2019).

It can also have a negative impact by reducing students' motivation, confidence, and willingness to take risks when communicating in the target language. However, the way anxiety affects language learning can vary depending on individual factors (personality and age), and contextual factors (learning environment); for this reason, it is essential to understand the nuanced ways in which anxiety can affect language learning in order to develop effective strategies to address it (Tasnimi, 2009).

However, the precise roles of affective factors and the impact on language learning still require further research. Students are debating how to measure and address the emotional barriers that impede language acquisition; for that reason, it is crucial to consider affective factors when teaching a second language to help students maximize their language learning experience and potential (Mena, 2013).

On the other hand, Fikni et al. (2022), explores the challenges that English as a Foreign Language (EFL) learners face when speaking confidently and effectively. In particular, it focuses on the anxiety that can arise when EFL students have to produce speeches, such as giving presentations or participating in conversations; the authors suggest that factors such as fear of making mistakes and preoccupation with pronunciation may contribute to this anxiety and hinder them from developing their oral competence.

According to the previous paragraph, anxiety can represent a major barrier to language learning, leading students to not participate in oral production activities or freeze during a conversation, all of which can lead to a decrease in confidence about the existence or not of their language skills, directly affecting their long-term development (Olaya & Ahumada, 2023). To mitigate these effects, teachers can adopt a variety of strategies to reduce this anxiety, including activities such as talking games, role-playing, or group discussions, which allow students to practice and speak in a positive and supportive environment, develop their effective speaking skills, and help them feel more comfortable and confident expressing themselves in their new language (Crispín et al., 2011).

In general, the key to developing students' speaking skill and overcoming anxiety is to provide an encouraging learning environment that allows students to practice in a low-pressure environment, while teachers provide constructive feedback that encourages the act of learning.

Language anxiety

Not all people, or in this case, not all students, have the same abilities to express themselves or communicate in another language. The feeling of overwhelm and isolation that students experience when trying to develop their speech has a name, and it's called language anxiety. Language anxiety refers to the feelings of fear, apprehension, and self-doubt that

individuals may experience when using a foreign language. It can manifest as a fear of making mistakes, being judged, or not being able to express oneself adequately in the target language.

Language anxiety can significantly impact a student's language learning journey. It can hinder their progress, lower their self-confidence, and even discourage them from actively participating in language-related activities (Alnuzaili & Uddin, 2020).

This anxiety may arise from various factors, such as a lack of exposure to the language, previous negative language learning experiences, or cultural differences in communication styles. According to Peraita (2022), this type of anxiety is understood as the block experienced when using a second language that is not the mother tongue where in general, the person does not feel comfortable using it, causing nervousness when speaking, listening, reading or writing.

Linguistic anxiety related to speaking fluency can have a significant impact on student performance. When students experience anxiety when speaking in another language, they may feel vulnerable and not use their full communicative potential. Peer pressure can also increase anxiety, especially in adolescents. Language anxiety can affect students' self-esteem. Feeling anxious about speaking in another language can generate a sense of insecurity and decrease confidence in language skills. This can have a negative impact on learners' self-esteem, as they may feel that they are not meeting expected standards or that they are not able to communicate effectively (Montilla et al., 2016).

On the other hand, it is possible to differentiate it from anxiety as such, for the simple reason that it is specifically related to linguistics. Only within this problem and as mentioned in previous paragraphs, motivation and self-esteem play very important roles, since the lack of confidence makes the subject reflect their apprehension, shame and rejection of learning the second language (Goñi-Osácar & Del Moral, 2021).

According to Mouhoubi et al. (2022), there are numerous factors that cause language anxiety, there are precisely seven and they are the following: age, academic performance, visits to foreign countries, previous experiences with the language, self-esteem, intellectual competence and expectations. They all influence the process of learning a foreign language, further revealing that stress levels increase linearly as the years of study progress.

It should be noted that there are many people who feel fear when experiencing a second language for many reasons, among them the most frequent is the previous experience they had with the language; they can be bad experiences or situations that made students feel exposed (Anzaldúa, 2020).

In short, these negative experiences are what make students feel that they do not have the skills or aptitudes to acquire a second language; some acquire a language faster than others, due to their cognitive abilities and personality types, this is where the students' feelings come into the picture, as it can be positively or negatively associated with learning a second language. As result, it is possible to perceive anxiety in a more notorious way in other types such as language anxiety, for example, when the student feels afraid of speaking in public within the context of learning or classroom.

Stress and performance

According to Pascoe et al. (2020), secondary and higher education settings are known to expose learners to various stressors, which are considered part of their regular daily challenges and are known as normative stressors. Pressures related to achieving academic demands are commonly experienced by students in lower secondary education, upper secondary education, and post-secondary education, collectively referred to as secondary and higher institutions.

One of the significant contributors to the stress experienced by students at these institutions is their academic concerns, which could be due to pressure to achieve high grades or fear of poor results. As reported by the Ministerio de Educación, Cultura y Deporte in its Annual Report (2017), which revealed that in member countries of the Organization for Economic Co-operation and Development (OECD) including Spain, 66% of students feel stressed about getting bad grades; in contrast, 59% often worry about the difficulty of the test and exam.

In OECD member countries, 55% of students experience significant anxiety related to school tests, regardless of how well prepared they are. It also considers the impact of academic stress to be a substantial source of student academic performance, mental health, and overall well-being, requiring a thorough exploration.

It is truly worrisome that many people do not believe that stress has harmful symptoms for the human body; these include headaches, stomach problems, lack of energy, change in behavior, problems in the nervous and cardiovascular systems, weight changes, and emotional exhaustion. (Zambrano-Vélez & Tomalá-Chavarría, 2022). Added to that are the high stress loads that a student can generally feel if they are required to expose themselves to certain situations. Thus, as mentioned above, stress is considered a stressor for the successful development of speaking in the educational context. Speaking in a second language can be challenging and even more so when additional stress is added, as it can negatively affect the development of this oral skill.

English as a global tool in education

Learning English has become increasingly important for professional and personal development in Latin American countries; as a result, the Government of Ecuador has changed policies and invested in resources and education for teachers and students in public and private

schools. Due to globalization and technological advancements, there is a need for a common language for communication; which is why, English has become easy to learn and has been adopted as an international language due to its many advantages in the academic and work fields. For all that has been discussed in previous sections and paragraphs, knowing English has become increasingly important in Ecuador, however, the country needs a higher level of proficiency in this language. (Cáneppa et al., 2018).

Ability to speak

English is made up of four important skills that need to be developed together and their performance encouraged on a par with the others; these are writing, listening, speaking, and listening. According to Srinivas (2019), this is difficult for students, as speaking for them is one of the most difficult skills to develop, as most need help with this particular skill.

Within this framework, communication is key to any conversation, considering that it is a process by which ideas, opinions, feelings, and information are conveyed to another person. When the importance of communication is mentioned, the importance of English to students, which is commonly recognized around the world, should be discussed, and it is often questioned why it occupies such a crucial place in global communication.

From the perspective of Dávila and Barrera (2023), communicative learning in the teaching of English is associated with the process of student participation, because in order for them to achieve and consolidate excellent learning, it is essential not only that they develop oral communication skills, but also that they manage to interact with their classmates during the performance of activities in the classroom. Because of these considerations, English has become an essential language for students to learn, especially in those countries where it is not the primary language.

Due to the above, in many colleges and universities around the world, they have as a main requirement that students pass a certain level of English proficiency in order to graduate from their chosen degree course; such a requirement has become a hallmark of modern academia, since English is a global language widely used in various academic disciplines. including science, technology, and politics. For example, in many countries, the minimum level of English proficiency required is B1, which means an intermediate level of comprehension and communication; such ability and proficiency to speak English fluently can enable students to: (a) access opportunities and resources in other international spheres; (b) broaden their horizons beyond their local communities; c) support their future professional growth in various fields, becoming an invaluable skill in students preparing to enter the workforce.

According to Chávez and Saltos (2017), many college students need help with English and even their careers, and people are increasingly relying on English to get a job, settle down, and be able to make a living with it. In fact, having a good command of this language facilitates many aspects of students' lives, as this opens up several possibilities, doors and opportunities for people who can handle English properly.

EFL classroom engagement

Participation is a tool that all teachers want to achieve in their classes; answering questions, giving opinions, having an academic conversation between professors or classmates, and joining in discussions, without a doubt, is every teacher's dream; since they achieved this, the classes become more meaningful to them. According to Tu (2021), paying attention to lessons, answering short questions, and seeking help from others, among other factors, are also considered participation, even if they are not explicitly involved in the classroom.

Many times, responsible teachers in charge ask questions or encourage students to participate in class, and respond by breaking eye contact or distracting them from doing what was previously asked in an attempt to avoid the question or participation; this happens because students are not fluent in the second language. On the other hand, also having students participate reveals their emotions and feelings through the answers, comments and opinions they can give to other speakers, which are essential for language acquisition or, in this case, the acquisition of a second language.

Obstacles impeding progress in speaking skills

Students face certain obstacles when acquiring a second language, which can be categorized into five specific areas; these include inadequate exposure to the target language, which can be associated with negative experiences with the L2 (second language); low motivation; anxiety and lack of confidence, limited or insufficient knowledge; and ineffective pedagogical methods. It is important to note that motivation, anxiety and lack of confidence hinder the development of speaking skills; in addition to these factors, the environment in which learners find themselves is critical to achieving success in the target language, for example, students in an environment where the target language is frequently used find it easier to perceive and acquire it (Fillmore, 1989).

In this sense, the opportunity to practice L2 in real-life everyday situations is essential for students to develop better skills, as negative experiences with the target language can significantly impede learning. In a hostile learning environment, it can present complications, making it much more difficult for students to learn the language (Wilson, 1996).

This same author considers that, within a good learning environment, there are three key words: place, interrelationships and learning; when these keys are connected to each other, it

promotes practical learning, helping the student to achieve the proposed objectives hand in hand with the companionship and the environment where they are in order to give way to meaningful learning.

Another obstacle that impedes progress in speaking development is the inability to articulate words correctly, making the focus of the class further away from the students. Therefore, a clear understanding of the sound of words in English by the student is needed to be able to reproduce it for themselves, that includes phonemes, rhythm and intonation combinations; they are all part of correct pronunciation, if students feel confident with their speaking, they can try to reproduce it, otherwise they will be intimidated and will not do it.

From this perspective, pronunciation plays a crucial role in vocal structures, for example, Ecuadorian culture is involved in this situation; dialects in Spanish are several, from Argentina, Chile, Dominican Republic, Colombia, among many other Latin American countries, thus demonstrating, that Spanish has several accents and different sounds depending on where it is used (Uribe-Enciso et al., 2019). Focusing on Ecuador, the dialect varies from region to region, making its pronunciation different; therefore, English is adapted by each country/region/city according to its phonetics.

In the case of Spanish, it has been used as a mother tongue in these countries, which makes students from early childhood gesticulate their facial muscles to adapt them to that language. This situation changes the moment it is decided to introduce English as an L2, from there, it is when students have problems, the facial muscles are so familiar with the accents of the Spanish language that it makes it difficult for them to adapt them to the second foreign language.

According to Uribe-Enciso et al. (2019), it can be difficult for students to pronounce certain sounds in English that do not exist in their native language, Spanish speakers have the

"sh" sound, so it is easier to pronounce some words in English than speakers in Ecuador, where this sound is not present. This is just one example of how different countries, dialects and sounds can affect students' acquisition of English vocabulary and, consequently, the development of English-speaking skills.

Based on the above points, it is suggested that students have a figure to guide and direct them in the learning process through confidence and experience in the quest to improve their speaking English language skills. This necessary figure in the student's path, without a doubt, is the teacher, who, in the first place, must be able to offer and facilitate a structured teaching that is received by each student according to his or her personal and educational needs; second, that helps him or her to overcome and transcend the obstacles and barriers that language can place and; third, that the act of teaching is adequate, relevant, practical and functional (Ferindistika et al., 2019).

Emotional intelligence

Emotional intelligence is a key skill for managing stress, people with high emotional intelligence have the ability to recognize their own emotions and those of others, allowing them to better handle stressful situations, as well as being able to regulate their emotions and express them appropriately. It is related to empathy, which means that people with high emotional intelligence can better understand how others are feeling and respond more effectively to stressful situations, which is why it is conceived as a valuable tool for dealing with stress and maintaining emotionally and mentally balanced health.

It is worth mentioning that emotional intelligence can be of great help to students who feel embarrassed by producing conversation in classrooms, particularly those where they have to recognize their emotions and understand those of others, here learners can, on the one hand,

improve their ability to express themselves effectively and, on the other, improve their ability to express themselves effectively and, on the other, improve their ability to express themselves effectively manage the anxiety and stress that often arise when speaking in public; that's why, by developing social and emotional skills, students can better understand their strengths and weaknesses, allowing them to face challenging situations with greater confidence and resilience. Ultimately, emotional intelligence represents an effective tool to help students overcome embarrassment and anxiety when speaking in public by improving their speaking performance (Ringeval, 2019).

Seen in this way, emotional intelligence has been developed by several authors, including Daniel Goleman, who identified five fundamental components: self-awareness, self-regulation, motivation, empathy, and social skills. According to García-Ancira (2020) it refers to the ability to recognize, understand, and manage one's own emotions, as well as the emotions of others, this means, it is an essential skill that involves: a) identifying and expressing feelings appropriately, b) regulating emotions effectively, and c) using emotional information to guide thinking and behavior; hence, it is considered essential to establish positive relationships, exercise effective leadership, make decisions, and achieve general emotional well-being (Serrat, 2017).

It should be noted that Goleman (1997) as cited in García-Ancira (2020) has been one of the main proponents of the concept of emotional intelligence and has demonstrated the importance of this skill for personal and professional success. He has been recognized for his contributions to psychology and education, and his work has influenced how people approach managing their emotions and relationships; he is an influential thinker and has been a key advocate for emotional education around the world.

In summary, emotional intelligence plays a key role in many areas of life, including education, work, and relationships; people with higher levels of emotional intelligence are more successful academically, with better grades, better attendance, and higher motivation. In the workplace, they achieve greater job satisfaction and more remarkable leadership skills, and in terms of relationships, individuals with higher emotional intelligence are able to cope with interpersonal relationships and maintain healthy and lasting bonds, thereby improving their overall well-being and leading more fulfilling lives (Fteiha & Awwad, 2020).

Relationship of stress to emotional intelligence

Stress is a common phenomenon in everyday life and can negatively affect people's emotional and physical health, while emotional intelligence can be important, as it helps to understand the way they manage and respond to stress, since individuals with high emotional intelligence have the ability to recognizing and understanding their emotions, allowing them to better manage their reactions to stress. In addition, they can identify understand the emotions of others, making it easier for them to respond more effectively to stressful situations involving others. In this sense, emotional regulation, empathy, and conflict management are critical emotional intelligence skills that undoubtedly help people deal with stress more effectively; in short, emotional intelligence can be a valuable tool for managing stress and maintaining balanced emotional and physical health (Konstanze et al., 2019).

Producing an oral discourse in a classroom can be a major source of stress for students, especially those who struggle with oral communication. Fear of making mistakes, not being understood, or being judged by peers and teachers can increase students' stress; just as anxiety can affect their performance, hinder effective communication, and increase feelings of insecurity.

It is worth mentioning that students who experience this type of stress can benefit from the help of a teacher, tutor or school counselor, since they are responsible for providing them with practical strategies to cope with their anxiety, only in this way can they improve their oral speaking production performance. Hence, the importance of recognizing oral communication as an essential skill in the academic and professional world that, with time and practice, students can overcome their anxiety by improving their public speaking skills.

The relationship between emotions and oral production: feelings and speaking skill

Students express certain conditions that they may feel when exposed to oral development where feelings of anxiety, nervousness, and fear of ridicule or rejection, among others, are expressions used by second language learners to refer to the learning process in the field of speech and that is considered detrimental in the teaching of a new language. On this aspect, Rajitha and Alamelu (2020), agrees, noting that students often experience high levels of anxiety when they are required to perform specific skills in front of others.

This situation can manifest itself in various contexts, including presentations, tests, or activities involving the skill in question where unfortunately, anxiety can have a negative impact during that process leading to a decrease in performance and reduced engagement. This is understood as a complex emotion often characterized by fear, dread or panic that is experienced at times that make them feel vulnerable, combining several factors, including stress, past experiences or genetic predispositions, are causal; therefore, if left unaddressed, anxiety in time can affect academic performance and, therefore, the mental and physical health of students.

As such, it is important for educators to recognize the impact of anxiety on student learning and provide support and resources in order to help students manage their anxiety and minimize its effects. Such support may include: a) providing a positive and inclusive learning

environment, b) teaching stress management techniques, and, c) offering additional academic advising to ensure that students feel safe and comfortable in their educational journey through such measures, students can learn to overcome anxiety and achieve greater success in their academic pursuits (Craske, 2011).

This feeling can be compared to what students feel when they have to present their speaking in front of their classmates, it prevents them from performing at their best in this skill. According to Craske et al. (2011), anxiety can go hand in hand with depression if it is not diagnosed early and not properly controlled; like any other disorder, it must be treated.

On the other hand, motivation exists, and this value within the teaching process is significant, as it is directly related to a student's interest in a particular subject, in this case, English; that is, the more motivated the student is, the more significant the learning will be and, also, the easier it will be. Emotions play a very important role in motivation, as it develops their abilities, limitations and interests. This pillar moves students and guides their behavior in and out of school (Sellan, 2017).

Positive feedback

Positive feedback is a key element in promoting learning, particularly in the development of oral production skills; it forms a critical part of the learning process, as it creates a supportive, motivating and engaging environment that allows learners to take risks and develop their skills through constructive feedback. In addition, this type of feedback represents an effective approach to reinforcing students' strengths while highlighting areas for improvement; it also allows teachers to provide honest, specific, and actionable feedback, while helping students identify and work on specific weaknesses while maintaining confidence in their strengths. As a result,

students can focus on their areas of growth and develop strategies to improve their language skills (Peifer et al., 2020).

When used effectively, positive feedback can also play a critical role in promoting learners' motivation levels and overall engagement with the learning process; the latter promotes deeper reflection, fosters the development of stronger problem-solving skills, helps students monitor their progress, and set achievable goals. This is particularly true when the feedback is personalized as relevant to students' individual learning styles and preferences.

Positive feedback, therefore, generates a culture of collaboration within the classroom, where students can feel safe to take risks when speaking up and develop their skills through mutual support; it's not just about celebrating successes, but also about creating opportunities for growth, continuous learning, and progress. Likewise, it is an integral component in the development of successful oral production skills in language acquisition. Therefore, it is essential for language instructors to recognize the influence it can have on strengthening the motivation and confidence levels of language learners, as it allows students to take ownership of their language learning process and encourages them to strive for success (Erkan, 2022).

One of the most relevant aspects of providing positive feedback is that it creates a supportive learning environment, when language learners receive positive feedback, feel a sense of validation are encouraged to do things they believe are impossible for them and learn through their mistakes; language learners operating in such an environment may experience higher levels of self-esteem and confidence in their experiences. Within this context, it can take many forms, one of which is praise, which can be incredibly motivating; words of encouragement and specific feedback on the areas in which students excel inspire them to continue striving to improve; for

example, instructors can provide feedback on levels of clarity, grammar, pronunciation, and fluency of language learners (Chicaiza, 2022).

It is interesting to note that providing positive feedback is ensuring that critical areas for improvement are highlighted and reinforced. This approach aims to avoid over-glorification of language learners while also maintaining the right balance of feedback that expects growth, rather than setting unrealistic expectations that can deflate student morale. In addition, receiving positive feedback helps them to participate more actively in their language learning process.

By focusing on areas for improvement, instructors can allow learners to identify which study strategies and learning resources work best for them; as a result, this level of engagement promotes deeper reflection, fosters the development of stronger problem-solving skills, and helps learners monitor their progress and set achievable goals. However, by providing constructive, specific, and consistent positive feedback, language instructors can have a significant impact on their students' speaking skills, because through effective feedback, language learners are inspired to: a) take ownership of their learning process, b) maintain confidence in their language skills, and, c) aim for continued growth.

In short, positive feedback and rewards have been recognized as powerful motivators in education, for the simple fact that they provide students with psychological, tangible benefits. As mentioned above, this can refer to any form of encouragement or recognition that students receive for their efforts in their studies (praise, recognition, or affirmation of their work); like rewards, they are tangible objects or experiences that students receive for their achievements, such as extra credit points, stickers, or other incentives.

Self-esteem and its influence on oral production

The concept of self-esteem encompasses an individual's assessment of their worth and belief in their own abilities; in the field of oral production, self-esteem plays a vital role, as it has a profound influence on students' levels of confidence, motivation, and inclination to actively participate in oral communication activities. When self-esteem is strong, it fosters greater engagement, facilitates the development of effective communication skills, and cultivates a positive and nurturing learning environment; conversely, when it is low, it can pose a significant obstacle to your progress and hinder your ability to articulate thoughts and ideas orally (Acosta-Gonzaga, 2023).

The importance of self-esteem in the context of oral production cannot be overstated, as when learners perceive themselves positively and recognize their inherent value, they are more likely to approach oral communication tasks with self-confidence, enthusiasm, and a willingness to take risks. This enhanced self-perception instills a deep-seated belief in their own abilities, which serves as a powerful motivator and drives students to actively engage in meaningful interactions.

On the other hand, high levels of self-esteem contribute to the development of effective communication skills, as students who possess a strong sense of self-worth are more likely to engage in authentic and meaningful conversations, express their thoughts and opinions in an articulate manner, and listen actively. This not only improves their ability to convey their ideas clearly, but also allows them to understand and respond appropriately to the messages conveyed by their interlocutors, fostering a dynamic and fruitful exchange of ideas (Kariuki et al., 2019).

It is important not to overlook the impact of self-esteem on the overall learning experience, understanding that students who possess high levels of self-esteem are more likely to

see challenges as opportunities for growth rather than insurmountable obstacles. This positive mindset allows them to accept mistakes as valuable learning opportunities, persist in the face of difficulties, and actively seek feedback to improve their oral communication skills.

Consequently, students with high self-esteem tend to derive greater satisfaction from their learning experiences, leading to greater engagement, motivation, and better speaking skills; conversely, people with low self-esteem may have difficulty actively participating in oral communication tasks. In addition, they may harbor self-doubt, fear judgment or criticism, and be hesitant to express their thoughts and ideas; that can actually turn into limited participation and inhibition of language products (Vacalares et al., 2023).

Individual factors

Kariuki et al. (2019) stated that self-perception is the way in which individuals perceive their own abilities and qualities that significantly influence their self-esteem and, therefore, oral production. Students who perceive themselves as competent communicators are likely to have higher self-esteem, while those who doubt their abilities may experience lower self-esteem; this perception may be influenced by past experiences, self-reflection, and comparison with peers.

There is also self-efficacy, which refers to an individual's belief in their ability to successfully perform a specific task. In the context of oral production, students with higher self-efficacy are more likely to approach communicative tasks with confidence, persistence, and belief in their ability to overcome challenges, as it can be influenced by experiences of mastery, vicarious learning, social persuasion, and emotional states.

Environmental factors

The classroom environment plays a crucial role in shaping students' self-efficacy in oral production; a supportive and inclusive environment that encourages active participation provides constructive feedback and promotes a culture of respect and empathy positively influencing students' self-esteem. Conversely, a negative or critical environment can contribute to anxiety, fear of public speaking, and decreased self-esteem with inappropriate peer intervention, as this significantly influences students' self-esteem in oral production.

As such, positive peer interactions, collaboration, and constructive feedback can improve self-esteem by providing a sense of belonging, validation, and social support. Whereas, negative interactions between peers, such as criticism or teasing, lead to undermining students' confidence and self-esteem.

According to Vacalares, et al. (2023), students play a crucial role in building students' self-esteem in oral production; effective pedagogical strategies, such as training in explicit communication skills, scaffolding, and modeling, contribute in students to develop competence and confidence. Added to that is also feedback, praise, recognition of students' progress and achievements by teachers, all of which are positive reinforcements that can significantly influence their self-esteem.

CHAPTER III

Methodology

Research approach and design

The study aims to explore emotions in the development of students' speaking skills, adopting a qualitative research design. By its nature, this type of study deals with the subjective

experiences and perceptions of individuals, with a focus on understanding the complexities of human behavior and emotion (Muzari et al., 2022).

It is also particularly relevant for studying the influence of emotions on students' learning outcomes, as it allowed for a deeper understanding of the meaning-making processes they used to develop their speaking skills. Therefore, it was based on interviews and to understand students' experiences in detail, with the aim of identifying patterns and themes that may be useful for future teaching practices.

In this sense, according to Da Silva et al. (2022), the selection of the qualitative research methodology allows to obtain a rich insight into the students' experiences, highlighting the unique challenges and opportunities they face, while developing their speaking skills. Everyone participated and interacted since interacting empathically with the study subject was of vital importance.

It is worth mentioning that, in this study, the phenomenological approach was used to identify the factors responsible for the poor performance of oral skills in the classroom; aspects such as motivation, emotions, and other pertinent factors that influence students' ability to communicate effectively in the classroom were also explored. Based on real-life phenomena and experiences with students, the research provided valuable insights into the challenges students face in developing their speaking skills (Maeder et al., 2019).

Phenomenology is a qualitative research methodology that aims to describe and interpret the meaning of people's experiences of a particular phenomenon; it further seeks to understand the lived experiences of individuals in relation to a specific topic by drawing attention to the subjective and unique aspects of these experiences. Phenomenological research typically involves the collection of data through in-depth interviews, followed by a rigorous process of

analysis and interpretation to uncover the essential characteristics and underlying structures of the phenomenon being studied; it also contributes to a deeper understanding of individuals' subjective experiences and perceptions in relation to a particular phenomenon (Basrun, 2019).

In this study, phenomenology was used to: a) analyze and describe data and b) identify factors that cause poor performance of speaking skills in the classroom, addressing topics such as anxiety, motivation, emotions, and others. As mentioned before, phenomenology is based on phenomena and experiences with students and observations that were present throughout the research process.

Therefore, as mentioned by Kehali et al. (2020) this type of research is typically small and purposeful; participants must be able to articulate their lived experiences in meaningful ways and be willing to participate in in-depth interviews or focus groups. For that reason, its selection is a crucial step, as it not only shapes the results of the research, but also has potential ethical implications. In this regard, careful consideration should be given to the selection criteria to ensure that the participants are appropriate for the research question and objectives, and that ethical issues are adequately addressed.

In phenomenological research, the sample is a small group of participants carefully selected to provide rich and insightful data about the phenomenon being studied. The selection of participants for this study was carried out with careful consideration of students' academic performance. Specifically, those students who demonstrated an outstanding level of English language proficiency compared to their peers were considered. Similarly, students whose academic performance was at the lower end were included in the study. This selection was made in order to obtain a representative and contrasting group that would allow us to analyze and compare in a meaningful way the effects of English proficiency on school performance. For the

analysis of the information collected, the research method known as inductive analysis was used. According to Gläser et al. (2020) inductive analysis is a research approach used in various disciplines, such as sociology, anthropology, psychology and science in general. It is based on the collection of hard data and the careful evaluation of this data in search of patterns, trends and relationships to reach general conclusions. This approach is used to understand and explain phenomena based on observation and the study of specific cases.

Inductive analysis is a research approach used in various disciplines, such as sociology, anthropology, psychology and science. Inductive analysis is used especially in qualitative research, where the goal is to examine contexts, processes, or meanings that are not easily quantifiable. Unlike deductive reasoning, which is used in quantitative research to test existing theories, inductive reasoning is based on generating propositions and theories from patterns observed in a particular set of data (Gläser et al., 2020).

One of the advantages of inductive analysis is its ability to discover new knowledge and generate insights from evidence based on experience. By carefully examining data and finding meaningful connections between them, it is possible to formulate hypotheses or conclusions. It is important to note that inductive analysis does not seek to prove an absolute truth, but to provide a plausible explanation supported by the evidence gathered (Dudovskiy, n.d.).

In summary, inductive analysis is a research approach used to understand and explain phenomena from observation and the study of specific cases. It allows the discovery of new knowledge and the generation of hypotheses or conclusions based on the evidence gathered. This approach is especially valuable in qualitative research, where contexts, processes or meanings that are not easily quantifiable are examined. The inductive analysis in this study involves examining specific details and observations related to the phenomenon that students do not

develop speaking because emotions affect their oral production. Using inductive analysis in this study, qualitative data, in this case personal interviews and a focus group discussion, were collected to identify the emotions they experience and how they perceive they affect their oral production. From these observations and meaningful connections, conclusions were drawn about the influence of emotions on speaking development.

Context and research participants

In the context of this research, a group of students belonging to the Upper Basic level of an educational institution located in a rural area of the city of Cuenca, province of Azuay, was considered as participants. Specifically, parallel classroom B was selected, formed by a total of 32 students of the ninth year of education. It should be noted that the participants were intentionally chosen based on their willingness to participate, availability, and diverse backgrounds to learn more about their experiences with possible factors influencing the development of speaking skills. All participants had been exposed to situations in which speaking was involved and had varied experiences with this topic. A total of five participants were selected in the study through a selection process based on their academic performance and English language proficiency. These participants were divided into three categories: two outstanding students in the subject, two students with difficulties in English, and one student who was at an intermediate level in terms of English proficiency.

The selection of these participants was done with the aim of obtaining a representative sample of students with different levels of English skills, which would allow for a more complete and accurate examination of the impact of emotions on oral production.

It is important to note that the selection of participants was based on objective criteria, such as academic performance and English proficiency. This ensures the validity and reliability of the results obtained, since we worked with a sample representing different levels of language skills.

As for the characteristics of the participants, it should be noted that the participants are composed of students of both sexes, with an average age between 13 and 14 years old. These young people are at a crucial stage of their academic and personal development, which is relevant for the study to be carried out.

It is important to mention that, in order to carry out this research with Upper Basic level, the corresponding procedures were carried out to obtain the necessary authorizations from the parents, school authorities and legal representatives of the students involved. These authorizations are fundamental to guarantee confidentiality and compliance with the ethical guidelines established for the research (See appendixes 3-4-5).

Data collection techniques and data gathering

However, knowing that the problem lies in speech, only represents the basis for understanding the reasons for it; it was deduced that a structured questionnaire was ideal for collecting data because according to Harris, L.& Brown, G. (2010) a structured questionnaire allows data to be collected in a systematic and standardized way. The questions in the questionnaire are designed in anticipation and presented in the same way to all participants, which ensures consistency in data collection. In addition, a structured questionnaire makes it possible to specifically address the phenomenon of emotions and their relationship to students' speaking. Having predefined questions ensures that the relevant aspects of the study phenomenon are addressed. Another advantage of using a structured questionnaire is that it

facilitates the analysis of the data collected. By having predefined responses, it is possible to categorize and code the responses more efficiently. This makes it possible to identify patterns and trends in the participants' responses, which contributes to a deeper understanding of the phenomenon under study.

as well as a Focus Group Discussion (FGD) in which the opinions and information provided by the participants were contrasted. Likewise, it was complemented with photos and videos, all with the aim of making it more meaningful (See appendixes 1-2).

According to Opdenakker (2006) one of the best methods of interviewing is face-to-face interviews, since they are characterized by synchronous communication in time and place, based on this, to collect data, individual interviews were conducted with each participant using a structured interview guide and a focus group discussion (FGD) with structured questions to contrast the information and understand their views about their classmates; the objective was to know the student's perceptions of their emotions when exposed to any conversational activity. The challenges they faced and the strategies they used to overcome them (See appendix 6).

The teacher's journey into research on the topic of student participation and engagement in the classroom began with a simple curiosity to understand what was happening among students; disinterest and fear of participating in class had not emerged recently, nor did it affect a particular generation of students. Instead, there was a slow and gradual deterioration in student engagement levels over the years, eventually leading to more pronounced problems in the classroom.

It is important to note that engaging students in reading or answering questions was becoming increasingly complex, a trend that generated some concern. Initially, it was suspected that the problem stemmed only from first-class teaching; however, as the days turned into weeks

and the month progressed, it quickly became apparent that the problem was more complex, that it did not just involve one class, but was becoming widespread in multiple upper-level classes and that this phenomenon deserved greater attention, and the underlying reasons for the lack of student participation began to be explored.

The fundamental objective of data collection in this research project lies in obtaining relevant and accurate information that allows to effectively address the research questions posed, evaluate the results obtained and reach a comprehensive and holistic understanding of the topic or situation of interest addressed in the project. Data collection is a meticulous and systematic process of gathering information from a variety of sources and perspectives in order to draw sound conclusions and make informed decisions (Harrell & Bradley, 2009).

The beginning of the problem began with a period of exploration between the connection and the possible factors affecting the persistent daily problem in the classroom and the root causes of student disengagement, specifically, it sought to understand what prevented students from participating in class: fear, embarrassment, or lack of confidence with several options to explore by initiating documentation with photographs to better understand the situation; in this way, it was hoped to have a better picture of the factors contributing to the problem and. Ultimately, it was possible to understand the extent to which factors were related to the lack of student engagement.

Once the problem was identified and the areas to be investigated were determined, it was decided to employ several methods to collect additional data. Specifically, it was chosen to conduct a focus group discussion Focus Group Discussion (FGD) because according to Harrell and Bradley (2009) FGD contrast perspectives on the topic at hand. In addition, it seeks to obtain qualitative information through the interaction and discussion of a group of selected participants.

Some of the advantages of using focus groups in research are: obtaining qualitative data, speed in obtaining data, generation of ideas and diverse perspectives, in addition to generating interaction and feedback in real time. In addition, a structured personal questionnaire was used to delve into the various feelings and emotions that students may experience when speaking in front of a class, such as anxiety and lack of motivation, among other factors.

To achieve the objective of the research, a qualitative method approach was employed, with five personal interviews and a focus group discussion, which included five participants, who were selected based on their level of proficiency in the target language. Personal interviews and FGD were recorded with audio and video support to ensure adequate data collection.

In this study, the selection was made by considering both the students' school performance and English language proficiency. The other participants were not selected because the objective of the study was to analyze the relationship between emotions and speaking in a specific group of students. By selecting students with different levels of performance, we sought to obtain a representative sample that would allow us to explore how emotions affect oral production in different contexts.

It is important to note that the non-selected participants might also have experienced the same phenomenon of the relationship between emotions and speaking. However, in this particular study, we chose to focus on a specific group in order to obtain a more detailed and specific understanding of the phenomenon.

For the first stage we had to formulate the research question previously posed, consequently the participants of this study were chosen and regarding the third stage was the realization of individual interviews with the participants, each of which lasted approximately 6 to 7 minutes where the experiences lived by them in the use of emotions during the speaking tasks

were explored, each one was recorded in audio and video in order to identify patterns and themes in the narratives of the participants. In the fourth phase, a group discussion was organized with the same group of 5 students, during which they were able to explain their experiences, share their views and engage in different opinions for approximately 20 minutes.

It should be noted that the FGD group was recorded and transcribed in audio and video, and the responses were later analyzed in the interviews. It is worth noting that, through this four-stage process, the phenomenological research study aimed to provide a comprehensive and qualified understanding of the phenomenon under investigation, serving as a basis for future teaching and learning practices (See appendix 7).

Data analysis

The recorded data was then subjected to a thorough analysis using advanced software, the MAXQDA platform, known for its high reliability and accuracy in qualitative data analysis. The platform allowed to take an in-depth look at participants' responses and then code them for analysis, as well as identify emerging themes, patterns, and relationships. As mentioned above MAXQDA is a software used for qualitative analysis of texts and documents. It was especially useful for this research project, because it allowed to collect, import, explore and analyze data efficiently. In addition, this platform constructed analytical categories and analyzed them through codes. In summary, MAXQDA was a powerful tool that facilitated the analysis and organization of data in this thesis project.

Consequently, the main objective of this in-depth interview was to obtain information about the emotions that participants feel when speaking in public in English. This information was invaluable, firstly, to the interpretation of the data and, secondly, to address the overall objective of the research; this contributed to this approach promoting academic rigor, improving

the credibility and quality of the present study. All the questions asked in the personal interviews were answered without any novelty, which in turn helped with viable data for this research (See appendix 8).

Now, Yulianti and Sulistyawati (2021) said that focus group discussion was used as a social research tool to collect data and gain deeper insight into a specific topic, in this case, emotions and their relationship to speaking development. Equally, this group brought together a small number of participants, who shared common characteristics, experiences, or interests, and then guided them through a semi-structured discussion on the topic of study.

Limitations

This study presented valuable information on the role of emotions in the development of students' speaking skills. However, it is important to recognize that there are some relevant limitations. It is important to note that, this study focused on a relatively short period of time; so, it is possible that the effects of emotions on the development of speaking skills change and evolve over time as students gain more experience in language learning and are subjected to different types of communication situations.

In addition, it would be useful to investigate whether the findings of this study vary in different communication contexts, such as public presentations, debates, or group discussions, or in different socioeconomic contexts, it means, public, private, and semi-public schools.

Despite these limitations, this study provided valuable information on the fundamental role that emotions play in the development of students' speaking skills, so that it was possible to identify the emotions and factors that elicit a wide range of feelings in the participants, as well as their perspective on them. The findings of this study contribute to a growing body of research on

the role of emotions in language learning, as they should be taken into account by both educators and researchers.

In summary and finally, this research demonstrates that emotions are directly related to the speaking skills of the students to whom the data collection instruments were applied. It was also found that teachers can help students manage their emotions and increase confidence and motivation in oral production and. Therefore, it was identified that positive feedback, motivation, and emotion management are essential to develop effective skills in speaking another language.

CHAPTER IV

Results

In this research, understanding participants' emotional experiences when speaking in public is of paramount importance, as is examining the influence of emotions on second language acquisition, specifically to learn about the main emotional factors that affect students' speaking skill. Hence, a thorough analysis of the data is required to systematically address the objectives of the research, which include specific goals: to identify those emotions that affect students' speaking skills.

The results of this study are expected to contribute to the literature on second language acquisition, specifically on the role of emotions in foreign language learning. The findings may provide information on effective ways to incorporate learners' emotional experiences in the language learning process and learners' motivation in second spoken language production.

This results analysis section aimed to examine and understand emerging patterns, trends, and recurring themes that emerged during the focus group discussion; this was done through a rigorous analysis of the data collected, different perspectives and underlying motivations for the

study topic were identified, and valuable new insights were gained. In this way, the FGD

provided a unique platform for the exchange of opinions, the generation of knowledge and the

deepening of the understanding of the lived experiences of the subjects in relation to the research

topic.

Figure 1.

Overview
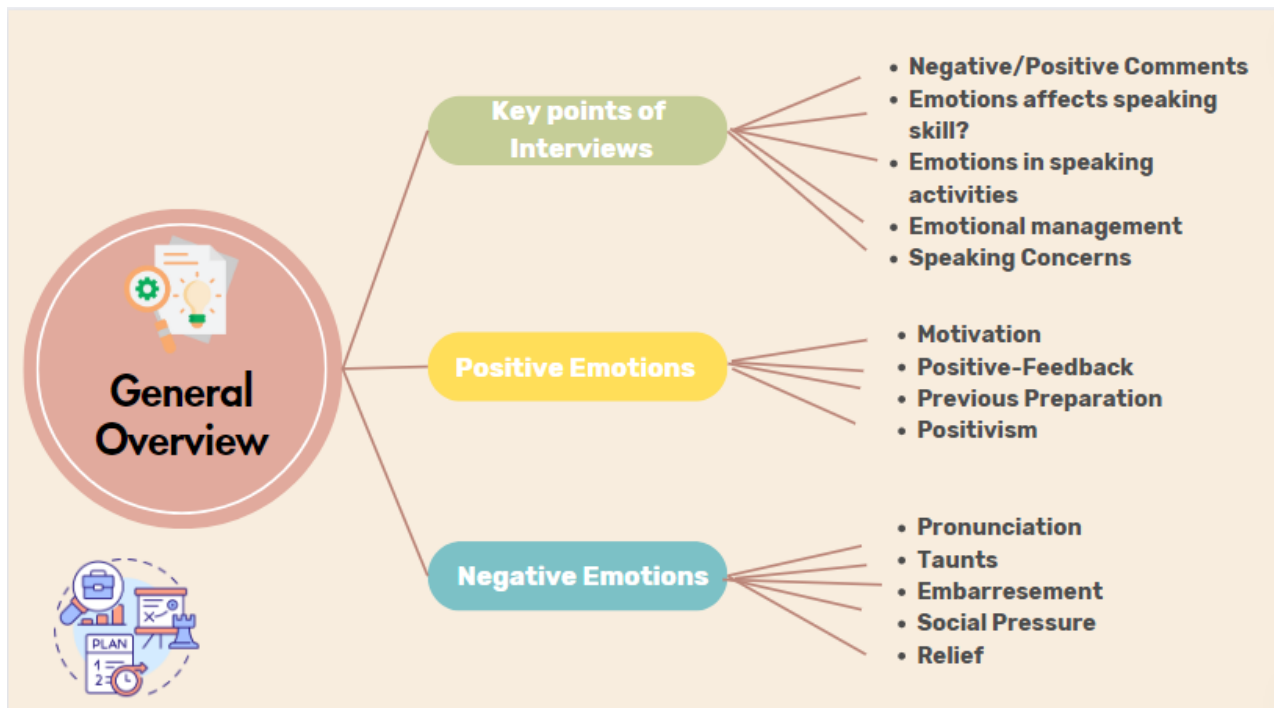
Note. Figure 1 shows the questions and answers that were generally obtained by the participants

Figure 1 provides an overview of the data collected from personal interviews conducted

with research participants; it shows a visual representation of the participant's responses, which

have been carefully analyzed and classified into two main categories: factors that evoke positive

and negative emotions. The green section describes the questions that were asked during the

interviews and provides insight into the origin of the answers.

The information was compiled and participants' responses to the questions were analyzed using a detailed coding process designed to capture the different emotions accurately reported. The results of this analysis are presented in the figure and show that the participants experienced factors that caused both positive and negative emotions during their language learning process.

The yellow section in the center of the figure represents factors that evoke positive emotions experienced by the participants, including feelings of accomplishment, joy, and satisfaction, while the blue section at the bottom illustrates negative emotions, which include feelings of anxiety, frustration, and inadequacy. These findings highlight the critical role of emotions in language learning and provide valuable insights into the factors that influence language learners' experiences.

Figure 2.

Factors that generate positive emotions
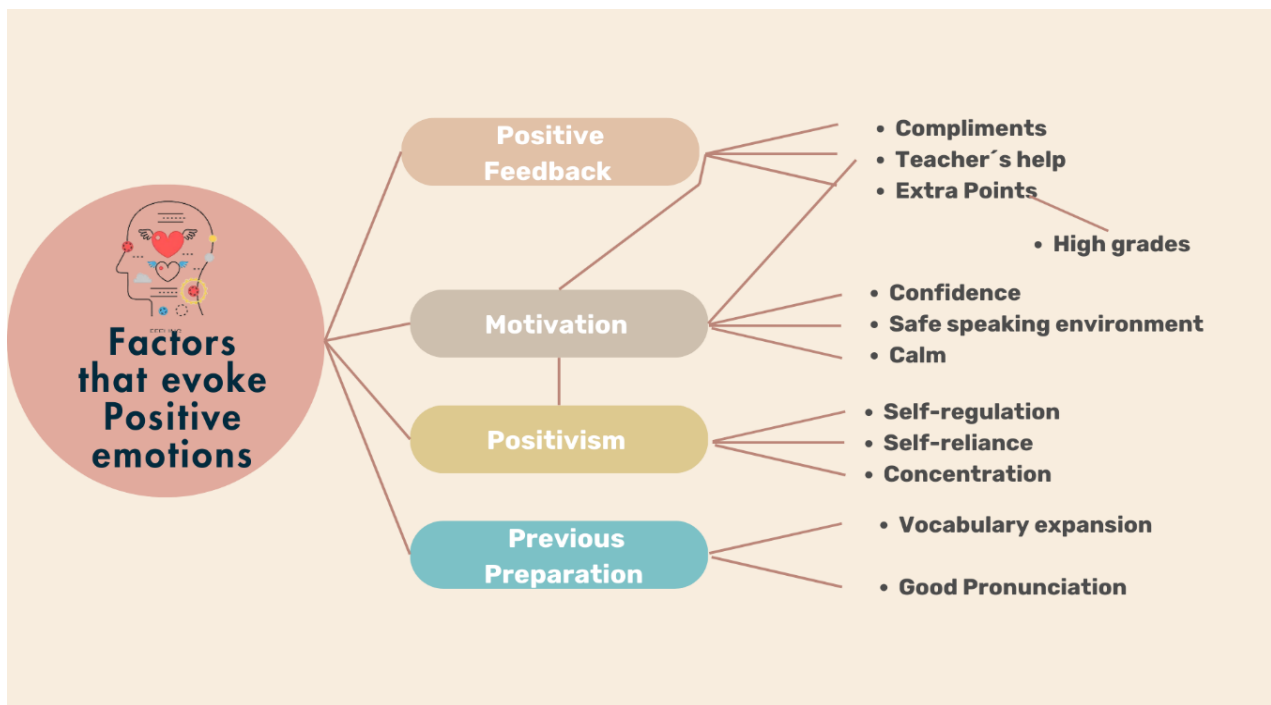
Note. Figure 2 indicates the factors that elicit positive feelings or emotions in participants when faced with a speaking experience.

When analyzing Figure 2, it becomes evident that the first category, which refers to positive emotions, occupies an important position in the analysis of personal interviews; looking deeper, four key points emerge that draw attention to the participants' responses. In this study, individual interviews were conducted with participating students to explore their feelings before engaging in an activity that required verbal communication, aimed to investigate the factors that influenced students' emotional states in such situations.

When analyzing the responses collected, it became evident that motivation played an important role in the formation of their emotions; specifically, students highlighted the impact of the teacher's motivational and encouraging words, which instilled a sense of confidence in their own knowledge and abilities. Participants also emphasized the connection between self-confidence and the motivation they experienced, indicating that their confidence levels were influenced by the motivation they derived from themselves.

Likewise, the students expressed that the motivational support of the teacher played a crucial role in fostering their motivation and, subsequently, in improving their willingness to participate in the proposed activities. This aspect emphasizes the importance of positive reinforcement and encouragement in educational settings, as it can significantly affect students' emotional well-being and overall performance; so, from the resulting data analysis, it is clear that motivation is a crucial factor that significantly influences students' emotions and reactions when presented with an oral activity. Considering that the participants commented that during a speaking activity emotional support is important, the way the teacher in charge makes them feel, to make them feel emotionally and mentally ready to have such an activity, then teacher support

is an important factor within their speaking development, these specific results are clearly reaffirmed in the following excerpt:

> *"Giving feedback in good faith, motivating us, giving us congratulations if we did it well . . ." (Focus Group).*

In this sense, the data suggest a strong correlation between the two variables, highlighting the importance of motivation in the success of language learners; the correlation between motivation and emotions can be explained by several factors. Students who possess higher levels of motivation are more likely to approach the task with a positive attitude, thereby reducing negative emotions. As the students commented, knowing that what makes them feel more comfortable and more confident when speaking in public is the fact that they know they have the support of the teacher. The following excerpt captures most of the students' opinions on the topic of teacher motivation of students and its importance.

> *"Teachers give us confidence to be able to have more trust . . . you congratulate us if we do some tasks well or present our homework well and I think that motivates us students to continue learning English . . ." (Personal Interview).*

In addition to the motivational and external stimulus factors mentioned in the previous paragraph, the participating students also highlighted the importance of prior preparation in relation to their perceived confidence levels and subsequent performance in the oral activity; they recognized the need to prepare adequately before the activity, as it instilled in them a sense of confidence in their knowledge and skills increasing their belief in their own ability to execute the task effectively; that preparation, according to the students, allowed them to familiarize themselves with the content, rehearse their points of view, and anticipate possible challenges or obstacles they might encounter during the activity. Thus, the participants expressed that before

an activity that involves speaking, they should prepare themselves both mentally and academically because it generated in them a certain level of confidence that made them think that they could do much better than if they did not do it, which in turn increased their motivation levels and decreased their stress levels a little bit. As student 1 mentions in her own terms:

> *"Studying previously about the topic and at the moment of having some presentation in front of my classmates to be surer of myself that I can do it . . . Because I am a person who has a lot of shame and it's like I have to prepare myself mentally to be able to present something." (Focus Group).*

By preparing thoroughly, the students felt more prepared to tackle the oral task, both mentally and intellectually, which found that such preparation works for them as a mental rehearsal that allows them to visualize themselves successfully performing the task, thereby increasing their confidence and minimizing anxiety or doubt. In addition, the act of preparation provides them with a strong knowledge base, allowing them to access and remember relevant information more easily; that, in turn, reinforces their sense of competence and mastery, fostering a positive mindset that positively influences speaking performance.

Meşe & Sevilen (2021), emphasize the importance of motivation in student learning and the crucial role of teachers in driving motivation. The findings of their study reveal that teaching methods, lesson presentation, feedback, and interaction with teachers directly affect students' motivation in language learning; therefore, inadequate instructions and feedback can negatively affect student motivation, leading to lower attendance and poorer academic performance.

The coding analysis above also highlights that motivation is a crucial determinant in second language acquisition, with students' confidence levels, their approach to language acquisition scenarios, and the trust others place in all of them influenced by their level of

motivation. Educators and other stakeholders involved in the language teaching process should recognize the importance of language teaching as a relevant factor in promoting successful second language acquisition.

Now, according to Peifer et al. (2020), positive feedback and rewards can increase students' motivation and engagement in their studies, resulting in better academic performance as it allows them to develop confidence, improves their sense of accomplishment and self-efficacy, and validates their hard work and effort. Rewards provide students with additional incentives to complete assignments or perform well in their academic pursuits; In addition, positive feedback from educators and peers, recognition of achievements, and the opportunity for personal growth and development can also contribute significantly to student motivation, further connecting motivation to emotional responses. The participants expressed that the motivation of rewards such as extra points, congratulations or a simple positive observation motivates the students a lot, they expressed feeling really good when this positive feedback is used with them as observed by a participant student in the following quote:

> *"I felt really good because they even gave us points, they even congratulated us because I started to pronounce better, I had a better progress in English." (Personal Interview).*

From the analysis of the data obtained, it appears that students showed a preference for the efficacy of positive feedback as a significant enabler of motivation for good performance. The data indicate that, in most cases, they cited teachers' congratulations and feedback, along with motivational factors such as good grades or bonus points, as critical initial stimuli.

The above results suggest that students, in general, respond positively to positive feedback as a form of motivation, given that educators' provision of such feedback is personalized, relevant, and aimed at reinforcing their strengths while providing specific

strategies to address areas of concern. The data indicates that students consider positive feedback from educators to be an important source of motivation.

These findings demonstrate that the presence of motivation is an essential element for students to deliver a persuasive and articulate speech. In addition, the data strongly suggests that a strategic approach to preparation, coupled with positive feedback, serves as crucial allies in the quest to achieve effective verbal delivery; It also underlines the importance of proactive preparation to build self-confidence and facilitate optimal participation in oral activities.

Highlights the reciprocal relationship between readiness, trust and performance where effective readiness contributes to increased confidence, which in turn improves performance outcomes; these significant insights shed light on the importance of emotional competence and its impact on public speaking activities. It is evident to recognize the critical role of positive emotions in speech activities; therefore, learner motivation with all the connectors mentioned above and their emotions are intimately linked, and educators should prioritize fostering a positive and motivating environment to improve language learning outcomes.

Intending to delve deeper into the factors that influence learners' confidence in order to generate effective speaking skills, the next question was investigated further. In particular, participants highlighted the importance of possessing good pronunciation as a contributing factor to their confidence levels, for example, one student emphasized that his mastery of pronunciation instilled confidence, as he considered this aspect to be vital to effectively convey the message he intended to convey in oral communication.

Notably, the value of teacher support re-emerged as a prominent theme in relation to improving student confidence, and they reiterated that if they stumbled or experienced setbacks during their attempts to speak up, they felt strongly that they had the unwavering support of their

teachers, which further consolidated and encompassed their commitment to correct any mistakes made by students, while providing constructive feedback and motivation to inspire growth and improvement. This supportive approach instilled in students a sense of security and encouragement that allowed them to face challenges with a resilient mindset and the belief that they had the resources to rectify any shortcomings and achieve proficiency. For example, this can be showed in the following excerpt:

> *"Giving feedback in good faith, motivating us, giving us congratulations if we did well."*
> *(Focus Group).*

Motivation is a critical aspect of students' experiences, which served as a driving force that fueled their determination to achieve their goals. It encompasses various emotions such as excitement, curiosity, and satisfaction, which collectively empower students to stay focused and strive for success. These emotions exert a significant influence, allowing students not only to maintain engagement with their studies, but also to develop a genuine interest in the learning process itself, which ultimately leads to superior performance in their academic pursuits.

Therefore, it was considered that the crucial role of both factors' mastery of pronunciation and teacher support play in the cultivation of students' levels of confidence when speaking, since a solid command of pronunciation serves as a basis for effective communication, since it allowed students to articulate their ideas in a clear and assertive way. At the same time, the presence of a supportive and enriching learning environment, fostered by teacher encouragement and guidance, made it easier for students to approach their oral assignments with greater self-confidence.

These findings offer valuable implications for education professionals, as they highlight the importance of providing opportunities for students to improve their pronunciation skills,

while fostering a supportive and encouraging environment for them to gain confidence and proficiency in speaking.

Another question asked of participants sought to probe mastery of successful speaking activities by eliciting participants' emotional responses and reflections on their experience during such activities; specifically, the question aimed to discover the feelings and reactions evoked in them by effective or successful speaking activities. The answers provided by the students shed light on the overwhelmingly positive emotions experienced, as they not only obtained favorable results in the form of good grades, bonus points, and congratulations, but also received these manifestations of recognition and validation. These general views are captured by the below excerpts, which belong to the theme entitled: The Influence of Emotions on Students' Speaking Skill:

> *"It was a presentation we did in the eighth grade to present a project . . . I had a good pronunciation I learned my dialogues and everything . . . we had a good grade and I felt very good." (Personal Interview).*

> *". . . in a presentation with the teacher and she congratulated me at the end of the presentation and that made me feel good and it is a motivation." (Personal Interview).*

From an alternative perspective, this deluge of positive feedback can be interpreted as a powerful motivator, driving participants to strive for excellence or even surpass their previous achievements. The prospect of receiving rewards and praise acts as a powerful catalyst, engendering a feeling of gratification and further solidifying a positive emotional disposition.

By linking to the discourse surrounding the importance of positive feedback in cultivating a supportive learning environment, especially in the field of language acquisition, it is becoming

increasingly apparent that the provision of this plays a critical role in shaping the overall learning experience. In essence, it creates an environment that fosters support, encourages risk-taking, encourages students to face and learn from their mistakes, and ultimately fosters language proficiency growth.

As Chicaiza (2022), states, one of the most notable benefits of fostering an environment characterized by positive feedback lies in the increase in students' self-esteem and confidence levels regarding their language skills. This, in turn, contributes to the development of a positive cycle, in which increased confidence becomes a catalyst for greater language proficiency, which in turn bolsters self-confidence, creating a symbiotic and upward trajectory of progress.

A notable observation that emerges from the question posed is the conscious and unconscious effort that students make to excel in oral activities by demonstrating a strong commitment to doing their best during these tasks, driven by their recognition of the importance of effective oral communication in their general language development. This commitment is further accentuated when students feel supported by their teachers, whom they see as a source of positive feedback that contributes to the success of their oral development. Feedback provided by teachers can have a significant effect on students' emotions during speaking activities. When teachers provide positive and constructive feedback, students tend to experience positive emotions in themselves. On the other hand, if teacher feedback is negative or critical, students may experience negative emotions such as anxiety or frustration. These emotions can affect their confidence and willingness to participate in speaking activities, which in turn can limit their development in this skill.

Similarly, students were interviewed about their strategies for managing emotions when faced with situations that disturb their emotional stability during speaking engagements, their

goal was to inquire whether students could effectively regulate their emotions, as well as the specific actions they took to overcome these potentially challenging situations. The results revealed that the students used a number of strategies to regulate their emotions, including using calming techniques such as deep breathing, concentration, and maintaining a positive mindset This is expressed by the students in their own terms, as reflected in the following excerpt:

> *"To be normal, relaxed and not to be very serious like that because in the presentations they are going to notice everything . . . Then to be happy, like I am going to present, but I am always going to be serious because I do not want them to laugh, I do not want that I laugh . . ." (Personal Interview).*

It should be noted that the link between students' responses and the concept of emotional intelligence becomes evident when considering the role of self-awareness in the regulation and management of emotions, since the former encompasses the ability to recognize and understand one's own emotions, as well as to be aware of how they influence in behavior and personal interactions. Students' ability to identify the need for emotional regulation and subsequent use of techniques such as calmness, deep breathing, and concentration highlight their self-awareness, an integral component of emotional intelligence. As the following quote illustrate:

> *"I calm down because I am a person who is very shy so I try to calm down and the teachers help me, if I don't understand a word, they correct me and help me" (Personal Interview).*

On the other hand, students' effort to maintain a positive mindset in the face of difficult situations indicates another facet of emotional intelligence: emotional resilience, which denotes the ability to effectively cope with and adapt to stressful or emotionally charged circumstances. By consciously choosing to adopt a positive attitude, students demonstrated emotional resilience,

as they were able to overcome potentially overwhelming situations while maintaining composure and stability in certain instances.

The concept of emotional intelligence described above coincides with the idea that it can be invaluable for students who are embarrassed to speak in public in the classroom, because when it is leveraged, it helps them to better understand their own emotions and empathize with the feelings of others, which facilitates a greater ability to express themselves effectively and overcome any anxiety or stress that may arise when they speak. Public speaking. The development of social and emotional skills, encompassed within emotional intelligence, is particularly relevant as students become more aware of their strengths and weaknesses, contributing with them to face difficult situations with greater confidence and resilience.

In particular, the incorporation of emotional intelligence as a tool to help students overcome the challenges of embarrassment and anxiety when speaking in public is supported by the research of Ringeval et al. (2019), who highlights the important role it plays in improving oral performance, since, by using it, students can not only effectively regulate their emotions, but also to achieve better composure and delivery when communicating orally. This is perfectly in line with previous findings, as it shows that students who adopt self-soothing techniques such as deep breathing, and positive mindset while speaking publicly, are much more likely to show and verify the relationship between emotional intelligence and their ability to perform well in different contexts.

Based on this analysis, it is argued that students are often engaged in cultivating emotional intelligence, even without consciously acknowledging their efforts or the challenges involved in developing this skill. Although the process of cultivating it often results in a great

and enormous challenge, students are constantly striving to manage their emotions, regardless of whether they achieve immediate success.

This inherent drive to actively regulate your emotions demonstrates an intrinsic connection to the principles of emotional intelligence. These tentative attempts to manage emotions, regardless of whether they are conscious or not, contribute to the gradual development of emotions among students; Even if they don't label him as such, his persistent efforts to manage his emotional states reflect an inherent inclination toward emotional intelligence.

Figure 3.

Factors that evoke negative emotions
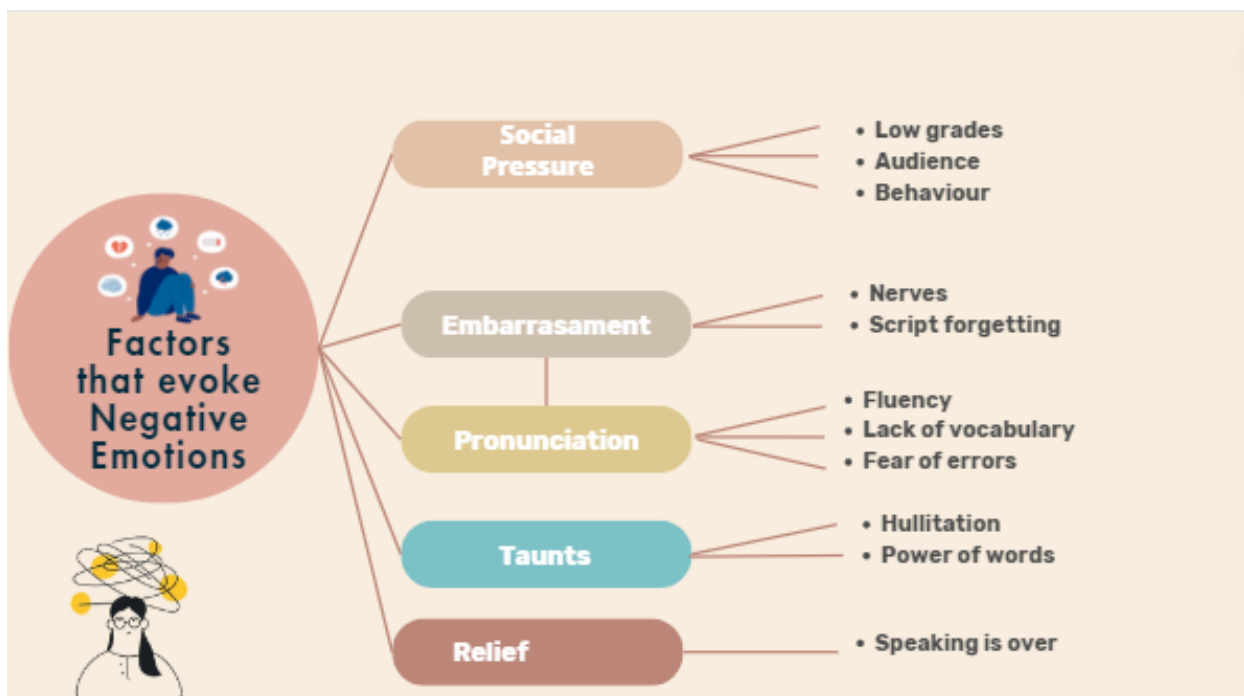
Note. Figure 3 indicates the factors that trigger participants' negative feelings or emotions when faced with a speaking experience.

Figure 3 presents a detailed categorization summarizing the wide range of factors that elicit negative emotions experienced by participants when confronted with an oral activity; the

categorization comprises five key elements: relief, social pressure, pronunciation, embarrassment, and mockery. In particular, the inclusion of these five reflects their significant influence on participants and confirms their status as stressors that explain much of the negative emotional response to speaking activities.

However, by expanding the categorization, additional subcategories were revealed, such as nervousness, fear of making a mistake, limited vocabulary, audience scrutiny, personal behavior, and the power of words. These subcategories provide more detail about the specific nature of the emotional reactions experienced by participants and highlight complexity as diversity of feelings they experience when presented with an English-speaking activity.

To establish the basis for this category, it was determined to take into account the answers provided by the participants to the questions outlined in the above-mentioned figure; However, it is essential to note that this categorization also took into account additional responses provided by the participants themselves. This inclusive approach led to the emergence of this category because, while it is recognized that certain factors can evoke positive emotions, it is equally important to consider the factors that provoke negative emotions in participants; therefore, an explanation of these observable factors is provided in the next discussion of Figure 3.

During the analysis of the negative factors, a specific question about the dynamics of the students' emotions emerged, which delved into the emotional landscape of the students at the culmination of an oral activity, establishing a stark contrast with the previous question that focused on their positive emotions before starting the activity. When students were invited to reflect on their feelings at the end of a public speaking activity, a recurring theme of deep relief emerged. Regardless of their performance, whether or not they had executed the activity with

remarkable skill, the overwhelming sense of accomplishment lay in the fact that they had finally

reached the climax, as the passage of time had ceased to matter, since the students' top priority

was to complete the task at hand. This is evidenced by the following quote:

"Already free, relieved. Relief because the fear is over, the nerves are gone . . . I feel

calmer, lighter and so on because, even if I did it wrong or right, I know that what happened is

over and that's it." (Personal Interview).

However, the emotions that followed the completion of the oral activity were due to

various factors (nervousness or apprehension), which infiltrated the psyche of the students, who

began to experience acute discomfort about their performance in front of their classmates, since

the mere idea of being judged and evaluated by them fostered a sense of doubt. The undercurrent

of this discomfort was mixed with the palpable feeling of being teased or ridiculed by their

classmates, further intensifying their emotional distress. As student 1 mentions in her own terms:

"I feel embarrassed, anxious . . . Because it's like there's going to be mockery from my

classmates if we make a mistake in something." (Focus Group).

The cause of these uncertainties lay in the fact that students were aware of the potential

impact of their performance on their academic grades. They faced a deep-seated fear fueled by

doubts about the possibility of making a mistake or miscalculation during the oral activity. That

fear of a mistake, no matter how trivial it may seem, casts a shadow of doubt on your

performance in the oral activity and the repercussions it could have on your grade at the end of

the assignment. As the following quote shows:

". . . it was an exposition in which I forgot all my dialogues and I just kept quiet and didn't say anything, and I said instead, following, my classmate. I felt bad because they got a bad grade because of me, because I forgot it . . ." (Personal Interview).

When it comes to speaking a foreign language, the fear of making mistakes can make students feel nervous, insecure, and anxious; these feelings can usually be especially intense during oral production, when students have to speak loudly in front of the class or engage in conversation. This indicates two aspects; first, a particular problem that permeates their language learning experience and; second, the presence of fear of exposure in front of others reflecting a phenomenon known as language anxiety, which is one of the many faces of anxiety in language learning (Alnuzaili & Uddin, 2020).

Not all students have the same skills to express themselves or communicate in another language. As mentioned above, the overwhelming sense of isolation and overwhelm they experience when trying to develop their speaking skills can be attributed to language anxiety. This can undermine their confidence and hinder their ability to participate fully in oral communication. The fear of making mistakes looms over them, creating a barrier that prevents students from embracing the learning process and taking risks to improve their language proficiency.

Learners' emotional journey during and after an oral activity is complex, encompassing relief at completing a task, along with feelings of nervousness, apprehension, and language anxiety. These nerves that students may feel are directly related to language anxiety as such and therefore to the development of oral production.

Another of the most stimulating questions posed to the group of participating students in the context of this research revolved around the exploration of their personal encounters and

experiences with talks that did not produce the desired or satisfactory results. This question was intended to explore their experiences through their feelings about activities that didn't go as expected, delve into the emotions and perceptions that arose from these situations, and better understand the factors that might contribute to the development and manifestation of negative effects after an unsuccessful speaking engagement. These specific results are clearly reaffirmed in the followings excerpts:

> *"It was in a presentation that I had last year and I got nine. . . I felt happy for my speaking skills that I acquired during that short period of time." (Personal Interview).*

> *"It was in a presentation, I think it was me and two of my classmates that we got everything right and I was the last one to present, I mean, it was not the best and the best pronunciation but I did It . . . It was good . . ." (Personal Interview).*

In fact, an important aspect to mention when reflecting on the responses collected from these students in the personal interviews is that each one of them had a disappointing anecdote to relate that exemplified a situation in which their attempts to speak faltered or did not meet their personal expectations. Consequently, the student's responses marked challenges and obstacles that they encountered in diverse and varied scenarios, which had negative effects on their emotional well-being and self-perception.

> *"It was a day that we had to present a paper in English so I took a part with my classmates and I made a mistake in a word and my classmates laughed and I felt bad because I said I can't pronounce it well." (Personal Interview).*

"I had to do a presentation in English and . . . I started to present and my classmates started to laugh at me and I felt bad . . . I felt . . . it could be said, humiliated" (Personal Interview).

"Bad because there is mockery. . . I didn't feel good when I was presenting . . . I mean it's their actions" (Personal Interview).

The range of experiences shared by these participants ranged from instances in which they faced teasing mostly from their classmates due to imperfections in their pronunciation, which often served as potent sources of personal embarrassment and shyness. In addition, there were accounts that revealed a deep sense of remorse and guilt stemming from poor performance, which had collateral consequences for their respective classmates in relation to obtaining lower grades or a general feeling of disappointment within their group dynamics ; while for others, these oral mishaps were due to the sudden disappearance of their carefully constructed thoughts and ideas, which left them bewildered and overwhelmed, as, they forgot their scripts and set up doubts about themselves.

In addition to the above experiences, a prominent common feature in the students' accounts was the deep humiliation and shame they experienced when they believed they had failed or made a mistake in their presentation. This sense of self-perceived failure resonated deep in their heads, serving as a permanent reminder of their imperfections and shortcomings in the realm of oral communication. All of these incidents served as magnifiers of students' self-imposed expectations and social pressures, often hindering their ability to express themselves confidently.

In the context of second language acquisition, students face obstacles in five specific areas: low motivation, anxiety, lack of confidence, inadequate exposure to the target language,

limited knowledge, and ineffective pedagogical methods. The first four can hinder the development of speaking skills, as students find it difficult to find the motivation to practice and improve their speaking skills, resulting in limited progress, and can lead them to doubt themselves and fear making mistakes, which further inhibits their willingness to engage in oral communication.

Regarding the latter two, limited knowledge, whether due to a lack of vocabulary or grammatical comprehension, can hinder students' ability to express themselves effectively, while ineffective pedagogical methods may not provide the proper guidance and support, they need to develop their speaking skills. In a specific question, the students were asked if they felt prepared for a presentation or to expose their speaking in front of other people, the answers are clear, none of them felt ready to do it. As the following excerpts show:

"No, because I think I don't have the best pronunciation yet . . ." (Focus Group).

"No, because I know I don't have good pronunciation for English because of that."
(Focus Group).

In another of the applied questions in the FGD, they were asked to discuss their perspective on whether emotions influence their ability to speak English. Participants acknowledged that these affect their ability to speak, citing reasons such as nervousness, feeling constantly stuck, or the possibility of mispronouncing words. In addition, they were also asked to give feedback on their main strengths and weaknesses in communicating in English. This is expressed by the students in their own terms, as reflected in the following excerpt:

"I would like not to be affected by other people's comments when I present a topic in front of my classmates because they make fun of me and it is like it affects us and makes us feel insecure or unconfident." (Focus Group).

Analysis of the responses revealed among the participants, namely a deep sense of shame and fear associated with making mistakes; this fear was due to the possibility of being teased by their peers, as stated above, which aggravated their shyness in speaking situations. This finding shows the profound influence that social dynamics exert on language learning experiences.

Participants highlighted the power of words and the profound impact of negative feedback on their overall language acquisition trajectory. It was evident that derogatory or degrading comments significantly affected their self-esteem and confidence, further hindering their language development, therefore, these results support the idea that emotional context plays a crucial role in the formation of students' language skills. This is expressed by student 5 when asked what he thinks about students making fun of others with the following quote:

"People should not give their opinion without putting themselves in the shoes of the other person who is having a presentation." (Focus Group).

In addition, exposure to the target language plays a crucial role in students' progress, if learners are in an environment where the target language is frequently used, they will have more opportunities to perceive and acquire it. Not only does this exposure help students become familiar with language patterns and language structures, but it also exposes them to culturally specific expressions, idioms, and nuances that are essential for effective communication; therefore, students who have limited exposure to the target language may have a harder time acquiring oral competence. Their opportunities to practice the language and immerse themselves in it may be limited. (Fillmore, 1989).

Reflecting on the responses collected from students regarding their disappointing speaking experiences, it becomes apparent that they faced various challenges and obstacles in different settings. They faced constant teasing for their imperfections in pronunciation, experienced a sense of remorse and guilt for their poor performances, and sometimes had difficulty forgetting their thoughts and ideas; all of these experiences evidently had negative effects on their emotional well-being.

Negative experiences can significantly influence students' progress in developing their speaking skills; frequent and constant teasing due to imperfections in pronunciation can lead to embarrassment, shyness, and even fear of speaking, creating a negative emotional association with speaking in the target language. The detrimental effects of shame and fear in language learning contexts are often related to fear of embarrassment and humiliation, hindering learners' willingness to actively engage in communicative tasks and take risks.

As a result, students may become overly cautious, limiting their opportunities to practice authentic languages and hindering their overall progress. The feelings of remorse and guilt experienced by students for their poor performance and its collateral consequences, such as affecting their classmates' grades or disrupting group dynamics, can also contribute to reducing students' confidence and motivation to speak up.

Figure 4.

Factors that contribute to low self-esteem
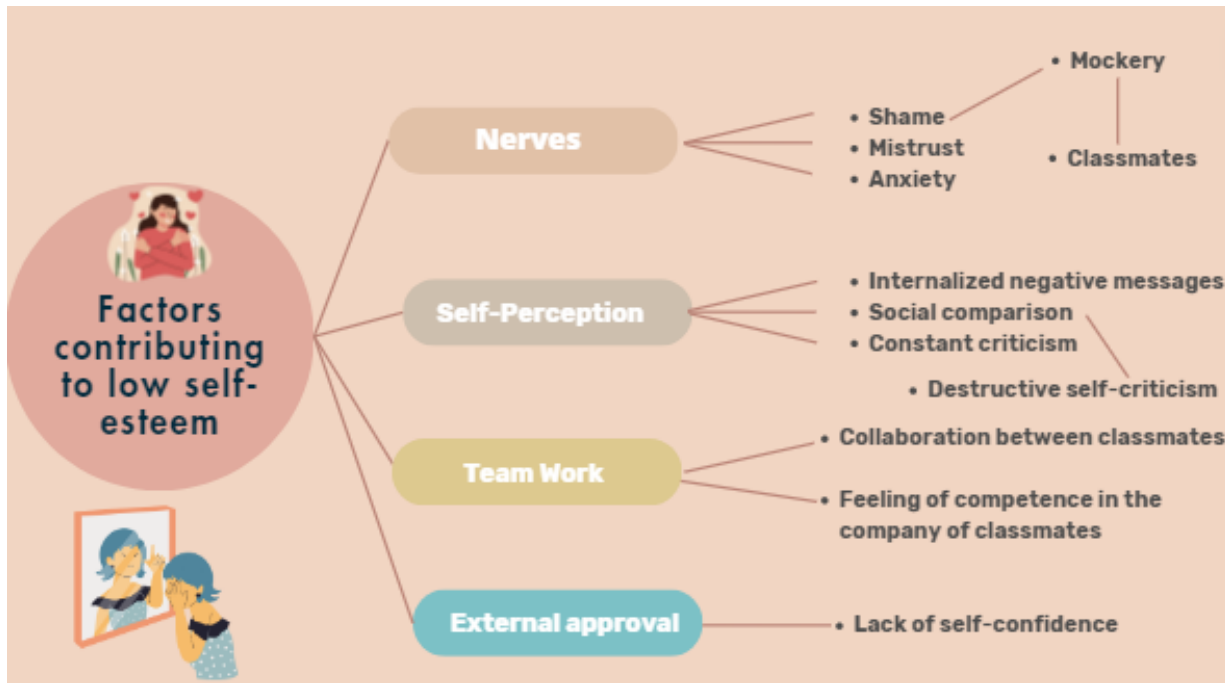
Note. Figure 4 indicates the factors contributing to students' low self-esteem in the focus group discussion.

The semi-structured interview method employed for focus group discussion (FGD) produced intriguing and substantial data, providing valuable insights into the complex dynamics surrounding students' experiences with oral production and their emotional well-being. One prominent and significant category that emerges from the analysis is self-esteem, which plays a crucial role in students' perceptions of their own abilities and the overall effectiveness of their oral communication skills.

Through the participants' responses to the interview questions, a deeper understanding of self-esteem and the various factors that contribute to it was reached. Figure 4 visually depicts the results, in which four distinct subcategories were identified, which encapsulate the main factors

contributing to low self-esteem among students participating in oral production tasks, including

nervousness, teamwork, self-perception, and external approval.

The first subcategory, nerves, highlights the impact of anxiety and apprehension on

students' confidence levels during oral presentations. Pressure to perform well, fear of making

mistakes, and anticipation of peer judgment all contribute to increased levels of nervousness,

which ultimately affects their perception of their own abilities. As exemplified by the subsequent

excerpt:

> *"I have a lot of nerves when presenting or speaking for fear of making a mistake and*
>
> *being made fun of by my classmates . . ." (Personal Interview).*

The second subcategory, teamwork, points to the role of collaborative activities in

building students' self-esteem, this means, students feel more capable of performing activities if

they are in the company of other students. Group dynamics, such as unequal participation,

conflict, or feelings of contempt, can prevent students from expressing themselves fully or

feeling valued; that affects their overall self-perception and confidence during oral production

tasks. As demonstrated by the subsequent excerpt:

> *"I think that being in a group is like I am not so alone and I can handle it, I mean, for*
>
> *example when I have to present something. . ." (Focus Group).*

> *"When you are in a team, they can help you with something you made a mistake, they can*
>
> *correct you or help you with something you don't know about the topic." (Focus Group).*

> *"I say that in a team because we all help each other, but if you cannot do it by yourself,*
>
> *you have to find a way, see how to do it or ask the teacher." (Focus Group).*

The third subcategory, self-perception, delves into students' own subjective assessment of their oral communication skills; Factors such as self-doubt, negative self-talk, and a distorted image of your abilities can significantly affect self-esteem. These internalized beliefs can be influenced by past experiences, comparisons with others, and societal expectations, thus perpetuating a cycle of self-criticism and declining self-esteem. No matter how well they do, participants express that they feel they are still doing poorly, this is rooted in their self-esteem. As student 3 mentions in his own terms:

"I do not feel good about my performance because I feel that I could have done better, in a better way, better pronunciation, I could have been more prepared with the topic" (Focus Group).

The fourth subcategory, external approval, underscores the important influence of external validation on students' self-esteem; recognition, validation, and constructive feedback from teachers, peers, or evaluators can improve self-perception and motivation. Conversely, lack of recognition, harsh criticism, or constant negative messages can contribute to a decrease in self-esteem and hinder both student growth and progress. This is expressed by the student 2 in their own terms, as reflected in the following excerpt:

". . . sometimes there are many offensive comments that make me feel bad because I start to think a lot about why they say that and if they say that it is because I did not do something right" (Focus Group).

As can be seen, the participants' responses achieved a comprehensive understanding of the nature of self-esteem and the myriad factors that contribute to its formation and manifestation in the context of oral production. This illuminating research provided valuable information, graphically represented in Figure 4, which delineates four discernible subcategories that

encapsulate the main determinants of low self-esteem among students who actively engage in oral communication tasks.

In the context of oral production activities, the first subcategory, nervousness, plays a prominent role in influencing self-esteem levels among students. As mentioned by Acosta-Gonzaga (2023), self-esteem encompasses an individual's perception of their worth and belief in their own abilities; this concept has significant importance in the field of oral production, as it directly affects students' confidence, motivation, and participation in oral communication activities.

Participants in the study expressed feelings of anxiety, apprehension, and restlessness during oral production tasks. These emotions often arise from the fear of making mistakes, being judged by others, or facing disrepute among peers; although these internalized pressures can be attributed to perfectionist tendencies and the desire to conform to societal expectations.

Consequently, these factors have a detrimental impact on students' self-perception and hinder their ability to fully participate and express themselves orally; it is crucial for the author, Acosta-Gonzaga (2023), to recognize the relationship between self-esteem and nervousness. By acknowledging the influence of self-esteem on students' levels of confidence, motivation, and active participation, the author lays a solid foundation for understanding the impact of self-esteem on oral communication skills.

Teamwork influences the role of collaborative interactions in the formation of self-esteem in the area of oral production. Study participants emphasized the importance of feeling valued, respected, and supported within a group. When learners felt marginalized, overshadowed, or experienced a lack of cohesion and cooperation within their teams, it negatively affected their confidence and motivation to actively participate in oral communication

tasks. The following excerpt captures most of the students' opinions about their classmates'

opinions and its importance to the students.

> *"I am nervous because I think that if I make a mistake in a word, I will be made fun of by*
>
> *my classmates." (Focus Group).*

In the context of oral production, self-perception significantly influences individuals'

self-esteem, as stated by Kariuki et al. (2019). Students who perceive themselves as competent

communicators are likely to have higher self-esteem, while those who doubt their abilities may

experience lower self-esteem; This perception of one's abilities may be influenced by past

experiences, self-reflection, and comparison with classmates.

It should not be forgotten that self-efficacy plays a crucial role in oral production, as it

refers to an individual's belief in their ability to successfully perform a specific task. In the

context of oral production, students with higher self-efficacy are more likely to approach

communicative tasks with confidence, persistence, and belief in their ability to overcome

challenges; Here self-efficacy can be influenced by mastery experiences, vicarious learning,

social persuasion, and emotional states.

Study participants expressed a deep desire for approval, affirmation, and positive

feedback from teachers, peers, and other authority figures. When students received constructive

criticism, they experienced dismissive attitudes, and did not receive recognition for their efforts

and achievements, which the students said negatively affected their self-image and reduced their

motivation to actively participate in oral communication tasks.

According to Vacalares, et al. (2023), teachers play a crucial role in fostering students'

self-esteem in oral production. Effective pedagogical strategies, such as explicit training in

communication skills, can help learners develop competence and confidence. Emphasizing that feedback, praise, recognition of students' progress and achievements by teachers can significantly influence their self-esteem.

I consider self-esteem to be closely tied to oral development because the connection between an individual's self-perception and their ability to communicate verbally effectively goes hand in hand. By recognizing the influence of self-esteem on oral development, individuals can strive to cultivate a positive self-image, build confidence, and engage in activities that promote the development of effective communication skills.

CHAPTER V

Conclusions

This study has provided evidence that emotions are a critical factor in the influence of emotions on students' speaking skill. The results suggest that emotions influence speaking production in a variety of ways and that both positive and negative emotions can influence student performance. The overall objective of the study, "To comprehend the main emotional factors that affect a group of 9th grade English students' speaking skill, as perceived by 5 students," was explored by examining different sub-questions that aimed to identify the specific emotions that affect students' speaking skills.

The sub-questions revealed that anxiety, confidence, motivation, and interest are the main emotions affecting students' speaking skills. Anxiety and nerves in particular, emerged as a significant negative influence in the same way. The study revealed that anxious students often have difficulty speaking and may show lower levels of fluency and accuracy; in contrast, it was found through the interviews that positive emotions, such as confidence and motivation, improved students' speaking skill, as they showed greater reliance when experiencing these emotions.

The results suggest that it is important to take into account students' emotions when they have to perform activities that involve speaking, as this could be influenced by several factors in their final output. In addition, teachers are also important because they play a critical role in planning and conducting oral activities in the classroom and in providing emotional support to students, providing positive feedback and working on student motivation and confidence, as they can be key factors in developing speaking skills and managing emotions in the classroom.

It is important to note that these factors can vary depending on the cultural and educational context in which the student is located, so educators should consider these factors when working with students from different backgrounds and contexts. Emotions play a crucial role in the development of students' speaking skills and can be managed to support and enhance their learning and performance in the classroom.

Recommendations and classroom implications

Based on the findings, teachers should include emotional awareness and management in their classes to help students manage their emotions effectively. Consequently, they should be aware of their students' emotional states, in order to provide strategies that help calm their nerves and reduce stress. They can also motivate them to speak more confidently by creating an engaging and supportive classroom environment, it means, a positive environment where they feel valued and appreciated; that can increase their confidence levels and improve their performance. They can also provide positive feedback and constructive criticism in order to improve each other's output by helping them develop speaking skills.

Equally, teachers should address factors that cause negative emotions in students, such as embarrassment and anxiety, by developing a culture of respect in class and creating a supportive, non-judgmental environment where students feel comfortable making mistakes and receiving constructive feedback. This could help prevent negative emotions from hindering your oral production and impeding your progress.

The present study on the role of emotions in the development of students' speaking skill is an important contribution to the understanding of this complex phenomenon by increasing the sample size, researchers can decrease the likelihood of errors and biases in the results, which can ultimately cement their validity and generalizability. In addition, it provides greater statistical

power, allowing the detection of minor but significant effects that may not be evident in smaller samples.

On the other hand, they should also consider recruiting a more diverse group of participants to increase the generalizability of the results: demographic, cultural, and socioeconomic factors can have a significant impact on students' emotional experiences, thus contributing to potential biases in the study results. Recruiting a more diverse group of participants (in age, ethnicity, gender, and socioeconomic status) helps overcome this limitation by allowing factors that may influence students' emotional experiences to be taken into account, providing a more representative picture of the general population, and helping to identify unique differences within different subgroups.

Based on the conclusion that the study focused on a relatively short period of time, it is recommended that future research study whether the effects of emotions on the development of speaking skills vary over time as students gain more experience in language learning. For example, researchers could conduct lengthy studies that follow oral language development over an extended period of time (several months or multiple applications) in order to gain a more complete understanding of how emotions affect language learning and development.

In addition, it is recommended that future research explore whether the findings of this study vary in different communicative contexts, such as public presentations, debates, or group discussions, or in different socioeconomic contexts; for example, public, tax, and tax-commissioned schools. This can provide insight into how the effects of emotions differ on the development of speaking skills in different situations and communicative contexts.

Finally, these considerations are especially important in studies focused on complex psychological phenomena, such as the role of emotions in the development of students' speaking

skills. Therefore, future research should carefully consider how best to address these limitations in order to produce results that can better inform educational practices and classrooms.

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ANNEXES

Appendix 1

Instrument 1: Structured questionnaire to ask students about their feelings when they engage in conversation activities.

Good morning, how are you? My name is Vanessa Cali, I study at the National University of Education UNAE and I am in my last semester. This interview has a purpose, among them, it is to help me carry out my degree project, the objective of this interview in general is to know about the emotions that students can experience when developing speech so this space was designed with a single purpose which is research.

Next, I'm going to ask you a series of questions, which you will have to answer clearly and without omitting anything you want to say, this is a safe space and no one will have access to your answers except me. I hope you can express yourself freely during the interview and if you have any questions or opinions, please feel free to ask me.

For security reasons, I will omit your name and use STUDENT 1, 2, 3, 4 or 5 as a pseudonym. Do you have any questions, do you think we should start?

- How do you feel after completing an English-speaking activity?
- How do you feel before completing an English-speaking activity?
- What gives you the most confidence when you speak in public?
- Can you tell me about a time when you tried to do a speaking activity and were unsuccessful? How did this make you feel?
- Tell me about a time when you received negative feedback from your classmates after doing a conversation activity. How did you feel?
- How do you think your feelings and emotions affect your ability to speak English during an oral activity?
- What do you think is your greatest strength when you're in the classroom in relation to interacting with your classmates? And your biggest weakness?
- Could you describe a time when a presentation was successful? How did you feel?
- How do you manage your emotions when speaking in English during an oral activity?

- What do you think would help you feel more comfortable and confident speaking English during an oral activity?
- What worries you most when faced with an oral presentation?
- How do you think you could improve your emotions by developing speech?

Thank you so much for your time and the opportunity to interview you, I really enjoyed talking to you, do you have any other questions or anything to add to this interview?

Appendix 2

Instrumento 2: FGD

Good morning, welcome boys and girls, I am a student of the ninth cycle of the career of Pedagogy of National and Foreign Languages at the National University of Education UNAE. My name is Vanesa and I have selected you to be part of this focus group so that you can help me by answering some questions, which will allow me to obtain relevant data to complete the objective of my degree project, which is to know to what extent emotions can be linked to the development of speech and what these emotions can be. As instructions, guys we have that, first of all, each of you will have a code or pseudonym the same which will be: Student 1, Student 2, Student 3, Student 4 and Student 5. You have to know that it is valid to have different opinions, if you have another point of view do not hesitate to share it with others, that is exactly what I am looking for, also that you do not withhold anything that you think or feel that you can say in this interview, I need you to express yourself.

You also have to raise your hand to speak. It will be recorded, as you can see the interview and also an audio, for research and educational purposes, and the information obtained from this focus group will not be shared for any purpose other than pedagogical or formative purposes.

Does everyone present agree with the above instructions? Please say yes or no.

- What emotions do you experience during the process of preparing for a group or individual oral presentation?
- Do you experience anxiety or nervousness before or during any activity that involves speaking English? If so, can you describe how you might feel and what might cause those feelings?
- Does working in a team make you feel more comfortable than working alone, what challenges do you face, and how do you try to cope with them?
- Do you feel adequately prepared for any activity that involves speaking? How do you prepare? If not, what might help you feel more prepared?
- How do you feel once an activity that involves talking is over? Do you usually feel satisfied with your performance? Why or why not?
- Do your peers' emotions or feelings affect your own emotions or feelings during speech? If so, how?
- What do you learn about yourself and your emotions through the process of speaking up in front of others?

- How could the teacher best support their emotional well-being during the speech development process? How do you think you can use what you learned during that process to improve your speaking skills in the future?
- Any other details you'd like to add about your emotions when speaking in public in the language you're learning?

Thank you so much for your time and the opportunity to interview you, I really enjoyed talking to you, do you have any other questions or anything to add to this interview?

Appendix 3:

Consent letter for the implementation of the study

CONSENTIMIENTO INFORMADO PARA LA REALIZACIÓN DE

ESTUDIO EDUCATIVO PARA PROYECTO DE TITULACIÓN

EN LAS MODALIDADES PRESENCIAL, SEMIPRESENCIAL E HÍBRIDA

Cuenca, 01 de enero del 2023

1.   **DATOS INFORMATIVOS:**

1.1. Apellidos y nombres: Cali Rojas Cinthya Vanessa	
1.2. Carrera:	**1.3. Itinerario:** Horas de Inglés de los estudiantes de Noveno B de Educación General Básica

Pedagogía de los Idiomas Nacionales y extranjeros	
1.4. Ciclo: Octavo y Noveno Ciclo	**1.5. Paralelo:** PINE8_P2

Mgt. Jacqueline Ríos

Rectora de la Institución Educativa Rafael Aguilar Pesantez.

Mediante el siguiente documento yo Vanessa Cali, me dirijo a usted muy respetuosamente para solicitar una autorización de ingreso a la Unidad Educativa Rafael Aguilar Pesantez, con el objetivo de ejecutar un estudio educativo como parte de mi Proyecto de Titulación, el cual se podrá dar en la modalidad que cuente su institución para impartir el estudio antes mencionado.

A continuación, detallo mi estudio educativo:

En la siguiente propuesta de investigación acción con el título "The influence of emotions on students learning focused on speaking skill development", se investigará las causas de la falta de desarrollo oral en las aulas de clases dando así un enfoque emocional a este estudio se trabajará en la participación oral mediante diferentes estrategias y métodos con los estudiantes para lograr lo propuesto de una manera más amena, además de su implementación para determinar el porqué de la falta de desarrollo vocal dentro de las aulas de clases.

Luego de lo antes declarado, en pleno uso de mis condiciones mentales, siendo total y enteramente responsable, manifiesto mi disposición para realizar este estudio educativo en la modalidad establecida por la institución educativa.

Esperando su favorable acogida y autorización.

Atentamente,

Autorizado.

Firma: _____

Nombres y apellidos: _____

Rectora

C.I.: _____

Sello de la institución: _____

Appendix 4:

Consent letter for the student's parents

Carta de autorización para publicación de trabajos, videos o fotografías del

estudiante de la Escuela de Educación Básica Manuela Cañizares

Estimado padre/madre o representante legal:

Me dirijo a usted para solicitar su autorización para que los practicantes de la Universidad Nacional de Educación (UNAE), de la carrera **Pedagogía de los Idiomas Extranjeros y Nacionales**, **8vo & 9no ciclo**, paralelo **2** que realizan sus prácticas pre profesionales en laInstitución Educativa Rafael Aguilar Pesantez, tome fotografías, videos y entrevistas de su representado/a dentro del aula, así como también durante las actividades escolares, únicamente con fines educativos y de investigación.

Si da su autorización, la UNAE podría publicar con fines académicos y de investigación en diversos formatos las fotografías, videos, muestras del trabajo que haya realizado su representado/a. Las publicaciones podrían ser: boletines (en línea y forma impresa), Internet, sitios web intranet, revistas, periódicos locales y en el Repositorio de la Biblioteca de la UNAE.

A continuación, se detalla el estudio educativo:

Este estudio está enfocado en el área de inglés, con el fin de que los estudiantes mejoren su nivel académico en relación a la materia de Ingles, misma que será clave en el aprendizaje de los educandos. Durante este tiempo, el estudiante de octavo semestre deberá colaborar con ciertas actividades como pruebas, entrevistas y tareas extras con la finalidad de que los estudiantes puedan practicar y mejorar el inglés de manera efectiva. Cabe recalcar que después de los resultados obtenidos en las primeras pruebas, se seleccionará a un grupo pequeño de estudiantes, quienes

serán los que participen activamente en el proceso. El estudio se realizará durante las horas de inglés, por lo cual ya nos hemos comunicado con el docente de inglés de este curso para pedir su debida autorización.

De igual manera se dará a conocer a los representantes de cada estudiante acerca de las actividades que se van a realizar con ellos por medio de una corta reunión por _____.

Al firmar el presente consentimiento usted estaría de acuerdo con lo siguiente:

 Se puede reproducir la fotografía de su representado/a ya sea en color o en blanco y negro.

1. La UNAE no usará los videos o fotografías para ningún fin que no sea la educación de los practicantes, la promoción general de la educación pública o de la UNAE, en los trabajos realizados en las prácticas preprofesionales y de investigación, es decir, no lo utilizará con fines comerciales y publicitarios.
2. Todas las fotografías tomadas se conservarán sólo por el tiempo que sea necesario para los fines anteriormente mencionados y serán guardadas y desechadas en forma segura.
3. La UNAE actuará con la normativa ecuatoriana vigente relacionada a protección de derechos de niños, niñas y adolescentes.
4. La UNAE puede garantizar que no se le podrá identificar por su fotografía o trabajo al representado/a.
5. Aún en los casos permitidos por la ley, no se podrá utilizar públicamente la imagen de un adolescente mayor de quince años, ¡sin su autorización expresa; ni la de un niño/a o adolescente menor de dicha edad, sin la autorización de su representante legal, quien sólo la dará si no lesiona los derechos de su representado.

Si está de acuerdo en permitir que los estudiantes de la UNAE tomen fotografías - videos de su representado/a y las publique de la manera detallada anteriormente, sírvase completar el formulario de consentimiento y devuélvalo a la escuela.

Este consentimiento, si está firmado, estará vigente hasta el momento que usted informe a la escuela de lo contrario.

Appendix 5:

Formulario de Consentimiento para Publicación de Trabajos o Fotografías del Alumno

De conformidad a lo dispuesto en el inciso final del articulado 52 del Código de la Niñez y Adolescencia, estoy de acuerdo, sujeto a las condiciones establecidas antes expuestas, en que se tomen fotografías o videos de mi representado durante actividades escolares, para ser usadas por la UNAE en la educación de los alumnos y promoción de la UNAE y educación pública. Así mismo estoy de acuerdo en la publicación de fotografías y muestras de trabajos de mi representado/a. Por lo que no exigiré retribución alguna por su uso.

Comunicaré a la UNAE si decido retirar esta autorización:

Nombre del/la estudiante:

………………………………………………………………………..…………………

Nombre completo padre/madre/representante legal:

……………………………………………………………………………………….......

Cédula de ciudadanía: ………………………….

Firma del padre/madre/representante legal: ………………………

Fecha: ……………………

Appendix 6:

Personal Interviews

Entrevista Personal. Estudiante 1

Entrevistadora: Buenos días, ¿cómo estás?

Estudiante 1: Buenos días, muy bien ¿Y usted?

Entrevistadora: Ya muy bien, mi nombre es Vanessa Cali estudio en la Universidad Nacional de Educación Unae y voy en último semestre esta entrevista tiene un propósito entre ellos es ayudarme a realizar mi proyecto de titulación el objetivo de esta entrevista en general es conocer acerca de las emociones que los estudiantes pueden experimentar al momento de desarrollar el espíritu, así que este espacio fue pensado con un único fin que es el investigativo a continuación, voy a realizarte una serie de preguntas las cuales deberás responder con claridad y sigo emitir, nada de lo que quieras decir, este es un espacio seguro y nadie va a tener acceso a tus respuestas excepto yo, espero que puedas expresarte libremente durante la entrevista y si tienes alguna duda u opinión, no dudes en hacérmela, sí? Con fines de seguridad omitiré tu nombre y usaré estudiante uno como seudónimo, ¿Tienes alguna pregunta?

Estudiante 1: No, ninguna por el momento.

Entrevistadora: ¿Ya, te parece si empezamos?

Estudiante 1: Si

Entrevistadora: Ya, ¿cómo te sientes antes de una actividad de speaking en inglés?

Estudiante 1: Muy bien porque los profesores nos dan la seguridad para poder tener más confianza en su clase como usted trata nos, o sea, nos felicita si hacemos algún trabajo bien o

presentamos las tareas bien y eso nos yo pienso que nos motiva más a los estudiantes a seguir querer aprendiendo inglés.

Entrevistadora: ¿Ya, ehh y cómo te sientes después de terminar una actividad en inglés?

Estudiante 1: Bien, porque ahí viene la parte que los profesores nos ponen las calificaciones de cómo presentamos los trabajos como ellos nos enseñan entonces sería muy bien porque ya todo va por decirlo así pasó y nos explicó más la clase

Entrevistadora: Ya, que te da más confianza al momento de hablar inglés en público? **Estudiante 1:** De que si yo me equivoco los profesores nos van a corregir en buen sentido y nos van a ayudar a poder pronunciar bien las palabras que no entendemos.

Entrevistadora: Ya, podrías hablarme sobre alguna experiencia o alguna ocasión en la que hayas intentado realizar un speaking y no pudiste, ¿cómo te hizo sentir eso?

Estudiante 1: Me hizo sentir mal porque en parte no todos los compañeros, pero ciertos compañeros fueron como que, en sentido de burlas, se rieron entonces fue como que uno se sintió mal, pero a la vez la profesora nos corrigió y nos ayudó a poder pronunciar mejor.

Entrevistadora: Ya, cuéntame sobre alguna oportunidad en la que hayas recibido comentarios negativos de tus compañeros después de realizar el speaking, ¿cómo te sentiste?

Estudiante 1: Mal a la vez porque, eran, ¿le puedo contar la historia?

Entrevistadora: Sí, sí, ya, claro.

Estudiante 1: Era un día que teníamos que presentar un papelógrafo en inglés entonces yo quedé en una parte con mis compañeros y yo me equivoqué en una palabra y mis compañeros se rieron y yo me sentí mal porque dije no puedo pronunciar bien y ahí comencé a estudiar más

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Trabajo de Integración Curricular   Cinthya Vanessa Cali Rojas

inglés, y como ustedes vinieron a dar como así decir la tesis más o menos, nos fue ayudando más

entonces yo fui aprendiendo más inglés, y como usted nos motivaba.

Entrevistadora: Ah ya, muy bien, ¿tú crees que tus emociones y tus sentimientos afectan tu

capacidad para hablar en inglés durante una actividad en speaking?, es decir que de repente te

sientes muy nerviosa o te sientes mal eso afecta como como tu presentación o lo que vas a hacer

en inglés?

Estudiante 1: Si, porque en parte nos podemos nerviosos, entonces sería como que no

pronunciamos bien o nos equivocamos en cualquier palabra.

Entrevistadora: Mmmmm ya, ¿cuál crees que es tu principal fortaleza cuando estás en el

aula de clases en relación a la interacción con tus compañeros y cuál es tu mayor debilidad?

Estudiante 1: Mi mayor debilidad es que yo tengo mucha pena de que mis compañeros se rían

es como que no me gusta mucho a veces hablar inglés

Entrevistadora: Ya, y tu mayor fortaleza, ¿lo que piensas que es tu mayor fuerte en ti?

Estudiante 1: Eh, a mí me comenzó a gustar mucho ingles cuando ustedes vinieron a dar

su tesis porque me motivaban entonces yo dije a mí me gusta inglés y es como que, que quiero

aprender inglés para irme a otro país a tener mejores posibilidades de estudiar mi carrera

Entrevistadora: Muy bien, ¿podrías describirme algún momento en el que una exposición fue

exitosa? ¿Como te sentiste?

Estudiante 1: Me sentí súper bien porque nos subieron puntos incluso nos felicitaron

porque yo comencé ya a pronunciar mejor, tuve un mejor avance en

inglés.

Entrevistadora: ¿Cómo manejas tus emociones cuando hablas en inglés durante una actividad de speaking?

Estudiante 1: Me tranquilizo porque yo soy una persona que tiene full pena entonces trato de tranquilizarme y los docentes me ayudan, eh si no entendemos una palabra ellos me corrigen y me ayuda entonces sería eso.

Entrevistadora: ¿Qué es lo que más te preocupa cuando te enfrentas a una presentación de speaking?

Estudiante 1: Que mis compañeros se burlen y que me equivoque en más de una palabra.

Entrevistadora: Mmmm ya, ¿cómo crees que podrías mejorar tus emociones al momento de desarrollar el speaking?

Estudiante 1: Yo pienso que para desarrollar mis emociones sería como dejando la pena de un lado y tratando de esforzarme más en inglés y en parte perderle prácticamente la vergüenza así.

Entrevistadora: ¿Y ya?

Estudiante 1: Y ya.

Entrevistadora: Te agradezco mucho tu tiempo y la oportunidad de poderte entrevistar, me gustó mucho poder hablar contigo, tienes alguna otra pregunta o algo que adicional a esto si tienes algún algo que decir algún comentario de cómo te sientes frente a ellos algo que decir alguna experiencia.

Estudiante 1: No porque todo este parcial fue exitoso ya que ustedes nos ayudaron, entonces tuvimos una gran ayuda y todo salió este para acabar el año súper bien Entrevistadora: Ya muchas gracias por tu ayuda.

Entrevista Personal Estudiante 2

Entrevistadora: Ok, buenos días ¿Cómo estás?

Estudiante 2: Bien

Entrevistadora: Ya, mi nombre es Vanessa Cali, estudio en la Universidad Nacional de Educación Unae y voy en último semestre esta entrevista tiene un propósito entre ellos es ayudarme a realizar mi proyecto de titulación el objetivo de esta entrevista en general es conocer acerca de las emociones que los estudiantes pueden experimentar al momento de desarrollar el speaking, así que este espacio fue pensado con un único fin que es el investigativo a continuación, voy a realizarte una serie de preguntas las cuales deberás responder con claridad y sin omitir nada de lo que quieras decir este es un espacio seguro y nadie va a tener acceso a tus respuestas excepto yo, espero que puedas expresarte libremente durante la entrevista y si tienes alguna duda u opinión no dudes en hacerlas. Con fines de seguridad omitiré tu nombre y usaré estudiante dos como seudónimo ¿Tienes alguna pregunta?

Estudiante 2: No.

Entrevistadora: ¿Te parece si empezamos?

Estudiante 2: Sí

Entrevistadora: Ya, la primera pregunta dice ¿Cómo te sientes antes de una actividad de speaking en inglés?

Estudiante 2: Ehh, a veces me pongo nerviosa ya que me da miedo confundirme en la pronunciación.

Entrevistadora: Ya, ¿Cómo te sientes después de terminar una actividad de speaking en inglés?

Estudiante 2: Eh, las veces que me suele ir bien, me siento feliz porque no sé, o sea, sé que mis compañeros no se van a burlar de mí, pero a veces me va mal y mis compañeros se ríen de mí y entonces aja.

Entrevistadora: Ya, la siguiente pregunta dice ¿Qué te da más confianza al momento de hablar en público?

Estudiante 2: Ehh, el hecho de saber que no tengo una pronunciación tan mala

Entrevistadora: Ya ¿Podrías hablarme sobre alguna ocasión en la que hayas intentado realizar un speaking y no lo lograste? ¿Cómo te sentiste, cómo te hizo sentir esa situación?

Estudiante 2: Ehh, fue una vez creo que estaba más chiquita, ehh, tenía, estaba en sexto por ahí y no, se podría decir que no tenía una pronunciación buena, eh tenía que hacer una exposición en inglés y ehh, eh empecé a exponer y mis compañeros se empezaron a reír de mí y me sentí mal.

Entrevistadora: ¿Te sentiste mal?

Estudiante 2: Sí

Entrevistadora: ¿Qué sentiste en ese momento?

Estudiante 2: Me sentí eh, si se podría decir así, humillada

Entrevistadora: Ajá

Estudiante 2: Porque no sé o sea todos se rieron y fue feo

Entrevistadora: Ya, cuéntame sobre alguna oportunidad en la que hayas recibido comentarios negativos de tus compañeros después de realizar un speaking y ¿Cómo eso te hizo sentir?

Estudiante 2: Ehh,ehh, un, a ver, fue también una exposición

Entrevistadora: Ya

Estudiante 2: Me empezaron a decir que no tenía una buena pronunciación al, alg, cosas así de que no, no debería exponer yo si no sé pronunciar el inglés y me sentí o sea ofendida y mal.

Entrevistadora: ¿Te hizo sentir mal esa situación?

Estudiante 2: Sí

Entrevistadora: Ok ¿Cómo crees que tus sentimientos y tus emociones afectan tu capacidad para poder hablar en inglés durante una actividad de speaking?

Estudiante 2: Ehh, cuando empiezo a exponer algo de inglés me pongo nerviosa y creo que eso afecta al momento de pronunciar.

Entrevistadora: porque te pones nerviosa ya.

Entrevistadora: ¿Cuál crees que es tu principal fortaleza cuando estás en el aula de clases en relación a la interacción con tus compañeros y cuál es tu mayor debilidad?

Estudiante 2: O sea en el ámbito de de, o sea como

Entrevistadora: Ehhhh, Cuál crees que es tu mayor fuerte de tu mayor ventaja diría yo cuando estás en el aula de clases con tus compañeros y tienes que ser una actividad en speaking, cuál es tu mayor fuerte.

Estudiante 2: Ehhhh, mi mayor fuerte es mi pronunciación y mi debilidad es mis los nervios que tengo siempre.

Entrevistadora: ¿Te dan siempre nervios?

Estudiante 2: Si

Entrevistadora: ¿Podrías describirme algún momento en el que una exposición fue exitosa y cómo eso te hizo sentir?

Estudiante 2: Fue una exposición que hicimos el octavo para presentar un proyecto, ehhh tuve una pronunciación buena me aprendí mis diálogos y todo, ehhh tuvimos una calificación buena y me sentí muy bien.

Entrevistadora: ¿Te sentiste muy bien?

Estudiante: Si

Entrevistadora: Ya.

Entrevistadora: Cómo manejas tus emociones cuando hablas en inglés durante una actividad de speaking, como como las manejas, no, ¿cómo manejas tus emociones tus sentimientos?

Estudiante 2: Cuando me pongo nerviosa intento pensar en que podría que podría salir bien ehh la exposición o así y entonces eso me ayuda a poder exponer mejor.

Entrevistadora: Ya. ¿Qué es lo que más te preocupa cuando te enfrentas a una presentación de speaking?

Estudiante 2: El que se burlen de mi o que me hagan sentir mal

Entrevistadora: ¿Qué piensas que podría ayudarte a hacerte sentir más cómodo y segura al hablar en ingles durante una presentación o una actividad de speaking?

Estudiante 2: Estar con exponer a gente que le tengo confianza y que sé que nunca se van a burlar de mi porque entienden que no soy la mejor en el ingles

Entrevistadora: ¿Ya y finalmente cómo crees que podrías mejorar tus emociones al momento de desarrollar el speaking?

Estudiante 2: Ehhh, yo creo que debería empezar pensar más en mí, en no pensar en lo que digan los demás

Entrevistadora: Ya, entonces muchísimas gracias, te agradezco mucho tu tiempo y la oportunidad de poder entrevistarte, me gustó mucho poder hablar contigo y saber lo que sientes, tienes alguna otra pregunta o alguna experiencia que adicionar, algo que te haya pasado y no te pregunte, ¿algo que puedas decir respecto a lo que te pregunté?

Estudiante 2: Yo creo que no

Entrevistadora: Ya muchísimas gracias por tu ayuda y por tus respuestas.

Entrevista Personal Estudiante 3

Entrevistadora: Buenos días, ¿cómo estás?

Estudiante 3: Bien y usted?

Entrevistadora: Gracias mi nombre es Vanessa Cari estudio en la Universidad Nacional de Educación UNAE y voy en último semestre, esta entrevista tiene un propósito y entre ellos es ayudarme a realizar mi proyecto de titulación, el objetivo de esta entrevista en general es conocer acerca de las emociones que los estudiantes pueden experimentar al momento de desarrollar el speaking, así que este espacio fue pensado con un único fin que es el investigativo. A continuación, voy a realizar una serie de preguntas, las cuales deberás responder con claridad y sin mentir en nada de lo que quieras decir, este es un espacio seguro y nadie va a tener acceso a tus respuestas excepto yo. Espero que puedas expresarte libremente durante la entrevista y si tienes alguna duda u opinión, no dudes en hacerlo. Con fines de seguridad omitiré tu nombre y usaré estudiante 3, como seudónimo. ¿tienes alguna pregunta?

Estudiante 3: No

Entrevistadora: ¿Te parece si empezamos?

Estudiante 3: Sí

Entrevistadora: Ya, la primera pregunta dice ¿cómo te sientes antes de una actividad de speaking en inglés?

Estudiante 3: Un poco nervioso.

Entrevistadora: Te sientes nervioso, ¿por qué te sientes nervioso?

Estudiante 3: No sé, un poco de presión social,

Trabajo de Integración Curricular   Cinthya Vanessa Cali Rojas

Entrevistadora: Presión social, ok

Entrevistadora: La siguiente dice ¿cómo te sientes después de terminar una actividad de speaking en inglés?

Estudiante 3: Bien.

Entrevistadora: Te sientes bien, ¿por qué te sientes bien?   Estudiante 3: Porque ya se acabó.

Entrevistadora: Ya, ¿qué te da más confianza al momento de hablar en público?

Estudiante 3: Que no haya gente muy importante.

Entrevistadora: No tiene que haber gente muy importante para que tengas más confianza de hablar en público, ya.

Entrevistadora: Podrías hablarme sobre alguna ocasión o alguna experiencia, algún momento, en el que hayas intentado realizar un speaking y no lo lograste y cómo eso te hizo sentir. O sea, cuéntame la experiencia cómo.

Estudiante 3: No nunca tuve una experiencia así

Entrevistadora: ¿No has tenido nunca una experiencia asi? ya

Entrevistadora: Cuéntame sobre alguna oportunidad en la que hayas recibido comentarios negativos de tus compañeros después de la realización del speaking. ¿Se burlaron de tí?, ¿te dijeron algo que no te gustó? ¿cómo sentiste?

Estudiante 3: No nunca ha pasado, todos somos como la misma lectura, entonces no se burlan porque, todos tenemos la misma lectura.   Entrevistadora: ¿Frente a otra audiencia,frente a otras personas?

Estudiante 3: Nunca he leído frente a otras personas.

Entrevistadora: ¿Cómo crees que tus sentimientos y emociones afectan tu capacidad para hablar en inglés durante una actividad de speaking?

Estudiante 3: ¿Me puede repetir la pregunta?

Entrevistadora: Claro, ¿Cómo crees a ver cómo crees que tus sentimientos y emociones afectan tu capacidad para hablar en inglés, si tus emociones o tus sentimientos tienen algo que ver cuando quieras hacer una presentación en inglés? cuando quieras hablar en inglés, cuando la profe te pida que leas.

Entrevistadora: ¿Cómo crees que tus emociones afectan eso?

Estudiante 3: De forma positiva

Entrevistadora: ¿De forma positiva o negativa?   Estudiante 3: Positiva   Entrevistadora: Positiva, ¿por qué?

Estudiante 3: Porque soy un poco confiado.

Entrevistadora: Ah ya, ya listo. ¿Cuál crees que es tu principal fuerte o tu ventaja o una fortaleza tuya cuando estás en clases con tus compañeros, cuando tienes que realizar una actividad en speaking para tus compañeros en particular y cuál es tu mayor debilidad?

Estudiante 3: Mi mayor fuerte, es que casi no tengo mucha vergüenza. Y mi debilidad es que tengo muy mala lectura.

Entrevistadora: Tienes mala lectura, y eso ¿cómo te hace sentir?

Estudiante 3: No sé, como que soy inferior a los demás, por mi baja lectura.

Entrevistadora: Porque no puedes hablar bien en inglés, ok.   Entrevistadora:

¿Podrías describirme algún momento en el que una exposición o una actividad de speaking fue exitosa y cómo te hizo sentir?   Estudiante 3: Fue en una exposisión que dí el año pasado y saqué nueve.   Entrevistadora. Sacaste nueve, y ¿cómo te hizo sentir eso?, ¿cómo te hizo sentir que pudiste hacerlo?

Estudiante 3: Me sentí felíz por mi habilidad al hablar que adquirí durante ese poco periodo de tiempo.

Entrevistadora: Ya, ¿cómo manejas tus emociones cuando tienes que hablar en inglés durante una actividad en speaking?, primeramente ¿cómo te sientes?

Estudiante 3: un poco nervioso y de ahí todo es normal.

Entrevistadora: De ahí te tranquilizas, ¿cómo haces para tranquilizarte?

Estudiante 3: No sé, pero estoy tranquilo.

Entrevistadora: ¿Qué piensas que podría ayudarte a sentirte más cómodo y seguro al momento de hablar en inglés durante una actividad de speaking?

Estudiante 3: Un poco leer antes de la actividad del speaking.

Entrevistadora: ¿Prepararte?   Estudiante 3: Prepararme un poco.   Entrevistadora: Ya

Entrevistadora: ¿Qué es lo que más te preocupa cuando te enfrentas a una presentación o a un desarrollo de una actividad de speaking?

Estudiante 3: Que me trabe mucho.

Entrevistadora: Tienes miedo a trabarte. ¿porque tienes miedo a trabarte?   Estudiante 3: Porque es muy común en mí que me trabe.   Entrevistadora: Y eso ¿cómo te hace sentir?

Estudiante 3: Un poco medio como apenado

Entrevistadora: Te da vergüenza, ok. ¿cómo crees que podrías mejorar tus emociones al momento de desarrollar el speaking?

Entrevistadora: Cómo crees que podrías mejorar esos nervios que tú sientes o sientes algo más cuando te toca hablar, Por ejemplo, la profe te pida que hables o que leas un párrafo en inglés, te diga, por favor joven, léame tal parte del libro en inglés lo que está escrito ahí, ¿cómo podrías manejar eso que empiezas a sentir cuando la profe te dice que lo leas? ¿cómo podrías manejar esas emociones para poder hacerlo bien?

Estudiante 3: Como poniéndome serio, concentrándome en la lectura.

Entrevistadora: Ya, y no tienen nada que ver tus compañeros cuando la profe te dice de repente que te levantas y leas algo o que te presentes o algo. Tus compañeros, ¿no te molesta que estén ahí? que te vean ¿nada?

Estudiante 3: No

Entrevistadora: No, te sientes tranquilo, perfecto. Entonces, finalmente te agradezco mucho tu tiempo, la oportunidad de poder entrevistarte, me gustó mucho poder hablar contigo y enterarme de cómo te sientes respecto a todo esto, ¿tienes alguna otra pregunta, algo que adicionar, alguna experiencia, algún sentimiento?

Estudiante 3: no

Entrevistadora: Todo bien, muy bien, muchísimas gracias por ayudarme.

Entrevista Personal – Estudiante 4

Entrevistadora: Entonces, buenos días, ¿cómo estás?

Estudiante 4: Bien

Entrevistadora: Mi nombre es Vanessa Cali estoy en la Universidad Nacional de Educación una y voy en el último semestre esta entrevista tiene un propósito entre ellos es ayudarme a realizar mi proyecto de titulación, el objetivo de esta entrevista en general es conocer acerca de las emociones que los estudiantes pueden experimentar al momento de desarrollar el speaking, así que este espacio fue pensado con un único fin que es el investigativo a continuación, voy a realizar una serie de preguntas las cuales deberás responder con claridad y sin omitir nada de lo que quieras decir ese es un espacio seguro y nadie va a tener acceso a tus respuestas excepto yo, espero que puedas expresarte libremente durante la entrevista y si tienes alguna duda u opinión, no dudes en hacerlo, sí, con fines de seguridad omitiré tu nombre y usaré estudiante 4 como seudónimo, tienes alguna pregunta?

Estudiante 4: No

Entrevistadora: ¿Ya, te parece si empezamos?

Estudiante 4: Si

Entrevistadora: ¿Ya, Como te sientes antes de una actividad de speaking en inglés?

Estudiante 4: Como me siento antes de....

Entrevistadora: Aja, antes de empezar la actividad, que la profe diga que, por ejemplo, van a hablar en grupos en inglés, tienen que hablar en inglés, les voy a estar escuchando. ¿Como te sientes? ¿O que te diga que te levantes y leas un párrafo en ingles frente a todos, como te sientes?

Estudiante: Nervioso porque puede que no pronuncie algo mal, que pronuncie algo mal y eso

Entrevistadora: ¿Y por qué te dan nervios? ¿Qué piensas que pueda pasar si te equivocas?

Estudiante 4: Ehhhhh, que, que se burlen

Entrevistadora: ¿Eso te da miedo?

Estudiante 4: Miedo no, si no nervios de hacer eso, no quiero pasar eso

Entrevistadora: ¿Ya, y cómo te sientes después de terminar una actividad de speaking en inglés?

Estudiante 4: Ya libre, alivio

Entrevistadora: ¿Libre? ¿Por qué?

Estudiante 4: Ya alivio de que ya paso el susto, los nervios

Entrevistadora: ¿Ya, Y que te da más confianza al momento de hablar en público?

Estudiante 4: De, tranquilizarme y eso.

Entrevistadora: ¿Eso es lo que te da más confianza estar tranquilo?

Estudiante 4: Si

Entrevistadora: Ya podrías hablarme sobre alguna experiencia, alguna ocasión algún momento en el que hayas intentado realizar un speaking y no pudiste y como eso te hizo sentir.

Estudiante 4: En una exposición de que era no me acuerdo de que verbo, pero bueno, fue una exposición que me olvidé todo lo mío y mejor me quedé callado y no dije nada, y dije mejor mi siguiente compañero, me sentí mal y eso

Entrevistadora: ¿Por qué te sentiste mal?

Entrevistadora: Porque sacaron mala nota por mi culpa porque me olvide y eso.

Entrevistadora: ¿Ah, ellos sacaron mala nota?

Estudiante 4: Si

Entrevistadora: ¿Y eso te hizo sentir mal?

Estudiante 4: Si

Entrevistadora: Cuéntame sobre alguna oportunidad en la que has recibido comentarios negativos de tus compañeros burlas o lo que sea después de realizar un speaking, y cómo eso sentir.

Estudiante 4: Y no me hizo ni sentir ni mal ni bien porque como yo también me burlo de ellos tampoco voy a estar diciendo que no se burlen de mí.

Entrevistadora: ¿Ya cuando ellos se ríen de ti y como eso te hace sentir?

Estudiante 4: Nada porque yo también sé que me he reído de ellos, así que sé que...

Entrevistadora: Eso es típico

Estudiante 4: aja, si eso

Entrevistadora: Ya, ¿cómo crees que tus sentimientos y tus emociones afectan a tu capacidad para hablar en inglés durante una presentación o una actividad?

Estudiante 4: Como cómo?

Entrevistadora: Cómo crees que tus sentimientos, emociones como tú te sientes afectan cuando tú quieres dar una una actividad de speaking cuando tienes que hablar en inglés esas emociones es lo que empiezas a sentir cuando te dicen que hagas algo en inglés y empiezas a sentir algo, ¿cómo puedes? ¿Cómo crees que eso afecta el que no puedas o el que lo puedas hacer?

Estudiante 4: Que cuando voy a responder es como que me trabo, siento que me trabo, pero yo nunca me trabo, pero es como que se, se me queda algo así aquí como que ah, ah, ah, así como tartamudo algo así

Entrevistadora: ¿Y eso te hace sentir?

Estudiante 4: Eso me hace sentir mal, no quiero que me pase eso

Entrevistadora: Ya, ¿cuál crees que es tu principal fortaleza cuándo estás en clases con tus compañeros y cuál crees que es tu mayor debilidad?

Estudiante 4: Mi debilidad?

Entrevistadora: Si, y tu fortaleza cuando estás en clases con tus compañeros y tienes que hacer alguna actividad en speaking

Estudiante 4: Mi debilidad de que yo tartamudee y que se me olvide y mi fuerza de que siempre estar tranquilo y nunca preocuparme eso es lo que pienso cuando voy a exponer, en que eso va a acabar, nada mas

Entrevistadora: O sea siempre dices esto ya termina y estoy bien.

Estudiante 4: Si

Entrevistadora: ¿Podrías describirme algún momento en el que una exposición o una actividad de speaking en inglés fue exitosa y cómo te sentiste?

Estudiante 4: Fue en una exposición creo que era yo y dos compañeros de que nos ponemos todo bien y tocaba ya era el último y exponi y, o sea, no fue el mejor y mejor la mejor traducción que hice, pero sí sí, dije bien, sentí alivio que sacamos buena nota y eso.

Entrevistadora: ¿Y te hizo sentir muy bien eso?

Estudiante 4: Si

Entrevistadora: Ya, este, ¿cómo manejas tus emociones cuando hablas en inglés durante una actividad en speaking?

Estudiante: En manejo, en estar serio, concentrarme y no reírme porque siempre va a haber un compañero que te intenta hacer reír y yo intento no reírme

Entrevistadora: Intentas estar serio eso te ayuda a concentrarte

Estudiante 4: Si

Entrevistadora: Ok, ¿qué piensas que podría ayudarte a hacerte sentir más cómodo y seguro en, al momento de hablar en inglés durante una actividad?

Estudiante: Como, ¿cómo? No le entendí

Entrevistadora: Qué piensas que podría hacerte sentir más cómodo contigo mismo con lo que vas a hacer cuando tienes que hablar en inglés.

Estudiante 4: Mas cómodo, o sea, estar relajado normal, pero yo, yo no puedo estar relajado viendo que me van a ver y si digo algo mal se van a reír pero intento estar relajado, respiro y ya

Entrevistadora: ¿Te funciona?

Estudiante 4: Si

Entrevistadora: Ya, eh, ¿qué es lo que más te preocupa cuando te tienes que enfrentar a una actividad de speaking en inglés?

Estudiante 4: Solamente es la traducción nada más, eso me preocupa porque no pronuncie una palabra, o sea que pronuncie mal una palabra y eso

Entrevistadora: ¿Ya y que pasa si pronuncias mal una palabra?

Estudiante 4: Es como que digo en mi mente digo ay dije una palabra mal y ya no puedo decir de nuevo, pero voy a seguir con lo mío.

Entrevistadora: ¿Y respecto a los demás?

Estudiante 4: Como cómo?

Entrevistadora: ¿Y respecto a los demás si por ejemplo tú dices mal una palabra sientes que alguien más te va a ver a ti o algo? ¿O no te preocupa eso?

Estudiante 4: No, no

Entrevistadora: No, eso no te preocupa, ya

Entrevistadora: ¿Cómo crees que podrías mejorar tus emociones al momento de desarrollar el speaking?

Estudiante 4: Como?

Entrevistadora: ¿Cómo crees que podrías mejorar tus emociones? ¿Cómo crees que tus emociones podrían mejorar cuando tienes que hablar en inglés?

Estudiante 4: Estar normal relajado y no estar muy serio así porque en las exposiciones se van a fijar de todo

Entrevistadora: Claro

Estudiante 4: Entonces estar alegre, como que voy a exponer, pero yo siempre voy a estar serio porque no quiero que se rían, no quiero que yo me ría y eso

Entrevistadora: Ya muy bien, entonces te agradezco muchísimo tu tiempo y la oportunidad de poderte entrevistar, me gustó mucho poder hablar contigo y saber cómo te sientes con toda esta

situación. ¿Tienes alguna otra pregunta o algo que adicionar, alguna experiencia algún comentario?

Estudiante 4: No

Entrevistadora: ¿No? ¿Todo bien? Listo entonces muchísimas gracias.

Entrevista Personal Estudiante 5

Entrevistadora: Entonces, buenos días, ¿cómo estás?

Estudiante 5: Bien, gracias

Entrevistadora: Mi nombre es Vanessa Cali ¿ya? estudio en una en la Universidad Nacional de Educación Unae y voy en último semestre, esta entrevista tiene un propósito entre ellos es ayudarme a realizar mi proyecto de titulación el objetivo de esta entrevista en general es conocer acerca de las emociones que los estudiantes pueden experimentar al momento de desarrollar el speaking, así que este espacio fue pensado con un único fin que es el investigativo a continuación, voy a realizarte una serie de preguntas las cuales deberás responder con claridad y sin omitir nada de lo que quieras decir este es un espacio seguro y nadie va a tener acceso a tus respuestas excepto yo, espero que puedas expresarte libremente durante la entrevista y si tienes eh alguna duda u opinión no dudes en hacerlo con fines de seguridad voy a omitir tu nombre y usaré estudiante 5, cómo seudónimo ¿Tienes alguna pregunta?

Estudiante 5: No

Entrevistadora: ¿Te parece si empezamos?

Estudiante 5: Si

Entrevistadora: Ya ¿Cómo te sientes antes de una actividad de speaking en inglés?

Estudiante 5: Eh, bastante bien ya que soy bueno en inglés relativamente y me puedo sentir bien hablando así

Entrevistadora: ¿Y cómo te sientes después de terminar una actividad de speaking en inglés?

Estudiante 5: Nervioso porque pensé que me iba a equivocar o a decir alguna palabra mal.

Entrevistadora: Y total te va bien.

Estudiante 5: Sí

Entrevistadora: ¿Qué te da más confianza al momento de hablar en público?

Estudiante 5: Ehh, que si me equivoco me pueden corregir, me puedo apoyar en los demás.

Entrevistadora: ¿Eso te da más confianza?

Estudiante 5: Sí

Entrevistadora: ¿Podrías hablarme sobre alguna experiencia, alguna ocasión, algún evento en el que hayas intentado realizar un speaking en una presentación o lo que sea y no pudiste y cómo eso te hizo sentir?

Estudiante 5: Eh, sí una vez en una presentación de un cartel no pude hablar muy fluido en inglés y eso me hizo sentir mal ya que para algo tenemos que aprender inglés y no, no aprendí.

Entrevistadora: ¿Y cómo te hizo eso, el no haber podido? Estudiante 5: Un poco mal, nervioso, si me sentí mal.

Entrevistadora: Ya, cuéntame sobre alguna oportunidad en la que hayas recibido comentarios negativos de tus compañeros después de realizar algún speaking ¿Cómo te hizo sentir eso?

Estudiante 5: Mal ya que hay burlas, de, de, que no me sentí bien al exponer y cosas así

Entrevistadora: ¿Ellos se ríen de ti cuando haces mal?

Estudiante 5: O sea son sus acciones.

Entrevistadora: ¿Y eso te hace sentir mal?

Estudiante 5: Sí

Entrevistadora: ¿Cómo crees que tus sentimientos y emociones afectan tu capacidad para hablar en inglés?

Estudiante 5: No las afectan, más bien las incluyen ya que gracias a eso, de los errores puedo aprender más inglés.

Entrevistadora: Este ¿Cuál crees que es tu principal fortaleza cuando estás en el aula de clases en relación a la interacción con tus compañeros y cuál es tu mayor debilidad?

Estudiante 5: Que soy bastante social y que me llevo con bastantes personas y no siento que la risa me lleve a mejor si no que es una forma de conllevar eso.

Entrevistadora: Ya ¿Y tu mayor debilidad?

Estudiante 5: Ehh, que soy muy vulnerable a las palabras de los otros.

Entrevistadora: ¿Entonces, las palabras tienen bastante poder sobre ti?

Estudiante 5: Sí

Entrevistadora: Ya, podrías describirme algún momento en el que una exposición fue exitosa o alguna actividad de speaking fue exitosa y ¿Cómo eso te hizo sentir?

Estudiante 5: Sí, en una presentación con la profe Adriana Ulloa y ella me felicitó al último de que, que fue bastante buena la presentación y eso me hizo sentir bien y es una motivación.

Entrevistadora: ¿Cómo manejas tus emociones cuando hablas en inglés durante una actividad de speaking?

Estudiante 5: Eh, con una voz bastante sutil y una en un nervio por dentro que me hace servir las palabras como debería.

Entrevistadora: Ya ¿Lo que sientes te hace hacerlo bien?

Estudiante 5: Sí

Entrevistadora: ¿Qué piensas que podría ayudarte a hacerte sentir más cómodo y seguro al momento de hablar en inglés durante una actividad de speaking?

Estudiante 5: Practicar algunas frases que yo no conozca y así, para poder intervenir en la presentación y así pueda decir bien esa palabra y el tema.

Entrevistadora: ¿Practicar te hace sentir bien?

Estudiante 5: Sí

Entrevistadora: ¿Qué es lo que más te preocupa cuando te enfrentas a una presentación o una actividad de speaking en inglés?

Estudiante 5: El equivocarme delante de todos mis amigos

Entrevistadora: ¿Equivocarte?

Estudiante 5: Sí

Entrevistadora: Y ¿Cómo crees que podrías mejorar tus emociones al momento de desarrollar el speaking?

Estudiante 5: La motivación por parte de uno mismo, así.

Entrevistadora: Ya, te agradezco mucho tiempo y la oportunidad de poderte entrevistar, me gustó mucho poder hablar contigo y saber cómo te sientes respecto a todas tus emociones.

Entrevistadora: ¿Tienes alguna pregunta o algo que mencionar?

Estudiante 5: No

Entrevistadora: ¿Nada?

Estudiante 5: No

Entrevistadora: Gracias, muchas gracias.

Appendix 7:

FGD Focus Group Discussion

Entrevistadora: Muy buenos días, chicos y chicas, bienvenidos. Soy estudiante de noveno ciclo de la carrera de Pedagogía de idiomas, nacionales y extranjeros de la Universidad Nacional de Educación UNAE mi nombre es Vanessa y los he seleccionado para hacer grupo de este grupo ser parte de este grupo focal para que me ayuden respondiendo algunas preguntas las mismas que me permitirán conseguir datos relevantes para complementar el objetivo de mi proyecto de titulación, el mismo que es saber hasta qué punto las emociones pueden estar ligadas al desarrollo del speaking y cuáles pueden ser estas emociones, como instrucciones tenemos que en primer lugar cada uno de ustedes tendrá un código o seudónimo el mismo que será estudiante uno, estudiante dos, estudiante tres, estudiante cuatro y estudiante cinco tienen que saber que es válido tener opiniones diferentes y si tienen otro punto de vista no dude en compartirlo con los demás, porque eso es exactamente lo que estoy buscando también que no se guarden nada de lo que piensen o sientan que puedan decir en esta entrevista necesito que se expresen también tienen que levantar la mano para hablar si ya se ya pasó su turno y quieren volver a opinar pueden levantar la mano no pasa nada. Como ustedes ven, se va a grabar en tanto audio como vídeo la entrevista con fines, investigativos y educativos y la información obtenida de este grupo focal no será compartida para ningún otro fin que no sea pedagógico o formativo. ¿Todos los presentes están de acuerdo con las instrucciones previas? ¿Sí?

Estudiantes al unísono: Si

Entrevistadora: ¿Todos? Listo vamos a comenzar con la primera pregunta ya, entonces, ¿Qué emociones experimentan durante el proceso de preparación para una presentación oral en grupo o individual?

Estudiante 1: Me da vergüenza, ansiedad

Entrevistadora: ¿Y por qué sientes todo eso?

Estudiante 1: Porque es como que va a haber burla, de parte de mis compañeros, si no nos equivocamos en algo

Entrevistadora: Ya

Estudiante 2: En lo personal yo siento temor al llegar a equivocarme

Estudiante 3: Yo opino lo mismo que ella.

Entrevistadora: Ya

Estudiante 4: Yo lo mismo que el

Estudiante 5: Yo, nervios al saber que me puedo equivocar en lo que digo una palabra y llegar a una burla de parte de mis compañeros.

Entrevistadora: Ya. ¿Experimentan ansiedad nerviosismo antes o durante alguna actividad que involucre el speaking en inglés si es así pueden describir cómo te puedes llegar a sentir y qué puede causar eso?

Estudiante 1: Me puede repetir la pregunta?

Entrevistadora: ¿Experimentas ansiedad o nerviosismo antes de antes o durante alguna actividad que involucre el speaking?

Estudiante 1: Si

Entrevistadora: Ehhhh, ya, puedes describir cómo te puedes llegar a sentir cuando tienes alguna presentación, así como frente a los demás, ¿cómo puedes llegarte a sentir?

Estudiante 1: Full nerviosa

Entrevistadora: ¿Bastante nerviosa?

Estudiante 1: Me da mucha pena

Entrevistadora: ¿Y qué puede causar eso?

Estudiante 1: Lo que llegaría a causar de mis compañeros son las burlas y llegar a que yo me sienta mal por opiniones

Entrevistadora: ¿Ya y acá?

Estudiante 2: Ehhh, ehhh yo tengo muchos nervios al exponer o hacer el speaking por temor a equivocarme y a que mis compañeros se burlen de mi

Entrevistadora: ¿Ya y acá?

Estudiante 3: Yo siento nervios antes de hacer ese trabajo de speaking por miedo a que se rían para prepararme un poco

Entrevistadora: ¿Y durante esa actividad?

Estudiante 3: No mucho

Entrevistadora: ¿Ya, y tú qué piensas que pueden causar esos sentimientos? esos nervios que sientes antes de la actividad

Estudiante 3: Mas nervios dentro de la actividad

Entrevistadora: ¿Ya y qué emoción puedes sentir?

Estudiante 3: No se

Entrevistadora: ¿Ya y acá?

Estudiante 4: Tener ehhhh, ¿cómo? ¿Como era profe?

Entrevistadora: Si llegas a experimentar ansiedad o nervios antes o durante una presentación.

Estudiante 4: Antes, eh antes tengo nervios porque ehh pensar de que si me equivoco en una palabra voy a recibir la burla de mis compañeros

Entrevistadora: Ya y, puedes describir como te llegar a sentir o sea, además de los nervios, cómo te sientes? como sientes que eso pasa?

Estudiante 4: Normal

Entrevistadora: ¿Normal?

Estudiante 4: Todos nos equivocamos

Entrevistadora: ¿Ya y acá?

Estudiante 5: Yo después de la presentación me pongo nervioso porque no se si dije algo mal o interprete algo mal, eso no más.

Entrevistadora: ¿Listo, la siguiente pregunta es trabajar en equipo te hace sentir más cómodo que hacerlo solo?

Estudiante 1: En parte sí, en parte no, porque a veces no es como que nos concentramos en el tema en general.

Entrevistadora: Y qué desafíos puedes enfrentar cuando trabajas en grupo, por ejemplo, o solo y como los intentas sobrellevar.

Estudiante 1: ....

Entrevistadora: Otra vez, qué desafíos o qué problemas puedes ver que puedes tener cuando trabajas en grupo o cuando trabajas sola y como intenta sobrellevar esa situación esos problemas que pueden llegar a pasar

Estudiante 1: Que mis compañeros si estamos haciendo algún trabajo en grupo y lleguen a estar molestando y no se concentren en el tema y ayuden a hacer el trabajo

Entrevistadora: ¿Y cómo les harías que ellos trabajen?

Estudiante 1: Seria con ayuda de la docente diciéndoles que colaboren y ellos también de parte

Entrevistadora: Ya acá,

Estudiante 2: ¿Me puede repetir la pregunta?

Entrevistadora: Claro, este ¿trabajar en equipo te hace sentir más cómoda que trabajar sola por qué?

Estudiante 2: Si, Porque creo que estando en grupo es como no estoy tan sola y puedo con esto, o sea, como al momento de exponer algo

Entrevistadora: ¿Mas confianza?

Estudiante 2: Mas confiada, sí.

Entrevistadora: ¿Y qué problemas puedes tener cuando trabajas en grupo o sola? ¿Por ejemplo y cómo sobrellevas eso? ¿Cómo lo intentas resolver?

Estudiante 2: Yo creo que la colaboración de los demás y a veces no ponen de su parte entonces intento sobrellevar eso dándole su parte a cada uno.

Entrevistadora: ¿Ya y acá?

Estudiante 3: ¿Como?

Entrevistadora: Te sientes, trabajar en equipo, ¿te hace sentir más cómodo que trabajar solo?

Estudiante 3: Si

Entrevistadora: ¿Por qué?

Estudiante 3: Porque a la hora de hacer un equipo ellos te pueden ayudar en algo que te equivocaste, te pueden corregir o ya te ayudan en algo que no te sepas o así del tema

Entrevistadora: Ya y qué problemas crees que puedes tener cuando trabajas en equipo o solo y como puedes resolverlos

Estudiante 3: Eso que depende el grupo, algunos se burlan de ti cuando te equivocas o que no se concentren

Entrevistadora: ¿Ya y acá?

Estudiante 4: Yo digo que en equipo porque ahí entre todos nos ayudamos en cambio solo si uno mismo no puede, tiene que buscar la forma, ver cómo hacer o preguntarle a la profesora

Entrevistadora: ¿Ya, y qué problemas crees puedes tener cuando trabajas en grupo y cómo puedes resolver eso?

Estudiante 4: En, diciéndole en la distracción antes de que mis compañeros estén haciendo otra actividad que no es de la clase y decirle a la profe que colaboren con el trabajo.

Entrevistadora: ¿Ya y acá?

Estudiante 5: Yo prefiero trabajar solo, ya que, podría yo hago lo que lo que yo sé y yo igual podría resolver mi trabajo con lo que yo he leído y he estudiado para el trabajo propuesto y no necesito ayuda de alguien más para yo sacarme una buena nota

Entrevistadora: Ya gracias la siguiente pregunta es, te sientes adecuadamente, ¿preparada para desarrollar alguna actividad que involucre el speaking?

Estudiante 1: Niega con la cabeza.

Entrevistadora: ¿No? ¿Por qué?

Estudiante 1: Porque yo soy una persona que tiene full pena y es como que tengo que

prepararme mentalmente para yo poder presentar algo

Entrevistadora: ¿Ya y cómo te preparas?

Estudiante 1: Estudiando antes el sobre el tema y al momento de presentar algún trabajo delante

de mis compañeros estar más segura de mí misma que si puedo.

Entrevistadora: ¿Ya y que te podría ayudarte a sentir más preparada?

Estudiante 1: Que mis compañeros no lleguen a burlarse si yo me equivoco porque todos nos

equivocamos

Entrevistadora: ¿Ya y acá? Otra vez ¿te sientes adecuada para preparar..., adecuadamente

preparado para desarrollar alguna actividad que involucre el speaking?

Estudiante 2: Ehhh, no, porque creo que no tengo la mejor pronunciación todavía y sé que podría

mejorar

Entrevistadora: ¿Y cómo te preparas para tener una buena actividad de speaking?

Estudiante 2: Repasando el tema y siempre prestando atención en eso.

Entrevistadora: ¿Ya, acá? ¿Te sientes adecuadamente preparado para presentar alguna

actividad que involucre el speaking?

Estudiante 3: No

Entrevistadora: ¿Por qué?

Estudiante 3: Porque siempre tengo fallos en mi escritura

Entrevistadora: ¿Y cómo te preparas para una actividad que involucre el speaking?

Estudiante 3: Leyendo un poco para luego hacer el speaking

Entrevistadora: ¿Ya y acá?

Estudiante 4: Me puede repetir profe

Entrevistadora: Sí. ¿Te sientes adecuadamente preparado para desarrollar alguna actividad que involucre el speaking?

Estudiante 4: No

Entrevistadora: ¿Por qué?

Estudiante 4: Porque sé que no tengo buena pronunciación para el inglés por eso

Entrevistadora: ¿Y qué te podría ayudar para sentirte más cómodo?

Estudiante 4: Estar repasando antes de la actividad

Entrevistadora: ¿Ya y por acá?

Estudiante 5: Verdaderamente sí, porque así lo haga bien o no lo haga por lo menos intenté pude dar lo mejor de mí y ayudándome a con este mmm motivación por parte de los alumnos entonces eso.

Entrevistadora: Ya muchas gracias, vamos a ver con la siguiente, dice, ehhh cómo te sientes una vez que una actividad de que involucra el speaking termina usualmente te sientes satisfecho con tu desempeño, ¿por qué?

Estudiante 1: Sí, porque di todo de mí en su trabajo y supe que fue lo mejor que yo pude hacer

Entrevistadora: ¿Y cómo te sientes después de que termina esa actividad? tranquila, ¿aliviada o?

Estudiante 1: Tranquila porque sé que voy a tener una buena nota de más de eso no, si no se llegaron a burlar de mí mis compañeros estar más segura de mí mismo

Entrevistadora: ¿Ya y por acá?

Estudiante 2: En cierto modo eh, tranquila porque sé que errar es de humanos y que si cometí algún error podría mejorarlo.

Entrevistadora: ¿Ya, acá?

Estudiante 3: Podría repetir la pregunta?

Entrevistadora: Claro, dice eh cómo te sientes una vez que una actividad que involucra el speaking termina, ¿eh? ¿Usualmente te sientes bien con tu desempeño, por qué? ¿O por qué no?

Estudiante 3: No me siento bien con mi desempeño porque siento que lo pude haber hecho mejor, de una mejor manera, mejor pronunciación, pude estar más preparado con el tema

Entrevistadora: ¿Y cómo te sientes después de terminar una presentación?

Estudiante 3: Un poco más aliviado.

Entrevistadora: ¿Ya y acá?

Estudiante 4: Ehhh yo me siento más tranquilo, más liviano y eso porque, aunque lo haya hecho mal o lo haya hecho bien, sé que se acabó lo que pasó y ya

Entrevistadora: ¿Ya y por acá?

Estudiante 5: Nervioso ya que no se si me equivoque en algo, la nota, (guarda silencio debido a que suena la sirena) o algo que pudo suceder mientras pasó la presentación

Entrevistadora: Gracias, vamos con la otra. Dice ¿las emociones o sentimientos de tus compañeros afectan ehh, ya me perdí, afectan tus propias emociones y sentimientos durante un speaking?, si es así como?

Estudiante 1: En lo personal, no, pero hay comentarios o si yo llego a sentir una mala vibra de una persona así, sí.

Entrevistadora: ¿Ehh cómo te llegas a sentir? ¿Cuándo sientes que los sentimientos de ellos involucran en tu en tu desempeño de speaking?

Estudiante 1: Mal poque es como que sé que o sea como que me afecta mucho.

Entrevistadora: ¿Y por acá?

Estudiante 2: Ehh, me puede repetir la pregunta?

Entrevistadora: ¿Claro, las emociones o sentimientos de tus compañeros afectan tus propias emociones o sentimientos durante un speaking si es así como?

Estudiante 2: Si, porque a veces hay muchos comentarios ofensivos que me hacen sentir mal porque o sea empiezo a sobre pensar mucho sobre porque dicen eso y si dicen eso es porque algo no hice bien

Entrevistadora: ¿Ya, acá?

Estudiante 3: A mí no me afecta mucho los pensamientos de los demás estoy más conectado a los míos.

Entrevistadora: ¿Ah ya, y acá?

Estudiante 4: No me afectan porque no me afecta los comentarios de otra persona

Entrevistadora: No te afecta tampoco

Estudiante 4: No

Entrevistadora: ¿Ya y acá?

Estudiante 5: No ya que yo sé lo que hice y lo que pude hacer y yo estoy bien con mi trabajo que yo pude

Entrevistadora: Ya, la siguiente pregunta dice ¿qué aprendes sobre ti mismo y tus emociones a través del proceso del speaking frente a los demás?

Estudiante 1: Que la próxima vez lo puedo hacer mejor y que debo perder la vergüenza y la pena

Entrevistadora: Ya acá...

Estudiante 2: Que debería mejorar, que debería empezar a preocuparme más en mí y no en lo que digan los demás

Entrevistadora: ¿Ya acá?

Estudiante 3: En que debería estar un poco más preparado para la próxima.

Entrevistadora: Ya

Estudiante 4: Me puede repetir la pregunta por favor?

Entrevistadora: Claro, ¿qué aprendes sobre ti mismo y tus emociones a través del proceso del speaking frente a los demás?

Estudiante 4: De que puedo dar de lo que yo sé que hay que practicar más para que salga mejor de lo que ya se

Entrevistadora: ¿Ya, y acá?

Estudiante 5: Que yo podría haberlo dado más en la presentación con mejor dinámica en la exposición, pronunciación.

Entrevistadora: Ya, la siguiente pregunta dice ¿cómo podría el profesor apoyar, apoyar tu bienestar emocional durante el proceso de desarrollo de speaking y cómo crees que puedas utilizar lo que aprendiste durante el proceso para mejorar tus habilidades de tu expresión oral? Vamos por partes, ¿cómo podría ayudarte el profesor a mejorar tu bienestar emocional durante el proceso de una actividad de speaking?

Estudiante 1: Dándome más confianza al yo presentar algún tema y sentirme más segura de mí misma

Entrevistadora: ¿Ya, y cómo crees que puedas utilizar lo que aprendes durante ese proceso para mejorar tus presentaciones o tu habilidad de hablar en inglés?

Estudiante 1: Dedicándome más al tema y no distraerme y poner más atención sería lo mejor para presentar un mejor tema.

Entrevistadora: ¿Ya, acá?

Estudiante 2: ¿Me puede repetir la pregunta?

Entrevistadora: Ajá, claro, ¿cómo podría el profesor ayudar a mejorar tu bienestar emocional durante una actividad de speaking?

Estudiante 2: Dándome más confianza y seguridad

Entrevistadora: ¿Ya y cómo crees que, eh puedes utilizar lo que aprendes durante ese proceso para mejorar lo que viene en el futuro con tus speaking?

Estudiante 2: Practicando más y poniéndole más dedicación

Entrevistadora: ¿Ya, acá? ¿Cómo podría el profesor ayudarte a mejorar tu bienestar emocional durante una actividad de speaking?

Estudiante 3: O sea dándome más confianza

Entrevistadora: Dándote más confianza ya, y ¿cómo crees que puedes utilizar lo que aprendes durante una actividad de speaking para mejorar las futuras presentaciones en speaking o actividades que vayas a tener?

Estudiante 3: Usando lo aprendido para nuevas actividades en speaking

Entrevistadora: ¿Ya y acá?

Estudiante 4: A mí de que más confianza y que me ayude con la pronunciación.

Entrevistadora: ¿Ya y como crees que podrías utilizar lo que aprendes durante ese proceso para hacerlo mejor en un futuro con otras personas ya no solo aquí?

Estudiante 4: Estudiando y no perderme en el inglés

Entrevistadora: ¿Ya y acá?

Estudiante 5: Dando comentarios con buena fe, motivándonos, dándonos felicitaciones si lo hicimos bien.

Entrevistadora: ¿Y cómo crees que puedes utilizar lo que aprendes durante ese proceso para mejorar tus habilidades de presentaciones futuras?

Estudiante 5: Con palabras que no conocía en el speaking y así seguir aprendiendo de eso y no equivocarme en un futuro

Entrevistadora: Ya ahora la última pregunta, dice algún otro detalle que quieras agregar acerca de tus emociones al momento de hablar en público o en el idioma que estás aprendiendo que es inglés.

Estudiante 1: Que quisiera que no me afectaran los comentarios de las demás personas al yo presentar un tema en frente de mis compañeros ya que llegan a hacer burlas y es como que nos afectan y nos hacen sentirnos inseguras o inseguros

Entrevistadora: ¿Ya y acá?

Estudiante 2: Quisiera sentirme mejor y en confianza conmigo mismo.

Entrevistadora: ¿Ya y acá?

Estudiante 3: ¿Me puede repetir la pregunta?

Entrevistadora: ¿Claro, algún otro detalle que quieras agregar acerca de las emociones cuando tienes que hablar en público en el idioma que estás aprendiendo?

Estudiante 3: No

Entrevistadora: ¿Y acá?

Estudiante 4: No sentirme nervioso y confiar en mí mismo

Entrevistadora: ¿Ya y acá?

Estudiante 5: Que las personas no deberían opinar sin ponerse en los zapatos de la otra persona que está exponiendo

Entrevistadora: Ya muy bien. Entonces les agradezco mucho su tiempo y la oportunidad de poder entrevistarlos. Me gustó mucho hablar con ustedes y saber cómo se sienten con esta situación de las perspectivas de las emociones. ¿Tienen alguna otra pregunta o algo que adicionar a la entrevista?
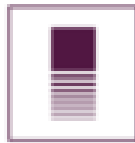
Estudiantes al unísono: No

Entrevistadora: Les agradezco mucho, chicos.

Appendix 8:

Photos of students having Personal Interviews and the FGD.

UNIVERSIDAD NACIONAL DE EDUCACIÓN

CERTIFICACIÓN DEL TUTOR PARA
TRABAJO DE INTEGRACIÓN CURRICULAR
DIRECCIONES DE CARRERA DE GRADO PRESENCIALES

Carrera de: Pedagogía de los Idiomas Nacionales y Extranjeros

Yo, Diego P. Ortega Auquilla, tutor del Trabajo de Integración Curricular de Carreras de Grado de Modalidad Presencial denominado "The Influence of Emotions on Students' Speaking Skill" perteneciente a la estudiante: Cinthya Vanessa Cali Rojas con C.I. 0704888023. Doy fe de haber guiado y aprobado el Trabajo de Integración Curricular. También informo que el trabajo fue revisado con la herramienta de prevención de plagio donde reportó el 10 % de coincidencia en fuentes de internet, apegándose a la normativa académica vigente de la Universidad.

Azogues, 07 de marzo 2024

Firma del Tutor
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UNIVERSIDAD NACIONAL DE EDUCACIÓN

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Ratifico con mi suscripción la presente declaración, en todo su contenido.

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Cinthya Vanessa Cali Rojas
C.I.: 070488802-3

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