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RESEARCH PROJECT:

**COMMUNICATIVE LANGUAGE TEACHING (CLT) ACTIVITIES TO
LOWER FOREIGN LANGUAGE SPEAKING ANXIETY IN FIRST
BACHILLERATO AT UNIDAD EDUCATIVA FISCAL BATALLA DE TARQUI
DURING THE SCHOOL YEAR 2016 - 2017**

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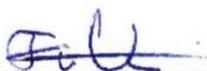
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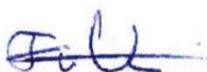
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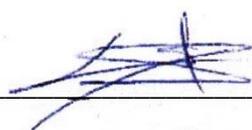
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JOSE LUIS ELAU SUAREZ

Autor

Dedication

To God and my mom.

Erika Sophia Rosero Ruiz

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I wish to express my entire gratitude to God, Jesus, and the Virgin Mary for giving me the strength to continue despite the adversity and probably avoidable situations that occurred during the development of this study.

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Erika Sophia Rosero Ruiz

Dedication

To God and my family.

José Luis Elau Suárez

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In every accomplishment there is a hard road to go but you are the only one who can decide who you can go with and share your ideas with.

José Luis Elau Suarez

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Abstract

The learning of a new Language is considered by many individuals as a hurdle task to achieve even more when the learning is just related to the ability of speaking the new language. Indeed, speaking a second language is a situation that triggers the possibility of experiencing a subjective feeling (anxiety) which when is linked with a foreign language is known as the foreign language speaking anxiety. Nevertheless, this issue is unknown by a significant number of educators. As a result, they attribute this phenomenon as a lack of interest to the learning of the foreign language rather than as an issue that learners can suffer especially when they have to accomplish communicative activities. That is why; it was proposed the application of activities (CLT activities) that can cope with the foreign language speaking anxiety. Thus, the objective of this study was to determine if these kinds of activities could reduce the level of speaking anxiety in them. This experimental study adopted a Mixed-methods regarding to the collection of data and followed the next steps: first, a questionnaire was applied to determine the anxiety levels of students; after this, a pre-test was given to realize the level of oral proficiency in learners, once it was determined the anxiety level and the oral proficiency level of students and it was established that the poor level of language proficiency of learners was the factor that generated the language anxiety the next step was the implementation of the CLT activities as a solution to reduce the anxiety level of the foreign language in learners. Finally, after the application of these activities, a post-test was applied to infer if the proposal had a positive impact and cope with the foreign language anxiety in learners. It could appreciate that the execution of these activities could decrease the anxiety levels of learners since they could express their ideas with more confidence the target language. However, the group of students who participated in this study could not reach the exit profile (A2.2) that they must possess; but it could due to authors had few time to implement the activities with them. Apart of this, it could say that the frequency of the implementation of CLT activities could contribute to face the foreign language speaking anxiety and enhance the oral proficiency of learners since those kinds of activities would give the freedom to use the new language according to the needs of them.

Keywords: Foreign language, speaking anxiety, oral proficiency, CLT activities, anxiety level.

Introduction

Many learners of English as a Foreign Language start the scholastic year expecting to learn and improve the target language (TL). However, there is a factor that may affect their oral production at the moment of being part of communicative activities. Some individuals may feel anxiety, fear, nervousness or apprehension when they want to communicate their ideas or feelings in the second language. As a result, learners limit their oral production in class and tend to avoid being part of these kinds of activities. Researchers associated these parameters with a phenomenon called Foreign Language Anxiety (FLA) and the project is aimed to diminish it.

The general approach that the project takes is to lower the FLA at the moment of speaking during classes through communicative language teaching (CLT) activities in learners of 1st course at Unidad Educativa Fiscal Batalla de Tarqui. This issue affects the learning process of the second language in this group of pupils and as a result, may not allow them to develop their speaking skill.

The purpose of this work is to determine and implement the most suitable CLT activities to decrease anxiety when exposing students to use the second language. Also, this thesis attempts to provide a safe environment where students can take the risk to produce the TL without being mocking or judged by their peers or teachers. The structure of this research project will be established in the following way:

Chapter one explores the background of the problem which describes how the problem was detected through observations in the educational institution where this project has been developed, the statement of the problem, the purpose of the study of

general objectives and specific objectives, the significance of the study, the scope and delimitation of the study, and the hypothesis as well as the variables and indicators.

Chapter two deals with the literature review which includes theories of the proposed method and activities that will be applied while doing the research, previous research of the problem treated, the conceptual framework, the research questions to be answered along this work, definitions of terms that provide some key concepts to clarify this study, and finally the summary of the chapter.

Chapter three focuses on the methods and techniques to be implemented in this research to deal with the problem, the research population and sample, some information about students, the research instruments such as class observations, test, surveys as well as the results/findings and analysis, and finally the resources, timeline and budget.

Finally, chapter four provides the following aspects: conclusions after Communicative Language Teaching activities which are carried out in the educational institution with the 1st course, the problems and limitations that the authors face during the investigation, and the possible recommendations that may be taken into consideration in future works.

1. STUDY APPROACH

1.1. Background of the problem

The Unidad Educativa Fiscal Batalla de Tarqui was the educational institution where the project was carried out. It is a public high school located at Esmeraldas 100 and Julian Coronel streets in the north of Guayaquil city. The population of this high school is around 900 students. The institution works in two schedules: morning and evening, from Monday to Friday. The amount of teachers who labor in this high school is 51 teachers divided in 26 in the morning schedule and 25 in the evening schedule. Among these 51 teachers, there are just 5 English teachers for the whole educational institution. It is valuable to mention that the entity does not count with an English department.

During the internships as English teachers, the authors observed that something was affecting the oral performance of the students in this institution. Learners tended to avoid taking part of activities which involve speaking skills. When students were asked to drill some of them remained quiet. Also, when they had to perform a speaking activity in front of the class, learners did not speak louder. In some classes, the teacher corrected constantly the students and this action did not allow them to finish a simple activity such as a dialogue. Sometimes, the teacher just read the instruction from the book to the students and did not explain enough the activity learners had to develop in class.

Another factor is that in Ecuadorian public schools where the level of English of the students is low due to in these institutions there is a lack of resources to facilitate the learning of a second language such as an English laboratory or a

projector in the classroom that could contribute to enhance the English teaching and allow the acquisition of the second language easily.

After these class observations, the researchers associated these factors with a phenomenon called as Foreign Language Anxiety (FLA) which has been studied by some researchers. Once the problem was encountered, the investigators proceeded to take a test adapted from the Foreign Language Anxiety Scale that was developed by Horwitz in 1986. The test was taken with the purpose to measure the anxiety that is produced when speaking a foreign language.

The test confirmed that there is a significant level of anxiety during speaking activities in this group of students from 1st bachillerato.

1.2. Statement of the problem

What is the impact of CLT activities at the level of Foreign Language Speaking Anxiety in first bachillerato students at Unidad Educativa Fiscal Batalla de Tarqui during the academic year 2016-2017?

1.3. Objectives

1.3.1. Broad objective

- To determine the impact of CLT activities at the level of Foreign Language Speaking Anxiety in First Bachillerato students at Unidad Educativa Fiscal Batalla de Tarqui during the school year 2016 – 2017.

1.3.2. Specific objectives

- To identify the possible factors that cause speaking anxiety in foreign language learners through a test.
- To diagnose the oral proficiency level of the students through a test.

- To identify the theoretical basis that supports the phenomenon of the foreign language speaking anxiety.
- To establish or determine the characteristics of CLT activities in order to reduce anxiety.
- To prepare a list of specific CLT activities to be applied in class in order to decrease FLA in 1st Bachillerato students.

1.4. Significance or justification of the study

After the last observations and the test which measures the anxiety that produces to speak a foreign language, the authors evidenced and concluded that in 1st bachillerato there is a problem related to the learning of a second language, specifically the issue is that learners do not feel the enough confidence to produce the new language. This phenomenon is called as the Foreign Language Anxiety that makes students feel anxiety, fear, and nervousness at the moment to speak in the target language.

The researchers noticed that the main factor that demonstrated the existence of this issue is related to the methodology that teacher applies in class. In some occasions, the teacher did not provide a good environment; instead, students were constantly correcting their oral production by the teacher while they were speaking. This aspect made the learner feels insecure because they did not know if the next word that they wanted to say would be the correct to the teacher. These constant corrections from the teacher to students made them simply avoid participating in speaking activities. The result showed that the students' fear of learning a foreign language and as it has been mentioned before the phenomenon is known as Foreign Language Anxiety.

The desire of giving relevance to this phenomenon which is affecting students when learning a second language, especially when they have to performance speaking activities motivated to the authors to carry out a research and propose a possible solution to decrease the level of anxiety in learners when speaking a foreign language.

After many hours of reading articles about this topic, and the many suggestions of researchers, the investigators propose to apply CLT activities from the communicative approach in this group of students because this approach provides several communicative activities which allow students to practice the target language in a meaningful way with their peers.

The authors propose these CLT activities as a solution due to they are focused on the whole learners and the teacher is a support for them. Also, the Ministry of Education promotes that students must be taught under a communicative approach to learn the second language in a dynamic and enthusiastic way.

As possible outcomes, students will lower the level of Foreign Language Anxiety through the CLT activities applied in class. Also, they will express their thoughts, ideas, and feelings without fear of making mistakes. As well as, this experience will be useful for them in the future when they want to use the target language in a real-life situation that occurs frequently out of class.

1.5. Scope and delimitations of the study

The institution where the study takes place is Unidad Educativa Fiscal Batalla de Tarqui, located at Esmeralda 100 and Julian Coronel Street. It is a public school where there are 5 English teachers for the 900 students of this educational institution.

The English teachers do not have a coordinator of their area due to there is not an English department.

The total population of this research involves a class of 24 students from 1st Bachillerato Tecnico Contabilidad y Administracion to whom CLT activities will be applied.

The aim of the investigation is to apply CLT activities in such a way that students may lower their level of anxiety during the performance of speaking activities in the target language.

1.6. Hypothesis

The adequate application of communicative language teaching activities has a positive impact on foreign language speaking anxiety in 1st Bachillerato students at Unidad Educativa Fiscal Batalla de Tarqui.

1.7. Variables and Indicators

Table 1 *Independent Variable CLT activities*

Variable	Conceptual definition	Operational definition	Indicators	Instruments
Application of CLT activities	Set of classroom activities which are characterized by using real-life situations, pair or group work to help learners focus on fluency rather than accuracy.	Activities that the teacher implements in the classroom in order to involve learners in meaningful contexts with the purpose of developing confidence in students to speak the target language.	Teaching experience English competence	Survey Class Observation

Note: this table includes the conceptual/operational definition, indicators, and instruments of the independent variable.

Table 2 *Dependent Variable Foreign Language Speaking Anxiety*

Variable	Conceptual definition	Operational definition	Indicators	Instruments
Foreign Language Speaking Anxiety	It is a specific anxiety that interferes with the learning of foreign languages and affects the oral production of EFL.	Learners feel nervousness, apprehension, worry, and difficulty at the moment of performing a speaking activity in class.	The confidence in speaking the target language. Reach the exit profile A2.2	Pre – test Post – test Rubrics Observation

Note: this table includes the conceptual/operational definition, indicators, and instruments of the dependent variable.

2. THEORETICAL FRAMEWORK

2.1. Literature review

Nowadays, it is imperative that learners not only learn a new language, but also they can produce it. They should be in the capacity of communicating their ideas, thoughts, feelings or emotions in the foreign language with the knowledge already learned. However, for many students are an authentic challenge to accomplish that task and consequently, their oral production is limited and poor. According to many specialists in the educational and psychological field, this restriction in the new language is due to the existence of factors such as motivation, attitude, or anxiety that could interfere with the learning of the target language.

Since these factors have been considered as significant elements that may affect the acquisition of the foreign language and restrain the oral performance in learners, scholars, researchers, and people immersed in education have dedicated their efforts to clarify the connection between these factors and the learning of the foreign language. These factors are known as affective factors and this study is focused on decreasing the level of anxiety that interferes in the oral production of the second language in learners and authors have suggest the application of communicative language teaching activities in an attempt to lessen those levels.

In order to provide the basis of the issue treated in this research, this chapter covers two segments: the theoretical foundation and the conceptual framework.

The theoretical foundation of this chapter is divided in four sections. The first section deals with the most significant theories of learning such as behaviorism, cognitivism, and constructivism which are contributed with the understanding of how individuals learn and the influence in the different methods, approaches, and techniques that are applied in teaching and learning of the foreign language.

The second section includes the background, definition, characteristics and principles, types of activities, advantages and disadvantages of the independent variable that will provide a significant appreciation of the independent variable of this research. Similar with the previous part, the third section presents studies, concepts, definition, different types, and associated factors of the dependent variable that will allow to the reader an appreciation of how this element (anxiety) interferes in the speaking production of foreign language learners.

The last section of the theoretical foundations deals with studies conducted about the theme of this dissertation and how communicative language teaching activities may contribute with the decrease of the foreign language speaking anxiety.

Finally, this chapter provides a list of terms related to both variables, independent and dependent, which is essential to highlight or clarify some meanings and abbreviations to avoid possible misunderstandings linked with the topic examined in this investigation.

2.2. Theoretical foundations

2.2.1. Theories of Learning

One of the major matters in education is how learners acquire the knowledge in different contexts. For many years, philosophers and psychologists have been conducted scientific studies to understand how this complex process occurs and how an individual can learn from another individual. Various theories have been proposed to explain the process of learning. In this study will be mentioned the most relevant theories of learning: behaviorism, cognitivism, and constructivism. In order to be familiar with the roots of learning and how these theories have influenced in the different approaches, methodologies, and activities that are applied in the process of learning.

Behaviorism

The outset of the behaviorism goes back to the late nineteenth and early twentieth centuries. John B. Watson is considered the father of behaviorism due to he was the first in proposing that the behavior of an individual can be scientifically observable and measured. This idea of observation and measurement is the basis of behavioristic works. This theory that is centered in the reaction to a stimulus can be seen in animals as well as in humans. The connection of the stimulus-response has been applied to demonstrate a common learning situation. For instance, a student in order to answer something (response) need for a question (stimulus) and the response occurs automatically without expecting a right or wrong answer (Pritchard, 2009).

This theory rejects mental activities due to they cannot be seen as observable behaviors. Pritchard (2009) defined Behaviorism as “a theory of learning focusing on observable behaviors and discounting any mental activity” (p.6). Learning is merely viewed as an acquirement of a new behavior that occurs due to environmental factors. This method of learning according to behaviorists is named as conditioning (Pritchard, 2009). Thus, “Conditioning is the result of a three-stage procedure: stimulus, response and reinforcement” (Harmer, 2007, p.51). In accordance with this condition, a behaviorist as Thorndike asserted that just it will exist a reinforcement of a response to a stimulus whether this is followed by a positive reward and by repetition and practice this condition turns into a firm behavior (Unesco, 2016).

In language learning, the conditioning learning can be observable when students are requested to drill utterances of language in a correct way and they expect to receive a reward, from the teacher, for making the exercise right. And according to Harmer (2007), if this circumstance takes place most of the time, the

student will produce the language successfully. Following the conditioning learning paradigm and knowing that behaviorism stresses on drilling, many linguistics like Charles Fries manifested in his books that behaviorism influenced directly in the well-known Audiolingual Method (Brown, 2007).

Cognitivist Theory

During the decade of sixtieth, as dissatisfaction to the Behaviorism and its principles, cognitivism surfaced as a new perspective of learning. As a response to Behaviorism, which just takes into account external behaviors and rejects any type of internal processes due to this mental process cannot be neither observable nor measured, cognitive theorists exposed that human learners have incorporated a cognitive structure which allow them to process information and as a result of this they may acquire new knowledge without any type of reward (McLeod, 2015).

People are not seen as a set of responses to stimulus as trained animals that response to an environmental stimulus. In contrast, people are seen as rational beings that can think and absorb the information that they may require. The approach of this theory is conceived in that the mental process such as thinking, memory, knowing, and problem-solving of an individual might be opened and studied as a deduction of the complex process of learning. In this way, cognitive theories argued that learning is the acquisition of knowledge and this knowledge may be seen as symbolic mental constructions (Learning Theories, 2015).

In the view of cognitive theory which indicates that learners are information-processors who absorb, process, and store the new material in memory. The cognitivist teaching methods are based on instructional (Fry, Ketteridge, & Marshall, 2009) methodologies such as reading books or repeating words and learners become

mere spectators of the information given by teachers (Unesco, 2016). According to this concept, learners just receive the information, but not produce a new knowledge.

Constructivism

The idea that learners are not mere spectators of information given by others, instead they are part of this process, the union of previous theories (behavioristic and cognitive), and how people learn through the influence of external and internal factors led to the development of a new concept in learning. Constructivism gained in popularity in the seventieth and eightieth with the studies of some prominent psychologists such as Jean Piaget, Jerome Bruner, and Lev Vygotsky who despite proposing different models of this subject matter always their main approach was to discover how individuals construct their own knowledge (Fry, Ketteridge, & Marshall, 2009).

Although the principal idea of constructivism is how individuals construct their own knowledge, there are two different perspectives of this process: cognitive and social constructivism proposed by Piaget and Vygotsky respectively.

Piaget proposed a theory based on four stages: sensorimotor, preoperational, concrete operational and formal operational known as a *developmental stage*. Piaget postulated the developmental stage because he assumed that children have a different form to acquire and process knowledge as they are growing. Basically, Piaget assumed that depending on the age individuals have specific forms of processing and developing new information (Pritchard, 2009).

Vygotsky developed the zone of proximal development (ZPD). According to Pritchard (2009), the ZPD is “a theoretical space of understanding which is just above the level of understanding of a given individual” (p.25). Brown (2007) defined

the ZPD as “the distance between learners’ existing developmental state and their potential development” (p.13). Thus, the ZPD is the unknown knowledge of a person, but with external support or assistance can become in a learning which may be used later. Basically, Vygotsky assumed that people may construct their knowledge, but they need social interactions to acquire and produce the knowledge acquired.

In the educational field, constructivism could have influenced in the scheme of “integrated curriculum in which students study a topic from multiple perspectives” (Shunk, 2012, p.231). For instance, a new topic is presented by the teacher and then this topic is divided into different approaches such as new vocabulary, grammar, or visualizing pictures, or maybe attending a place where they can observe the topic learned. Likewise, Brown (2007) mentioned that constructivism might have contributed to the Silent Way method and the Community Language Learning which are methods used in the foreign language learning.

To sum up, each theory has contributed and influenced the different methods which have been applied in the process of teaching-learning during the last century.

As the main goal of this research is to determine the impact of communicative language teaching (CLT) activities at the level of Foreign Language Speaking Anxiety, the following aspect to consider is to provide basic concepts of the communicative approach that support the possible solution proposed by researchers that is the application of CLT activities and how they can contribute to overcome the most anxiety-provoking task that is to speak a foreign language in class. Additionally, authors provide the most remarkable theories of the foreign language anxiety in order to introduce this controversial topic to the audience.

2.2.2. Communicative Language Teaching

Background

In the 1970s, as a response to traditional approaches such as Situational Language Teaching in England and Audiolingualism in the United States that were the major methods used to teach English as a foreign language until then, emerged a new thought among educators and scholars who began to realize that students could generate sentences correctly in class, but could not use them adequately in other settings such as outside of the class (Richards, 2006; Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014). According to Richards (2006), the cause of this perception of educators was strongly related to the previous methods applied in class due to grammar competence had priority over communicative competence. In short, structures of the foreign language was the basis to learn the language before the 1970s.

The limitation that learners could not produce the language without following a grammatical pattern, conducted to develop different methods to teach the foreign language around the world. Thereby, researchers began to carry out studies where the priority was the needs of students and how they could produce the language accurately. In the finding of a method that can fulfill these variables, David Wilkins, a British linguistic, proposed a definition of language in terms of functional or communicative. The contribution of Wilkins was an attempt to demonstrate that communicating the language is more than describing or produce grammar and vocabulary in structural sentences. For instance, subjects do not follow a pattern to invite someone or they do not need to know the second conditional to apologize

instead individuals know when it is appropriate to say certain things or when they have to use grammatical patterns (Harmer, 2007; Richards & Rodgers, 2014).

The notion that the communicative competence will be the main goal of language teaching instead of the grammatical competence, the developed studies, and the desire of making syllabuses that emphasize the development of oral production in students gave origin to the Communicative approach (originally called) or Communicative Language Teaching (CLT).

Definition

“A recurrent comment about communicative language teaching is that nobody knows what it is” (Littlewood, 2011, p.541), “The real problem when attempting to define CLT is that it means different things to different people” (Harmer, 2007, p.69), “CLT is fuzzy in teachers’ understanding” (Klapper, 2003, cited in Larsen-Freeman & Anderson, 2011, p.115). According to these statements, it could say that CLT does not have a concrete definition, but the reality is that based on the perspective that the goal of CLT is to enhance the oral production of learners let educators have the freedom to interpret and adapt the principles of CLT by their own. However, this point of view does not mean that experts in the educational field discriminate CLT in the same form. Instead, specialists in second and foreign language teaching such as Jack C. Richard (2006) proposed a concept of CLT that may clarify the meaning of this approach:

Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in this classroom (p.2).

According to this concept, CLT must be seen as a multidisciplinary prospect that embraces aspects such as goals, learning styles, classroom activities, and the role of teachers and learners. In other words, CLT “includes, at least, linguistics, psychology, philosophy, sociology and educational research” (Savignon, 1991 cited in Thamarana, 2015, p.92). Therefore, CLT should be looked at as an approach rather than a method since it involves a variety set of principles based on the oral production of learners which will allow learners and educators to adapt an extensive diversity of classroom activities in order to fulfill the needs of learners such as the limitation of communication in social context (Richards & Rodgers, 2014).

Characteristics and principles

Although there is a liberty to interpret the meaning of CLT and various definitions are been provided since the inception of this approach, the communicative approach as any other method is based on principles and characteristics that give an identity to this current approach. Brown (2007) offers seven characteristics in order to attempt to give a simple and clear definition of CLT:

- Overall goals

Despite the fact that the goal of CLT is to develop the communicative competence in learners, this does not mean that the communicative approach is restricted to oral skills. Instead, CLT proposes the involvement of the four language skills (writing, reading, speaking, and listening) in order to promote the mastery of the foreign language instead of just develop oral communication.

- Relationship of form and function

Grammatical content is not the center of this approach, but it represents a significant component of the language. Therefore, CLT does not reject totally the

idea that to accomplish the oral production in learners should be necessary the presence of structural forms.

- Fluency and accuracy

Both of them should be seen as interrelated principles in communicative techniques. However, in order to promote the use of language meaningfully sometimes it should give priority to the spontaneity of learners instead of interrupting the production of them with corrections that may be given as a feedback at the end.

- Focus on real-world contexts

Classroom tasks are oriented to provide real-life situations in order to create real communication. Activities such as role plays, simulations, dramas, projects, games may provide an opportunity to use the language with spontaneity as occurs in social contexts. Consequently, learners may use the foreign language in other settings in which they want to use it.

- Autonomy and strategic involvement

The strategies that are going to be applied with the students should be oriented to cover the preferences, needs, strengths, weaknesses of learners that let learners be more conscious of their production and comprehension during the process of learning. This notion may encourage learners to continue learning the language in other sources and not just in the class.

- Teacher roles

The teacher should be a guide, facilitator, monitor rather than a model or all-knowing that just correct mistakes. Instead, teachers should encourage students to

construct their knowledge and enhance the interaction among student-student and student-teacher.

- Student roles

Learners have an active role in CLT. They create their own knowledge and also they should be willing to participate in peers within of cooperative and collaborative environment that teachers must provide them. Despite the fact that the approach is learner-centred, students should continue showing respect to the authority that is the teacher.

In brief, the communicative language teaching is an approach that emphasizes the involvement of the different language skills to promote a real communication, induces learners to discover the rules of grammar through authentic and meaningful materials, allows students to develop fluency and accuracy in the target language, promotes the use of realistic material that will let students be prepared in other contexts, provides a sense of ownership of their learning in learners creating a motivation to continue learning the target language out of class, and facilitates the relation between student-student and teacher-student through the cooperation and collaboration that CLT promotes to apply in classrooms.

Types of classroom activities

Developing classroom activities that are accordant with the principles of the communicative approach has been the aim to scholars and materials writers since the inception of CLT. These activities have as a main characteristic the development of communicative competence in learners and are designed to complete task based on the information that students provide or share through interactions among peers.

Richards (2006) provides some types of activities that are employed in language teaching today.

- **Fluency activities**

These activities reflect natural use of language, focus on achieving communication, require meaningful use of language, require the use of communication strategies, produce language that may not be predictable, and seek to link language use to context. They are designed to enhance the oral production of learners and avoid the possible breakdowns in communication.

- **Mechanical, meaningful, and communicative practice**

Mechanical practice is a controlled activity which learners do not need to understand the used language to carry out the activity. These activities could be repetition drills and substitution drills.

Meaningful practice is an activity where students should make meaningful choices to fulfill the activity. A good example could be when students have to complete an exercise with their previous knowledge without checking their material.

Communicative practice is an activity where students use real information to accomplish a task. A good example could be when learners exchange information in a conversation.

- **Information-Gap activities**

This kind of activity was adopted by this approach due to its meaning because it refers that in real communication people exchange information in order to cover information that they do not have. Thus, in classroom this activity is applied to

motivate students to interact with their peers in order to get and exchange information each other.

- **Jigsaw activities**

These activities are based on the previous activities. The class is organized in two groups, each group is provided with some information. Then as a group has to join the information in a whole. Finally, the product of the joined information by each group must be reported in front of the class.

- **Other types of activities in CLT**

Task-completion activities such as puzzles, games, map-reading where the goal is to complete a task.

Information-gathering activities such as interviews, surveys where the goal is collect information.

Role plays activities give the opportunity to learners to simulate a role, improvise a scene or interpret a character.

To conclude, CLT activities put emphasis on pair and group work and promote the use of authentic materials that provide cultural information of the target language, relate the content with real-life situations, fulfill the preferences of learners, and create a more realistic environment to students.

Advantages and disadvantages

Undoubtedly the appearance of this methodology has contributed in the shift of the teaching of foreign language not only in English-speaking countries but also in countries where English is seen as a second or foreign language. This new perspective of teaching that CLT has given in the educational field has generated

comments in favor and against about everything that encompasses the implementation of this new approach. Scholars such as Rodgers, Harmer, and Brown suggest some advantages and disadvantages of this approach.

Rodgers (2006) and Harmer (2007) mention the following advantages:

- CLT creates independent learners who are able to administrate their own learning in terms of contents and styles that they implement.
- Learners are able to demonstrate their knowledge in social contexts and become more confident at the moment to express their thoughts and ideas in front of others thanks to the interaction and cooperation that this approach fosters.
- The use of authentic material provide students realistic situations which may be related with real-life situations and consequently learners can discriminate what to say, how to say, and where to say.
- CLT is a humanistic approach that promote the relationship between teachers and students. Teachers are not seen as models that just center their effort in transfer knowledge to students. Instead, teachers are seen as facilitators or counselors who are willing to support their students needs and enhance them to construct their own knowledge.
- A Language syllabus include different components of communicative competence such as language skills, grammar, vocabulary, content, and function. This integration of different components in a whole allows teachers to develop the communicative competence in learners through different ways. In other words, learners will master the four language skills and as a result, they may get language proficiency in the foreign language.

However, this approach is not perfect at all. There are many detractors who criticize the use of CLT. Rodgers (2006), Harmer (2007), and Thamarana (2015) expose some criticisms of this approach:

- CLT offends traditional methods which were specialist to focus the attention on teacher rather than students due to this approach promotes pair and group work among students giving exclusive attention to students and the production that construct by themselves unlike traditional methods that put emphasis in the information that teachers provided. In other words, the implication of the teacher is minimum.
- CLT promotes the spontaneity of students at the moment of communicating their ideas or thoughts and interrupting this oral production for a mistake such as the mispronunciation of a word that students tend to commit is seen as a crime that limits and recedes the learning of students. In other words, the correct use of the language is seen as secondary plan, fluency is more important rather than accuracy.
- The use of authentic material implicates many aspects. Time is required to find out material that can fulfill the needs, preferences, and styles of learners. Teachers spend much time in the searching of this kind of materials and most of the time this become in a burden to teachers. Additionally, these materials contain complicated and obsolete language that instead of motivate students to learn create an indifference to know more about the language.
- This approach is more applicable in advanced and intermediate levels. Instead, in beginners is necessary the intervention of teacher due to the low levels that students possess. Because of the little knowledge that learners have is really hard

to them accomplish an oral communicative activity and may create a reluctance to be part in this kind of activities in the future.

- Owing to this approach promotes the interaction between teachers and students could be complicated to apply by non-native speakers who do not possess language proficiency in the second or foreign language. Because these teachers are not able to fulfill the needs of students. A good example could be when a student wants to keep a conversation with the teacher and the teacher does not have the ability to maintain this conversation how could be possible the implementation of this approach. Teachers must be prepared for unpredictable responses. In brief, teachers should answer any doubt or problem that student may ask or have according to this approach.

2.2.3. Foreign Language Speaking Anxiety

Since affective factors like motivation, attitude, and anxiety form an essential part of learning a language and how these factors might influence the production of learners in a positive or negative way, many researchers have conducted studies in order to establish a relation between these affective factors and the foreign language learning. One of the factors that has been studied for its negative influence on the learning of a foreign language is the anxiety. Since the 1970s, investigations have been conducted to determine the correlation that exists among foreign language and anxiety. However, “due to its emotional and psychological nature” and “inconsistent findings” (Occhipinti, 2009, p.11) this term has been demanding to decode in previous analysis (Occhipinti, 2009; Lucas, Miraflores, & Go, 2011).

Once the studies about this topic started in the 1970s, numerous specialists in the educational and psychological field have contributed to increase the literature of the relation that exists between these two complex topics the anxiety and the learning

of a foreign language. In order to point out the more relevant foundations of this theme, authors have selected some studies conducted from 1970 to 1986 as the historical review of the foreign language anxiety.

Early studies

In 1975, Chastain in an attempt to find a strong relation between these two variables, anxiety and foreign language (FL), just created a difficult puzzle to put together to scholars due to the investigation conducted on French, German, and Spanish university students traced positive, negative, and no relation among anxiety and these foreign students in learning the second language. Whereas French students presented a negative correlation between the scores on test and anxiety in the second language, German and Spanish students presented a positive correlation of the same patterns. These contradictory findings complicated the interpretation of them and also this study was requested to measure the anxiety with more accuracy (Horwitz, 2010; Trang, 2012).

Later, in 1978 Scovel in order to make clear the previous literature of the connection among anxiety and the second or foreign language concluded that the unclear outcomes of the early studies about this theme was due to the generalization of the anxiety. Scovel assumed that to establish a reliable connection among FL and anxiety, the latter should be studied as an specific type of anxiety that could occur in a determined environment. Indeed, he suggested that “if the distinction between facilitating and debilitating anxiety is drawn” (Zheng, 2008, p.2) the uncertain findings could be settled. Facilitating anxiety refers to “the positive force which may lead the student become even more motivated for language learning” and debilitating anxiety instead “motivates the learner to withdraw from the language task and leads him to adopt avoidance behaviours” (Occhipinti, 2009, pp.12-13).

Then in 1983, Bailey based on the perception of learners through the examination of 11 diaries of learners found that anxiety interfered in the learning of the target language in many manners. For instance, the anxiety increased in learners when they made comparisons with their peers about their mastery in the language. Also, students tended to concentrate in the approval of teachers when they performed a task. In brief, according to this study students felt anxiety when they had to produce the language because this action implicated the intervention of others and they did not want to feel any type of embarrassment when they had to perform the language (Horwitz, 2010).

Finally, in 1986 a study conducted by Horwitz, Horwitz, and Cope clarify the nature of the foreign language anxiety (FLA). Horwitz et al. conceptualized the FLA and also determined that anxiety has a negative correlation with the learning of the foreign language. Indeed, the new concept proposed by Horwitz and her colleague is considered and accepted as a type of anxiety in the psychological field nowadays. They could establish this negative correlation through the elaboration of an instrument that contributed with the measurement of the anxiety level in learners while they are learning the foreign language. This instrument also served as a tool for similar studies due to it may provide reliable data to determine if students are facing this type of the anxiety in their process of learning of a foreign language (Zheng, 2008; Horwitz, 2010).

The Foreign Language Classroom Anxiety Scale (FLCAS)

The FLCAS is an instrument that contains 33-items and was elaborated with the finality to obtain reliable data of the anxiety levels that learners experience when they are learning a foreign language. This tool was created by Horwitz, Horwitz, and Cope in 1986 and since its inception “has become the standard measure of language

anxiety” (Horwitz, 2010, p.158). Although this questionnaire has been used in many studies to obtain valid material of the phenomenon of the foreign language anxiety, it has some detractors that criticize the use of it and also if this tool can reveal accurate results.

In the research of Sparks and Ganschow (2007), these authors exposed that the FLCAS covers the comprehension and posture of learners about the language including the emotions that anxiety may generate while they are learning the language. The researchers argued that many of the items of this foreign language instrument involved comfort level with expressive or receptive language, verbal memory for language, difficulty with reading and writing, and speed of language processing. In other words, these investigators concluded that the FLCAS does not measure exactly the language anxiety, instead it measures the difficulties of learning a foreign language.

In addition, Sparks and Ganschow (2007) underestimated the study of Horwitz et al. (1986) and claimed that the foreign language anxiety is a consequence rather than a cause of poor performance of learning a foreign language. For these authors the incapacity to produce the language is due to learning difficulties rather than emotions or feelings of anxiety that learners may face when they are learning a new language. According to Trang (2012), these constant objections of these authors about the contributions of Horwitz to the FLA are owing to Spark and Ganschow are learning-disability specialists. Therefore, they always will suggest that the success or failure of learners in foreign language learning that they may obtain is due to how students perceive and adapt to the foreign language rather than the interference of the anxiety.

Anxiety: definition and types

There are several definitions of anxiety. Hyman and Pedrick (2012) stated that “when fear is excessive, out of proportion to the threats, and causes excessive worry about future events that are not likely happen, the result is anxiety” (p.4), Suleimenova (2012) defined anxiety as “distress or uneasiness of the mind caused by fear of danger or misfortune” (p.1766), and the psychologist Spielberger determined that “anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Spielberg, 1983 quoted in Huang, 2012, p.1520).

Broadly defined, anxiety creates a state of insecurity on individuals that does not allow to develop their abilities normally in the society. Freud proposed that the most powerful cause to generate this feeling is the own birth due to in the womb of the mother subjects are safe, nobody can damage, criticize, or hurt them. Instead, individuals are protected by the warm of their mother, but at the moment to born generally the first contact with a new world is a spanking, in other words since the birth people begin to experience anxiety. As a result, subjects grow with this constant fear and with the necessity of being approved by the society generating in them the well-known *anxiety*.

Despite of the fact that individuals live with this subjective feeling and many situations can trigger this emotion, anxiety can not be seen in a wide range. Psychologists have divided anxiety due to its complex nature in three categories: trait, state, and situation-specific anxiety.

According to Brown (2007) trait anxiety “is a more permanent predisposition to be anxious” (p. 161). This type of anxiety is established as a characteristic of the personality of an individual rather than a temporary feeling. People with this anxiety

tend to worry excessively about everything even this trait can be observed if the individual presents this anxiety type (Hatfield, 2015).

State anxiety “is experienced in relation to some particular event or act”(Brown, 2007, p.161). In contrast, this type of anxiety is a temporary feeling rather than a constant or lasting trait of personality. This kind of anxiety is experienced by the majority of people. It is based on a specific situation or context which may produce anxiety to individuals. For example, the fear to speak in public, the panic to speak in front of others is normal, however the fear diminishes when the intervention ends. Thus, for this particular event individuals tend to experience a momentary anxiety that finishes when the event is completed (Hatfield, 2015).

Luo (2014) stated that “a situation-specific anxiety is similar to trait anxiety in that it is stable over time, but it may not be consistent across situations”(p.100). It is clear that the situation-specific anxiety depends on a singular situation to be exteriorized. Cassady (2010) associated this type of anxiety with academic anxieties such as math anxiety, science anxiety, test anxiety owing to learning a new subject is considered a specific cause of anxiety in learners.

Instead, psychologists such as Spielberger, Gardner, MacIntyre, Shier, and Cattell established that the situation-specific anxiety is a subset of state anxiety and defined that state anxiety is related with a social context (interaction with people) and situation-specific anxiety is related with a specific single situation (learn a new language). In other words, to establish a difference among these two kinds of anxiety, state anxiety is more general rather than situation-specific anxiety (Horwitz, Tallon, & Luo, 2010).

The nature of Foreign Language Anxiety

Despite that the previous type of anxiety is seen as trait anxiety or a subset of state anxiety, it is a reality that individuals experience this feeling in many situations, contexts, and environments in their daily life, but when this affective factor interferes with the learning of a foreign or second language, anxiety is labeled as language anxiety or foreign language anxiety which is categorized as a situation-specific anxiety or academic anxiety (Brown, 2007; Horwitz, 2010; Cassady, 2010). MacIntyre and Gregersen (2012) stated:

Language anxiety is a term that encompasses the feelings of worry and negative, fear-related emotions associated with learning or using a language that is not an individual's mother tongue. The term covers language being learned in locations where intergroup contact is available (so-called "second" language) or not available (so-called "foreign" language) and also covers various language skills (especially speaking, but also reading, writing, and comprehension) (p.103).

According to this concept, it is evident that foreign language and the speaking skill are the main factors of this phenomenon. Language anxiety is not related on how people acquire their first language. Instead, is related on how people learn and produce a second/foreign language. Indeed, learning a second/foreign language is a demanding task for the majority of people, and both the success or failure that people may obtain during this challenging process has triggered that many second language researchers investigate this issue that affect the progress of many learners at the moment of learning a new language (Horwitz, Tallon, & Luo, 2010).

In the study of Trang (2012) which made a review of the theory of the foreign language anxiety of Horwitz, Horwitz, and Cope highlighted the concept of FLA

established by Horwitz and her colleagues as “a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process”(Horwitz, Horwitz, & Cope, 1986, p.128 quoted in Trang, 2012). Horwitz and her colleagues assumed that foreign language anxiety is not a transfer of other types of anxiety. Instead, it is a unique specific-situational anxiety that occurs when people develop a new language and also the researchers concluded that the most anxiety-provoking cause was to perform communicative activities in class.

Foreign language anxiety is associated with three specific-situation anxiety types: communication apprehension, fear of negative evaluation, and test anxiety. These three categories of anxiety determined by Horwitz clarify the nature or the construction of the foreign language anxiety.

Communication apprehension (CA)

Brown (2007) stated that “communication apprehension, arising from learners’ inability to adequately express mature thoughts and ideas” (p.162). This apprehension arrives when learners do not feel in the capacity to share their thoughts in an accurate form. Similarly, McCroskey (2009) linked other communication traits such as shyness, unwillingness to communicate, compulsive communication, and self-perceived communication competence as characteristics of communication apprehension.

These communication traits are related to communication apprehension for many reasons. First, shyness is associated with this category due to its nature. The tendency of shy people is to be introverted, retiring, diffident, reticent, and the most obvious feature of being shy is to speak little. Shy individuals do not have the desire

to talk with others not because they do not want instead, they do not speak with others owing to this process cause an uncontrolled fear in them.

Second, unwillingness to communicate is similar to shyness, but in contrast with the tendency of shy people that is something unintentional in people because it is more a trait of the personality of individuals rather than a voluntary act, the reluctance to communicate is more an aware action that people tend to apply as mechanism of defense due to their lack of communicative competence.

The third category linked with CA that is compulsive communication is referred to people to talk excessively. These subjects tend to speak a lot without pauses and without coherence in meaning of the message that they want to share with others. In contrast with shyness and unwillingness to communicate where people avoid or limit their oral production, compulsive speakers talk in excess, but this kind of people do not realize that their production is full of lack of sense in most of the cases.

The last type related with CA is self-perceived communication competence deals with the perception that learners have in reference of their competencies in communication. In other words, it is the conceptions that students have about their oral skills, if they think that they are good or bad producing the target language.

However, these communication traits just are related with the complexity of the communication apprehension. McCroskey (2009) stated that it is possible that exists other communication traits connected with communication apprehension for that reason it is punctual to point out that these traits in communication associated with CA just should be taken as a reference rather than a definitive concept.

Fear of negative evaluation

According to Brown (2007) the fear of negative evaluation arises “from a learner’s need to make a positive social impression on others” (p.162). The desire of being approved by the society makes that subjects avoid committing errors in front of others. It is a reality that mistakes are seen as a negative form of criticism and in most of the cases the errors that individuals commit is a cause of embarrassment, awkwardness, confusion, discomfort for them.

The fear of negative evaluation deals specifically with the evaluation of others and how this evaluation is taken by people. In classrooms, learners are exposed to the constant evaluation of their counterparts or teachers. Every participation of learners is an opportunity to be evaluated by others and every mistake is an occasion to laugh, criticize, label by the other parts that conform a classroom. Despite of errors are part of the learning process, the intrinsic fear to make a mistake in front of others is a cause of anxiety that usually occurs in English classrooms.

Test anxiety

Testing is a tool which has been applied to evaluate abilities and performances of individuals in the educational field. This process evokes feelings of tension, worry, or nervousness before to take an evaluation in learners. In most of the cases this tension is normal because it is natural to feel fear to fail in an exam, but when the concern about the test is excessively can cause a block in learners and as a result of this preoccupation individuals obtain a poor achievement and as a consequence of this, individuals let the increase of the levels of anxiety creating in them a predisposition to experience this subjective feelings when they are evaluated.

“Test anxiety, or apprehension over academic evaluation” (Brown, 2007, p.162). Sarason (1978) defined test anxiety as “ the tendency to view with alarm the consequences of inadequate performance in an evaluative situation” (p. 214 quoted in Toth, 2010, p.18). Analyzing these two concepts, test anxiety refers to the worry to fail in academic terms. Quizzes, exams, expositions, or any other source of evaluation create a state of apprehension in learners that triggers an impediment to develop a test adequately.

To sum up, these three categories related with the foreign language anxiety (communication apprehension, fear of negative evaluation, and test anxiety) just are specific-situational anxiety type that are connected with the FLA. They are not components of the FLA as in many studies have been established. Instead, Horwitz (2010) clarified that these sources of anxiety should be seen as a relation that exists among the FLA and these three categories. Indeed, the FLA is not a transfer of other types of anxiety, the FLA is a unique phenomenon that several learners experience when they are learning a second/foreign language within a classroom.

The influence of anxiety on the speaking skill

Learning a foreign language implicates many aspects such as personal characteristics, affective factors, linguistics factors, and learning process which should be linked each other in order to master the new language. In addition, several skills should be developed to dominate the foreign language. Language skills such as speaking, listening, writing, and reading are a fundamental part to reach the mastery of the new language. However, some people attribute the mastery of the FL as the ability to speak the target language leaving in a second term the other language skills which are as necessary as the former to achieve the proficiency in the second language.

Indeed, the current approaches of teaching of a foreign language have the tendency to develop the speaking skill in learners due to the previous methods are more teacher-centered rather than student-centered. Moreover, this competitive world encourages to learn a new language which let individuals be prepared to communicate their thoughts, ideas, needs in different fields such as business, education, politics, or medicine.

However, the act of speaking the foreign language involves certain linguistics skills such as grammar, vocabulary, fluency, accuracy, and pronunciation which people can not develop adequately and as a result the oral production is limited and avoided in most of the cases. In effect, performing speaking activities is considered the most difficult task in the foreign language owing to speaking is not the mere repetition of grammar patterns or vocabulary instead speaking is the act of expressing ideas, thoughts, needs in a comprehensive and accurate manner.

Also, the complexity of this productive skill has provoked that foreign language researchers conducted studies to determine if the difficulty to develop this skill is related just with the mastery of linguistics factors or if exists another factor that may interfere with the oral production of students. Thereby, researchers through their investigations determined the existence of another factor which impeded the development of the speaking skill accurately and that is the anxiety. Indeed, speaking is the most anxiety-provoking cause that interferes with the process of learning of a new language.

Since the consideration of the anxiety as an element that limits the efficiency of performing oral activities, several studies have been carried out to deduce the possible sources that increase the level of speaking anxiety and can establish the most suitable solutions to decrease that anxiety levels. Clearly, the phenomenon of

the foreign language anxiety involves the four language skills (listening, speaking, writing, and reading), but the aim of this study is exclusively to discover the relation of this affective factor with the speaking skill, not because the other skills are not important. Conversely, the other language skills are as necessary as the speaking skills to master the language, but in the case of the anxiety, speaking is the most anxiety-provoking rather than the others.

Consequently, this research attempts to find out the sources and the possible solutions to overcome the anxiety that provokes the avoidance of being part of communicative activities in learners. In order to examine the factors associated with this issue, several studies have been accomplished to determine the factors that foster the anxiety during the oral performance of the foreign language (Woodrow, 2006; Tanveer, 2007; Occhipinti, 2009; Tsiplakides & Keramida, 2009; Subaşı, 2010; Suleimenova, 2012; Melouah, 2013; Buriro & Aziz, 2014; Ansari, 2015; Tercan & Dikilitaş, 2015). In that way, three categories should be taken into consideration to determine the sources of speaking anxiety: the learner, the teacher, and classroom.

- **The learner**

There are several elements which trigger the anxiety among learners. However, in this study just will be included the factors that affect regularly to English foreign language learners in order to relate the situation of learners experience in the institution where the project is conducted. Thereby, the factors that generate anxiety among learners include self-perception, beliefs and attitudes to the foreign language, and competitiveness with their counterparts.

- **Self-perception**

The self-perception of learners embraces aspects such as the self-confidence, the self-esteem, the self-concept. Generally speaking, the self-perception is how

learners evaluate, criticize, and measure their own knowledge. For instance, many students with low self-esteem are victims of the speaking anxiety because their tendency of thinking that they are not able to perform an oral task adequately. Instead, others think that their oral performance are really bad and prefer to avoid being part of any activity that includes speaking. Indeed, these students prefer to use their native language because they feel sure to speak properly when they use their mother tongue.

In the study of Tsiplakides and Keramida (2009) reported that one of the sources of anxiety during speaking tasks is the perception of low ability that learners have. That study was conducted in a public school of Greece among fifteen students with a low level of English proficiency and to determine the level of speaking anxiety researchers employed interviews as data collection. These interviews demonstrated that the self-perception was a factor that impeded the oral production of students. Phrases like “ I like English, but don’t take part in speaking, because I’m so bad at speaking” or “When I speak I always make an awful lot of mistakes, and I don’t like it. That’s why I use Greek” (Tsiplakides & Keramida, 2009, p.41) were found in that study that show that the self-perception plays a significant role in the speaking anxiety of students.

Similarly, Subaşı (2010) discovered a relation between self-perception and anxiety in speaking English. That author could realize that learners experience anxiety when they perceive their own speaking ability as poorer than their peers. Likewise as Tsiplakides and Keramida, Subaşı proposed the use of interviews to obtain reliable data to demonstrate that relation. These interviews proved that Turkish EFL students are not pleased with their oral performance. Indeed, learners felt discomfort and they were unable to communicate their ideas in the target

language. Statements like “I know, I’m not successful in speaking class. I cannot speak English fluently. This makes me upset” or “I wish I could speak English fluently, just like Turkish. But, it seems impossible. I cannot even combine two or three words together to form a sentence” (Subaşı, 2010, p.42) were reported by Turkish learners in the interviews. These responses of learners demonstrated that the lack of confidence which they have to communicate the foreign language is due to the concept about their abilities to speak and as a result of that perception the use of the target language became in a real concern for them.

- **Beliefs and attitudes of learners to the foreign language**

Nowadays, learning a foreign language becomes in a traumatic situation for many learners owing to some negative experiences that they have suffered during that process. Those negative experiences have created unrealistic beliefs that predispose to the learner with unfavorable attitudes to the target language. Becoming in an impediment of acquiring the foreign language and as a consequence increasing the level of anxiety while speaking the new language. Thus, those beliefs and attitudes promote annoyance and dissatisfaction in learners in terms of being part of speaking activities (Suleimenova, 2012).

For instance, in the dissertation of Tanveer (2007) mentioned some beliefs that learners tend to have about language learning. Conceptions like “students believe that accuracy must be sought before saying anything in the foreign language” or “ some view that two years are sufficient in order to gain fluency in the target language” (p.16) provide the idea that speaking is just related to the well-performed accuracy and fluency and nothing else should be take in account. According to these conceptions, other competencies are not valued in order to perform an oral task.

Similar to the findings of Tanveer (2007), Toth (2007) exposed that learners have the tendency to believe that the pronunciation is the most important factor to demonstrate the mastery of the foreign language and this pronunciation should be perfect “without grammatical mistakes and pronunciation errors like native speakers” (p.128). This perfectionist tendency that many learners have is a factor that just creates dissatisfaction and critical self-evaluation to them. Perfectionist students do not admit errors in their oral production and these imperfections are seen as a failure to them. As a result, that conception becomes an obstacle that interferes with the production of students.

Occhipinti (2009) reported that the majority of the participants of her study had the thought that to develop communicative competence it is imperative to live in a country where the foreign language is the native language. This belief is maybe due to the natural exposure with the target language that learners might receive. Consequently, learners believe that natural exposure is more beneficial rather than living in non-native English country where the exposure of the second language is limited to the foreign language class. In others words, if learners do not have the opportunity of living in a native English-speaking country, they will never acquire the target language which let them use and produce without the fear of making mistakes in front of others.

In addition, the attitude plays a role in the production of anxiety in learners. The outcomes of Occhipinti (2009) demonstrated that the interest that students present to the foreign language is a significant factor associated with speaking anxiety. That author assumed that as long as students show a high interest to learn the target language is more the level of anxiety that learners may experience due to learners in their eagerness to demonstrate their abilities in the second language

devote more time in practicing their speaking. Statements like “when I study English, I have the feeling that I never do enough” (Occhipinti, 2009, p.73) reported by a participant of that dissertation thus supporting the assumption of that author.

- **Competitiveness**

The fact that for some students are less complicated to perform the speaking skill rather than the others language skills provokes a sense of inferiority in learners who can not develop that competence naturally like their equivalents. In addition, students who possess that ability to speak fluently believe that have the right to correct every mistake that their peers may commit and in most of the cases tend to humiliate and criticize their classmates. Consequently, that situation induces the inhibition in learners who do not possess the fluency to speak. According to Bailey (1983) anxiety arises when “competitive learners perceive themselves as less competent compared to others” (cited in Toth, 2007, p.129) that might promote unable learners who think erroneously not having the capacity to compete with their similars.

The findings of the study of Melouah (2013) reported that a considerable percentage (54%) of the participants have experienced a fear of being embarrassed and criticized in front of the class by their peers. In response to that feeling, students assured that inappropriate attitude of their classmates such as laughs or the attempt of ridicule in front of the teacher and the whole class were the possible causes of their anxiety at the moment of being part in communicative activities and as a consequence, their oral production was limited and poor.

Similarly, the results of Buriro and Aziz (2014) demonstrated that intolerant attitude by classmates is a source of anxiety in learners who speaking slowly the target language. The 46.9% of the participants agreed with the inopportune behavior

of them generated frustration that impeded the accomplishment of an oral task. Students claimed that their counterparts laughed and criticized their speaking constantly because of their slow speech and for that reason they preferred to keep silent to avoid the criticism of their equivalents.

Statements like “I do not want to talk in my speaking classes because others can laugh at me, this irritates me a lot” or “I always make pronunciation errors while speaking in the target language and observe a humiliating manner on my classmates’ faces” (Subaşı, 2010, p.43) were reported by Turkish EFL students in the research conducted by Subaşı (2010). The participants manifested that the reluctance of being part of oral classroom activities was owing to they did not want to be judged or evaluated by their classmates. They did not want to become an object of derision to their similars. Similar to the findings of the previous research, students remained silent and rejected to participate in speaking tasks.

- **The teacher**

The controversy that anxiety is provoked just by internal factors like self-perceptions, beliefs or conceptions as the most common anxiety-provoking elements rather than external factors like the presence of the teacher or the bother of classmates have promoted debates about who is the responsible of the anxiety which arises when learners have to develop their communicative competence. Indeed, the only presence of the teacher in class may trigger anxiety in some students, but this type of anxiety can be produced by an internal factor rather than an external factor. However, the role of the teacher can become as a source of anxiety in learners. Strategies, methodologies, procedures, and the manner of provide a correction or

feedback that instructors implement or applied in their classroom with their students are considered as factors which might increase or decrease the speaking anxiety.

Through a questionnaire applied to a group of 50 Japanese EFL university students, Williams and Andrade (2008) assumed that the procedure the teacher used for calling students was a potential source of anxiety among learners. Those authors reported that anxiety increased when the teacher selected randomly one student to participate in a speaking activity. Students mentioned that their anxiety level rose due to they did not have enough time to prepare the activity in order to perform correctly. As a result of that, students tended to get panicky and did not know what to say. Instead, when the teacher anticipated the participation of students, they felt less nervous and could perform the task. However, the anxiety did not disappear even if the participation was predictable.

In effect, the 50.61% of the participants of that study assumed that the teacher was the responsible for the anxiety that they experience at the moment of performing a oral task. Not just for the procedure of calling them without anticipation, but also due to they could assure that the manner of provide a feedback that the teacher used to apply was not the most suitable. Students argued that they could feel the negative evaluation in the eyes of the teacher when they made mistakes in their oral production. Similarly, Lightbown and Spada (2006) identify classroom feedback “as the biggest source of cause of nervousness, frustration,embarrassment and anxiety in speaking English” (cited in Buriro & Aziz, 2014, p.40).

Some teachers have the tendency to correct any mistake that students may produce during the performance of an activity. Indeed, they think that their role as teachers is to correct constantly students and forget that errors are innate in their

pupils. The arousal of the anxiety in learners is not the correction itself instead, is the manner that teachers implement to provide a feedback. Responses like “Some teachers correct their students’ mistakes harshly and this causes students to remain silent during speaking activities” or “If a teacher interrupts to correct a mistake, I get confused and forget what to say next” (Subaşı, 2010, p.44) report that an inadequate feedback may make learners feel as inept or dumb in front of others and the only outcome of that situation is that learners show an unwillingness to participate in future speaking activities thus limiting the oral production and increasing the anxiety in them.

- **The Classroom**

The act of making an oral presentation in front of others is a situation that provokes tension, nervousness, and even an uncontrolled dread. The mere fact of standing in a crowded room where people stare you makes you think that you are in danger and the only thing that comes to your mind is running out of that place in order to stop that anguish of feeling threatened. This stressful situation is experienced by many learners within their English classes. For many learners, giving a short talk, lecture or presentation in front of the class has become a high source of anxiety that inhibits their speaking production. Accordingly, those classroom activities have been considered as the most anxiety-provoking among foreign language students.

A study conducted by Woodrow (2006) among Chinese FL students reported that one of the factors which affect their oral production was giving an oral presentation due to the task required that learners should speak minimum two minutes about a specific topic without any preparation contrary as a formal well-

prepared presentation. Additionally, learners who were giving the oral presentation should interact with their peers and also should be prepared for any question that the audience wanted to ask like conversations that occur in an everyday situation. For that reason, Woodrow concluded that the stressor itself was the interaction with others rather than giving the oral presentation. However, that author also mentioned that the interaction is a part of giving presentations thus restating the principal idea that giving presentations was a potential source of speaking anxiety.

Another factor that is related to the causes of anxiety within classroom is the methodology that teachers apply in their classes. In the study of Alsowat (2016) among Saudi FL major students through different questionnaires detected that the highest factor of anxiety-producing was the methods of teaching. That author realized that old-fashion teaching methods applied by teachers just contributed to the rise of worry in learners due to those methods were focused on the needs of teachers rather than the needs of students. Methods such as the grammar translation method which just put emphasis on grammar is not the most adequate to fulfill the communicative competence that learners require to adapt to the foreign language and consequently they can use it correctly without any fear of producing it in front of others.

- **Linguistic Factors**

Apart from those internal (learner) and external (teacher and classroom) factors that are been considered as elements that produce the arousal of anxiety during oral performances in learners. Exist another factor that is associated with the knowledge that learners could have about the foreign language. In others words, is referring to the language level of learners that includes linguistic factors such as

grammar, vocabulary, or the mastery of language skills. To Sparks and Ganschow (2007) the only factor that should be linked with the phenomenon of the foreign language speaking anxiety is language level of learners owing to the others factors are more related with the perception of learners and instructors and it lends itself to diverse subjective interpretations.

Similarly, the outcomes of the study of Arnaiz and Guillen (2012) demonstrated that as long as lowest is the language proficiency of learners, highest is the anxiety levels that experience learners. For example, if learners do not possess enough vocabulary how they can participate in an activity. Instead, it may trigger anxiety due to the lack of vocabulary of learners rather than the activity itself. For that reason, Sparks and Ganschow (2007) claimed that the speaking anxiety is due to linguistic factors rather than internal and external factors. Those authors argued that if learners experience anxiety is for the simple fact that they do not have the enough knowledge that will allow them to produce it. In brief, insufficient knowledge of the foreign language causes anxiety in learners for those researchers.

Based on the theory of Spark and Ganschow, it could say that it may exists the possibility that learners of Ecuadorian public schools do not possess a good level of language proficiency due to although the curriculum of the foreign language already exists, it is failure that the foreign language is taught when students finish the primary since the second language as subject was not mandatory to cover by students at that level. Instead, students start to learn the target language in the secondary at the age of 12 or 13 years old. However, it does not mean that the learning of a new language depends on the age of individuals, but while people are immersed in the new language at an early age, it is most probable that they can acquire the other language in a natural way that allow learners to increase their level of English

language and consequently, it could provide a security at the moment of speaking the target language. But although the English curriculum already exists, the teaching of English will be mandatory in the primary level from the school year 2016 – 2017 (Acuerdo 0052-14, 2014, art.1). It means that maybe the future promotions of students will possess a good level of English, but the current promotions cannot say the same. By the contrary, the possibility that current promotions of students do not hold a wide range of vocabulary, grammatical patterns, and so on is imminent and evident nowadays. In other words, their background of English language is poor and for that is complicated to acquire the foreign language for them. However, it is precise to state that it exists numerous factors associated with this phenomenon due to each individual has a different manner to manage the anxiety. For example, for some learners the error-correction provide it by the teachers is seen as a factor which allows to experience that feeling, instead others may see as a manner to learn more and that feeling disappears in them. In brief, the foreign language speaking anxiety is linked with internal, external, and other factors that individual may perceive as elements which may generate anxiety of learning a new language.

2.2.4. Communicative Language Teaching activities as a possible solution of the Foreign Language Speaking Anxiety

Previously, it has been demonstrated that there is a relation between anxiety and the production of a foreign language and that the most anxiety-provoking skill is speaking. Also, the most common factors that generate this type of anxiety in learners have been exposed in this study to find out a possible solution to decrease this issue which is affecting learners nowadays.

In searching the settlement of this problem, many researchers as Dick Allwright and his colleagues suggest that the classroom activities manage by

teachers should be oriented exclusively to the students needs in order to they can solve communication problems in the target language (Harmer, 2007). Allwright believes that if students are immersed constantly in the second language, the acquisition of this will occur itself. In other words, while students practice the foreign language, it can be acquired naturally without any problem as the presence of anxiety that limits the production of it.

In this way, a humanistic approach emerges as a solution to decrease the anxiety of speaking a foreign language in learners. Stephen Krashen, who proposed the hypothesis of the existence of affective filters such as anxiety, fear, stress, anger or depression which have a negative influence on the learning process, claims that to have a comprehensible input depends on:

The students being relaxed and feeling positive and unthreatened. If they are not, then their affective filter is raised and blocks the input from being absorbed and processed. But if, on the other hand, the affective filter is lowered – because students are relaxed – then the comprehensible input the students are exposed to will contribute far more effectively to their acquisition of new language (Harmer, 2007, p.58).

But, how can teachers assure that the affective filter is lowered in learners? Carl Rogers (1969) suggests that “learners need to feel that what they are learning is personally relevant to them, that they have to experience learning (rather than just being “taught”) and that their self-image needs to be enhanced as part of the process” (Harmer, 2007, p.58). In that way, it is clear that a teacher-centred approach like the grammar translation method does not keep as a solution, instead a learner-centred

approach like the Communicative Language Teaching (CLT) appears as the answer to this problem.

Owing to this approach is focused not only in the oral production, but also in the learner as whole person. The goal of the CLT is to adapt the learning language with the needs of students in order to they can interfere in the learning and be able to reflect on how this learning occurs in them. Indeed, a principle of the CLT is to provide a wide range of meaningful communicative activities in order that students are immersed in the target language and can use it constantly unless within classrooms that it could say that is a valuable opportunity to practice the knowledge of the new language among peers.

Assuming that the communicative approach can be the solution to lower the foreign language anxiety in learners. This study is based on the application of CLT activities to achieve the goal of decreasing the level of anxiety during the oral production of the target language. Thus, one of the characteristics of CLT activities is that they are typically oriented to students and they provide a constant interaction among peers. Activities like role plays, pair or group work, simulations, encourage students to practice the target language in a meaningful way. For example, students can personify realistic roles that can performance in diverse contexts like television programs or make a reservation in a hotel or restaurant. Due to these kind of activities heighten the realistic communication in order that students can use the target language not only in class, but also in others settings. Consequently, students will gain in confidence about their knowledge of the new language and they can produce it without hesitation.

The study of Wu (2010) indicates that learners feel motivated and inspired to use the target language with activities like pair or group work. Owing to they can

practice their knowledge with their peers and do not experience any kind of pressure to use it correctly and also they assure that these activities provide them a security to speak in front of others without the fear of making mistakes due to interaction among classmates allow them to realize about their mistakes. However, in the same study learners report that these kind of activities are also a moment to use the native language. Statements like “I agree that pair/group work could motivate shy students to be involved in the discussion, and provide us with more chances to practice English. But L1 is often used more than the target language during the process of our practice” (Wu, 2010, p.181) restates the mentioned above.

Clearly, pair or group activities present its advantages and disadvantages, but these disadvantages can be prevented whit the intervention of teachers. Teachers while students are developing these activities, they should monitor the class and if students are using their native language, they should encourage to practice the target language to avoid the interference of the first language.

Indeed, students prefer the intervention of teacher during the process of these activities due to if they do not know how to pronounce a word, or commit a mistake, they can count with the support of the teacher immediately. In that way, the errors made by learners are corrected individually and not exist the possibility that learners are exposed to be judged or ridiculized by their similars that is seen as a source of anxiety to them.

Additionally, students work in their self-esteem due to they can notice that no one of their classmates has a perfect level of English level. This can be noticed by learners at the moment of the interaction and the innumerable errors of each of them. This situation creates another perspective in anxious learners. In this way, those learners realize that even the most advanced learners can make mistakes. In addition,

the activity itself encourages the cooperation among classmates for that exists a transfer of knowledge between them. Consequently, the class environment may be relaxed and students can express their thoughts, ideas, or feelings without any pressure from their classmates that represent another factor to provoke the FLSA.

Similarly, Tanveer (2007) concludes that among the strategies to lessen foreign language speaking anxiety based on suggestions of ESL/EFL teachers and learners which were part of his study are the following:

As a first point that author suggests that is essential to provide an informal language classroom environment where the teacher and students can work in a harmonious way. In this kind of classroom environment the instructor is more a friend rather than a strict teacher and students can make mistakes without appearing or looking incompetent when they are speaking in the target language.

In order to create a less stressful classroom environment the researcher also points out that teachers should find out for activities like role play activities which are part of the communicative approach where learners can feel confidence in using the foreign language even if they have errors at the moment of speaking in the English language. As it is known these sorts of activities promote more the fluency rather than the accuracy.

Finally, Tanveer mentions that the mistakes that students tend to commit at the moment of developing a communicative activity are part of the learning process in learners and although the author suggests the use of CLT activities, which does not focus on this aspect, in order to lower the speaking anxiety teachers should correct these mistakes, but not interrupting the oral production while they are performing a speaking activity. Instead, teachers can provide a constructive feedback

to the whole class without marking just the student who developed the communicative activity.

Based on these assumptions, it could say that through the application of CLT activities within a cooperative classroom environment where teachers show as counselors rather than mere instructors who just focus on giving a lesson without perceiving the factors which may affect the learning of students, could be presented as a solution that may lessen the anxiety of speaking the target language in foreign language learners. In this way, the role of teacher is essential to achieve the confidence in learners and lower their innate anxiety.

2.3. Conceptual framework

In order to clarify some terms used in this study, authors provide a wide list of concept which are treated in this research.

English as a Foreign Language (EFL): English as taught to people whose main language is not English and who live in a country where English is not the official or main language.

Native language: the language you spoke when you first learned to speak. Also known as a mother tongue, first language.

Foreign Language (FL): any language used in a country other than one's own; a language that is studied mostly for cultural insight. In this study foreign or second language is used with the same meaning.

Language learning/acquisition: the cognitive process of acquiring skill or knowledge.

Cognition: the mental process of knowing, including aspects such as awareness, perception, reasoning, and judgment.

Behavior: the way in which one acts or conducts oneself, especially towards others.

Psycholinguistics: the study of the relationships between linguistic behavior and psychological processes, including the process of language acquisition.

Linguistics: the scientific study of language and its structure, including the study of grammar, syntax, and phonetics. Specific branches of linguistics include sociolinguistics, dialectology, psycholinguistics, computational linguistics, comparative linguistics, and structural linguistics.

Affective: influenced by or resulting from the emotions. Concerned with or arousing feelings or emotions; emotional.

Factor: one of several things that influence or cause a situation.

Motivation: a feeling of enthusiasm or interest that makes you determined to do something.

Attitude: a feeling or opinion about something or someone, or a way of behaving that is caused by this.

Anxiety: an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future.

Communication apprehension (CA): “Communication” is the process of speaking or writing to someone to exchange information or ideas. “Apprehension”: anxiety about the future, especially about dealing with something unpleasant or difficult. Thus, CA is the fear or anxiety associated with either real or anticipated communication with another person or persons (Apprehension and Communication -

Communication Apprehension as a Trait, Communication Apprehension with a Given Individual or Group, n.d.).

Self-perception: an awareness of the characteristics that constitute one's self; self-knowledge.

Belief: a strong feeling that something is true or real.

Competitiveness: possession of a strong desire to be more successful than others.

Confidence: belief in the effectiveness of one's own abilities or in one's favorable acceptance by others; self-confidence.

Proficiency: a high degree of ability or skill in something.

Method: a particular way of doing something.

Approach: a way of considering or doing something.

Teacher-centred approach: Teachers are the main authority figure in this model. Students are viewed as “empty vessels” whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass knowledge and information onto their students. In this model, teaching and assessment are viewed as two separate entities. Student learning is measured through objectively scored tests and assessments (Teaching Methods, 2016).

Student-centred approach: While teachers are an authority figure in this model, teachers and students play an equally active role in the learning process. The teacher’s primary role is to coach and facilitate student learning and overall comprehension of material. Student learning is measured through both formal and informal forms of assessment, including group projects, student portfolios, and class

participation. Teaching and assessment are connected; student learning is continuously measured during teacher instruction (Teaching Methods, 2016).

Grammar competence: refers to the knowledge we have of a language that accounts for our ability to produce sentences in language (Richards J. C., 2006, p.3).

Communicative competence: refers to both the tacit knowledge of a language and the ability to use it effectively. Also called communication competence (Nordquist, 2016).

Fluency: the ability to speak easily and smoothly; especially : the ability to speak a foreign language easily and effectively.

Accuracy: the ability to do something in an exact way without making a mistake.

Activity: an educational task that involves direct experience and participation of the student.

Communicative activities: These activities use real life situations to trigger communication. They encourage and require a learner to speak with and listen to other learners. Communicative activities have real purposes such as finding and exchanging information, breaking down barriers, talking about oneself, and learning about culture (Rhalmi, 2010)

Interaction: the activity of being with and talking to other people, and the way that people react to each other.

Contexts: Background, environment, framework, setting, or situation surrounding an event or occurrence.

Contents: The material, including text and images, that constitutes a publication or document.

The concepts and definitions of these terms have been searched in the following online dictionaries: Cambridge Dictionary, American Heritage Dictionary, Longman Dictionary, Macmillan Dictionary, Merriam-Webster, The free dictionary, Business Dictionary, Dictionary.com, and Oxford Dictionaries.

3. RESEARCH METHODOLOGY

3.1. Type of research description

Based on the main goal of the investigation, this study is:

Applied: Researchers tested the efficacy and utility of the application of CLT activities to moderate the anxiety that produces speaking a foreign language. Considering the foreign language speaking anxiety as a problem, authors proposed the application of CLT activities as an immediate solution to decrease anxiety speaking levels in students of 1st Bachillerato at Unidad Educativa Fiscal Batalla de Tarqui.

Based on objectives and variables of the research, this study is:

Descriptive: It provided descriptions such as perceptions, attitudes, and beliefs which occurred in the group of pupils selected.

Correlational: It sought to establish a relation between the dependent variable *Foreign Language Speaking Anxiety* and independent variable *CLT activities*.

Exploratory: It examined the factors associated with the phenomenon of the foreign language speaking anxiety.

Explanatory: It clarified and explained why and how the application of CLT activities can reduce the levels of the foreign language speaking anxiety.

Based on the inquiry mode, this study is:

Quantitative: The data collected of the research was provided by the use of a questionnaire, surveys, pre and post-test with the finality to measure and analyze findings in an objective and accurate manner.

Qualitative: a class observation was applied to determine and connect the possible causes of the foreign language speaking anxiety in learners.

3.2. Methods and techniques

The methodology adopted in this study is a Mixed-methods owing to collect both quantitative and qualitative data through the several techniques that both methods usually employ to acquire the necessary information to conduct the investigation. This approach was selected in this investigation to guarantee the reliability of the phenomenon founded in that group of students and thus can measure the outcomes in a feasible manner.

Based on the methodology adopted in this research the techniques executed were the following:

Observation: investigators observed the class of the English teacher responsible for the group of students who were going to be part of this study to determine if the possible causes that trigger anxiety levels were related with the teacher and her methodology.

Questionnaire: authors applied a questionnaire adapted from the FLCAS of Horwitz to determine the level of anxiety in learners.

Surveys: researchers surveyed students and teachers to determine the attitude to CLT activities which were going to be applied during the investigation.

Pre-test: researchers took a speaking test to measure the language proficiency of students to establish the most suitable activities regarding with their levels of English language.

Post-test: investigators applied a speaking test with the same information of the pre-test to determine if the application of CLT activities in learners had the positive impact to allow them to speak without experiencing the speaking anxiety.

3.3. Research instruments

Class observation checklist

A class observation was applied in 1st bachillerato course that was elaborated by authors following educational patterns that usually occur within the classroom. The objective of this class observation was to determine the methodology applied by the teacher observed and if that methodology was related with the phenomenon (foreign language speaking anxiety) that authors were investigating. It contains five sections. The first section was related to the context and goal setting that teachers plan in their lesson, the second part was related to the preparation and instruction that show if teachers dominate the topic which will be explained in class, the third part dealt with the methods and techniques that teachers use to enable students to learn, the fourth section consisted on the classroom environment that is how the teachers manage the behavior of students, and the last part included the student assessment that is how the work of students is assessed by teachers. The five sections had in total 20 aspects to examine. The following categories: strong, some, and none were considered to evaluate the 20 aspects of the checklist that was applied in the course mentioned above. (See appendix A)

Foreign Language Classroom Anxiety Scale (FLCAS)

The FLCAS is a questionnaire elaborated by Horwitz et al. in 1986. The original questionnaire contains 33 items which involve the four language skills to measure the level of anxiety that learners experience when they are learning a foreign language. However, researchers just selected 10 items that were related with the speaking skill to measure the anxiety level that students experience at the moment of speaking the target language. In this way, the questionnaire was adapted

to the needs of learners since they did not understand the vocabulary used in this questionnaire. For that the questionnaire was applied in the native language to avoid misconceptions from students. The categories used to tabulate the 10 items of the questionnaire were the following: strongly agree, agree, neutral, disagree, and strongly disagree. (See appendix B)

Pre-test and Post-test

The pre and post test administered to determine the level of the oral proficiency of students had the same content. However, the pre-test was applied at the beginning of the research and its objective was to determine the level of the oral proficiency of students and the post-test was applied at the end of the investigation and the purpose was to deduce if the application of CLT activities might lower the speaking anxiety of the second language and consequently, if the oral proficiency of learners have had some change in reference with the outcomes obtained in the pre-test. The criteria evaluated on these speaking tests were: comprehension, interaction, accuracy, fluency, and pronunciation.

Tests were divided into 2 sections. The first section consisted in an interview with the student where the interviewer asked questions related to personal information, likes/dislikes, experiences and past activities, and future plans. The second section included an interaction among two students where one student was a famous person and the other student was a reporter. They had to keep a conversation where the questions were related to personal information, preferences, experiences, and future plans. Then they had to change roles and repeat the same exercise with the difference that they could not repeat the same questions used after the change of roles. (See appendix C)

Surveys

Authors elaborated two surveys, one was addressed to teachers and the other was for students. Both surveys contain 7 items and three alternatives as the reference of each survey. The objective of the surveys was to appreciate the interest or attitude to the possible solution (CLT activities) of the issue (Foreign Language Speaking Anxiety) found in that group of students. As the previous questionnaire the survey for students was applied in their mother tongue (Spanish) to avoid misapprehensions from them. (See appendices D and E)

3.4. Research population and sample

This project was conducted at Unidad Educativa Fiscal Batalla de Tarqui since one of the researchers during the internships as English teacher could perceive the phenomenon mentioned in that group of students. In this way, the researcher asked for the permission to the principal of that institution mentioned above, MSc. Anita Espinosa Arevalo, to conduct the investigation with that group of learners.

The research population was twenty-four students of 1st bachillerato course section “D” divided among twenty boys and four girls whose age was between 14 and 16 years old. This group of students was selected due to one of the authors had the opportunity to work previously with them. Moreover, the author could observe that most of the students avoided participating when they had to speak in the foreign language. Thus, authors selected that group since they showed as potential victims of experiencing the foreign language speaking anxiety.

3.5. Sources, resources, and timeline

Different resources were required to conduct this investigation. The first resource and the most essential was the human resource constituted by the authors of this study. The second resource and also as important as the previous one was the

technological resource which included laptops, copies of the activities applied with the students, and different web pages consulted in the searching of the most suitable CLT activities to the students. Finally, the books which provided numerous activities were the *English-level 4* that is the book that students used in class and *Reward-Intermediate* that is a book which contains communicative activities for students of English.

Table 3 Resources

Type of resource	Resource
Human	2 researchers
Technological	Laptop Photocopier
Bibliographic	English-level 4 Reward Intermediate-Communicative activities for students of English

Note: this table just includes human, technological, and bibliographic resources.

Table 4 Timeline

Dates	Activity performed	Items used
August 29th, 2016	Class observation	Class observation checklist
August 30th, 2016	Anxiety test	FLCAS
August 31st, 2016	Pre-test to students	Pre-test
September 1st, 2016	Survey to students	Survey
September 2nd, 2016	Survey to teachers	Survey
September 5th – October 14th, 2016	Application of CLT activities in 1 st bachillerato	Worksheets
October 17th, 2016	Post-test to students	Post-test

Note: this table details the activities and instruments applied during the time that lasted this study.

3.6. Results / Findings: Presentation and Analysis

3.6.1. Class Observation Checklist

School: Unidad Educativa Fiscal Batalla de Tarqui		
Grade: 1st Bachillerato "D"	Period/time: 40 min.	
Subject: English	Topic: 1st Conditional	Date: August 29th, 2016
Teacher: Prof. Daycy Jimenez	Observer: Erika Rosero	

Legends: 1 = STRONG 2 = SOME 3 = NONE

	1	2	3
CONTEXT/GOAL SETTING			
Objectives are communicated clearly at the start of the lesson.		X	
Materials are ready.		X	
There is a structure of the lesson		X	
The lesson is reviewed at the end.			X
PREPARATION/INSTRUCTION			
Teacher dominates the subject content covered in the lesson.		X	
Instructional materials are appropriate for the lesson.		X	
Knowledge is relevant and interesting for learners.		X	
METHODS/TECHNIQUES			
The lesson is linked to previous teaching or learning.		X	
The ideas and experiences of the students are shared.			X
A variety of activity and questioning techniques are used.			X
Instructions and explanations are clear and specific.		X	
The teacher involves all the students, listens to them and responds appropriately.		X	
The teacher integrates the use of technology to perform the lesson.			X
Instructional materials used capture the interest of the students.			X
CLASSROOM ENVIRONMENT			
Students are praised regularly for their effort and achievement.			X
Prompt action is taken to address poor behavior.			X
All students are treated fairly.	X		
STUDENT ASSESSMENT			
Understanding of learners is assessed throughout the lesson by the use of questions.			X
Mistakes and misconceptions are recognized and used constructively to facilitate learning.			X
Oral performance of learners is assessed in terms of accuracy and fluency.			X

The main goal of the class observation was to determine if the methodology applied by the teacher was one of the resources that may generate anxiety in students. However, authors took into consideration some aspects that are part of educational field. In this way, the analysis of this class observation was divided into five sections. It is important to mention that the only purpose of this class observation was to determine if the methodology was one of the causes that would trigger anxiety in learners. Authors do not have the intention of criticizing the work of the teacher observed, but researchers believed that it was imperative to detail each section of this class observation to support the investigation.

SECTION I: CONTEXT/GOAL SETTING

The teacher started the class saying that the lesson was about the first conditional and nothing else. Then, the teacher asked students to open the book to check some exercises, but most of the students were talking and did not pay attention to the teacher. However, the teacher continued with the class and wrote an example on the board about the topic and requested students to write some sentences with the first conditional in their notebooks. The rest of the class was to accomplish this exercise requested by the teacher. At the end of the class, there was not a review of the topic since students had not finished the previous exercise yet. Based on these assumptions, authors realized that the teacher communicates the objectives, but the class is not structured. The teacher does not present a timing to each activity and the possible consequence is that students spend enough time in just one exercise.

SECTION II: PREPARATION/INSTRUCTION

In this section, authors observed that the teacher explained the topic briefly. The teacher did not deep in the theme. She just made a review of the first conditional, wrote an example on the board, and asked students to make the same

that she wrote on the board. Indeed, students made exactly the same. They copied the example of the teacher and did not change anything of it. They did not try to write another example with other verbs or pronouns. They just copied the same sentence that the teacher has displayed. In this way, it is perceived that the class is neither relevant nor important for learners.

SECTION III: METHODS / TECHNIQUES

In this part of the class observation, researchers could appreciate some aspects. First of all the class started without a warm up. It is known that a warm up embraces some previous teaching and learning. In others words, a warm up is like an intro of the topic that will be going to treat during the class. However, the class began without it. Second, the class was teacher-centered. The teacher just limited to explain the topic and gave an example without worry about the participation of students. As a result of that, students just stayed in their seats and remained silence. Third, the teacher could not catch the attention of the students. Instead of this, students just observed their books and avoided looking to the teacher. Finally, in this class, the teacher did not use any electronic device even the classroom was dark because of there is not electricity in that room.

SECTION IV: CLASSROOM ENVIRONMENT

Authors mentioned previously that students just copied the same example of the board and nothing else, but it could be due to students did not want to make an effort to write another example and for that possibly, teacher could not realize that students needed more than a simple example to understand the topic adequately. Besides of this, many of them had bad manners with the teacher. They did not show

respect to the teacher and in some occasions they preferred to use their cellphones instead of listening that the teacher were explaining.

SECTION V: STUDENT ASSESSMENT

The teacher did not realize if the students understood the topic since she never did a feedback of the lesson. Mistakes were not presented in these group due to students did not make the effort to construct a simple sentence about the topic. And the oral performance of students was impossible to evaluate since students spoke in their native language the few times that they reproduced something related with the topic.

Briefly speaking, authors realized that the method used by the teacher was the Grammar Translation method. Both, teacher and students, speak more Spanish rather than English. In this way, it was difficult to determine if it existed the possibility that students experienced the foreign language speaking anxiety and if the teacher was a source of this feeling that is experienced by students. Since the teacher did not demand the active participation of students and even she did not make the effort to use the foreign language with her students. However, authors could appreciate that students just smiled and said “ask my partner because I don’t know English” when one of the authors asked them something in English. This reluctance to participate just confirmed that if they are demanded to be immersed in the foreign language, they may start experiencing anxiety related with the second language. And regarding to the answer of some students “I don’t know English” just supports that one of the resources of this anxiety is related with the poor language proficiency of them. Thus, it confirmed the theory of Sparks and Ganschow (2007) who stated that

the linguistic factor is a potential resource to experience the foreign language speaking anxiety.

3.6.2. Foreign Language Classroom Anxiety Scale

Table 5 FLCAS results

SAMPLE	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	MEAN	LEVEL
1	4	3	3	4	3	2	4	4	3	3	3.30	MODERATE
2	1	4	5	5	5	4	2	2	2	2	3.20	MODERATE
3	3	4	4	5	5	3	4	5	4	2	3.90	HIGH
4	5	2	5	4	5	2	5	1	4	2	3.50	HIGH
5	4	3	5	4	5	2	4	3	3	5	3.80	HIGH
6	5	3	2	4	5	5	2	4	4	2	3.60	HIGH
7	5	5	4	5	4	3	4	3	4	3	4.00	HIGH
8	3	4	4	5	5	4	1	1	4	4	3.50	HIGH
9	2	2	4	4	4	4	2	4	2	4	3.20	MODERATE
10	5	4	2	5	4	2	5	4	2	2	3.50	HIGH
11	4	4	5	4	5	5	1	4	4	4	4.00	HIGH
12	2	2	2	3	4	3	4	4	2	2	2.80	MODERATE
13	5	5	3	5	5	5	1	5	5	1	4.00	HIGH
14	5	4	5	4	4	2	5	5	5	5	4.40	HIGH
15	5	5	4	4	4	5	2	2	5	5	4.10	HIGH
16	4	4	4	5	2	3	3	2	3	3	3.30	MODERATE
17	3	2	3	4	2	4	1	2	2	5	2.80	MODERATE
18	5	4	4	4	5	3	4	3	4	3	3.90	HIGH
19	3	5	5	5	4	1	4	4	3	1	3.50	HIGH
20	4	3	4	3	5	4	4	3	3	4	3.70	HIGH
21	4	5	3	5	3	4	3	3	4	3	3.70	HIGH
22	4	4	4	4	3	4	4	3	3	4	3.70	HIGH
23	5	5	5	4	5	5	5	5	4	5	4.80	HIGH
24	5	5	5	5	4	5	4	5	4	5	4.70	HIGH

Note: Q=question; 5=strongly agree, 4=agree, 3=neutral, 2=disagree, 1=strongly disagree. The results was tabulated in excel with the application of different formulae.

Authors established a scale from 1 to 5 in order to determine the level of anxiety of each learner who took the questionnaire where was calculated an average regarding the 10 choices selected by every student. In a simple way, if the majority of responses were strongly agree or agree, students would present a high level of anxiety; if the majority of responses were neutral, learners would experience a

moderate level of anxiety; and if the majority of responses were disagree or strongly disagree, participants would not experience anxiety.

Table 6 Anxiety Level of Participants

	HIGH	MODERATE	LOW	TOTAL
FREQUENCY	18	6	0	24
PERCENTAGE	75%	25%	0%	100%

Note: HIGH: 3.5 – 5, MODERATE: 2.5 – 3.4, LOW: 1 – 2.4

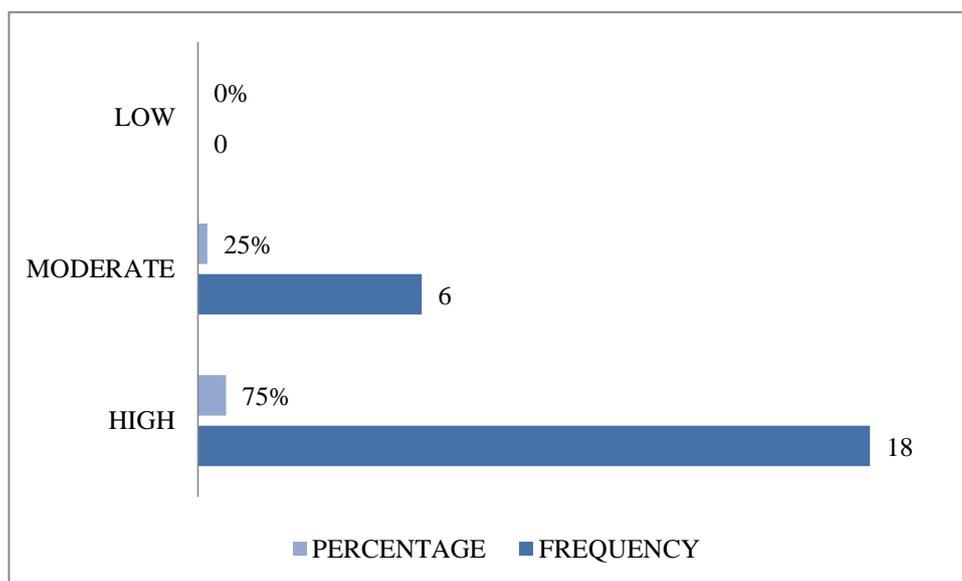


Figure 1. Results of Anxiety Levels

The bar graph indicates the amount of students who experienced anxiety and it is divided according to the level of anxiety of each learner tested. Regarding to this result, it is noticeable that the entire sample of the students experience anxiety when they are immersed in the second language, the majority of learners of this study presents a high level of anxiety, a significant group of pupils fits on a moderate anxiety, and none of the learners is exempted of suffering the foreign language speaking anxiety.

Table 7 Frequency of FLCAS

#	ITEMS	SA	A	N	D	SD	T
1	I never feel quite sure of myself when I am speaking in my foreign language class.	10	7	4	2	1	24
2	I worry in excess about making mistakes in the foreign language class.	7	9	4	4	0	24
3	I start to panic when I have to speak without preparation in language class.	8	9	4	3	0	24
4	Even if I am well prepared for language class, I feel anxious about it.	10	12	2	0	0	24
5	I am afraid that my language teacher is ready to correct every mistake I make.	11	8	3	2	0	24
6	I always feel that the other students speak the foreign language better than I do.	6	7	5	5	1	24
7	I don't feel very self-conscious about speaking the foreign language in front of the other students.	4	10	2	4	4	24
8	I get nervous and confused when I am speaking in my foreign language class.	5	7	6	4	2	24
9	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	3	10	6	5	0	24
10	I am afraid that the other students will laugh at me when I speak the foreign language.	6	5	5	6	2	24

Note: SA=Strongly Agree, A=Agree, N=Neutral, D=disagree, SD=Strongly Disagree, T=Total. This table indicates the frequency of each question of the FLCAS.

Table 8 Percentage of FLCAS

#	ITEMS	SA	A	N	D	SD	T
1	I never feel quite sure of myself when I am speaking in my foreign language class.	42%	29%	17%	8%	4%	100%
2	I worry in excess about making mistakes in the foreign language class.	29%	38%	17%	17%	0%	100%
3	I start to panic when I have to speak without preparation in language class.	33%	38%	17%	13%	0%	100%
4	Even if I am well prepared for language class, I feel anxious about it.	42%	50%	8%	0%	0%	100%
5	I am afraid that my language teacher is ready to correct every mistake I make.	46%	33%	13%	8%	0%	100%
6	I always feel that the other students speak the foreign language better than I do.	25%	29%	21%	21%	4%	100%
7	I don't feel very self-conscious about speaking the foreign language in front of the other students.	17%	42%	8%	17%	17%	100%
8	I get nervous and confused when I am speaking in my foreign language class.	21%	29%	25%	17%	8%	100%
9	I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	13%	42%	25%	21%	0%	100%
10	I am afraid that the other students will laugh at me when I speak the foreign language.	25%	21%	21%	25%	8%	100%

Note: SA=Strongly Agree, A=Agree, N=Neutral, D=disagree, SD=Strongly Disagree, T=Total. This table indicates the percentage of each question of the FLCAS.

ITEM 1: I never feel quite sure of myself when I am speaking in my foreign language class.

Table 9 Item 1 of FLCAS

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	TOTAL
FREQUENCY	10	7	4	2	1	24
PERCENTAGE	42%	29%	17%	8%	4%	100%

Note: frequency and percentage of item 1

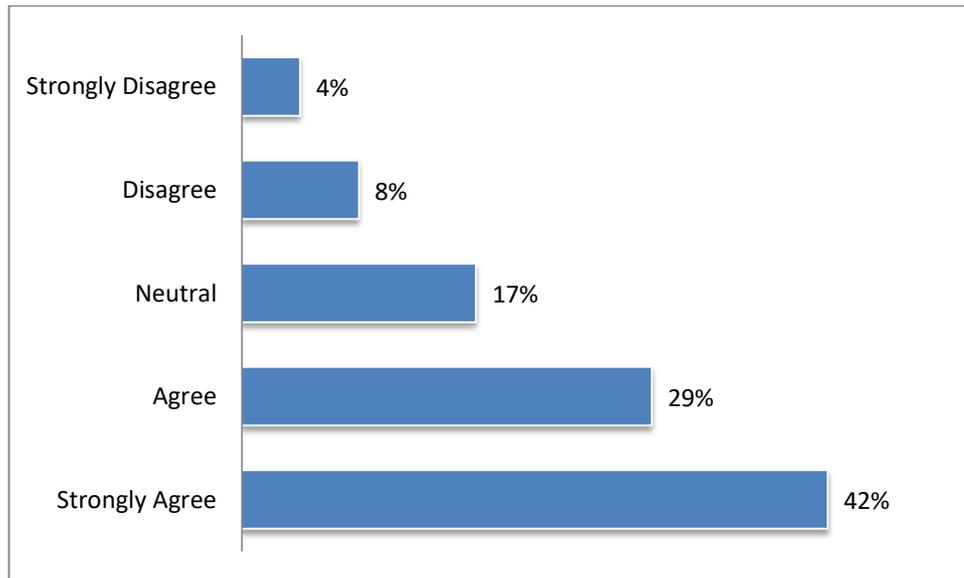


Figure 2. Results of Item 1

This bar graph manifests the self-perception that students possess about themselves in relation with the foreign language. Clearly, the bar graphic shows that the majority of learners do not feel sure of their own knowledge at the moment of speaking the target language. This could be due to the low self-esteem that many students tend to experience when they badly believe in being unable of performing an oral task adequately. Students with low self-esteem are the most potential victims of suffering the speaking anxiety and as a result of that, many of them prefer to use their native language to communicate their ideas during the foreign language class.

ITEM 2: I worry in excess about making mistakes in the foreign language class.

Table 10 *Item 2 of FLCAS*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	TOTAL
.FREQUENCY	7	9	4	4	0	24
PERCENTAGE	29%	38%	17%	17%	0%	100%

Note: frequency and percentage of item 2

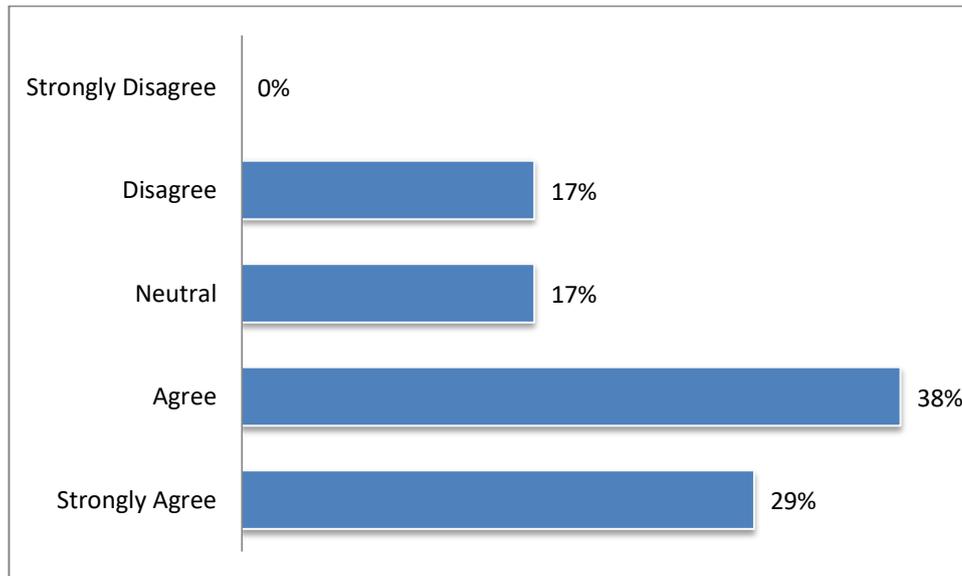


Figure 3. Results of Item 2

The following bar demonstrates the conception about the use of the foreign language that learners tend to have about it. It points out that most of the learners have the tendency of worrying excessively on the possible mistakes that they will have at the moment of using the target language. The belief that in order to use the second language it is necessary not making mistakes has led students to think that the accuracy is the only way to perform the second language. As a result of this perception, students think in every word before of communicating an idea that they might have, thus impeding the oral production of learners and consequently, increasing the level of anxiety in them.

ITEM 3: I start to panic when I have to speak without preparation in language class.

Table 11 *Item 3 of FLCAS*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	TOTAL
FREQUENCY	8	9	4	3	0	24
PERCENTAGE	33%	38%	17%	13%	0%	100%

Note: frequency and percentage of item 3

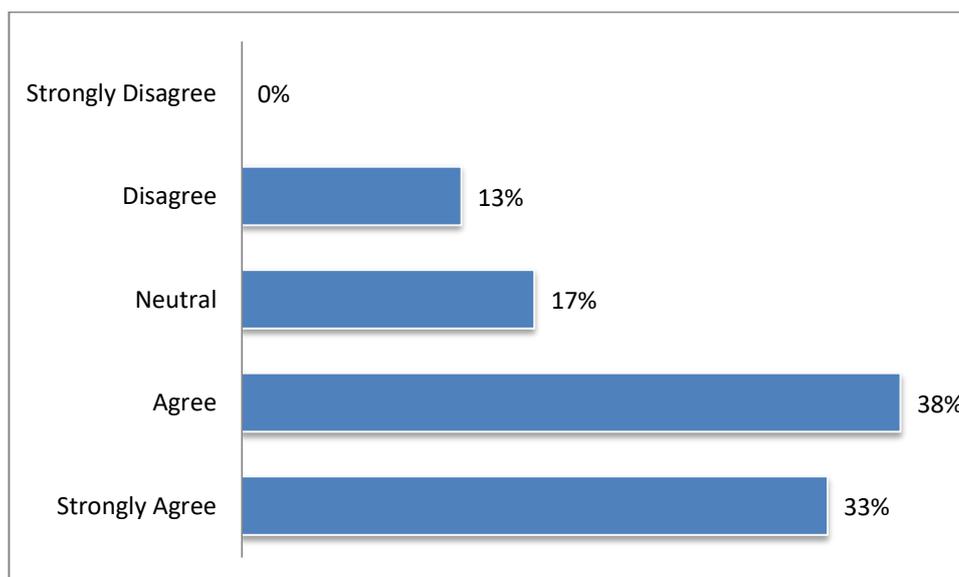


Figure 4. Results of Item 3

This bar indicates the fear of speaking the target language without preparation which experiences many learners. A significant group of learners agree to experience panic when they have to speak without the enough preparation to achieve that task. Many students coincide that the most difficult skill to achieve regarding the target language is the speaking skill. Additionally, they assume that to achieve that skill accurately it is necessary a previous preparation. The idea of accomplishing that goal without preparation does not fit in the mind of learners since they believe if they have enough time to prepare the activity suggested by the teacher, they might perform the activity without feeling panic. In this way, the resource of anxiety is attributed to the teacher because of students usually mention that the teacher does not provide enough time to prepare the activity.

ITEM 4: Even if I am well prepared for language class, I feel anxious about it.

Table 12 Item 4 of FLCAS

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	TOTAL
FREQUENCY	10	12	2	0	0	24
PERCENTAGE	42%	50%	8%	0%	0%	100%

Note: frequency and percentage of item 4

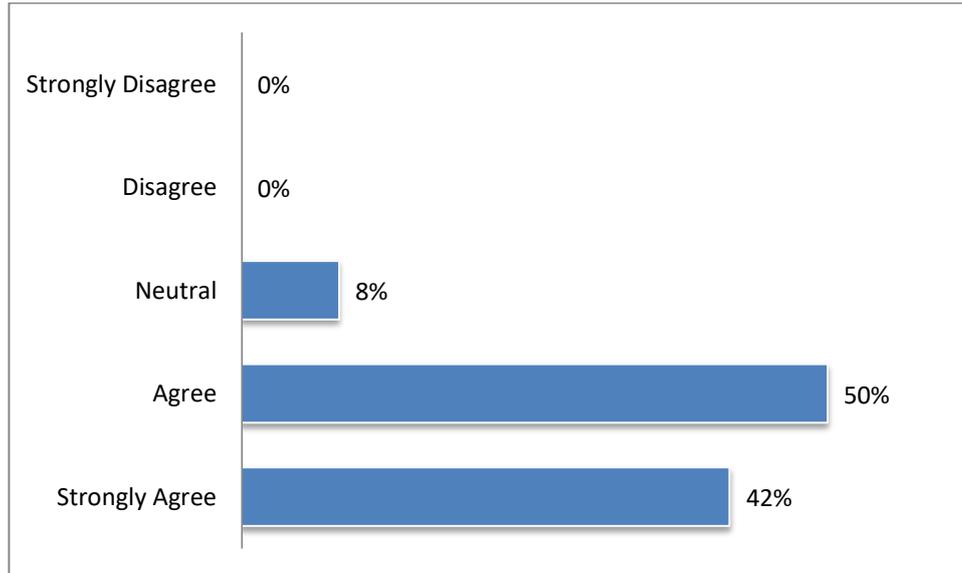


Figure 5. Results of Item 4

The following bar displays the frequency in which learners feel anxious despite being prepared for the foreign language class. The half of pupils agrees to experience anxiety even if they know the material of the second language. This result is a little controversial regarding the comments of some students since they stated that if they have the opportunity to dedicate more time on their preparation, they might reduce the levels of anxiety in their English class. However, this notable finding demonstrates that the previous preparation does not guarantee the avoidance of that subjective feeling. It could be presented in low levels but actually, it does not disappear due to anxiety is innate in everybody.

ITEM 5: I am afraid that my language teacher is ready to correct every mistake I make.

Table 13 *Item 5 of FLCAS*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	TOTAL
FREQUENCY	11	8	3	2	0	24
PERCENTAGE	46%	33%	13%	8%	0%	100%

Note: frequency and percentage of item 5

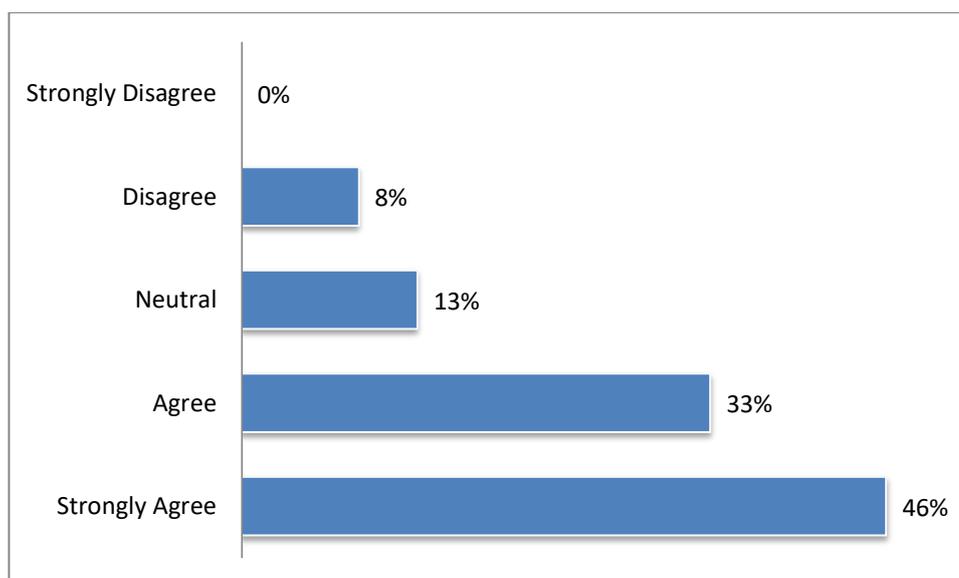


Figure 6. Results of Item 5

This bar graphic exhibits the incidence of the feedback provided by the teacher at the moment of the error correction in learners. The 46% of students strongly agree to be scared when the teacher corrects their mistakes. This could be caused by the manner of providing a feedback that the teacher usually applies in class with them. Some teachers have the tendency to correct any mistake made by learners. Indeed, most of them believe that their only role as teachers is to evaluate constantly the production of their pupils. As a result of this, learners prefer not being part of any activity that involves the use of the target language since they find it like a situation of frustration, embarrassment, and nervousness rather than a moment of

learning something new based on their mistakes that are normal in the process of learning in each of them.

ITEM 6: I always feel that the other students speak the foreign language better than I do.

Table 14 *Item 6 of FLCAS*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	TOTAL
FREQUENCY	6	7	5	5	1	24
PERCENTAGE	25%	29%	21%	21%	4%	100%

Note: frequency and percentage of item 6

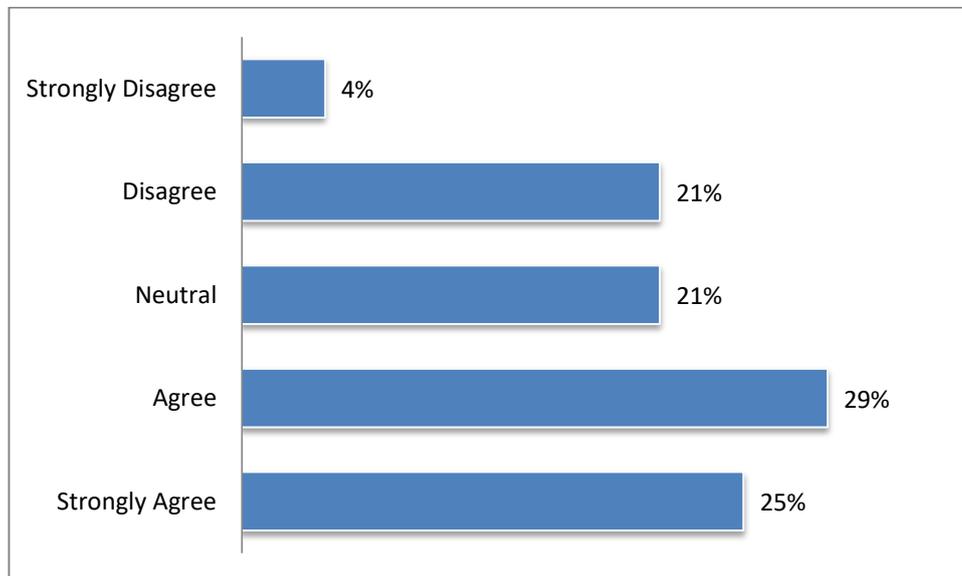


Figure 7. Results of Item 6

The following graphic manifests the fear of perception of others that students perceive when they compare their knowledge with their classmates. It is appreciated that in these results exist parity based on the alternative selected by learners. While the 29% of students agree to feel that their similar speak the foreign language better than they do, the 21% of them disagree with that idea. Based on the possible factors associated with this statement and the responses of them, authors could determine that in this group of students there is not the comparison among them. In contrast,

these findings demonstrate that many of them do not care about the perception of their counterparts regarding their competency.

ITEM 7: I don't feel very self-conscious about speaking the foreign language in front of the other students.

Table 15 *Item 7 of FLCAS*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	TOTAL
FREQUENCY	4	10	2	4	4	24
PERCENTAGE	17%	42%	8%	17%	17%	100%

Note: frequency and percentage of item 7

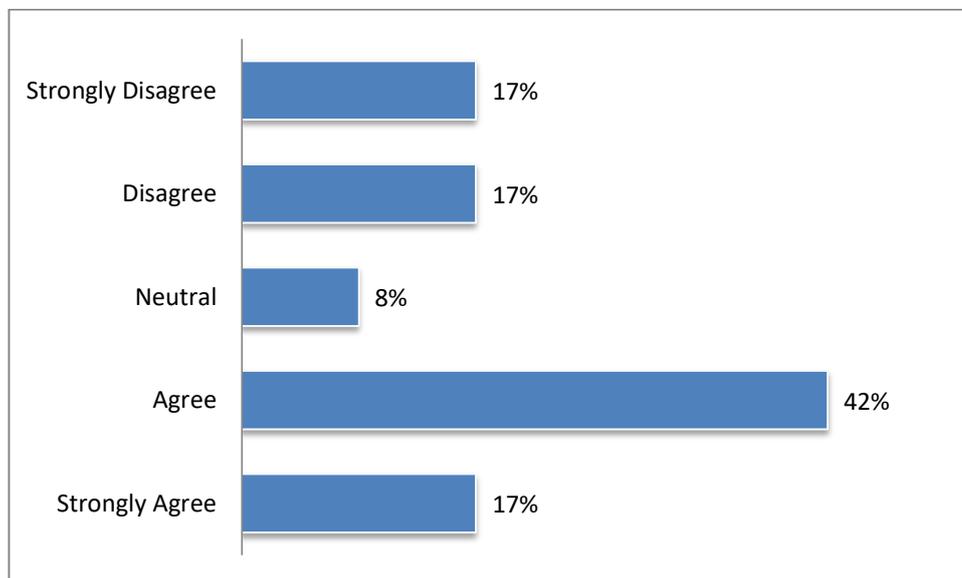


Figure 8. Results of Item 7

This bar presents the impact of speaking the foreign language in front of others. The 42% of the individuals agree not to feel sure about speaking in front of their peers. Actually, this task is a source of anxiety in both languages, Spanish and English, but it is clear that the fact to give a presentation in another language is more difficult in comparison of giving it in your native language. Due to students tend to think that they are going to be evaluated not only by the teacher but also by their classmates. And in most of the cases, the audience just finds the manner of mocking

of the person who is speaking during the presentation of something in the second language.

ITEM 8: I get nervous and confused when I am speaking in my foreign language class.

Table 16 *Item 8 of FLCAS*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	TOTAL
FREQUENCY	5	7	6	4	2	24
PERCENTAGE	21%	29%	25%	17%	8%	100%

Note: frequency and percentage of item 8

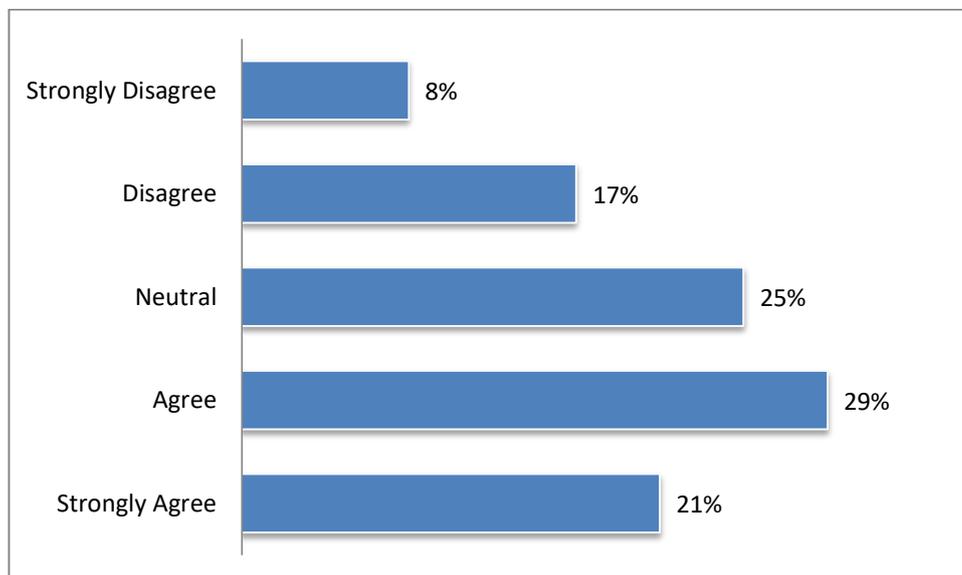


Figure 9. Results of Item 8

Similar to the previous question, the following graphic exhibits the incidence of speaking the foreign language with the only difference that it is not referred to give a presentation in front of others, this is more related to the self-concept of speaking in the target language during the foreign language class. The 21% and 29% of students coincide in getting nervous and confused when they are speaking in the second language class. This could occur due to learners do not practice the language adequately. When they are required to participate in a pair or group work, most of them prefer to use their mother tongue rather than the target language. As a

consequence, they limit their knowledge and for that, they do not possess the tools to be immersed in the new language. The poor level of language proficiency that learners present is also a source that generates unsureness and nervousness at the moment of using the foreign language.

ITEM 9: I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

Table 17 Item 9 of FLCAS

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	TOTAL
FREQUENCY	3	10	6	5	0	24
PERCENTAGE	13%	42%	25%	21%	0%	100%

Note: frequency and percentage of item 9

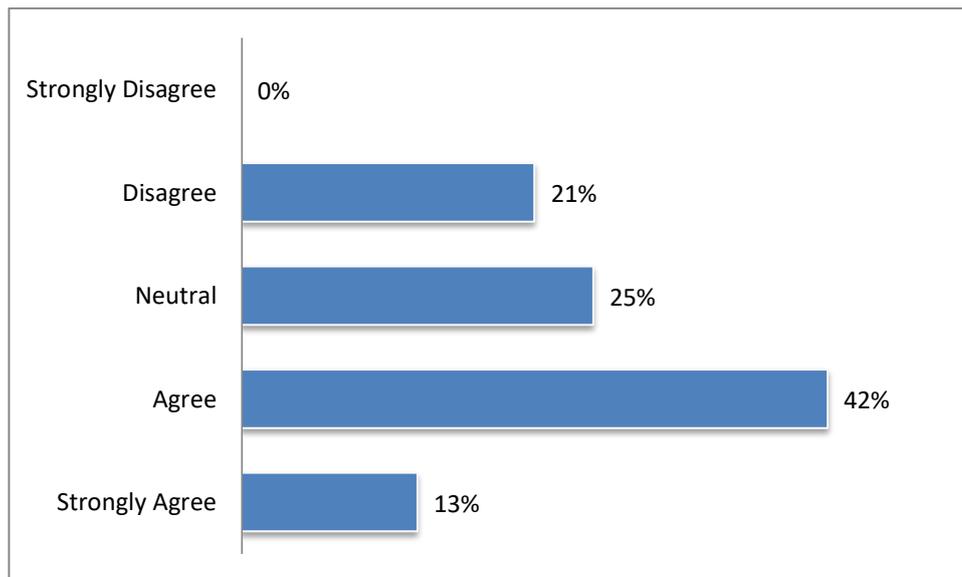


Figure 10. Results of Item 9

The following bar graphic indicates the belief or attitude that students signal as the learning of a new language. The 42% of students agree to feel overwhelmed by the number of rules they have to learn to speak a foreign language. Unfortunately, this concept is presented on the majority of learners when they are learning a second language. And this idea just blocks the acquisition of the new language. Even some learners believe that in order to speak accurately the target language it is imperative

to live in an English-speaking country and that it is impossible to speak correctly the second language living in a non-native English-speaking country. This thought could be caused by the methodology that teachers apply in their classes. Nowadays, many teachers continue wasting their efforts in teaching grammatical patterns when these methodologies are old-fashioned. As a result, students think that the foreign language is just structures and nothing else. That is why in many cases; students do not even make the attempt to use the new language either their teacher or their peers.

ITEM 10: I am afraid that the other students will laugh at me when I speak the foreign language.

Table 18 *Item 10 of FLCAS*

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	TOTAL
FREQUENCY	6	5	5	6	2	24
PERCENTAGE	25%	21%	21%	25%	8%	100%

Note: frequency and percentage of item 10

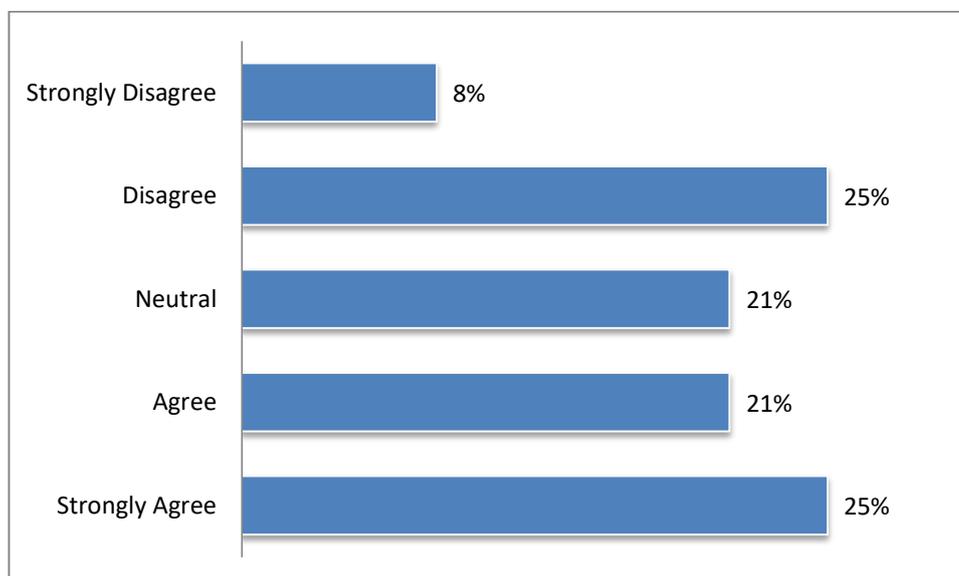


Figure 11. Results of Item 10

The last graphic related to the FLCAS stipulates the fear of receive mocking by others at the moment of speaking the target language. Similar to the results of the item N°6, this graphic marks a equability in the responses of learners since by one

side the 25% and 21% of learners coincide in being afraid that other students will laugh at them when they are performing an oral task, the other side shows indecisiveness with a noticeable 21% and with a 25% learners reject the possibility to be scared of the that others may laugh at them. These findings demonstrate that the half of the participants of this study possesses a solid concept of their competencies and the other half of them probably has a low self-esteem and poor self-concept about their knowledge, thus becoming the last group in victims of suffering the foreign language speaking anxiety.

3.6.3. Speaking Test

Pre-test

Table 19 Results of Pre-test

	STUDENTS	C1	C2	C3	C4	C5	TOTAL	QS
1	BONE REYES ANTHONY DAMIAN	2	4	2	2	2	12	POOR
2	CAMINO GARCIA MANUEL FERNANDO	1	2	1	1	1	6	POOR
3	CAMPOS CHAGUAY CLEMENTE	2	2	4	4	4	16	NEEDS WORK
4	CEDENO GOMEZ ALFONSO XAVIER	2	2	2	2	2	10	POOR
5	CHILAN QUIMIS MIGUEL ANGEL	2	2	2	2	2	10	POOR
6	CRUZ ALVARADO ANGELICA JUDITH	2	2	2	2	2	10	POOR
7	DELGADO ANCHUNDIA KEVIN GERMAN	2	2	2	2	2	10	POOR
8	FLORES ESPINOZA KEVIN ALEXANDER	2	2	2	2	2	10	POOR
9	FRANCO CEVALLOS DANNY JOSUE	2	2	2	2	2	10	POOR
10	GOMEZ ALVAREZ EMERSON JOSUE	4	4	4	4	4	20	NEEDS WORK
11	HERRERA ORDONEZ JOSE MARCELO	4	4	4	4	4	20	NEEDS WORK
12	HOLGUIN VILLON SHIRLEY YULIANA	2	2	2	2	2	10	POOR
13	JARAMILLO PILAY MARLON SAMUEL	2	2	2	2	2	10	POOR
14	LINO LLAPA JOSE EFREN	2	2	2	2	2	10	POOR
15	MOLINA VELIZ GABRIELA ELIZABETH	2	2	2	2	2	10	POOR
16	ORELLANA MARTINEZ CHARLIE VICTOR	2	4	2	2	2	12	POOR
17	OSORIO ACOSTA JOSUA STEVEN	2	2	2	2	2	10	POOR
18	PARRALES VERA HECTOR ARMANDO	1	1	1	1	1	5	POOR
19	PENAFIEL MORA LUIS ADRIAN	6	6	6	6	6	30	AVERAGE
20	REYES REYES RONNY JASON	2	2	2	2	2	10	POOR
21	RODRIGUEZ TUBAY JASON JOEL	2	2	2	2	2	10	POOR
22	VACA ORTIZ FABIAN ANTONIO	2	2	2	2	2	10	POOR
23	VELIZ CIRINO CRISTOPHER	4	4	4	4	4	20	NEEDS WORK
24	ZAMORA MAYORGA ARIANA GISELLE	1	2	1	1	1	6	POOR
	AVERAGE BY SKILLS	2.29	2.54	2.38	2.38	2.38	11.96	

Note: C1=COMPREHENSION, C2=INTERACTION, C3=ACCURACY, C4=FLUENCY, C5=PRONUNCIATION, QS=QUALITATIVE SCALE.

The pre-test evaluated the oral proficiency of 24 students from 1st bachillerato course at Unidad Educativa Fiscal Batalla de Tarqui. The test was out of 50 points and each criterion evaluated was out of 10 points. In order to obtain the qualitative scale of learners the following parameters were considered: if students got a grade from 45 to 50, their level would be excellent; if students got a grade from 35 to 44, their level would be good; if they got a grade from 25 to 34, their level would be average; if they got a grade from 15 to 24, their level would be needs work; and if they got a grade from 5 to 14, they level would be poor. The test was divided in two sections. The first section consisted in an interview between authors and students. The interview included questions related to personal information, likes/dislikes, experiences or past activities, and future plans. The second section consisted in a discussion between two students where each of them had to simulate a role in order to create a conversation between a famous person and a reporter. The criteria evaluated on these tests were: comprehension, interaction, accuracy, fluency, and pronunciation. The test lasted around 5 to 10 minutes for each student.

The results of the pre-test just confirmed the idea that authors had at the beginning of this study. These results point out that the majority of learners do not possess a good level of language proficiency. Consequently, this poor level of language proficiency limits seriously the oral production of pupils since they cannot interact with their peers or teacher due to the lack of knowledge such as vocabulary or grammatical patterns that are necessary to the production of the new language.

Based on the interviews applied to students, authors could appreciate that even questions related to personal information were difficult to answer by students. Many of them ask researchers to make the test in the native language, but it was impossible to accomplish because the goal of the pre-test was to determine the level

of oral proficiency of each of them. Additionally, as they did not understand the questions, they just smiled or ask if the test had finished. Others showed reluctance to participate on this test arguing that the test was not part of the subject and for that they did not have the obligation to take it. Despite of these little complaints by the side of students, the 24 students of the 1st bachillerato was tested and the outcomes of this test displayed that the level of language proficiency is really poor in this group of students. Thus supporting, that while lower is the level of language proficiency, higher is the level of anxiety respect with the foreign language.

Based on the results of the pre-test, authors present two more tables with their respective graphics to indicate in detail the rate with its qualitative scale and the average per skills that the whole sample got.

Table 20 *Qualitative Scale of Pre-test*

QUALITATIVE SCALE	FRECUENCY	PERCENTAGE
EXCELLENT	0	0%
GOOD	0	0%
AVERAGE	1	4%
NEEDS WORK	4	17%
POOR	19	79%
TOTAL	24	100%

Note: the parameters of the qualitative scale are the following; Excellent (45-50), Good (35-44), Average (25-34), Needs Work (15-24), Poor (5-14).

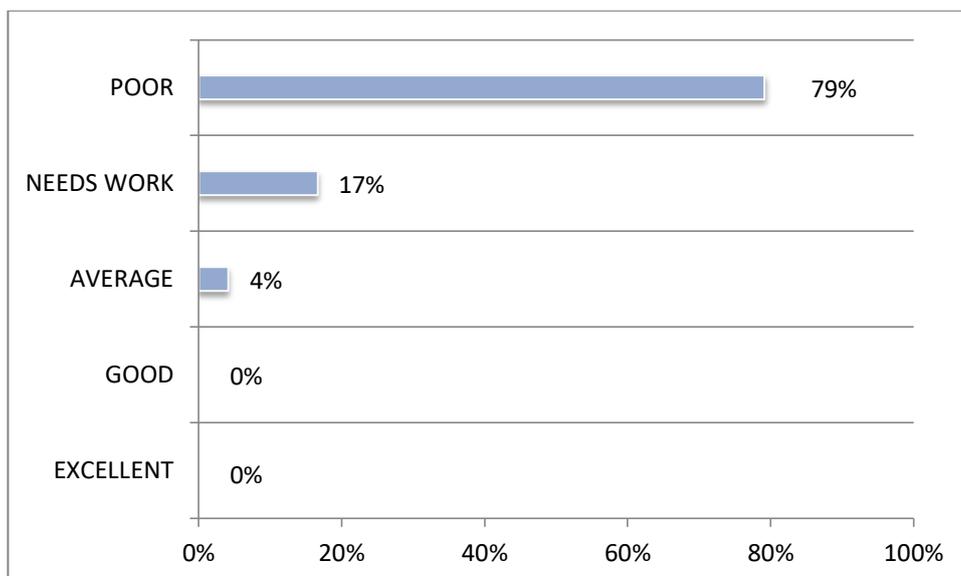


Figure 12. Qualitative Scale results of Pre-test

This graphic indicates the poor level of oral proficiency of English that students possess in 1st Bachillerato course. With these results, students evidence that they need to practice more the foreign language in order to overcome or reduce the anxiety provoked by the lack of competencies that they presented. That is why authors suggested the application of activities that allow students to be immersed in the new language and as a result they can interact since they improve their level of language proficiency.

Table 21 Oral Proficiency Skill of Pre-test

ORAL PROFICIENCY SKILL	AVERAGE
COMPREHENSION	2.29
INTERACTION	2.54
ACCURACY	2.38
FLUENCY	2.38
PRONUNCIATION	2.38
TOTAL	2.394

Note: This table includes the oral proficiency skills with its respective average.

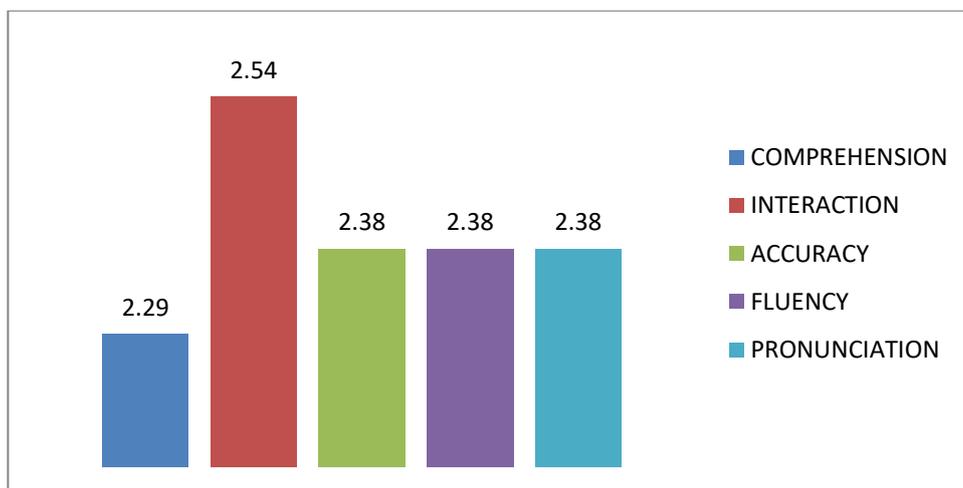


Figure 13. Oral Proficiency Skills results of Pre-test

The following bar shows the average of the oral proficiency skills that served as criteria to evaluate students. Every category was tested out of 10 points in each student. Regarding these results, it could appreciate that the average per skills is 2.39 over 10. In other words, students do not reach even the fourth part that is 2.50 of the grade. These results are a little alarming since they should present unless a basic level of English in reference with the parameters of The Ministry of Education presents on its official web page with the level of that students of 1st course should possess. However, the reality is that students of this course do not reach that level and the possibility of the presence of the foreign language anxiety is more evident because of their low level of English.

Post-test

Table 22 Results of Post-test

RESULTS OF POST-TEST								
N°	STUDENTS	C1	C2	C3	C4	C5	TOTAL	QS
1	BONE REYES ANTHONY DAMIAN	3	4	3	3	3	16	NEEDS WORK
2	CAMINO GARCIA MANUEL FERNANDO	2	2	2	2	2	10	POOR
3	CAMPOS CHAGUAY CLEMENTE	4	4	5	5	5	23	NEEDS WORK
4	CEDENO GOMEZ ALFONSO XAVIER	5	6	5	5	5	26	AVERAGE
5	CHILAN QUIMIS MIGUEL ANGEL	3	3	3	3	3	15	NEEDS WORK
6	CRUZ ALVARADO ANGELICA JUDITH	5	6	5	5	5	26	AVERAGE
7	DELGADO ANCHUNDIA KEVIN GERMAN	3	3	3	3	3	15	NEEDS WORK
8	FLORES ESPINOZA KEVIN ALEXANDER	3	4	3	3	3	16	NEEDS WORK
9	FRANCO CEVALLOS DANNY JOSUE	5	6	5	5	5	26	AVERAGE
10	GOMEZ ALVAREZ EMERSON JOSUE	4	5	4	4	4	21	NEEDS WORK
11	HERRERA ORDONEZ JOSE MARCELO	5	6	5	5	5	26	AVERAGE
12	HOLGUIN VILLON SHIRLEY YULIANA	3	3	3	3	3	15	NEEDS WORK
13	JARAMILLO PILAY MARLON SAMUEL	3	3	3	3	3	15	NEEDS WORK
14	LINO LLAPA JOSE EFREN	5	6	5	5	5	26	AVERAGE
15	MOLINA VELIZ GABRIELA ELIZABETH	6	7	6	6	6	31	AVERAGE
16	ORELLANA MARTINEZ CHARLIE VICTOR	3	3	3	3	3	15	NEEDS WORK
17	OSORIO ACOSTA JOSUA STEVEN	4	5	4	4	4	21	NEEDS WORK
18	PARRALES VERA HECTOR ARMANDO	4	4	4	4	4	20	NEEDS WORK
19	PENAFIEL MORA LUIS ADRIAN	8	8	8	8	8	40	GOOD
20	REYES REYES RONNY JASON	4	4	4	4	4	20	NEEDS WORK
21	RODRIGUEZ TUBAY JASON JOEL	3	3	3	3	3	15	NEEDS WORK
22	VACA ORTIZ FABIAN ANTONIO	3	3	3	3	3	15	NEEDS WORK
23	VELIZ CIRINO CRISTOPHER	8	8	8	8	8	40	GOOD
24	ZAMORA MAYORGA ARIANA GISELLE	2	2	2	2	2	10	POOR
AVERAGE BY SKILLS		4.08	4.50	4.13	4.13	4.13	20.96	

Note: C1=COMPREHENSION, C2=INTERACTION, C3=ACCURACY, C4=FLUENCY, C5=PRONUNCIATION, QS=QUALITATIVE SCALE.

Similar to the pre-test, 24 students was assessed to determine if the application of the CLT activities have contributed to reduce the level of speaking anxiety in learners. The post-test included the same questions that the pre-test contained. It was divided in two parts like the pre-test. The criteria evaluated was the same: comprehension, interaction, accuracy, fluency, and pronunciation. The post-test lasted around 10 minutes per student.

Once applied the CLT activities, the post-test was taken. The results demonstrated that there is a little but considerable increase in the final grade of this group of students. In contrast with the pre-test, the majority of learners do not fit in a poor level of English instead they fit in a needs work according with the qualitative scale exposed. During the interviews that were part of the post-test, authors could appreciate that most of the students had more confidence to express their ideas without any kind of nervousness. Indeed, it was the main goal of this investigation, authors discovered that through the application of communicative activities, the level of anxiety could reduce at the moment of speaking the target language and this confidence that many students showed at the moment of the post-test was a clear evidence that they did not feel the fear to communicate their thoughts in the foreign language. Even, some students asked for more questions since they thought that if they answer more questions, they will receive a reward.

In the same way that the pre-test, authors display two more tables to indicate in details the qualitative scale and the average of the oral proficiency skills evaluated on this test.

Table 23 *Qualitative Scale of Post-test*

QUALITATIVE SCALE	FREQUENCY	PERCENTAGE
EXCELLENT	0	0%
GOOD	2	8%
AVERAGE	6	25%
NEEDS WORK	14	58%
POOR	2	8%
TOTAL	24	100%

Note: the parameters of the qualitative scale are the following; Excellent (45-50), Good (35-44), Average (25-34), Needs Work (15-24), Poor (5-14).

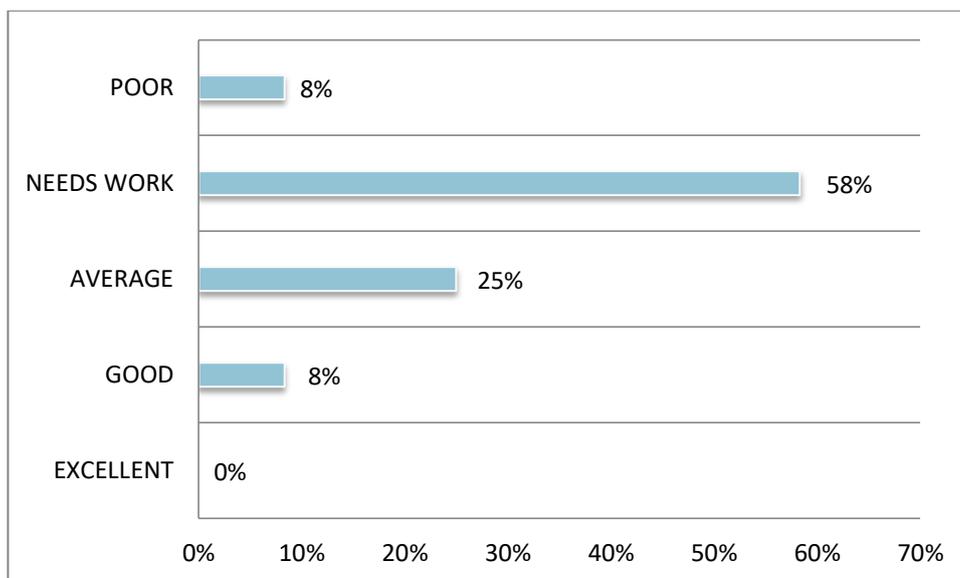


Figure 14. Qualitative Scale results of Post-test

This chart indicates that more than the half of students needs work in reference with their level of language proficiency. The remarkable on these result is not the little increase of oral proficiency in learners, instead is the lack of nervousness at the moment of speaking the target language. Despite of the deficiency of vocabulary or grammar those students continued presenting; they had the desire to express their opinions. Even, they made many mistakes during their speaking performance, but they never missed the enthusiasm to continue with their speech.

Table 24 Oral Proficiency Skill of Post-test

ORAL PROFICIENCY SKILL	AVERAGE
COMPREHENSION	4.08
INTERACTION	4.50
ACCURACY	4.13
FLUENCY	4.13
PRONUNCIATION	4.13
TOTAL	4.194

Note: This table includes the oral proficiency skills with its respective average.

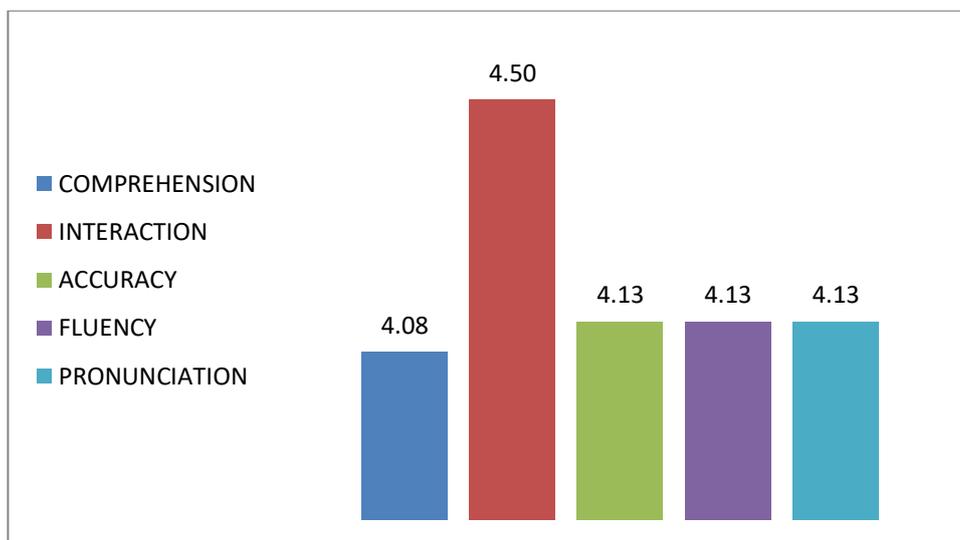


Figure 15. Oral Proficiency Skills results of Post-test

The following bar graph shows the average of the oral proficiency skills that served as criteria to evaluate students. Similar to the pre-test, every category of the post-test was tested out of 10 points in each student. Regarding these results, it could appreciate that the average per skills is 4.19 over 10. In this way, students do not reach the level of language proficiency that the Ministry of Education estimates in learners of 1st bachillerato course, but in this point it is considerable to mention that if students continue with a method in which the major part of the class will lead to the oral production of students, they can acquire the foreign language naturally and consequently they are going to reduce the level of anxiety during the foreign language class.

To conclude the interpretation of the result of pre and post-test, authors include a comparative chart of average related to the oral proficiency skill evaluated in both tests.

Table 25 Comparative Oral Proficiency skill of Pre-test and Post-test

ORAL PROFICIENCY SKILL	PRE-TEST	POST-TEST
COMPREHENSION	2.29	4.08
INTERACTION	2.54	4.50
ACCURACY	2.38	4.13
FLUENCY	2.38	4.13
PRONUNCIATION	2.38	4.13
TOTAL	2.394	4.194

Note: this table exhibits the comparison of oral proficiency skill of pre and post-test

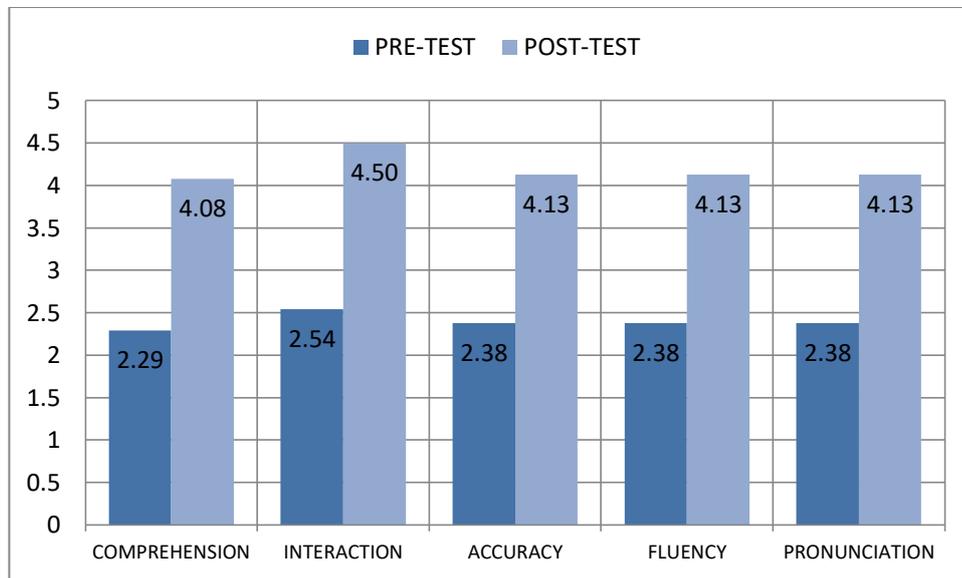


Figure 16. Comparative Oral Proficiency skill results of Pre and Post-test

This final graphic shows a comparison of the result between the pre and post-test. It could discriminate that there is an increase of two points in each oral proficiency skill. Among this group of students, authors could determine that the highest skill is the interaction with an average of 2.54 and 4.50 in each test; the lowest skill is the comprehension with an average of 2.29 and 4.08 respectively, and the following skills such as accuracy, fluency, and pronunciation maintain their average of 2.38 in the pre-test and 4.13 in the post-test. With this little but considerable improvement of the language proficiency of students from 1st

bachillerato, researchers assume that CLT activities not only collaborate with the decrease of the foreign language anxiety also they may contribute with the language proficiency of students.

3.6.4. Surveys

TEACHER SURVEY

Table 26 Frequency of Teacher Survey

N°	QUESTIONS	SA	N	SD	TOTAL
1	Could a student-centered approach where interactions among students through the use of pair or group work promote the enough security to speak in front of others the target language?	5	0	0	5
2	Should teachers consider the frequency of the use of activities that are focused on the fluency of learners that avoid the possible breakdowns in communication in order to help learners to speak without fear?	2	3	0	5
3	Should classroom activities be oriented to real-life situations in order to learners feel prepared to use the target language in other settings?	5	0	0	5
4	Could activities like role plays, simulations, and games stimulate the active participation of learners?	3	2	0	5
5	Could activities related to current topics develop a real communication between teachers and students?	4	1	0	5
6	Should the role of teachers be secondary to create independent learners who are in a constant searching of learning?	4	1	0	5
7	Teachers must be updated on the methods, techniques, and approaches that are required for the government in order to improve oral skills in learners.	5	0	0	5

Note: SA (STRONGLY AGREE), N (NEUTRAL), SD (STRONGLY DISAGREE)

Table 27 Percentage of Teacher Survey

N°	QUESTIONS	SA	N	SD	TOTAL
1	Could a student-centered approach where interactions among students through the use of pair or group work promote the enough security to speak in front of others the target language?	100%	0%	0%	100%
2	Should teachers consider the frequency of the use of activities that are focused on the fluency of learners that avoid the possible breakdowns in communication in order to help learners to speak without fear?	40%	60%	0%	100%
3	Should classroom activities be oriented to real-life situations in order to learners feel prepared to use the target language in other settings?	100%	0%	0%	100%
4	Could activities like role plays, simulations, and games stimulate the active participation of learners?	60%	40%	0%	100%
5	Could activities related to current topics develop a real communication between teachers and students?	80%	20%	0%	100%
6	Should the role of teachers be secondary to create independent learners who are in a constant searching of learning?	80%	20%	0%	100%
7	Teachers must be updated on the methods, techniques, and approaches that are required for the government in order to improve oral skills in learners.	100%	0%	0%	100%

Note: SA (STRONGLY AGREE), N (NEUTRAL), SD (STRONGLY DISAGREE)

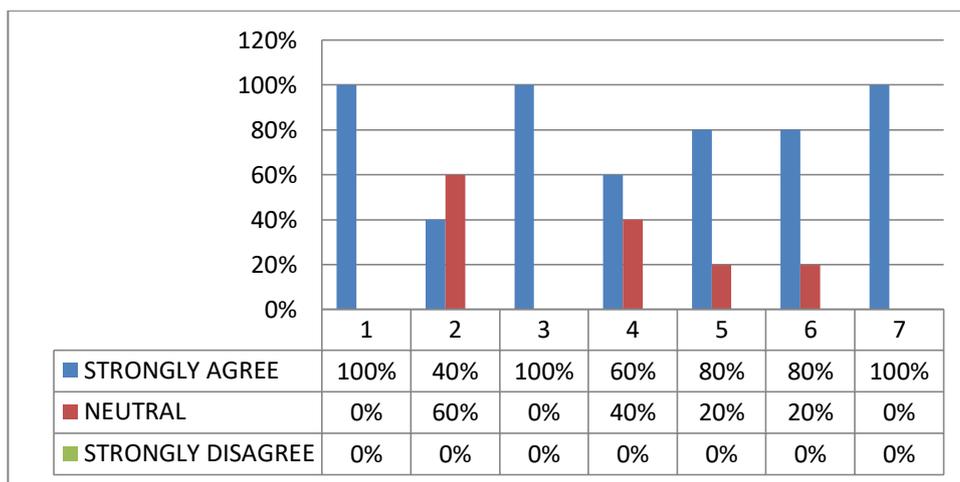


Figure 17. Results of Teacher Survey

The following graphic exhibits the results of the seven questions applied on the survey that was directed to the five teachers who work as English teachers in the high school where the investigation was conducted. The objective of the survey was to determine if teachers agree with the idea of applying a communicative approach in which the purpose is to raise the level of oral proficiency and decrease the level of anxiety in learners.

QUESTION 1

The results indicate that the whole sample of teachers strongly agree that a student-centered approach could promote the enough security to speak in front of others the target language. It could be helpful since the constant interaction among students allow them to be more secure at the moment of express their ideas. Indeed, this interaction creates a partnership where there will be cooperation among learners.

QUESTION 2

The findings demonstrate that the 40% of teachers strongly agree with the idea of the increase of CLT activities whereas the 60% of them are impartial with that concept. This detachment in reference with the use of CLT activities with more frequency in class could be due to the application of these kind of activities require

the investment of time and money by the side of teachers and it is known teachers do not have a good salary in this country, moreover the time of teachers is reduced too since when they finished their working hours, they have to check homework, quizzes, projects at home. That is why many of them show neutrality with respect at the constant use of communicative activities.

QUESTION 3

The 100% of teachers agree that classroom activities should be oriented to real-life situations. One of the characteristics of CLT activities are that they simulate situations that occur every day. In this way, teachers are aware that if the activities involve authentic material, students can associated the content learned within class with events that occur out of class.

QUESTION 4

The 60% of instructors agree that activities like role plays, simulations, and games could stimulate the participation of learners while the remaining 40% of them are kept neutrality in reference with that though. Indeed, these kinds activities contribute with the active participation of learners since are centered specifically in them. Students with this kind of activities are not mere spectators who just limit to answer possible questions asked by the teacher. Instead, they need to interact with their classmates in order to complete the activity since this is the purpose of the activity.

QUESTION 5

The 80% of the participants agree that activities related to current topics could develop a real communication between teachers and students. Current topics like social networks, famous people, soccer stars are considered as the preference of learners nowadays even teachers coincide with that conception, but the reality is that

teachers prefer to omit these kind of activities in their classes since they coincide that are topics which can cause controversy among students and teachers.

QUESTION 6

The 80% of teachers approve that their role should be secondary. They concord that the principal role always should be to the students since they can construct their own knowledge and consequently, they will have the desire to find the learning in other sources like internet or books. Indeed, this can help to exist an interaction between teacher and students since students are going to be prepared to discuss the topic that the teachers will explain in their future classes.

QUESTION 7

The 100% of teachers accept that they must be updated on the several requirements that the government demands, but the majority of them do not know what it is the method that the Ministry of Education proposed to enhance the level of English in students. However, the analysis of this last question is not based on the opinions of the authors for that, authors consider the responses of teacher in reference with that conception and just focus in the choice selected by teachers.

STUDENT SURVEY

Table 28 *Frequency of Student Survey*

N°	STATEMENTS	SA	N	SD	TOTAL
1	Interaction with peers through pair or group work is more relaxed rather than individual expositions.	18	4	2	24
2	Grammar content should be presented in dialogues rather than isolated grammatical structures.	5	15	4	24
3	Activities which simulate real-life situations provide a security to speak the target language with others.	11	10	3	24
4	The constant use of role plays, simulations, or games might promote the acquisition of the foreign language naturally.	10	8	6	24
5	Updated topics like social networks, famous people, or sports are more attractive rather than old fashioned topics.	10	9	5	24
6	Mistakes in pronunciation should be corrected individually rather than highlighted in front of the class.	10	9	5	24
7	Teachers who are flexible, patient, and friendly generate more confidence to participate in class rather than those who are strict, impatient, and angry.	16	7	1	24

Note: SA (STRONGLY AGREE), N (NEUTRAL), SD (STRONGLY DISAGREE)

Table 29 *Percentage of Student Survey*

N°	STATEMENTS	SA	N	SD	TOTAL
1	Interaction with peers through pair or group work is more relaxed rather than individual expositions.	75%	17%	8%	100%
2	Grammar content should be presented in dialogues rather than isolated grammatical structures.	21%	63%	17%	100%
3	Activities which simulate real-life situations provide a security to speak the target language with others.	46%	42%	13%	100%
4	The constant use of role plays, simulations, or games might promote the acquisition of the foreign language naturally.	42%	33%	25%	100%
5	Updated topics like social networks, famous people, or sports are more attractive rather than old fashioned topics.	42%	38%	21%	100%
6	Mistakes in pronunciation should be corrected individually rather than highlighted in front of the class.	42%	38%	21%	100%
7	Teachers who are flexible, patient, and friendly generate more confidence to participate in class rather than those who are strict, impatient, and angry.	67%	29%	4%	100%

Note: SA (STRONGLY AGREE), N (NEUTRAL), SD (STRONGLY DISAGREE)

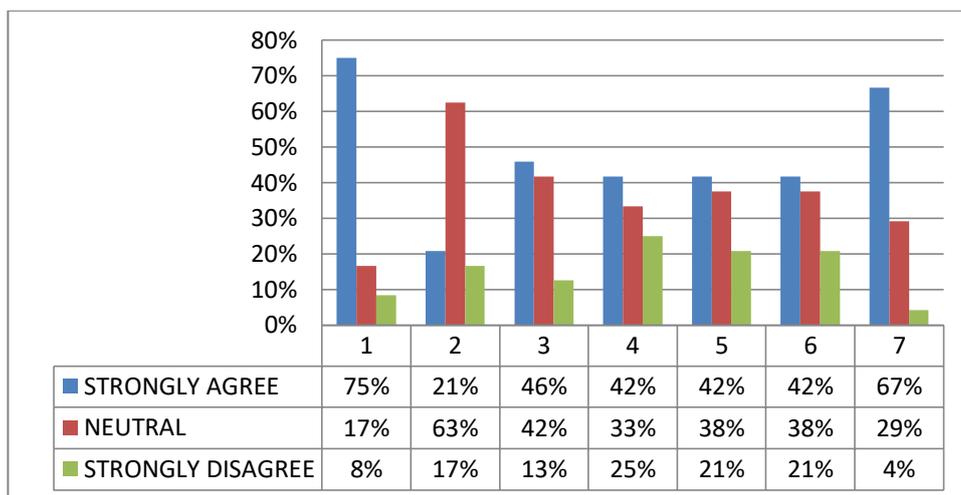


Figure 18. Results of Student Survey

Similar to the survey applied to teachers, the survey of students was applied to determine if students coincide with the idea of the use of CLT activities in their classes in such a way that they can reduce their anxiety at the moment of speaking the target language.

In general terms, a considerable percentage of students agree with that conception, but it is a reality that students show certain resistance to this idea. It could be due to these kinds of activities required the active participation of them and unfortunately they are not accustomed to do that. Even during the application of the CLT activities by authors, they displayed some complaints like “It is too much for us”, “Our teacher doesn’t do that”, “I don’t like to work with my partner, I prefer to work alone”.

However, it is favorable that exists an agreement in the majority of the statements since this support the solution proposed as a solution to lower the speaking anxiety in learners.

In order to be more specific with the results of the survey applied to students, authors detail each statement with its respective finding.

STATEMENT 1

The 75% of the students agree with the idea that is more relaxed to work with a partner or in group instead to work individually. They concord with that belief due to through the pair or group work not exist the possibility of being exposed to any kind of mockery by the rest of the students. Instead, when students work in pairs or in group there is an exchange of knowledge that allows learners to acquire more content of the foreign language and consequently, they can correct their possible mistakes among themselves without the support of teachers.

STATEMENT 2

The majority of the students with a notable 63% of response show neutrality in this statement. This could be caused by the methodology applied in the class by the teacher since as authors mentioned previously the methodology applied by the teacher of this course was focus specifically on grammatical content for that, students with their selection just exhibit a remarkable indifference in reference with the grammatical content. In other words, they do not worry if grammar is explained as isolated structures or if it is presented within a dialogue because they are bored of grammar.

STATEMENT 3

The following results indicate that the half of students with a 46% agree with activities which simulate real-life situations provide a security to speak the target language with others whereas the other half of learners show indecisiveness with a 42% in reference to this point, and the rest of students disagree totally with that conception. This divergence of opinions regarding to this concept could be caused by the belief of students since most of them repeated constantly that the foreign language was not necessary to learn because of the mastery of the language was not

useful to find a job or a dialogue applied in class was not going to be same in a conversation with a native speaker. According to these responses, it is clear that students do not show a great interest to learn the second language, but this could be due to they do not know the importance of mastering another language nowadays. It is compressible their responses since they are teenagers who do not know the competitiveness of this world.

STATEMENT 4

The 42% of learners consider that the constant use of CLT activities like role plays, games, and simulations might promote the acquisition of the target language in a natural way whereas the 33% selected the neutral option and 25% differ with that point. The agreement of the majority of students in relation with the frequent use of these kinds of activities could be due to most of the students like to participate in games that stimulate the participation of the whole class. Also, they admitted that the class was much funny and the use of the foreign language through games let them associate the content when they were evaluated on the last test that authors conducted. Indeed, many of them during the post-test assured that they did not need to check their notes to take the final test.

STATEMENT 5

With the 42%, students demonstrate that they prefer updated topics rather than outdated topics in their classes. During the performance of communicative activities, authors always search for activities suit with the preferences of learners in such a way that the activities are of their entire knowledge in order to avoid responses like “I don’t know what it is” or “I don’t know who is that person”. Topics such as famous soccer players, singers, TV- shows, were the themes treated during the application of the CLT activities. And researchers could appreciate that when are

treated these topics students are more participative since they know more about the theme rather than the own investigators. In others words, students conducted the class when a current topic was treated.

STATEMENT 6

The 42% of learners reflect that mistakes should be correct individually rather than in front of the whole class. It is appreciated that students prefer to be corrected one by one since the correction in front of their similar just will provoke teasing from the rest of their classmates. Consequently, this could damage their confidence or self-esteem and limit their participation in class. For that, students believe that is much better that teacher provide a feedback separately.

STATEMENT 7

Finally with a 67% of acceptance, learners coincide with that teachers should be more flexible, patient, and friendly to generate an environment where students and teachers can interact and negotiate with the content that are going to be explained. It is clear that teachers who do not present these characteristics will find apathy in learners and as a result, they cannot give their classes adequately since students will show a total reluctance of being part of any kind of activity that teachers want to share with their pupils. In brief, the attitude of the teacher has a significant role to the active participation of learners.

4. PROPOSED PROJECT PLAN

4.1. Title

Coping with foreign language speaking anxiety through the use of communicative language teaching activities.

4.2. Justification

The present proposal was determined based on the conclusions and results obtained during the development of this research project. Additionally, it was considered the lack of confidence in using the foreign language that secondary students present especially at the moment of speaking the target language.

Considering that the less confidence that students possess to use the second language could be related to the poor level of language proficiency of students and that in turn the level of students is associated with the experience of suffering the foreign language speaking anxiety, authors propose a truly communicative approach (actually is the approach suggested by the Ministry of Education in order to let students reach a good level of language proficiency) in which different activities can be applied that will help students not only to improve the level of English of each of them but also to produce the language without any kind of fear.

Taking into consideration the survey applied, researchers could notice that there is a favorable reception to the application of these communicative activities since learners and students coincide with that an approach in which lessons are oriented to enhance the oral production where grammatical content is presented in dialogues or informal conversation. In other words, this process can mitigate the anxiety that produces to learn a new language.

Thus, authors believe that the communicative approach can influence in a positive manner to reduce the foreign language anxiety and consequently, expand the knowledge in reference with the target language in learners of high school.

4.3. Objectives

4.3.1. Broad

- To determine the effectiveness of the application of communicative language teaching activities to cope with the foreign language speaking anxiety.

4.3.2. Specific

- To prepare a set of activities to be applied in order to promote the development of speaking skills in learners.
- To implement pair or group work in order to foster collaborative learning among learners to let them practice the foreign language constantly.
- To enhance teachers to apply a communicative approach in order to increase the level of language proficiency to reduce the foreign language anxiety.

4.4. Content framework of the proposed project plan

The application of CLT activities is feasible due to it was elaborated with factual data of a specific educational community. That is why; it will obtain positive results in benefits for learners at the moment of being applied.

Indeed, authors could say that the frequent use of these kinds of activities let students expand their knowledge. In others words, they are going to possess more vocabulary, structures or expressions since this continual immersion to the new language allow them to learn the second language naturally that will encourage students to take the risk of speaking the foreign language without feeling any kind of pressure of being judged by others. The reliability of this previous assumption can be

proved with the outcomes that this study got where the obtained results were positive.

Similar to the previous conception, others studies support the feasibility of this proposal owing to they have applied similar strategies to decrease the level of anxiety that produces to speak or learn a second language. Authors of these studies coincide with the idea of employing a methodology that is oriented specifically to the active participation of students in order to face the foreign language anxiety.

The study of Tanveer (2007) reveals that “a truly communicative where students are given chances to succeed even with imperfect language competence”(p.55) make students feel less stressful at the moment of using the foreign language. Tanveer assumed that due to communicative activities are flexible with students since the purpose of these activities is to enhance the fluency of learners.

Similar to Tanveer, Occhipinti (2009) suggests that in order to cope with the language anxiety it is precise the adoption of a methodology that makes students feel comfortable by avoiding activities which increase competitiveness among learners. Pair or group works that are part of the characteristics of the CLT activities are highlighted as activities that let students know each other and practice the new language constantly.

The results of Tsiplakides & Keramida (2009) demonstrates that the use of short-term projects among classmates increase the willingness to participate in speaking tasks in learners. Those authors assumed that conception due to they obtained positive results after the application. Benefits like “students are more personally involved that let them increase their motivation” or “they do not feel that

they are constantly assessed” or “it is easier for them to focus on communication, rather than accuracy” (p.41) support that through the implementation of these kinds of activities students can thrust their confidence and decrease the level of anxiety in them.

Following the same idea, Wu (2010) points out that during the learning of a new language, anxiety seems to be an obstacle to English acquisition, but if the teacher applies a methodology that is focused on “to create a less threatening atmosphere, to motivate, and to strengthen students confidence”(p.184), students will be more successful language learners.

That is why, it is really important the implementation of activities to motivate students to have an active role of their learning and thus, they can feel security of their language competencies and can avoid experiencing the language anxiety when they have to employ their abilities to perform the foreign language.

4.5. The proposed project plan

The proposal that included several CLT activities like role plays, information gap, games, surveys, interviews, and others was implemented in 1st bachillerato course from September to October at Unidad Educativa Fiscal Batalla de Tarqui during the school year 2016 – 2017. However, authors just exhibit the some of the activities that were applied during the process of the investigation. Thus, five activities were selected that are duly detailed with their respective description, preparation, and procedure that will allow having a clear understanding and may serve as a pedagogical resource for future studies.

ACTIVITY 1: COMIC STRIP STORIES

Description: one student recounts a story based on a comic strip. The listener must arrange the comic strip images to match the chronology of the story. The task can be made more difficult by introducing distractors, images that are superfluous to the storyline. Thus, the listener must determine which events (images) belong to the story and in what order they occur. (See appendix F)

Materials: comic strips

Preparation

- Choose a comic strip that has a clear narrative structure. Make one copy of the comic strip to serve as the original story.
- Cut the strip into its individual images. Take another comic strip by the same cartoonist and do the same. Decide how many extraneous images you wish to keep as distractors.
- Make as many copies of the images as needed.

Procedure

- Tell the students the goal of the task, eg., to recount a story clearly so that the listener can reconstruct it with the aid of images. Encourage the listener to ask comprehension questions if the narrative is not clear.
- Divide the students in pairs and give each couple a set of cut-up images, shuffled into random order.
- When the story is in the correct order, invite students to re-tell the story using their own ideas.

- When everybody has done the activity, invite one couple to simulate the characters of the comic strip in front of the class.
- Pre-teach any vocabulary or phrases that might be difficult for the students.

ACTIVITY 2: INFORMATION GAP

Description: students are given a task to accomplish, but each group member only has part of the necessary information. The students must combine and synthesize their individual bits of information in order to solve a problem or make a decision. (See appendix G)

Materials: each student receives a master sheet as well as a set of specific information.

Preparation

- Search for topics that can be visually presented such as geography via maps, family trees.
- Choose the visual aid and erase much of the information.
- The missing information that you removed must be distributed as clues to the students. Make separate clues sheets with this missing information.

Procedure

- Tell the students the goal of the task, eg., to plan a trip using a map, to reconstruct a family's genealogy, to discern social or economic trends using statistics, etc.
- Pre-teach any vocabulary or phrases
- Divide the students in groups or pairs.
- Give a time limit.

ACTIVITY 3: IDENTIFYING DIFFERENCES

Description: students describe different images that are associated with people in certain jobs. The task requires students to pay close attention to detail and to describe people as accurately as possible in order to locate the differences in the professions. (See appendix H)

Materials Needed: different pictures of jobs, worksheets

Preparation

- Make one copy of worksheet 18a (chart) for each group of three to five students in class.
- Make one copy of worksheet 18b (people) for each group of three to five students in the class and cut out the pictures of people as indicated.
- The pictures of people correspond to the jobs they do on worksheet 18a, so it is important to shuffle each set before giving them to the students so that the pictures are no longer in the correct order.

Procedure

- Ask the class to work in groups of three to five and give one copy of the chart to each group.
- Tell them that they are going to write words which describe the sort of person who does each of the jobs on the chart.

For example:

Hairdresser: sociable, flamboyant, hardworking, nice hair, fashionable clothes, a lot of make-up.

- Ask each group to appoint a secretary to do the writing and ask them to write in the spaces provided on their chart.
- When they have finished, give each group a set of pictures of people does one of the jobs on the chart. They should discuss their impressions of the people and, judging them by their appearance, guess which person does which job. Encourage them to use the target language.

For example:

She looks kind – she could be the nurse.

Yes, but she’s got a nice hairstyle, so she could be the hairdresser.

This one must be the politician because he looks serious.

- When a group matches a person with a job, they should put the picture on top of the description on the chart. When every group has matched a person with each of the jobs, stop the activity.
- Ask groups to compare their impressions and then tell them the right answers.
- Discuss the dangers off stereotyping.

ACTIVITY 4: PROJECT

Description: Students prepare a learning campaign. They will work in groups to carry out a learning campaign promoting cultural literacy (See appendix I)

Materials Needed: flip boards, brochures, worksheets

Preparation

- Get in groups and think about learning activities for teens.
- Investigate if students in your class have done these activities.

E.g. Some students have practiced martial arts.

- Choose one learning activity per group to promote in a campaign.
- Prepare a set of recommendations for students to get involved in the activity your group is promoting.

E.g. Campaign: Learn to enjoy reading books.

- Assign responsibilities e.g. designing flyers or posters, preparing speeches and slogans.
- Use a strategy to carry out the campaign.
- Rehearse your presentation.

Procedure

- Students work individually to rank the activities. After they finish, have students work in their groups and challenge them to discuss and complete honestly the second part of the exercise regarding their group's performance and work in the campaign.

- Invite students to read the paragraph out loud and practice diction and speed. Invite them to reflect on the leadership and commitment in their campaigns and how it will affect their presentation.
- Ask a volunteer to read the useful expressions. Go over the pronunciation of those phrases and encourage students to use the appropriate body language. Walk around the room providing help for students to get ready for their presentations. Remind students to look at the audience and not the teacher. Have them rehearse how to use their visual prompts appropriately. Invite a leader from each group to report some of the findings. Encourage students to explain or elaborate on some of the information by using *that is* and the rest of the class to react by using *that's awesome* if the information is interesting.

ACTIVITY 5: DOMINOES

Description: it is game in which students have to match adjectives and their strong equivalents and homophones. (See appendix J)

Materials Needed: worksheets

Preparation

- Make one copy of the worksheets for every four or five students in the class and cut out all the cars as indicated.

Procedure

- Explain to the students that they are going to play a game of dominoes, and that the object of the game is to get rid of all their dominoes.
- Ask students to work in groups of four or five and give each group of students a set of dominoes. Ask them to deal out five dominoes each and to leave the rest in a pile, face down.
- Before they start, explain how to play using the instructions below. If you wish, you can photocopy the instructions and distribute a copy to each group, or write the instructions on the board.
- The students are ready to play the game. While they are playing, go round to each group and check they are playing correctly.
- When they have finished a game, they can shuffle and play another round.
- Pre-teach any vocabulary or phrases that might be difficult for the students.

The following activities were taken from online resources. Activity one, two, and three were taken from the official web site of the University of Texas. Activity four was taken from a guidebook elaborated by the Trinity College London, and the

last activity was taken from the book Reward Intermediate that was the most useful for authors since the majority of activities applied during the study was taken from that book.

It is precise to clarify that the communicative approach let teachers adapt its activities according to the preferences or needs of learners in order to avoid the routine that provokes disinterest to learn a new language in many pupils. Additionally, most of the CLT activities are worked in pairs or groups since one of the characteristics of the communicative approach is to promote the cooperative learning among the students.

4.6. Validation of the proposed project plan

COPING WITH THE FOREIGN LANGUAGE SPEAKING ANXIETY THROUGH THE USE OF CLT ACTIVITIES

SUPERVISOR INFORMATION

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Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Introduction	X				
Objectives		X			
Sequence		X			
Relevance		X			
Presentation	X				
Depth of Study		X			
Language	X				
Comprehension	X				
Creativity	X				
Impact	X				

Comments:



M.Sc. Anita Espinosa Arevalo
Rectora
Unidad Educativa Batalla de Tarqui

**COPING WITH THE FOREIGN LANGUAGE SPEAKING ANXIETY
THROUGH THE USE OF CLT ACTIVITIES**

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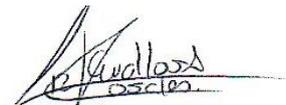
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Rating scale

Alternatives	Very significant	Significant	Somehow significant	Not that significant	Not significant
Introduction	X				
Objectives		X			
Sequence	X				
Relevance	X				
Presentation		X			
Depth of Study		X			
Language		X			
Comprehension	X				
Creativity		X			
Impact	X				

Comments:



Lcda. Liz Cevallos

English Area Coordinator – Unidad Educativa San Agustin

4.7. Impact/benefits of the proposed project plan

The periodic implementation of CLT activities within the classroom could benefit in many manners to the characters that compose the educational field. The following proposal could be advantageous to teachers, students, and even parents since all of them are the principal actors who intervene in the marvelous world of education. As a popular saying says “behind of every successful student exists a laborious teacher and a responsible parent”, that is why the main objective of this proposal is to benefit not only teachers and students but also parents who in most of the cases acquire a secondary role in the educational field.

The students probably will be the characters who receive more benefits rather than teachers and parents. First, they may gain confidence in speaking the foreign language since these kinds of activities provide a flexibility that allows students to make mistakes that can be corrected individually avoiding thus, the embarrassing moment of being evaluated in front of others that just affects the self-esteem of pupils. Second, they may reach the exit profile (A2.2) that is demanded by the Ministry of Education. It will be possible due to the constant use of the foreign language since according to the workload of the foreign language in this country (Ecuador), students receive five hours during the week. In others words, they can practice the foreign language every day since they have one hour of English per day. Finally, with the content already learned, they can employ it in other settings since CLT activities can be adapted to real-life situations. It means that students will associate these exercises practiced in class with situations that occur out of the class.

The teachers who have a significant role within the educational field will receive the following benefits. First, they will get a more participative class due to the role of the teacher is secondary and students are the constructors of their

knowledge. In others words, the role of the teacher is presented as a facilitator or guide in order to students can discern their own learning. Second, they will not fall into the routine since there is a countless of CLT activities that can be adapted to the needs of their pupils creating thus, a favorable environment to work with their students. Finally, in the searching of these kinds of activities, teachers indirectly will acquire more knowledge since as it was mentioned before that it exists a significant number of activities that can be taken from online resources which seem to be the principal resource of investigation nowadays.

Finally, parents could receive some benefits of this proposal. They will show interest to the foreign language and consequently, they will have the desire of learning other language as their children. As a relevant evidence of this conception, one of the authors has had the opportunity to work in different public schools of this city (Guayaquil) and that author could appreciate that most of the parents did not have the fortune to receive classes of English due to when they were at high school the foreign language was not so important to learn it as occurs these days. In one occasion a parent came to ask if it was possible to receive English classes because that parent would like to be able to understand what one of his children sang. This experience occurred when the author worked with children of three years old and in order to they can enjoy the lesson the author presented songs as a strategy to catch their attention. However, it is grateful to know that trough the implementation of these activities will be possible to arouse the interest of other people in this case, the attention of parents.

Perhaps the possible benefits could be so ambitious, but take into consideration the results of the investigation and some experiences as teachers,

authors can guarantee that all of them can be possible if the activities proposed are applied adequately.

CONCLUSIONS

It is a reality that the anxiety related to the foreign language is presented on the majority of learners and as a consequence of this, learners show a negative attitude to the target language that impedes them to acquire the new language. In addition, the foreign language anxiety is a subjective feeling that could be associated more with internal problems of the individual rather than external factors. Nevertheless, in this group of students was found that the methodology applied was the factor that triggers experiencing that subjective feeling in learners since that methodology (Grammar Translation Method) not only is focused on the teaching of grammatical content but also the class is given in the native language resulting thus, students with poor levels of language proficiency that is one of cause to generate anxiety in learners due to they do not possess an appropriate level that allow them to use it. That is why authors proposed the application of activities that promote the practice of the new language meaningfully.

Authors could determine that when they began to apply these kinds of activities, students did not want to be part of the activities due to these activities demand the intervention of them and they were not accustomed to have a main role within the classroom. They were mere spectators that just opened and closed the book when the teacher asked them to do it. It was impressive the passivity of the students and at the same time was alarming to look that behavior of them and the teacher did not react to that. In others words, there was a total indifference to the foreign language in both, teacher and students. For that, when students are asked to

be part of the activity, they did not make the major effort to accomplish the activity since even the teacher did not show interest.

In addition, the teacher did not possess a good level of English. For that reason, the teacher gave the class in Spanish. Therefore, it is difficult to share something if the person does not possess it. That is why the results of the pre-test demonstrated that the majority of learners possess a really poor level of language proficiency. Even many of them did not know how to answer personal questions like “What is your name?” or “How old are you?” that are most frequent to start a conversation.

Despite of these observations, the study continued its course and the activities were applied during some weeks from September to October that was the time that the teacher conceded to the authors to conduct the investigation with this group of learners.

Considering the evident poor level of language proficiency that students possessed, authors searched for activities that included basic vocabulary in an attempt for increasing unless a little the level of English in them since if they could not produce the language how authors could appreciate if the proposal could cope with the foreign language speaking anxiety. Indeed, the task was really demanding, but little by little students showed willingness to being part of these activities. Even, they began to be more participative in class and if they had any doubt in reference of how a word is pronounced or what is the meaning of a word as examples, they immediately recurred to the authors to clarify their possible uncertainties and can continue with the activity with their partners.

Once finished the set of activities prepared to be applied to this group of learners and the post-test was taken, it could say that the proposal is feasible not only to lower the foreign language anxiety but also to increase the level of language proficiency in learners since in reference with the level of language proficiency that learners presented before the implementation of the CLT activities that was really low after the execution of these kinds of activities had an increase of two points that let authors say that if the teacher uses constantly these kinds of activities, it is possible to reach the exit profile of the Ministry of Education required. And in the case of the foreign language speaking anxiety, students with the evident confidence that they showed at the moment of speaking even if they made mistakes, researcher could determine that unless they can control their level of anxiety since these kind of anxiety can be observable if it is present in people with their behavior as any other type of anxiety.

RECOMMENDATIONS

Based on observations, results of the surveys, and the other instruments that let authors to collect data that supported this research project, the possible recommendations are going to be exclusively addressed to the teachers. Authors do not have the intention of judging the work of teachers since researchers know that is not an easy task as many people think, but it is precise to remind that teachers are called to be the principal motivators of their pupils. They are in the obligation of promoting the desire of learning in their students. They cannot fall in the position that if students do not want to work, the teacher takes the same role. Instead, they must exhaust their efforts in the searching of strategies to catch the attention of their pupils in order to have competent learners that can face the difficulties that the real life usually presents. But, if they continue with that ambiguous philosophy, the most

probable outcome is that students continue possessing a poor level of English language unless in Ecuadorian public schools.

For that it is imperative that teachers are updated of the requirements that are demanded by the government since many of the parameters that government establishes in the teaching of the foreign language is that students will be taught under the Communicative Language Approach that will allow students to perceive the language learning as a dynamic and flexible process.

Also, authors recommend the use of technological resources since despite this institution possess a laboratory, it is just for classes of computing when can be possible to use it for English classes too.

Finally, researchers recommend putting more attention on this issue since for the majority of teachers the foreign language anxiety is unknown and in most of the cases they assume that the unwillingness that students present is due to the fact that they do not have the desire of learning the new language when it could be possible that students are experiencing the foreign language anxiety.

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APPENDICES

APPENDIX A

Classroom Observation Checklist

School: Unidad Educativa Fiscal Batalla de Tarqui		
Grade: 1st Bachillerato "D"	Period/time: 40 min.	
Subject: English	Topic: First Conditional	Date: August 29th, 2016
Teacher: Prof. Daycy Jimenez	Observer: Erika Rosero	

Legends: 1 = **STRONG** 2 = **SOME** 3 = **NONE**

	1	2	3
I. CONTEXT/GOAL SETTING			
Objectives are communicated clearly at the start of the lesson.			
Materials are ready.			
There is a structure of the lesson			
The lesson is reviewed at the end.			
II. PREPARATION/INSTRUCTION			
Teacher dominates the subject content covered in the lesson.			
Instructional materials are appropriate for the lesson.			
Knowledge is relevant and interesting for learners.			
III. METHODS/TECHNIQUES			
The lesson is linked to previous teaching or learning.			
The ideas and experiences of the students are shared.			
A variety of activity and questioning techniques are used.			
Instructions and explanations are clear and specific.			
The teacher involves all the students, listens to them and responds appropriately.			
The teacher integrates the use of technology to perform the lesson.			
Instructional materials used capture the interest of the students.			
IV. CLASSROOM ENVIRONMENT			
Students are praised regularly for their effort and achievement.			
Prompt action is taken to address poor behavior.			
All students are treated fairly.			
V. STUDENT ASSESSMENT			
Understanding of learners is assessed throughout the lesson by the use of questions.			
Mistakes and misconceptions are recognized and used constructively to facilitate learning.			
Oral performance of learners is assessed in terms of accuracy and fluency.			

APPENDIX B

FOREIGN LANGUAGE CLASSROOM ANXIETY SCALE

1. I never feel quite sure of myself when I am speaking in my foreign language class.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
-------------------	-------	---------	----------	----------------------

2. I worry in excess about making mistakes in the foreign language class.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
-------------------	-------	---------	----------	----------------------

3. I start to panic when I have to speak without preparation in language class.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
-------------------	-------	---------	----------	----------------------

4. Even if I am well prepared for language class, I feel anxious about it.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
-------------------	-------	---------	----------	----------------------

5. I am afraid that my language teacher is ready to correct every mistake I make.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
-------------------	-------	---------	----------	----------------------

6. I always feel that the other students speak the foreign language better than I do.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
-------------------	-------	---------	----------	----------------------

7. I don't feel very self-conscious about speaking the foreign language in front of the other students.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
-------------------	-------	---------	----------	----------------------

8. I get nervous and confused when I am speaking in my foreign language class.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
-------------------	-------	---------	----------	----------------------

9. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
-------------------	-------	---------	----------	----------------------

10. I am afraid that the other students will laugh at me when I speak the foreign language.

STRONGLY AGREE	AGREE	NEUTRAL	DISAGREE	STRONGLY DISAGREE
-------------------	-------	---------	----------	----------------------

APPENDIX C
SPEAKING TEST
PRE-TEST AND POST TEST

Section 1 Interview

Introduce yourself including full name, age, and family

What is your family like?
Who do you admire in your family? Why?
How many people are there in your family?
Do you and your family get along well?

Tell about your likes and dislikes (people)

What qualities should a friend have?
What do you and your best friends have in common?
What kinds of friends do you have?
What hobbies do you like?

Experiences and past activities

What was your most memorable vacation?
How long have you studied English?
What movies have you seen recently? What's it about?
What book have you read recently? What was it about?

Speak about your future plans

What do you plan to do in the future?
What are your plans for the future?
What will you do next year?
What kind of places do you like to visit? Why?

Section 2 Interaction with a partner

Ask your partner about personal information, preferences, experiences, and future plans

Student A: FAMOUS PERSON

Student B: A REPORTER

What is your real name?
How old are you?
Where do you live?
Are you married or single?
What do you do in your free time?
What did you decide to become a singer, actor, soccer player.....?
What are your future plans?

RUBRICS

Oral interview (50 points)

	Poor 1 - 2	Fair 3 - 4	Good 5 - 6	Very good 7 - 8	Excellent 9 - 10
Comprehension (ability to understand questions and respond appropriately)					
Interaction (ability to listen to and interact with a partner)					
Accuracy (grammar, syntax, and general structures)					
Fluency (vocabulary, speed, naturalness, lack of hesitation)					
Pronunciation (stress, rhythm, intonation patterns)					
Name:					Total: / 50
Comments and suggestions:					

Quantitatively	Qualitatively
45 – 50	Excellent
35 – 44	Good
25 – 34	Average
15 – 24	Needs work
5 – 14	Poor

APPENDIX D

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY FORMAT

Dear teacher:

This survey is a part of an investigation conducted to obtain the bachelor's degree in English Language Teaching. We appreciate that you respond with honesty and responsibility. The information will be confidential and the data collected will be analyzed in our project "Communicative Language Teaching (CLT) activities to lower Foreign Language Anxiety at Unidad Educativa Fiscal Batalla de Tarqui".

Thanks in advance for your cooperation.

Each answer should be marked with a cross (X) in the box that you consider the most appropriate, taking into account the following chart:

1 = STRONGLY AGREE	2 = NEUTRAL	3 = STRONGLY DISAGREE
---------------------------	--------------------	------------------------------

N°	QUESTIONS	1	2	3
1	Could a student-centered approach where interactions among students through the use of pair or group work promote the enough security to speak in front of others the target language?			
2	Should teachers consider the frequency of the use of activities that are focused on the fluency of learners that avoid the possible breakdowns in communication in order to help learners to speak without fear?			
3	Should classroom activities be oriented to real-life situations in order to learners feel prepared to use the target language in other settings?			
4	Could activities like role plays, simulations, and games stimulate the active participation of learners?			
5	Could activities related to current topics develop a real communication between teachers and students?			
6	Should the role of teachers be secondary to create independent learners who are in a constant searching of learning?			
7	Teachers must be updated on the methods, techniques, and approaches that are required for the government in order to improve oral skills in learners.			

APPENDIX E

UNIVERSIDAD LAICA VICENTE ROCAFUERTE DE GUAYAQUIL

SURVEY FORMAT

Dear student:

This survey is a part of an investigation conducted to obtain the bachelor's degree in English Language Teaching. We appreciate that you respond with honesty and responsibility. The information will be confidential and the data collected will be analyzed in our project "Communicative Language Teaching (CLT) activities to lower Foreign Language Anxiety at Unidad Educativa Fiscal Batalla de Tarqui".

Thanks in advance for your cooperation.

Each answer should be marked with a cross (X) in the box that you consider the most appropriate, taking into account the following chart:

1 = STRONGLY AGREE	2 = NEUTRAL	3 = STRONGLY DISAGREE
---------------------------	--------------------	------------------------------

N°		1	2	3
1	Interaction with peers through pair or group work is more relaxed rather than individual expositions.			
2	Grammar content should be presented in dialogues rather than isolated grammatical structures.			
3	Activities which simulate real-life situations provide a security to speak the target language with others.			
4	The constant use of role plays, simulations, or games might promote the acquisition of the foreign language naturally.			
5	Updated topics like social networks, famous people, or sports are more attractive rather than old-fashioned topics.			
6	Mistakes in pronunciation should be corrected individually rather than highlighted in front of the class.			
7	Teachers who are flexible, patient, and friendly generate more confidence to participate in class rather than those who are strict, impatient, and angry.			

APPENDIX F

8

When in Rome

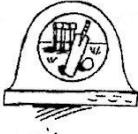
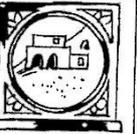
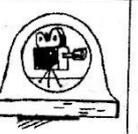
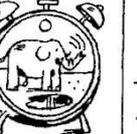
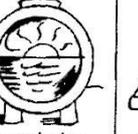
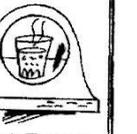
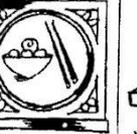
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<p>While he was working in San Francisco, Mr Scotti received an invitation to visit relatives in his native Italy.</p>		<p>As soon as he had a day off, he went to the travel agent's and arranged a flight for the following week.</p>	
<p>As he set off on his journey he was feeling excited and was already looking forward to some home cooking.</p>		<p>When the plane landed for one hour in New York to refuel, Mr Scotti thought they were in Italy and he got out.</p>	
<p>Nobody was there to meet him so he asked a police officer, in Italian, for directions to the nearest bus-station.</p>		<p>The police officer was from Naples so he answered fluently in the same language.</p>	
<p>As Mr Scotti was queuing for a bus he looked around and noticed how sad it was that Rome</p>		<p>was as modern as any American city now. Also, the place was full of American tourists!</p>	
<p>After travelling around the city for several hours, he asked another police officer for directions</p>		<p>and was amazed to find that she didn't understand Italian.</p>	
<p>When the police officer told him he was in New York, Mr Scotti didn't believe her.</p>		<p>The police officer offered to take him back to the airport, and as soon as they set off</p>	
<p>in the police car, she put the siren on and started driving very fast.</p>		<p>'There', said Mr Scotti, 'now I know I'm in Italy because that's how they drive.'</p>	

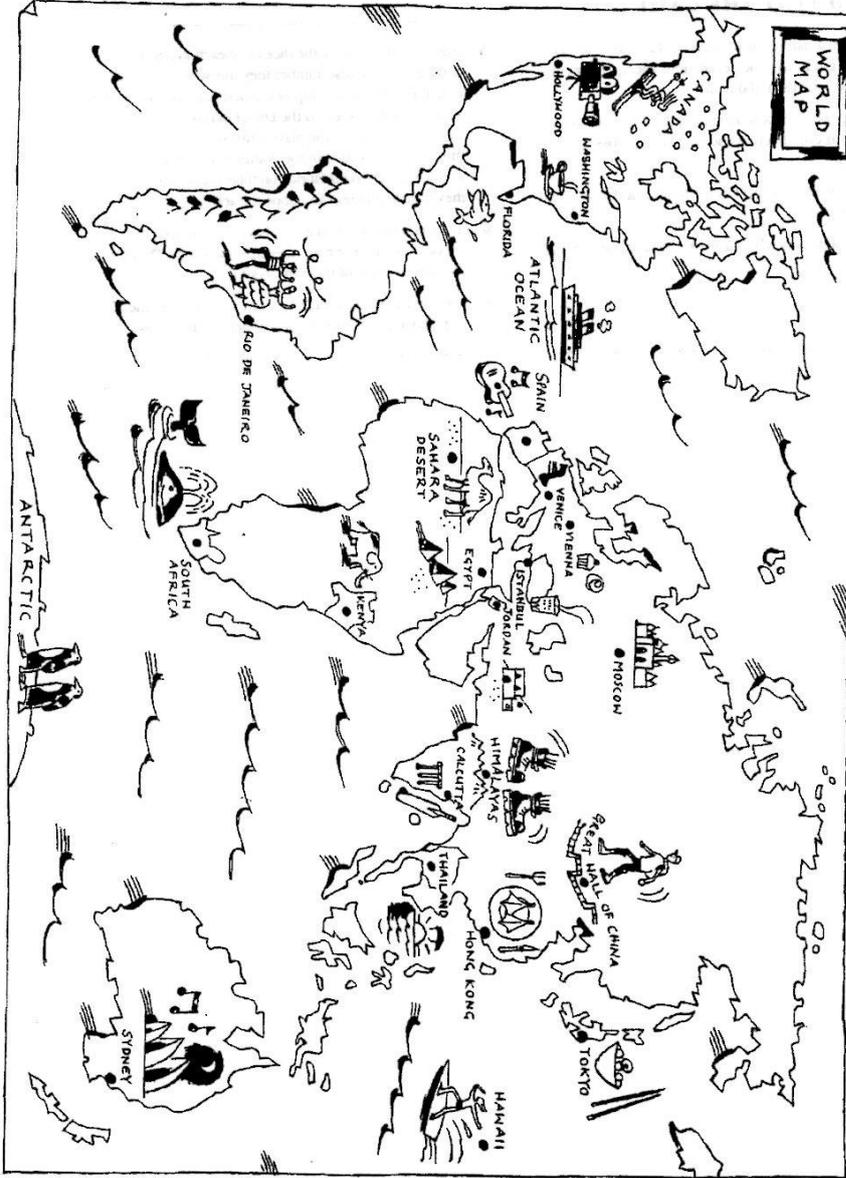
APPENDIX G

11a Round the world in ten minutes

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		Destinations				
		First throw →				
		1	2	3	4	5
Second throw ↓	1	 watch a game of cricket in Calcutta	 go walking in the Himalayas	 visit the lost city of Petra in Jordan	 visit the film studios of Hollywood	 cross the Sahara Desert on a camel
	2	 go surfing in Hawaii	 go skiing in Canada	 eat cakes in Vienna	 sail across the Atlantic	 see the pyramids of Egypt
	3	 see the sights in Moscow	 go on a gondola in Venice	 go to the carnival in Rio de Janeiro	 see an opera in Sydney	 have tea at the White House in Washington
	4	 see the penguins in the Antarctic	 swim with the dolphins in Florida	 go on a safari in Kenya	 watch the sunset in Thailand	 drink Turkish coffee in Istanbul
	5	 eat ducks' feet in Hong Kong	 dance the flamenco in Spain	 eat sushi in Tokyo	 walk along the Great Wall of China	 take photos of whales in South Africa

Map



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APPENDIX H

18a

*He looks nice—
he must be a teacher!* Chart

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HAIRDRESSER _____ _____ _____ _____	NURSE _____ _____ _____ _____	POLITICIAN _____ _____ _____ _____
EDITOR _____ _____ _____ _____	FASHION DESIGNER _____ _____ _____ _____	GARDENER _____ _____ _____ _____
JOURNALIST _____ _____ _____ _____	POLICE OFFICER _____ _____ _____ _____	TEACHER _____ _____ _____ _____
ENGINEER _____ _____ _____ _____	FARMER _____ _____ _____ _____	LAWYER _____ _____ _____ _____



18b

*He looks nice—
he must be a teacher!* People

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18b-18b-18b-18b

APPENDIX I

Real Communication

Share Your Project

1. Discuss your experience.

Rank these out of class-learning activities according to their importance.
(1 the most, 10 the least)

- going to museums or exhibits hanging out with friends attend conferences
 going to the movies listening to music talking to parents
 joining a hobby group participating in campaigns traveling
 Other



Check what you think is true about your group work.

- | | |
|--|--|
| <input type="checkbox"/> There is a lot of creativity. | <input type="checkbox"/> There's not much creativity. |
| <input type="checkbox"/> There's respect for all members' ideas. | <input type="checkbox"/> There's no respect for all members' ideas. |
| <input type="checkbox"/> Information to carry out the project is enough. | <input type="checkbox"/> Information to carry out the project is not enough. |
| <input type="checkbox"/> We spent time appropriately. | <input type="checkbox"/> We didn't spend time appropriately. |
| <input type="checkbox"/> We collected information in a timely manner. | <input type="checkbox"/> We didn't collect information in a timely manner. |
| <input type="checkbox"/> Everybody collaborates. | <input type="checkbox"/> Not everybody collaborates. |
| <input type="checkbox"/> There is a lot of motivation. | <input type="checkbox"/> There is not much motivation. |

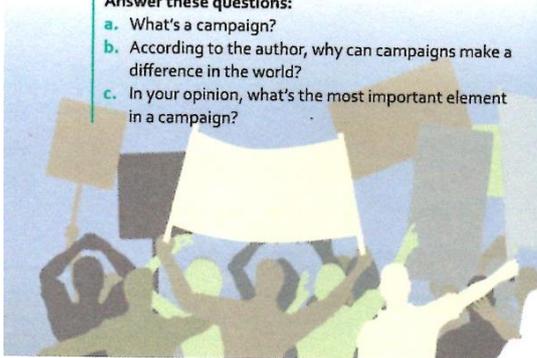


2. Read and answer.

Campaigns are organized activities to achieve a goal. Campaigns are designed to bring people together and involve them in particular ways of thinking and doing things. Honest campaigns are powerful tools to make a big difference in the world. They can have a great educational impact and can also be a fun way to obtain important skills such as leadership and commitment. Interesting changes can be obtained when people work together to make something happen. The strategies or tactics you use will depend on the kind of message or idea you will be campaigning for. These strategies have to be different as not all people respond to the same thing. You can send messages, write posters, give talks or have discussions, or even create a slogan.

Answer these questions:

- What's a campaign?
- According to the author, why can campaigns make a difference in the world?
- In your opinion, what's the most important element in a campaign?



Give your Presentation

- Describe the objective of your campaign.
- Talk about your motivations to carry it out.
- Present the tips you promoted in your campaign.
- Invite people to read all the reviews you created to recommend interesting learning experiences.

Useful Expressions

- To introduce your campaign
We're running a campaign for/against...
We have worked on a campaign...
have created a campaign...
have launched a campaign...
- To express the purpose of the campaign
The purpose of this campaign is...
to create awareness...
to change a habit...
- To engage students into the activity your group is promoting
We have learned... We have talked to...
Invite your parents to...
Consider doing... Start interacting with...
To show the possibilities for learning...
- To give tips
We want to share with you these tips...

APPENDIX J

Progress check

6-10

Dominoes

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Resource Pack

threw	angry	furious	beech	beach	cold
freezing	waist	waste	big	huge	weight
wait	good	excellent	by	buy	silly
ridiculous	week	weak	annoying	infuriating	fare
fair	interesting	fascinating	new	knew	funny
hilarious	meat	meet	hungry	starving	flour
flower	pleased	delighted	right	write	surprised
astonished	bean	been	hot	boiling	plane
plain	tired	exhausted	made	maid	tasty
delicious	sore	saw	frightening	terrifying	through

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REPOSITORIO NACIONAL EN CIENCIA Y TECNOLOGÍA

FICHA DE REGISTRO DE TESIS

TÍTULO Y SUBTÍTULO:

COMMUNICATIVE LANGUAGE TEACHING (CLT) ACTIVITIES TO LOWER FOREIGN LANGUAGE SPEAKING ANXIETY IN FIRST BACHILLERATO AT UNIDAD EDUCATIVA FISCAL BATALLA DE TARQUI DURING THE SCHOOL YEAR 2016 - 2017

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121

TÍTULO OBTENIDO: LICENCIADOS EN LENGUA INGLESA MENCION EN ENSEÑANZA Y ADMINISTRACION DE SISTEMAS EDUCATIVOS EN TEFL

ÁREAS TEMÁTICAS:

PALABRAS CLAVE:

Foreign language, speaking anxiety, oral proficiency, CLT activities, anxiety level.

RESUMEN:

The learning of a new Language is considered by many individuals as a hurdle task to achieve even more when the learning is just related to the ability of speaking the new language. Indeed, speaking a second language is a situation that triggers the possibility of experiencing a subjective feeling (anxiety) which when is linked with a foreign language is

known as the foreign language speaking anxiety. Nevertheless, this issue is unknown by a significant number of educators. As a result, they attribute this phenomenon as a lack of interest to the learning of the foreign language rather than as an issue that learners can suffer especially when they have to accomplish communicative activities. That is why; it was proposed the application of activities (CLT activities) that can cope with the foreign language speaking anxiety. Thus, the objective of this study was to determine if these kinds of activities could reduce the level of speaking anxiety in them. This experimental study adopted a Mixed-methods regarding to the collection of data and followed the next steps: first, a questionnaire was applied to determine the anxiety levels of students; after this, a pre-test was given to realize the level of oral proficiency in learners, once it was determined the anxiety level and the oral proficiency level of students and it was established that the poor level of language proficiency of learners was the factor that generated the language anxiety the next step was the implementation of the CLT activities as a solution to reduce the anxiety level of the foreign language in learners. Finally, after the application of these activities, a post-test was applied to infer if the proposal had a positive impact and cope with the foreign language anxiety in learners. It could appreciate that the execution of these activities could decrease the anxiety levels of learners since they could express their ideas with more confidence the target language. However, the group of students who participated in this study could not reach the exit profile (A2.2) that they must possess; but it could due to authors had few time to implement the activities with them. Apart of this, it could say that the frequency of the implementation of CLT activities could contribute to face the foreign language speaking anxiety and enhance the oral proficiency of learners since those kinds of activities would give the freedom to use the new language according to the needs of them.

No. DE REGISTRO (en base de datos):		No. DE CLASIFICACIÓN:	
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CONTACTO EN LA INSTITUCIÓN:		Nombre: Ab. Michelle Vargas Aguilar	
		Teléfono: 2596500 ext. 221	
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Significance: 7 %

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