



UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR



UNIVERSIDAD BOLIVARIANA DE ECUADOR

**MAESTRÍA EN PEDAGOGIA DEL INGLÉS COMO
LENGUA EXTRANJERA.**

**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TÍTULO DE
MAGÍSTER EN PEDAGOGIA DEL INGLÉS COMO
LENGUA EXTRANJERA**

TEMA

**THE USE OF COLLABORATIVE TOOLS TO
REDUCE SPEAKING ANXIETY IN 6TH GRADERS
EFL STUDENTS.**

Autor/es:

Fernando Patricio Gualsaquí Mesa

Vanessa Matilde Martrus Alejandro

Tutor:

Mgs. Graham Stagg

**GUAYAQUIL-ECUADOR
2024**



La Universidad para todos



UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

DEDICATORY

We dedicate this endeavor to God Almighty, our benefactor, our solid foundation, and our wellspring of insight, understanding, wisdom, and knowledge. Throughout this program, God has been the source of our strength, and it is only on His wings that we have succeeded. We also dedicate our work to our families, who have supported us throughout and ensured that we will do everything in our power to complete the task that we have begun.

To my kids, who have been touched by our quest in every manner imaginable.

We couldn't have achieved our goal without your unwavering support, so thank you to every one of you.

May God reward you.

Fernando Patricio Gualsaquí Mesa

Vanessa Matilde Martrus Alejandro



La Universidad para todos



UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

ACKNOWLEDGEMENT

This project needed a lot of direction and help from certain people to succeed, and we are really lucky to have had this throughout the whole project's completion. I would want to thank them for their direction and assistance, without which none of what we have accomplished would be possible. I appreciate and thank M.A. Graham Stagg for permitting us to complete the reported work and for all the help and direction we needed to finish the report on schedule.

We sincerely thank all of the UBE instructors who have helped us along the way in our master's program in English Language Pedagogy as a Foreign Language (MAESTRIA EN PEDAGOGIA DEL IDIOMA INGLÉS COMO LENGUA EXTRANJERA).

FERNANDO GUALSAQUI

VANESSA MARTRUS



La Universidad para todos



UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN



La Universidad para todos





ABSTRACT

This qualitative-quantitative research aimed to investigate the impact on the effect of collaborative tools in the process of learning L2 and controlling speaking anxiety.

Title: The use of Collaborative Tools to reduce Speaking Anxiety in 6th graders EFL students.

Speaking anxiety is a major obstacle for those learning English as a foreign language (EFL). Still, this research has been done on how collaborative tools positively affect speaking anxiety in various learning settings. This study looks into how collaborative tools, both in-person and online, affect speaking anxiety among language learners of foreign languages. A speaking anxiety survey was used to gather information from 13 EFL students before and after collaborative tools.

The findings showed that speaking anxiety levels changed after collaborative tools in in-person settings; however, there were no appreciable variations among all participants. The results imply that language learners may benefit from collaborative tools regarding speaking anxiety reduction. This research advances our knowledge of practical methods for reducing speaking anxiety in EFL students. We recommend including presentations, gradual feedback, and mini-speeches in class, these methods encourage and motivate students while reducing rivalry and comparison among them, so giving students confidence and worth their efforts can help them perform their speaking skills, also creating a welcoming environment in the classroom encourage to manage anxiety, the practice of some muscle relaxation also helped pupils with stress and speaking anxiety, during this project process we realized that the use of Collaborative tools created a nice atmosphere where all members felt sure to contribute to learn L2 and stopped anxiety at speaking time.

RESUMEN

La siguiente propuesta tuvo como objetivo investigar sobre el efecto de las herramientas colaborativas en el proceso de aprendizaje de una L2 y el control de la ansiedad al hablar.

Título: El uso de herramientas colaborativas para reducir la ansiedad al hablar en estudiantes de inglés como lengua extranjera de sexto grado.

La ansiedad al hablar es un obstáculo importante para quienes aprenden inglés como lengua extranjera (EFL). Aun así, esta investigación se ha realizado sobre cómo las herramientas





colaborativas afectan positivamente la ansiedad al hablar en diversos entornos de aprendizaje. Este estudio analiza cómo las herramientas colaborativas, tanto en persona como en línea, afectan la ansiedad al hablar entre estudiantes de lenguas extranjeras. Se utilizó una encuesta de ansiedad al hablar para recopilar información de 13 estudiantes de inglés como lengua extranjera antes y después de las herramientas colaborativas.

Los hallazgos mostraron que los niveles de ansiedad al hablar cambiaron después de herramientas colaborativas en entornos presenciales; sin embargo, no hubo variaciones apreciables entre todos los participantes. Los resultados implican que los estudiantes de idiomas pueden beneficiarse de las herramientas colaborativas para reducir la ansiedad al hablar. Esta investigación avanza nuestro conocimiento sobre métodos prácticos para reducir la ansiedad al hablar en estudiantes de inglés como lengua extranjera. Recomendamos incluir presentaciones, retroalimentación gradual y mini discursos en clase, estos métodos alientan y motivan a los estudiantes al mismo tiempo que reducen la rivalidad y la comparación entre ellos, brindándoles así confianza y vale la pena sus esfuerzos puede ayudarles a desarrollar sus habilidades para hablar, también crear un ambiente acogedor en el aula alentar a controlar la ansiedad, la práctica de un poco de relajación muscular también ayudó a los alumnos con el estrés y la ansiedad al hablar, durante el proceso de este proyecto nos dimos cuenta de que el uso de Colaborativo Las herramientas crearon una atmósfera agradable donde todos los miembros se sintieron seguros de contribuir a aprender la L2 y detuvieron la ansiedad a la hora de hablar.



UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN



La Universidad para todos





ÍNDICE GENERAL

INTRODUCTION	1
Objectives	5
Main Objective	5
Specific Objectives:	5
Research Approach/method	6
Participants	6
 CHAPTER I: THEORETICAL FRAMEWORK	 9
1.1. Introduction	9
1.2. The independent variable	11
1.2.1. Collaborative Tools (CT)	11
1.2.2. The use of collaborative tools in the education process	12
1.2.3. Benefits of using collaborative tools in education	13
1.2.4. Examples of collaborative tools	15
1.3. The dependent variable/object	16
1.3.1. Speaking skills	16
1.3.2. Importance of Speaking	17
1.3.3. Social Interaction	18
1.3.4. Foreign Language Speaking Anxiety (FLSA)	21
1.3.5. Types of Anxiety	22
1.3.6. Causes of FLSA	23
1.3.7. Symptoms of FLSA	26
1.3.8. Impacts on language learning of FLSA	27
1.3.9. Strategies for managing FLSA.	28
1.4. Relevant studies about the effect of the independent variable on the dependent variable.	30
1.5. <i>A Possible Solution</i>	33
 II CHAPTER TWO: RESEARCH METHODOLOGY AND INITIAL DIAGNOSIS	 36
1. CONCEPTUALIZATION AND OPERATIONALIZATION OF VARIABLES	36
1.1. Conceptualization	36
1.1.1. Independent Variable: Collaborative tools	36
1.1.2. Dependent Variable: Foreign Language Speaking Anxiety	37
1.1.3. Dependent Variable: Speaking skills.	37





1.2.	Operationalization	38
1.2.1.	Matrix of Operationalization for Methodology Section	38
2.	GENERAL RESEARCH APPROACH	39
2.1.	<i>Our Research Design</i>	40
2.2.	Specific Research Methods	40
3.	DESCRIPTION OF THE METHODOLOGICAL AND/OR TECHNOLOGICAL REQUIREMENT	41
3.1.	Types of Research	41
3.2.	<i>Applied research.</i>	42
3.3.	<i>Field research</i>	42
4.	INSTRUMENTS	43
5.	PARTICIPANTS	44
6.	ESTABLISHING A NEED	44
6.1.	<i>Needs Statement</i>	46
6.2.	<i>Procedure to identify needs.</i>	46
6.3.	<i>Collection and Interpretation of diagnostic data</i>	47
6.3.1.	<i>FLCAS</i>	48
7.	THE METHODOLOGICAL PROPOSAL	78
8.	THE VALIDATION PROCESS	80
8.1.	Data Analysis	80
8.2.	Justification of process	82
III	CHAPTER THREE PRESENTATION AND VALIDATION OF THE PROPOSAL	82
	INTRODUCTION	82
1.	DATA ANALYSIS	84





1.1.	THE OBSERVATION	84
1.2.	PRE-SPEAKING SKILLS TEST AND POST-SPEAKING SKILLS TEST RESULTS AND ANALYSIS	86
1.3.	PRE- AND POST-FLCAS RESULTS AND ANALYSIS	88
1.4.	TEACHERS' SURVEY RESULTS AND ANALYSIS	112
2.	THEORETICAL FOUNDATIONS	128
3.	CHARACTERISTICS AND OBJECTIVES OF THE PROPOSAL	129
3.1.	Objectives of the proposal	130
4.	STRUCTURE AND DYNAMICS OF THE COMPONENTS OF THE PROPOSAL	130
5.	DESCRIPTION OF THE METHODOLOGICAL AND/OR TECHNOLOGICAL REQUIREMENTS	138
6.	DESCRIPTION OF THE BUDGET OR FINANCIAL ANALYSIS	139
7.	VALIDATION OF THE PROPOSAL	139
8.	LIMITATIONS IN THE STUDY	140
9.	ETHICAL CONSIDERATIONS FOR THE IMPLEMENTATION OF THE PROPOSAL	140
	CONCLUSIONS	142
	RECOMMENDATIONS	143
	REFERENCES	144



ÍNDICE DE TABLAS

Table 1. Matrix of Operationalization for Methodology Section.....	39
Table 2. Are you never sure of yourself when you are in a foreign language class?	49
Table 3. Do you tremble when you know that your teacher is going to ask you in class?	49
Table 4. Are you scared of not understanding what the teacher is saying in a foreign language?	50
Table 5. During the class, do you realize that do you think about things that don't have anything to do in class?	51
Table 6. Would you not bother to attend more classes in a foreign language?	51
Table 7. Are you usually OK when you give presentations in class?	52
Table 8. Do you think that the other partners receive better language classes than you?	53
Table 9. Do you feel very nervous when you have to talk in class, and you have not prepared very well?	53
Table 10. In class, do you get so nervous that you forget things that you already know?	54
Table 11. Do you get ashamed to act out as a volunteer in class?	55
Table 12. Do you feel sure at the time to speak in class?	55
Table 13. Do you get afraid that your teacher will correct every failure that you make?	56
Table 14. Do you feel how your heart beats rapidly every time your teacher ask you to intervene in class?	56
Table 15. Do you have the feeling that your classmates speak a foreign language better than me?	57
Table 16. Do you get ashamed to speak a foreign language in front of your classmates?	58
Table 17. Do you get nervous when you speak a foreign language in class?	58
Table 18. Do you get nervous when you do not understand each of the words that your teacher says?	59
Table 19. Are you afraid that your classmates laugh at you when you speak another language?	59





Table 20. Have you observed speaking SA among your students?	61
Table 21. How often do you observe students exhibiting anxiety when speaking English in class?	61
Table 22. Do you think SA is a major obstacle to English learners in your class?	63
Table 23. Do you notice a difference in students' anxiety levels depending on the speaking activity?	64
Table 24. Do you think students' prior experiences with English (e.g., success, failure, exposure) play a role in their SA? Yes, or No?	65
Table 25. What strategies have you found effective in helping students manage their SA?	65
Table 26. How do you create a classroom environment that feels safe and supportive for students to practice speaking English?	66
Table 27. Do you currently use CT in your teaching practices?	67
Table 28. How frequently do you incorporate CT in your lessons?	69
Table 29. Do you believe that collaborative tools can be effective in reducing SA?	69
Table 30. Which of the following CTs do you consider most effective?	72
Table 31. What challenges have you encountered in integrating CT to mitigate SA?	73
Table 32. Does CT compared to traditional methods help to reduce SA in terms of effectiveness and accessibility?	74
Table 33. Do you use collaborative tools like Zoom, Youtube and Liveworksheet in your online English class?	75
Table 35. How often do tech tools help you to develop your online oral activities?	76
Table 36. How well do you feel confident when you do your oral activities using tech tools? ..	76
Table 37. How often are collaborative tools useful to increase YOUR speaking skill?	77
Table 38. Which activities did you enjoy the most in your English classes?	78
Table 39. FLSA OBSERVATION CHECKLIST	85



ÍNDICE DE FIGURAS

Figure 1. Pre- Speaking test results	86
Figure 2. Speaking skills post-test	87
Figure 3. Are you never sure of yourself when you are in a foreign language class?	88
Figure 4. Are you never sure of yourself when you are in a foreign language class?	89
Figure 5. Do you tremble when you know that your teacher is going to ask you in class?	90
Figure 6. Do you tremble when you know that your teacher is going to ask you in class?	90
Figure 7. Are you scared of not understanding what the teacher is saying in a foreign language?.....	91
Figure 8. Are you scared of not understanding what the teacher is saying in a foreign language?.....	92
Figure 9. During the class, do you realize that you think about things that don't have anything to do in class?	93
Figure 10. During the class, do you realize that you think about things that don't have anything to do in class?	93
Figure 11. Would you not bother to attend more classes in a foreign language?	94
Figure 12. Would you not bother to attend more classes in a foreign language?	95
Figure 13. Are you usually OK when you give presentations in class?	95
Figure 14. Are you usually OK when you give presentations in class?	96
Figure 15. Do you think that the other partners receive better language classes than me?	97
Figure 16. Do you think that the other partners receive better language classes than me?	97
Figure 17. Do you feel very nervous when you have to talk in class, and you have not prepared very well?	98
Figure 18. Do you feel very nervous when you have to talk in class, and you have not prepared very well?	98
Figure 19. In class, do you get so nervous that you forget things that you already know?	99
Figure 20. In class, do you get so nervous that you forget things that you already know?	100
Figure 21. Do you get ashamed to act out as a volunteer in class?	100





Figure 22. Do you get ashamed to act out as a volunteer in class?	101
Figure 23. Do you feel sure about the time to speak in class?	102
Figure 24. Do you feel sure about the time to speak in class?	102
Figure 25. Do you get afraid that your teacher will correct every failure that you make?	103
Figure 26. Do you get afraid that your teacher will correct every failure that you make?	103
Figure 27. Do you feel how your heart beats rapidly every time your teacher asks you to intervene in class?.....	104
Figure 28. Do you feel how your heart beats rapidly every time your teacher asks me to intervene in class?.....	105
Figure 29. Do you have the feeling that your classmates speak a foreign language better than me?	106
Figure 30. Do you have the feeling that your classmates speak a foreign language better than me?	106
Figure 31. Do you get ashamed to speak a foreign language in front of your classmates?.....	107
Figure 32. Do you get nervous when you speak a foreign language in class?	108
Figure 34. Do you get nervous when you speak a foreign language in class?	108
Figure 35. Do you get nervous when you do not understand each of the words that your teacher says?	109
Figure 36. Do you get nervous when you do not understand each of the words that your teacher says?	110
Figure 37. Are you afraid that your classmates laugh at you when you speak another language?.....	111
Figure 38. Are you afraid that your classmates laugh at you when you speak another language?.....	111
Figure 39. Have you observed speaking SA among your students?	112
Figure 40. How often do you observe students exhibiting anxiety when speaking English in class?	113
Figure 41. What are some common signs of SA you see in your students?.....	114
Figure 42. Do you think SA is a major obstacle to English learners in your class? Yes, or no?	115





Figure 43. Do you notice a difference in students' anxiety levels depending on the speaking activity (e.g., individual presentations, debate, impromptu speaking)? Yes or No.....	116
Figure 44. Do you think students' prior experiences with English (e.g., success, failure, exposure) play a role in their SA? Yes, or no?	116
Figure 45. What strategies have you found effective in helping students manage their SA? ..	117
Figure 46. How do you create a classroom environment that feels safe and supportive for students to practice speaking English?.....	118
Figure 47. Do you currently use CT in your teaching practices? Yes, or no?	119
Figure 48. How frequently do you incorporate CT in your lessons?	120
Figure 49. Do you believe that collaborative tools can be effective in reducing SA?	120
Figure 50. Which of the following CTs do you consider most effective?.....	122
Figure 51. What challenges have you encountered in integrating CT to mitigate SA?	123
Figure 52. Does collaboraive tools in comparison to traditional methods help to reduce SA in terms of effectiveness and accessibility?.....	124



LISTADO DE ANEXOS

Annex 1. A Spanish version of the Foreign Language Classroom Anxiety test (FLCAS).....	149
Annex 2. Students' speaking skills pre-test	150
Annex 3. Speaking skills post test.....	151
Annex 4. Speaking skills rubrics	152
Annex 5. Lesson plan ten weeks	153
Annex 6. Face to face classes teamwork	157
Annex 7. Relaxation exercises moves	158
Annex 8. Role plays	159
Annex 9. Group work.....	159
Annex 10. Online extracurricular classes via zoom meetings	160
Annex 11. Consent form template for students	163



INTRODUCTION

The purpose of this research report is to explain a process that we followed to implement the effective use of collaborative tools to reduce anxiety in sixth-grade English Foreign Language students and develop speaking skills in and out of the classroom. Imagine a group of young learners hesitantly venturing into the world of a new language. Nervous whispers and blank stares meet the teacher's enthusiastic prompts. This is the common scene of foreign-speaking classroom anxiety, a hurdle that can impede language acquisition and enjoyment. This research study details the potential of collaborative tools to bridge the gap between these anxieties and a fulfilling learning experience.

Foreign-speaking classroom anxiety is a major obstacle for many children learning new languages. It can hinder their learning progress, motivation, and overall enjoyment of the language. However, by using collaborative tools, we can empower children to overcome their anxieties and unlock their full language-learning potential. Therefore, we hope that the results of this study will be relevant for all young learners. This research took place in a public school in Pichincha province, Quito. The institution has already served the community for around 104 years, and the building is considered Ecuadorian heritage, located in Quito's "Centro Histórico" on the corner of Borrero and Loja streets. The classrooms and installations are big and wide with a fresh natural environment, good natural lighting, and appropriate temperature and ventilation that allows us to work on a variety of indoor and outdoor activities with numerous groups of students, creating a favorable atmosphere for learning, free from distractions. In classes, students are always able to simultaneously interact with each other as well as with the instructor. The students who took part in this study received in-person classes during the mornings. They come from Venezuela, Colombia, and Ecuador. So, a mix of cultures is represented.

Unfortunately, we do not have any technological services such as the Internet, computers, or laboratories, but we would like to have the opportunity to use some essential resources. Things might



change, and students will be more motivated to learn English with the use of those tech tools, however, we struggle every day to reach our purpose to teach English over all adversities. It is a reality that some students do not have the resource of the internet at home and some families only count on one device per family that is shared to use to complete online assignments. That was the reason not most of our students decided to be part of this project, so just thirteen of them accepted to be part of this research, they belong to sixth grade “B;” integrated by 8 girls and 5 boys. The same group of students had studied together from second grade, and many of them had shown difficulties in developing their oral expression at level A.1 CFER.

After executing observation of the class and diagnostic analysis, it was possible to observe the limited oral contribution of our students that did not help to increase their speaking skills. Even though we created a good classroom environment, we noticed that students did not perform their speaking ability perfectly; in place, they presented some difficulties that prevented us from developing students’ abilities in learning English as a Foreign Language. They did not like to interact in public and refused to speak English. They preferred to speak in their native languages “Spanish and Quichua.” After all, some of our students come from Indigenous origins. We realized that oral interaction is the most challenging drill for our students, we also could identify that they were too shy to answer in front of their partners and teachers.

It is relevant to highlight that Speaking is the mode of communication most often used to express opinions, make arguments, offer explanations, transmit information, and make impressions upon others.” (Rahman, 2010). However, many students in our school preferred not to speak for fear of making mistakes in front of their classmates or teachers, wrong vocabulary choices, mispronunciation, or being mocked by their peer causing anxiety at the moment of speaking. Speaking a foreign language in front of peers can be daunting for children, leading to anxiety, and hindering their progress.

. Many factors could affect the progress of the students in the acquisition of these skills. As many schools in Ecuador, still use outdated teaching methods for English language instruction, these methods often focus on grammar and vocabulary drills, that do not give students enough opportunities



to speak. Furthermore, the majority of our students do not have enough chances to practice English outside of the educational center because English is widely not spoken in Ecuador, and many students do not have access to English-language media resources.

We aim to underline that teaching English without technology is feasible and rewarding. Public educators who often focus on traditional teaching methodology to teach L2, are not truly sure that English without learning grammar, vocabulary, and pronunciation employ traditional teaching methods and ways to teach English without relying on technology; these strategies can be pragmatic in assisting pupils in developing a foundation in the English language.

It is essential to disclose that because of these negative emotions of shame, fear, or anxiety at speaking, there were just a few opportunities for these 13 students to practice speaking since they sometimes are surrounded by illiterate parents and people who are not capable giving them any formal support so, they seem to live distressing experiences of anxiety, that is why; we work on growing self-confidence and mature in our learners' feelings at the moment of expressing their thoughts.

Knowing the importance of learning a foreign language and developing speaking skills as one of the most relevant means to communicate effectively and considering the Foreign Language Classroom Speaking Anxiety (FLCAS) our pupils' weaknesses could be verified in the results obtained from the sample in a pre-and post-foreign Language Classroom Anxiety Speaking test (FLCAS). We hypothesized that the use of collaborative tools could be a suitable way to reduce FLCAS and enhance the speaking skills of sixth-grade EFL students.

The use of collaborative tools (CT) can help students and might improve their English-speaking skills and reduce Speaking Anxiety in several ways. For example: students can use collaborative tools to participate in online discussions, collaborate on projects, and give presentations to their classmates. Collaborative tools give students more opportunities to practice speaking English than they would have in a traditional classroom setting.





However, it is also necessary to provide students with opportunities to practice using the language in real-world situations; thus, we present how we commonly work daily in our school through successful collaborative activities; role-plays, teamwork, games, simulations, or projects, group activities, and storytelling can all be used to encourage children to speak English and it is also meaningful to create a positive and motivated learning environment. Learners respond well when they can “hide” behind an identifiable caricature in sketches and conversations (Revell, 1979, p. 33), so giving them cue cards or instructing them to respond vocally or nonverbally to specific situations is often a good way to get them speaking and that seems like ‘the end of the world’ for them.

We incorporated collaborative tools (CT) and activities that may reduce students’ foreign-speaking anxiety (FSA) and turn them into students with better skills at learning and speaking English as a foreign language (EFL). Likewise, this study will enable Ecuadorian public teachers to respond to their student's Speaking Anxiety (SA) by using classroom activities that allow them to feel comfortable at the moment of speaking in and out of the classroom.

This proposal outlines a methodological approach incorporating CT to create a supportive and engaging learning environment, reducing SA, and fostering children's confidence in speaking the target language.

While SA is one of the most problematic aspects observed in the EFL context, the results of this study will be relevant for achieving a productive and informative learning outcome for the developers, teachers, and trainers, especially for the learners, we would like to make a brief analysis and description of the situation that justifies the presentation of this proposal. That is why we decided to search for a solution to SA to increase EFL.

This study associates with the research lines of the university that focus on the quality of education, particularly in the area of language teaching and learning through methodological proposals. It is also aligned with the university’s commitment to community engagement and outreach, as it aims to address the needs of a specific community by providing practical solutions to a pressing issue.





The object of this investigation is the improvement of speaking skills by using CT effectively in order to avoid SA in sixth grade EFL students.

The subjects of our research are the students of sixth grade because we are interested in humans learning languages. If we can understand more about the object, then the students will receive the benefit.

To explore the best way to respond to the specific need that we identified, we developed a problem statement and objectives as follows:

Problem Statement

How does the use of CT reduce the foreign Speaking Anxiety (FSA) in sixth graders EFL students?

Given the problem and the proposal outlined above, the general objective of this work was as follows:

Objectives

Main Objective

To investigate the effectiveness of CT to reduce FSA and develop speaking skills in sixth graders EFL students through mixed method research.

To fulfill this general objective, some more specific objectives were identified to accomplish the various stages of the project and achieve a meaningful practical contribution to students' learning. Those objectives were as follows:

Specific Objectives:

- To analyze the current SA of sixth graders EFL students.





- To design and implement CT activities by using strategies to develop speaking skills and avoid SA of the sixth-grade EFL students.

- To evaluate the effectiveness of the CT in developing speaking skills to avoid SA of the sixth graders EFL students. Thus, to apply our proposal and seek to validate the results, we first had to identify and fully understand the specific variables.

To apply our proposal and seek to validate the results, we first had to identify and fully understand the specific variables. This proposal sought to reduce FSA and increase spoken interaction in sixth graders which can therefore be identified as the dependent variables.

The method of effecting a change of spoken interaction, avoiding speaking anxiety of sixth graders EFL students was the use of CT, which can therefore be considered as the independent variable.

Research Approach/method

The method used to obtain relevant data to measure and validate the results of the new proposal was a mixed-methods research approach, which involves the use of both quantitative and qualitative data collection and analysis techniques to get more information about the approach and methodology.

Moreover, due to the limited resources of the school, CT activities will be designed and applied by using social media (WhatsApp), zoom, Live worksheets, and YouTube in collaboration with parents and other members who were part of this research.

Participants

For this research proposal, we selected a group of 13 EFL students in sixth grade, aged 11 to 12 years old with an A1 level of English Language, 2 highly experienced EFL teachers, and 13 parents who helped with the assistance and guidance at home with the use of tech tools to their children. The principal participants who were students in a multigrade class and shared the same





classroom of elementary school were analyzed during their classes by observations and a short diagnostic test which indicated that most of them had difficulties when trying to speak in English. Since these students had been assigned to one of the authors in his role as an English teacher in the institution, this group was a convenience sample. The findings suggested that language anxiety can originate from learners' sense of 'self', their self-related cognitions, language learning difficulties, differences in learners' and target language cultures, differences in the social status of the speakers and interlocutors, and from the fear of losing self-identity.

Since the students were under eighteen years old, we requested permission from their parents to start working on our project to solve this difficulty. The whole group of sixth grade was integrated by twenty-one students, but only thirteen (eight female and five male students) of them accepted to be part of this project. Although these students did not feel confident speaking English in front of others, we noticed that they were interested in increasing their English language acquisition and communicating with people by using simple language and applying TPR (Total Physical Response).

The foremost purpose of this present research project was to assess the impact of CT as an effective instrument that can be used to help develop active learning assignments, facilitate team-building activities, and help students engage with the content through group activities and peer-to-peer learning to avoid the FLCA of students. This study also investigated the effects of collaborative tasks used positively on EFL learners' and avoiding SA in learning contexts in and out of the classroom.

This research report is organized as follows:

Chapter 1 presents a literature review that reflects the theoretical assumptions that we have accepted to propose a solution for a specific problem in the English learning classroom.

Chapter 2 describes the methodological decisions we took and the strategies we applied to create our original proposal and then validate it along with subsequent improvements.

Chapter 3 is a discussion and analysis of the results obtained. We clarify to what extent it has been possible to validate the proposal.





Our conclusion summarizes the most noteworthy results of the work and declares to what extent our objectives were accomplished. The concluding section describes the actions that we recommend being conducted in the future to enrich the benefits derived from this project. This study also employs both quantitative and qualitative methods. We use the FLCAS test to measure the FLA data and teachers and student surveys to examine the effects of language anxiety on oral test performance and attitudes.

Consequently, the classroom must be the best place where students have the chance to practice the EFL performance in real situations by using appropriate sources as collaborative tools, furthermore, this study may provide awareness of effective resources and language teaching practices that can be applied in other public schools managing similar resource limitations.

While CT can be effective in reducing anxiety, it is important to consider that individual students may have unique needs and preferences. Some students may still experience anxiety despite collaborative efforts, and in such cases, it is essential to provide additional support and resources tailored to their specific needs.



CHAPTER I: THEORETICAL FRAMEWORK

1.1. Introduction

This chapter contains the theoretical foundations to support our methodological proposal. It is organized in sections. The main constructs of this inquiry were the development of speaking skills (SS) avoiding FLSA with the use of CT. This chapter exposes the constructs as the axis of the project. Firstly, there is a definition of each one. Secondly, we refer to other studies which have been conducted and which are relevant to our proposal. Finally, we suggest how our proposal could be a solution to the problem we identified.

Speaking is regarded as one of the most crucial language abilities. This ability is crucial primarily because it is the most effective way to transmit meaning, making it the dominant mode of communication (Sudarmo, 2021). However, as EFL students require a variety of information, including lexical, pragmatic, phonetic, and phonologic skills, learning them might be more difficult. A great speaker is aware of the delivery of the structures and how they are suitable in social contexts in addition to knowing what to say and when to say it. Speaking is a difficult skill that involves context-based production, therefore mastering it is essential to learning a language.

The speech contains the content as well as certain cultural and contextual cues based on how it is presented, learners can develop a knowledge of the foreign language and culture through engagement. Lastly, even though the majority of language instructors understand the value of speaking and strive to teach language through a communicative method, students typically grasp reading and listening comprehension before speaking, which is a tangible indication of how difficult it is to teach and acquire.

However, when it comes to speaking, cognitive and affective aspects influence foreign language learners. SA is said to be one of the most troublesome emotional aspects because it is also the most commonly seen in an EFL classroom. Because language learners are expected to be cognitively engaged and prepared to provide an output, anxiety is most common in language





classrooms. These intricate brain processes put learners under pressure to improve their speaking abilities and can cause anxiety and panic (Horwitz et al., 1986). The ability of learners to understand and acquire the language will also decline along with their cognitive performance because this emotion primarily serves as a barrier that makes learners fail (Wörde, 2003). Nevertheless, although SA is a popular research topic that draws attention from scholars, there is currently no exact solution for this issue that arises regularly in EFL classes.

As believed by Vygotsky's sociocultural theory of child development, social interactions lead to cognitive growth. Learning is inherently collaborative in this sense. He held that knowledge construction and concept understanding depended on social bargaining. It is impossible to separate early learning from its social environment, according to Vygotsky. Social engagement was the first source of learning, which the person subsequently inwardly processed. Through this cooperative approach, the students can acquire the idea in a social setting before internalizing it for independent application in meaningful social interactions in the target language.

Interaction that may influence SA is also one of the core concepts in language teaching. However, it is a complex concept involving various processes such as cognitive, social, and psycholinguistic. Learners are the ones who need to develop these skills and decode the hidden messages to give a relevant reaction and keep the conversation going. This is why many scholars state that learning a language is only possible if there is meaningful and authentic interaction between learners (Vygotsky, 1978). Especially in in-person mode, in classroom environments where there is foreign language input abundance, teachers and students can create more opportunities for meaningful interaction and motivate learners to communicate more (Yu, 2009).

As a result, classroom interaction influences the entire language-learning process and goes beyond simply having students practice a foreign language. Online engagement, as an alternative to in-person interaction, boosts student participation since it offers a fun and safe setting for language learning (Seneff et al., 2004). Teachers' power is diminished by effective online interaction, and students are motivated to participate more. Even without the teacher present, interactive settings can be created. They thus have a better opportunity to use the language's functions in various



circumstances, learn more about the language's actual applications, and lessen their fear of public speaking.

According to this perspective, learners' anxiety levels may rise in unnatural learning contexts like traditional classroom settings for a variety of reasons, including the teacher's authority, their dread of receiving a poor grade, and their fear of speaking in front of others. Put differently, it may be more difficult to acquire oral communication skills, particularly in traditional classroom settings where students have limited opportunities to interact with teachers and peers. Consequently, creating learning environments that promote language acquisition and lessen anxiety is essential. By creating real-life scenarios and employing authentic resources, learners become less obligated to acquire the language and thus more open to accepting input (Wei & Elias, 2011).

Collaborative tasks positively influence their speaking proficiency as students feel more confident, motivated, and engaged in the process (Last, Buitrago, 2017). By allowing students to freely express their opinions, integrating collaborative activities into the learning process encourages students to participate more in group discussions. This reduces anxiety (Osman et al., 2010) because collaboration fosters a successful learning environment that reduces students' concerns about their performance.

1.2. The independent variable

1.2.1. Collaborative Tools (CT)

Collaborative tools or CT, also known as collaboration tools or collaborative software (CS), are applications and platforms designed to facilitate and enhance teamwork and cooperation among individuals working together on a common project or goal, regardless of their physical location. CT has proved to be an effective method in improving the oral proficiency of learners in foreign language environments (Satar & Özdener, 2008).

These tools enable real-time communication, information sharing, and joint problem-solving,



making remote collaboration and distance work more efficient and productive. Offering learners unique opportunities to share their ideas, produce a large amount of output, work collaboratively and actively, focus on meaningful uses of language rather than language forms, alleviate anxiety and improve their linguistic performance (AbuSeileek & Qatawneh, 2013).

It is also mentioned that in collaborative work, students get access to each other as resources for learning, to be able to use their peers' knowledge to develop themselves. Here, for example, peer assessment can be favorable and developing for language learning (Fraile et al., 2020; McMillan & Hearn, 2008).

1.2.2. The use of collaborative tools in the education process

Technology is an increasingly essential resource in the teaching process, especially when it comes to improving EFL students' four skills - listening, speaking, reading, and writing, Technology enhances collaboration, but low-tech methods can be equally effective, always adapting the tool to the learning objective and students' needs. According to Erben (2013), technology increases motivation, facilitates learner-centered activities, provides real materials, and reduces anxiety. Computer-mediated communication (CMC) has been linked to improved speech competency in stress-free learning contexts (Arnold, Beauvois, Kartal & Balcikanli).

Unfortunately, most of the public-school classrooms are not supplied by innovative technology as educators would like to have the chance. Nevertheless, the lack of technology in classrooms does not necessarily prevent students from using it at home for learning purposes with access to diverse online resources and a bit of guidance, students can leverage technology to continue their learning journey and expand their knowledge base even outside the school environment. The use of CT at home with the help and assistance of teachers and parents empowering students to learn English and grow together.

It is crucial to remember that technology is a tool, not a replacement for effective teaching methods and teacher-student interaction. Even without computers or fancy gadgets, fostering





collaboration and teamwork in public schools is possible. The key lies in utilizing technology strategically, ensuring it complements existing lesson plans and caters to the specific needs and learning styles of the students.

Overall, technology is a powerful tool for fostering collaboration, but its effectiveness centers on proper integration, thoughtful planning, and a focus on student engagement and learning outcomes by embracing diverse approaches and choosing the right tools for the task, educators can create an environment where students learn, grow, and achieve together, regardless of the technological landscape.

Foreign language Speaking anxiety can be a major obstacle for learners, hindering their progress and confidence in their EFL lessons. Fortunately, the use of CT can play a significant role in reducing SA, being an outstanding strategy to deal with public speaking fear and creating a more supportive learning environment. CMC can help improve learners' oral proficiency in foreign language situations (Satar & Özdener, 2008). Pupils can work together to design their presentations, rehearse, and generate ideas. Online presentations, shared documents, and digital mind maps, for example, enable learners to express themselves creatively and contribute in ways that go beyond spoken language. This broadens the learning experience and accommodates diverse learning styles, giving opportunities to individuals who may be shy to speak.

1.2.3. Benefits of using collaborative tools in education

The major benefit of using CT with the student is to work together in groups or pairs, sharing the responsibility of presenting or speaking. This can help alleviate the pressure of being the sole focus of attention and distribute the speaking tasks among multiple individuals. Dillenburger (1999) defines collaboration as "the interactions that take between the group's members" and emphasizes that learners must be at approximately the same level and have the same goal for collaboration to happen. Working in groups develops a sense of camaraderie and allows students to practice speaking in a less judgmental environment. They can seek explanation, support, and encouragement from their peers, making the speaking experience more positive and less daunting.





Uribe et al. (2003) discovered that working in pairs or in groups led to increased problem-solving time and good views towards computer-mediated collaborative activities. CT also promote peer learning, allowing students to learn from each other's strengths and experiences. Students can observe and model effective speaking techniques and strategies from their peers, which can help them develop their skills and reduce FLSA.

Many Collaborative Software include private chat capabilities or online breakout rooms where students can practice speaking among themselves or in small groups before presenting to the entire class. This allows individuals to experiment, make errors, and receive feedback in a low-pressure setting, which increases their confidence in their speaking talents. CT relieves difficulty for individual learners by sharing tasks among group members, allowing them to focus on smaller, more manageable pieces of the task.

CT foster a supportive and inclusive learning environment. When students work together, they can encourage, and constructive feedback, and help one another overcome SA-related challenges. This creates a sense of camaraderie and reduces the fear of judgment. Peer feedback and evaluation are frequently facilitated by collaborative platforms. Constructive feedback and support from peers can raise learners' confidence and push them to improve their speaking skills. Students can progressively increase their confidence by working together on speaking assignments or presentations. In a friendly environment, they can prepare their speaking abilities and build confidence, thereby lowering their level of nervousness.

In addition to the benefits listed above, CT or teamwork software can assist people to improve their confidence and communication abilities. People will feel more at ease speaking in front of others if they can participate in debates and contribute their ideas without fear. This can be useful in both personal and professional situations. By incorporating CT into your foreign language classroom, we make students' learning experience more engaging and supportive.

Conclusively, all students can feel validated and accomplished when they use CT to





highlight exceptional work and celebrate group accomplishments. Students can overcome their worries and form a more positive relationship with speaking in a foreign language with the help of this positive reinforcement.

1.2.4. Examples of collaborative tools

Various learning applications are accessible to support home learning activities, which include Google Classroom, video conference, phone, or live chat, Zoom, WhatsApp group, YouTube, or other media (Mishra et al., 2020; Octaviani, 2021). Some of these programs allow students and teachers to interact with others.

Zoom: This application is an educational innovation that addresses the difficulty of the availability of diverse learning resources. Learning time is more flexible. This platform for video conferences can be utilized for webinars, presentations, and meetings. Even when people are not physically present in the same place, Zoom can be a terrific way for them to connect face-to-face modality. (Helda et al., 2021)

YouTube: This social media site provides instructional videos as an asynchronous learning aid to support the reinforcement of learning growth. Furthermore, in light of current studies, it directly advances oral proficiency (Gavday & Mora, 2021).

Liveworksheet: Also known as interactive worksheets, Liveworksheet allow educators to transform typical printable worksheets in picture files into interactive online resources with self-correction features. These worksheets can be finished online, with students able to email the teacher their completed work or send a screenshot (Novikova, 2020).

On the other hand, it is necessary to highlight that CT do not have to be digital. Non-digital means. Traditional, non-digital CT and methods have been used for centuries and can still be highly effective in certain contexts. Some of them are:





- Face-to-face mode meetings and discussions allow team members to communicate and collaborate directly, sharing ideas.
- Collaborative Workshops and group activities can promote interaction in solving problems.
- Group Activities and Games, role-playing, and team-building exercises can encourage communication.
- Collaborative Art and Craft, creative activities involving art foster collaborative endeavor.

1.3. The dependent variable/object

1.3.1. Speaking skills

Regarding speaking, SA, interaction, learning environments, and collaborative learning, a few terms, concepts, and meanings need to be made clear. "A complex mental process combining various cognitive skills, virtually simultaneously, and drawing on working memory of words and concepts, while self-monitoring" is the first definition of speaking given by Burns and Hill (2013). Argawati (2014) defines it as a vocal expression that is the outcome of an interactive process of producing meaning, encompassing systems like phonology, lexis, and grammar.

Effective communication is a necessary talent that transcends academic contexts and enables individuals in all facets of life. Children's EFL speaking can be a vivid and exciting experience that fosters communication skills, confidence, and international awareness. "From early childhood, the desire to connect emotionally and communicate with other people seems to drive speaking" (Cameron, 2001)

Most specialists in the field of teaching young learners agree that children acquire L2 through extended listening experiences and meaning negotiation. All teachers of young students understand that children are talkers - for better or worse, speech is the primary method they communicate. English language teachers can take advantage of this in the EFL classroom by monitoring their language use and ensuring that students have adequate opportunities to develop their listening and speaking abilities. While children in the EGB Elemental sublevel enjoy and are



eager to copy, children in the EGB Media sublevel are growing increasingly willing and capable of speaking using their ideas and conditions. They are interested in exchanging ideas and opinions, therefore speaking as a productive skill becomes an essential component of the EFL classroom.

1.3.2. Importance of Speaking

Speaking allows students to experiment with words and sounds. They are still willing to explore language at this age, but they must be allowed to do so. As a result, teachers must be mindful of the quality and quantity of their teacher talk to provide students with adequate opportunities to practice their speaking skills. "Children must communicate." They cannot improve their communication skills unless they talk. They can study about the language, but the only way to learn how to use it is to practice using it" (Halliwell, 1992). Teachers can foster some linguistic autonomy in their pupils by instructing them to "say what you want" (Puchta, 2007); in other words, to practice expressing themselves in English.

As learners improve the ability to speak and actively construct language for themselves, they will gain confidence and begin to envision themselves as successful future English users. Learners' confidence and drive will rise as they gain complete possession of English.

Cameron (2001) claims that the act of speaking places a greater demand on learners' cognitive resources and skills than the act of listening. As a result, teachers must ensure that speaking activities are well planned and supported, not only for understanding but also for production. While professors can provide criticism and correction, this should not be so regimented that it discourages students from speaking altogether.

Tongue twisters are one way to encourage students to work on and practice the pronunciation of words, but even simple tasks including showing learners a picture and asking them to say what they see, having them describe a person's feelings, or having them invent a small backstory to a picture can be motivating to learners and stimulate their spoken production.



Songs, chants, and poems remain useful methods of encouraging children to imitate and recreate language. These text types will prepare them to master the English language's sounds, rhythm, pitch, and intonation. Besides, songs, poems, and chants are also excellent sources of actual vocabulary and grammar usage, these strategies are focused on rhythm and rhyme. EFL learners at this age appreciate the poetic features and flow of the language while becoming aware of some of the common characteristics of English, such as emphasis, intonation, and pitch (Kurniasih, 2011).

Another valuable resource for the speaking lesson is games, pair work and peer work activities. Teachers can challenge learners to begin manipulating the language by offering them elements of choice in an activity, even if that choice is well restricted. Children gain a wide variety of grammatical and lexical forms without even recognizing them when they participate in collaborative activities.

1.3.3. Social Interaction

A comprehensive psychological perspective known as "Social Interactionist Theory" (SIT) highlights how social contact shapes human learning and development. It makes the case that learning occurs more actively than just by observation or teaching. Instead, by interacting with people and the environment, we actively build our knowledge and abilities. It believes that communicating with more experienced people, working together, and sharing experiences are the main ways that learning, and development take place, since more experienced individuals provide support and guidance to learners, helping them gradually build on their existing knowledge and skills.

The SIT views language acquisition as a process of meaning negotiation and social interaction. Through engaging in linguistic activities and social interactions, language learners acquire unfamiliar words. Collaborative exercises support this approach by giving students chances to participate. "The gap between one's actual development level as assessed by autonomous problem-solving and one's potential development level as assessed by working with more experienced peers or under adult supervision when solving problems." (Vygotsky, 1978) as it is





explained in the zone of proximal development (ZPD) idea introduced by Lev Vygotsky, a prominent pioneer in SIT. In the ZPD, this is the "sweet spot" where pupils can succeed in challenging assignments with guidance and support from a more experienced person.

The framework of the Integrated Model of Second Language Acquisition (IMSLA) emerged in the early 2000s and is the work of multiple scholars who have contributed to our understanding of the social and interactional aspects of language learning, building upon earlier theoretical developments in the field of second language acquisition (SLA) acknowledges that a complex combination of cognitive, social, and affective elements influences language learning, which is not solely a cognitive activity. Learning a language does not involve acquiring skills one after the other in a linear fashion. Acquisition is more important than learning, (Krashen, S. D., 1982). It is a continuous, dynamic process with individual variability, interactions, and feedback loops. The role of the active learner is not that of a passive information consumer. Through engagement with language input, tasks, and social circumstances, they actively create their language knowledge and skills. The learner's initiative and action are essential for successful language acquisition (van Lier, 2008)

The IMSLA framework also provides a valuable guide for understanding the complex nature of language acquisition and designing effective language learning experiences that support learners' cognitive, social, and affective development. highlights the complexity of language acquisition and acknowledges the interaction of cognitive, social, and affective elements.

FLSA can lead to a phenomenon known as an "affective filter." This means that anxiety restricts access to a person's full linguistic capabilities, causing them to use simpler vocabulary and expressions, even if they possess a more extensive knowledge of the language and limited vocabulary and expression. Krashen in his Affective Filter hypothesis explains the association between affective characteristics and the process of second language acquisition by supposing that acquirers differ in terms of the intensity or level of their Affective Filters.

The IMSLA also emphasizes the role of affective factors, including anxiety, in language learning. Anxiety is one of the factors associated with Krashen's filter. Krashen proposed that the





"affective filter" is a mental barrier that stops acquirers from properly exploiting the comprehensible input they receive during L1 acquisition. According to Krashen (1985), this occurs when the acquirer is unmotivated, lacks self-confidence, or experiences anxiety. It recognizes that speaking anxiety can hinder learners' ability to express themselves and participate in conversations. It draws attention to the impact of anxiety, particularly speaking anxiety, on the communication and performance of learners.

. However, collaborative activities can help alleviate speaking anxiety by providing a context where learners can build confidence, receive positive reinforcement, and develop effective communication strategies. (Young, A. J., 2000). Collaborative exercises are viewed as a crucial strategy for reducing SA and promoting fluency within the IMSLA framework. EFL students appreciated unique activities such using dolls and toy cars, creating a short movie, or presenting a group performance. These were usually activities that gave students more freedom, such as a topic of discussion or debate that was relevant to their concerns and interests (Dewaele & MacIntyre, 2014).

Using the IMSLA as a theoretical framework, researchers can examine the impact of collaborative activities on EFL learners' SA by investigating factors such as the frequency and nature of collaborative interactions, the types of tasks involved, the learners' perceptions of the interactions, and the changes in their anxiety levels over time. Learners get sufficient confidence to make their meanings by engaging in projects that inspire real-world usage context (Nunan, 2004).

This framework allows for a comprehensive analysis of the complex relationship between collaborative activities, SA, and language learning outcomes in the context of EFL classrooms. According to Brown (2018), teamwork in pursuit of common goals fosters the development of a learning community and contributes to the construction of an affective atmosphere in language classes.

The Social Interactionist Theory also highlights the importance of feedback and negotiation of meaning in language learning. Collaborative activities facilitate feedback exchanges among learners, allowing them to provide and receive input on their speaking performance. This feedback helps learners identify areas for improvement, correct errors, and refine their speaking skills. Ellis





(1991) asserted that the processes of noticing, comparing, and integrating are all part of the acquisition process and that interaction that calls for learners to change their initial input may help with integration. By engaging in meaningful discussions and negotiating meaning during collaborative tasks, learners actively participate in the language learning process and gain a deeper understanding of the target language.

While these scholars have made notable contributions to the field of second language acquisition and have influenced the development of the IMSLA, it is important to note that the IMSLA itself does not have a single author. Instead, it represents a synthesis of research and theoretical perspectives that have been developed and refined by various scholars in the field and it continues to evolve as researchers explore its implications, evaluate its validity, and propose modifications.

In summary, the Social Interactionist Theory provides a theoretical framework for understanding the impact of collaborative activities on EFL learners' SA. It emphasizes the role of social interaction, feedback, and negotiation of meaning in language learning. By engaging in collaborative activities, learners can reduce SA, improve their speaking skills, and develop a positive attitude towards speaking in the target language.

1.3.4. Foreign Language Speaking Anxiety (FLSA)

As a second variable, FLSA is a distinct kind of response that is different from the generic term anxiety, which is used to characterize persons who are typically tense. Researchers have defined anxiety in terms of worry, self-doubt, apprehension, unease, uncertainty about a favorable outcome, and fear of failure and humiliation about learning a second language.

Horwitz, Horwitz, and Cope (1986) believe that language anxiety is linked to communication , apprehension, exam anxiety, and fear of negative judgment by peers and the teacher.

Spielmann (2001) describes language anxiety using the terms "tension,"

"affective dy





sphoria," "stress," and "communication apprehension". FLSA or SA, also known as communication apprehension, is described by McCroskey (1977) as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person."

Another belief is that "The essence of FLSA is the threat to an individual's self-concept caused by the inherent limitations of communicating in an imperfectly mastered second language," according to one group of researchers' definition of anxiety (Donley, 1999).

Lesse describes it as "a phenomenon experienced as a foreboding dread or threat to the human organism" (Lesse, 1970) in the seminal article, Horwitz, Horwitz, and Cope (1986).

1.3.5. Types of Anxiety

One type of anxiety is social anxiety is linked to learning a language. It can impede regular communication and is mostly focused on making and/or maintaining a good impression on other people (Gass & Selinker, 2001). For instance, social anxiety may lead to specific types of disengagement, such as withdrawing from social interactions and refraining from group conversations, according to research by Geen (1991). This limits social interaction, which is crucial for learning a second language successfully, and makes it more unlikely that the learner would succeed in oral communication.

Divertive anxiety is a different kind of anxiety, whose name also suggests what causes it. According to Hoffman (1986), when a speaker has this kind of anxiety, they are so focused on the phonetic aspects of words such as pronunciation, grammatical inflections, and grammar rules that they skip the semantic content and find it difficult to have meaningful conversations.

Experts have additionally subdivided anxiety into groups associated with other skill sets, such as speaking, listening, reading, and writing. Additionally, the point of view stated by Saito, Horwitz, and Garza (1999) on speaking is that "The oral aspects of language are generally seen to be most closely associated with foreign language anxiety" (Arnold, 2000). Students may feel uncomfortable speaking



in public in their mother tongue, much less in a language in which they need more confidence, according to Horwitz, Horwitz, and Cope (1986) EFL Learners may worry about being "put on the spot" in front of their peers, close friends, and associates and making embarrassing mistakes in grammar, accent, or pronunciation. This embarrassment and disappointment may occasionally come from an untactful teacher correcting multiple errors, but most of the time it is just the obligation to speak.

According to the findings of the meta-analysis study by Melih Dikmen, FLA has a significant impact on the language performance of EFL learners. The study revealed an overall correlation between FLA and EFL performance of 0.61, indicating a strong negative association between FLA and language performance. This suggests that as FLA increases, language performance tends to decrease among EFL learners. Furthermore, the study identified distinct types of anxiety, such as listening, test, speaking, reading, and writing anxiety, and their respective effects on EFL learning performance. It was observed that these types of anxiety affected EFL learning performance to varying degrees, with listening anxiety having the most significant impact, followed by test, speaking, reading, and writing anxiety, respectively. (Dikmen,2019)

1.3.6. Causes of FLSA

FLSA can be caused by a variety of variables, most of which fall into the categories of social, personal, and educational considerations. According to Geen's (1991) research, social anxiety can lead to disengagement in several ways, like distancing from social interactions and refraining from group conversations.

Personal factors:

Fear of receiving a poor grade: People who suffer from FLSA may worry that others will criticize their pronunciation, grammar, or fluency. This concern may be the result of perfectionism, low self-esteem, or unpleasant memories from the past. As K. Bailey (1983) notes, individuals could erroneously assume that they are not as proficient in language as some of their colleagues and that





they would never be able to reach their high level.

Lack of confidence: Hesitancy and worry might result from doubting one's capacity to speak the language well. This lack of confidence may be brought on by past setbacks, a small vocabulary, or inadequate grammar knowledge. According to Horwitz, Horwitz, and Cope (1986), students may feel uncomfortable speaking in public in their language, let alone a language in which they need confidence.

Personality traits: People are often more likely to experience FLSA if they have higher degrees of nervousness, perfectionism, or social anxiety. These characteristics may cause an elevated level of sensitivity to possible criticism and an augmented response to stressful circumstances. As Cheng, Horwitz, and Schallert (1999) expressed it, "Those who doubt their ability will easily give up, feeling vulnerable and anxious" (p. 437).

Negative self-talk: Anxiety tends to trigger negative self-talk and self-doubt. Individuals might constantly worry about making mistakes, being judged, or sounding unintelligent. This self-criticism can undermine their confidence and hinder their ability to express themselves. "Situation anxiety, often referred to as "state anxiety", is considered to be transitory, caused by exposure to stressful experiences [e.g., being forced to speak when one does not have confidence in his/her oral ability]" (Donley, 1999).

Social factors

Social factors have the potential to increase speaking anxiety, resulting in a vicious cycle that hinders communication. It is essential to address these social elements to assist people in overcoming speech anxiety and achieving good communication.

Pressure to perform: Speaking involves creating a message, delivering it, and engaging in social interaction (Lindsay, 2006) FLSA can be made worse by the desire to please people or keep to





high standards. One may feel pressure from peers, instructors, or even from within.

Unfamiliar communication style: EFL learners may find it difficult to adjust to the communication standards of diverse cultures. For them, speaking a language can be challenging since proficient oral communication necessitates appropriate language use in social situations (Jack & Richards, 2002). Anxiety about saying the wrong thing or misinterpreting the subtleties of the discussion may result from this.

Factors related to education.

Due to the fact that learning a language involves a variety of abilities, FLA can take many different forms in the language classroom (McIntyre & Gardner, 1994). The fact that success is evaluated and valued just on test results rather than on an individual's overall performance during the learning process is one of the factors contributing to FLA. Another reason is that during language learning, remarks made by teachers and other people have an impact on language performance (Kitano, 2001).

Teaching strategies: Grammar-centered and traditional rote learning methods might foster an environment where communication is less valued and more focused on correctness. Anxiety over making mistakes and losing fluency might result from this. It is imperative for educators to consider the interests, reactions, sentiments, and unique learning styles of each student while selecting instructional strategies, activities, or procedures (Horwitz, 2000). In order to better understand the reasons and contributing factors of anxiety, educators should try to see things from the students' point of view. To further reduce tension in the classroom, educators could promote group cohesion and meta-linguistic awareness (Davila, 2019).

Lack of speaking practice: The students are anxious in speaking since they do not have plenty time to practice speaking English in their daily life, and they are not accustomed to speaking English in front of people (Anandari, 2015; Liu 2007). Students may feel unprepared and nervous when faced with speaking circumstances if language learning programs or classrooms do not offer adequate





opportunities for oral communication.

Unsupportive learning environment: One of the biggest causes of FLSA is feeling under pressure, scrutinized, or ridiculed by peers or teachers. Reducing fear and accelerating language development requires a kind and encouraging atmosphere. According to Ahmed (2016), students experience anxiety when they speak in class because they worry about failing their English lesson and being laughed at by their peers.

1.3.7. Symptoms of FLSA

According to Suleimenova (2013), “fidgeting, headache, stomachaches experiencing tight muscle, and feeling unexplained pain or tension in any part of the body” are experienced by the anxious students. Suleimenova (2013) states that indications of anxiety in pupils include physiological responses like wriggling, a racing heart, trembling, sweating, fatigue before or during speaking activities, or stammering that can make individuals feel physically uncomfortable while speaking.

Additionally, dry mouth and weak knees can also be signs of anxiety (Boyce, Alber-Morgan, & Riley, 2007). In extreme cases, anxiety can lead to avoidance behavior like speaking slowly, pausing frequently, or repeating words or phrases, finding it difficult to communicate their ideas and thoughts in the other language so their participation is minimal in discussions or activities that involve speaking in class. and steer clear of circumstances that require them to use the language such as remaining silent in class or refusing to converse with classmates in the language of their choice where individuals deliberately avoid situations that require them to speak in foreign language.

According to Ansari is important to highlight that each child is unique, and the degree and manifestation of FLSA symptoms might differ. While some students show the majority of anxious indicators like “nervous, worried, fearful, and heartbeats quickly, others might show a few of them. (Ansari, 2015). By combining the unique environment of a foreign language classroom with observations of these behaviors, it is possible to spot possible FLSA and put in place suitable support measures.





1.3.8. Impacts on language learning of FLSA

FLSA can lead children to a persistent nervousness about speaking or making mistakes, which can negatively affect a person's mood, appetite, sleep quality, and general mental health affecting their emotional and psychological well-being. Including Kids with FLSA may shy away from speaking with their classmates in the language of instruction, which can cause social distancing and isolation that impede the growth of their communication abilities.

On the other hand, Yahya (2013) claims that anxiety has an impact on students' behavior as well as their academic performance. Students who experience anxiety may decide not to speak because they believe they are not effective speakers, so when they provide the opportunity to speak, pupils who are nervous about speaking may tend to stay mute. FLSA can impair one's judgment and make it harder to concentrate during oral presentations or exams, which can result in poorer marks, reduced test scores and graders. and possibly deter one from pursuing further language study.

The correlation between students' anxiety and communication performance is strongly negative with language learning (Aghani & Aminzadeh, (2017) EFL learners who have unpleasant experiences with FLA may be discouraged from continuing their language studies in the future because of this negative link. Even if kids comprehend the grammar and vocabulary, they may not be able to acquire fluency and accuracy if they don't practice speaking. Language anxiety and achievement are negatively correlated; as anxiety rises, it also affects achievement (Awan, Azher, Anwar, & Naz, 2010)

In addition, children experience judgment or criticism over their grammar or pronunciation may become less confident in their abilities to learn the language that reducing their *academic achievement* decreasing their motivation and participation, Affording to Lian and Budin (2010), children experiencing high levels of anxiety may perceive learning a second language as a danger, leading to poor academic achievement. As a result, Students who suffer from FLA may be less inclined to ask questions, finish assignments, or participate in class discussions, which will impede their ability



to learn.

Anxiety can impair concentration, focus and memory, leading to difficulties in comprehending what others are saying and recalling appropriate responses. Individuals might find it challenging to follow conversations or respond appropriately to questions. Anxiety often results in a lack of fluidity in speech. Individuals may experience frequent pauses, repetitions, and filler words (such as "um," and "uh") as they struggle to find the right words or organize their thoughts with a limited language proficiency,

Caregivers, educators, and parents must identify the warning indications of FA in kids and take appropriate action. Children can overcome their fear and confidently develop their language abilities by adopting anxiety management techniques, employing positive reinforcement, and creating a friendly and encouraging learning environment.

1.3.9. Strategies for managing FLSA.

In language courses, collaborative learning has long been seen to be helpful in lowering interpersonal and personal fears. According to Brown (2004), working together to achieve shared objectives fosters the growth of a learning community among students and helps create a positive atmosphere in language classrooms. Collaborative classrooms, as opposed to competitive ones, foster teamwork, and the achievement of common objectives among students (Nunan, 1992). Oxford (1997) contends that because collaboration encourages the growth of compassionate and selfless relationships among students, anxiety becomes less of an impediment, and self-esteem is raised.

EFL learners benefit from collaborative learning when they occasionally require assistance from others, such as when they lack information or expertise. It was corroborated by Vygotsky's ZPD, which proposed that there is a cognitive stage at which children require adult direction or peer assistance to solve difficulties in order to reach a solution (Moreno, 2010). There are many collaborative learning strategies that can be used to manage students' anxiety in speaking English include:





A peer group, according to Kang (2006), is a small group of friends who are close to one another and engage regularly. They engage in group activities while exchanging ideas and points of view. As students are more relaxed speaking in smaller groups or pairs than in front of the entire class, encouraging them to work in these settings can help lower anxiety levels. Peer activities involving peers foster cooperation, support, and shared educational experiences is one of the strategies we include in our lesson plans to reduce the FLSA.

To reduce learners' language anxiety, Saunders and Crookall (1985) also suggested teachers to use different games where students can use the target language. Incorporating language learning games into the classroom can make speaking English more engaging and enjoyable for students. Games can help reduce anxiety by creating a relaxed and fun environment where students can practice their speaking skills in a low-pressure setting. Slavin (1987) stated that students who use cooperative learning can learn and communicate better than students who use individual learning. When the students have good communication skills, it can decrease their anxiety to speak and interact with other peers or people.

Engaging students in role-playing activities where they take on different characters or scenarios can help them practice speaking English in a more interactive and immersive way. Role-playing allows students to step out of their comfort zones and experiment with different language expressions. Sari (2016) stated that a group was able to solve the students' difficulties since they could share, discuss, and unite their thoughts or problems with other members of their group. It can engage the students in school life and have good relationships and not only focus on their personal but also their society.

According to Grasha (1987) suggests that breathing deeply in and out for three to five minutes is an effective way to reduce tension. Introducing relaxation techniques as a cognitive strategy such as deep breathing exercises, mindfulness activities, or guided visualization can help students manage their anxiety levels before speaking English. Teaching students how to relax and calm their nerves can improve their speaking performance. Practices in mindfulness and relaxation: Deep breathing,



meditation, and other relaxation methods can help control the physical signs of worry, such as trembling or sweating.

Motivation is significant because even people with the required knowledge, skills, and abilities will perform poorly if they are not motivated to devote their time and effort to work (Veliu, Manxhari, & Ujikani, 2015). Providing positive feedback and encouragement to students when they speak English can help boost their confidence and reduce anxiety. Teachers can praise students for their efforts, progress, and improvements in speaking skills to create a supportive learning environment.

However, Out-of-class study provides learners with resources to overcome psychological and social barriers outside of conventional classrooms, allowing them to learn in more relaxed and open circumstances. According to Guth (2009), second language learning is a lifelong process that requires ongoing support outside of formal education. Out-of-class learning can help students deal with personal and interpersonal concerns, leading to more anxiety-free and self-directed learning experiences (Korucu-Kis, 2020). Providing learners with flexible, dynamic, and social learning opportunities, technology is a promising venue where learners can continue practicing English outside of formal classrooms. We can reach this strategy with the technology and the collaborative tools.

1.4. Relevant studies about the effect of the independent variable on the dependent variable.

In the research “Speaking Anxiety in Young EFL Ecuadorian Students” by Diana Elizabeth Ocaña Ramos the detrimental influence of foreign language anxiety on various aspects of language performance, emphasizes the need to address and alleviate anxiety to enhance EFL learners' language proficiency and overall performance. Further studies should be undertaken to provide the learning-teaching process of tools that effectively aid teachers in dealing with foreign language anxiety.

It suggests. teachers should acknowledge the significance of non-linguistic factors within the communicative act, such as motivation, as a means to reach a meaningful learning process and





implement a higher use of active methodologies such as project-based learning with an emphasis on team-work philosophy made possible by employing group assessment instead of individual grades to promote an increase of peer trust and a better sense of fellowship. Also, implement peer work as part of the evaluation process so that learners become familiar with the criteria and methods used to grade oral presentations and oral communicative activities in general.

These recommendations emphasize the importance of addressing both affective and linguistic factors, promoting a supportive learning environment, and implementing active methodologies to reduce speaking anxiety in young EFL Ecuadorian students.

Design and implement speaking activities into lesson plans that gradually increase in complexity, allowing students to practice speaking in a supportive setting. Incorporate role-plays, group discussions, and presentations to build students' speaking skills and confidence.

Provide professional development opportunities for teachers to enhance their understanding of speaking anxiety and strategies to support students. Regularly assess students' progress in speaking skills and anxiety levels to track improvements and adjust interventions as needed. Provide constructive feedback to students to acknowledge their efforts and encourage further growth.

The implications of this exploratory study include encouraging teachers to enrich their awareness of foreign language anxiety, carefully dealing with anxiety-provoking situations, inspiring teachers' use of more comprehensible input, encouraging students' participation in additional English activities, hopeful students to share their anxiety experiences, and encouraging parents' involvement in their children's English learning. Based on the findings and implications of this study, students, teachers, and parents can increase their awareness of foreign language anxiety.

The research study "Investigating student's speaking anxiety in classroom interaction through Zoom meetings" by Fatimah Awaliyah, explores students' speaking anxiety in classroom interaction through Zoom cloud meetings, aiming to understand the impact of technology on anxiety levels in English language learning. The qualitative case study method involved eight third-grade students and an English teacher from a vocational high school, utilizing online observation and



semi-structured interviews for data collection. By utilizing a combination of online observation and semi-structured interviews, the research study was able to gather rich qualitative data on students' speaking anxiety and the role of technology in addressing this issue in virtual classroom interactions.

Positive impact of the teacher's use of Zoom cloud meetings in reducing students' anxiety and Importance of additional media, like PowerPoint, in supporting anxious students during classroom interaction. Challenges posed by unstable internet connections on students' anxiety levels in online learning. Students' positive perceptions of Zoom cloud meetings lead to increased confidence and engagement in speaking English.

Analysis of the research suggests that technology, specifically Zoom cloud meetings, can play a significant role in alleviating speaking anxiety and enhancing students' confidence in virtual learning environments. By incorporating interactive activities, providing constructive feedback, promoting mindfulness techniques, and fostering a supportive classroom environment, educators can effectively support students in overcoming speaking anxiety and improving their language skills. This research underscores the importance of innovative teaching strategies and technology integration in addressing students' anxiety and enhancing their learning experience.

The study published in the Journal of English for Academic and Specific Purposes (JEASP) Volume 4 Number 1, June 2021, looks into students' desire to communicate and language acquisition using liveworksheets.com as a platform. The study was conducted at UIN Maulana Malik Ibrahim Malang's Pharmacy Department, with roughly 50-100 third-semester students aged 17-20 studying Intensive English Classes online.

The study used a quantitative-qualitative mixed method design to collect data via questionnaires and video comments. The questionnaire contained both closed-ended and open-ended questions to determine the influence of liveworksheets.com on students' readiness to communicate and enhance their English-speaking skills. The acquired data was examined statistically and qualitatively following professional criteria such as Phakiti (2015) and Halliday (2015).





The study found that liveworksheets.com played an important influence in increasing students' willingness to communicate and language acquisition. Self-confidence, a desire to contact certain individuals and personality qualities have all been recognized as important factors impacting students' readiness to communicate. The study found that online platforms improved students' language learning experiences and confidence in English.

In conclusion, the research demonstrated that liveworksheets.com effectively supports students in improving their willingness to communicate and acquire a second language. The study emphasized the importance of self-confidence, interpersonal communication, and personality traits in influencing students' language learning outcomes in an online learning environment.

Overall, the research provides valuable insights into the relationship between online platform media learning, students' willingness to communicate, and language acquisition, offering practical implications for language educators and curriculum developers.

1.5. A Possible Solution

In the context of speaking anxiety, the Social Interactionist Theory suggests that collaborative activities can help reduce anxiety levels by creating a supportive and interactive learning environment. When learners work together in pairs or groups, they can share the speaking load and receive support from their peers. This social support helps alleviate the pressure and anxiety associated with speaking in front of others. Through collaborative interactions, learners can also develop their communication skills and build confidence in their speaking abilities.

Furthermore, the Social Interactionist Theory emphasizes the role of the sociocultural context in language learning. Collaborative activities provide learners with opportunities to gain experience from and with their peers, who may come from different linguistic and cultural backgrounds. Through these interactions, learners can develop intercultural competence, expand their cultural knowledge, and develop a more positive attitude toward speaking in the target



language.

Therefore, integrating CT into foreign language learning can be an effective strategy for reducing SA in kids, adolescents, and adults. The implementation of collaborative activities into the lesson plans, which include as a warmup technique of relaxation, teamwork, group work, role plays, games songs, tongue twisters, Online games, quizzes, and collaborative mind maps encourages better interaction between the students inside the classroom, which is the main teaching site in the public Ecuadorian schools where the teaching modality is face-to-face.

Additionally, to reinforce the learning we can take advantage of CT and also plan some activities where students can make it without any pressure with the help of technology, allowing youngsters to share a load of speaking with confidence, fluency, accent, pronunciation, interaction, and discussion, performing public speak while learning from one another, making the experience less scary. As a final result, they could perform public speaking, interaction, and discussion by video selfies.

One possible solution to address students' speaking anxiety in virtual classroom interactions through Zoom meetings is to implement a variety of interactive and engaging activities. Educators can incorporate role-playing exercises, group discussions, and collaborative projects that encourage students to practice speaking English in a supportive and non-threatening environment. By diversifying the learning activities, students can build confidence, improve their speaking skills, and gradually reduce their anxiety levels.

Furthermore, offering consistent feedback and positive reinforcement might help pupils gain confidence and motivation. Teachers can provide positive criticism of pupils' speaking abilities, highlighting their strengths, and guiding areas for progress. Encouraging a growth mindset and providing a safe space for students to make errors and learn from them can help to create a more pleasant learning environment.

Implement structured speaking lesson plans that incorporate peer support, a variety of





speaking prompts, pronunciation exercises, positive reinforcement, and mindfulness techniques in virtual classroom interactions through Zoom cloud meetings, educators can establish a welcoming and productive learning environment for their students. Incorporating mindfulness practices, like deep breathing exercises or short relaxation activities, at the start or end of Zoom sessions can also help students control their anxiety and stay focused when speaking. Creating a supportive and inclusive classroom climate in which students feel valued, respected, and encouraged to express themselves can also help to reduce public speaking fear. This helps pupils become more fluent in English and conquer their speaking anxieties.

Moreover, integrate more interactive features within liveworksheets.com to encourage active participation and engagement. This could include voice recording options, real-time feedback on pronunciation, and interactive speaking exercises to boost students' confidence in speaking English that facilitate opportunities for peer interaction and collaboration within the platform. Incorporating group activities, discussion forums, can create a supportive community for students to practice speaking English with their peers.

Combining CT with a focus on specific aspects of speaking can be a powerful strategy for developing strong speaking skills while mitigating FLA, creating a fun and engaging learning environment that allows learners to overcome foreign language fear and develop strong speaking abilities with confidence, according to this research. This is how to ensure that CT are used constructively and politely, generating empathy and compassion for the worries of language learners.

By implementing these solutions, educators can create a more supportive and engaging learning environment on the use of CT like Zoom and Liveworksheets.com, ultimately enhancing students' willingness to communicate and improving their second language acquisition outcomes, creating a conducive learning environment that supports EFL students in overcoming speaking anxiety and enhances their overall language learning experience in virtual settings.



II CHAPTER TWO: RESEARCH METHODOLOGY AND INITIAL DIAGNOSIS

1. Conceptualization and Operationalization of Variables

1.1. Conceptualization

1.1.1. Independent Variable: Collaborative tools

In essence, collaborative tools are digital platforms, programs, or applications that bridge the gap between individuals and teams pursuing common goals. They serve as virtual environments where people may connect, communicate, share ideas, and collaborate on projects or activities. Tools like video conferencing, online chat rooms, and voice chat allow for immediate contact and cooperation, promoting natural discussions and fluency.

Collaborative document editing, presentations, and creative projects allow youngsters to communicate and solve problems together, which boosts their confidence and speaking abilities. Using these technologies, we can also gamify learning by creating quizzes, polls, and activities that keep youngsters interested and motivated, reducing anxiety and increasing engagement. They are also considered as multilingual tools to cut down barriers and encourage communication with varied classmates, improving the learning experience. Are those that are available through the Internet, there are some of them are listed below:

YouTube: This social media site provides instructional resources in the form of asynchronous videos to help reinforce learning growth. Furthermore, it immediately contributes to the development of your speech abilities within the framework of ongoing study (Gavday & Mora, 2021).

Live Worksheets: Live Worksheets enable teachers to convert typical printable worksheets in picture files into interactive web resources with self-correction mechanisms, also known as interactive worksheets. Students can complete these worksheets online and email their comments to the teacher, or they can just send a screenshot (Novikova, 2020).





Zoom: Zoom is largely known as a video conferencing platform that allows for real-time audio and video communication between individuals or groups. It goes beyond simple video conferences and includes screen sharing, whiteboard collaboration, breakout rooms, recording, and live streaming. This makes it an effective tool for remote meetings, online classes, virtual events, webinars, and collaborative projects.

1.1.2. Dependent Variable: Foreign Language Speaking Anxiety

FLSA is a complex issue that extends beyond typical apprehension. It's more than just being insecure or fearful of making mistakes; it's a complex combination of cognitive, emotional, and social elements that can have a substantial impact on one's ability to communicate effectively in a new language.

Foreign language learners' speaking abilities are influenced by both cognitive and emotive variables. Speaking anxiety (SA) is seen to be one of the most problematic affective aspects, as it is the most commonly observed in an EFL classroom. Anxiety is common in language schools due to the emphasis on cognitive activity and output. These complicated mental procedures require learners to improve their speaking skills while also eliciting emotions such as anxiety and panic (Horwitz et al., 1986). Along with learners' cognitive function, their ability to grasp and acquire the language will suffer as this feeling primarily serves as a barrier, leading to failure (Wörde, 2003).

1.1.3. Dependent Variable: Speaking skills.

Speaking skills in any language, especially foreign languages, are frequently considered as a simple combination of fluency and grammar accuracy. (Harmer, 2007) However, this narrow perspective ignores the intricate complexities that define a good and compelling communicator. Understanding the nuances of the issue and expressing it to the listener clearly and correctly is required for effective speaking also choosing the appropriate register, style, and language for the audience, context, and



purpose of the message. Furthermore, proper pronunciation is vital, prioritizing intelligibility and clear enunciation. It ensures that the information is understood.

Speaking abilities in the context of language learning are the ability to communicate and express oneself verbally in a target language. Conceptualizing speaking skills entails comprehending the numerous components and factors that contribute to spoken language proficiency.

Conceptualizing speaking skills in language learning entails acknowledging the diverse character of oral communication and comprehending the interplay of linguistic, social, and interactive factors in gaining competency. To help learners acquire comprehensive oral communication abilities, effective language education, and speaking skill evaluation should take these distinct components into account.

Speaking skills and spoken interaction in children are not simply separate elements, but rather intricate parts of a whole. They intertwine and influence each other throughout their development, forming a dynamic relationship that fuels language proficiency and social competence. "Underlying any social interaction, is the human desire to make contact with other people, to cross the gap between their thoughts and one's own" (Cameron, 2001, pp. 38-39). Teachers can capitalize on children's intrinsic desire to socialize by asking them to discuss stories, novels, or films in pairs or small groups. They get essential knowledge about their partners' views and ideas while they communicate their insights and ideas, and their language acquisition is quickly increased.

1.2. Operationalization

1.2.1. Matrix of Operationalization for Methodology Section

Table 1 shows how we developed an operational interpretation of the variables by identifying dimensions, indicators, and appropriate instruments to measure them.



Table 1. Matrix of Operationalization for Methodology Section

Independent variable	Conceptual definition	Dimensions	Indicators	Instruments
The use of collaborative tools.	Children engage more spoken interaction time compared to individual speaking tasks, while using features like teamwork, video zoom, and voice communication within the chosen tool	Interactive learning Multimedia integration Online teaching strategies	Active participation Use of interactive media Teamwork Group work. pairs	Observation Survey to students. Online survey to teachers Planned Liveworksheet activities. YouTube video songs Speaking activities. Video selfies
		Interaction quality: Frequency and effectiveness of communication within the CT	Individual oral production	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

2. General Research Approach





The general approach of our research focuses on tracking the effectiveness of the use of collaborative tools: Zoom, YouTube, and Live Worksheets platforms also as a gamification resource in a foreign language learning context, to reduce children's speaking anxiety and the improvement of fluency and confidence at the time of carrying out the student's oral production, thus allowing a more effective approach in terms of teaching these speaking skills in educational contexts.

The general research design used in the study on the use of CTs to reduce speaking anxiety in 6th-grade EFL students is mixed. Research designs are comparable to actual experimental designs but do not include random assignment to treatment conditions. Children who participated in this study were assessed for their speaking anxiety and speaking skills before and after using collaborative tools for a trimester.

2.1. *Our Research Design*

The purpose of this project was to propose a solution for a problem that was identified with the development of speaking skills amongst young EFL students and to work to validate that proposal. To achieve this purpose, we had to carry out our research in several phases. Firstly, we carried out bibliographic research to understand the theoretical foundations relating to the development of speaking skills, the effect of anxiety on speaking performance, and the use and effectiveness of collaborative tools. Secondly, we applied instruments to obtain an accurate diagnostic of students' existing speaking skills and attitudes. We were then able to formulate a proposal which we hope will be a response to the problem (high anxiety and low speaking performance). Next, we obtained data to validate our proposal and finally, we analyzed and interpreted those results to draw some conclusions.

2.2. Specific Research Methods

The specific research design used in the study on the use of collaborative tools to reduce the speaking anxiety in 6th graders enhancing EFL Students' Speaking Skills mixed research design





This design is commonly used in educational research to compare the effects of different teaching methods or interventions on student outcomes. This design involves two variables: the use of Collaborative tools as the independent variable and two dependent variables: speaking anxiety and the development of speaking skills. A pre-and post-testing was used to assess changes in anxiety and speaking skills.

At the start of the study, the researchers administered a diagnostic pre-test to check and measure the students' speaking ability. Then at the end of the proposal, children made online oral activities that were evaluated qualitatively by the observation and that were administered to determine the influence of the intervention made by our proposal on the experimental group's speaking proficiency.

The study design enabled the researchers to increase the speaking proficiency of the experimental group, which received the intervention. This design allowed the researcher to evaluate the efficacy of online oral tasks in improving the speaking proficiency of 6th-grade EFL students.

Our research plan was defined through in-depth studies of individual children using collaborative tools and their impact on speaking anxiety. This involved a FLCAS test, observations, and analysis of their face-to-face and online interactions supported by plans developed to improve speaking skills by using some strategies in class and reinforcing them with collaborative assignments.

3. Description of the methodological and/or technological requirement

3.1. Types of Research

We are implementing a mixed-methods approach, combining quantitative data (surveys, anxiety assessments) with qualitative data (observations) to provide a comprehensive understanding of children's experiences with collaborative tools. This can reveal deeper insights into the mechanisms at play and identify unforeseen challenges or benefits. We want to combine two distinct types of research in our study to create a solid basis that will guarantee the appropriate



implementation of our plan. By integrating qualitative and quantitative methods, we may be able to better understand how collaborative technologies can help kids who are afraid to communicate.

Additionally, our research focuses on understanding the patterns of covariation without necessarily establishing a cause-and-effect relationship. It is correlational since it aims to associate two variables by examining their degree of association to discover if there is a sort of change.

3.2. *Applied research.*

Our interest in this topic contributes to building a future where speaking anxiety no longer hinders children's communication and growth. Our main objective is to implement collaborative tools within classrooms and extracurricular activities, measuring their impact on speaking anxiety in controlled settings. This Applied research information can be translated into practical tools and strategies using them inside and outside the classroom, which can help kids overcome their speech fear. Considering the use of collaborative tools to reduce Speaking Anxiety is an evolving field with the vast potential of online resources and many strategies we can use in the classroom, to establish solutions that are impactful and sustainable, it is essential to collaborate with educators, families, mental health professionals, and developers.

3.3. *Field research*

We could obtain important insights into the practical use of collaborative tools for reducing children's speaking anxiety by carrying out a thorough field study. With this information, more useful tools, interventions, and teaching methods can be created to help kids become more confident and proficient communicators. Field research is crucial in understanding the real-world application and effectiveness of using collaborative tools in reducing speaking anxiety in children.

Also, this research delved into these areas with descriptive research, we gained valuable insights into the initial benefits, challenges, and potential mechanisms of using collaborative tools for reducing foreign-speaking anxiety in children. This knowledge can then inform the development



of more targeted interventions, tool refinements, and effective implementation strategies in future research and educational practice.

4. Instruments

The study on the Use of Collaborative tools to reduce speaking anxiety in 6th graders EFL students used several instruments to collect data. These instruments were used to collect both quantitative and qualitative data to assess the impact of the CT on the students' speaking proficiency.

1. English Speaking Test: This test was used to assess the students' speaking proficiency at the beginning of the study (pre-test) and after the intervention (post-test). The test consisted of three parts: some basic questions like how you are? what's your name? etc., say the numbers, and the parts of the body. The test was scored on a scale of 0-10.
2. Classroom Observation: The researchers observed the experimental group's English classes for one hour per day for five days. They recorded the students' oral participation during the online classes.
3. FLCAS: The researchers took an adapted self-report questionnaire designed to measure foreign language speaking anxiety in students. Developed by Michael W. Horwitz, et al., in 18 questions. It offers a reliable and valid method for assessing various facets of anxiety related to speaking in a foreign language classroom at the beginning of the study (pre-test) and after the intervention (post-test). The test was adapted to 18 questions and was analyzed quantitatively.
4. English Teachers Feedback Survey: 24 English teachers completed a feedback questionnaire consulting on the topic the proposal deals with, who could alert us to possible drawbacks or aspects of the proposal that are not sufficiently explicit. and thereby reduce the possibility of



errors and expand their opportunities for success considering the use of their potential and recommendations.

5. Student Feedback Survey: At the end of the study, the students in the experimental group completed a feedback questionnaire to provide their perceptions of the shared online oral assignments intervention.
6. Researcher's Field Notes: The researcher kept field notes during the study to document observations, reflections, and insights related to the study.

5. Participants

For this research proposal, we selected a group of 13 EFL students in sixth grade, aged 11 to 12 years old with an A1 level of English Language, 2 EFL teachers.

According to the article “*Sampling concepts*” (Boyd, 2002) population refers to the total number of organisms or individuals (in this case students) about which we want to determine certain conclusions or make group decisions focused mostly on research. In this case, the population is the entire 6th grade at Unidad Educativa Fiscal “10 de Agosto” in Quito, Ecuador.

Sampling is a crucial aspect of research methodology, and the choice of a sampling method depends on the research question, the nature of the population, and the available resources. Regarding our research the chosen convenience sample group consisted of only thirteen students from 6th grade aged to 10 to 12, two highly experienced teachers from Unidad Educativa Fiscal “10 de Agosto”, and 13 parents who kindly helped with the assistance and guidance at home with the use of tech tools to their children.

6. Establishing a Need





This study on the CTs to minimize speaking anxiety in sixth grade EFL students was conducted to address the prevalence of speaking anxiety in EFL students, which impedes the development of speaking abilities in English as a Foreign Language (EFL). As many as seventy percent of children in foreign language classes experience some degree of anxiety when speaking, according to Ansari (2015). Many factors, such as the fear of being judged, negative experiences in the past, or insufficient confidence in grammar and pronunciation, might contribute to this phenomenon. This may reduce understanding, engagement, and general enjoyment of learning during conversations.

The need for creative methods for teaching and improving speaking abilities in situations where English is being used as a foreign language (EFL) was another goal of this study. The necessity of this study was established by several important factors, including:

Quick Technical Advancements: Many facets of daily life, including education, have changed as a result of the internet and information and communication technologies' explosive growth. In order to satisfy the needs of the information age, the study acknowledged the need to adjust to the constant improvements in technology and include internet tools in language instruction.

Educational Relevance: The study acknowledged the importance of aligning educational practices with the evolving technological landscape. It emphasized the need for educational institutions to equip students with the skills and competencies required to interact effectively in a technologically driven world.

Language Learning Advantages: Previous research evidence suggested that the use of technology in language learning, including the use of online tools, can offer advantages in developing various language skills, including speaking proficiency.

Sociocultural Context: The study recognized the sociocultural context of EFL students, particularly the potential limitations faced by students in accessing opportunities to interact with native speakers. This context underscored the need for innovative approaches to enhance speaking skills and provide equitable learning opportunities.





6.1. Needs Statement

Our students need to reduce their Speaking Anxiety interact with others and express their opinions in class, but this not always is possible, there is where through live worksheets with interactive activities, turn into opportunities to achieve goals related to oral production, these kinds of asynchronous activities could facilitate and promote better learning, and the benefits to the practice at their own pace.

6.2. Procedure to identify needs.

The procedure to identify the needs in the study on the Use of CTs to reduce SA in 6th graders EFL students:

1. Literature Review: The researchers thoroughly examined the existing literature of research on speaking fluency, EFL instruction, and the application of technology to language learning. This stage attempted to identify areas of weakness, difficulty, and potential in the ways that speaking abilities are currently taught and evaluated in EFL situations.
2. Stakeholder Consultation: To obtain information about the current difficulties and requirements for the teaching and learning of speaking skills, the study included consultations with EFL instructors, educational specialists, and potential students. Involving stakeholders provided insightful viewpoints regarding the particular requirements and prospects for improving speaking ability in EFL contexts.
3. Needs Assessment tools: To get information on the perceived requirements and difficulties connected to speaking competency among EFL students, the researcher used needs assessment techniques, such as surveys. These instruments were created to record the students' opinions about their speaking competence, their encounters with conventional teaching techniques, and their perspectives on the use of technology in language instruction.
4. Data Analysis: To identify recurrent themes, obstacles, and particular areas where



traditional teaching methods may be limited in meeting the speaking proficiency needs of EFL students, data from the literature review, stakeholder consultations, and needs assessment tools were analyzed.

5. Contextual Analysis: Understanding the sociocultural context and specific challenges faced by EFL students, was an integral part of identifying the needs for enhancing speaking proficiency. This analysis contributed to recognizing the areas where traditional teaching methods may not fully meet the needs of the students.

By following these steps, we were able to systematically identify the needs and challenges related to teaching and enhancing speaking proficiency in EFL contexts. This process informed the rationale for investigating the effectiveness of using internet tools, specifically shared online oral activities, as a potential solution to address the identified needs.

6.3. Collection and Interpretation of diagnostic data

When collecting both qualitative and quantitative data if the findings do not align with our proposal and support our hypothesis, it's essential to consider these results, whether they are positive or negative. As for the potential of biasing student outcomes to ensure a positive hypothesis, making it anonymous solves this problem in the qualitative aspect because, in the quantitative aspect.

The study on the use of collaborative tools to reduce SA in 6th graders EFL students involved the collection and interpretation of diagnostic data to assess the students' speaking proficiency before and after the intervention. The following steps were involved in the process:

1. Data Collection: This involved the use of surveys, and an FLCAS test to gather information about students' anxiety levels, their perceptions of speaking tasks, and the factors contributing to their anxiety. The collected data was analyzed both quantitatively and qualitatively. Quantitative analysis provided statistical insights into the prevalence and severity of speaking anxiety, while qualitative analysis offers a deeper understanding of the underlying causes and students' experiences by the observation.
2. Pre-test: The study involved administering a pre-test to assess the students' speaking





proficiency before the intervention. The pre-test was designed to evaluate the student's ability to communicate effectively in English, including their pronunciation, grammar, vocabulary, and fluency according to their A.1 level.

3. The researchers collected and interpreted diagnostic data to assess the students' speaking proficiency before and after the intervention. The data analysis and interpretation provided insights into the effectiveness of using online oral activities to reduce speaking anxiety in EFL students. This process can lead to the development of targeted interventions and support mechanisms to help students overcome their anxiety and improve their speaking skills.

6.3.1. *FLCAS*

This Foreign Language Classroom Speaking Anxiety Survey (FLCAS) by Horwitz was adapted and translated to Spanish from the original test for our students who are children from 9 to 10 years old and was developed in our classroom to support our proposal. The original test of thirty tree questions in English was compacted to eighteen questions that we consider the most relevant for our children. Then, we took this FLCAS the third week of September, after the first observation diagnostic made to the students when we realized children feel shame about speaking in class in FL during the three first week of our first semester school period, we proceeded to share the photocopies to the thirteen students of the A1 level rolled in this study. Some explanations were given to them about their feelings at the moment of speaking a foreign language in the classroom. After some advice and recommendations, the students answered the questions without any inconvenience. To have this instrument research, we requested permission from the authorities of the institution who to let us work with the group of students from 6th grades; at the same time, we also requested to our pupils' parents to let us take the test. We explained that we were looking for the best way to stop our students' anxiety at the time of speaking English as a foreign language and know about using CT.

Each statement was formulated to be responded using a Likert Scale with the following options.





1. I totally agree
2. I agree
3. I do not know
4. I do not agree
5. I completely disagree

Question 1.

In response to the question: Are you never sure of yourself when you are in a foreign language class? Four of the surveyed students matched, I totally agree; on the other hand, 7 matched I agree, there is also one who matched I do not know, and in the end, 1 student matched I do not agree.

Table 2. Are you never sure of yourself when you are in a foreign language class?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	4	30,77%
Sometimes	7	53,85%
Often	1	7,69%
Rarely	1	7,69%
Never	0	0,00%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 2.

Do you tremble when you know that your teacher is going to ask you in class?

In response to the question 4 of the surveyed Ss matched, I totally agree and 4 Ss matched I do not know, on the other hand, 2 Ss matched I agree, there are also 3 Ss who matched I do not agree.

Table 3. Do you tremble when you know that your teacher is going to ask you in class?





CATEGORIES	FREQUENCIES	PERCENTAGES
Always	4	30,77%
Sometimes	2	15,38%
Often	4	30,77%
Rarely	3	23,08%
Never	0	0,00%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 3. Are you scared of not understanding what the teacher is saying in a foreign language?

In response to this question, 6 of the surveyed students matched I totally agree, and 5 students matched I agree, on the other hand, 1 student matched I do not know, and there is also one who matched I totally disagree.

Table 4. Are you scared of not understanding what the teacher is saying in a foreign language?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	6	46,15%
Sometimes	5	38,46%
Often	1	7,69%
Rarely	0	0,00%
Never	1	7,69%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 4. During the class, do you realize that you think about things that don't have anything to do in class?



In response to this question: 6 of the surveyed students matched I totally agree, and 2 students matched I agree, on the other hand, 2 students matched I do not know, and there are also 4 students who matched I totally disagree.

Table 5. During the class, do you realize that do you think about things that don't have anything to do in class?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	6	46,15%
Sometimes	2	15,38%
Often	2	15,38%
Rarely	0	0,00%
Never	3	23,08%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Question 5. Would you not bother to attend more classes in a foreign language?

In response of this question, 4 of the surveyed students matched I totally agree, and 3 students matched I agree, on the other hand, 2 students matched I do not know, and there are also 4 students who matched I do not agree.

Table 6. Would you not bother to attend more classes in a foreign language?

CATEGORIES	FREQUENCIES	PERCENTAGES
------------	-------------	-------------



Always	4	30,77%
Sometimes	3	23,08%
Often	2	15,38%
Rarely	4	30,77%
Never	0	0,00%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Question 6. Are you usually OK when you give presentations in class?

In response to this question, 9 of the surveyed students matched, I totally agree, and 1 student matched I agree, on the other hand, 3 students matched I do not know.

Table 7. Are you usually OK when you give presentations in class?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	9	69,23%
Sometimes	1	7,69%
Often	3	23,08%
Rarely	0	0,00%
Never	0	0,00%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Question 7. Do you think that the other partners receive better language classes than me?





In response to the question, 3 of the surveyed students matched I totally agree, and 4 students matched I agree, on the other hand, 4 students matched I do not know, and there are also 2 students who matched I totally disagree.

Table 8. Do you think that the other partners receive better language classes than you?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	3	23,08%
Sometimes	4	30,77%
Often	4	30,77%
Rarely	0	0,00%
Never	2	15,38%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Question 8. Do you feel very nervous when you have to talk in class, and you have not prepared very well?

In response of this question, 4 of the surveyed students matched I totally agree, and 5 students matched I agree, on the other hand, 1 student matched I do not agree, and there are also 2 students who matched I totally disagree.

Table 9. Do you feel very nervous when you have to talk in class, and you have not prepared very well?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	4	30,77%





Sometimes	5	38,46%
Often	0	0,00%
Rarely	1	7,69%
Never	3	23,08%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Question 9. In class, do you get so nervous that you forget things that you already know?

In response to this question, 11 of the surveyed students matched I totally agree, on the other hand, 1 student matched I do not know, and there is also 1 student who matched I do not agree.

Table 10. In class, do you get so nervous that you forget things that you already know?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	11	84,62%
Sometimes	0	0,00%
Often	1	7,69%
Rarely	1	7,69%
Never	0	0,00%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Question10. Do you get ashamed to act out as a volunteer in class?

In response of this question, 4 of the surveyed students matched I totally agree, and 1 student matched I agree, on the other hand, 6 students matched I do not know, and there are also 2 students who matched I totally disagree.



Table 11. Do you get ashamed to act out as a volunteer in class?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	4	30,77%
Sometimes	1	7,69%
Often	6	46,15%
Rarely	0	0,00%
Never	2	15,38%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Q11. Do you feel sure at the time to speak in class?

In response to this question, 10 of the surveyed students matched I totally agree, and 2 students matched I do not agree, on the other hand, 1 student matched I totally disagree.

Table 12. Do you feel sure at the time to speak in class?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	10	76,92%
Sometimes	0	0,00%
Often	0	0,00%
Rarely	2	15,38%
Never	1	7,69%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Question12. Do you get afraid that your teacher will correct every failure that you make?



In response to this question, 6 of the surveyed students matched I totally agree, and 3 students matched I agree, on the other hand, 1 student matched I do not know, and there are also 3 students who matched I do not agree.

Table 13. Do you get afraid that your teacher will correct every failure that you make?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	6	46,15%
Sometimes	3	23,08%
Often	1	7,69%
Rarely	3	23,08%
Never	0	0,00%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Q13. Do you feel how my heart beats rapidly every time your teacher ask me to intervene in class?

In response to this question, 7 of the surveyed students matched I totally agree, and 3 students matched I agree, on the other hand, 3 students matched I do not know.

Table 14. Do you feel how your heart beats rapidly every time your teacher ask you to intervene in class?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	7	53,85%
Sometimes	3	23,08%
Often	3	23,08%
Rarely	0	0,00%

		TRABAJO DE TITULACIÓN	
Never	0	0,00%	
TOTAL	13		

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 14.

Do you have the feeling that your classmates speak a foreign language better than me?

In response to this question, 6 of the surveyed students matched I totally agree, and 1 student matched I agree, on the other hand, 1 student matched I do not know, 2 students matched I do not agree and there are also 3 students who matched I totally disagree.

Table 15. Do you have the feeling that your classmates speak a foreign language better than me?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	6	46,15%
Sometimes	1	7,69%
Often	1	7,69%
Rarely	2	15,38%
Never	3	23,08%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 15

Do you get ashamed to speak a foreign language in front of your classmates?

In response of this question, 10 of the surveyed students matched I totally agree, and 1 student



La Universidad para todos

matched I agree, on the other hand, 2 students matched I do not know.

Table 16. Do you get ashamed to speak a foreign language in front of your classmates?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	10	76,92%
Sometimes	1	7,69%
Often	2	15,38%
Rarely	0	0,00%
Never	0	0,00%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 16

Do you get nervous when you speak a foreign language in class?

In response of this question, 9 of the surveyed students matched I totally agree, and 1 student matched I agree, on the other hand, 2 students matched I do not know and there is also 1 student who matched I disagree.

Table 17. Do you get nervous when you speak a foreign language in class?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	9	69,23%
Sometimes	1	7,69%
Often	2	15,38%
Rarely	1	7,69%
Never	0	0,00%
TOTAL	13	



Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 17. Do you get nervous when you do not understand each of the words that your teacher says?

In response of this question, 9 of the surveyed students matched I totally agree, and 3 students matched I agree, on the other hand, 1 student matched I do not agree.

Table 18. Do you get nervous when you do not understand each of the words that your teacher says?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	9	69,23%
Sometimes	3	23,08%
Often	0	0,00%
Rarely	1	7,69%
Never	0	0,00%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 18

Are you afraid that your classmates laugh at you when you speak another language?

In response of this question, 8 of the surveyed students matched I totally agree, and 1 student matched I agree, on the other hand, 1 student matched I do not know, 1 student matched I do not agree and there are also 2 students who matched I totally disagree.

Table 19. Are you afraid that your classmates laugh at you when you speak another language?





CATEGORIES	FREQUENCIES	PERCENTAGES
Always	8	61,54%
Sometimes	1	7,69%
Often	1	7,69%
Rarely	1	7,69%
Never	2	15,38%
TOTAL	13	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Teachers Survey

Trying to overcome student's SA by using CTs, we decided to survey some colleagues, EFL teachers, the most of them work in the public schools of Ecuador. In fact, we designed some closed questions and some opened questions in which they gave opinions and recommendations, detailing as a plus some tips, there were also some multiple-choice items, open questions in which they had to write their own experiences lived before and add some advice to use collaborative tools. We would like to mention that the surveyed participants do not work with the same age group of students, some of them work for private high schools where English is used as the main means of communication, also we had the chance to survey some university teachers and some EFL masters teachers, so this is why we are so proud at obtaining the following results.

This survey was carried out on our school colleagues, partners, and friends online who gladly gave us their support for our project. So, here we show the result of this:

Section 1: Speaking Anxiety in Students.

Question 1

Have you observed speaking SA among your students?

This question was made in order to know if our colleagues noted SA in their EFL students during their years of experience.





Table 20. Have you observed speaking SA among your students?

CATEGORIES	FREQUENCIES	PERCENTAGES
YES	24	100,00%
NO	0	0,00%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa

Martrus

Question 2

How often do you observe students exhibiting anxiety when speaking English in class?

The response of this question presented 39.1 % of Ss who often show anxiety when speaking English; followed by 34.8 % who sometimes live this matter, and 21.7 % who always suffer it so, just a few of them rarely do not live this sort of symptom.

Table 21. How often do you observe students exhibiting anxiety when speaking English in class?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	5	20,83%
Sometimes	8	33,33%
Often	10	41,67%
Rarely	1	4,17%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus



Question 3

What are some common signs of SA you see in your students?

Almost all of the students who try to speak L2, commonly present signs of speaking anxiety, as we realized in this image with around 30,4 % of surveyed teachers' answers.

Table 22. What are some common signs of SA you see in your students?

CATEGORIES	FREQUENCIES	PERCENTAGES
Students avoid speaking situations altogether, opting out of presentations or discussions.	6	25,00%
Monotone voice, trembling voice, or speaking too quickly or too slowly.	5	20,83%
Fear of making mistakes or failure in front of their peers and teachers.	3	12,50%
None of them	1	4,17%
All of them	7	29,17%
Sweating, clammy hands, flushed face, and nervousness.	2	8,33%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 4

Do you think SA is a major obstacle to English learners in your class? Yes, or No?

With the answer to this question, we definitely could realize see that speaking anxiety is a major obstacle to English learners in class because there is nowhere to practice mastering it.





Table 22. Do you think SA is a major obstacle to English learners in your class?

CATEGORIES	FREQUENCIES	PERCENTAGES
YES	19	79,17%
NO	5	20,83%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa

Martrus

Question 4.1

If yes or not, why? Here, we attached a list of our colleagues' opinions.

1. Because they think they are doing it badly or think partners are going to make fun of them.
2. Anxiety and their lack of desire to learn are a fact.
3. Because they can not practice pronunciation and that's going to help them to be able to communicate.
4. Because they have a limitation in their pronunciation.
5. I think SA is a barrier that does not permit learners to communicate, additionally, it stresses them in both ways physically and mentally, so we as their guides must create a good environment to prevent it.
6. By giving our students task activities that can be achieved easily and make feel them confident in our classes.
7. Because students feel afraid to speak.
8. They don't think, they don't have any idea, just speaking.
9. Yes, because they don't have the confidence to express by their selves.
10. Because they doubt their intelligence and their abilities.
11. It is necessary they learn to speak.
12. Because anxiety is the most common obstacle during EFL class.
13. Because students go out of their comfort zone.
14. Because they fear a foreign language that is not their mother-



15. Speaking is one of the principal skills, and students with anxiety generally avoid EFL speaking practice.
16. Because they are ashamed before their classmates.
17. Because they don't have fluency, vocabulary, etc. they don't like to speak in a foreign language.
18. Because they translate in their mind all the time. So, they do not want to make mistakes.
19. It is one of the most difficult language skills for them.
20. Students also feel they need more confidence about what they have to do because of low levels of vocabulary, grammar in context, and study habits to learn a new language.
21. Because some of them practice spoken English only in class.

Question 5

Do you notice a difference in students' anxiety levels depending on the speaking activity (e.g., individual presentations, debate, impromptu speaking) Yes or No

Anxiety levels depend on the kind of speaking activity such as individual presentations, debate, impromptu speaking, and so on.

Table 23. Do you notice a difference in students' anxiety levels depending on the speaking activity?

CATEGORIES	FREQUENCIES	PERCENTAGES
YES	24	100,00%
NO	0	0,00%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus





This question was formulated to see to see the Anxiety levels that depend on the kind of speaking activity such as individual presentations, debate, impromptu speaking, and so on.

QUESTION 6

Do you think students' prior experiences with English (e.g., success, failure, exposure) play a role in their SA? Yes, or No?

Negative experiences such as the fear of failure, exposure to the public or not being convinced to be successful at keeping a speech cause anxiety.

Table 24. Do you think students' prior experiences with English (e.g., success, failure, exposure) play a role in their SA? Yes, or No?

CATEGORIES	FREQUENCIES	PERCENTAGES
YES	21	87.5%
NO	3	12.5%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 7

Teacher Strategies:

What strategies have you found effective in helping students manage their SA?

Table 25. What strategies have you found effective in helping students manage their SA?

CATEGORIES	FREQUENCIES	PERCENTAGES
------------	-------------	-------------





Use technology: Explore apps or online tools designed to help manage anxiety and practice public speaking skills	5	21,74%
Peer support: Encourage peer feedback and practice sessions in small groups to build confidence and learn from each other's	4	17,39%
Relaxation techniques: Teach students deep breathing exercises, mindfulness techniques, or progressive muscle relaxation to manage physical anxiety symptoms.	5	21,74%
Small steps: Break down presentations into manageable chunks and practice each part individually before piecing it together.	4	17,39%
Group work; Collaborative activities	5	21,74%
TOTAL	23	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 8

How do you create a classroom environment that feels safe and supportive for students to practice speaking English?

Here, we visualized that activities that encourage students to have fun and interact using games, role-plays, simulations, and other engaging activities to make speaking practice enjoyable got the highest acceptability.

Table 26. How do you create a classroom environment that feels safe and supportive for students to practice speaking English?





CATEGORIES	FREQUENCIES	PERCENTAGES
Use visuals and technology: Utilize pictures, diagrams, videos, or online tools to support understanding and expression.	5	21,74%
Make activities fun and interactive: Use games, role-plays, simulations, and other engaging activities to make speaking practice enjoyable.	9	39,13%
Focus on progress, not perfection: Encourage students to see mistakes as learning opportunities, not failures. Normalize making mistakes as part of the learning process.	8	34,78%
Other	2	8,70%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Section 2: Using CT to Manage SA.

Question 1

Do you currently use CT in your teaching practices? Yes, or No?

Nowadays, every surveyed teacher uses collaborative tools, which can be online or face-to-face, these approaches fit properly in their daily class and help to avoid anxiety.

Nowadays, every surveyed teacher uses collaborative tools, which can be online or face-to-face, these approaches fit properly in their daily class and help to avoid anxiety.

Table 27. Do you currently use CT in your teaching practices?





CATEGORIES	FREQUENCIES	PERCENTAGES
YES	15	62,50%
NO	9	37,50%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 2

If yes, please list the collaborative tools you use.

Our colleagues suggested to apply the following:

1. Peer practice, group practice
2. Small group activities assigning roles to each student. For instance, writing and performing stories, and presenting vocabulary and grammar structures using Canvas, Genially, ChatGPT, Leonardo, Etc.
3. brainstorming, working on tasks and projects, and network collaboration.
4. Crossword, puzzles, short stories, urban stories, pop biographies, music biographies.
5. My main tools is the gaming activities, play roles, and competition activities.
6. Video conferencing platforms, Collaborative document editing - Google Docs. Online speech communities - Toastmasters International. Language Learning Apps - Duolingo, Babbel, Online Discussion Platforms: Discord, Slack
7. Group work.
8. Dynamic
9. Interaction with the teacher
10. Work in pairs and listen to music.
11. Flipgrid
12. Interactive apps to do assignments and English practice.
13. Use a PowerPoint presentation and Handouts.
14. Worksheet, visual vocabulary, computer, projector, Guess, internet.
15. Conferencing platforms





Most of our surveyed colleagues frequently incorporated CT in their classes which help to create a cool environment.

Question 3

Table 28. How frequently do you incorporate CT in your lessons?

Most of our surveyed colleagues frequently incorporated CT in their classes which help to create a cool environment.

CATEGORIES	FREQUENCIES	PERCENTAGES
Rarely	2	8,33%
Ocasionally	6	25,00%
Frequently	12	50,00%
Always	4	16,67%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 4

Do you believe that collaborative tools can be effective in reducing SA?

CT shows that they are effective in reducing SA and got a high acceptance in daily class.

Table 29. Do you believe that collaborative tools can be effective in reducing SA?

CATEGORIES	FREQUENCIES	PERCENTAGES
Strongly Agree	5	21,74%
Agree	12	52,17%
Neutral	5	21,74%



		TRABAJO DE TITULACIÓN	
Disagree	1	4,35%	
Strongly Disagree	0	0,00%	
TOTAL	23		

Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Question 5

If yes, please share specific examples or instances where you have witnessed CT positively impacting students' SA:

Our colleagues shared their most useful ones. We obtained the next examples:

1. Elaborating a poster.
2. Common responsibility encourages team working.
3. Roleplays.
4. Group work activities.
5. in laboratory classes.
6. urban stories, short stories, music biographies.
7. When the kids or teenagers work together in-game activities, they develop confidence in each other and their self then they express without hindrance feelings of nervousness.
8. Slide, speech act.
9. When we start the class, we need to give some tools to speak e.g. Tongue twister in group.
10. Looking for their favorite book and asking something.
11. When students are in groups, they feel more comfortable and help each other,
12. Work with them individually.
13. Because they feel more confident when they interact among them.
14. 14.Thanksgiving Day was a good opportunity for students to take an oral presentation. They had to prepare in advance using a website to practice their pronunciation. It made them feel more secure about their intonation and pronunciation.
15. Share information, working in pairs, websites, and describing maps.



16. Working in groups of 4 about different subjects gives enough confidence of students to speak in front of others.
17. Working on groups of 4 about different subjects give enough confidence of students to speak in front of others.

Question 6

In your opinion, what types of CT are most effective in addressing SA?

Here, we presented our colleague's most effective collaborative tools.

1. Groupwork
2. Pair or group work.
3. Role plays.
4. Role plays,
5. hablarlos todos en classes
6. Storytelling
7. Rock music and biographies
8. In my opinion the game activities in group work.
9. Mentimeter and Slido
10. Teamwork is more effective.
11. Group work and role plays
12. Role plays.
13. Pair work.
14. Work in groups.
15. I haven't found collaborative tools for practice the speaking skill.
16. Videos,
17. Technology tools,
18. Brainstorms, Messenger, videos calls and short interviews.
19. Remote conferencing platforms and Groups work.



Question 7

Which of the following CTs do you consider most effective?

Group work was one of the most favorite CTs according to the results, I think is because they can help freely each other.

Table 30. Which of the following CTs do you consider most effective?

CATEGORIES	FREQUENCIES	PERCENTAGES
Group work	9	39,13%
Pair work	3	13,04%
Tech-tools	4	17,39%
Role plays	5	21,74%
Youtube	2	8,70%
English games	1	4,35%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 8

Are there any specific training or resources you feel would be beneficial in overcoming these challenges?

1. We saw here some training and resources that can be beneficial to overcome challenges.
2. Yes, there are. But I don t remember in this moment.
3. Resources: pics, photos, emotional things: letters, etc.
4. Nothing
5. no





6. Yes, currently the use of Artificial intelligence and the different platforms helps Ss to reduce anxiety do to they feel secure to create prompts and illustrations according to their level, needs and interests.
7. yes, there are some.
8. Not, yet
9. I don't know.
10. Role plays about short dialogue.
11. Practicing everyday.
12. I think it can be depending on the group of students.
13. No there are not.

Question 9

What challenges have you encountered in integrating CT to mitigate SA?

This question was made to know the challenges the English teachers have in their daily teaching activities in integrating CT to reduce or mitigate the SA.

Table 31. What challenges have you encountered in integrating CT to mitigate SA?

CATEGORIES	FREQUENCIES	PERCENTAGES
There is no internet connection in the classrooms	4	17,39%
Internet connectivity issues, audio/video problems.	6	26,09%
Lack of tech tools devices	3	13,04%
Lack of English labs	5	21,74%
Tech dependence	3	13,04%
Role plays	2	8,70%



Sometimes the students does not want to collaborate because of the same	1	4,35%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Question 10

This table shows CT compared to traditional methods helps to reduce SA in terms of effectiveness and accessibility.

Table 32. Does CT compared to traditional methods help to reduce SA in terms of effectiveness and accessibility?

CATEGORIES	FREQUENCIES	PERCENTAGES
YES	20	83,33%
NO	4	16,67%
TOTAL	24	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Section 3: Recommendations

Question 1

What recommendations do you have for fellow teachers who are interested in using CT to reduce SA?

Here, we appreciated some useful tips:

1. Let your students make mistakes.
2. Schedule virtual practice sessions using video conferencing tools. This allows students to





become more comfortable with speaking in front of a camera and receiving real-time feedback from peers.

3. This method can be useful it's ok to practice in our class to improve speaking skills.
4. Give confidence to your students, a friendly environment
5. With singing songs.
6. Take your time and be clear with the instructions
7. Work in pairs or groups.
8. I guess the collaborative tools are useful for grammar or writing skills and I recommend the method as the key to speaking practice.
9. To encourage you to try it on.
10. Always be updated
11. Tech tools impact positively in the classroom. The first thing is to learn how to use it and then teach students how they have to use it to enhance their learning.
12. be more confident. do not criticize incorrect pronunciation. appreciate small and big achievements
13. Use real situations, movies, or stories that students know as different subjects to create confidence when speaking other languages like English.

We thank so much to our colleagues for taking the time to complete this survey. Their valuable input contributed to understanding the effective use of CT to manage SA among students.

Survey to students

We designed a short survey to students to know their feedback about the use of collaborative tools at the end of the proposal.

Question 1

Table 33. Do you use collaborative tools like Zoom, Youtube and Liveworksheet in your online English class?





CATEGORIES	FREQUENCIES	PERCENTAGES
YES	13	100,00%
NO	0	0,0%
TOTAL	13	

We ask them the use of the CT selected to verify the implementation of them in their EFL classes.

Question 2

Table 34. How often do tech tools help you to develop your online oral activities?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	3	27,27,09%
Sometimes	7	63,64%
Often	2	18,18%
Hardly ever	0	0,00%
Never	0	0,00%
TOTAL	11	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

This question asks for the help the students receive of the CT in their speaking skill during their online lesson.

Question 3

Table 35. How well do you feel confident when you do your oral activities using tech tools?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	3	27.27%
Sometimes	5	45,45%





Often	3	27,27%
Hardly ever	1	9,09%
Never	1	9,09%
TOTAL	11	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

We considered this key question to our students about the confident at the moment of speaking the CT because if they answer positively, it means the speaking anxiety could be reduce with the use of CT.

Question 5

Table 36. How often are collaborative tools useful to increase YOUR speaking skill?

CATEGORIES	FREQUENCIES	PERCENTAGES
Always	9	81,82%
Sometimes	1	9,09%
Often	0	0,00%
Hardly ever	0	0,00%
Never	1	9,09%
TOTAL	11	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

This question was made for the students to know if they consider the use of CT a good way to increase their speaking skills.

Question 6



Table 37. Which activities did you enjoy the most in your English classes?

CATEGORIES	FREQUENCIES	PERCENTAGES
Role plays	0	0,00%
Collaborative tolos	4	36,36%
Playing games	0	0,00%
Debates	0	0,00%
Singing songs	7	63,64%
TOTAL	11	

Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

It is important to know what activity they like to do in class to develop their speaking skills.

7. The Methodological Proposal

Our methodological proposal includes utilizing Live Worksheet, YouTube, Zoom, and other online resources to implement an effective set of lesson plans. For level A.1, these resources contain ten weekly plans that are designed for developing communication skills. In addition to the previously specified syllable, these plans are designed to be applied weekly. They will positively structure the six units that are developed within a weekly schedule for the methodical development of each implemented plan, primarily with the assistance of CTs, who can help teachers incorporate a variety of support with asynchronous tasks and create lesson plans that are well-structured and organized and adapted to meet the needs of their students at home.

Initial Diagnosis

CTs offer promising potential for reducing anxiety and enhancing speaking skills in children's foreign language learning. However, an initial diagnosis requires careful consideration of potential challenges and implementation strategies to ensure their effectiveness and optimize student learning outcomes.



Before widespread implementation, test and refine chosen tools with a small group of students to ensure suitability and gather initial feedback. We focused on creating a safe and supportive classroom environment: Building trust and respect within the group to encourage open communication and minimize anxiety. Provide differentiated instruction and support, addressing individual learning needs and anxieties to ensure all children feel comfortable participating and contributing.

Based on our initial diagnosis, further research and action were implemented by conducting a small-scale study to gather quantitative and qualitative data on the specific efficacy of chosen tools in our context. Developing and implementing strategies to address identified challenges, such as providing additional support for children with high anxiety or limited technology access. Sharing these findings and experiences with other educators to contribute to the knowledge base on effective foreign language teaching practices for children.

Effective implementation requires a comprehensive approach that prioritizes both technology and pedagogy. By carefully assessing the context, selecting appropriate tools, and employing effective facilitation strategies, educators can leverage the potential of collaborative learning to create a more engaging and anxiety-reducing environment where children can confidently develop their foreign language speaking skills during each lesson plan.

Based on current research and theoretical frameworks, the use of collaborative tools in children's foreign language classrooms holds promise for both reducing anxiety and increasing speaking skills. Constructive feedback from peers can offer valuable learning opportunities and encourage self-correction, fostering a sense of collaboration and shared learning.

Interactive tools and activities can spark children's interest and make practice more enjoyable, leading to higher levels of engagement and active participation. Collaboration promotes effective communication, active listening, and transferable problem-solving skills. Teachers must manage group dynamics effectively and offer differentiated support to address individual learning



styles and anxiety levels.

8. The Validation Process

Implementing a rigorous validation process of the use of CTs for reducing FLCA and improving speaking skills was a crucial process to determine their effectiveness in the classroom. We measured the FLCA students' initial anxiety levels by using standardized instruments like the Foreign Language Speaking Anxiety Scale (FLCAS) and periodic observations that tracked students' anxiety levels then employing quantitative methods to compare pre-and post-intervention anxiety and speaking skill scores to assess the impact of collaborative tools. Combining with the Qualitative Analysis of the observation and survey data to identify emergent themes related to students' experiences and perceived benefits/challenges of using collaborative tools for speaking practice. Combining quantitative and qualitative findings to obtain a comprehensive understanding of the effectiveness of collaborative tools in reducing anxiety and enhancing speaking skills.

Another method was speaking skill assessments that conduct speaking tests or use rubrics to gauge students' baseline speaking skills before implementing collaboration and tracking students' speaking skills development through ongoing speaking assessments. We also chose appropriate collaborative tools considering factors like target language skills, learner age/level, platform accessibility, and desired collaboration types (e.g., peer feedback, group presentations, online presentations).

The Intervention Design of engaging activities with clear learning objectives that utilize collaborative tools to practice speaking in a supported environment. The Implementation of integrated tools into lesson plans, and the training of the students and parents on tool usage, providing clear instructions and practice opportunities for students to learn how to effectively use the chosen tools for online oral activities. Gather additional insights through surveys directed to students and teachers to understand experiences with collaborative tools and their perceived impact on anxiety and speaking skills.

8.1. Data Analysis





The data analysis in the study on the use of collaborative tools to avoid speaking anxiety in 6th graders ELF students involved both quantitative and qualitative methods to evaluate the impact of the shared online oral intervention on the students' speaking proficiency.

Quantitative Data Analysis:

1. Pre-test and Post-test Comparison: The study compared the pre-test and post-test results of the English-speaking test to assess the change in speaking proficiency before and after the intervention. This quantitative analysis provided insights into the effectiveness of the intervention in improving the students' speaking skills.
2. SFLAS Test: The study utilized an analysis to compare the level of SFA of the experimental group. In the post-test. The SFLAS test allowed for the statistical comparison of speaking proficiency outcomes between the group, providing evidence of the effectiveness of this proposal.

Qualitative Data Analysis:

Classroom Observation and Researcher's Field Notes: The qualitative data obtained from classroom observations and the researcher's field notes were analyzed to identify patterns in the student's oral participation, engagement, and interaction during the intervention period. This qualitative analysis contributed to understanding the impact of the intervention on the students' speaking skills in the classroom context.

The combination of quantitative and qualitative data analysis methods allowed for a comprehensive assessment of the intervention's impact on the students' speaking proficiency. The quantitative analysis provided statistical evidence of the intervention's effectiveness, while the qualitative analysis offered insights into the students' experiences, perceptions, and classroom interactions related to the intervention.



8.2. Justification of process

SA and improving language acquisition are two issues that can be addressed in foreign language schools with children by using collaborative strategies and technologies. CT can help create a more friendly and productive learning environment where kids feel empowered to overcome anxiety, express themselves freely, and thrive in their language learning journey by lowering pressure, encouraging positive peer support, and offering exciting activities.

Final analysis

Certainly, the incorporation of technological tools as supported learning, while not a routine practice for most students, has enabled them to engage in collaborative learning through various means. This includes discussions, seeking assistance from peers when facing challenges, sending emails, and correcting errors through live chat features on their mobile phones. This shows us how learning opportunities have become more accessible, transcending the constraints of physical proximity and synchronous schedules. The use of technology not only facilitates remote learning but also focuses on error identification and minimization.

Learners are encouraged to leverage technology for the enhancement of their language skills playing a main role in fostering creativity among learners, providing them with captivating and enjoyable alternatives for language study. It offers new avenues for problem-solving and practical solutions, particularly when traditional methods fall short.

III CHAPTER THREE PRESENTATION AND VALIDATION OF THE PROPOSAL

Introduction

This proposal is innovative and at the same time indispensable for the reason that Speaking Anxiety affects a great number of students in our public institution it happens especially at the speaking time in front of classmates and teachers so, this is the main reason to work on this project.





We first decided to let our pupils and parents know about CT and the positive benefits they have moment of applying in the everyday life course, thus we talked to the authorities of the institution to ask permission, previously we let them know the benefits our students will receive at using them, after being approved, we soon met with the 6th grade "B" tutor to request permission to work with their pupils in this project, the tutor also agreed to allow us to go with this project. The execution of this project began the third week of September in the 2022 – 2023 school year and lasted 10 weeks. It was executed in the first two weeks of September because all students were in the process of adaptation according to the Ministry of Education's decision, in this way, we started working with the selected 13 pupils who agreed to be part of this innovative project, the same week we met their parents and also explained about the profits their children would receive during and after the execution this project of using CT in common classes.

Thirteen students agreed to be part of this present proposal and kindly accepted. We encouraged them to act out actively in every English-speaking event, so we started to work asynchronously developing some activities that truly motivated them, sometimes pronouncing sentences in English made them feel a little insecure, thus they started to carry out activities on Live worksheets platform until step by step they could interact a bit actively in class. Students recognized the lack of motivation they felt before and the little time they had to practice speaking and using English as a means of communication. They also understood that the proposal was to find ways to stop SA in real-time during face-to-face classes and accepted using asynchronous tasks as an easier way and more comfortable option.

We added in our discourse that CT can be used in face-to-face classes and online classes, and the benefits would be double to students because collaborative work in the classroom works perfectly and Ss will feel secure at speaking in class little by little and also will make feedback at home online using WhatsApp, YouTube, Zoom, Live worksheets platforms. In the beginning, we had to explain clearly about their function and benefits so, most of them said this was going to be their first experience, they felt curiosity and motivated and told us, at the same time parents signed an agreement to allow us to work with their pupils, also said that this project would last 10 weeks and they need to have internet service at home so, after being permitted.





1. DATA ANALYSIS

1.1. THE OBSERVATION

. The observation in the study was conducted by using structured observation techniques. A structured observation was conducted this week 1 to collect nonverbal data and to choose the subjects. According to Cohen, Manion, and Marrison (2011), while doing structured observation. A checklist must be prepared and should be established to ensure that the observation is organized. So, we made a list of the most relevant SA symptoms and checked the frequency they do it to document observable indicators of speaking anxiety demonstrated by students during group discussions and presentations in the classroom. This checklist was created to include the observed indicators of SA. The observation focused on obvious symptoms because they could also be seen by others as the tutors who always monitor our classes.

The observation was when the students gave a presentation of their personal information and in a group discussion to welcome their partners twice in the first week of classes. Following the observations, the researcher examined the data by counting frequencies. For example, Cohen (2011) states that “for structured observations, researchers can count frequencies, and with references to an individual, group, classes, events, activities, behaviors and so on”. Participants in this study were selected based on the frequency of noticeable symptoms among students.

As we were two researchers one was a complete observer, which means they only saw and took notes, not participating in the actions being observed and the other gave the instructions and gave the classes. To ensure data accuracy and dependability, the observations were repeated twice in the week of observations.

The results of the study indicated a variety of observable indicators of SA experienced by students in the speaking classroom. Some of the observable symptoms and their frequencies are included:





1. Avoiding eye contact: Observed 30 times.
2. Sweating or slushing skin: Appeared 15 times.
3. Rapid breathing or shallow breaths: Seen 22 times.
4. Tense facial expressions: Noted 25 times.
5. Lack of confidence in voice: Observed 15 times.
6. Avoiding direct questions. Appeared 25 times.
7. Visible relief or relaxation: Noted 5 times.
8. Remaining silent: Observed 12 times.
9. Avoid participating in class. Appeared 26 times.

Table 38. FLSA OBSERVATION CHECKLIST

BEHAVIOR	FREQUENCY	PERCENTAGES
Avoiding eye contact	20	76.92 %
Sweating or flushed skin	15	57.69%
Rapid breathing or shallow breaths	22	84.62 %
Tense facial expressions	25	96.15%
Lack of confidence in voice	15	57.69%
Avoiding direct questions	25	96.15%
Visible relief or relaxation	5	19.23%
Remaining silent	12	46.15%
Avoid participating in class	26	100.00%

Elaborated by Fernando Gualsaquí and Vanessa Martrus

These observable indicators were utilized to identify children who were anxious about speaking in class. Students who exhibited these symptoms more frequently were selected for further research through interviews to delve into their experiences and coping techniques.

After doing the observations, 13 pupils were selected to participate in this study. Participants



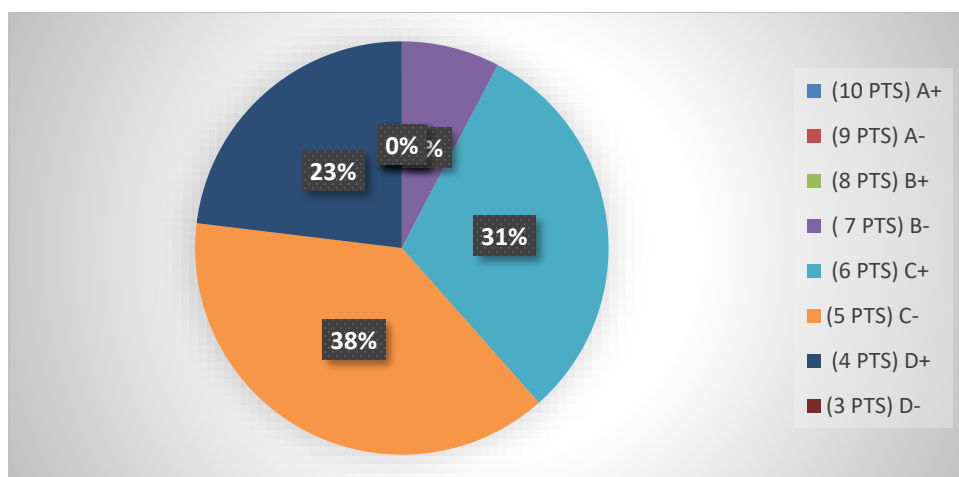
were chosen based on their higher frequency of observed symptoms compared to other students.

1.2. PRE-SPEAKING SKILLS TEST AND POST-SPEAKING SKILLS TEST RESULTS AND ANALYSIS

Speaking English test was taken on the EFL students to measure their speaking abilities, which was scored on a scale of 0 – 10 because in the observations we could observe that students do not like to participate at the moment of speaking they referred to speaking in their mother tongue and the final speaking was an assignment to measure again the speaking skills.

The results of this Pre-English test were the following:

Figure 1. Pre- Speaking test results



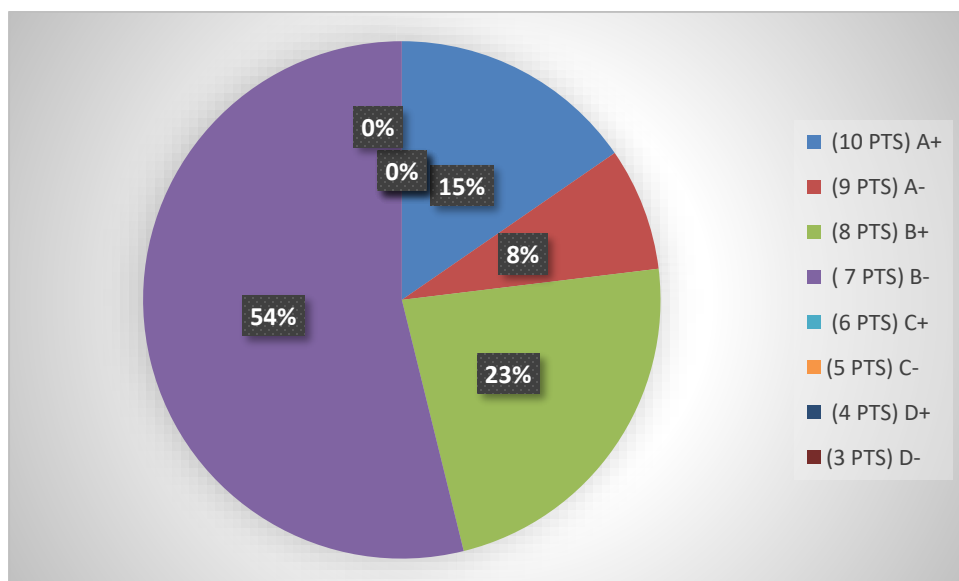
Elaborated by: Fernando Gualsaquí and Vanessa Martus

The first diagnostic test was taken in the second week of the first trimester which was considered a week of adaptation to classes, and was designed by the teachers, to measure the skill that we could note by our observations could be affected by the symptoms of SA. The diagnostic test was designed to measure different skills such as grammar and vocabulary, but it contained a speaking skill part that was scored by a rubric from 0-10 that was used in the final activity, in this study we are going only to focus on the speaking skills.



As a result, most of the students did not reach the minimal note of 7 points over 10 in their diagnostic test, just one student got this minimal note representing 8% of the students, 31% of students got 6 points, the 38% of students got 5 points, and the 23% of students got 4 points. This note of 7 points over 10 is considered the minimal score in the Ecuadorian Education system, that students must obtain to reach their goals, and approved for their trimester, and pass the next scholar course; although it was only a diagnostic test it helped to know that students must increase this ability and the others to reach a note that permit them to pass to the next trimester and finally to win the scholar year. So, this intervention helped them to reinforce their speaking skills and get better scores in this foreign language subject.

Figure 2. Speaking skills post-test



Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: According to the result of our post-speaking test we provided our pupils with precise and necessary information in our present and online classes in which we confirmed the little improvement in their speaking skills. All of them reached their goals at the end of the first trimester obtaining 54%% of students 7 points over 10, 23% of students overcame the minimal note to 8, 8% of students got 9 and 15% of students reached 10/10.

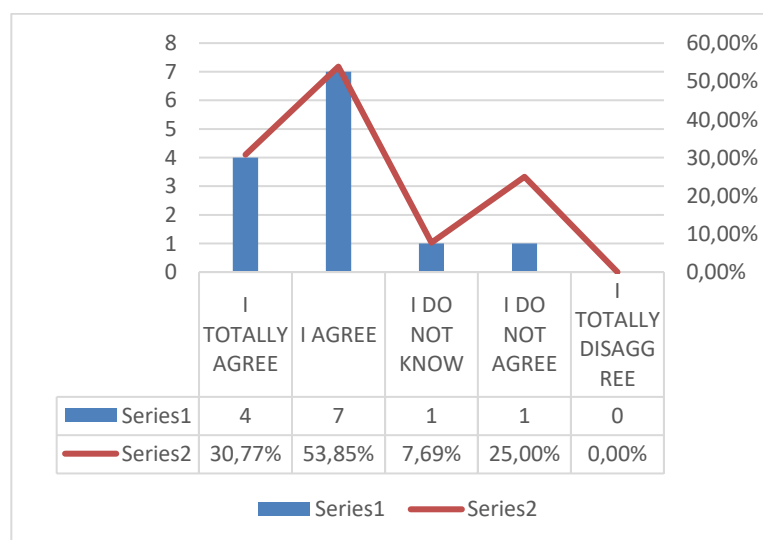
FLSA test by Horwitz test was adapted to 18 questions in Spanish for a better comprehension of the children and was analyzed quantitatively in the FLCAS pre-test at week 3 to verify the FLSA in our EFL students and measure it to take actions and implement the reinforcement online classes by Zoom meetings some speaking activities of the Liveworksheet platform to overcome their SA, and after in week 9 before finishing this reinforcement in the 10 weeks of adaptation, a FLCAS post-test was taken to compare and measure if the SA reduced or maintained after the integration of the CT in our students, then the same week we let them know the following results: The results were the following:

1.3. PRE- AND POST-FLCAS RESULTS AND ANALYSIS

QUESTION 1.

FLCAS PRE-TEST

Figure 3. Are you never sure of yourself when you are in a foreign language class?



Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: 53,85% of students sometimes are not sure about themselves when they are in a foreign language class, plus 30,77% of students that totally agree with this negative symptom in



class, 7.69% do not know what to say about their feelings probably they feel confused, however, there are also 25% of students who do feel sure when they are in class. We concluded that self-confidence must be a priority in our classes and with the implementation of different collaborative strategies in class and online class reinforcement meetings, we considered that this feeling of self-distrust can change step by step,

POST FLCAS TEST

Figure 4. Are you never sure of yourself when you are in a foreign language class?



Elaborated by: Fernando Gualsaquí and Vanessa Martrus

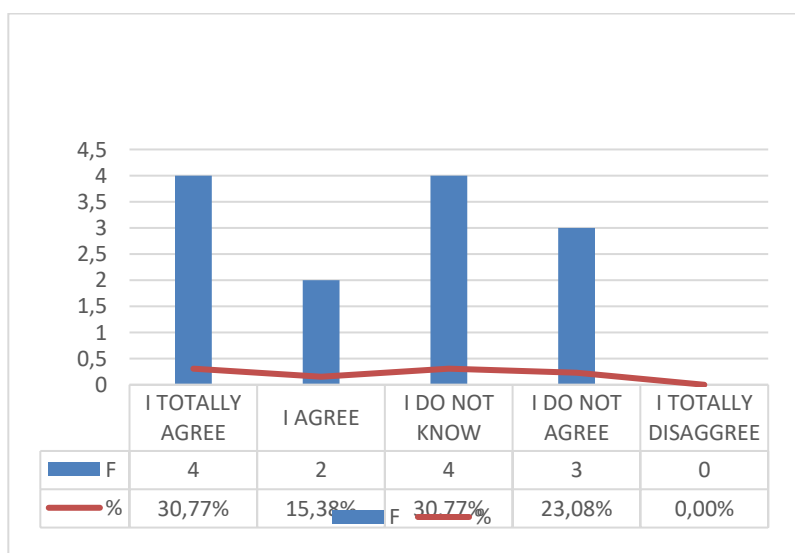
Interpretation: Against the results of the pre-test, 53,85% of students sometimes are not sure about themselves when they are in a foreign language class, in figure 19 we can show that in week 9 students do not agree with this question in 69.23% talk about their self-consciousness when they are in a foreign language. To work the classes of reinforcement with them helped them to be sure of themselves at the moment of interacting in class. Knowing this change was grateful to us to see them feel better in EFL class.



QUESTION 2

PRE-FLCAS TEST

Figure 5. Do you tremble when you know that your teacher is going to ask you in class?

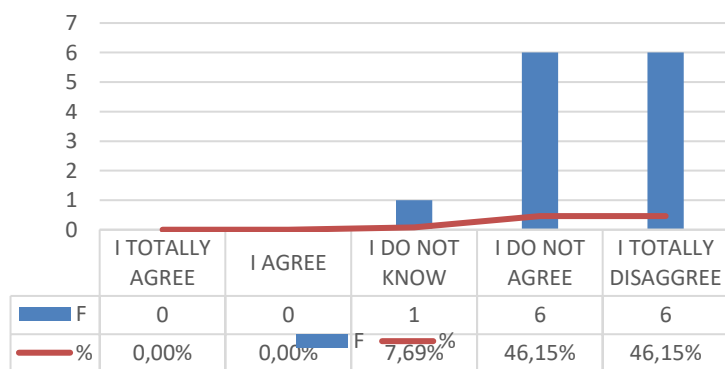


Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: Here we see that there is a tied range of 30,77% of students who always tremble when they are going to be asked by their teacher that it is a symptom of SA. Also, 15.38% of students often tremble. However, a small group of students 23.08% do not tremble in class and feel surer. Tremble is an FLSA symptom that shows nervousness or fear, so this answer supports the SA in class we needed to reduce it.

FLCAS POST-TEST

Figure 6. Do you tremble when you know that your teacher is going to ask you in class?



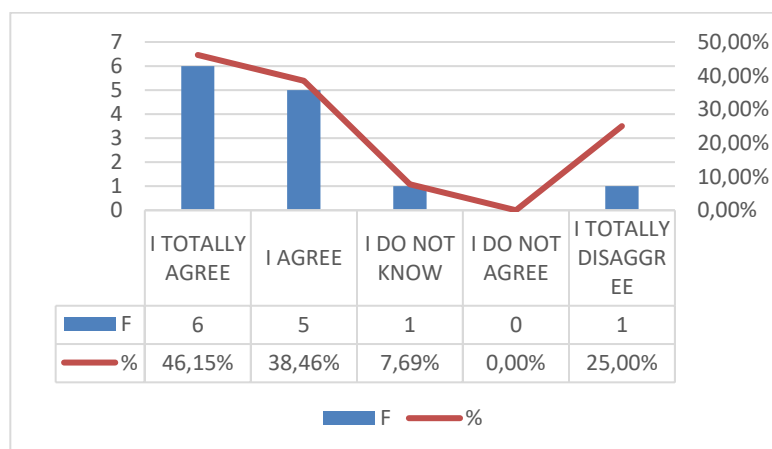
Elaborated by: Fernando Gualsaquí and Vanessa Martrus

Interpretation: This answer shows that 46,15% of students disagreed with the question if they tremble when their teacher is going to ask them in class instead of the first response whereas 30,77% of students always and often agree that they tremble when they are going to be asked by their teacher. This is favorable to our proposal because it means that students feel more confident using CT and participate when the teacher asks for it.

QUESTION 3

FLCAS PRE-TEST

Figure 7. Are you scared of not understanding what the teacher is saying in a foreign language?



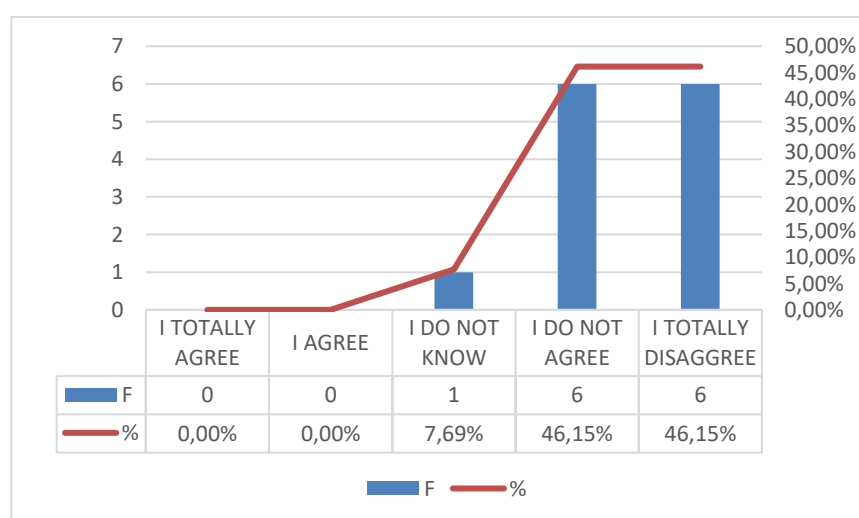
Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus



Here we see that 46.15% of students are not sure about themselves and 346% sometimes do not feel sure when they are in a foreign language class, so we need to work on self-confidence.

FLCAS POST-TEST

Figure 8. Are you scared of not understanding what the teacher is saying in a foreign language?



Elaborated by: Fernando Gualsaquí and Vanessa Martus

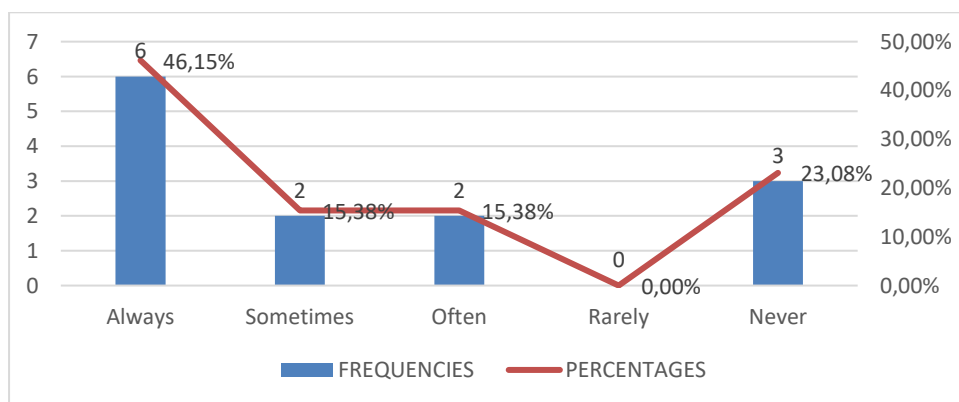
Interpretation: The answer obtained is very significant to realize that using CT at the week 9 EFL students do not agree with the question if they feel scared of not understanding what the teacher is saying in a foreign language with 46.15% instead of the first to 53,85% of students sometimes were not sure about themselves when they are in a foreign language. We need to work more on their confidence in the classroom and we can obtain it by making them work in groups to lose their fear of speaking.



QUESTION 4

FLCAS PRE-TEST

Figure 9. During the class, do you realize that you think about things that don't have anything to do in class?

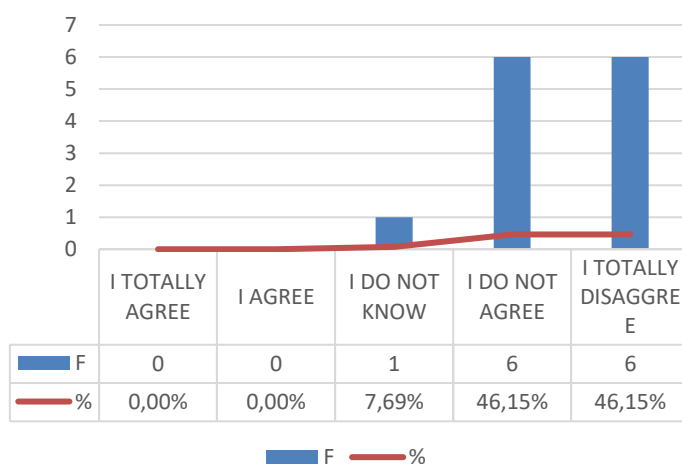


Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: Here we see that there is a high range of 46,15% who always think about things that don't have anything to do in class.

FLCAS POST-TEST

Figure 10. During the class, do you realize that you think about things that don't have anything to do in class?



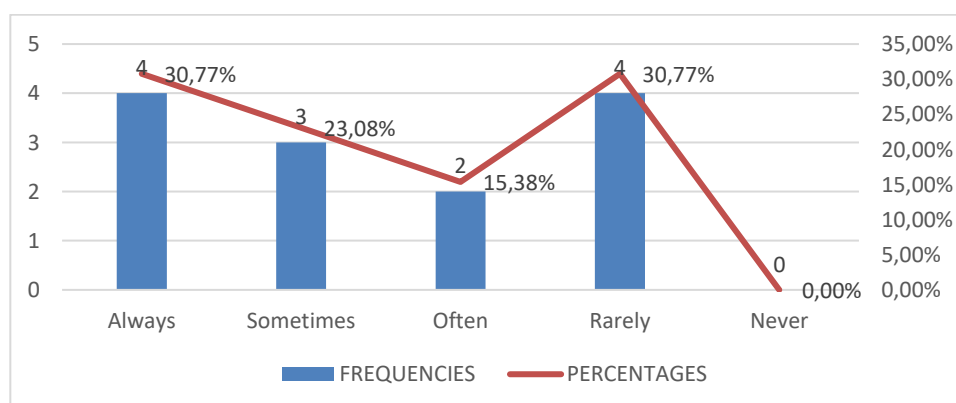
Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: This response shows that students with assistance at home from their parents using CT disagree that they think about things that do not have anything to do in class and concentrate more on their lessons instead of the first in which there was a high range of 46,15% who always think about things that don't have anything to do in class. It is important to highlight that the help of student's parent is essential when they are children.

QUESTION 5

FLCAS PRE-TEST

Figure 11. Would you not bother to attend more classes in a foreign language?



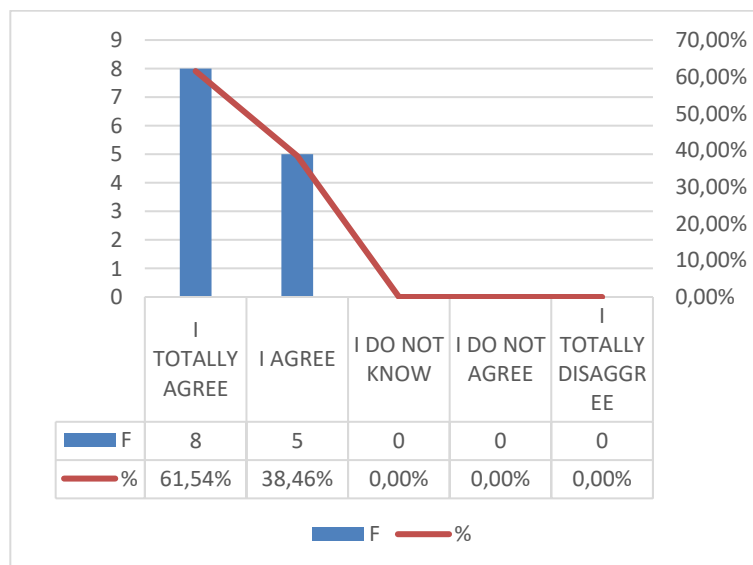
Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus



Interpretation: Here we see that there is a tied percentage of 30,77% of students who always and rarely do not bother to attend more classes in a foreign language.

FLCAS POST-TEST

Figure 12. Would you not bother to attend more classes in a foreign language?



Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

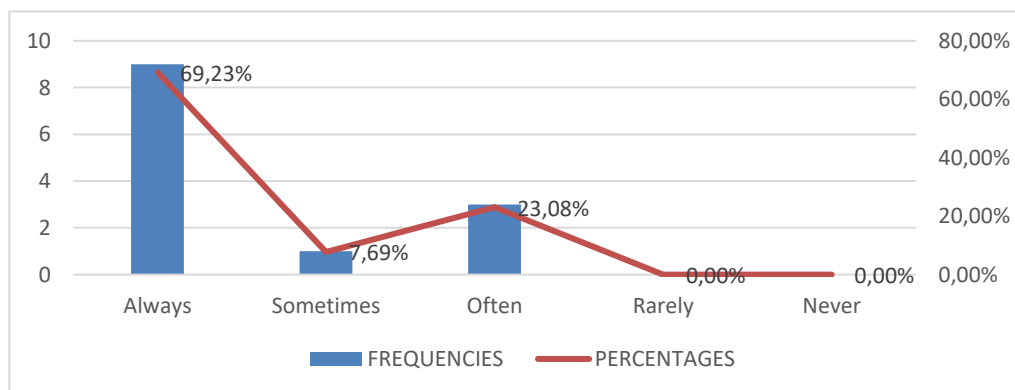
Interpretation: Using CT, we could obtain as a result that 61.54% of students agreed to attend more classes in a foreign language increasing the first percentage of 30,77% of students who always and rarely do not bother to attend more classes in a foreign language. It represents they feel more motivated to study and learn in this case English as a foreign language.

QUESTION 6

FLCAS PRE-TEST

Figure 13. Are you usually OK when you give presentations in class?



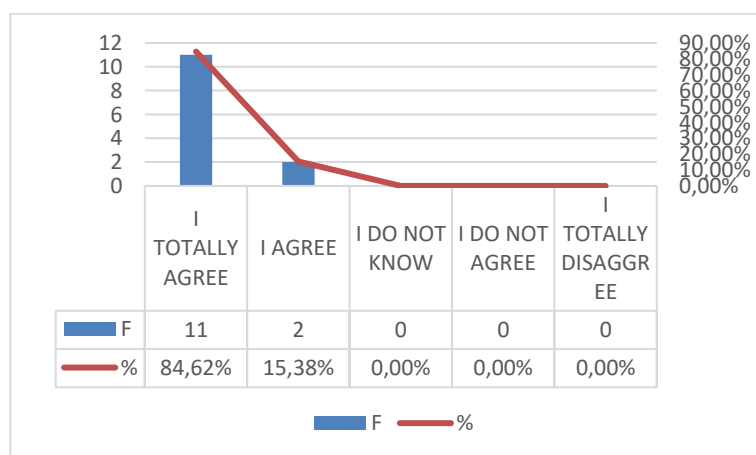


Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: With this answer, we can show that 69,23% of students are usually fine when they give presentations in class.

FLCAS POST-TEST

Figure 14. Are you usually OK when you give presentations in class?



Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: Fortunately, in this answer, we got again a favorable answer to the question if they feel well when they give presentations in class showing that 84.64% of students are usually fine when they give presentations in class incrementing the last percentage to 69,23%. In this question,

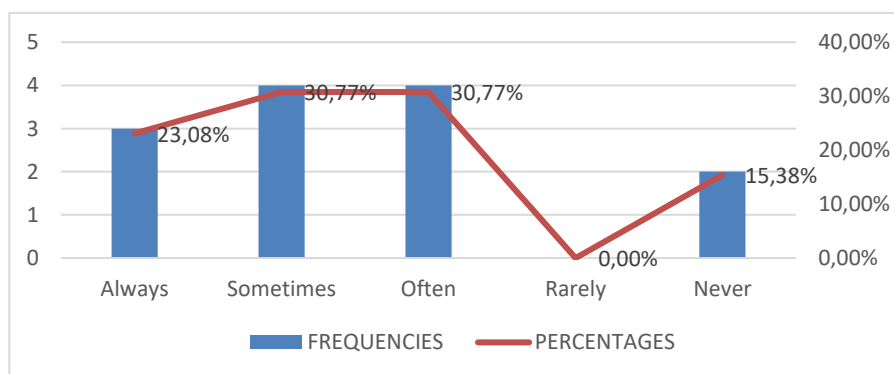


we do not specify if the presentation is in a foreign language so we can say that the SA is specifically at the moment of speaking a language different from their mother tongue.

QUESTION 7

FLCAS PRE-TEST

Figure 15. Do you think that the other partners receive better language classes than me?

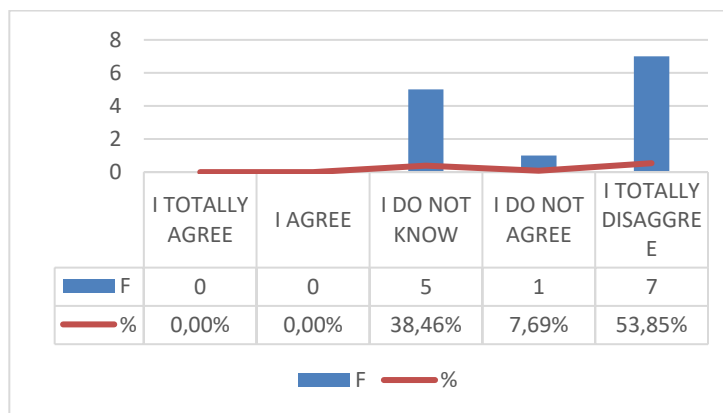


Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: Here we see that there is a tied 30,77% students who sometimes and often think that the other partners receive better language classes than them.

FLCAS POST-TEST.

Figure 16. Do you think that the other partners receive better language classes than me?



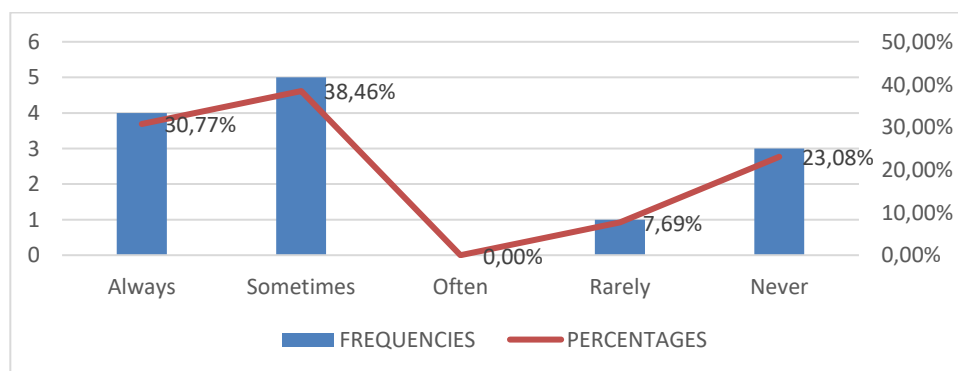
Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: This response shows that 53.85% of students feel more sure about their English classes, although 38.46% still do not know what to think about if they receive better language classes than them, a similar percentage we obtained the last test in which there is a tied 30,77% of students Ss who sometimes often think that the other partners receive better language classes than them, that means we as educators must to work more in their confidence about learning and speaking another language.

QUESTION 8

FLCAS PRE-TEST

Figure 17. Do you feel very nervous when you have to talk in class, and you have not prepared very well?

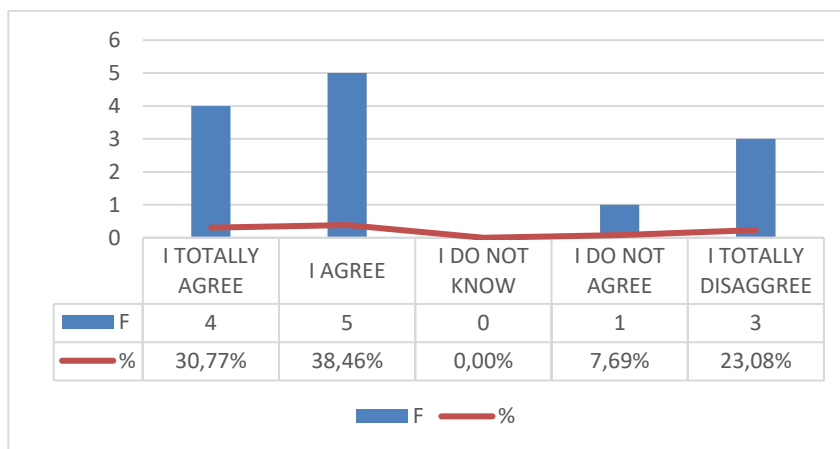


Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: Here we see that there is 38,46% of students feel very nervous when they have to talk in class, they are not very well prepared.

FLCAS POST- TEST

Figure 18. Do you feel very nervous when you have to talk in class, and you have not prepared very well?



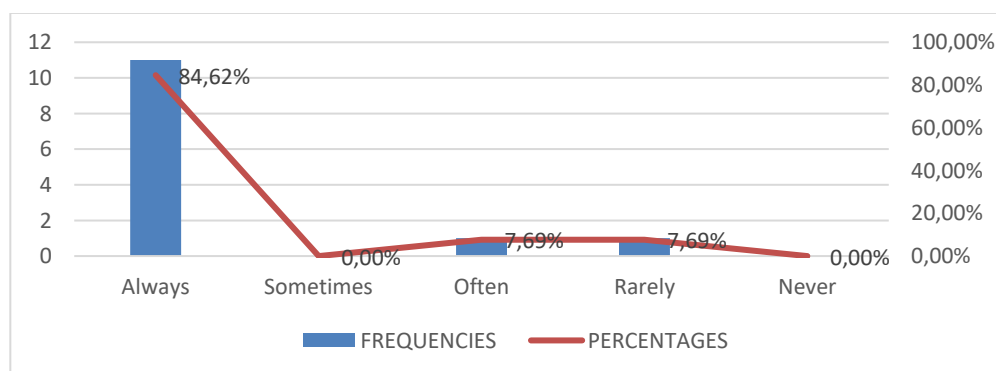
Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: In this figure, we can see that 38,46% of students who feel very nervous were reduced to 30.77% and that 23.08 disagree about whether they feel very nervous about talking when they have to talk in class if they have not very well prepared. Although the change was in a minimal percentage, we can continue working on their confidence and self-esteem, so they do not feel nervous or shy but all the above reinforces their lessons in class with the strategies recommended and increasing the use of CT.

QUESTION 9

FLCAS PRE-TEST

Figure 19. In class, do you get so nervous that you forget things that you already know?



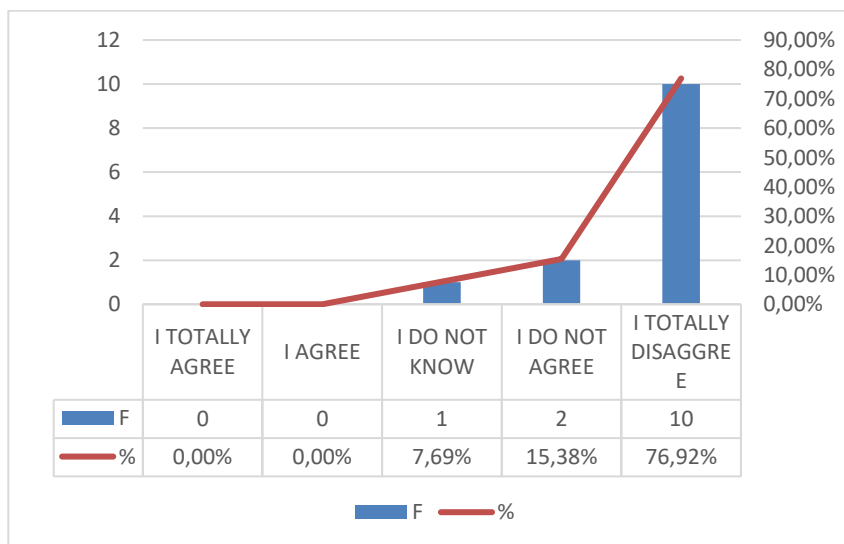
Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus



Interpretation: Here we see that there is 84,62% get so nervous to forget things that they already know.

FLCAS POST- TEST

Figure 20. In class, do you get so nervous that you forget things that you already know?



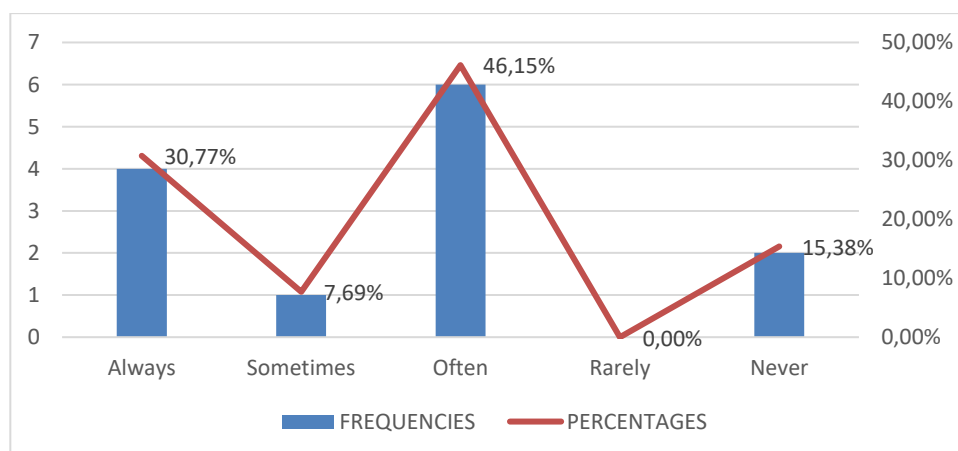
Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: Fortunately, in this response, students affirm that do not get so nervous that they forget things they already know with 76,92% they are disagreeing with this question, instead the last test 84,62% get so nervous to forget things that they already know. This was a real change in which the use of CT reduced a clear symptom of nervousness that is characteristically in FLISA.

QUESTION 10

FLCAS PRE-TEST

Figure 21. Do you get ashamed to act out as a volunteer in class?

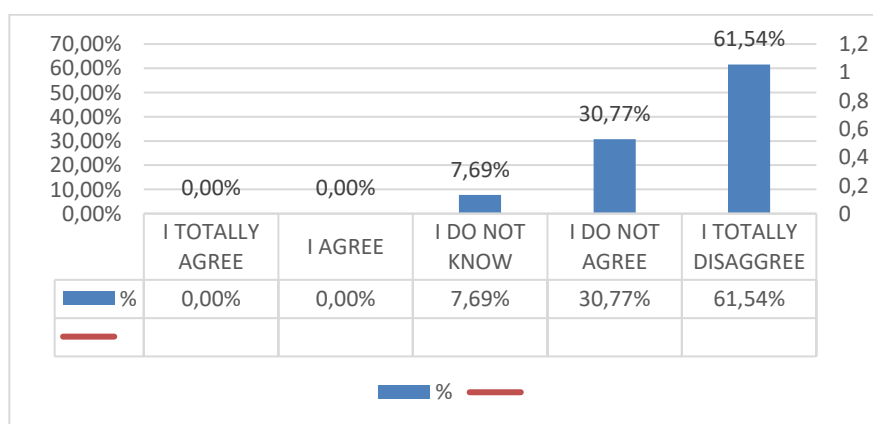


Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: Here we see that there is 46,15% of students get ashamed to act out as a volunteer in class.

FLCAS POST-TEST

Figure 22. Do you get ashamed to act out as a volunteer in class?



Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: There is an incremented percentage of 61, 54% of students that do not get ashamed to act as a volunteer in class instead of the last question that 46,15% of students on the contrary get ashamed to act out as a volunteer in class. The use of the virtual platform Zoom could

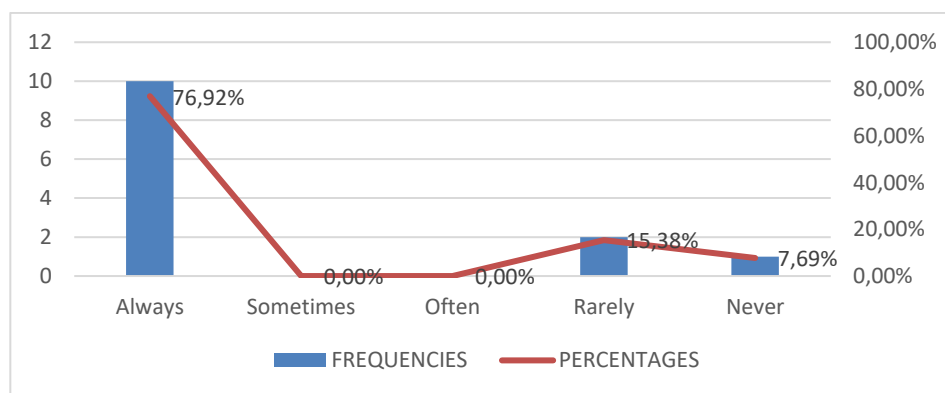


increase the class participation inclusively of students who did not participate in class. Because they fear making mistakes in front of their partners.

QUESTION 11

FLCAS PRE-TEST

Figure 23. Do you feel sure about the time to speak in class?

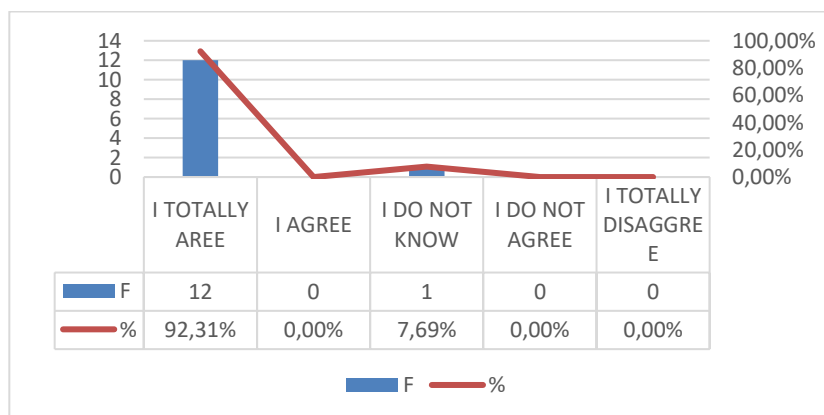


Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: Here we see that there are 76,92% of students feel sure about the time to speak in class.

FLCAS POST-TEST

Figure 24. Do you feel sure about the time to speak in class?



Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

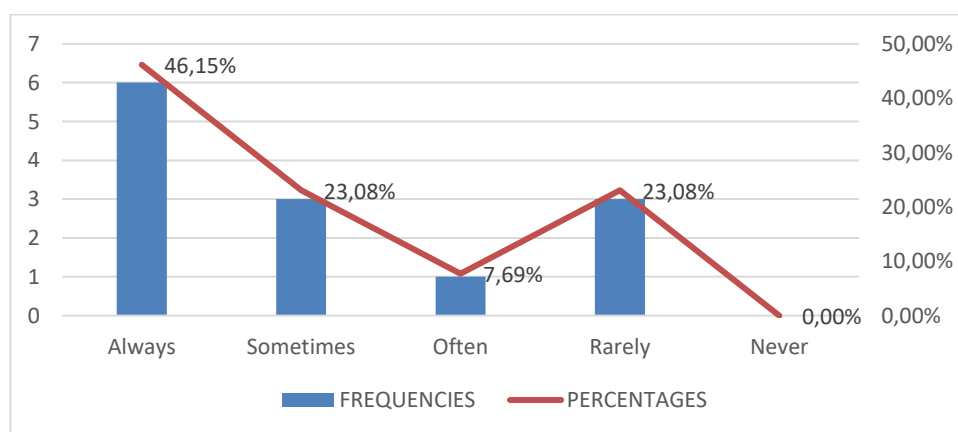


Interpretation: This question does not specify that the time to speak in class was in a foreign language so in the last test, 76,92% of students felt sure about the time to speak in class. Not in English specifically, so, this data corroborates that it is not that this type of anxiety is at the moment of speaking in a foreign language.

QUESTION 12

FLCAS PRE-TEST

Figure 25. Do you get afraid that your teacher will correct every failure that you make?



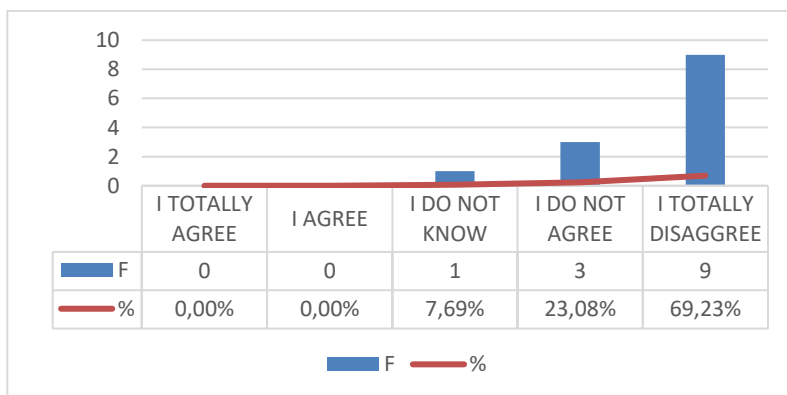
Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: Here we see that there are 46,15% of students are afraid when the teacher corrects the failure that they make.

FLCAS POST-TEST

Figure 26. Do you get afraid that your teacher will correct every failure that you make?





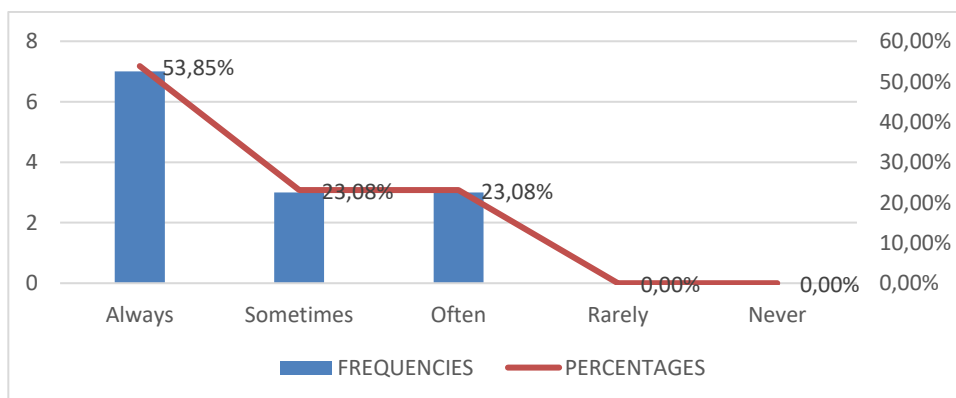
Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: Another positive change in the students' behavior is that in the last test, 46,15% of students were afraid when the teacher corrected the failure that they made, however after using CT 69.23% of our children disagreed with being afraid of the teacher. However, 7.69% still do not know if they feel afraid.

QUESTION 13

FLCAS PRE-TEST

Figure 27. Do you feel how your heart beats rapidly every time your teacher asks you to intervene in class?



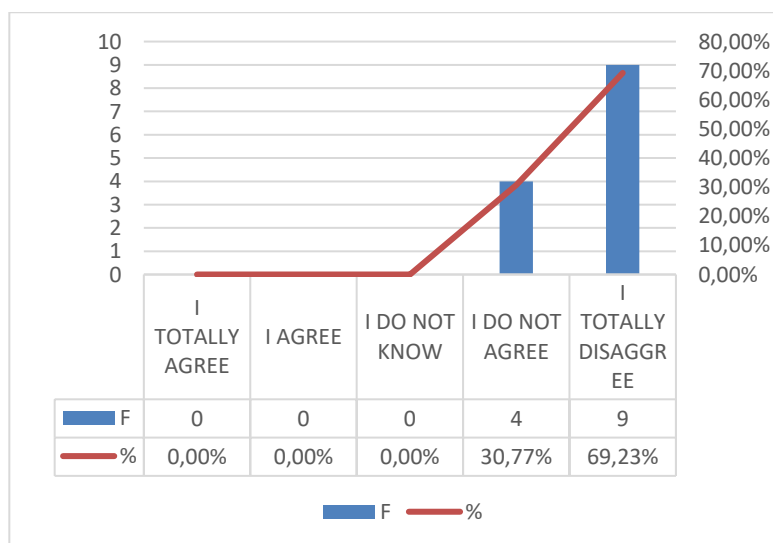
Note: Elaborated by Fernando Gualsaquí and Vanessa Martus



Interpretation: Here we see that there is 53,85% of students always feel their hearts beating rapidly every time their teacher asks to intervene them.

FLCAS POST-TEST

Figure 28. Do you feel how your heart beats rapidly every time your teacher asks me to intervene in class?



Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: This question is related to the FLSA symptoms. Unfortunately, the last test reported that there were 53,85% of students always feel their hearts beating rapidly every time their teacher asks to intervene. However, the final test reported that 69.23% disagreed with the feeling of heart beating when the teacher intervenes in class. It means that this symptom of anxiety can disappear when a CT is used.

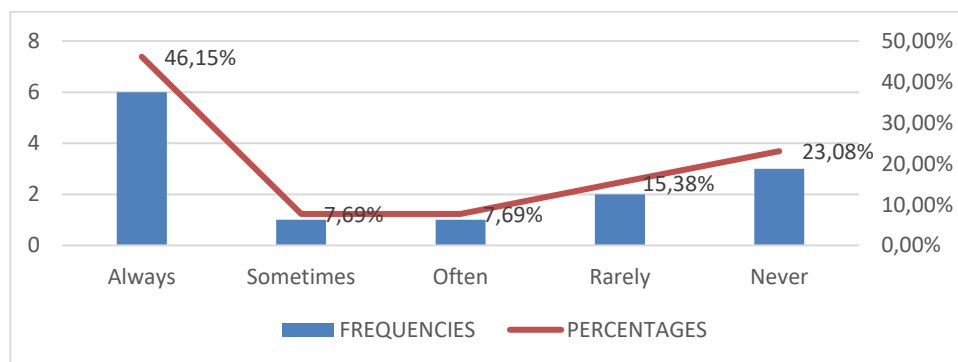
QUESTION 14

FLCAS PRE-TEST





Figure 29. Do you have the feeling that your classmates speak a foreign language better than me?

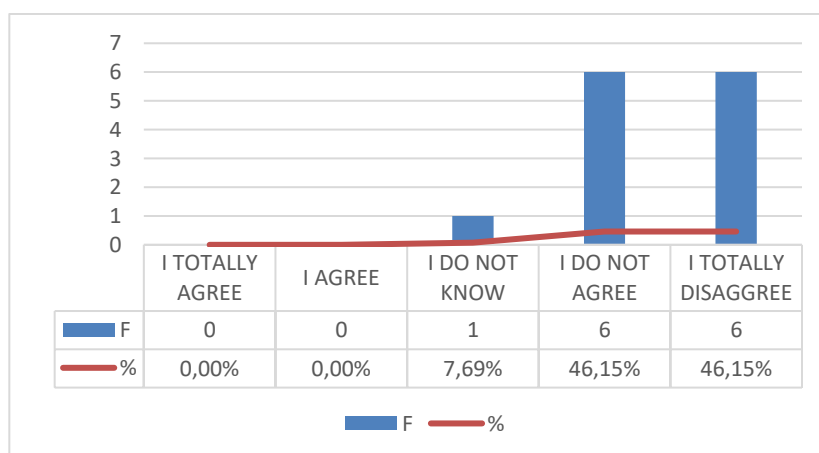


Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: Here we see that there is 46,15% of students feel like their classmates speak a foreign language better than them.

FLCAS POST-TEST

Figure 30. Do you have the feeling that your classmates speak a foreign language better than me?



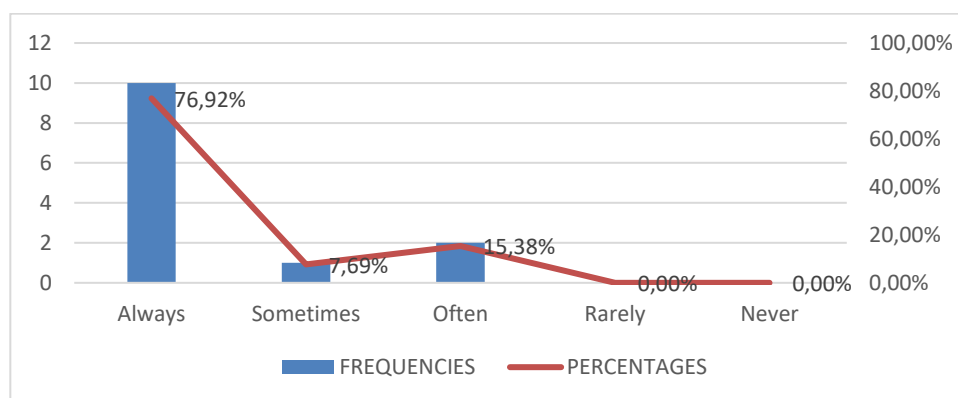
Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: This feeling about insecurity at the moment of speaking English better was a high percentage 46,15% in the previous of students feel like their classmates speak a foreign language better than them. However, with the implementation of their reinforcement online classes, this question had a percentage of 46.15% of students disagreed with this feeling, and on the contrary, they did not feel the same way that felt before.

QUESTION 15

FLCAS PRE-TEST

Figure 31. Do you get ashamed to speak a foreign language in front of your classmates?



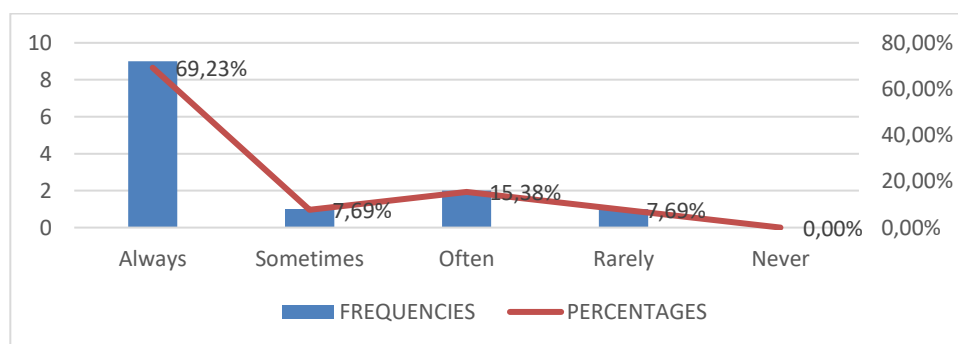
Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: These last questions about FLSA symptoms were positively changed by the disagreement of the feeling of getting ashamed to speak a foreign language in front of their classmates in 46.15% contrary to the first response which 76,92% of students get ashamed to speak a foreign language in front of their classmates. The use of the CT mentioned in this proposal could reduce the symptoms of the FLSA favorably.

QUESTION 16

FLCAS PRE-TEST

Figure 32. Do you get nervous when you speak a foreign language in class?

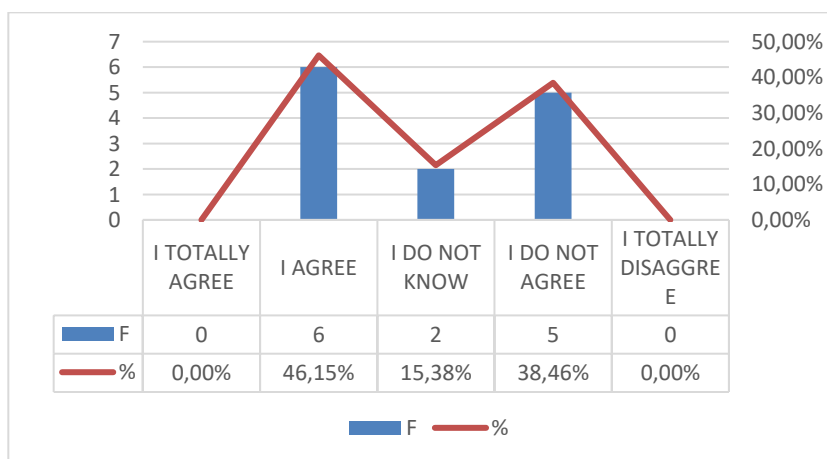


Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: Here we see that there is 69,23 of students get nervous when they speak a foreign language in class.

FLCAS POST-TEST

Figure 33. Do you get nervous when you speak a foreign language in class?



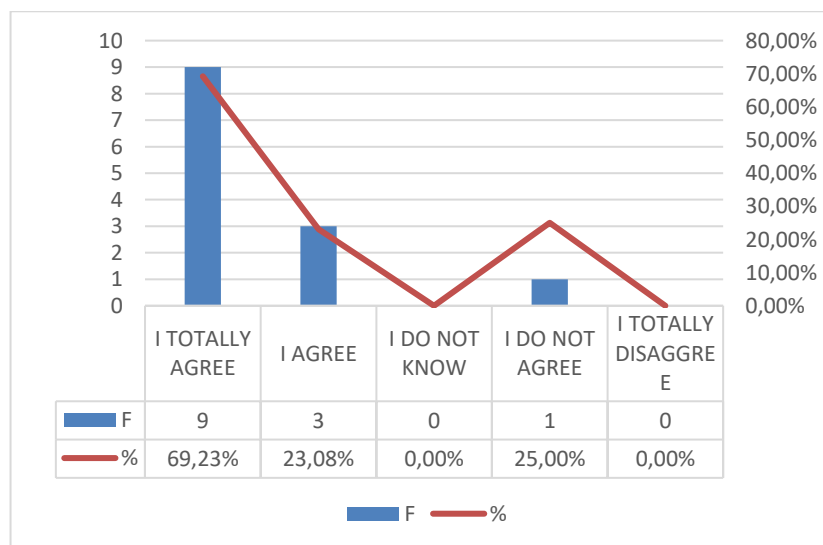
Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: There is still a tendency of the feeling of getting nervous when speaking EFL in class. 46.15% of students agree with this question about this behavior and 15.38% still do not know what to say about this feeling demonstrating insecurity in class. However, there is 38.46% that disagree with this feeling of against the first percentage Here we see that there is 69,23 of students get nervous when they speak a foreign language in class.

QUESTION 17

FLCAS PRE-TEST

Figure 34. Do you get nervous when you do not understand each of the words that your teacher says?

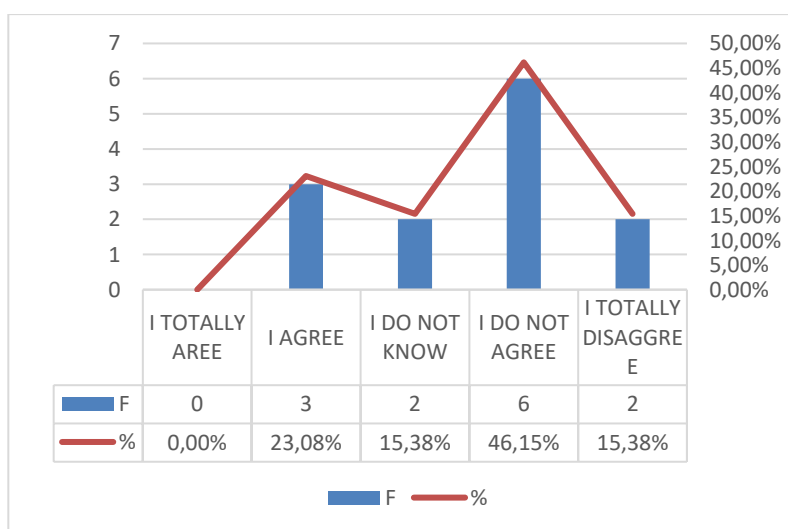


Elaborated by: Fernando Gualsaquí and Vanessa Martrus

Interpretation: Most of the of this proposal feel nervous when they do not understand the words that the teacher says. This is because they prefer to think in Spanish, but the problem is that they feel something negative that we proposed to reduce with the use of CT.

FLCAS POST-TEST

Figure 35. Do you get nervous when you do not understand each of the words that your teacher says?



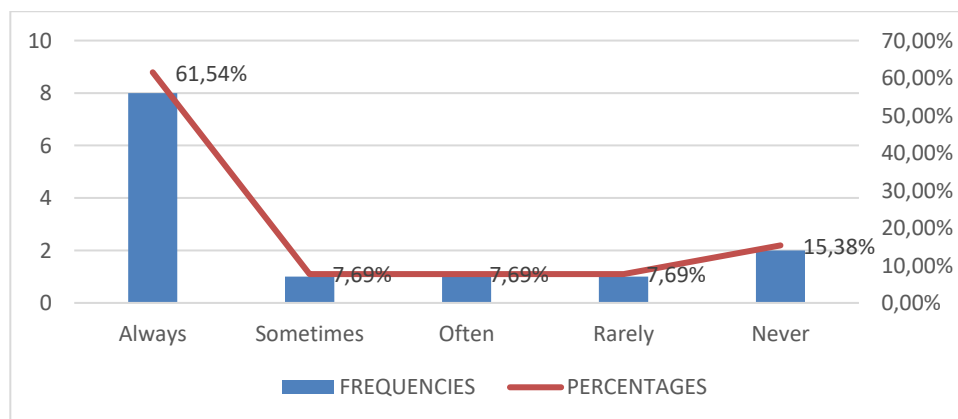
Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: Although there is 23.08% feel nervous when they do not understand each word that the teacher says, and 15.38% do not know what to say about feeling there is a considerable percentage of 46.15 that disagree with this feeling and a 15. 38% that is totally disagree with this feeling. It is a notable change considering that at the beginning of this proposal, 69,23 of students got nervous because they did not understand each of the words.

QUESTION 18

FLCAS PRE-TEST

Figure 36. Are you afraid that your classmates laugh at you when you speak another language?

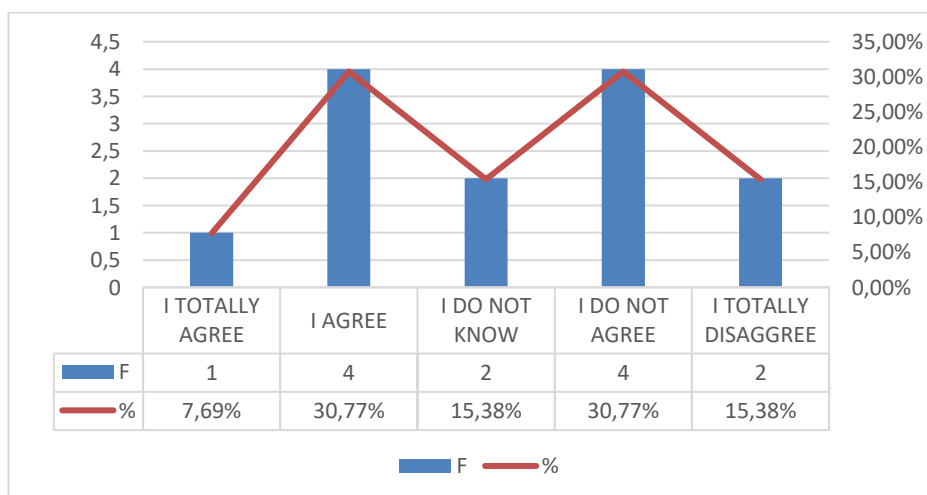


Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: Here we see that there is 61,54 Ss are afraid when their classmates laugh at them when they speak another language.

FLSA POST-RESULTS

Figure 37. Are you afraid that your classmates laugh at you when you speak another language?



Note: Elaborated by Fernando Gualsaquí and Vanessa Martus



Interpretation: Children are still afraid 7.69% that their% that are totally agree, plus 30.77% of students that are agree with the question if they are afraid that their classmates laugh at them when they are speaking in a foreign language. Also, 15.38% of students do not know what to say about this feeling effect. However, there is 30.77 disagree with this feeling of afraid, and 15.38% that are completely disagree with this negative feeling, while 61,54 students are afraid when their classmates laugh at them when they speak another language. Although CT helped however children still feel insecure at the moment of speaking.

At the end of this speaking anxiety test, the examiner teachers were able to highlight that by observing the students who have been able to increase their level of speaking, this happened through the support activities sent to them on WhatsApp and YouTube, they had been well motivated to achieve greater development in English as a second language.

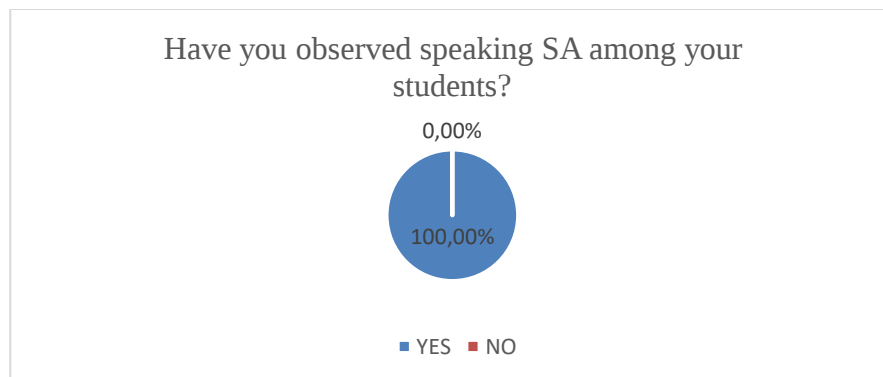
1.4. TEACHERS' SURVEY RESULTS AND ANALYSIS

Section 1: Speaking Anxiety in Students.

QUESTION 1.

The answers show us clearly that 100% of students present SA in their classrooms.

Figure 38. Have you observed speaking SA among your students?

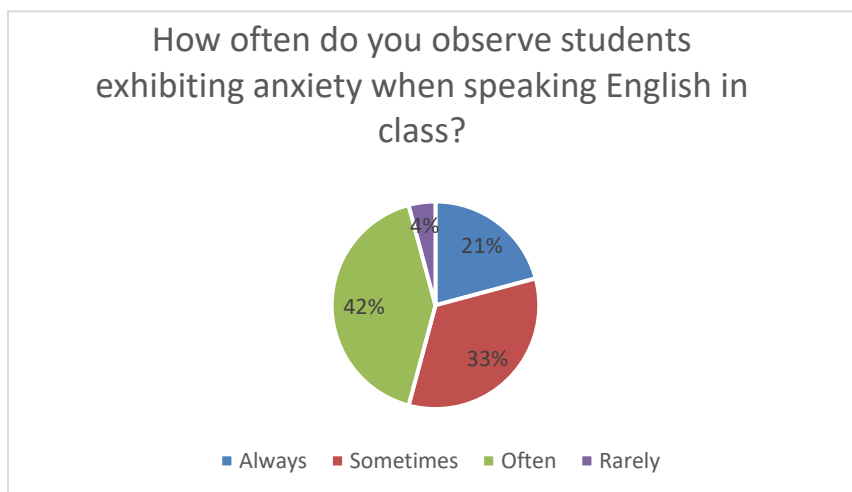


Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: 100% of the teachers surveyed indicated that they have observed SA in their students. The teachers surveyed confirmed that this is a common problem in the process of learning EFL, that is, with a notable one hundred percent, that validate our dependent variable FLSA:

QUESTION 2

Figure 39. How often do you observe students exhibiting anxiety when speaking English in class?

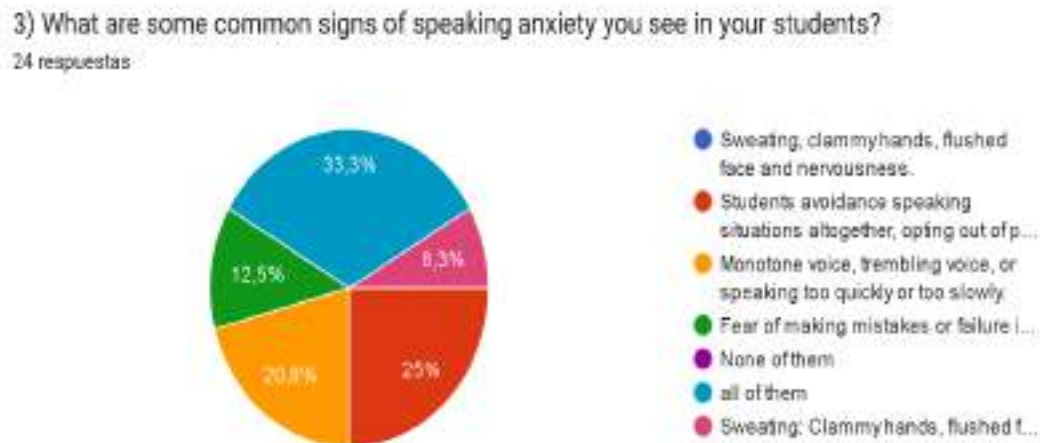


Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: The answers of 24 teachers show us clearly that 42% of students often exhibit SA in English class. 33 % of them often exhibited SA when speaking English in class, 21 % of students rarely and 4 % of them always exhibited SA in class. that interpretation not all the students have to suffer SA, some students feel well speaking English, but this is a problem that often occurs in our classrooms and that we have to identify first and then reduce it through strategic activities.

QUESTION 3

Figure 40. What are some common signs of SA you see in your students?

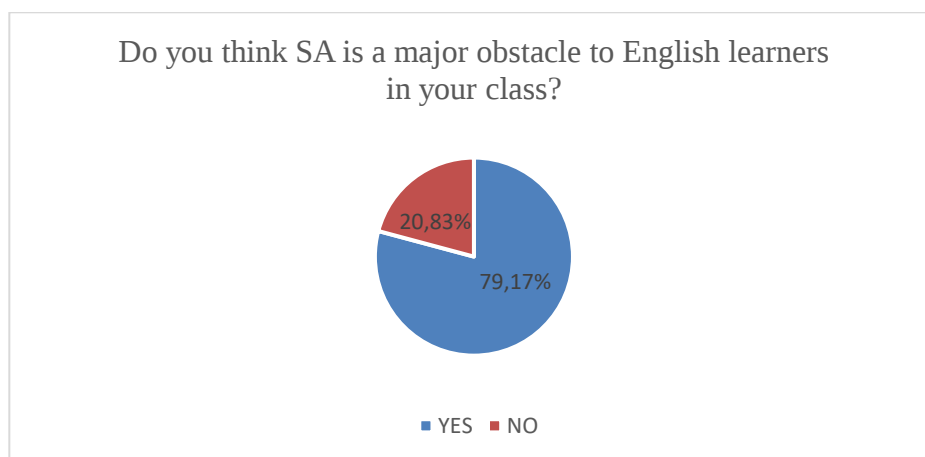


Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: 25 % of the students avoid speaking situations altogether, avoiding presentations and discussions in class. 21% of the students had symptoms like a monotone voice, trembling voice or speaking too quickly or too slowly. 13% of the student's fear making mistakes or failure in front of their peers and teachers, and only 4% do not have any symptoms of SA. This information holds significance as it indicates that most students have symptoms of SA, and it is a problem that affects our students if it is not strategically reduced in our classes.

QUESTION 4

Figure 41. Do you think SA is a major obstacle to English learners in your class? Yes, or no?



Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: The answers show us clearly that 79,17% of students think SA is a major obstacle to English learners in their class, so YES was the highest rate that inspired us to continue with our proposal and reduce SA in our students.

QUESTION 4.1

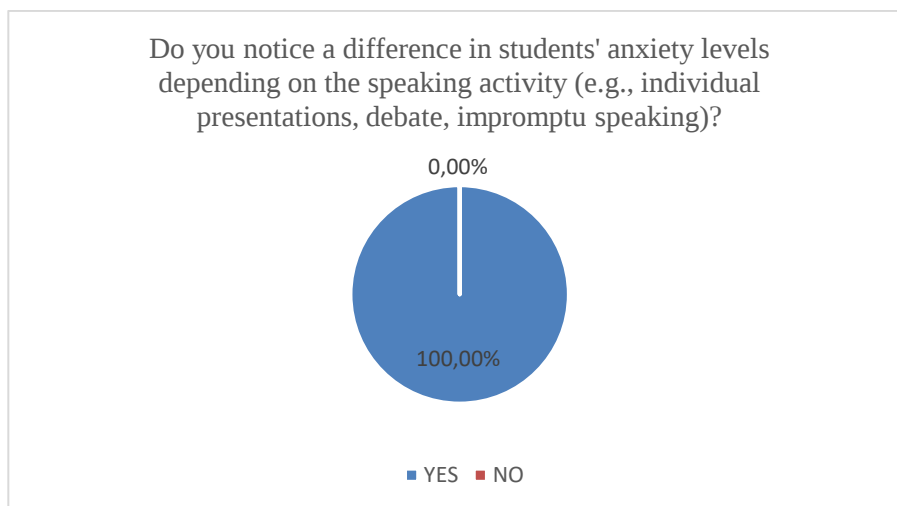
Do you think SA is a major obstacle to English learners in your class? Yes or No. If yes or not, why?

Interpretation: Here, we summarize some of our colleagues' opinions; Ss think they are doing badly, or partners are going to make fun of them, Anxiety is a fact, but also their lack of desire to learn L2, they cannot practice pronunciation and aren't able to communicate, SA is a barrier that affect Ss to communicate and get stress them, Students feel afraid to speak, they don't think, they don't have any idea about L2.



QUESTION 5.

Figure 42. Do you notice a difference in students' anxiety levels depending on the speaking activity (e.g., individual presentations, debate, impromptu speaking)? Yes or No.



Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

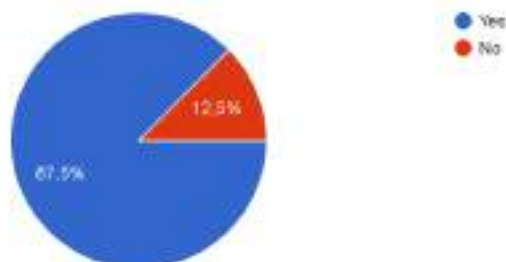
Interpretation: The answer shows us clearly that 100% of Ss notice a difference in students' anxiety levels depending on the speaking activity, so YES was the highest rate. Absolutely 100% of the teachers noticed SA depending on the speaking activity, all over in individual presentations, that is the challenge they most fear speaking alone in front of their partners, that indicates us to look for a strategy that they could work collaboratively with their partners.

QUESTION 6.

Figure 43. Do you think students' prior experiences with English (e.g., success, failure, exposure) play a role in their SA? Yes, or no?

6) Do you think students' prior experiences with English (e.g., success, failure, exposure) play a role in their speaking anxiety?

24 respuestas



Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation The answer shows us clearly that 87.57% of Ss, think students' prior experiences with English (e.g., success, failure, exposure) play a role in their SA, so YES was the highest rate.

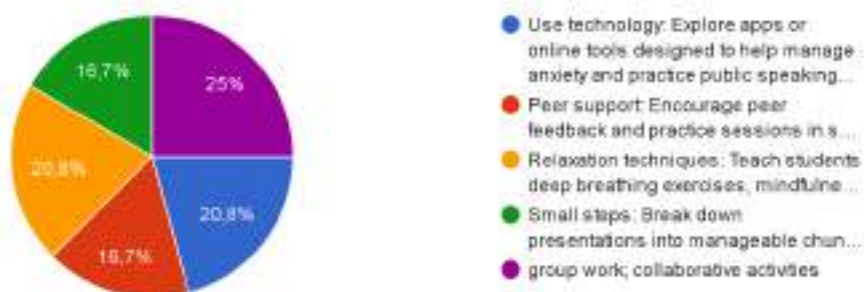
QUESTION 7

Teacher Strategies:

Figure 44. What strategies have you found effective in helping students manage their SA?

7) Teacher Strategies: What strategies have you found effective in helping students manage their speaking anxiety?

24 respuestas



Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: The answers of our colleagues helped to implement the use of collaborative tools. They suggest the use of technology 20.9% followed by the implementation of relaxation techniques and collaborative learning. They suggest working in pairs and groups with collaborative activities.

QUESTION 8.

Figure 45. How do you create a classroom environment that feels safe and supportive for students to practice speaking English?



Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

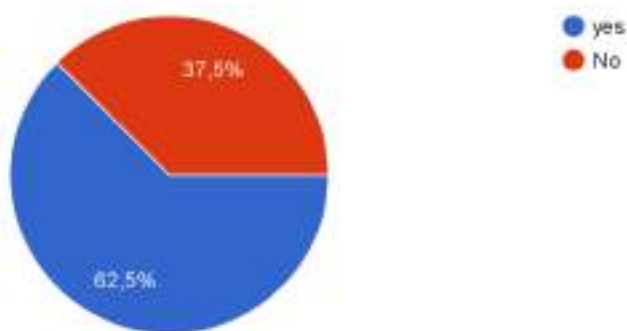
Interpretation: The answers show us clearly that 41.7, % of students, like to do funny and interactive activities using games, role plays, simulations, and other engaging activities. Colleagues focus on progress, not on perfection, 33.3% and suggest encouraging students not to correct mistakes 20.8% in front of their peers. Students like a classroom environment that feels safe and supportive for them to practice speaking English.

Section 2:

Using Collaborative Tools to manage Speaking Anxiety

QUESTION 1

Figure 46. Do you currently use CT in your teaching practices? Yes, or no?



Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: The answer shows us clearly that 62,50% of students, currently use CT in their teaching practices which validates our proposal.

QUESTION 2

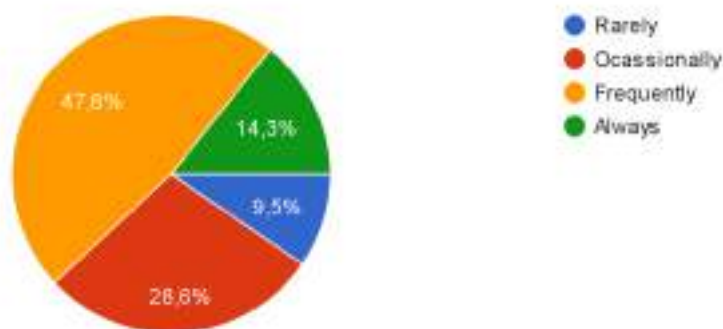
If yes, please list the collaborative tools you use; our colleagues suggested to apply the following:

We can analyze that there are a lot of CT that can help us to increase our student's oral production with all their aspects as pronunciation, intonation, and in all 4skills. However, we selected the most useful for our students and parents that are Zoom. YouTube and Liveworksheet, it is very helpful to know all the apps our colleagues suggest to us and we are going to apply them when it will necessary,

QUESTION 3

Figure 47. How frequently do you incorporate CT in your lessons?

2.3) How frequently do you incorporate collaborative tools in your lessons?
21 respuestas



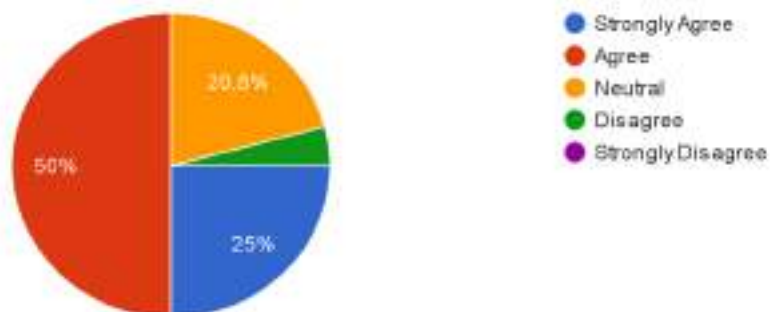
Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

Interpretation: Most of our surveyed colleagues frequently incorporated CT 47, 6% in their classes which help to create a cool environment.

QUESTION 4

Figure 48. Do you believe that collaborative tools can be effective in reducing SA?

2.4) Do you believe that collaborative tools can be effective in reducing speaking anxiety?
24 respuestas





Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: The answer shows us clearly that 50,00% of students, and 25% are strongly agree believe that collaborative tools can be effective in reducing SA.

QUESTION 5.

If yes, please share specific examples or instances where you have witnessed CT positively impacting students' SA: Surveyed teachers shared their most useful ones.

It was relevant to know the examples that the educators suggested to us to work to effectively make use of CT to reduce SA. The most relevant was the group work that make emphasis of collaborative learning because of its efficacy in making students work with confidence and enthusiasm, it is also important to make students learn through cultural awareness in our classes because one of our colleagues talked about the importance that students know more about different culture and customs as the thanksgiving that can develop in different activities and our students can speak about them in role plays or songs. We will be waiting for the opportunity to implement in our classes all the techniques and suggestions from our colleagues.

QUESTION 6

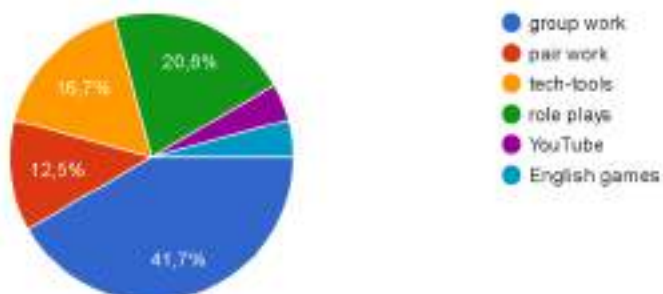
In your opinion, what types of CT are most effective in addressing SA?

As a response, we could have a good list of our colleague's most effective collaborative tools that verify the use of collaborative tools in the process of learning EFL. We could obtain this valuable information and implement the CT that we considered the most used.

QUESTION 7

Figure 49. Which of the following CTs do you consider most effective?

2.7) Which of the following collaborative tools do you consider most effectively?
24 respuestas



Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: Group work was listed as the most effective CT by the teachers with 39.13%, then Role plays also had a high percentage with 21.74% followed by 17.39% Tech-tools. They also consider pair work with 13.04, YouTube, and English games as an effective Ct. This list of CT helped to corroborate that strategies like group work, English games, and pair work are the best techniques to study in collaborative learning, and the technology and platform YouTube can be a good tool for teaching English.

QUESTION 8

Are there any specific training or resources you feel would be beneficial in overcoming these challenges?

Unfortunately, our colleagues did not give any specific information, because no one of them mentioned resources. This proposal will help teachers to understand SA as a possible phenomenon that probably could in our classrooms in our classroom and we have a possible solution to reduce it

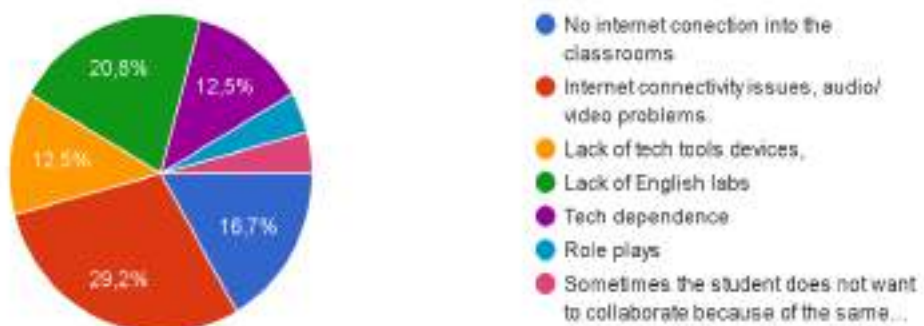
with the implementation of CT,

QUESTION 9.

Figure 50. What challenges have you encountered in integrating CT to mitigate SA?

2.9) What challenges have you encountered in integrating collaborative tools to mitigate speaking anxiety?

24 respuestas



Note: Elaborated by Fernando Gualsaquí and Vanessa Martrus

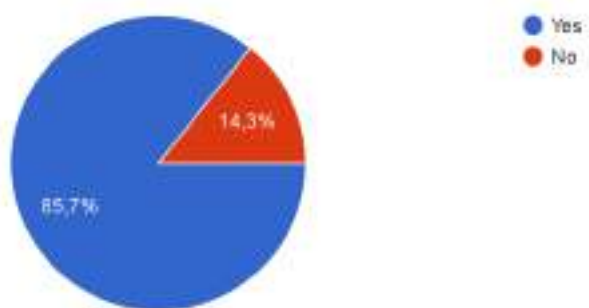
Interpretation: The challenge teachers have encountered in integrating CT to mitigate SA is no internet connection in our classroom, as we mentioned before, public institutions do not have access to the internet in each classroom and there are no technological devices inside the classrooms. Some schools have English laboratories but most of them are not well-supplied with high tech, or the technology is obsolete, and these lab classrooms do not have internet. That is the reason why this proposal implemented reinforced online classes by Zoom but children took these lessons at home. That is the reason why this proposal implemented an online Zoom meeting in which students reinforced their studies and activities online increased their speaking skills abilities and reduced their SA.

QUESTION 10

Figure 51. Does collaborative tools in comparison to traditional methods help to reduce SA in terms of effectiveness and accessibility?

2.10) Do collaborative tools in comparison to traditional methods help to reduce speaking anxiety in terms of effectiveness and accessibility?

21 respuestas



Note: Elaborated by Fernando Gualsaquí and Vanessa Martus

Interpretation: The answer shows us clearly that 85,7% of students, and CT compared to traditional methods help to reduce SA in terms of effectiveness and accessibility.

Section 3: Recommendations

Question 1

What recommendations do you have for fellow teachers who are interested in using CT to reduce SA? Here, we appreciated some useful tips:

We can interpret the suggestions made by our colleagues regarding how educators might use collaborative learning practices to lower speaking anxiety, improve speaking abilities, and establish a safe and encouraging learning atmosphere that encourages language competency and self-assurance in students.

According to the data from the survey with the evaluating English teachers, they provided us with



precise and necessary information in which they confirmed the prevalence of SA in our classroom and the use of CT to overcome it and increase the speaking skills using some collaborative strategies,

Thank to our colleagues so much for taking the time to complete this survey. Their valuable input contributed to understanding the effective use of CT to manage SA among students.

Discussion of Results

After analyzing the survey applied to English teachers, we were able to establish that most of our surveyed teachers agreed to use CT every time because students like to work with them. Somehow our pupils enjoyed while they were learning and could participate without any negative sensation of fear or anxiety at speaking time, so we also noticed that CT helped positively to overcome anxiety. Children working cooperatively on speaking assignments. CT allowed students to share their learning experiences, exchange ideas, and learn from one another's strengths and weaknesses created a supportive environment, and lessened individual anxiety levels.

During online classes, our students used to meet us through invitations via WhatsApp, Zoom, YouTube, and Live worksheet platforms these are the most popular and easy to redirect to all users, we had 3 sessions per week in present current classes in our classrooms, every period lasted 40 minutes. During these current classes, we presented some short breaking ice activities to move your body, and a short technique of breath relaxation, working in groups was a strategic technique that permitted them to collaborate with their partners and helped them to speak without fear. Funny activities. like singing well-known children's songs or nursery rhymes to let them link with their past and present life experiences, choose a single word to represent themselves; happiness, hatred, solidarity, generosity, empathy, responsibility, kindness, peer-work where each pair should interview the other using a prepared set of simple questions, discussing safe environment where they talk about their goals and worries while fostering empathy and understanding among other participants, drawing assignments to illustrate things or concepts how they understand, those activities helped us to attract our student's attention and started working with the planned topic made



the class interesting and let our pupils interact actively during this period.

The use of additional face-to-face activities such as group work; and teamwork, developed oral production and in this way, left apart the fear of talking in public and started acting naturally considered important since the students' improvement has been notable, which is why we mentioned our interest in the proposal of implementing this during first term of 10 weeks.

However, our proposal also allowed the Ss to connect with us via Zoom meetings in one session for an online reinforcement class per week of 40 minutes, with an activity of Liveworksheet to develop in groups and a song on YouTube the use of CT allowed students to participate in group conversations, practice speaking exercises, and get help and encouragement from their peers. This could help decrease feelings of loneliness and boost confidence when speaking and above all. They were able to reinforce their knowledge taught in the classroom in an extracurricular class in which they took advantage of the use of CT in their homes. In virtual classes, it was very easy to talk to each one of them so, we also adopted to design some helpful activities to send as homework or tasks in PDF via WhatsApp to be completed after receiving the appropriate explanation.

The use of the YouTube platform also allowed us to practice listening and reading and get better production of sounds to speak L2. We used to share links to short videos where students had the chance to practice English and at the same time gather up new vocabulary, as teachers we felt satisfaction after every virtual class hour due to that, our students were improving their performance, pronunciation, and fluency at the same time.

We as evaluator teachers stated that the use of WhatsApp, Zoom, YouTube, and Live worksheets by students of the A1 level of English, the platforms previously mentioned for online classes were used properly as effective collaborative tools during the teaching process, since prioritizing speaking and other types of activities such as reading and listening gave us the positive result that we were looking for.

In the end, our students showed great motivation for using Live worksheets as their favorite





UNIVERSIDAD
BOLIVARIANA
DEL ECUADOR

TRABAJO DE TITULACIÓN

CT, since they considered it essential to overcome their SA symptoms and manage SA through using effective CT and were able to pronounce a bit clearly when taking the final speaking test after using additional tasks on Live worksheets, perceiving genuine interest among our students.



La Universidad para todos





2. Theoretical foundations

In Chapter 1 we identified the principal theories and analyzed some relevant studies relating to the conceptual categories (spoken competence in L2, anxiety when speaking, and the role of collaborative tools in EFL. The theoretical foundations of collaborative learning in language education are essential for understanding its impact on speaking anxiety.

Speaking anxiety is an ongoing phenomenon in language learning, impacting students' confidence and performance in speaking activities. (Horwitz et al., 1986). According to theoretical frameworks such as the affective filter hypothesis, anxiety can operate as a barrier to language acquisition, preventing learners from effectively communicating in the target language. Collaborative learning approaches seek to reduce learners' affective filters by creating supportive and engaging environments that encourage risk-taking, peer support, and positive reinforcement in speaking practice.

According to sociocultural theory, language use, social interactions, and collaborative practices all have an impact on learning. In the context of language education, the sociocultural theory emphasizes the relevance of social interactions in language development as well as collaborative learning environments in facilitating language acquisition (Vygotsky, 1978). Engaging in collaborative assignments allows learners to benefit from peer interactions, feedback, and shared experiences, all of which contribute to their language learning outcomes.

Collaborative learning is based on social constructivist theory, which emphasizes the role of social interaction and collaboration in knowledge formation. According to this view, learning is a social process that takes place when people actively participate in meaningful tasks and interactions with one another. Also, Teamwork assignments allow learners to co-construct knowledge, share opinions, and encourage one another in language acquisition. Learners actively interact with one another to co-create knowledge and meaning through discourse and shared experiences.





The concept of ZPD, proposed by Vygotsky, suggests that learning occurs most effectively within the zone where learners can achieve tasks with the support of more knowledgeable others, such as peers or teachers. Collaborative learning environments can provide opportunities for learners to work within their ZPD and receive peer support.

Interactionist theories as the IMSLA highlight the role of interaction in language learning and development. Collaborative tasks promote meaningful interaction among learners, leading to language practice, negotiation of meaning, and increased language proficiency (Last, Buitrago, 2017).

By grounding collaborative learning practices in these theoretical foundations, educators can design effective language learning activities that promote speaking proficiency and reduce speaking anxiety among learners.

3. Characteristics and objectives of the proposal

One main characteristic of the proposal to use CT to alleviate anxiety is its emphasis on creating a private and judgment-free environment for student interactions. The proposal recognizes the potential anxiety associated with speaking in front of others and addresses this by leveraging CT in the setting of virtual learning environments, which allows students to engage in private conversations or group activities. The research focuses on using Zoom cloud meetings as an online platform for classroom participation, YouTube, and Liveworksheet to make online oral activities,

This characteristic aims to reduce the fear of negative evaluation, providing a more comfortable space for students to express themselves and build confidence in their language skills by integrating CT, this allows them to activate self-confidence and SS to start to work on several activities that will help to achieve a remarkable progress on speaking without nervousness.





3.1. Objectives of the proposal

- To analyze the current speaking anxiety of 6th-grade EFL students.
- To design and implement CT activities by using social media to develop speaking skills and avoid speaking anxiety of the 6th-grade EFL students.
- To evaluate the effectiveness of the CTs in developing speaking skills to avoid speaking anxiety of the 6th-grade EFL students.

4. Structure and dynamics of the components of the proposal

Related to our online classes we previously planned the same content as in the face-to-face mode where we work with the same matrix called lesson plan, but with the difference that it would be delivered with the implementation of the collaborative tools Zoom, YouTube, and Liveworksheet as a reinforcement of the current classes once a week. In the lesson plans we set every detail of tools that we are going to apply considering students' necessities such as the objective of the learning unit, learning objectives, contents, skills with performance criteria, evaluation indicators, active methodological strategies, assessment activities, techniques, assessment instruments, and so on, we daily started focusing on reaching our goal, so for this we began with a warm-up of 5 minutes where implemented a little technique of breathing or an exercise to move the body before beginning the class to create an attractive environment where students and teachers feel relax to learn together.

Once a week we send some relevant tasks to accomplish at home using WhatsApp as a popular and cheap communicative tech tool through, this collaborative tool students can record their voice singing a part of a song or reading some new words learned at school, so in this way, there has the chance to practice speaking and not to feel any symptom of anxiety. Our function is not to run as fast as we can, we have to be sure that every pupil is paying attention and participating actively during classes and is easy to notice when we ask a question randomly then some Ss can answer or not, is exactly in this time when we have to break the ice asking about general information where all



pupils know about it and begin speaking about the related topic even mixing English and Spanish but they try to explain what they know about it.

WEEK ONE

The objective for the first week of adaptation to the scholar year 2022-2023, was for students to remember some vocabulary previously learned by telling it out loud in the classroom in the face-to-face mode. The thread of week 1 of our classes was communication and cultural awareness. Our first activity was welcoming our students to school with a song and making some general reviews as common greetings, and personal information as questions that included their name and last names. During the first week, we gave the Liveworksheet activities printed to develop our class with our students and the YouTube songs downloaded. We also introduced educational games that challenge children while teaching important concepts. Gamification elements, such as points, rewards, and competition, can motivate them to actively participate in learning.

This week's observation was essential to observe some negative behaviors that we listed and took field notes of them. The first one was that the Ss avoided eye contact with the teacher and some of them with their partners. This symptom had a frequency of 20 times during this week. The second The second notable symptom was that some Ss were sweating during their class participation. When we asked them why he was sweating. The Ss only moved their head. to say no. The third observable symptom was rapid breathing with a frequency of 22 times. The fourth symptom was tensely facing expression. We noted that some Ss opened their eyes and moved their faces on the contrary and we asked why, and a little girl said, "It is difficult to speak English" Another boy said, "If I can not speak well Spanish how can I speak English?". A third Ss said "Speak Spanish please" in their mother tongue Spanish. The fifth symptom was a lack of confidence in voice, it was typically observed that they spoke in a low voice when they were asked to participate in class. "I can not speak loudly" and "My voice is so" were the words some of them expressed. They avoided direct questions and did not answer just saying "no" and keeping silent with a high frequency of 25 times.





After the first observation was notable the prevalence of some symptoms of SA in our students, so it was indispensable to take the diagnostic test including speaking skills to measure this skill in their level A1.

WEEK TWO

In the second week of activities, we continued with the adaptation to classes with the topics of Greetings and Leave-takings, English Alphabet, Vowels, and simple words in alphabetical order. But in the second session, we took a diagnostic test that included a speaking skills section that incorporated the parts of the body, personal questions, and numbers. It was scored by a rubric. This rubric was scored 10/10 and they were evaluated for their speaking subskills fluency, grammar, vocabulary, pronunciation, and additionally eye contact with the listener. During this test, we could take field notes and record student' activities in classes.

WEEK THREE

After the third week and with the results we could recruit our team of 13 students who were available to receive online classes via Zoom meetings with the authorization and assistance at home of their parents after the second week of adaptation. During this week, the skill to developed was oral communication. The topics students reviewed were the days of the week and months of the year, and the cardinal numbers. For the symptoms of SA in our students detected in our observation, we decided to implement a warm-up in our lessons that includes a brief exercise of relaxation like deep breathing or moving our bodies to begin the class the first five minutes of our class to avoid their body's natural response to stress.

Before beginning with the online sessions planned for the third week of adaptation to the school. A FLSA test was taken for the students recruited in the proposal. This test was printed and taken by the teachers who explained the way to answer the questions. It was developed by the students without any inconvenience. Then was qualified and analyzed by the researchers finding a





notable tendency of most of the students' EFL group to have FLSA. This tendency formed a significant part of this study.

We also had classes according to the lesson plans for the third week and the Liveworksheet activity was developed with reading and speaking skills. The activity for this week was to read the paragraph and practice the adjectives nicer, prettier, thicker, and shorter, larger, uglier with their partners to answer the questions or Students to develop and present presentations in small groups. In a safe and encouraging group environment, this exercise promotes cooperation, knowledge exchange, and the practice of public speaking. Then for the extra class, we set up regular team meetings on Zoom to discuss progress, share updates, and collaborate on tasks. It is necessary to maintain clear communication to give rules to the students for the online class and make them open the cameras to interact. We also had classes according to the lesson plans for the third week and the Liveworksheet activity was developed with reading and speaking skills. The activity for this week was to read the paragraph and practice the adjectives nicer, prettier, thicker, and shorter, larger, uglier with their partners to answer the questions or Students to develop and present presentations in small groups. In a safe and encouraging group environment, this exercise promotes cooperation, knowledge exchange, and the practice of public speaking. Then for the extra class, we set up regular team meetings on Zoom to discuss progress, share updates, and collaborate on tasks. It is necessary to maintain clear communication to give rules to the students for the online class and make them open the cameras to interact.

Many a little could develop their activities actively with the help of their instructors and enjoyed the song The Big, Big Big, of the adjectives

FOURTH WEEK

The activities for the fourth week were first developed by oral communication skills with the topics of numbers, let's Count till 20, Cardinal Numbers, Addition Exercises, Multiplication exercises, Division exercises, and songs of numbers. Singing out loud is another important approach they love practicing while learning new words. After, we asked them to interpret by drawing or writing, so in this way, we practiced L2 skills, listening, speaking, reading, writing, and understanding. The students who rolled in this program took online classes of 40 minutes via Zoom





developing the online Liveworksheet activity and worked in groups answering in groups and individually.

The most popular collaborative face-to-face tools are used within simple activities like teamwork. During these ten weeks, students received an extracurricular online class via Zoom. It is important to encourage active participation and discussion to enhance their learning outcomes. The activity they most like is to sing a song, the addition song for kids to sing in front of the screen then they described some house things and answered some questions: How many children are there in the classroom? Or How many beds do you have in your bedroom? One two three. How many ducks do you have in your bathroom? On the contrary in the classroom, they have the screen in front of them where they can see the pictures and answer. Volunteers were asked to participate, and some names were called to answer in front of the class.

WEEK FIVE

The fifth week of work was spent on Warm-up Activities: Laughter is a wonderful stress reliever that soothes tension and helps the body relax. Every week is analytically planned according to our student's needs and sets them well-learned topics like One Little Finger Song, Cardinal Numbers, Multiplication exercises, and Division exercises. Students made a pictogram about things around home. In the classroom, they worked together in small groups and listed some things that are around their house for example a tree, a street, and wrote the total numbers in the boxes. Children learn best when they can interact with materials directly. The most popular collaborative face-to-face tools are used within simple activities like teamwork.

In the Zoom meeting, they listed the things around their home by chatting one by one so we could see they lose their nervousness chatting online and that they participate more if they feel sure behind the screen. They wrote in Spanish and Quichua too but we could assist them with the word in English. Then we name pairs one says the question and the other says the answer. How many pillows do you have? How many cars are there around your house? Etc.





WEEK SIX:

Reading and Speaking skills are going to be developed and executed during classes. The use of CT is important to alleviate SA and develop Speaking ability.

Warm-up: Stretching relaxes built-up tension in the muscles. We always start making feedback retaking the last class themes and topics. So, the following activities are going to be learned: Happy Birthday, Song. Ordinal Numbers, what date is it today? When is my birthday? Classroom Commands, My house, and its inside.

Note: As assessment activity, pair or group discussions are going to be considered to develop speaking and avoid anxiety in class.

WEEK SEVEN

The purpose of this week is to use CT appropriately in every recommended activity. It is important to mention that sometimes we retake some topics we do this because of our student's needs. Activities to be developed are the following: Warm-up: Listening to calming music can help a child regain focus, Hello, Song, Personal Pronouns, Articles: a-an-the, Verb Be: am-is-are, Affirmative- Negative- Interrogative sentences.

Note: As an assessment activity Concept Mapping or Mind Maps are being considered where Ss create concept maps or mind maps that visually represent their understanding of a topic and the connections between different ideas. Here the point is to overcome SA.

WEEK EIGHT

This week's purpose is to control SA doing the following activities applying CT: Warm-up: Meditation can relax the mind and body. Hello, Song, Personal Pronouns, Articles: a-an-the. Verb Be: am-is-are. Sentences: Affirmative, Negative, Interrogative.





Note: As an assessment activity Performance-Based Tasks: children are ready to demonstrate a skill, such as solving a hands-on math problem, conducting a simple experiment, or performing a short role-play. SA is avoided due to Ss are concentrated on developing their assigned tasks.

WEEK NINE

Week's objective is to develop Speaking Skills using suggested CT to overcome SA.

Warm-up: Encourage your child to cuddle with a pet or to hug a loved one. Demonstrative Pronouns Song. What do you see? Adjectives Nouns: Singular and Plural What is that? What are those?

Note: As an assessment activity the incorporation of music and catchy songs convey information. Melodies and rhythms can help children remember facts and concepts more easily. While listening to music Ss relax and keep away from SA and start enjoying singing out loud and talking to each other without fear.

FLSA TEST

During this week also the 13 students were evaluated with the **FLSA TEST** as the end of observation developed with this group of Ss who happily were able to work with us in our project proposal.

WEEK TEN

Note: As an assessment activity Story or Drawing Interpretation allowed children to create a drawing or write a short story that reflects their understanding of a concept. This allows for creative expression while assessing comprehension and developing speaking skills.

Last week's target is to analyze the benefits of CT in every class to solve SA and Speak in public naturally. Activities to be developed in classes are the following: Warm-up: Toe tensing draws tension down from the rest of the body, Good morning, Song, My, your, her, his, your, our, their, Sentences with adjectives and nouns.

SPEAKING POST-TEST





In this week our 13 Ss who are an important human resource of our proposal were evaluated with the Speaking Post-Test to finish our project.

Finally, here we demonstrate that the appropriate use of Collaborative Tools worked with Ss to overcome the phenomena of Speaking Anxiety at the moment of using English as a means of communication, we also mention that the use of collaborative work in classrooms worked perfectly in our proposal.

It is relevant to mention that besides all the activities done in classrooms, our 13 students who were members of our proposal project, once a week had to do some relevant tasks to accomplish at home using WhatsApp as a popular and cheap communicative tech tool through this collaborative tool students could record their voice singing a part of a song or reading some new words learned at school, so in this way, Ss had the brilliant opportunity to practice speaking and not to feel any symptom of anxiety.

Finally, students will have the capacity to describe their drawings using basic vocabulary. This last activity reflects the use of collaborative work in classrooms,

We are very happy because we could and can contribute every time to use new tech tools such as the mentioned ones which are called collaborative tools like WhatsApp, Zoom, YouTube, and Live Worksheets as a reinforcement of developing speaking skills. At the beginning of this proposal, we saw it easy but day after day starting to complicate our daily life, we sacrificed our family because we worked so hard to make our dream true, and here we are proudly defending the project that we made true, our 13 students practically members of our research have already keep away the stress of speaking anxiety and demonstrate that through using collaborative tools and collaborative work, furthermore all the students who are in this classroom were also benefited, and with this experience at managing innovative tools worked with us perfectly, our pupils and their parents are satisfied with their target reached, and now they know the benefits of using positively the platforms, we would like to close our research with this advice, dear colleagues; apply collaborative tools to enhance speaking skills.



5. Description of the methodological and/or technological requirements

Methodological requirements:

It was necessary to Identify the specific needs and anxieties of our learners. Consider factors like their English language level A.1, cultural background, most of them speak Quichua and Spanish as their mother tongue, and personalities.

Also, select the collaborative tools that were appropriate for our learners' needs and technical abilities. Considering factors like Zoom is easy to use and it is a tool used by their parents, accessibility, features, and potential privacy concerns. We auditioned Liveworksheet and YouTube are the most practical and functional for Educational online activities.

We designed lesson plans for the 10 weeks of the first trimester of this scholar year that are enjoyable and motivating collaborative exercises centered on communication rather than just linguistic accuracy.

We collected data and analysis on the effectiveness of the intervention. This includes Observation, FLCAS pre, and post-test, Speaking skills pre-post-test, and Teachers and students' surveys.

Technological Requirements:

We utilized the online survey tool Google Forms for administering surveys to teachers to collect quantitative data on speaking anxiety levels in the students and speaking performance and the students to know the effectiveness of the use of CT in their Foreign class.

We also used the data analysis software Excel to analyze survey data of the FLCAS test, identify trends, and generate reports on students' anxiety levels and progress over time.

Additionally, we implemented communication platforms such as email, messaging apps, or





learning management systems to facilitate communication among stakeholders, share resources, and provide updates on the intervention's progress.

Provide access to online resources such as Live worksheets activities, and educational materials to support students in managing anxiety and improving their speaking skills inside and outside the classroom.

Offer extracurricular virtual classes in the Zoom platform for the students, implementing the relaxation technique of breathing as warming up to the class the warming up and creating supportive learning environments with collaborative activities to make our students do effective speaking activities in the EFL classroom.

By fulfilling these methodological and technological requirements, Educators and stakeholders can effectively implement the proposed solution, using the CT to support EFL Ecuadorian students experiencing speaking anxiety as a possible solution to reduce it and increase their speaking skills.

6. Description of the budget or financial analysis

Several key components need to be considered to develop our budget or financial analysis for implementing the proposed solution to use CT to reduce SA in EFL Ecuadorian students. Learners and parents must count on technology and resources at home to use the online CT.

Include the cost of collecting information tools, statistical analysis software, and resources for evaluating and reporting study findings. The proposal can be adjusted to students' necessities with teachers' guidance synchronously and asynchronously. Additionally, our proposal is adaptable and easily accessible as it can be easily managed by the authors of this project.

7. Validation of the proposal

This chapter includes a complete presentation of our proposal and the work we supported to validate it. We hypothesized that using collaborative tools (CT) to reduce speaking anxiety in 6th-





grade EFL (English as a Foreign Language) students can be an effective approach to foster a supportive learning environment and build their confidence in using the English language.

8. Limitations in the study

The socioeconomic level of the students is diverse as it is a public institution, in which access is not regulated so, students from different cities of Ecuador and immigrants from other countries are welcomed and are treated in equal conditions.

This can be a limitation when using a resource that is not available to everyone, for example, using the suggested apps to manage SA through using CT so, to help our pupils, we made a set of effective lesson plans with appropriate and clearly explained objectives easy to achieve.

Unfortunately, the institution does not offer any sort of technological tools such as a wide web internet service to develop up-to-date tech activities, the access to a free platform in which students could attend their virtual classes, but despite the amount of inconvenience, they completed all the tasks.

9. Ethical considerations for the implementation of the proposal

To the implementation of this proposal and use CT to enhance SA, we had to respect the rights, integrity, and well-being of students, we also informed our student's parents in a consent process, which was the main part of ethical research, that ensured the participants fully understood the purpose, procedures, and potential risks and benefits of their involvement.

The authority of Unidad Educativa Fiscal “10 de Agosto” gave us approval and consent for the proposal of “**THE USE OF COLLABORATIVE TOOLS TO REDUCE THE SPEAKING ANXIETY OF 6TH GRADERS EFL STUDENTS**” in the school period 2023-2024. We were approved to start working with the mentioned group of Ss, after having a formal meeting with the heads of our institution and explaining the positive results, we would reach at the end of this





research. While we working our pupils also were developing and improving their speaking skills focusing on controlling SA, CT was needed for any type of student can make use of it, since we found students who liked it and others who did not feel comfortable speaking in public, this proposal is as necessary as innovative.

Intending to safeguard privacy and confidentiality, especially in the context of recorded speaking samples in a technological tool such as WhatsApp and TikTok platforms, was essential to protect participants from unintended consequences and unnecessary exposure on the internet.

The voluntary participation of each student should have been emphasized throughout the implementation of the proposal process, Ss felt free to contribute without pressure or constant surveillance of the teacher, Ss had the option to withdraw from the speaking activity, and take a pause at any point without facing negative consequences giving accessibility to accommodate ideas or make arrangements according to their needs about speaking without anxiety and restart it when the student considered convenient.

In conclusion, we need to align research practices following ethical guidelines about period established by teachers, this will help to reduce any potential disparities in participation in the students, obtaining equality of opportunities now to accomplish the tasks, in this way, we can promote inclusivity and fairness at overcoming the speaking anxiety matter.

Therefore, the bibliographic material added in our proposal as support had a main role in the analysis of the most relevant concepts and components for the research according to proper use of WhatsApp, and YouTube, as well as for the assignment of each activity created to reinforce lesson plans to the current syllabus, which was designed to develop through easy short tasks an autonomous speaking activities, to solve SA through constant practice, contributing to better response capacity to act out in public according to the environment and consolidate successfully.



CONCLUSIONS

In the present project, the surveyed students demonstrate a considerable improvement in their control of speaking anxiety and their development at managing SA while communicating in class, in this way, they created a positive impact on their confidence, reflected in their active participation, taking the risk to speak in front of their classmates and teachers and interact more expressing their thoughts and ideas when speaking in English during class.

This extensive research can significantly be considered an important resource to support to who have the idea to work on SA solutions due to the impact that is caused through the use of CT, promoting a comprehensible oral output in students.

Some theorists also agree that it is important to engage students in a communicative approach with online and face-to-face activities related to enhancing SA. This can be reached with the use of additional asynchrony tasks to overcome their SA phenomenon.



RECOMMENDATIONS

Utilizing research development and instrument analysis, the investigators suggest that educators have to implement real and useful approaches and techniques to assist students in enhancing their speaking without anxiety in asynchronous classes, contributing positively to the development of speaking English confidently.

This project should support teachers who use CT to stop SA by using technological resources to reinforce previous knowledge to enhance oral communication through a communicative environment. It is suggested that the assignment of meaningful oral tasks should be monitored constantly by teachers, applying corrective feedback, to reduce mispronunciation and anxiety.

As a result, it is advised to review the support plans to motivate children to use these innovative tools. As with any new face-to-face CT resource, make sure students familiarize themselves with it and double-check their sessions beforehand to save time.

Therefore, it is suggested that this proposal should be implemented with students from different English knowledge levels. If necessary, teachers can make greater use of this CT as they see fit, but according to the suggested support plan they will develop support tasks for every class, and in this way, an improvement in speaking without fear can be generated among the students and guide to get L2.



REFERENCES

- Org.uk.* (12 de 01 de 2024). Obtenido de <https://www.teachingenglish.org.uk/professional-development/teachers/taking-responsibility/articles/action-research>
- Researchgate.net.* (13 de 01 de 2024). Obtenido de https://www.researchgate.net/publication/357929777_EFL_Learners'_Foreign_Language_Learning_Anxiety_and_Language_Performance_A_Meta-Analysis
- Unigal.Ac.Id.* (17 de 01 de 2024). Obtenido de <https://jurnal.unigal.ac.id/jeep/article/view/7572/4863>
- AbuSeileek, A. F. (2013). Effects of synchronous and asynchronous computer-mediated communication (CMC) oral conversations on English language learners' discourse functions. En *Computers & Education* (págs. 62, 181, 190). Obtenido de *Computers & Education* 62, 181,190: www.ijeionline.com
- Ansari, M. S. (2015). *Speaking anxiety in ESL/EFL classrooms: A holistic approach and practical study*. Obtenido de *International Journal of Educational Investigations*, 2(4), 38-46: www.ijeionline.com
- Arnold, N. (2007). *Reducing foreign language communication apprehension with computer-mediated communication: A preliminary study*. *System*, 35(4), 469–486.
- Awan, R. A. (2010). *Language Anxiety and Academic Achievement: A Correlational Study of EFL Learners in Pakistan*. *International Journal of Educational Research*, 4(4), 256–262.
- Bailey. (1983). *Competitiveness and anxiety in adult second language learning: Looking at and through the diary studies*. In H. D. Brown & S. Gonzo (Eds.), *Readings on second language acquisition* (pp. 163–205). Prentice-Hall Regents.
- Baniabdelrahman, A. A. (2013). *Effect of using internet tools on enhancing EFL students' speaking skill*. . Obtenido de https://www.aijcrnet.com/journals/Vol_3_No_6_June_2013/11.pdf
- Benkorichi, C. (2015). *Harmer, J. 2007. The Practice of English Language Teaching*. Obtenido de https://www.academia.edu/19053666/Harmer_J_2007_The_Practice_of_English_Language_Teaching
- Boyce, J. S.-M. (2007). Fearless public speaking: Oral presentation activities for the elementary classroom. *Childhood Education*.



- Boyd. (2002). Sampling concepts. *In MBA Faculty Conference Papers & Journal Articles, Paper (Vol. 2).*
- Brown, H. D. (2018). *Language assessment: Principles and classroom practices* (3rd ed.). Pearson Education.
- Cameron, D. (2001). *Talking about language: Learning to speak a second language. System, 29(1).*
- Cheng, Y. H. (1999). Language anxiety: Differentiating writing and speaking components. *Language Learning.*
- Crookall, D. M. (1986). Human and Computer Involvement in Simulation, *Social Science Microcomputer Review, 4.*
- Davila, L. T. (2019). *J'aime to be funny!: Humor, learning, and identity construction in high school English as a second language classrooms. The Modern Language Journal, 103(2), 502-514.* Obtenido de <https://doi.org/10.1111/modl.12557>
- Dewaele, J.-M. &. (2014). *The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. .* Obtenido de *Studies in Second Language Learning and Teaching, 4(2), 237–274.:* <https://doi.org/10.14746/ssllt.2014.4.2.5>
- Dickinson, P. (14 de 01 de 2024). *Evaluating and adapting materials for young learners. Birmingham.ac.uk.* Obtenido de <https://www.birmingham.ac.uk/documents/college-artslaw/cels/essays/younglearners/dickinsonyl.pdf>
- Dikmen, M. (2019). *Examining the relationship between foreign language learning anxiety and English as a foreign language performance: A meta-analysis study.* Obtenido de *International Journal of Contemporary Educational Research, 8(3), 206–222.*
- Dillenbourg, P. (2019). What do you mean by collaborative learning? In P. Dillenbourg (Ed.),. *En Collaborative- learning: Cognitive and Computational Approaches (pp. 1–19).* Elsevier.
- Edu.Ec. (10 de 08 de 2023). Obtenido de <http://repositorio.puce.edu.ec/bitstream/handle/22000/19065/Oca%c3%b1a%20Ramos-Tesis.pdf.pdf?sequence=1&isAllowed=y>
- Educational Technology Research and Development, 5. 5.–1. (s.f.). III-defined problems.
- Ellis, R. (2019). *Language acquisition in the second/foreign language classroom (Anthology Series 28) (E. Sadtono, Ed.). SEMEO.*
- Erben, T. (2013). *Calling all foreign language teachers. Hoboken: Taylor and Francis.*





Geen, R. G. (1991). *Social motivation. Annual Review of Psychology*.

Hammad, E. A. (10 de 08 de 2023). *The impact of oral presentations on Al-Aqsa University EFL students' speaking performance, speaking anxiety and achievement in ELT Methodology*. Science-res.com. Obtenido de http://jsmula.science-res.com/archives_full_issu/Vol_8_issue_1/209_JSMULA_Hammad.pdf

Horwitz, E. K. (1986). Foreign language classroom anxiety. *The Modern Language Journal*.

Horwitz, E. K. (s.f.). *It Ain't over 'til it's over: On foreign language anxiety, first language deficits, and the confounding of variables*. Obtenido de *Modern Language Journal*, 84(2), 256–259.: <https://doi.org/10.1111/0026-7902.00067>

Jack, C. (2002). *Methodology in Language Teaching An Anthology of Current Practice*. Cambridge University press.

Kang, C. (2006). *Classroom Peer Effects and Academic Achievement: Quasi- Randomization Evidence from South Korea*. *Journal of Urban Economics* Forthcoming.

Kartal, G. &. (2018). *Willingness to Communicate and Communication Anxiety of EFL Learners in a Virtual World*. *i-manager's Journal of Educational Technology*, 15(3), 7–24.

Korucu–Kis, S. (2020). *An Investigation into EFL Pre–Service Teachers' Out–of–Class Self– Regulated Learning Experiences weith ICT*. In R. Ahmed, A. Al–kadi, & T. Hagar (Eds.), *Enhancements and Limitations to ICT–Based Informal Language Learning: Emerging Research and Opportunit*.

Krashen, S. D. (1985). *The Input Hypothesis: Issues and implications*. Longman.

Kurniasih, E. (2011). Teaching the four language skills in primary EFL classroom. . En I. J. Teaching..

Lian, H. L. (2010). The relationship between language anxiety and second language achievement among primary school pupils in Malaysia. *International Journal of Applied Linguistics*. .

Lindsay, J. (2006). The three core elements of speaking. *Journal of Communication*.

Ma, F. (s.f.). *A review of research methods in EFL education. Theory and Practice in Language Studies*, 5(3), 566. Obtenido de <https://doi.org/10.17507/tpls.0503.16>

McCROSKEY, J. C. (1997). *Oral communication apprehension: A summary of recent theory and research*. *Human Communication Research*, 4(1), 78–96. Obtenido de <https://doi.org/10.1111/j.1468-2958.1977.tb00599.x>





- Mcintyre, D. &. (1994). The anxiety and confidence variable in second language learning: Integrating research and practice. *TESOL Quarterly*,.
- Moreno, R. (2010). *Educational Psychology*. Mexico: John Wiley & Sons, Inc.
- Mukti, N. I. (2021). *Promoting willingness to communicate in improving students' second language acquisition through liveworksheets.com*. *Journal of English for Academic and Specific Purposes (JEASP)*, 4(1), 128–141. Obtenido de <https://doi.org/10.18860/jeasp.v4i1.12616>
- Nunan, D. (1992). *Collaborative language learning and teaching*. Cambridge University Press.
- Phillips, E. M. (1999). *Affect in foreign language and second language learning: A practical guide to creating a low-anxiety classroom* (M. Hi'll, Ed.).
- Practice, S. L. (12 de 02 de 2024). *Sdkrashen.com*. Obtenido de https://www.sdkrashen.com/content/books/principles_and_practice.pdf
- Puchta, C. (2007). *Fostering learner autonomy in the language classroom: A practical guide*. *Language Teaching*, 40(3).
- Researchgate.net*. (13 de 01 de 2024). Obtenido de https://www.researchgate.net/publication/367412398_The_Impact_of_Collaborative_Learning_on_Speaking_Anxiety_Among_Foreign_Language_Learners_in_Online_and_Face-to-Face_Environments#:~:text=Even%20though%20the%20results%20revealed,instruction%20on%20learner
- Researchgate.net*. (12 de 01 de 2023). Obtenido de https://www.researchgate.net/publication/367412398_The_Impact_of_Collaborative_Learning_on_Speaking_Anxiety_Among_Foreign_Language_Learners_in_Online_and_Face-to-Face_Environments.
- Sari, F. P. (2016). *The Effect of Small Group Discussion in Reading Class on Students' Reading Comprehension*.
- Satar, H. &. (2008). *The effects of synchronous CMC on speaking proficiency and anxiety: Text versus voice chat*. *The Modern Language Journal*.
- Slavin, R. E. (1987). *Cooperative learning: Where behavioral and humanistic approaches to classroom motivation meet*. *The Elementary School Journal*, 88(1), 29–37. Obtenido de <https://doi.org/10.1086/461521>



- Spielmann, G. &. (2001). Learning language under tension: New directions from a qualitative study. *Modern Language Journal*, .
- Stratton., G. &. (1970). *Anxiety: Its components, development, and treatment*. .
- Suleimenova, Z. (2013). *Speaking anxiety in a foreign language classroom in Kazakhstan*. *Procedia-Social and Behavioral Sciences* 93. Obtenido de 10.1016/j.sbspro.2013.10.131
- Tanveer, M. (2007). *Investigating the factors that cause language anxiety for ESL/EFL learners in learning speaking skills and the influence it casts on communication in the target language*. (Unpublished master's thesis).
- Uribe, D. K. (2003). The effect of computer-mediated collaborative learning on solving.
- von Würde, R. (2003). *Students' perspectives on foreign language anxiety*. *Eric.ed.gov*. Obtenido de <https://files.eric.ed.gov/fulltext/EJ876838.pdf>
- Yahya, A. (2013). The impact of anxiety on students' behavior and academic performance. *Journal of Educational Psychology*,.
- Zareian, G. &. (2015). Motivation in Second Language Acquisition: A State of the Art Article. .
- Orsatar, H. &. (2018). The effects of synchronous CMC on speaking proficiency and anxiety: Text versus voice chat. . En *The Modern Language Journal*, (págs. 92(4), 221–221.).