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CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y
EXTRANJEROS

The Fear of Making Mistakes and Its Relationship with the Low Production of
Speaking Skill

Trabajo de Titulación para optar al título de Licenciado/a en Pedagogía del
Idioma Inglés

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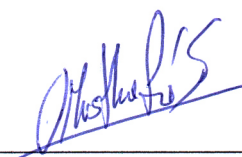
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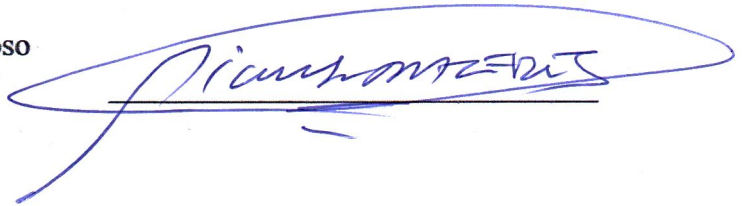
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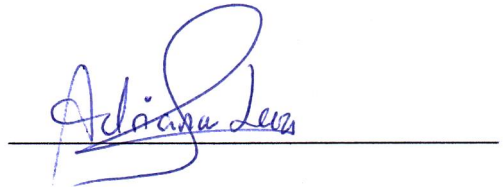
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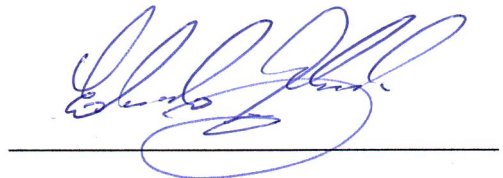
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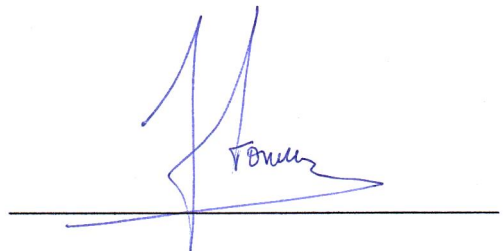
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DEDICATORY

To my father, Carlos Remigio Saltos Chacán, thank you for giving me support and firm guidance in my life, giving me advice and making sacrifices that only a father could make for his son's future.

To my mother, Lucy Marina Pazmiño Calero, thank you for teaching me the value of effort and hard work, as well as giving me love and affection when I needed it most.

To my parents, I hope this achievement makes you proud, just as I am proud to be your son. I love you.

To my older sister, Alicia Mizraith Saltos Pazmiño, thank you for being a fundamental part of my life, for being the one who cared for and protected me throughout my childhood, for being an example and an irreplaceable part of my life. I love you more than words can express.

To my grandparents, Carlos Saltos and Alicia Chacán, thank you for taking care of us during hard times. I hope to have you by my side for much longer.

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To my partner, Dayana Mishelle Linares Ramos. Thank you for loving me as much as I love you, for teaching me the meaning of love and working toward a prosperous future.

To all of you, I dedicate this thesis as a token of my effort and dedication and as a result of your trust in me.

Musthafá Saltos

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To God, for giving me wisdom and strength to move forward in the most difficult moments of my life.

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Musthafá Saltos

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RESUMEN

Se examinó la relación entre el miedo a cometer errores y la baja producción oral de los estudiantes de primer semestre de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Nacional de Chimborazo durante el período académico 2025-2S. La investigación trata sobre ansiedad en lenguas extranjeras y se centró en comprender cómo factores emocionales, lingüísticos y del clima de aula, se vincularon con la escasa participación de los estudiantes en actividades orales en inglés. Se utilizó un diseño cuantitativo de tipo descriptivo. Se recogieron datos de los estudiantes de primer semestre mediante una encuesta estructurada con preguntas cerradas, además de una guía de observación de aula aplicada en clases regulares, discusiones y presentaciones orales. Los resultados de la encuesta se procesaron con datos estadísticos y las observaciones se analizaron para reconocer conductas recurrentes asociadas al tema. La triangulación de ambas fuentes permitió obtener una visión más completa de la situación estudiada. Los resultados mostraron que el miedo a cometer errores fue muy frecuente y limitó de forma clara la producción oral. Las causas principales incluyen vocabulario limitado, inseguridad, preocupación por la corrección gramatical y temor a la evaluación negativa de docentes y compañeros. Estas dificultades se reflejaron en una fluidez reducida, intervenciones simples, uso reiterado de la lengua materna, signos visibles de nerviosismo y alta ansiedad en las evaluaciones orales. En conjunto, los hallazgos indicaron que la baja producción oral no se debe solo a vacíos de conocimiento lingüístico, sino también a filtros afectivos persistentes que restringen la disposición y la confianza de los estudiantes al hablar en inglés.

Palabras clave: Relación, Cuantitativa, Descriptiva, Comunicación.

ABSTRACT

The relationship between fear of making mistakes and low oral production in the first semester of the Pedagogía de los Idiomas Nacionales y Extranjeros program at Universidad Nacional de Chimborazo during the 2025-2S academic term was analyzed. The study focused on the emotional, linguistic, and classroom factors linked to students' participation in English-speaking activities. A quantitative and descriptive design was applied. Information was collected from the First Semester through a structured survey containing closed questions, as well as a structured observational guide applied in classes, class discussions, and oral presentations. Survey data were analyzed with descriptive statistics, and recurrent behaviors associated with fear of making mistakes in observation records were identified. The results were triangulated between the two sources. It was found that the fear of making mistakes is prevalent and significantly limits oral production. Limited vocabulary, uncertain pronunciation, grammatical accuracy, and fear of negative evaluation were the main causes. Decreased fluency, short pronunciations, frequent use of the first language, visible signs of nervousness, and strong anxiety during oral evaluations were the consequences expressed. Findings showed that low oral production was not only a matter of insufficient linguistic knowledge, but also of persistent affective barriers that restricted students' willingness and ability to speak English.

Keywords: Relationship, Quantitative, Descriptive, Communication.

CHAPTER I.

1. REFERENTIAL FRAMEWORK

1.1 INTRODUCTION

English is now a key requirement for academic and vocational mobility, in higher education careers for future teachers. Speaking often seems to be the most demanding skill, as speech puts learners in immediate interaction, spontaneous usage of language and public exposure of mistakes. Students often know grammar rules and vocabulary, even though they are afraid to speak. The result leads to questions about the reasons students avoid oral activities or reduce their answers to short and hesitant sentences.

Research on foreign language anxiety has been identified as fear of making mistakes as a central reason for low oral production during speaking activities. Krashen's Affective Filter Hypothesis (1982) described anxiety and fear as an internal barrier which blocked the processing of input and the use of linguistic resources. Recent studies reported that fear of negative evaluation and concern about errors as factors which reduced willingness to communicate (Dewaele & MacIntyre, 2019). In Latin American and Ecuadorian contexts, it is evidenced that many EFL students preferred to stay silent instead of risking communication. This raises a key question: How could English teachers develop solid speaking skill if fear of making mistakes blocks communication?

In the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) career at Universidad Nacional de Chimborazo, this question gained particular importance. First semester brings varied school backgrounds and exam-oriented habits that penalize errors and favor accuracy over communication. In this new academic setting, teachers expect active participation in discussions, presentations, and interactive tasks in English. Classroom experience shows many students who speak little, switch often to Spanish, and display clear signs of nervousness when they speak in front of others. This pattern suggests a close link between fear of making mistakes and low production of speaking skills in this group.

This thesis has been formed on this problem. It examined the relationship between fear of making mistakes and low oral production in First Semester PINE at Universidad Nacional de Chimborazo during the 2025 2S academic term. The study seeks to identify factors which cause the found fear, to describe student perceptions of the effect of fear on speaking, and to connect these perceptions with observable behavior during classes and oral activities. Through this approach, the research supports understanding of emotional variables which shape the development of speaking skills in pre-service English teachers. Ultimately, the purpose is to offer elements for future research where fear of making mistakes appears as a natural and necessary part of learning to speak in a foreign language.

1.2 RESEARCH PROBLEM

In Ecuador, oral communication constitutes a significant component of communicative competence in English as a foreign language (EFL). However, a considerable number of students experience obstacles in developing communicative skills is attributable to emotional factors. Fear of making mistakes is one of the most significant factors hindering participation, competence, and self-confidence. This fear is often based on pressure to achieve perfection, negative evaluations or a lack of confidence in communication.

University students who study English face constant speaking demands. Classes require oral participation, presentations, and interaction. These situations increase exposure to evaluation. Many students associate speaking with judgment. In addition, Cabrera Mera and Dos Santos (2025) state that people training to be English teachers often see mistakes as a threat to their ability to speak English well. This can lead to them feeling unsure and performing badly when speaking. Robah and Anggrisia's (2023) research shows that university students find it hard to talk in front of the class. This often makes them unable to participate. There are many reasons why they might be reluctant, such as a fear of being judged, a lack of confidence, and feeling pressured to perform well.

The problem appears in the First Semester at the Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Nacional de Chimborazo. Joining a language college increases the cognitive and emotional demands compared to previous studies. A fear of making mistakes often hinders speaking tasks. The relationship between fear of making mistakes and low oral production during class activities was examined in this study.

1.3 PROBLEM STATEMENT

When speaking English as a foreign language (EFL), fear of making mistakes is constantly linked to anxiety. According to Okyar (2023), the fear of negative evaluation is a source of anxiety, which often results in indecision, avoiding talking and reducing communication. Likewise, Botes, Dewaele and Greiff (2020) equate the fear of negative evaluation and test anxiety as critical factors that hinder communication. These studies provide a solid basis for understanding why students have difficulty speaking English.

Krashen (1982) proposed the Affective Filter Hypothesis. Negative emotions such as fear and anxiety create an emotional barrier and block the processing of language input. Ma (2022) showed how high anxiety in EFL learners leads to fluency breakdowns. Pauses, repetitions, and disorganized discourse appear more often under evaluative pressure. Aubrey (2022) found that the emotional atmosphere of the classroom, especially the balance between anxiety and enjoyment, strongly shapes students' willingness to participate and their overall oral performance.

Classroom teaching practice in the First Semester of the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) career at Universidad Nacional de Chimborazo showed low the level of oral production where students feel afraid of making errors. The relationship between

fear of mistakes and low oral production among First Semester PINE is analyzed in this study, which aims to improve understanding of this phenomenon in college education.

1.4 PROBLEM FORMULATION

What is the relationship between fear of making mistakes and the low oral production of First Semester at the Pedagogía de los Idiomas Nacionales y Extranjeros career at Universidad Nacional de Chimborazo?

1.5 JUSTIFICATION

This study addresses a persistent difficulty in learning English. Fear of making mistakes limits oral participation. Students' oral practice is reduced because they expect negative evaluation, affecting their confidence, fluency, and academic performance. First semester students are the focus of research because this stage marks a critical transition as they move from school teaching to academic use of English. Early identification promotes awareness among teachers, students, and institutions. Awareness and understanding of the fear of making mistakes when speaking English as a foreign language is the focus of this study. Students enter the Pedagogía de los Idiomas Nacionales y Extranjeros career with limited communication experience. Appropriate pedagogical responses are sought through early identification of emotional barriers. The study selected the first semester to observe their behavior when using the English language. The causes and consequences of fear will be documented through surveys and classroom observation. Clear evidence of behavioral and emotional patterns will help institutions design favorable oral expression environments. Empirical information for future research and pedagogical decisions will be provided by this study.

1.6 OBJECTIVES:

1.6.1 GENERAL OBJECTIVE

- To describe how fear of making mistakes affects students' oral production in the First-Semester at Pedagogía de los Idiomas Nacionales y Extranjeros in the 2025-2S academic term.

1.6.2 SPECIFIC OBJECTIVES

- To define the causes of fear that students have during speaking activities.
- To identify the primary consequences of fear of making mistakes in oral production in the studied population.

CHAPTER II.

2. THEORETICAL FRAMEWORK

2.1 STATE OF THE ART

Studies conducted in different Latin American contexts have shown a consistent link between linguistic anxiety and oral performance in English as a foreign language (EFL). Vilchez Guzmán and Corvetto Castro (2025) reported reduced participation and lower fluency among university students in Lima with high language anxiety. They concluded anxiety has a clear negative effect on oral production. Cabrera Torres (2021) found a strong negative correlation between anxiety and oral competence among secondary students. These results show how emotional barriers interfere with language learning outcomes from early stages of instruction.

Psychological factors and the formation of oral communication in the classroom have been studied in another research. Gavilema Vaca and Tovar Viera (2025) identified that the students' oral performance is limited by the fear of being criticized and relies on their mother tongue. Castro-Vaca and Argudo-Garzón (2024) showed that students' anxiety about speaking is strongly affected by classroom conditions, so supportive environments reduce suspicion and encourage more active participation. These results show the need to study fear of making mistakes in different academic contexts, since this fear directly determines students' communication.

2.2 THEORETICAL FOUNDATIONS

2.2.1 THE FEAR OF MAKING MISTAKES

ERRORS, MISTAKES, AND FAILURES IN SECOND LANGUAGE LEARNING

In second language acquisition (SLA), the distinction between errors, mistakes, and failures has been central to understanding learners' oral production. Ellis (2018) defines errors as systematic deviations resulting from incomplete knowledge of the target language system, which learners cannot self-correct. By contrast, mistakes are occasional lapses in performance due to fatigue, distraction, or inattention, and learners are usually capable of recognizing and repairing them. These distinctions are not merely technical; they influence how students perceive their own language production and, consequently, how they emotionally respond to classroom interaction.

Errors form a normal part of learning a foreign language. Shen and Chen (2020) supported this view and noted that learners' errors give teachers useful diagnostic information. Teachers need to respond to these errors in a constructive way, not with punishment. In many classrooms, errors are still treated as signs of low ability. This view turns a normal step in

learning into a source of fear, especially when oral communication receives the most attention in class.

CORRECTIVE FEEDBACK AND EMOTIONS IN STUDENTS

Student errors are determined by corrective feedback. Ha, and Nguyen (2021) reported that many students saw explicit correction as a bad thing, especially in front of their peers. Students were more engaged and motivated thanks to the reformulations and instructions. Deiniatur et al. (2023) argued that the increased anxiety to speak often leads to silence and avoidance by excessive use of explicit feedback.

Teachers' attitudes toward mistakes strongly shape students' perceptions. Yüksel, Soruç, and McKinley (2021) showed how teachers who treat mistakes as learning opportunities reduce students' anxiety and increase willingness to participate in oral tasks. In contrast, classrooms with a strong focus on accuracy over communication often create environments where learners avoid participation for fear of correction. Feedback therefore plays a dual role, both pedagogical and emotional, either encouraging communicative risk taking or increasing fear.

PSYCHOLOGY OF ERRORS

The fear of making mistakes is not only a deeply emotional and psychological experience, but also a cognitive reaction. Dewaele and MacIntyre (2019) argue that learners when communicating are directly influenced by their emotions during language learning. Mistakes are perceived as threats to their own image, which undermines their fluidity and spontaneity. This is consistent with the self-efficacy theory of Bandura (1997), which explains that students with low self-efficacy avoid risks and interpret errors to show their inadequacy.

Krashen's (1982) Affective Filter Hypothesis offers a clear explanation of this process. The affective filter rises and blocks the input of language when students feel fear and anxiety resulting in reduced learning. Performance is reduced and the effectiveness of the learning process is weakened by psychological responses to errors. This pattern was confirmed by Ma (2022), who observed frequent pauses and vacillations under evaluative pressure.

FEAR OF NEGATIVE EVALUATION AS A KEY FACTOR

Fear of negative evaluation is one of the most studied causes of fear in oral performance. Botes, Dewaele and Greiff (2020) describe the factor as an element of anxiety in foreign language classes. Okyar (2023) showed shorter pronunciations and reduced speech for students with fear of negative evaluation. Robah and Anggrisia (2023) also reported that because of fear of criticism, students kept silent during oral assignments.

The cultural dimension also shapes this phenomenon. Yılmaz, Babatürk, and İnalöz (2023) said that students are more sensitive to public mistakes in group learning situations because they are afraid of being judged by their classmates. This cultural factor reinforces silence and avoidance in oral tasks and intensifies speaking anxiety in First Semester university students who still adapt to new academic and social demands.

FEAR IN ORAL PRODUCTION

Fear of making mistakes is manifested through observable behaviors. Suleimenova (2013) found that learners often avoided participation or resorted to minimal responses rather than risk making mistakes. According to Sun (2024), fear produces visible signs such as stuttering, continuous pauses, use of the first language and even complete silence, reducing opportunities for improving oral competence.

Students report nervousness, sweating, and increased heart rate when speaking in front of peers. According to (Ma, 2022), these reactions form a cycle of more anxiety that leads to less participation and lower participation blocks the growth of confidence. The strong impact of fear of errors in oral production is explained by this cycle.

FEAR OF MISTAKES IN THE EFL CLASSROOM CONTEXT

In the context of the English as a foreign language classroom, fear of mistakes is particularly influential because speaking is a public skill. Cabrera Mera and Dos Santos (2025), in their study with Ecuadorian pre-service teachers, found that students perceived mistakes as threats to their professional identity, leading to avoidance of spontaneous speech. Similarly, Sun (2024) observed that students' classroom enjoyment decreased significantly when error avoidance was prioritized over communicative progress. Taken as a whole, these studies show that the classroom environment, shaped by teachers' attitudes, peer expectations, and institutional culture, plays a central role in reducing or intensifying fear.

2.2.2 ORAL PRODUCTION

LANGUAGE SKILLS IN SECOND LANGUAGE LEARNING

Language acquisition involves the development of four macro-skills: listening, speaking, reading, and writing. According to Richards and Rodgers (2021), these skills are interrelated but speaking often emerges as the most challenging for learners because it requires real-time processing and integration of multiple linguistic components. While listening provides input, speaking is a productive skill that demonstrates whether learners can transform knowledge into active communication. Harmer (2015) points out that speaking is also the most public skill, making errors more visible, which explains why it is often associated with anxiety and reluctance.

ORAL PRODUCTION DEFINITION

In a foreign language context, oral production is described as the student's ability to express ideas, intentions and emotions. Richards and Rodgers (2021) define it as the ability to produce a coherent discourse that is pragmatic and grammatically accurate. Speech requires learners to generate language in real time, often without the opportunity to plan. Tavakoli and Wright (2020) emphasize that oral production involves multiple skills, lexical access, syntactic structuring and fluency management.

Because of its complex nature, speaking is often regarded as the most challenging of the four language skills for EFL learners. Goh and Burns (2012) argue that oral production requires the integration of cognitive, linguistic, and affective processes simultaneously. Students need to retrieve vocabulary, apply grammar rules, pronounce words clearly, and organize ideas while they manage anxiety and interact with peers or teachers. This combination of demands helps explain why oral performance shows high vulnerability to emotional factors such as fear of making mistakes.

2.2.3 COMPONENTS OF ORAL PRODUCTION

FLUENCY, ACCURACY, AND COMPLEXITY

Researchers usually describe oral production through three main components: fluency, accuracy, and complexity. Fluency refers to a smooth and continuous flow of speech with few hesitations, repetitions, or unnatural pauses. Tavakoli and Wright (2020) describe fluency through temporal features such as speed and pauses and through cognitive effort such as ease of retrieval. Accuracy refers to correct use of grammar, vocabulary, and pronunciation. Complexity refers to the use of varied and sophisticated structures to express meaning.

Balancing these components is a pedagogical challenge. Learners often sacrifice fluency to maintain accuracy, particularly in evaluative contexts (Ma, 2022). Conversely, in more supportive environments, learners tend to focus on meaning, producing more fluent but sometimes less accurate speech. According to Skehan (2018), this tension reflects the limited attentional capacity of learners: they cannot fully prioritize fluency, accuracy, and complexity simultaneously. Teachers' decisions about task design and feedback influence which component is emphasized, and consequently, how students perceive their oral performance.

ORAL PRODUCTION IN EFL CLASSROOMS

Oral production always develops inside specific classroom contexts, where conditions strongly shape development. Robah and Anggrisia (2023) reported speaking difficulties among Indonesian university students, linked to limited vocabulary, fear of negative evaluation, and social anxiety. Okyar (2023) reported fear of mistakes leading learners to avoid participation or produce brief utterances, which reduced communicative interaction.

Cabrera Mera and Dos Santos (2025) observed that teachers perceived professional competence to be threatened by errors in oral tasks. Which led to avoidance behaviors and limited opportunities for communication. Confidence, classroom environment, and self-perception mediate performance showing that oral production is much more than language competence.

TEACHING STRATEGIES FOR ORAL PRODUCTION

Teachers use several strategies to promote oral production in EFL settings. Task Based Language Teaching (TBLT) focuses on meaningful communication through real world tasks and encourages learners to prioritize fluency and interaction (Ellis, 2018). Debates, and group

discussions help simulate authentic contexts (Richards & Rodgers, 2021). Feedback practices also shape oral production. Supportive feedback builds confidence, while harsh correction discourages participation (Ha & Nguyen, 2021). Sun (2024) stresses the need for a psychologically safe classroom, where mistakes form part of learning and active oral participation grow.

TASK DEMANDS AND PERFORMANCE PRESSURE

This type of task also influences oral production. According to Ellis (2018), communicative tasks can be designed to focus either on meaning (fluency-oriented) or on form (accuracy-oriented). While meaning-focused tasks encourage learners to take risks and prioritize communication, form-focused tasks often heighten pressure to avoid mistakes. Ma (2022) demonstrated that under evaluative conditions, learners exhibited more frequent breakdowns, pauses, and repetitions, showing how task design amplifies the effects of anxiety.

Performance pressure appears clearly in oral exams and graded presentations. Sun (2024) found lower participation and enjoyment in Chinese EFL classrooms when students viewed oral assessments as high stakes. When teachers presented speaking tasks as practice opportunities instead of formal evaluations, students reported less anxiety and produced longer, more coherent turns. These results show oral production depends on learners' abilities and on the way, teachers design and assess speaking tasks.

CLASSROOM ENVIRONMENT AND INTERACTIONAL DYNAMICS

The classroom environment strongly shapes oral performance. Castro-Vaca and Argudo-Garzón (2024) showed how students' anxiety levels depend on teacher behavior and peer reactions. Supportive environments where teachers treat mistakes as learning opportunities reduce speaking anxiety and encourage participation. Punitive correction and peer mockery increase fear and lead to silence.

Interactional dynamics also influence participation. Dewaele and MacIntyre (2019) reported a close link between willingness to communicate and students' perception of the emotional climate in class. Students who feel psychological safety take more risks, attempt more complex structures, and engage in longer turns. In tense or judgmental climates, oral production often shrinks to minimal responses. These findings align with Krashen's (1982) claim about the role of a low affective filter in communication and acquisition.

2.2.4 ORAL PRODUCTION IN FIRST-SEMESTER UNIVERSITY STUDENTS

First-semester students face challenges in oral communication. Gavilema Vaca and Tovar Viera (2025) exhibited that psychological factors such as fear of criticism and reliance on the mother tongue were especially strong among first-year students, limiting their oral competence development. These learners are often transitioning from a more passive, teacher-centered model in secondary education to a more active and communicative model in higher education. This

transition intensifies insecurities about grammar, vocabulary, and pronunciation, making them more vulnerable to fear of mistakes.

Students' goals are to learn English and become future teachers at the same time, which increases the pressure for appropriate oral communication. Cabrera Mera and Dos Santos (2025) reported frequent feelings of incompatibility and opposition to speaking among teachers. Oral production integrates linguistic, psychological, and vocational dimensions, with effects on the educational trajectories of pupils.

LOW ORAL PRODUCTION AS AN OUTCOME OF FEAR

When students fear making mistakes, oral production often decreases. Students often avoid speaking, give minimal responses, or rely heavily on the first language (Suleimenova, 2013). Sun (2024) observed students in classrooms with strong error avoidance who spoke less and produced shorter, less coherent contributions. Cabrera Mera and Dos Santos (2025) reported Ecuadorian preservice teachers who produced fragmented, hesitant speech when they perceived mistakes as threats to their competence. These studies show low oral production because of linguistic limitations. Findings also point to strong influence from affective barriers linked to fear and anxiety.

LINGUISTIC CAUSES OF FEAR IN ORAL PRODUCTION

Linguistic limitations are frequently reported as key factors contributing to students' fear of speaking in English. Taqwa et al. (2022) explain that insufficient vocabulary, limited grammar control, and pronunciation difficulties are primary sources of insecurity that heighten anxiety during speaking tasks. Their mixed-method research with university students revealed that learners who perceived their linguistic competence as low were less willing to participate in oral activities, leading to hesitation and avoidance. Similarly, Hameed and Jawad (2024) found that fear of making linguistic errors—particularly mispronunciation and grammatical inaccuracies—caused students to experience mental blocks, preventing spontaneous communication. These findings justify the inclusion of linguistic dimensions in the structured survey to identify whether students perceived language deficiencies act as triggers for their fear of making mistakes.

2.2.5 PSYCHOLOGICAL CAUSES

ANXIETY, SELF-EFFICACY, AND FEAR OF EVALUATION

Emotional and psychological factors are consistently identified as central in determining how students respond to oral English tasks. Hameed and Jawad (2024) argue that fear of evaluation is one of the most influential psychological components in speaking anxiety, as students tend to associate mistakes with personal failure rather than natural learning. Similarly, Putri et al. (2024) observed that EFL learners commonly experience embarrassment, tension, and self-doubt when required to speak in front of others, which reduces their fluency and willingness to take communicative risks. In both studies, the authors emphasize that self-efficacy beliefs—

students' perceptions of their ability to perform tasks successfully—play a decisive role in whether they attempt to speak or remain silent.

CONTEXTUAL CAUSES IN CLASS

The fear of making mistakes appears in the classroom environment. Kassim and Maniam (2024) reported that teacher education students during oral exams and peer-reviewed assignments have increased anxiety due to the pressure of being better. Their results linked the teacher's correction style and his strong focus on accuracy. In a related study, Putri et al. (2024) described students with minimal participation and refusal to participate in group activities due to their low psychological security.

Based on these findings, the present research uses structured survey items on classroom dynamics, corrective feedback, and evaluation practices to examine the influence of these contextual factors on fear among First Semester PINE students.

ANXIETY IN ORAL ACTIVITIES

The consequences of fear of making mistakes are identifiable by behaviors observed during oral production. According to Hameed and Jawad (2024), students who show behaviors that include avoiding eye contact, shorter pronunciations, and nervousness. These behavioral manifestations are aligned with the observed guide. Similarly, Putri et al. (2024) reported that students' body language reveals the emotional struggle associated with performance anxiety. By systematically observing these behaviors, an objective means is provided to assess how fear affects fluidity, engagement, and participation.

LINGUISTIC AND PARTICIPATORY CONSEQUENCES

Fear of making mistakes influences emotional reactions and also shapes linguistic output and classroom participation. Taqwa et al. (2022) reported that students with higher anxiety levels showed reduced fluency, frequent pauses, and more frequent switches to the first language (L1) during oral communication. This linguistic pattern functions as a defense strategy to avoid further embarrassment or correction. Kassim and Maniam (2024) also observed negative effects of anxiety on task performance, since learners who experience fear tend to respond briefly or transfer speaking opportunities to classmates. These findings support the use of an observation guide that records both verbal and nonverbal behaviors and allows researchers to identify concrete outcomes of anxiety on oral performance in a natural classroom context.

INTERACTION BETWEEN TEACHER AND STUDENT

The interaction between the two manages to determine the emotional states of the pupils in the classroom. Hung (2020) reports that those who provide emotional support and constructive feedback create a psychologically safe environment for students. It is shown that the style of feedback and emotional tone in teachers' hands has a direct effect on students' oral engagement.

Furthermore, Quvanch (2024) emphasizes that students' perception of teacher authority can either facilitate or hinder oral communication. Overly corrective or judgmental teacher

behavior tends to heighten speaking apprehension, leading students to interpret mistakes as personal failure rather than a normal part of learning. Conversely, when teachers frame errors as learning opportunities, learners' affective filter lowers, resulting in greater fluency and spontaneity. These findings justify the inclusion of indicators such as reaction to corrective feedback, dependence on teacher approval, and sensitivity to tone and feedback in the observation guide, as they capture how interpersonal dynamics shape students' willingness to communicate.

PEER DYNAMICS AND CLASSROOM CLIMATE

According to Huang (2023), when students feel accepted by their peers, they take more risks in their use of language and express their ideas even when they are unsure of their accuracy. Competitive environments between peers increase the fear of negative evaluation and discourage active participation.

Bozkurt (2023) examined EFL courses with collaborative learning activities and showed lower anxiety and higher oral participation in students. Students support each other, overcoming language barriers with a greater emphasis on communicative meaning. This shared support builds trust and fosters a more fluid and authentic interaction. Therefore, observation of these elements provides information about the collective emotional climate in the classroom and its impact on fluency and engagement.

CHAPTER III.

3. METHODOLOGY.

3.1 RESEARCH APPROACH

Quantitative research was appropriate for objectively measuring variables and describing trends or relationships within a population using numerical data (Hernández, Fernández & Baptista, 2014). In line with this way of thinking, the present study used a quantitative approach to investigate the causes and consequences of fear of making mistakes among first-semester students and analyze how this fear related to their oral production. This approach allowed the use of special tools, such as questionnaires and checklists, to collect the same type of information. This helped to understand how fear influenced education.

3.2 RESEARCH MODALITY

The research method used in this study was descriptive. Descriptive research helped to see how often things happened, what patterns there were, and what could be expected. This made it a good way to look at how students' fear of making mistakes affected their speaking. As Cohen, Manion and Morrison (2018) explain, descriptive studies provided a detailed account of the conditions and behaviours of the people involved, offering a clear view of the variables under analysis. By using this method, the research looked at how first-semester learners felt and communicated. Surveys and watching classes were used to carefully record what stopped or changed their English conversations.

3.3 TECHNIQUES AND INSTRUMENTS

To reach the objectives of this study, two main methods will be used: a structured survey and classroom observation.

3.4 STRUCTURED SURVEY

A structured survey with closed-ended questions was administered to all first-semester students of the PINE major. The survey included multiple-choice items and Likert-scale statements designed to identify the main causes of fear during speaking activities. Structured surveys allowed for the systematic collection of comparable data, facilitating the identification of common patterns (Cohen, Manion, & Morrison, 2018).

3.5 CLASSROOM OBSERVATION

A structured observation guide was used to document students' behaviors in speaking activities such as presentations and class discussions over 15 days. Indicators included avoidance of participation, hesitations, frequent pauses, use of L1, and nervous gestures. The observation was non-participant, ensuring that classroom dynamics were not interfered with. According to

Miles, Huberman, and Saldaña (2020), structured observation made it possible to systematically register recurring behaviors, which could later be categorized and analyzed to identify consequences of fear in oral production.

3.6 POPULATION AND SAMPLE

The population included all first-semester students enrolled in the Pedagogía de los Idiomas Nacionales y Extranjeros (PINE) major at the Universidad Nacional de Chimborazo during the 2025-2S academic term. The group was relatively small and manageable, so the research included the whole population instead of selecting a sample

3.7 METHODS OF ANALYSIS

The data obtained through the structured survey were organized and analyzed using descriptive statistics (frequency and percentages) to identify the most recurrent causes of students' fear during speaking activities. This quantitative treatment allowed a clear overview of the main factors reported by the population.

In parallel, the study analyzed classroom observation data by categorizing and interpreting recurring behaviors, such as avoidance of participation, hesitation, frequent use of L1, and fluency breakdowns. Miles, Huberman, and Saldaña (2020) described this method as useful for identifying patterns explaining the effects of fear in authentic classroom contexts.

Finally, triangulation was used by comparing the survey results with observational data. This made the results more believable and reliable, because it made sure that what the subjects said about themselves and what they did was considered to provide a full understanding of the issue.

3.8 ETHICAL CONSIDERATIONS

This study followed ethical principles for research with human participants. All students signed written informed consent. Students had the right to withdraw at any time, and participation remained voluntary. Through pseudonyms, anonymous transcripts, and secure data storage, the researcher secured confidential information. Only the researcher accessed this data. These procedures showed respect for participants' rights, dignity, and wellbeing.

CHAPTER IV.

4. RESULTS AND DISCUSSION

4.1 CLASSROOM OBSERVATION

This section develops the analysis of the information gathered from the classroom observation guide. Data is examined to recognize behavioral patterns, emotional responses, and language difficulties that influence performance. Below are the results.

Table 1

Observation (Regular Class)

Dimension		Never observed	Rarely observed	Frequently observed	Always observed	Total
Fluency and Performance	Freq.	11	10	14	12	47
	%	23.4%	21.3%	29.8%	25.5%	100
Use of First Language (L1)	Freq.	8	13	14	12	47
	%	17.0%	27.7%	29.8%	25.5%	100
Emotional and Physical Reactions	Freq.	9	11	15	12	47
	%	19.1%	23.4%	31.9%	25.5%	100
Participation and Engagement	Freq.	12	10	12	13	47
	%	25.5%	21.3%	25.5%	27.7%	100
Teacher–Student Interaction	Freq.	11	12	10	14	47
	%	23.4%	25.5%	21.3%	29.8%	100
Peer Influence and Classroom Climate	Freq.	9	15	11	12	47
	%	19.1%	31.9%	23.4%	25.5%	100

Note. Sources: Observation Guide applied to the population. Author: The researcher.

Table 1 shows the fear of speaking during regular classes as a frequent pattern. 26 of the 47 students frequently or always show hesitations, pauses or broken speech. Use of First Language (L1) also reaches 26 students in the two highest categories, which indicates strong reliance on Spanish during oral tasks. Emotional and Physical Reactions present the highest value, with 27 students frequently or always showing nervousness, tension, or discomfort. Participation and Engagement reach 25 students in the upper levels, so many learners hold back during communicative activities. Teacher–Student Interaction and Peer Influence and Classroom Climate stay near half of the group in the frequent and always options, which reflects dependence on teacher approval and sensitivity to classmates. For you as a teacher, Table 1 signals a regular class environment where fear and self-protection influence oral behavior in a stable way.

Table 2

Observation (Class Discussion)

Dimension		Never observed	Rarely observed	Frequently observed	Always observed	Total
Fluency and Performance	Freq.	10	13	16	8	47
	%	21,28	27,66	34,04	17,02	100
Use of First Language	Freq.	12	14	9	12	47
	%	25,53	29,79	19,15	25,53	100
Emotional and Physical Reactions	Freq.	14	12	9	12	47
	%	29,79	25,53	19,15	25,53	100
Participation and Engagement	Freq.	12	13	14	9	47
	%	25,53	27,66	29,79	19,15	100
Teacher–Student Interaction	Freq.	9	18	12	8	47
	%	19,15	38,3	25,53	17,02	100
Peer Influence and Classroom Climate	Freq.	15	7	8	17	47
	%	31,91	14,89	17,02	36,17	100

Note. Sources: Observation Guide applied to the population. Author: The researcher.

Table 2 shows fear during class discussions. 24 students report repeated hesitation and loss of flow when speaking. 21 pupils frequently deviate from English during discussions. Emotional and physical reactions are still present in some 21 pupils. Participation also declines for 23 students, who limit their contributions. Interaction with peers also plays a role, showing that peer feedback and reactions continue to provide confidence when talking.

Table 3

Observation (Oral Presentation)

Dimension		Never observed	Rarely observed	Frequently observed	Always observed	Total
Fluency and Performance	Freq.	6	13	12	16	47
	%	12.8%	27.7%	25.5%	34.0%	100
Use of First Language	Freq.	6	11	14	16	47
	%	12.8%	23.4%	29.8%	34.0%	100
Emotional and Physical Reactions	Freq.	9	10	13	15	47
	%	29,79	25,53	27.7%	31.9%	100
Participation and Engagement	Freq.	6	14	11	16	47
	%	12.8%	29.8%	23.4%	34.0%	100
Teacher–Student Interaction	Freq.	9	12	11	15	47
	%	19.2%	25.5%	23.4%	31.9%	100
Peer Influence and Classroom Climate	Freq.	7	13	16	11	47
	%	14.9%	27.7%	34.0%	23.4%	100

Note. Sources: Observation Guide applied to the population. Author: The researcher.

Table 3 shows stronger fear indicators during oral presentations compared with regular classes. In Fluency and Performance, 28 of 47 students frequently or always show pauses, hesitations, or loss of coherence. About 64% of students use Spanish frequently or always in oral presentations. This pattern shows strong reliance on L1 under pressure. Around 60% show

nervousness, agitation, or discomfort. Participation and engagement decrease. Twenty-seven students frequently or always speak less, avoid eye contact, or shorten their answers. Teacher–Student Interaction places more than half of the group in a position of dependence on teacher approval and reactions. Peer Influence and Classroom Climate reach similar levels, so many students react strongly to classmates’ looks, comments, or laughter. For you, Table 3 presents oral presentations as the context where fear, evaluation, and social pressure reach their highest point.

4.2 STRUCTURED SURVEY

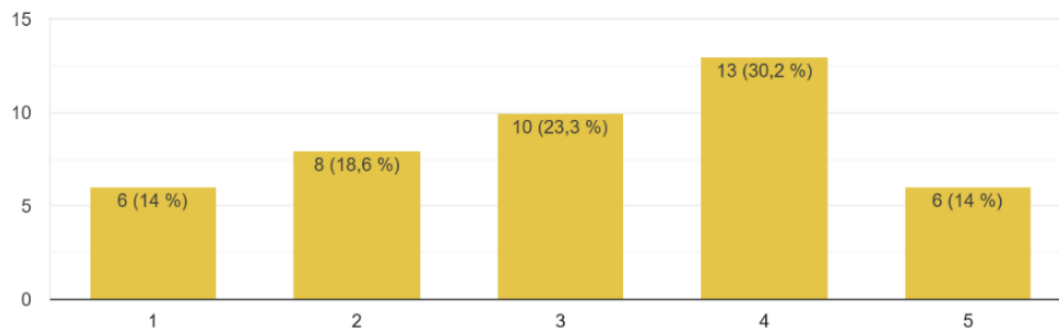
This section presents an analysis of the data obtained from the structured survey administered to students. The results are examined to identify recurring patterns of behavior that determine students' oral performance in English. Conclusions are presented below.

Figure 1

I avoid speaking English because I'm afraid of making grammatical mistakes

1. I avoid speaking English because I'm afraid of making grammatical mistakes.

43 respuestas



Note. Source: Structured survey format applied to the study population. Author: The researcher.

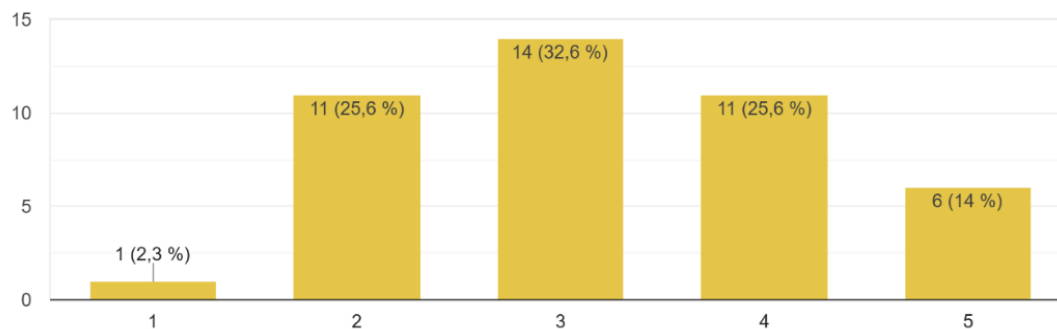
The distribution of responses shows that grammatical insecurity is a major source of speaking-related fear. A total of 44.1% of students reported that fear of making grammatical errors frequently or strongly inhibited their oral participation. This supports Botes et al. (2020), who argues that concern over linguistic inaccuracy, especially grammar—is a central trigger of foreign language anxiety and leads learners to avoid speaking to prevent public mistakes. Despite indicating occasional hesitation, the neutral group (23.2%) is less concerned, with 32.5% showing little concern.

Figure 2

My lack of vocabulary prevents me from expressing myself confidently in English.

2. My lack of vocabulary prevents me from expressing myself confidently in English.

43 respuestas



Note. Source: Structured survey format applied to the study population. Author: The researcher.

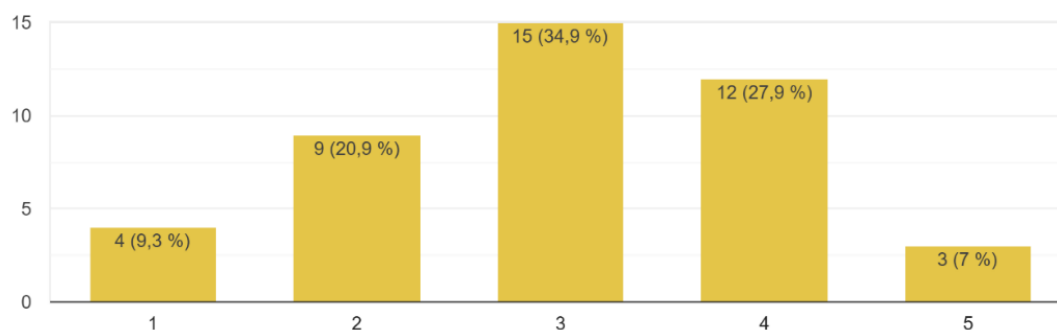
The results demonstrate that pupils' poor vocabulary has a significant impact on their readiness to speak English. More than half of the participants (51.1%) reported that frequently or strongly lacking the necessary words makes them afraid to participate in oral tasks. Another 25.5% chose the neutral option, suggesting that vocabulary-related difficulties depend on the context or activity. Only 23.2% expressed low concern, indicating that for a smaller group, vocabulary does not significantly restrict oral participation.

Figure 3

Difficulties with pronunciation increase my fear of speaking in front of other people.

3. Difficulties with pronunciation increase my fear of speaking in front of other people.

43 respuestas



Note. Source: Structured survey format applied to the study population. Author: The researcher.

Options 4 or 5 were selected by more than half of the students, 21 out of 43 (48.8%), citing the reason that frequent poor pronunciation makes them avoid speaking. Twelve more students (27.9%) chose the neutral option. Ten students (23.2%) said they were not really

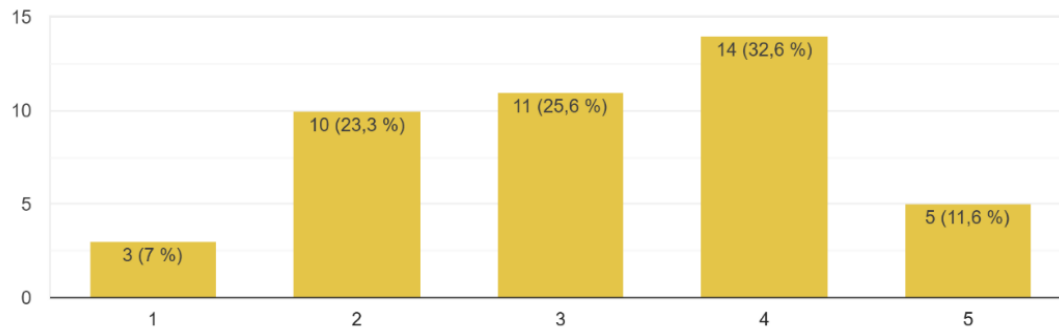
concerned. In general, the data indicate that pronunciation problems are strongly associated with anxiety and decreased engagement.

Figure 4

I feel nervous and anxious when I have to speak English in class.

4. I feel nervous and anxious when I have to speak English in class.

43 respuestas



Note. Source: Structured survey format applied to the study population. Author: The researcher.

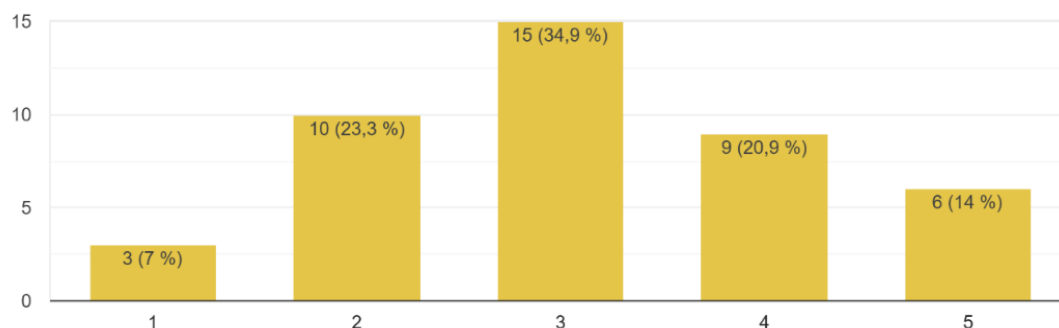
Most students, 22 out of 43 (51.1%), selected alternatives 4 or 5, showing that anxiety clearly affects their ability to speak. Eleven students (25.5%) reported little impact on their abilities, while ten students (23.2%) chose the neutral option. Overall, the distribution shows students' desire to participate in communication.

Figure 5

I feel embarrassed when my classmates hear me make mistakes.

6. I feel embarrassed when my classmates hear me make mistakes.

43 respuestas



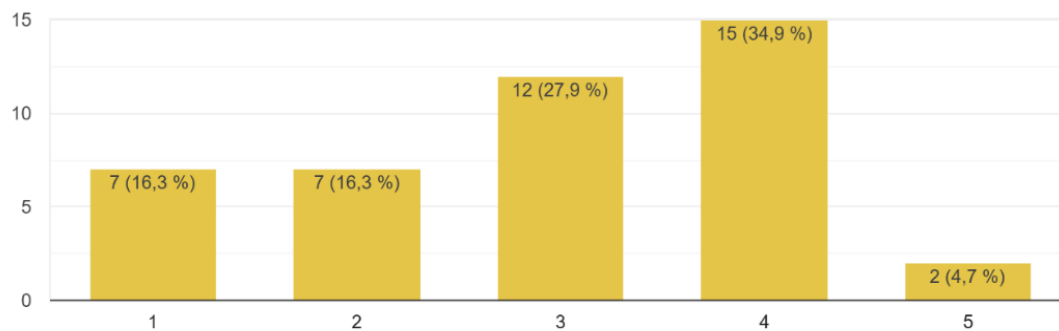
Note. Source: Structured survey format applied to the study population. Author: The researcher.

Speaking English in front of their peers causes embarrassment for many students. Sixteen of them (37.2%) selected alternatives 4 or 5, suggesting that they frequently experience discomfort when their peers point out their errors. Twelve more students (27.9%) chose the neutral option, indicating that this discomfort fluctuates depending on the task or the group they are working with. However, 15 students (34.8%) selected alternatives 1 or 2, indicating that they do not find embarrassment to be a major barrier. Overall, the distribution shows that over one-third of the students find peer criticism to be a visible source of discomfort during oral assignments, which can subtly reduce their willingness to speak.

Figure 6

I lose confidence after making a mistake while speaking.

7. I lose confidence after making a mistake while speaking.
43 respuestas



Note. Source: Structured survey format applied to the study population. Author: The researcher.

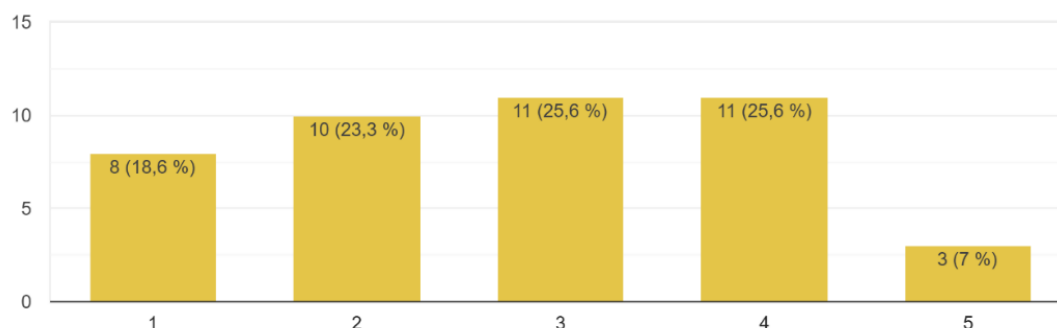
The data shows that losing confidence after making a mistake is a major emotional barrier to speaking. Twenty-three students (53.4%) chose options 4 or 5, which means that errors strongly weaken their confidence and make them less willing to speak. Eleven students (25.5%) selected the neutral option, suggesting that this reaction depends on the situation. Only nine students (20.9%) reported little concern, showing that although confidence loss is not universal, it is still very common. Overall, more than half of the respondents are clearly affected by a drop in confidence after mistakes, which highlights the emotional difficulties involved in EFL oral production.

Figure 7

I prefer to remain silent instead of risking making a mistake.

8. I prefer to remain silent instead of risking making a mistake.

43 respuestas



Note. Source: Structured survey format applied to the study population. Author: The researcher.

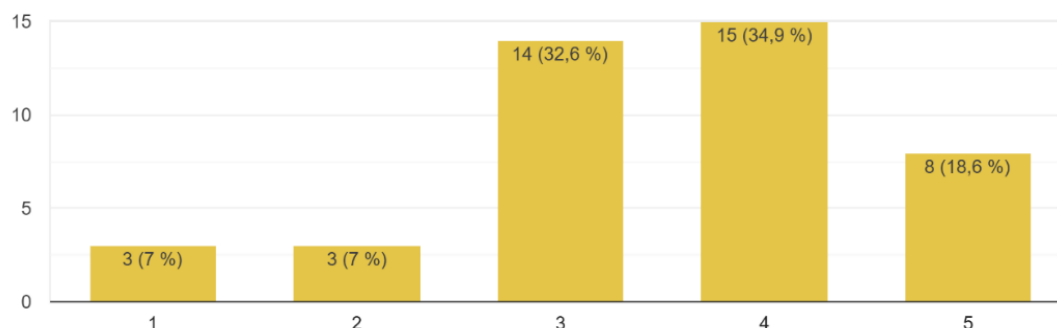
Students often utilize silence to avoid doing something wrong. Nearly half of the students frequently choose not to speak when they feel uncertain, indicating that silence becomes a protective behavior during oral tasks. A smaller group remains neutral, suggesting that their silence depends on the situation, while about one-third do not rely on silence as a main strategy. Overall, the distribution shows that silence is a significant emotional coping mechanism that limits opportunities for oral development.

Figure 8

The teacher employs a variety of techniques to rectify my mistakes

11. The teacher employs a variety of techniques to rectify my mistakes.

43 respuestas



Note. Source: Structured survey format applied to the study population. Author: The researcher.

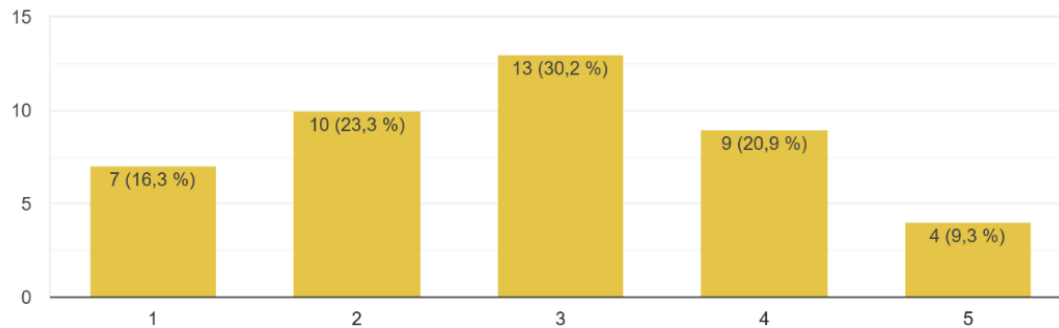
Nineteen students (44.1%) chose option 4 or 5, indicating that correction often makes them afraid to speak. Twelve students (27.9%) chose the neutral option. The remaining 12 students (27.9%) showed little concern. Overall, nearly half of the group perceives teacher feedback.

Figure 9

Oral assessments (exams or presentations) increase my fear of making mistakes.

13. Oral assessments (exams or presentations) increase my fear of making mistakes.

43 respuestas



Note. Source: Structured survey format applied to the study population. Author: The researcher.

Almost half (48.8%) chose option 4 or 5, indicating that errors are felt to be more threatening in evaluations. A quarter (25.5%) remained neutral, suggesting that stress depends on different factors. Another 25.5% chose options 1 or 2, showing that a smaller group does not feel extra fear during assessments.

4.3 DISCUSSION

Linguistic insecurity emerged as a central source of speaking anxiety among the First Semester. Fear of grammatical errors, limited vocabulary, and doubts about pronunciation worked as emotional barriers which reduced fluency and spontaneous speech. Krashen's Affective Filter Hypothesis (1982) described how anticipation of errors raised anxiety, which matched the hesitation and fragmented declaration reported in the survey and observed in class. Hameed and Jawad (2024) showed vocabulary gaps which restricted participation and preparation for communication, while Dewaele and MacIntyre (2019) linked fear of mispronunciation to shorter, simpler sentences and lower willingness to communicate. Together, these findings indicated which linguistic factors functioned mainly as emotional triggers rather than as isolated technical weaknesses.

Emotional pressure during oral tasks intensified this linguistic insecurity. Anxiety linked to error anticipation, public speaking, and continuous monitoring of performance raised the affective filter and interfered with cognitive processing during speech. Krashen's Affective Filter Hypothesis (1982) provided a theoretical explanation for this pattern, and Ma (2022) explained how anxiety disrupted planning and real time processing, which led to hesitation and loss of coherence. Botes, Dewaele, and Greiff (2020) identified oral evaluations as especially intimidating events, aligned with the high levels of nervousness, tension, and physical discomfort

reflected in both instruments. Bar chart distributions where many students selected the highest categories for fear, together with observations of visible agitation and avoidance, showed fear as a psychological barrier which limited oral performance in English.

Concerns about social evaluation also played a decisive role. Research on peer judgment presented fear of mockery, criticism, or reputation loss as a factor which reduced participation in group work and public tasks. Okyar (2023) reported lower participation among students who expected negative reactions from classmates, while Yılmaz et al., (2023) described worry about losing academic or social prestige, linked to higher shame and silence during collaborative activities. Bandura's (1997) view of self-efficacy helped explain how low confidence led learners to anticipate failure and withdraw from participation, a pattern also highlighted by Ma (2022), who described a link between low perceived ability, anxiety, and avoidance. Cabrera Mera and Dos Santos (2025) documented silence, minimal answers, and reduced turns as protective strategies against public mistakes, which aligned with the high levels of avoidance and short interventions in the present data.

Teacher correction style and peer presence shaped oral behavior during regular classes and formal presentations. When corrective feedback appeared highly explicit or strongly centered on accuracy, students monitored their speech closely, which increased hesitation, reliance on L1, and emotional discomfort. Krashen's (1982) Affective Filter Hypothesis suggested which correction associated with tension or embarrassment raised anxiety and reduced processing of input, while Deiniatur et al. (2023) described similar effects of evaluative feedback on self-monitoring. Sun (2024) showed communicative tasks under peer scrutiny with higher emotional discomfort and reduced willingness to communicate. Yüksel, Soruç, and McKinley (2021) reported fear of correction which diminished participation even in routine classroom exchanges, matched by the persistent hesitation and L1 use noted in the observation tables. Taqwa et al. (2022, 2023) also associated language switching with insecurity, confirming the relation between pressure, feedback style, and reduced oral production.

Classroom context and task type influenced the intensity of anxiety. Observation results showed non evaluative activities in regular lessons with noticeable linguistic insecurity and emotional tension, with frequent hesitation, limited risk taking, and recurrent dependence on Spanish. These patterns aligned with Dewaele and MacIntyre (2019), who described fear of evaluation and emotional discomfort as factors which limited willingness to communicate even during ordinary interaction, and with Ma (2022), who linked anxiety to fragmented speech. Under higher demands, such as speaking practice or simulated communicative tasks, peer presence and expectation of performance raised stress levels, consistent with findings by Taqwa et al. (2022).

High stakes oral events, especially presentations, produced the strongest affective reactions. Sun (2024) reported presentations with intensified self-monitoring and fear of public mistakes, matched by high hesitation rates and fluency breakdowns in the observation guides. Deiniatur et al. (2023) showed negative peer judgment and teacher evaluation linked to higher apprehension in public speaking, while Castro Vaca and Argudo Garzón (2024) described oral

tests as highly stressful situations for EFL learners. Strong use of L1, visible nervousness, and frequent avoidance recorded in the tables supported these studies and suggested presentations as the tasks with the highest affective load in this research.

CHAPTER V.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS

- The findings of this study confirm that the fear of making mistakes significantly interferes with students' oral English production, survey and observation data consistently showed that students experience considerable anxiety during speaking tasks, which restricts their willingness to communicate and reduces the frequency and quality of their oral participation.
- In relation to the first specific objective, the main sources of fear are limited vocabulary, uncertainty in pronunciation, and grammatical accuracy. These language limitations are linked to emotional factors such as shame, lack of confidence, and nervousness, leading to students remaining silent or avoiding participation.
- About the second specific objective, the consequences negatively affect the development of communication in students. They showed reduced fluency, low willingness, and increased anxiety during oral evaluations. In addition, the teacher's corrections had an emotional impact, often reinforcing the fear.

5.2 RECOMMENDATIONS

- Based on these findings, it is recommended that instructors adopt supportive and non-threatening corrective feedback strategies to reduce fear during oral activities. Providing constructive feedback, avoiding public criticism, and prioritizing communicative goals over strict accuracy can help reduce students' anxiety and, in turn, increase their willingness to participate in oral activities.
- It is advisable to strengthen vocabulary and pronunciation instruction through meaningful, interactive activities. Tasks of speaking in pairs and incorporating structured practice give way to a positive atmosphere in the classroom.
- Teachers are encouraged to incorporate low-level conversational activities and promote reflective practices that help students recognize their mistakes and manage them properly. All of this can further help students cope with fear and improve their oral performance in English.

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ANNEXES

Annex 1: Observation Guide applied to the population.



UNIVERSIDAD NACIONAL DE CHIMBORAZO

Fear of Making Mistakes in Oral English Production



• General Information

Observer's Name:	
Date:	
Class / Course:	
Teacher:	
Nº of Students Observed:	



Setting:

- ☐ Regular Class
- ☐ Oral Presentation
- ☐ Speaking Practice

• Purpose of the Observation

To identify observable consequences of fear of making mistakes during oral English activities among first-semester students of ~~Pedagogía de los Idiomas Nacionales y Extranjeros~~ (PINE) at Universidad Nacional de Chimborazo.

This guide focuses on behavioral, linguistic, and emotional indicators that may reflect students' anxiety, hesitation, or avoidance in oral communication.

• Evaluation Scale (for each indicator)

Score Description

1	Never observed
2	Rarely observed
3	Sometimes observed
4	Frequently observed
5	Always observed



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♦ Observation Dimensions and Indicators

Dimension	Indicator	Observable Behavior	Nº	Evidence / Notes
1. Fluency and Performance	Frequent pauses and hesitations	The student frequently pauses, repeats words, or loses train of thought.		
	Short and fragmented answers	The student provides incomplete or one-word answers during oral tasks.		
	Limited spontaneity	The student only speaks when directly called upon by the teacher.		
2. Use of First Language (L1)	Code-switching	The student switches to Spanish during moments of difficulty or correction.		
	Dependence on peers for translation	The student asks classmates for help to express ideas.		
3. Emotional and Physical Reactions	Visible signs of anxiety	Nervous gestures, trembling voice, avoidance of eye contact, or fidgeting.		
	Verbal signs of insecurity	Expressions like "I don't know how to say it" or laughter to cover errors.		
4. Participation and Engagement	Avoidance of speaking tasks	The student avoids volunteering, looking down, or pretending to be busy.		
	Passive classroom behavior	The student listens but rarely contributes to group or pair discussions.		
	Willingness to communicate	The student participates more actively when the atmosphere is relaxed.		

Photography register



Annex 2: Structured survey format applied to the study population.



FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y TECNOLOGÍAS



Causes of Fear of Making Mistakes in Oral English Production

Link: <https://forms.gle/X6vrbfVs8jAFz2eA>

This survey is intended for academic research purposes.

Please read each statement carefully and mark the option that best represents your opinion.

Your honest responses will help identify the main causes of fear that affect speaking performance in English.

GENERAL INFORMATION

- Name: _____
- Age: _____
- Gender:
 - ☐ Male
 - ☐ Female
 - ☐ Prefer not to say

STRUCTURED SURVEY

1. I avoid speaking English because I'm afraid of making grammatical mistakes.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

2. My lack of vocabulary prevents me from expressing myself confidently in English.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

3. Difficulties with pronunciation increase my fear of speaking in front of other people.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

4. I feel nervous and anxious when I have to speak English in class.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

5. I believe that making mistakes means I am not good at learning English.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

6. I feel embarrassed when my classmates hear me make mistakes.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

7. I lose confidence after making a mistake while speaking.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

8. I prefer to remain silent instead of risking making a mistake.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

9. I feel judged by my classmates when I make mistakes in oral activities.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

10. The teacher's corrections make me feel more nervous when speaking.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

11. The teacher employs a variety of techniques to rectify my mistakes.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

12. The teacher uses only one technique to correct my mistakes.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

13. Oral assessments (exams or presentations) increase my fear of making mistakes.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

14. The focus on accuracy in class prevents me from speaking freely.

Strongly Disagree 1 – 2 – 3 – 4 – 5 Strongly Agree

Photography register

