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Measuring the internal and external factors influencing oral communication speaking apprehension in PINE students during summative speaking performances in classes

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Dedicatoria

No hay Dios que pueda borrar

lo que está escrito

para mí.

-ROSALIA

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RESUMEN

El objetivo de la presente investigación es analizar los factores internos y externos que influyen en la aprensión comunicativa oral en estudiantes del programa de Pedagogía de Lenguas Nacionales y Extranjeras (PINE) durante evaluaciones sumativas de expresión oral. En el desarrollo se utilizó un diseño de investigación cuantitativo mediante un cuestionario estructurado en escala Likert, administrado a 253 estudiantes de tercero a séptimo semestre de una universidad ecuatoriana. El instrumento midió tres dimensiones: factores internos (emociones y creencias personales), factores externos (condiciones de evaluación y entorno social) y los efectos de la aprensión en el desempeño.

Los hallazgos revelan que los estudiantes experimentan niveles de aprensión al hablar, que van de moderados a altos, impulsados principalmente por el miedo a cometer errores, la pérdida de confianza en sí mismos y el nerviosismo al hablar frente a sus compañeros. Los factores externos ejercieron una influencia ligeramente mayor que los internos, siendo la presión de la evaluación docente, el entorno formal de los exámenes y el tamaño de la audiencia los predictores más sólidos de aprensión. Se concluye que estos hallazgos resaltan la necesidad de estrategias pedagógicas y evaluativas que reduzcan la presión del desempeño, promuevan la práctica continua de la expresión oral y creen entornos de clase emocionalmente propicios para mejorar la competencia oral y la confianza comunicativa de los estudiantes.

PALABRAS CLAVES: oral communication apprehension, internal factors, external factors, summative speaking assessment, speaking anxiety, EFL learners, PINE students.

ABSTRACT

The objective of this research is to analyze the internal and external factors that influence oral communicative apprehension in students of the National and Foreign Languages Pedagogy Program (PINE) during summative oral expression assessments. A quantitative research design was used, employing a structured Likert-scale questionnaire administered to 253 students from the third to seventh semesters of an Ecuadorian university. The instrument measured three dimensions: internal factors (emotions and personal beliefs), external factors (assessment conditions and social environment), and the effects of apprehension on performance.

The findings reveal that students experience moderate to high levels of speaking apprehension, driven primarily by fear of making mistakes, loss of self-confidence, and nervousness when speaking in front of their peers. External factors exerted a slightly greater influence than internal factors, with teacher assessment pressure, the formal examination environment, and audience size being the strongest predictors of apprehension. It is concluded that these findings highlight the need for pedagogical and assessment strategies that reduce performance pressure, promote continuous oral expression practice, and create emotionally supportive classroom environments to improve students' oral competence and communicative confidence.

KEYWORDS: oral communication apprehension, internal factors, external factors, summative speaking assessment, speaking anxiety, EFL learners, PINE students.

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I. Introduction

Context

Oral ability occupies a fundamental role in learning English as a foreign language, as it enables the student to express ideas, interact with others and participate in communicative tasks (Brown H. D., 2007, p. 267). Out of the four main skills of English, speaking is particularly essential since it enables people to communicate with each other. However, “being able to stand in front of a crowd and speak in front of an audience is important for improving the academic achievement of individuals in the present as well as support for future career development” (Nguyen & Le, 2024). As a result, this complexity has resulted in increased oral communication apprehension among students, especially in summative activities when speaking performance through presentations and oral tests is assessed in second language learning programs. Regarding oral communication apprehension, several internal and external factors contribute to expanding this factor in students since “Communication apprehension prevents students from expressing their ideas clearly and confidently, even when they possess adequate knowledge of the topic” (Nguyen & Le, 2024, p. 168). As a result, students speaking performance is negatively affected despite having enough competence.

For students studying English as a foreign language at a public university in Ecuador, mastering the English-speaking skill plays an important role in their academic journey. However, a recurrent problem has been identified in the major, students who have been struggling with oral communication apprehension, especially when their performance is evaluated through presentations and tests. Therefore, this study aims to investigate the external and internal factors influencing oral communication apprehension when speaking performance activities are being evaluated.

Most students have experienced anxiety-related difficulties when expressing themselves orally when this skill is assessed in learning English as a foreign language, which negatively affects their fluency and confidence when speaking. To better understand this problem, it is important to define it: communicative apprehension is the fear or nervousness that people feel when they interact with others. This feeling can arise in different contexts, whether in casual conversation, in work situations, or when addressing a large audience (Zarrinabadi & Khajavy, 2021).

These feelings may stem from any second language context, whether associated with the productive skills of speaking and writing, or the receptive skills of reading and listening. At a public university in Ecuador, students in the English program are expected to achieve a solid command of oral expression. However, many students exhibit high levels of communicative apprehension during oral presentations, which affects their fluency and self-confidence.

Although this phenomenon is recognized in teaching practice, there is little systematic evidence to identify whether the factors that most strongly influence this apprehension are internal or external. For this reason, analyzing these dimensions is fundamental to understanding oral performance in summative assessments.

In term learning English as a second language, developing oral skills is a major challenge. Various studies have shown that understanding oral communication directly influences the adequate progress of this skill and can lead to poor performance in communicative competence. In line with this, Lahtinen (2013) points out that when a person has a high degree of apprehension about oral communication, they tend to avoid situations in which they must express themselves, which significantly limits or slows down their communicative development (p. 8).

This study was conducted with a population of PINE[1] students from third to seventh semester, especially students who are taking the English subject as it will demonstrate that oral communication apprehension affects all levels. Even if students are knowledgeable, oral communication apprehension will always be influential in their speaking performances. It is important to address this problem since if students persist in experimenting with apprehension within oral evaluations and public exposure, it not only affects their academic and professional development, but also will generate negative attitudes towards speaking, limiting their ability to communicate effectively, mostly when they make mistakes. In this study, Zeqiri (2022) points out that communicative apprehension constitutes a barrier that hinders successful oral interventions, such as presentations or lectures in the classroom (p. 214).

In accordance, the objective of this study is for students to recognize whether external or internal factors have a greater influence on their oral communication skills when engaging in summative speaking activities in English as a second language.

Research questions

What are the factors influencing PINE students' oral communication apprehension during summative speaking activities in learning at the university?

Objectives

General objective

To analyze the factors that cause oral communication apprehension in PINE students during summative oral assessments.

Specific objectives

- To identify the factors that influence students´ fluency during summative speaking activities.

[1] Pedagogy of National and Foreign Languages

- To determine whether internal or external factors have a greater influence on students' oral communication apprehension in summative speaking evaluations.
- To compare the levels of oral communication apprehension during oral performances when students are being evaluated.

II. Review of related literature and studies

Preview research / antecedents

Research on the apprehension of oral communication in English as a Foreign Language (EFL) contexts has shown that students' oral performance is influenced by linguistic competence and by emotional, cognitive, and contextual factors. In the Ecuadorian context, although some studies have reviewed how affective variables affect oral production, research has specifically addressed communicative apprehension during summative oral assessments at the university level, especially through the analysis of internal and external factors.

Prado and Solano (2023), analyzed the linguistic and emotional factors that influence communication skills in face-to-face English environments in Ecuador. Their findings indicated that emotions such as nervousness, anxiety, and perceived pressure negatively affect students' oral performance, even when students possess sufficient language skills. This research is relevant to the present study because it highlights the emotional dimension of oral communication and supports the idea that anxiety-related factors interfere with effective oral expression.

Likewise, Rahman and Umar (2023) investigated communicative comprehension and its impact on motivation on EFL students. The results showed that high levels of speaking anxiety lead students to avoid interaction and reduce participation in oral activities, limiting opportunities for practice and language development. This study underlined the behavioral consequences of oral apprehension and reinforced the need to examine how evaluative contexts contribute to this phenomenon.

In the same way, Adella and Ilyas (2021) they analyzed levels of oral apprehension among college students and found that apprehension becomes more pronounced in evaluative and summative tasks, especially in oral presentations. In this study, a moderate level of

apprehension was evidenced, however, student performance decreased significantly when oral expression activities were formally assessed: This is relevant to the present study, since it is confirmed that contexts of active sum assessment intensify anxiety and negatively affect oral performance.

Taken together, these studies provide converging evidence that EFL students' apprehension of communication arises from a combination of emotional, unifying, and contextual factors: Although previous research has looked at speaking anxiety, motivation, or emotional influences separately, few studies have systematically compared the relative influence of internal and external factors during somatic oral assessments in Higher education: this gap constitutes the main contribution of this research.

Theories and research concepts

The affective filter hypothesis

The affective filter hypothesis, originally proposed by Krashen (2013), constitutes the central theoretical basis for understanding communicative apprehension in the learning of a second language. According to this hypothesis, affective variables such as anxiety, motivation, and self-confidence may function as a psychological filter that limits students' ability to process language input, hindering language acquisition and performance. From this point of view, students who experience high levels of anxiety or fear of assessment may possess adequate language skills, but they cannot demonstrate them in oral situations. Recent studies have validated Krashen's hypothesis in English-as-a-foreign language contexts, emphasizing that emotionally supportive classroom environments help reduce the affective filter and facilitate oral production (Chen, 2021). These results are relevant for somatic speech assessments, as evaluative pressure tends to increase anxiety and restrict communicative performance.

Li and Zhou (2024) gave details of how, when students experience fear of making mistakes or of being evaluated, they avoid participating in oral activities, thus increasing their anxiety, and decreasing their exposure to meaningful input. To be more precise, a good classroom environment that builds students' confidence and motivation results in a low affective filter, thus helping to facilitate the acquisition of a new language. By the same token, Wang (2024) paraphrases this idea, emphasizing that not only motivation but also confidence is highly relevant, acting as emotional mediators that can transform English learning, thus creating a better experience for students and making acquisition easier. Therefore, this theory of the Affective Filter highlights the need to understand the emotional context of students when learning a new language, especially if this learning must be demonstrated orally.

Speaking Skill in Learning English as a Second Language

Importance of Speaking in Real-Life Communication

English has been considered as a global language that facilitates communication between people from different regions and sociocultural contexts, its presence transcends the professional field, extending significantly in education, international trade and the tourism sector (Rao, 2019).

For this reason, learning English as a second language not only needs a lot of effort and dedication, but also implies a deeper immersion and familiarization with it. In terms of the learning process, Srinivas Rao (2019) argued that oral proficiency is the most essential skill to develop when learning a foreign or second language (p. 9) because it is one of the most relevant areas of competence. Furthermore, this skill carries the most weight and relevance because according to Brown and Yuke (1983), oral ability is the skill by which students will be most frequently assessed in real-life situations (p. 25). Therefore, this skill not only requires

having enough knowledge about the language, but also includes how learners use it effectively in real-life contexts.

Since speaking has a tremendous significance in learning English as a second language, it tends to be the hardest skill to acquire. Greta and Angelianawati (2022) stated that oral expression is one of the most challenging skills that language learners must face during their learning process. However, when learners reach mastery of this skill, their confidence increases enormously, and they show self-security and naturality now to perform it in front of people.

Oral Communication Apprehension

Manifestations of Oral Communication Apprehension

It is well known that speaking goes hand in hand with fluency; this is not only a crucial task but also a complex skill to develop during the learning process. Nonetheless, for many students, the performance of this task when it is graded produces oral communication apprehension. According to Bijani and Sedaghat (2016), linguistic anxiety can be divided into various categories, and among them, communicative apprehension stands out as one of the most relevant, since it significantly hinders learners of a second or foreign language from functioning orally (p. 366).

This means that the problem of communication oral apprehension is very common in the student environment. It is necessary to pay more attention to it, as it negatively affects the process of development and acquisition of the speaking skill.

The Impact of Oral Communication Apprehension on English Speaking

Students, despite having sufficient knowledge, fail to perform this skill. This is because oral communication apprehension affects their self-confidence so much that they make basic mistakes while speaking. Among the four skills practiced in English, speaking represents one of

the biggest challenges to achieving success in learning a second language which shows that students face greater challenges when developing their speaking skills (Alzami, 2022, p. 21).

Addressing this issue will create more opportunities to increase confidence and produce this skill without any factors affecting all the previous knowledge, since this issue is a huge barrier that impedes the development of speech when someone is evaluated.

Factors Contributing to Oral Communication Apprehension

Psychological and Personal Dimensions of Oral Communication Apprehension

It is of remarkable recognition that oral communication apprehension represents a significant drawback for many students of English as a foreign language. According to Reuben and Kannika (2024), they avoid participating in speaking situations within the English as a foreign language classroom because they believe that their classmates might make fun of them or judge them when they make mistakes when expressing themselves in English (p.2).

Regarding this issue, many researchers have disclosed that this speaking apprehension arises from many different factors as it is said; the fear of making mistakes, the fear of being negatively evaluated, and a lack of confidence are the main psychological factors that generate communicative apprehension in students of English as a second language (Tanveer, 2007, p. 19). It is well-known that internal factors are constantly affecting students' performances since their lack of confidence. Despite having enough knowledge of the subject, students tend to fail.

Environmental and Social Influences on Classroom Speaking

On the other hand, the classroom environment, particularly the influence of peer judgment and teacher evaluation, is a determining external factor that increases apprehension about oral communication (Liu & Jackson, 2008, p. 75). External factors not only affect students' well performance during assessing oral activities, but it also contributes to increasing the lack of confidence. Additionally, it is stated by Mahdi (2015) cultural pressures and expectations

regarding language proficiency can generate a feeling of fear or insecurity when speaking in students of English as a second language (p. 14). In this study, internal factors include the learners' personality and their English proficiency. Whereas the external factors involve classroom activities, teacher-student interactions, and overall learning conditions.

Concerning learners' personality, this embrace features such as self-inferiority, fear of making mistakes and lack of confidence. Self-inferiority emerges from students when feeling compared to their peers, which contributes to increased anxiety (Hutabarat & Chaterin Simanjuntak, 2019). This feeling is intensified by the fear of making mistakes when learners feel the fear of being ridiculed by their classmates which makes them feel reluctant to speak, which is particularly true in places where it is needed to perform English correctly (Thaicharoen, 2017).

Otherwise, classroom activities such as tests are meaningful contributors to oral communication apprehension since learners are constantly afraid of failure and negative evaluation. Therefore, as it is stated by Pongpun (2012) some techniques should be applied to reduce this issue in English classrooms. Finally, Classroom Learning Conditions such as Limited English exposure, infrequent oral communication practice, and lack of experience speaking in front of an audience contribute to speaking anxiety (Hutabarat & Chaterin Simanjuntak, 2019).

Summative Assessment

Classroom Strategies for Summative Speaking Task

Summative assessments allow students to determine the level of achievement attained by students at the end of a learning unit. In the case of oral production, these assessments often include presentations, interviews, or oral tests that demand real-time linguistic performance. This type of task increases the perception of public exposure and evaluative judgment, which can intensify communicative apprehension and decrease the student's fluency

or confidence. Therefore, summative assessment provides a key context for analyzing which internal and external factors influence the level of anxiety when speaking.

Summative assessments are essential tools for evaluating students' learning at the end of an instructional unit. Ekserdjian (2026) says that they want to find out how much knowledge and skills a student has gained over time. When it comes to speaking, these tests could include oral presentations, interviews, or formal exams-things that require you to speak and stay calm at same time. But these speaking tasks often make students nervous. Knowing that their performance will be judged can make them nervous about speaking, which can hurt their fluency, clarity, and confidence. A lot of students may not do well in schools, not because they do not know the material, but because they are too nervous to say what they know. Teachers need to use classroom strategies that not only objectively test speaking but also make the classroom a safe place to learn.

To help students feel ready and build their confidence, it is important to offer practice sessions and make sure that there is no judgment. It is important to know the difference between speaking apprehension and nervousness. Speaking apprehension is a long-terms trait of a person, while nervousness is a short-term emotional state of anxiety. By understanding these factors, teachers can make good final speaking tests that not only measure a student´s skill level but also help them become a more confident speaker by managing both anxiety and fear.

In the realm of English language instruction, diverse pedagogical approaches, including advance preparation, explicit assessment criteria, and the nature or oral tasks, can significantly affect a student´s emotional response during a summative evaluation. These conditions are not introduced as pedagogical interventions; instead, they are characterized as environmental factors correlated with fluctuations in levels of communicative apprehension.

Student Reactions to Oral Evaluation

Oral summative tasks help teachers check for other skills like fluency, coherence, pronunciation, confidence, and the ability to respond quickly. These kinds of tasks give more detailed and nuanced information about what students are going through than a written test does. These formats are also better for everyday language use, where talking and interacting are important. Why many people think of summative assessment as large-scale standardized testing, but they do not go into more detail.

This omission is a missed opportunity to explain that summative assessments are also an essential part of district, institutional, and classroom level programs capturing what teachers use to inform decisions regarding marking, monitoring progress and effectiveness of the curriculum. Summative assessments, indeed, have long been misinterpreted (Mellado-Moreno et al., 2021).

They are not confined to formal exams, but a sum of learning achieved, in any form, is the assessment. With students, however, these summative speaking tasks derive from students are likely to raise their oral communication apprehension levels. Unlike written tests, speaking tasks are done live and in front of a group which makes sitting starker and exposing. Therefore, looking at these activities and the students' emotions, especially oral communication apprehension, greatly helps in using better evaluation and teaching methods centered on improving language instruction.

Krashen's Monitor Model

Krashen (2013) indicated that, it is stated that the Second Language Acquisition is articulated through five fundamental hypotheses that explain how students incorporate and use a new language. First, the Acquisition vs. Learning hypothesis differentiates between a subconscious process, like the development of a native language, and a conscious process

focused on the study of grammatical rules.

Furthermore, considers acquisition to be the primary mechanism for achieving communicative competence, making meaningful exposure to the language more effective than explicit instruction. The Natural Order hypothesis posits that linguistic structures are acquired in predictable sequence, independent of formal instruction, thereby underscoring the inappropriateness of imposing content on students who are not yet prepared.

The Comprehensive Input hypothesis, put forth by Krashen (2013), asserts that language acquisition is facilitated when learners encounter linguistic stimuli that are marginally above their existing proficiency level (i+1) within meaningful contexts, a core principle of communicative methodologies. The Affective Filter hypothesis adds to this model by showing how emotional factors like motivation, anxiety, and self-confidence can help or hurt access to input.

The Monitor hypothesis posits that conscious awareness facilitates error correction but does not ensure fluency, underscoring the necessity of prioritizing communicative tasks over more structural exercises. These hypotheses collectively underscore the necessity of establishing learning environments that provide students with pertinent input, foster minimal anxiety, and facilitate genuine interactions conditions that align seamlessly with active, computational, and problem-solving methodologies.

Overall, the revised theory converges to outline an explanatory model of communicative attention in EFL contexts and at the same time guide its measurement in this study. From the theory, the monitor model and Krashen's affective filter hypothesis emphasize that variables such as anxiety, motivation and self-confidence through access to understandable input, so that classrooms with low effective threat favor oral production, which is offered by the Internal Factors Scales and in the design of measurement by dimensions.

At the same time, authors such as Adella and Ilyas (2021) and Rahman and Umar (2023), qualify the weight of psychological factors and situational elements, and justify the inclusion of a subscale of external factors and another of cognitive-behavioral effects. Finally, the framing of summative assessment with final oral presentations acts as a catalyst for the evaluative threat to strengthen communicative confidence in PINE students and reduce performance pressure.

III. Methodology

Research design

This research adopts a quantitative research approach, given that the most important goal is to evaluate how various internal and external factors exercise their influence on students' speaking apprehension during summative oral evaluations. A quantitative approach is suitable in this case, since it provides means to collect and analyze numeric data which can be computed to reveal trends, relationships, or significant differences among groups (Atasya Baritanya et at., 2025).

In addition, this approach aligns with the nature of the research questions aimed to measure the impact of psychological and environmental influences as opposed to merely describe them. The findings obtained due to the objectivity and replicability of quantitative research strengthen the overall validity of the study (Conde, 2020). The study described the phenomenon of apprehension about oral communication and provided useful data that could be used for instructional and evaluative planning in comparable educational settings.

Data collection methods

For the current study, a survey-based approach was selected as the most appropriate. The effectiveness of surveys lies in their ability to retrieve information from a large pool of participants within a limited timeframe. More crucially, surveys provide a uniform framework where participants can think through their experiences and perceptions in an unbiased manner which decreases the pressure they might feel if the discussion about their apprehensions were to take place in person (Bijani & Sedaghat, 2016).

Three measurable dimensions were defined using subscales: the Internal Factors dimension integrates intrapersonal indicators (nervousness, fear of making mistakes, self-confidence, self-esteem, and social comparison), measured by items 1–5; the External Factors

dimension brings together contextual and social indicators (peer judgment, teacher pressure, summative assessment format, insufficient oral practice, and exposure to an audience), measured by items 6–10; and the Effects of Oral Apprehension dimension considers cognitive and behavioral consequences (grade orientation, cognitive blocking, and avoidance of participation), measured by items 11–13.

The survey is made up of a questionnaire with demographic items and a set of Likert-scale questions assessing internal and external factors that may trigger or worsen oral communication apprehension during summative assessments. This tool was selected because it enables participants to express varying degrees of agreement or disagreement with given statements, thus ensuring consistency for further quantitative analysis.

A five-point Likert scale, with 1 denoting strongly disagree and 5 denoting strongly agree, was used to create the data collection tool. Three subscales: A, Internal Factors; B, External Factors; and C, Effects of Oral Apprehension, are included in the questionnaire to assess complementary aspects of the phenomenon. To create distinct scores for each dimension and make comparing subscales easier, each subscale is scored separately by adding (or averaging) the scores of its constituent items.

- Subscale A: Internal Factors, items 1–5.

Minimum score = 5; maximum score = 25.

- Subscale B: External Factors, items 6–10.

Minimum score = 5; maximum score = 25.

- Subscale C: Effects of Oral Apprehension, items 11–13.

Minimum score = 3; maximum score = 15.

Higher scores on each subscale mean that the factor or effect being measured is more present. The total score for each subscale is simply the sum of the answers to its items because

the instrument does not have reserve-scored items.

Alternatively, the average per subscale can be used to make it easier to compare dimensions with different numbers of items.

Participants

The study population consisted of 253 enrolled students in the English Language Pedagogy (PINE) program at a public university in Ecuador for the third through seventh semesters made up the study population. This group consists of students who are enrolled in courses that require oral summative assessments, where communicative anxiety is usually noticeable.

For the implementation of the study, the institutional permits required by the academic authorities were previously managed, guaranteeing access to the courses and authorization to apply the instrument during regular class hours. The logistics included coordination with the teachers responsible for each parallel to schedule the application of the questionnaire at times that did not interfere with evaluation activities or planned contents, ensuring voluntary participation and the adequate development of the process. The entire procedure was carried out respecting the ethical guidelines of confidentiality, informed consent and Data Protection of the participants.

Sample

A pilot study was conducted with forty-two students from the third to seventh semesters, who completed the questionnaire to validate the instrument. In this pilot phase, students were selected by semester using stratified random sampling. Stratified Random Sampling is a probabilistic sampling method that divides the population into groups (strata) that are similar or relevant and then picks a random sample from each group. This method makes sure that all relevant subgroups are included in the population and helps make the sample more

representative (Hernández-Sampieri & Mendoza Torres, 2018). In this study, using this method made it possible for students to be evenly spread across the different semester levels.

It is important to note that all sections and students who participated in the pilot study were excluded from the official administration of the questionnaire to avoid biases arising from prior exposure to the instrument. For the collection of the final data, stratified random sampling method was used, selecting 115 students from the third to seventh semester, who regularly participate in summative oral evaluation activities and, therefore, directly experience the conditions under which communicative apprehension occurs.

Show the selection procedure.

The initial population consisted of 253 students from the third to seventh semester. From this population, 42 students were selected for the validation and piloting phase. These students were excluded from the final analysis to avoid learning bias. The net available population was 211 students. From this number, a stratified random sample of 115 students was selected, representing 54.5% of the available population. This sample guarantees a 95% confidence level with a maximum permissible margin of error of 6.1%, thus ensuring the statistical representativeness of the results obtained in each semester. The 115 students were proportionally distributed across each semester.

$$n = (NZ^2pq)/(e^2(N-1) + Z^2pq)$$

n: Sample Size

N: net population (211)

Z: confidence level (1.96 for 95%)

e: margin of error (0.061 for 6.1%)

p and q: probability of success and failure (0.5 each)

Instrument reliability

The consistency of the instrument is based on Cronbach's alpha indices greater than 0.70 obtained for the three scales:

α=0.79 Internal factors

α=0.87 external factors

α=0.79 effect of oral expression.

These values are at the acceptable threshold and, in the case of external factors, at a good level of reliability, which supports the internal consistency of the items and therefore the reliability of the measurement instrument used in the study. This methodological precision meets the indicated technical criterion (α >0.70) and strengthens the validity of the inferences derived from the data collected.

Stratified random sampling was employed in the study, which is suitable for choosing participants who have firsthand knowledge of the phenomenon under investigation (Hernández-Sampieri & Mendoza Torres, 2018). Due to their frequent exposure to summative oral assessments, students from the third through seventh cycles of the PINE program were included in this instance.

Research procedure (stages)

This study on the internal and external factors influencing students in the PINE program´s oral communicative anxiety during summative assessments was developed through several methodical steps designed to ensure the study´s validity, objectivity, and methodological rigor. In the first step, the problem was defined, the research questions were created, and the general and specific objectives were set. To integrate theories about communicative anxiety, the affective filter, the significance or oral skills in EFL contexts, and the psycho emotional and environmental factors that affect oral performance, a thorough review of national and

international literature was subsequently carried out.

The theoretical framework was established by this review, which also made it possible to comprehend the phenomenon from modern angles. Following the methods of Conde (2020) described in the document, a quantitative approach was then chosen, suitable for gauging the extent of the factors influencing communicative apprehension during oral assessments.

The instrument was created and verified in the second phase. Comprised a structured questionnaire with Likert-type scales and demographic questions intended to evaluate both internal and external factors influencing oral performance in evaluation scenarios. To ensure its reliability, a pilot study was conducted with 42 selected students from the second through seventh semesters, who were not included in the final sample.

Reliability analysis

A series of reliability analyses were conducted to evaluate the internal consistency of the scales used in the questionnaire. Table 1 indicates the Cronbach's alpha values for each questionnaire subscale.

Table 1

Cronbach's Alpha Values for Each Questionnaire Subscale

Subscale	No. of Items	Cronbach's α
Subscale A: Internal Factors	5	0.79
Subscale B: External Factors	5	0.87
Subscale C: Effects of Oral Apprehension	3	0.79

Note. Author´s own work. Cronbach's alpha values ≥ .70 are generally acceptable; values ≥ .80 indicate good internal consistency. Ought-to L2 Teacher Self showed lower reliability (α < .70) (Cogn-IQ, 2023).

Reliability analysis using Cronbach's alpha coefficient revealed adequate levels of

internal consistency across the questionnaire's three subscales. Subscale A (Internal Factors), comprised of five items, yielded an alpha of 0.79, indicating acceptable reliability and suggesting that the items share sufficient common variance to consistently measure the associated construct.

Similarly, Subscale C (Effects of Oral Apprehension) reported an alpha of 0.79 with three items, a value also considered satisfactory for short scales, where alpha typically tends to decrease due to the smaller number of items. Subscale B (External Factors), on the other hand, achieved an alpha of 0.87, demonstrating a high level of internal consistency and showing that the five items in this dimension are strongly correlated with one another. Taken together, the results indicate that the three subscales have strong reliability, supporting their use for validly and consistently assessing factors and effects related to speaking anxiety in oral assessments.

Procedure for applying the instrument

Two phases were used to administer the questionnaire.

- Stage 1: Piloting.

Forty-two randomly chosen students (7 from each cycle, from third to seventh) participated in a pilot test of the questionnaire. This phase made it possible to confirm the items´ clarity and the instrument´s internal consistency:

The consistency of the instrument is based on Cronbach's alpha indices greater than 0.70 obtained for the three scales:

α=0.79 Internal factors

α=0.87 external factors

α=0.79 effect of oral expression.

The results of the pilot study suggested improving the syntax of some items to avoid bias in interpretation. Logical connectives were adjusted, and vocabulary was simplified in two items.

Once adjusted, the students and sections involved were excluded from the main study.

- Stage 2: Official Application.

The final version of the instrument was given to the target population, which consisted of 253 students from the third to seventh semester, following validation. During summative oral assessments, this stage sought to quantify the internal and external elements associated with communicative apprehension.

Only students from third to seventh semesters who routinely took summative oral exams were included in the official sample, which was chosen using stratified random sampling after the instrument´s clarity and applicability were confirmed. The third step involved distributing the questionnaire and gathering the data.

To compare levels of communicative apprehension, find trends, and ascertain which internal or external factors have biggest effects on oral performance, statistical analysis was conducted in the fourth stage. The results obtained allowed the researchers to answer the research questions and formulate pedagogical conclusions and recommendations applicable to the university context studied.

Methods of data analysis

Data analysis will be conducted descriptively, considering the instrument's three subscales. First, descriptive statistics (mean) will be calculated for each subscale to characterize the level of internal factors, external factors, and effects reported by the students. Second, to address the specific objectives, scores on subscales A and B will be compared to identify which dimension has the greatest perceived influence. Additionally, the relationship between factor scores (internal/external) and effects (subscale C) will be examined to identify consistent patterns between the antecedents and consequences of anxiety when speaking during summative assessments.

For the calculation and interpretation of the subscales, averages were used instead of sums, since subscales A and B each contain five items and subscale C only three, which would generate different numerical ranges if summed scores were used. By using averages, all dimensions fell within a common range of 1 to 5, which facilitated the comparison between internal factors, external factors, and effects. In this approach, the average score for internal factors corresponds to the mean of items 1 to 5; for external factors, to the mean of items 6 to 10; and for effects, to the mean of items 11 to 13.

For descriptive interpretation, and following a criterion based on segmenting the range using terciles, which are the points that divide a distribution into three equal parts (Saqr y López-Pernas, 2024). Values between 1.00 and 2.33 can be considered low, between 2.34 and 3.66 moderate, and between 3.67 and 5.00 high, constituting an internally consistent classification system for the study.

Based on the scores obtained on each subscale per cycle, the analysis allows us to:

- Identify levels where students report greater internal difficulties, greater external pressure, or more negative effects on their performance.
- Observe developmental trends, such as a decrease in internal factors but an increase in external factors in later cycles.
- Establish relationships between academic experience and the effects of oral apprehension during summative assessments.

This comparative analysis provides valuable empirical evidence for understanding which groups require greater emotional and pedagogical support in assessed oral activities.

IV. Data presentation, results and analysis

The following are the results obtained from the questionnaire applied to the students to determine whether internal or external factors have a greater influence on students' oral comprehension in summative speaking assessments.

The questionnaire was processed in the SPSS statistical software in its version 22, which allowed the calculation of descriptive measures such as means, frequencies and standard deviations, and the comparison of the scores obtained in their covers of internal factors, external factors and effects of oral expression. This tool facilitated the organization and systematic analysis of the data, guaranteeing accuracy in the interpretation of patterns and trends related to communicative anxiety during the summative oral assessments, ensuring a rigorous and replicable analytical procedure in accordance with the methodological standards of quantitative research.

Scale coding (numeric):

1 = Strongly disagree

2 = Disagree

3 = Undecided

4 = Agree

5 = Strongly agree

Subscale A: Internal Factors (items 1–5).

The following frequency tables describe the distribution of student responses for each questionnaire item, allowing for the identification of patterns and trends related to internal and external factors influencing oral communication apprehension. The frequency makes it easier to observe which levels of agreement or disagreement predominate in the sample. This allows for a systematic interpretation of the data, facilitating the analysis of the degree to which students

experience communicative anxiety during summative oral assessments.

Items (Internal Factors)

The results for the items corresponding to internal factors are presented below.

- I1. I feel nervous when I must speak English in front of my classmates.
- I2. I am afraid of making mistakes when I speak English during oral evaluations.
- I3. I lose self-confidence when I am evaluated orally.
- I4. My self-esteem negatively influences my oral performance.
- I5. I feel inferior when I compare myself to peers who speak better English.

Table 2

Frequencies for I1

I1	Frequency	%
1	8	7.0%
2	14	12.2%
3	17	14.8%
4	57	49.6%
5	19	16.5%

Note. Author´s own work

Table 3

Frequencies for I2

I2	Frequency	%
1	4	3.5%
2	7	6.1%
3	13	11.3%

4	53	46.1%
5	38	33.0%

Note. Author´s own work

Table 4

Frequencies for I3

I3	Frequency	%
1	4	3.5%
2	16	13.9%
3	20	17.4%
4	49	42.6%
5	26	22.6%

Note. Author´s own work

Table 5

Frequencies for I4

I4	Frequency	%
1	6	5.2%
2	16	13.9%
3	20	17.4%
4	56	48.7%
5	17	14.8%

Note. Author´s own work

Table 6

Frequencies for I5

I5	Frequency	%
1	10	8.7%
2	22	19.1%
3	14	12.2%
4	43	37.4%
5	26	22.6%

Note. Author´s own work

Tabla 7

Mean scores per ítem

Item	Mean
I1	3.57
I2	3.99
I3	3.67
I4	3.54
I5	3.46

Note. Author´s own work

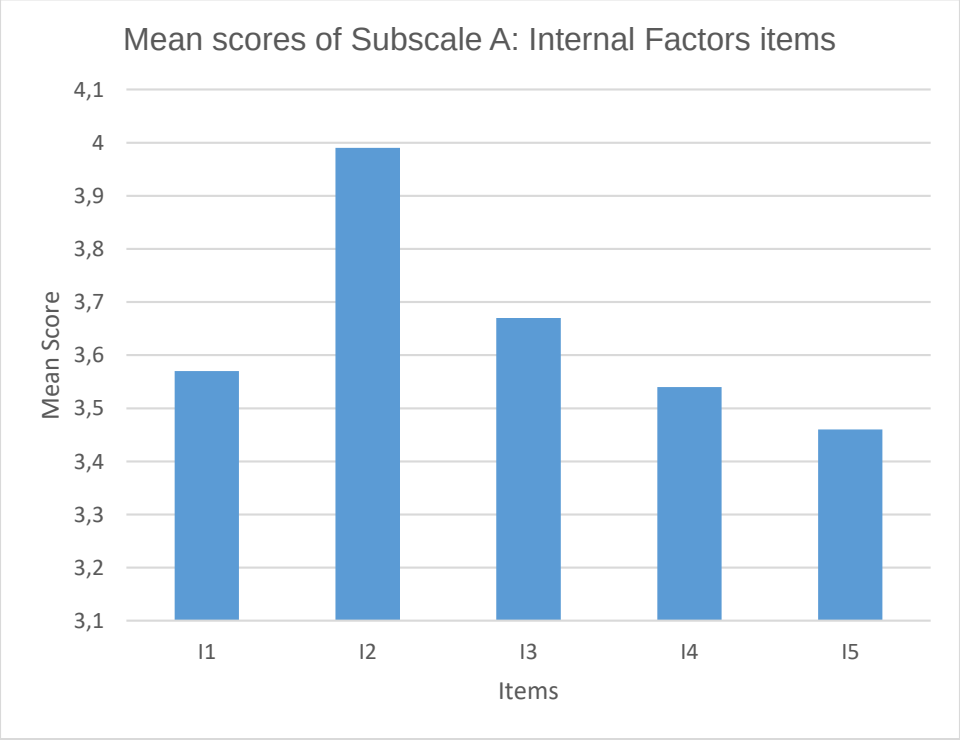
The mean scores obtained on the five items comprising the internal factors subscale demonstrate that students perceive the presence of emotions and personal beliefs that influence their performance during oral assessments in English. Participants predominantly positioned themselves between moderate agreement and agreement, with means ranging from 3.46 to 3.99. This indicated that anxiety, fear or errors, self-assurance, and self-esteem perceptions are consistently evident in communicative experience during evaluative activities. These scores show that people are still aware of internal factors that affect oral performance in

academic settings, which is different from the narrative model in the reference document.

The highest score was for Item I2 (M: 3.99), which is about the fear of making mistakes when speaking English during tests. This shows that this is the internal factor that people think has the biggest effect. This result suggests that the fear of making mistakes is a major source of anxiety that affects fluency, confidence, and willingness to participate. Item I5, which had the lowest meaning (M: 3.46), still shows a lot of agreement.

Figure 1

Mean scores of Subscale A: Internal Factors items



Note. Author´s own work

Finally, the other items (I1, I3, I4) have meaning between 3.54 and 3.67, which supports the idea thar being nervous in front of peers, losing self-confidence, and having low self-esteem are all emotional factors that affect oral performance. These results show that we need to

improve teaching methods thar help students feel less anxious, accept mistakes as part of the learning process, and make testing environments safer.

External factors

The results for the items corresponding to external factors are presented below.

- **Subscale B:** External Factors, items 6–10.
    - I6. I worry about what my peers will think if I make a mistake in speaking English.
    - I7. I feel pressured when I know that the teacher is evaluating my speaking.
    - I8. I feel more nervous when the oral evaluation is a presentation or a final exam.
    - I9. Lack of speaking practice in class makes me feel insecure during evaluations.
    - I10. I find it hard to speak confidently when many people are listening.

Table 8

Frequencies for I6

I6	Frequency	%
1	7	6.1%
2	22	19.1%
3	26	22.6%
4	51	44.3%
5	9	7.8%

Note. Author´s own work

Table 9

Frequencies for I7

I7	Frequency	%
1	2	1.7%

2	12	10.4%
3	8	7.0%
4	58	50.4%
5	35	30.4%

Note. Author´s own work

Table 10

Frequencies for I8

I8	Frequency	%
1	1	0.9%
2	7	6.1%
3	12	10.4%
4	57	49.6%
5	38	33.0%

Note. *Author´s own work*

Table 11

Frequencies for I9

I9	Frequency	%
1	1	0.9%
2	15	13.0%
3	19	16.5%
4	55	47.8%
5	25	21.7%

Note. *Author´s own work*

Table 12

Frequencies for I10

I10	Frequency	%
1	2	1.7%
2	13	11.3%
3	22	19.1%
4	60	52.2%
5	18	15.7%

Note. Author´s own work

Table 13

Average scores for each item

Item	Mean
I6	3.29
I7	3.97
I8	4.08
I9	3.77
I10	3.69

Note. Author´s own work

Tabla 14

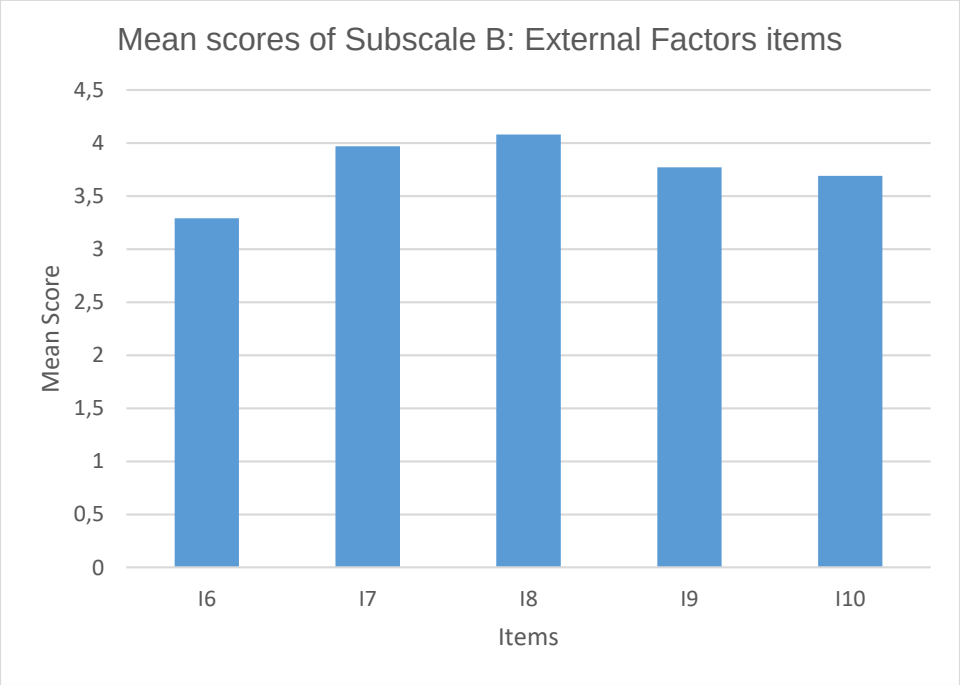
Internal factors and external factors

Variable	Items	Key words and phrases from the items/statements	M	Cronbach's
Internal Factors	I1-I5	Nervousness when speaking; fear of making mistakes; loss of self-confidence during oral evaluation; low self-esteem affecting performance; social comparison with peers.	3.65	0.79
External Factors	I6-I10	Peer judgment; teacher evaluation pressure; summative speaking presentations or final exams; lack of speaking practice; audience exposure	3.76	0.87

Note. Author´s own work

Figure 2

Mean scores of Subscale B: External Factors items



Note. Author´s own work

The mean scores obtained on the five items comprising the external factors subscale reflect that the assessment environment exerts a consistent influence on anxiety when speaking English. Means range from 3.29 (I6) to 4.08 (I8), with four of the five items close to 4, indicating moderate to high levels of agreement regarding the pressure generated by external conditions such as the type of test, the presence of the teacher evaluator, the size of the audience, and available practice. This pattern suggests that the assessment setting—rather than personal factors alone—contributes substantially to communicative anxiety during summative performances.

The highest average score corresponds to Item I8 (M = 4.08), referring to increased nervousness when the assessment is a presentation or final exam; this finding is supported by 82.6% agreement (4–5) responses, which positions highly demanding assessments as the most powerful external trigger. Item I7 (M = 3.97) ranks second, reflecting the pressure associated

with being evaluated by the teacher, also with 80.8% agreement, confirming that the perception of formal judgment intensifies anxiety when speaking. Taken together, both results suggest that contexts of perceived high risk significantly increase anxiety and affect oral performance.

The remaining items show a pattern consistent with this reading. Item I9 (M= 3.77) indicates that a lack of speaking practice in class is associated with greater insecurity (agreement: 69.5%), while Item I10 (M= 3.69) reveals difficulties speaking confidently before large audiences (agreement: 67.9%). Item I6 (M= 3.29), concern about peer opinion, presents the lowest average and the greatest variability (agreement: 52.1%, with 25.2% disagreeing), suggesting that the influence of peer judgment is more heterogeneous among students. In summary, these results emphasize the need to adjust the assessment design (more low-risk practice, clear rubrics, formative feedback, staggered preparation, and graded audiences) to mitigate the impact of external factors and promote more confident and effective oral participation.

Subscale C: Effects of Oral Apprehension (items 11–13).

Items (Effects of Oral Apprehension)

- I11. During oral assessments, I think more about getting a good grade than communicating well.
- I12. Despite knowing the topic, my mind goes blank when I must speak in English.
- I13. I avoid participating in oral activities for fear of making a mistake or being judged.

Table 15

Frequencies for I11

I11	Frequency	%	% Cumulative
1	4	3.5%	3.5%

2	19	16.5%	20.0%
3	25	21.7%	41.7%
4	51	44.3%	86.1%
5	16	13.9%	100.0%

Note. Author´s own work

Table 16

Frequencies for I12

I12	Frequency	%	% Cumulative
1	6	5.2%	5.2%
2	17	14.8%	20.0%
3	21	18.3%	38.3%
4	48	41.7%	80.0%
5	23	20.0%	100.0%

Note. Author´s own work

Table 17

Frequencies for I13

I13	Frequency	%	% Cumulative
1	10	8.7%	8.7%
2	25	21.7%	30.4%
3	24	20.9%	51.3%
4	40	34.8%	86.1%

5	16	13.9%	100.0%

Note. Author´s own work

Table 18

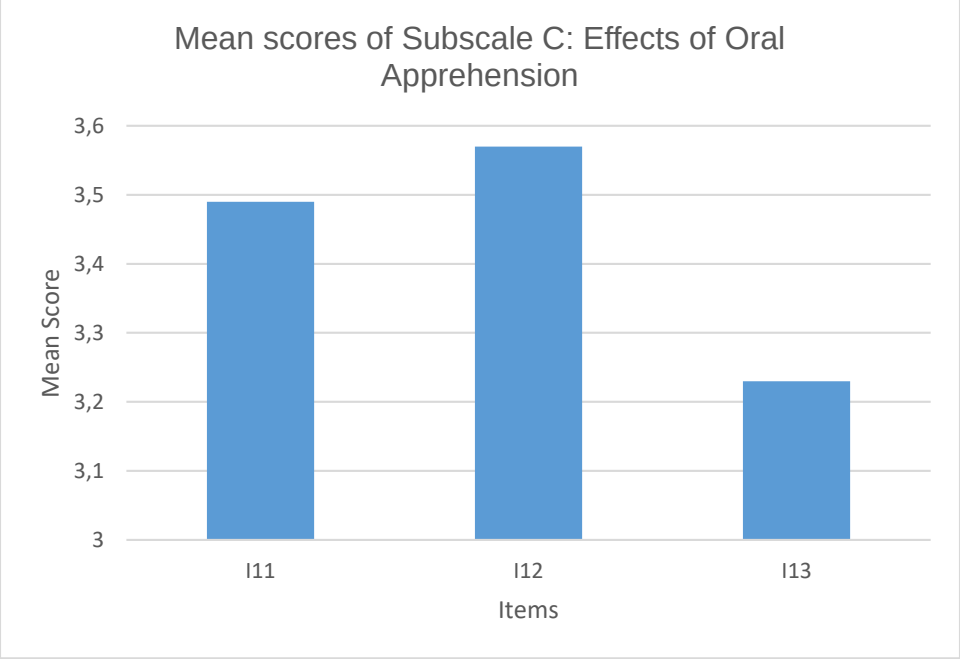
Mean scores per item.

Item	Mean
I11	3.49
I12	3.57
I13	3.23

Note. Author´s own work

Figure 3

Mean scores of Subscale C: Effects of Oral Apprehension



Note. Author´s own work

The average scores on the three items that make up the oral apprehension effects subscale show that the cognitive and behavioral effects of speaking anxiety are there but not too strong. The means on the Likert scale range from 3.23 to 3.57, which means that most of the time, students are either undecided or agree when they are asked about putting grades ahead of communication, having mental blocks, or not participating out of fear of being judged. This pattern indicates that apprehension functions not only as an anticipatory emotion but also influences performance in oral assessments, affecting attentional self-regulation and willingness to engage.

The highest average score is for Item I12 (M = 3.57), which means that even if you know a lot about the subject, your mind goes blank when you must speak in English. This result is supported by 61.7% of responses agreeing (categories 4–5), while disagreement (1–2) reaches 20.0%. Item I11 (M = 3.49) ranks second, with 58.2% of students admitting they think more about getting a good grade than about communicating well. This suggests that they are more focused on performance goals, which makes it harder for them to be fluent and communicate well. Both findings indicate cognitive effects (blocking, grade focus) that redirect attentional resources from communication to anxiety management and evaluation.

Item I13 (M = 3.23) exhibited the lowest mean score and the least consensus (48.7%), coupled with the highest rate of dissent (30.4%), indicating increased individual variability in the propensity to eschew oral activities due to apprehension of errors or evaluation. In conclusion, the findings from subscale C demonstrate that oral apprehension alters priorities and cognitive processes during assessment, and for a considerable number of students, it also affects participation. So, it is best to focus on practices that separate grading from immediate presentation, such as guided rehearsals and formative feedback, and teach coping strategies to reduce blocks and improve communication.

V. Conclusions and recommendations

The analysis of internal and external factors influencing PINE students' apprehension about oral communication during summative oral assessments allowed for a comprehensive understanding of how these elements affect their performance, linguistic confidence, and participation in evaluative activities. Based on the quantitative results obtained, the following conclusions, directly linked to each objective, are presented.

Regarding the objective: To analyze the factors that cause oral communication apprehension in PINE students during summative oral assessments. The research showed that oral communication apprehension in PINE students is determined by the constant interaction between psychological factors (fear of making mistakes, nervousness, low self-confidence) and external conditions specific to the assessment context (teacher pressure, assessment format, presence of an audience, and limited prior practice).

The combination of these variables generates a significant increase in the level of anxiety when speaking, which directly impacts the student's fluency, clarity, and emotional stability during evaluative oral activities. Consequently, communicative apprehension arises not only from linguistic skills but also from the emotional and social environment surrounding the assessment processes.

Regarding specific objective 1: To identify the factors that influence students' fluency during summative oral expression activities, the factors that most affect students' fluency during summative assessments are primarily fear of making mistakes (M=3.99), loss of self-confidence when being assessed (M=3.67), and nervousness when speaking in front of classmates (M=3.57). These results demonstrate that emotional factors restrict the ability to organize ideas, maintain a continuous discourse, and apply linguistic knowledge that the student has mastered in non-evaluative situations. Furthermore, it was determined that a lack of consistent practice in

the classroom (M=3.77) increases insecurity when facing a real assessment, reducing fluency and the naturalness of speech.

Related to specific objective 2: To determine whether internal or external factors have a greater influence on students' oral apprehension in summative speaking assessments. The comparative results between subscales indicate that external factors have a slightly greater influence on oral apprehension, with higher means in items related to high-risk assessment situations, such as presentations or final exams (M=4.08), teacher pressure (M=3.97), and large audiences (M=3.69).

Although internal factors are also found at moderate-to-high levels, external factors generate greater emotional activation, especially when the student knows they will be graded. In conclusion, external factors act as situational triggers that intensify existing internal factors, becoming the most decisive element during summative assessments.

Regarding specific objective 3: To compare levels of apprehension about oral communication during oral performances when students are assessed. The comparison of apprehension levels reveals that anxiety increases significantly in situations where oral activity is formally assessed. Students reported that, although they know the content, being assessed causes cognitive blocks (M=3.57), a greater focus on obtaining a good grade rather than communicating effectively (M=3.49), and in almost half of the cases, even avoidance of participation (M=3.23). This demonstrates that summative assessment acts as a catalyst for stage fright and reduces students' ability to demonstrate their true linguistic mastery.

It is suggested that institutions persist in cultivating initiatives that assist students in navigating these internal factors, thereby fostering an environment conducive to enhanced and assured oral participation.

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VII. Appendix

Appendix A. Application for Career Director

Dear Professor.

I, Fátima Valeria Parra Mejía, holder of ID number 0107961187, a student of the Pedagogy of National and Foreign Languages major, currently enrolled in the ninth semester (9th semester), parallel P2, respectfully request authorization to carry out the pilot study and the formal application of the research instruments corresponding to my undergraduate thesis entitled:

"Measuring the internal and external factors influencing oral communication speaking apprehension in PINE students during summative speaking performances in classes."

Additionally, I kindly request information regarding the exact number of students enrolled in English classes from the second to the seventh semester, as well as the names of the teachers responsible for teaching English in those semesters and parallels.

Appendix B. Request for Support with Pilot Study and Information on English Course Instructors

Good morning, Professor,

I hope this message finds you well.

I am writing to respectfully request your support with the pilot study of the research instruments for my undergraduate thesis entitled "Measuring the internal and external factors influencing oral communication speaking apprehension in PINE students during summative speaking performances in classes."

In addition, I would like to kindly ask for your assistance in sharing or facilitating access to the information of the professors who are currently in charge of teaching English from the second to the seventh semester, across all parallels. This information is essential in order to properly coordinate the pilot study and the subsequent formal application of the instrument.

The purpose of the pilot study is to evaluate the clarity, reliability, and feasibility of the instrument. It will be conducted with a small sample that will not be included in the final study, in accordance with ethical and methodological guidelines.

Thank you very much for your time and continued guidance. I would greatly appreciate any support or recommendations you may provide. I remain attentive to any additional requirements or suggestions.

Kind regards,

Fátima Valeria Parra Mejía

Ninth-semester student

Pedagogy of National and Foreign Languages

Appendix C. Permission to implement the pilot test

Dear English professors from second to seventh semester,

I hope this message finds you well.

My name is Fátima Valeria Parra Mejía, and I am a ninth-semester student of the Pedagogía de los Idiomas Nacionales y Extranjeros (Parallel 2). I am writing to kindly request your support in conducting the piloting and the formal application of a survey that forms part of my academic research project entitled "Measuring the Internal and External Factors Influencing Oral Communication Speaking Apprehension in PINE Students during Summative Speaking Performances."

This research follows a quantitative approach, and the instrument will be applied exclusively to students.

The piloting will be carried out in person, during your regular class hours. Student participation will be completely voluntary, and participants will be selected randomly. The survey will take no more than five minutes to complete, so it will not significantly interfere with the normal development of the class.

I would greatly appreciate your collaboration and willingness to allow me to conduct this activity during your classes, as your support is essential for the proper development of my research.

Should you require any additional information, please do not hesitate to contact me. I am fully willing to adjust to the schedules you consider most convenient.

Thank you very much for your time and support.

Kind regards,

Fátima Valeria Parra Mejía

Ninth-semester student – Pedagogía de los Idiomas Nacionales y Extranjeros.

Parallel 2

ID number: 0107-961187

Appendix D. Validation of the Instrument by Experts

- ***Evaluator´s name:*** Diego Cajas

  Specialty: Applied Linguistics and ELT

  Academic degree: PhD in Applied Linguistics

- ***Evaluator´s name:*** Mahly j. Martinez

  Specialty: English Language Teaching

  Academic degree: PhD. in Education

- ***Evaluator´s name:*** Uvaldo Recino Pineda

  Specialty: English Language Teaching

  Academic degree: PhD In Pedagogical Sciences

- **Authors of the Final Integrated Project:**
- Fátima Valeria Parra Mejía

- **Title of the research:**
- Measuring the internal and external factors influencing oral communication speaking apprehension in PINE students during summative speaking performances in classes

- **General objective:**
- To analyze the factors that cause oral communication apprehension in PINE students during summative oral assessments

- **Specific objectives:**

1. To identify the factors that influence students' fluency during summative speaking activities.

2. To determine whether internal or external factors have a greater influence on students' oral communication apprehension in summative speaking evaluations.

3. To compare the levels of oral communication apprehension during oral performances when students are being evaluated.

-

1. INSTRUMENT TO VALIDATE THE RATING SCALE

Instruction: Please indicate your degree of agreement or disagreement (from strongly agree to disagree) on the statements provided below by selecting the number which corresponds best to your judgment.

UNAE

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

Criteria

A. Internal factors I feel nervous when I have to speak English in front of my classmates.	1	2	3	4	5
2. I am afraid of making mistakes when I speak English during oral evaluations.	1	2	3	4	5
3.I lose self-confidence when I am evaluated orally.	1	2	3	4	5
4. My self-esteem negatively influences my oral performance.	1	2	3	4	5
5. I feel inferior when I compare myself to peers who speak better English.	1	2	3	4	5
B. External factors 6. I worry about what my peers will think if I make a mistake in speaking English.	1	2	3	4	5
7. I feel pressured when I know that the teacher is evaluating my speaking.	1	2	3	4	5
8. I feel more nervous when the oral evaluation is a presentation or a final exam.	1	2	3	4	5
9. Lack of speaking practice in class makes me feel insecure during evaluations.	1	2	3	4	5

10. I find it hard to speak confidently when many people are listening.	1	2	3	4	5
C. Effects of oral apprehension 11. During oral assessments, I think more about getting a good grade than communicating well.	1	2	3	4	5
12. Despite knowing the topic, my mind goes blank when I have to speak in English.	1	2	3	4	5
13. I avoid participating in oral activities for fear of making a mistake or being judged.	1	2	3	4	5

2. COMMENTS AND SUGGESTIONS SECTION

1. Do you consider that the proposed items correspond to categories, unit of analysis or variables of the study, and could be applied?

   Yes___x____ NO_____

2. What items would you add or erase?

Items 9 and 12 do not have the same grammar structure than the others.

3. **What other suggestions would you make to improve this instrument?**

_____

_____

_____

_____

Appendix E. Request for Authorization to Apply Research Survey

Dear English Teachers,

I hope this message finds you well.

I am writing to respectfully request your authorization and support to apply a research instrument (survey) to the students in the English classes you teach, as part of the data collection process for my undergraduate thesis.

I would personally visit each class to administer the survey, and the process would take no longer than five (5) minutes, to avoid interrupting the normal development of lessons. The information collected will be used exclusively for academic and research purposes, and students' anonymity and confidentiality will be fully guaranteed.

I sincerely appreciate your time, cooperation, and willingness to support this research. Please feel free to contact me if you require any additional information or clarification.

Thank you very much for your attention and support.

Kind regards,

Fátima Valeria Parra Mejía
9th semester student– Pedagogía de los Idiomas Nacionales y Extranjeros

Appendix F. Applied test

1. INSTRUMENT TO VALIDATE THE RATING SCALE

Instruction: Please indicate your degree of agreement or disagreement (from strongly agree to disagree) on the statements provided below by selecting the number which corresponds best to your judgment.

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

UNAE
UNIVERSIDAD NACIONAL DE EDUCACIÓN

A. Internal factors I feel nervous when I have to speak English in front of my classmates.	1	2	3	4	5
2. I am afraid of making mistakes when I speak English during oral evaluations.	1	2	3	4	5
3.I lose self-confidence when I am evaluated orally.	1	2	3	4	5
4. My self-esteem negatively influences my oral performance.	1	2	3	4	5
5. I feel inferior when I compare myself to peers who speak better English.	1	2	3	4	5
B. External factors 6. I worry about what my peers will think if I make a mistake in speaking English.	1	2	3	4	5
7. I feel pressured when I know that the teacher is evaluating my speaking.	1	2	3	4	5
8. I feel more nervous when the oral evaluation is a presentation or a final exam.	1	2	3	4	5
9. Lack of speaking practice in class makes me feel insecure during evaluations.	1	2	3	4	5
10. I find it hard to speak confidently when many people are listening.	1	2	3	4	5

C. Effects of oral apprehension 11. During oral assessments, I think more about getting a good grade than communicating well.	1	2	3	4	5
12. Despite knowing the topic, my mind goes blank when I have to speak in English.	1	2	3	4	5
13. I avoid participating in oral activities for fear of making a mistake or being judged.	1	2	3	4	5