

Program "Freely Talking", based on the Communicative Approach to reduce anxiety when speaking, in students of Quirihuac school, 2020

Programa "Freely Talking", basado en el enfoque comunicativo para reducir la ansiedad al hablar, en estudiantes del colegio Quirihuac, 2020

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RESUMEN

El presente trabajo de investigación busca determinar la influencia del programa "Freely Talking", basado en el enfoque comunicativo, en la reducción de la ansiedad al hablar, en estudiantes del colegio Quirihuac, 2020. En el desarrollo de la investigación se buscó encontrar el nivel de ansiedad, antes y después de la aplicación del programa educativo. La población para la investigación fue de 57 estudiantes del quinto grado de educación secundaria y para la muestra se seleccionó al quinto grado "b" de la misma institución, constituido por 28 alumnos, 16 son mujeres y 12 varones entre 15 y 16 años. Como metodología se ha utilizado el diseño pre experimental aplicado a un solo grupo de evaluación. Para medir el nivel de ansiedad se usó el instrumento FLCAS. Se ha concluido que el Programa Freely Talking reduce significativamente los niveles de ansiedad, observándose que para el Pre-test el 50% se ubican en el nivel alto, el 35.71% en el nivel medio y 14.29% en el nivel bajo. En el Post-test los resultados cambian producto del programa "Freely Talking" los cuales redujeron los niveles de ansiedad, encontrándose un 50.0% en el nivel bajo, 32.14% en el nivel medio y 17.86% en el nivel alto.

Palabras clave: Lengua extranjera; aprensión comunicativa; ansiedad; actitudes negativas; programa Freely Talking

ABSTRACT

The present research work seeks to determine the influence of the "freely talking" program, based on the communicative approach, in the reduction of anxiety when speaking, in students of Quirihuac school, 2020. In the development of the research, it was sought to find the level of anxiety, before and after the application of the educational program. The population for the investigation was 57 students of the fifth grade of secondary education and for the sample the fifth grade "b" of the same institution was selected, constituted by 28 students, 16 are women and 12 men between 15 and 16 years old. As a methodology, the pre-experimental design applied to a single evaluation group has been used. To measure the level of anxiety, the FLCAS instrument was applied. It has been concluded that the Freely Talking Program significantly reduces anxiety levels, observing that for the Pre-test 50% are located at the high level, 35.71% at the medium level and 14.29% at the low level. In the Post-test, the results change as a result of the "freely talking" program, which reduced anxiety levels, with 50.0% at the low level, 32.14% at the medium level and 17.86% at the high level.

Keywords: Foreign language; communicative apprehension; anxiety; negative attitudes; Freely Talking program

1. INTRODUCTION

In the area where the Educational Institution of this research is located, there are different manifestations of lack of anxiety management; many of the families do not promote actions that help students to improve in this regard. Most of the parents "forget about" their children and let the school do the family work, becoming evident in the low academic interest indicated in the school's IEP (Institutional Educational Project). This leads to the majority of the students do not improve on their grades; and almost all of them have a deficiency in emotional management. Undeniably, all these weaknesses affect their grades not only in the English sub-



ject, but in all of them. Furthermore, given the health circumstances in which we find ourselves, some school dropouts have been reported; in 2020, 60 students were reported as dropouts, according to the school desertsion data 2020. Students feel that they are more productive, economically talking, by not being at school, but working in rural areas. The most difficult task for a teacher at this time is to motivate his students, who still do not have communicative access to their classes. Within the English subject, there still are weaknesses that are even more marked by this remote work, especially in oral production; that is why Minedu's webpage "*Aprenedo en casa*" is making effort to meet the goals regarding the oral production capacities.

This research work is justified by the following:

This research is justified at the theoretical level because it aims to contribute to the development of knowledge about the research on the influence of the "Freely Talking" Program based on the communicative approach in reducing anxiety when speaking the English language because the information obtained will allow teachers to improve the teaching-learning strategies.

In addition, it provides important contributions in the practical aspect because the information obtained will reduce anxiety and improve teaching-learning strategies in the English language.

In the pedagogical aspect, this study constitutes a contribution because it provides the results that will allow us to improve oral language which students must practice and become aware of the importance of using the Freely Talking Program to reduce the level of anxiety when speaking the English language, thus it contributes to the reduction of academic failure of the students of this specialty.

In the methodological aspect, with the information that is collected, it will also allow the educational institutions from which the sample is obtained, to have first-source data that will help them to propose alternative solutions and optimization of the learning of the English language.

Regarding the motivation and affective dimension of the learner, it is difficult to describe scientifically. Motivation, as many of us know can be categorized intrinsically and externally; as for the first one, Williams and Burden (1997) motivation scheme groups combine the factors that intervene in motivation in the field of foreign language in two large categories, the internal and the external, reflecting certain theories of pedagogical psychology. In this model, the intrinsic motivational determinants include: the perceived value of the activity, its intrinsic interest, the sense of agency, dominance, self-conception, attitudes toward learning, language and its community, age and gender and other affective states like anxiety or fear. Regarding external factors, these include: presence of significant others and the nature of interaction with them, the characteristics of the learning environment (comfort, resources, etc.) and other reasons of a broader context - expectations and social attitudes, the educational system local, etc.— (Dörnyei, 2008). There are many variables related to the emotional part of human behaviour which are involved in learning a second language and the task of classifying or categorizing these variables is rather complicated.

But how anxiety appears? It seems interesting to mention that certain convictions of the students regarding how they should communicate in the second language influence the anxiety they experience. Some students seem to think that they only should speak in the target language if they can do it correctly and in order to understand an oral message in another language, they must understand each of the words mentioned by the teacher and when it is not, anxiety appears (Goñi, 2019). MacIntyre (2007), for his part, asserts that there is no doubt that anxiety in linguistics plays a role in English language classes. In fact, fear or anxiety associated with actual or anticipated communication with another person or persons, or apprehension communicative is almost certainly presented as the variable more related to willingness to communicate in a foreign language (McCroskey, 1992). Learning a second language requires assimilation, persistence, sustained intellectual effort and dedication, behaviours that do not manifest if you are unmotivated. Individual, contextual and pedagogical variables are constructs that can enrich or hinder the interaction between motivation and learning (Peiteado and López, 2017).

Anxiety has two opposite ways to know, a positive one for human existence itself which some authors call fear while others call it positive anxiety and a negative sense that can be simply labelled with the word anxiety or called negative anxiety if the term positive anxiety is used to refer to fear (Segura and Arcas, 2003). However, Aydin (2016) emphasizes that teaching and learning are activities different from each other and that, therefore, anxiety in the context of learning may differ from language anxiety in the context of teaching. For Horwitz (2001), foreign language learning is a specific type of anxiety since it occurs within the classroom in the context of the mentioned learning. For MacIntyre and Gardner (1994), foreign language learning anxiety is a feeling of tension and apprehension specifically associated with contexts that occur in the acquisition of second languages, including oral production, oral comprehension and learning.

A questionnaire that deals with the fear of learning a foreign language is the test FLCAS (Foreign Language Classroom Anxiety Scale) The FLCAS has been used in studies on language anxiety by leading researchers, including Cakici (2016), Doğan and Tuncer (2016).

Personal and contextual factors do not operate in isolation, but are mutually presupposed (Bonilla and Díaz, 2019). Anxiety and lack of interest are factors that may have a negative influence on the L2 teaching-learning process (Navarro-Pablo and Jiménez, 2018), these both are two motivational aspects considered for the present study.

Anxiety in school, one of the most common symptoms of emotional tension, is an important but neglected area of research. More and more schoolchildren have emotional problems at school (Doll and Lyon, 1998).

High levels of anxiety reduce efficiency in learning, since they decrease attention, concentration and retention, with the consequent deterioration in school performance. The very anxious students have difficulty paying attention, they are easily distracted. They use few of the keys that are given in intellectual tasks. As they process the information, they do not organize or elaborate the materials properly and tend to be inflexible to adapt to the learning processes (Newcomer, 1993).

The decline in performance in school has negative consequences on both the grades and the self-esteem of students. Specific cognitions can develop the perception of situations as something hostile and threatening; they can put the student at risk of developing or maintaining anxiety disorders (Bell-Dollan, 1995).

Regarding the objectives, the general objective aims to determine the influence of the "Freely Talking" Program, based on the Communicative Approach in reducing anxiety when speaking, in students of Quirihuac school, 2020. On the other hand, the specific objectives are sought to determine the influence of the "Freely Talking" Program, based on the Communicative Approach reducing anxiety when speaking in its four dimensions: Confidence in the use of the foreign language, which corresponds to safety when interacting or exchanging roles in the English language. Communicative apprehension, which indicates anxiety, shyness and bodily reactions when speaking in the foreign language. Anxiety in learning processes and situations, which is interpreted as anxiety in the face of fear or apprehension before the academic evaluation. And negative attitudes towards learning, which means that as anxiety levels increase, the ability to the student's learning rate decreases and, in the same way, the more negative experiences accumulate in the foreign language class, the level of anxiety continues to increase.

Regarding the educational program, it is based on the Communicative Approach focusing on activities that involve learning in full operation, on simulations of communicative situations and attending to the needs and interests of the students. (Larsen-Freeman, D., 1986). The techniques used in this program helped students in speaking, which allowed them to manage better their emotions in English language learning situations. The learning sessions had the following moments: beginning, middle and end. Before the application of the educational program based on communication techniques, the pre-test was applied in order to know the anxiety level of the students, the Oral Expression Evaluation Rubric instrument was applied, and at the end of the program, that is, all the sessions, the post test was applied to know the effectiveness of the educational program.

2. MATERIALS AND METHOD

2.1. Study Material

Population

The population with which the research was developed was 57 students who are in the fifth grade of Secondary Education of the school 81524, Quirihuac. They were selected taking account the selection criteria of time exposure to English language.

Being as follows the groups formed: Fifth grade "A" of the school 81524 consisting of 29 students: 18 women and 11 men between 15 and 16 years of age; and as fifth grade "B" of the same School made up of 28 students, of whom 16 are women and 12 are men between 15 and 16 years old.

Sample

For the study sample, the fifth-grade classroom "B" was considered, this one was randomly selected.

2.2. Procedures

It was carried out through the following actions:

- Determine the population to examine.
- Test application: FLCAS.
- Consolidate the answers obtained from the students.
- Determine the score for each indicator and aspect of the language to obtain the final mark for the test.

2.3. Methods

Research design:

A pre-experimental design is taken into account where a single evaluation group is applied in which it is sought to determine the influence of the “Freely Talking” Program, based on the Communicative Approach, in reducing anxiety when speaking, in students of the school 81524 Quirihuac, 2020.

M: O1 ----- x ----- O2

Where:

O1: Pre-test (FLCAS Test)

O2: Post-test (FLCAS Test)

X: “Freely Talking” Program

3. RESULTS AND DISCUSSION

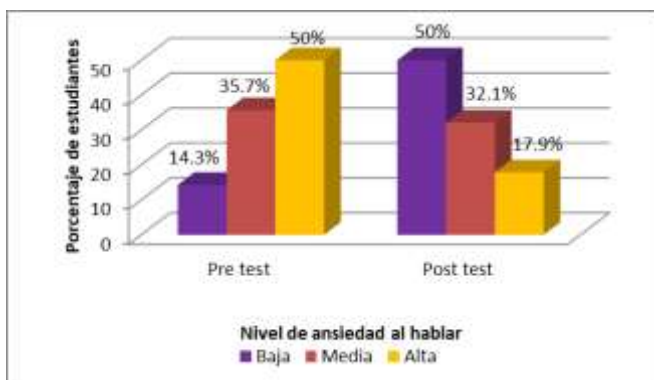
Descriptions of results

Table 1. Evaluation of the Pre and Post-test after applying the “Freely Talking” Program

Anxiety when speaking	Pre-test		Post test	
	Nº	%	Nº	%
Low anxiety	4	14.29	14	50.0
Medium anxiety	10	35.71	9	32.14
High anxiety	14	50.0	5	17.86
Total	28	100.0	28	100.0

Source: FLCAS scale (anxiety experienced by the learner in oral communication)

Description: In the levels of anxiety when speaking the English language in students of the school 81524 Quirihuac, in the pre-test 50% are located at the high level, 35.71% at the medium level and 14.29% for the low level, in the post-test the results are inverted as a result of the “Freely Talking” Program, which reduced anxiety levels, finding 50.0% at the low level, 32.14% at the medium level and 17.86% at the high level.



Graphic 1. Evaluation of the Pre and Post test after applying the “Freely Talking” Program

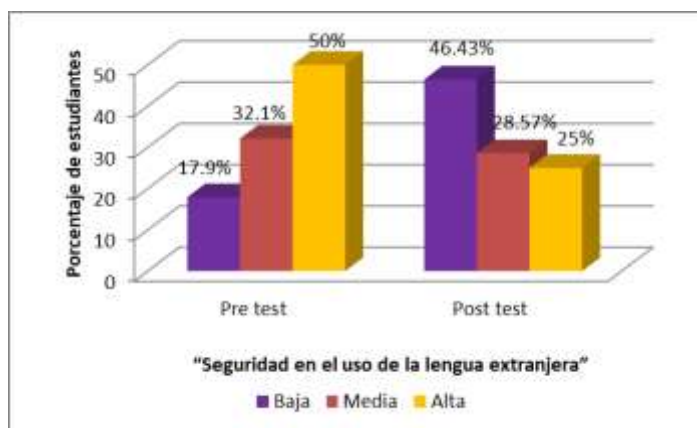
Source: Table 1

Table 2. Evaluation of the Pre and Post-test after applying the "Freely Talking" Program, in the dimension "Confidence in the use of the foreign language"

Confidence in the use of the foreign language	Pre-test		Post test	
	Nº	%	Nº	%
Low anxiety	5	17.86	13	46.43
Medium anxiety	9	32.14	8	28.57
High anxiety	14	50.0	7	25.0
Total	28	100.0	28	100.0

Source: FLCAS scale (anxiety experienced by the learner in oral communication)

Description: In the levels of anxiety when speaking the English language in students of the school 81524 Quirihuac, in the pre-test 50% are located in the high level, 32.1% in the medium level and 17.9% for the low level, in the post-test the results are reversed as a result of the “Freely Talking” Program which reduced anxiety levels, finding 46.43% at the low level, 28.57% at the medium level and 25% at the high level.



Graphic 2. Evaluation of the Pre and Post test after applying the "Freely Talking" Program in the dimension "Confidence in the use of the foreign language"

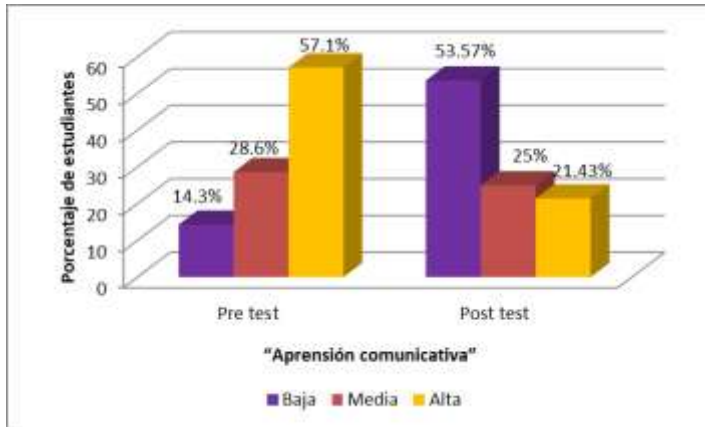
Source: Table 2

Table 3. Evaluation of the Pre and Post-test after applying the "Freely Talking" Program, in the dimension "Communicative Apprehension".

Communicative Apprehension	Pre-test		Post test	
	Nº	%	Nº	%
Low anxiety	4	14.29	15	53.57
Medium anxiety	8	28.57	7	25.0
High anxiety	16	57.14	6	21.43
Total	28	100.0	28	100.0

Source: FLCAS scale (anxiety experienced by the learner in oral communication)

Description: In the levels of anxiety when speaking the English language in students of the school 81524 Quirihuac, in the pre-test, 57.1% are located in the high level, 28.6% in the medium level and 14.3% for the low level, in the post-test the results are inverted as a result of the “Freely Talking” Program, which reduced anxiety levels, finding 53.57% at the low level, 25% at the medium level and 21.43% at the high level.



Graphic 3. Evaluation of the Pre and Post test after applying the "Freely Talking" Program in the dimension "Communicative Apprehension"

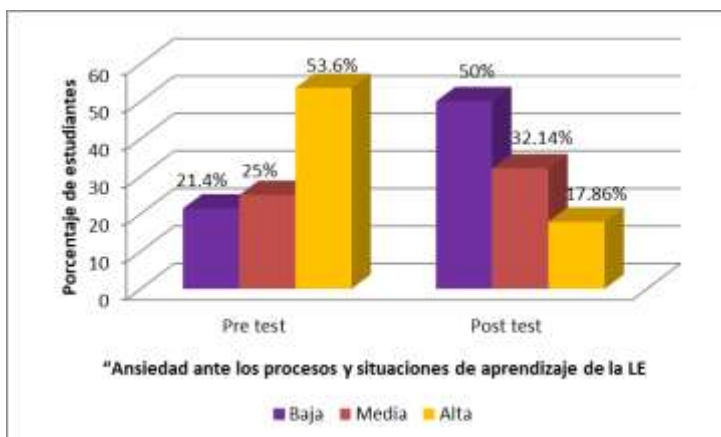
Source: Table 3

Table 4. Evaluation of the Pre and Post-test after applying the "Freely Talking" Program, in the dimension "Anxiety in the processes and learning situations of Second Language".

Anxiety in the processes and learning situations of Second Language	Pre-test		Post test	
	Nº	%	Nº	%
Low anxiety	6	21.43	14	50.0
Medium anxiety	7	25.0	9	32.14
High anxiety	15	53.57	5	17.86
Total	28	100.0	28	100.0

Source: FLCAS scale (anxiety experienced by the learner in oral communication)

Description: In the levels of anxiety when speaking the English language in students of the school 81524 Quirihuac, in the pre-test, 53.6% are located in the high level, 25% in the medium level and 21.4% for the low level, in the post-test results are reversed as a result of the "Freely Talking" Program, which reduced anxiety levels, finding 50% at the low level, 32.14% at the medium level and 17.86% at the high level.



Graphic 4. Evaluation of the Pre and Post test after applying the "Freely Talking" Program in the dimension "Anxiety in the processes and learning situations of Foreign Language "

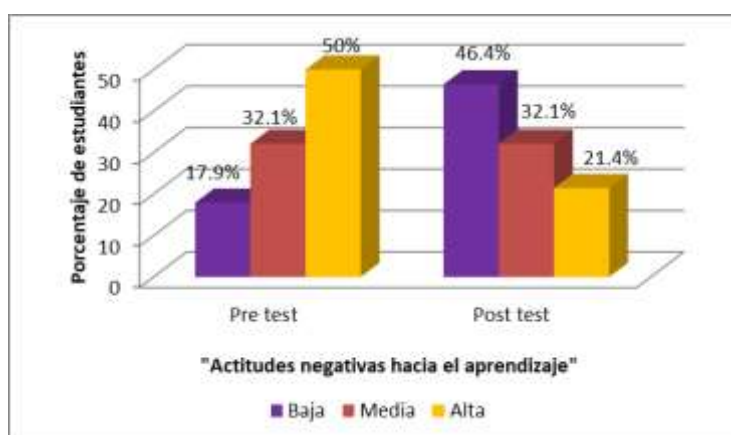
Source: Table 4

Table 5. Evaluation of the Pre and Post-test after applying the "Freely Talking" Program, in the dimension "Negative attitudes towards learning".

Negative attitudes towards learning	Pre-test		Post test	
	Nº	%	Nº	%
Low anxiety	5	17.86	13	46.43
Medium anxiety	9	32.14	9	32.14
High anxiety	14	50.0	6	21.43
Total	28	100.0	28	100.0

Source: FLCAS scale (anxiety experienced by the learner in oral communication)

Description: In the levels of anxiety when speaking the English language in students of the school 81524 Quirihuac, in the pre-test 50% are located in the high level, 32.1% in the medium level and 17.9% for the low level, in the post-test the results are reversed as a result of the "Freely Talking" Program, which reduced anxiety levels, finding 46.4% at the low level, 32.1% at the medium level and 21.4% at the high level.



Graphic 5. Evaluation of the Pre and Post test after applying the "Freely Talking" Program in the dimension "Negative attitudes towards learning"

Source: Table 5

Quoting Vázquez and Pérez (2016) who state that "there is a level of anxiety that is normal, called the emotional threshold" the present research was carried out in students who are in the fifth grade of secondary education of the school 81524, Quirihuac. this study has paid attention to the presence of anxiety in foreign language learning. the most significant contribution is to show the level of anxiety of 28 students in the fifth grade of secondary education, who learn English in the school 81524, Quirihuac.

thus, an evaluation of the pre and post-test is made after applying the "freely talking" program, based on the communicative approach in reducing anxiety levels when speaking the English language in students of the Quirihuac school, where it is observed that in the anxiety levels in the pre-test 50% are located in the high level, 35.71% in the medium level and 14.29% for the low level, in the post-test the results are reversed as a result of the "freely talking" program which reduced anxiety levels, finding 50.0% at the low level, 32.14% at the medium level and 17.86% at the high level.

Therefore, the general objective has been verified, where we can indicate that, since the value of p (Sig. Asymptot. (Bilateral)) is less than 0.05, then the null hypothesis is rejected and it is concluded that there is sufficient evidence to raise that the "Freely Talking" Program, based on the Communicative Approach, significantly reduces the level of anxiety when speaking the English language in students of the school Quirihuac.

In the first specific objective that corresponds to the first dimension where the Pre and Post-test evaluation is carried out after applying the "Freely Talking" Program in the dimension "Confidence in the use of the foreign language", it was found that the levels of anxiety when speaking the English language in students of the Quirihuac School, in the pre-test, 50% are located in the high level, 32.1% in the medium level and 17.9% for

the low level, in the post test results are reversed as a product of the "Freely Talking" Program which reduced anxiety levels, finding 46.43% at the low level, 28.57% at the medium level and 25% at the high level.

In addition, in the experimental group, we can say that, since the value of p (Sig. Asymptot. (Bilateral)) is less than 0.05, then the null hypothesis is rejected and it is concluded that there is sufficient evidence to suggest that the "Freely Talking" Program, based on the Communicative Approach, significantly reduces the level of anxiety when speaking the English language in the dimension "Confidence in the use of a foreign language" students of Quirihuac school.

In the second specific objective, in the second dimension that corresponds to the evaluation of the Pre and Post-test after applying the "Freely Talking" Program, in the dimension "Communicative apprehension" in students of the Quirihuac School, the levels of anxiety when speaking the English language in students of the Quirihuac School, in the pre-test 57.1% are located in the high level, 28.6% in the medium level and 14.3% for the low level, in the post-test, the results are inverted as a result of the "Freely Talking" Program, which reduced anxiety levels, finding 53.57% at the low level, 25% at the medium level and 21.43% at the high level.

Thus, in the experimental group, we can say that, since the value of p (Sig. Asymptot. (Bilateral)) is less than 0.05, then the null hypothesis is rejected and it is concluded that there is sufficient evidence to state that the "Freely Talking" Program, based on the Communicative Approach, significantly reduces the level of anxiety when speaking the English language in the dimension "Communicative Apprehension" students of the school 81524.

In the third specific objective, of the third dimension, in the evaluation of the Pre and Post-test after applying the "Freely Talking" Program, in the dimension "Anxiety before second language learning processes and situations". It was found that in the levels of anxiety when speaking the English language in students of the Quirihuac School, in the pre-test 53.6% are located in the high level, 25% in the medium level and 21.4% for the low level, in the Post-test results are reversed as a result of the "Freely Talking" Program, which reduced anxiety levels, finding 50% at the low level, 32.14% at the medium level and 17.86% at the high level.

Reporting that, in the experimental group, we can say that since the value of p (Sig. Asymptot. (Bilateral)) is less than 0.05, then the null hypothesis is rejected and it is concluded that there is sufficient evidence to suggest that the "Freely Talking" program, based on the Communicative Approach, significantly reduces the level of anxiety when speaking the English language in the dimension "Anxiety in second language learning processes and situations" students of Quirihuac school.

Finally, in specific objective 4, which corresponds to the evaluation of the Pre and Post-test after applying the "Freely Talking" Program, in the dimension "Negative attitudes towards learning." Thus, in the levels of anxiety when speaking the English language in students of Quirihuac School, in the pre-test 50% are located in the high level, 32.1% in the medium level and 17.9% for the low level, in the post-test, the results are inverted as a result of the "Freely Talking" Program, which reduced anxiety levels, finding 46.4% at the low level, 32.1% at the medium level and 21.4% at the high level.

Therefore, in the experimental group, we can say that, since the value of p (Sig. Asymptot. (Bilateral)) is less than 0.05, then the null hypothesis is rejected and it is concluded that there is sufficient evidence to state that the "Freely Talking" Program, based on the Communicative Approach, significantly reduces the level of anxiety when speaking the English language in the dimension "Negative attitudes towards learning" students of Quirihuac school.

Here, a large percentage of students consider the foreign language subject as one of the most difficult and one that requires a greater cognitive challenge in their academic life. This is also more evidenced in oral and written tests, Ramos (2017, p. 606) affirms that in an oral test the quality of students' speech is affected. Balemir, Heng, Abdullah, and Yusof; and Saltan (as cited in Çagatay, 2015) highlight the importance of addressing anxiety: ...even the moderate level of this anxiety is alarming and needs to be dealt with care.

They express difficulty speaking in a group or in front of the public (stage fright) or hearing or assimilating a spoken message (receiver anxiety) which are different manifestations of apprehension about communication and often occur in the foreign language class (Horwitz et al., 1986). These students tend to be involved in evasion strategies in the language learning process (Argaman and Abu-Rabia, 2002). Students go to class of this subject with multiple prejudices due to factors such as previous experiences or their own environment, which can affect their progress in this language. In concordance with Alejaldre and Alvarez (2018), it is important to know and detect anxiety in our students because it will help us include changes in our pedagogical

methodology in order to decrease the state of hypervigilance and distress students are. Authors such as Villegas et al. (2016) refer to the personal and cognitive factors that affect learning, among which the following can be mentioned in general: age, gender, learning experiences, intelligence, skills, strategies and attitudes. Aydin (2016) carries out a study that explores the causes of anxiety about the teaching of a foreign language but which, in addition, try to define the construct and find similarities and differences with anxiety linguistics before learning. Once in the classroom, there are a number of factors that students are uncomfortable with, such as low self-esteem, fear of negative feedback, or dealing with a language with which they are not familiar. In short, the more of these factors accumulate, the higher the level of anxiety about this language (Jin, 2016). The application of an educational program would reduce certain limitations such as anxiety in students when faced with learning a foreign language (Arnaiz and Guillén, 2012). Providing feedback is also another good strategy to deal with anxiety, Hsu and Huang (2017) point out that the feedback from the teacher can build confidence in the student and motivate him to participate in the process of teaching and learning the foreign language. Working with a partner or in teams would help. In that sense, Arnold (2000) points out that groupwork gives students the opportunity to receive feedback from their classmates, practice the answers beforehand and make sure they are correct or acceptable, all of which translates into a reduction in anxiety and an increased participation and learning. On the other hand, students themselves can employ different strategies like raise the level of self-confidence, improve previous knowledge, develop positive attitudes towards possible errors, use peer correction technique, relaxation exercises, or more practice or preparation. In the research by Kabooha (2016), approximately 80% of students' participants noted that using movies in the classroom reduced their anxiety linguistics when learning English. In the actual sanitary situation, techniques like "Flipped Classroom" tends to be another option to ease anxiety. Chilingaryana and Zvereva (2017) attribute a series of advantages in the use of the "flipped classroom" pedagogical model for language teaching. Among them, they point out that it improves the classroom atmosphere and creates a cosier and more relaxed one because, as the material has been previously worked outside the classroom, the differences in the level of competence between students are reduced and, in turn, the degree of potential nervousness.

4. CONCLUSIONS

The "freely talking" program, based on the communicative approach, significantly reduces the level of anxiety when speaking the English language in the students of Quirihuac school.

The "freely talking" program, based on the communicative approach, significantly reduces the level of anxiety when speaking the English language in the dimension "confidence in the use of a foreign language" which corresponds to safety when interacting or exchanging roles in the English language in the students of Quirihuac school.

The "freely talking" program, based on the communicative approach, significantly reduces the level of anxiety when speaking the English language in the dimension "communicative apprehension" that indicates anxiety, shyness and bodily reactions when speaking in the foreign language in the students of Quirihuac school.

The "freely talking" program, based on the communicative approach, significantly reduces the level of anxiety when speaking the English language in the dimension "anxiety in English learning processes and situations" which is interpreted as anxiety in the face of fear or apprehension before the academic evaluation in the students of Quirihuac school.

The "freely talking" program, based on the communicative approach, significantly reduces the level of anxiety when speaking the English language in the dimension "negative attitudes towards learning", which means that as anxiety levels increase, the ability to the student's learning rate decreases and, in the same way, the more negative experiences accumulate in the foreign language class, the level of anxiety continues to increase in the students of Quirihuac school.

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