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TEACHING PHONETICS FOR DEVELOPING STUDENT'S CONFIDENCE IN SPEAKING SKILL

ENSEÑAR FONÉTICA PARA DESARROLLAR LA CONFIANZA DE LOS ESTUDIANTES EN SUS HABILIDADES PARA HABLAR

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Resumen

Hablar inglés como lengua extranjera requiere conocimiento del idioma, factores fisiológicos y aspectos relacionados con la personalidad de los estudiantes, los cuales pueden trabajarse eficientemente mediante intervenciones pedagógicas. Esta investigación tiene como objetivo fortalecer las habilidades orales de estudiantes de secundaria a través de la práctica lingüística apoyada en la fonética. Utilizó un paradigma posmoderno y un enfoque de investigación mixto. La muestra estuvo compuesta por dieciocho estudiantes, todos asistieron a una escuela secundaria privada ubicada en el cantón Manta, Ecuador durante el año 2023-2024. Los instrumentos para la recopilación de datos son (1) cuestionario Likert y (2) prueba de habilidad para hablar de SPEECHACE LLC en la prueba previa y posterior. Como resultado, el equipo investigador presenta una intervención educativa utilizando la fonética para mejorar las prácticas lingüísticas. Se concluye que todos los estudiantes mejoraron su habilidad oral de 0,30 a 2,30 puntos después de la intervención educativa. Además, los participantes muestran avances en su confianza en sí mismos para expresar sus ideas y sentimientos utilizando el idioma de destino.

Palabras claves: Comunicación, educación, inglés, Idiomas, Fonética.

Abstract

Speaking English as a foreign language requires knowledge of the language, physiological factors, and aspects related to the students' personality, which can be worked efficiently using pedagogical interventions. This research aim is to strengthen the speaking skills of high school students through linguistic practice supported by phonetics. This study used a postmodern paradigm and a mixed research approach. The sample population consisted in eighteen students, all attended in a private secondary school located in canton Manta, Ecuador during 2023-2024. The instruments for collection of data are (1) Likert questionnaire and (2) Speaking skill test of SPEECHACE LLC in pretest and posttest. As a result, researcher team presents an educational intervention using phonetics for improving the language practices. It concludes that every student improved speaking skill from 0,30 to 2.30 points after the educational intervention. In addition, participants showed progress in their self-confidence to express their ideas and feeling using the target language.

Keywords: Communication, education, English, Languages, Phonetics.

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1. Introduction

Ecuadorian students resist assuming the differences between English and Spanish languages, especially in their way of pronunciation and writing skills. they intend to handle the English languages just as they do in their mother tongue. In such condition it is required the execution of educational interventions that have as goal to improve learners' confidence the speaking skill.

Intriago et al. (2019) ratify that students begin university studies without reaching the minimum knowledge expected in English as a foreign language. Besides, Bravo and Alves (2021) affirm that Ecuadorian EFL teachers confirm the lack of good foundations in teaching English in primary education. Perhaps the main reasons is that many educational institutions in Ecuador do not have specialist teachers on English Language pedagogy. Other reasons are (1) the lack of preparation in the contents of the subject, (2) the limited participation of the student in the classroom activities, and (3) the overcrowding of the classrooms for classes and practices. In addition, there are two more reasons: (4) the

persistence of the students' fear of making mistakes and facing ridicule from the rest of the companions, (5) Students' lack of knowledge of grammar in their mother tongue and lexicon.

To the best comprehension of the term phonetics, it is the study of speech sounds, their physiological production, and acoustic qualities. It deals with the configurations of the vocal tract used to produce speech sounds; they are the articulatory phonetics. The acoustic properties of speech sounds are the acoustic phonetics, and the manner of combining sounds to make syllables, words, and sentences known as linguistic phonetics (Ladefoged, 2024). In addition, Carrión and Carrión (2023) affirm the factors influencing on learner's communication apprehension for speaking in a foreign language are self-esteem, character, opinions, imagination, learning manner, stress, level of maturity, and cultural experience. Consequently, any educational intervention should consider students' confidence in the lesson plans in secondary educational system.



The authors' motivation to execute this research is to contribute to improve the English as a foreign language instruction in Ecuador and support students to deal with their fear to speak English language in public. The research begins with the literature review of constructs (1) English speaking skills and perceptions of student self-confidence, (2) Students' fear of oral skills assessment in English language class, and (3) Humanistic Practice in Education. Here, this work finds a research niche to solve. Thus, the research questions are:

1. What are the participants' perceptions about speaking in the English class practices?
2. How can a teacher use the phonetics to improve participants' speaking skills?
3. What are the changes in the participants' speaking skills after the educational intervention?

This research aim is to Strengthen the speaking skills of high school students through linguistic practice supported by phonetics.

Literature review

English speaking skills and perceptions of student self-confidence

Efficient communication is a relevant factor that contributes to the professional and personal success of everyone. Speaking is a complex and challenging productive communication skill in any language used (Khabbazzbashi, 2017).

In English as a foreign language (EFL) class, students must strive to expand knowledge of the use of grammar, expand vocabulary, improve pronunciation, choose appropriate intonation and achieve the required fluency (Asdar, 2017). Thus, speaking is a relevant communication skill for people in professional, academic and good interpersonal relationships. Thus, academics in Language such as Underwood (2017) affirm that the study of grammar allows students to understand the theory about how language works. It is for this reason that grammar is the first element that people need to strengthen their ability to speak, since there they will obtain the structures required to form sentences correctly. However, when a person speaks, he or she combines

knowledge of language, physiological considerations, and personality characteristics. Thus, the realization of discourse is related to the confidence that people have in their own abilities (Ličen and Bogdanović, 2018).

Pennington (2019) states that the second most relevant element for the development of speech is pronunciation. She focuses on preparing the student to acquire clarity and comprehensive speech. These two elements are constantly evolving in students from the initial level, when they learn the correct pronunciation of the word, to advanced levels where they learn to refine the pronunciation, but also to communicate a message using the appropriate words. However, another of the elements necessary to achieve the development of speaking in the use of English is vocabulary. It is a group of words or phrases used by people to communicate their opinions, ideas, or feelings (Uchihara and Clenton, 2018). For their part, Goral and Bailey (2019) emphasize that increasing vocabulary acquisition is a crucial element in learning a foreign language because the richer the vocabulary one person

has, the more accurately they will be able to express a complex message.

The aspects of the evaluation of speaking competence in English consider the characteristics of the students' voice and speech, such as: the volume and intonation of the voice, fluency, gestures, understanding and projection of the person who issues the message through speaking. However, other factors appear such as speed and delay, loud/soft voice, clear/confusing speech, fast/slow pronunciation and acceptable/unacceptable use of words, perception of security or insecurity, favorable attitude or unfavorable to speech (Ličen and Bogdanović, 2017). In this scenario, the evaluation of speaking foreign language is the cause of extreme fear among students worldwide. This fear can cause a high degree of anxiety (Leong and Ahmadi, 2017). In this sense, Ličen and Bogdanović (2017) state that students experience anxiety, shyness, fear of disappointment, competitiveness and even laziness, which will discourage them from practicing speech expression, even if they have the knowledge, skill, and experience.



sufficient, therefore a relevant practice consists of carrying out conversations within a communication environment that simulates the genuine context of an English-speaking location.

Wong (2017), the level of self-confidence influences students' performance when speaking in another language. Therefore, it is necessary for teachers to work on reducing the fear of making mistakes. Thus, instructors must consider, in their class lesson plans those activities that contribute to the creation of learning environments that support students' confidence with teaching materials and exercises that enhance the quality of public presentations.

To Goral and Bailey (2019) emphasize that increasing vocabulary acquisition is a crucial element in learning a foreign language because the more the person has vocabulary, the more accurately they will be able to express themselves in a complex message.

To Andrade (2019), the conversation classes that achieve the objective of strengthening speaking skills are those that are articulated with

creativity strategies, use topics of interest to the students, use appropriate equipment and, above all, execute actions aimed at motivating the students. to learning English. At this point, the contribution of self-assessment in speaking performance is highlighted, since it is a practice that benefits students' individual and group self-regulation. A very useful exercise is recording the voices of students using the foreign language in conversation practice.

Participants can listen to the recordings and detect frequently made errors in pronunciation and stress of words. Hamad (2019), the Speaking skill cannot be taught in the same way that grammar is taught. However, McNatt (2019) comments that students and professionals from different fields experience anxiety when speaking because they feel that they are not prepared to communicate a clear message orally. The probable reasons for having the self-perception of not being ready to speak in English are related to the lack of material to deliver, limited opportunities to practice or emotional conditions (Marzuki et al., 2020).

The instruction of EFL speaking creates the appropriate environments for students to put into practice the knowledge they have of vocabulary, grammatical structures, linguistics, intonation and speed, since it is in practice where students determine the elements that they require strengthening (Masruria and Anam, 2021). Thus, the evaluation in a Speaking class could become a very difficult test to face, because students consider that they are at high risk of wasting time and money, especially in the case of advanced level studies in a foreign language (Thawabieh, 2017) and international certification (Bello et al., 2020). The assessment of English communication skills competencies exposes students to high levels of stress. Therefore, the execution of motivational support activities for learning English is essential (Sulon, 2021). Thus, teachers must prepare students so that they are able to successfully face the international certification test exams.

Students' fear of oral skills assessment in English language class

Psychologists and educational professionals began researching

fears of public speaking in the 1940s. In 1969, Watson and Friend defined fear of negative evaluation as a trait related to the "apprehension about the evaluations of others, anxiety about their evaluations, avoidance of evaluative situations, and the expectation that others will evaluate themselves negatively." (p. 449).

According to McCroskey (1984), communication apprehension is "the individual's level of fear and anxiety associated with actual or anticipated communication with another person." (p. 13). It occurs when people are afraid to speak a foreign language because they believe that they are not prepared to do it correctly.

Richmond and McCroskey (1989) maintain that students have different levels of apprehension about speaking a foreign language in direct relation to the fear of negative evaluation. For Van der Pligt and Van Schie (1991), negative evaluation results have a relevant impact on students' self-perception and positive stimuli. Furthermore, they point out that the way instructors present assessment results can impact their decisions on action, and the results affect their social positions.



Heimberg et al. (2010) describe fear of positive evaluation as discomfort with favorable evaluation, associated cognitions, and behavioral avoidance of such occasions. Furthermore, positive evaluation results in a relative shift upward in the social hierarchy, putting the individual in conflict with higher-ranking members of the group. Such an outcome can determine upward hierarchical movements and ensure a stable intermediate position in the social hierarchy, while negative evaluations decrease social status and prevent downward changes in the social hierarchy.

Scholars Byrne et al. (2012) and Thomas (2012) state that students fear negative and positive evaluations. Both feelings of fear have separate constructs. Furthermore, Karademir (2015) studies found that the fear of negative evaluation was greater in female students. However, both fears can cause social anxiety in people and require professional treatment.

Scholars such as Lipton et al. (2016), Thomas (2012) agrees that positive and negative evaluations are different constructs, but they produce

particularly pronounced impairments when they occur together. Therefore, some individuals are sensitive to social evaluations. Positive or negative evaluations results affect students and can cause different stressor-type reactions related to the close or distant social network, studies, work, and everyday conflicts, evaluated daily (Reichenberger, 2018). However, people can tolerate such impacts well, thus refining current psychoevolutionary explanations of negative or positive evaluations. Furthermore, when students have high self-esteem, they obtain better academic performance because they take on their academic challenges with greater interest. They can use all the assessment results to improve their critical thinking (Gómez et al., 2021; Mavrou and Dewaele, 2020), allowing them to achieve goals.

In such a context, Inini (2021) maintains that emotional intelligence positively contributes to students facing different emotions that emerge from the competitive environment that characterizes academic life. Experts such as Bensalem and Alenazi (2023) suggest electronic applications to support the evolution

of students' fear of communicating publicly. This evidence can improve people's self-esteem and support their academic performance.

Humanistic Practice in Education

The education of the XXI century require to innovate teaching practices. Humanistic practice challenges the learners' strengths and weaknesses related to emotions.

In such a context, Gage and Berliner (1991) present the five main objectives of humanistic practice in education to consider. They are: (1) the promotion of positive self-direction and independence, (2) the Development of the ability to take responsibility for learning, (3) the Development of creativity; (4) the Promotion of curiosity, and (5) Creating an interest in the arts.

According to Ayres et al. (2000) the students' fear of public speaking is related to their psychological and physiological state, and attitudes toward communication. They remark the instructors work to reduce such students' conditions require the technics (a) systematic desensitization to train a person to perceive the public as "non-threatening rather than threatening", (b) cognitive modification to change

the way a student perceive communication tasks and decreases any threat or punishment, and (c) visualization to imagine the successful completion of a communication. Nevertheless, the pedagogical approach focusses on improving learners' communication competences having as goal the effective communication.

According to Arquero et al. (2007), there are two approaches to reducing oral communication apprehension, including behavioral and pedagogical interventions. Furthermore, Shanahan (2013) states that most students suffer in silence due to their fear of public speaking, meetings, group conversations, and oral presentations. Such a condition can continue in work environments, affecting professional's evolution. However, instructors can work oral practice in a positive and supportive classroom environment.

Huitt (2009) ratifies the connection between feeling and thinking. Such a condition finds the necessary support in humanistic teachers to consider academic and emotional needs of students to achieve better academic achievements. Therefore, when the



student has positive feelings about himself, learn faster. Consequently, one of the primary instructor's functions is to facilitate students' learning process, changing the traditional role of disseminator of knowledge to become a facilitator of learning.

Scholars such as Smith et al. (2018) study the influence of effects on people's achievement. They determined differences in the generation of affective responses, the representation of affective responses, and conscious access.

Loureiro et al. (2020) insist on the need for EFL instructors at various levels of education to promote friendly and frequent speaking practices at different levels of complexion, hoping that students will have positive experiences using their communication skills. It would help students overcome their intrinsic fears related to speaking ability.

To Ghanizadeh et al. (2020) instructors must humanize classrooms to support student learning. In oral practice using a foreign language, the class requires humanized instructors who make empathetic corrections and support students to deal with the pressure of

the evaluation and feel more comfortable. Otherwise, the permanent grammatical negative evaluation can cause stress, and such a condition to make more errors when speaking in a foreign language. Finally, Yu (2022) proposes to study the multiple emotions that emerge in the learners, understanding that emotions impact the student's achievements.

Among the previous studies, Shafique et al. (2017), studied the phenomenon of perfectionism as a multidimensional construct with adaptive and maladaptive dimensions in school performance. Thus, they concluded that undergraduate and graduate students show maladaptive perfectionism related to the fear of negative evaluation. Such exposure causes more stress in students. Besides, Bravo and Alves (2021) studied the influence of stress in the face of various circumstances they feel secondary education English learners and found stressors associated with the transition to secondary school that can affect the student's ability, mental health, and academic performance. In English class, students may experience

increased stress during speaking practice.

2. Methodology

In this study, the researcher used a postmodern paradigm. The generally accepted definition of postmodernism is well described by Zeeman, Poggenpoel, Myburgh and Van der Linde (2002) who write, Postmodern theory sets about dismantling most of our normal ways of thinking about how meaning interpretation and reality works.

This research applies documentary review techniques and a mixed research approach. Tashakkori and Creswell, for example, take in consideration how mixed methods can be found at different research stages: "Research in which the investigator collects and analyses data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or programme of inquiry." (Tashakkori and Creswell, 2007, p.4)

Sample

The sample consists in eighteen students who were in the experimental group. The 53.3% were

male and 46,7% female. They all attended to a private secondary school in Manta City located in the province of Manabí-Ecuador during the execution of the research project. The criteria of selection were: to attend classes regularly, to be students legally enrolment in the institution, to accept the invitation to participate in this research, and letter of parents' permission signed. See table 1.

Instruments and data collection

Speaking skill test

The instrument assesses the basis of participants speech. It concentrates on students' ability to speak at length on a particular topic, using appropriate language and organizing their ideas in a logical way. The version used is online test of SPEECHACE LLC, Seattle, WA. The test was applied to 18 students to evaluate the participants' pronunciation, fluency, vocabulary, and grammar use in the English language. It offers a range of topics that allowed students to choose a topic which they feel free and comfortable talking about. It aligned to standard scoring rubrics of the IELTS, PTE, TOEFL and TOEIC tests, guided by thousands of natural



language features necessary in scoring high-stakes tests and test results closely correlated and comparable to IELTS, PTE, and TOEFL scores. This test is also Scientifically tested. It was evaluated using thousands of speaking samples by real test takers, compared against blind evaluations by professional test examiners, delivered scores within 0.5 to 1.0 points awarded by human examiners and assessed test, re-test reliability score at 0.82 (Pearson Correlation Coefficient). The test was taken in an English laboratory at the participant school supervised by the researcher team, a link for the online test, and earphones were given to students and they answered questions orally according to the topic they chose, and this test took 3/5 minutes per participant.

Likert questionnaire

The goal of this instrument is to collect data about participants English language development. The researcher used a questionnaire to collect data that consists in 33 questions. The categories studied are communication apprehension, test anxiety and fear of negative evaluation. The researcher gave

questionnaire to the students to know the understudy's uneasiness in communicating in English and the researcher discover understudy's tension in learning English. The options to answers are 1 total disagree and 5 total agree. The instrument used the google form, the fulfilled of the instrument takes about 6/8 minutes per participants. Fifty students took the test. In addition, students fulfilled a Likert-type Scales questionnaire that consists of 33 items.

Proceeding

This research followed the next stages.

Stage 1. Selection of the participants. The selection was made randomly from the members of the English language club at a private high school located in canton Manta, Ecuador. Parents signed the corresponding authorization and permission letter.

Stage 2. In this stage the research team chose the instruments for the data collection. The validation process took 3 months due to the limited time.

Stage 3. Application of instruments.

The researcher applied the instruments to students. For 1 week.

Stage 4. Intervention with phonetics lessons. These lessons were applied in the auditorium of the school. It lasted eight week.

Stage 5. The data about students' scores was analyzed using the Statistic Package for Social Studies SPSS version 29.

Stage 6. Writing the final report. After gathered all the information and having the statistical analysis the final report was written.

3. Results and discussion

The presentation of the results follows the order of the research questions that appear in the introduction section.

In answer to question 1: What are the participants' perceptions about confidence for speaking in the English class?

In the table 1, it is possible to see the participants perceptions about confidence for speaking in English language class.

Table 1. Participants' perceptions about confidence for speaking in the English class.

Items	VD	D	N	A	VA
1.I never feel quite sure of myself when I am speaking English in the class.	5.9%	23.5%	<u>35.3%</u>	11.8%	23.5%
2. I do not stress when I make mistakes in the English Class.	5.9%	11.8%	<u>47.1</u>	17.6%	17.6%
3. I shake when I realize I am to be approached in language class.	17.6%	<u>29.8%</u>	29.0%	17.6%	5.9%
4. I get in shock when I am not sure about the instructor' explanations	11.8%	17.6%	<u>47.1%</u>	23.5%	0.0%
5. I have no objections in taking more English classes.	11.8%	11.8%	11.8%	17.6%	<u>47.1%</u>
6.During English class, I observe myself getting distracted on things don't have anything to do with the class.	5.9%	0.0%	<u>70.6%</u>	23.5%	0.0%
7. I think that other students are better in English than me.	5.9%	23.5%	11.8%	<u>29.4%</u>	28.4%
8. I'm not good doing my English test.	11.8%	<u>29.8%</u>	29.0%	11.8%	17.6%
9. I begin to freeze when I must communicate without planning in my English class.	11.8%	<u>35.6%</u>	35.0%	5.9%	11.8%
10. I get stressed when the class is full of unknown vocabulary.	11.8%	17.6%	<u>47.1%</u>	23.5%	0.0%
11. I am not sure why some people hate the English language classes.	0.0%	5.9%	11.8%	41.0%	<u>41.4%</u>



12. In English class, I can get so apprehensive, I fail to remember things I know	17.6%	<u>35.3%</u>	23.5%	5.9%	17.6%
13. I feel embarrassed when I have to answer in English my English classes.	11.8%	<u>58.8%</u>	11.8%	5.9%	11.8%
14. I feel more comfortable when I communicate in English with local people, rather than native speakers.	17.5%	0.0%	<u>52.9%</u>	23.5%	5.9%
15. I get upset when I do not understand the teacher's instructions.	23.5%	<u>41.2%</u>	17.6%	17.6%	0.0%
16. I do not feel sure in my English	11.8%	<u>35.3</u>	23.5%	23.5%	5.9%
17. Generally, I do not want to be in my English language class.	<u>47.1%</u>	0.0%	23.5%	29.4%	0.0%
18. I feel confident when I talk in English class.	11.8%	11.8%	35.0%	<u>35.6%</u>	5.9%
19. I'm worried about the possibility that my English instructor is prepared to address each mistake I make.	11.8%	5.9%	<u>35.3%</u>	23.5%	23.5%
20. My heart is accelerated when somebody asks me a question in English, and I do not understand.	11.8%	11.8%	23.5%	<u>47.1%</u>	5.9%
21. The more I study for an English test, the more confused I get	17.6%	<u>29.4%</u>	23.5%	17.6%	11.8%
22. I don't feel pressured to prepare very well for English class.	0.0%	5.9%	41.0%	<u>41.4%</u>	11.8%
23. I always feel that the other students speak English better than I do.	5.9%	23.5%	23.5%	<u>29.4%</u>	17.6%
24. I feel very self-conscious about speaking English in front of other students.	5.9%	29.4%	<u>35.3%</u>	11.8%	17.6%
25. English class moves so quickly; I worry about getting left behind.	23.5%	29.4%	<u>35.3%</u>	11.8%	0.0%
26. I feel more tense and nervous in my English language class than others in class.	23.5%	<u>47.1%</u>	23.5%	5.9%	0.0%
27. I get nervous and confused when I am speaking in front of the class.	17.6%	<u>29.4%</u>	23.5%	17.6%	11.8%
28. At the point when I am headed to English class, I feel extremely lost.	0.0%	29.0%	23.5%	<u>29.8%</u>	17.6%
29. I get anxious when I do not see the words the teacher says in written.	23.5%	23.5%	<u>35.3%</u>	11.8%	5.9%
30. I get frozen when I do not prepare my answers for the English class, in advance.	11.8%	0.0%	17.6%	<u>58.8%</u>	11.8%
31. I worry about my poor pronunciation and people do not understand me.	0.0%	11.8%	11.8%	<u>47.1%</u>	29.4%
32. I'm not sure why some students get so annoyed with English classes.	0.0%	0.0%	23.5%	<u>41.2%</u>	35.3%
33. I can feel so afraid in the English class that I do not remember the grammar and words that I already know.	17.6%	<u>41.2%</u>	17.6%	5.9%	17.6%

Source: Likert questionnaire used with the participants. Sep(2023).

Note: VD= Very Disagree, D= Disagree, N= Neutral, A=Agree, VA= Very agree.

The maximum participants' score given to the items related to the confidence to speak in English are:

For Very Disagree. – Only one item has the maximum score.

Item 17. Generally, I do not want to be in my English language class; 47.1 %

For Disagree, the three maximum scores are:

Item 13. I feel shame to answer in my English class; 51.1 %

Item 26. I feel more tense and nervous in my English language class than in other classes; 47.1%

Item 15. I get angry when I am not secure of the teacher instructions; 41.2 %

Item 33. I can feel so much afraid in the English class that I do not remember the grammar and words that I already know; 41.2%

For Agree:

Item 30. I get frozen when I do not plan my answers in the English language class; 58,8%

Item 31. I worry for my poor pronunciation and people do not understand me; 47,1%

Item 20. My heart is accelerated when somebody ask me a question in English and I do not understand; 47,1%

For Very Agree:

Item 5. I have no objections in taking more English language classes; 47,1%

Item 11. I am not secure why some people hate the English language classes; 41,4%

For Neutral, the three maximum scores are

Item 6. During the English language class, I observe that my attitude of self contemplation has nothing to do the class; 70,6%

Item 14. I feel more comfortable when I communicate in English language with local people; 52,9%

Item 4. I get in shock when I am not sure about the instructor' explanations; 47,1%

Item 10. I get stress when the class is full of unknown dialect; 47,1%.

A key factor to consider is the students' learning process is confidence to express their ideas and feelings in a freely way. The results obtained in this research showed harmony with the opinion of Wong

(2017). When state that learners combine knowledge of the language with personality characteristic to produce in the target language. It means, when learner used to be short at moment of speaking in mother tongue, they do the same when they speak in the target language.

In answer to question 2: How can a teacher use the phonetics to improve participants' confidence for speaking English?

In answer to question 2, the authors design and execute an educational intervention that uses phonetics in English language practice to improve the participants speaking skills. The educational intervention it is a group of teaching and learning activities to strength the learner's language skills. It lasted 8 eight weeks and consisted in 24 sessions. See table 2.

Table 2. Educational intervention plan

LESSON 1		Language aim:		Materials	
Objectives of the lesson:		To practice the vowels sounds		➤ Internet ➤ Computer ➤ Speaker ➤ Projector ➤ Worksheets	
To classify the 44 sounds of International of phonetic Alphabet to improve the learner's confidence to speak in English.					
Steps	Time	Description		Interaction patterns*	Skills / language content practiced
	5 minutes	Definition What is the phonetic Alphabet How many sounds are there		Teacher to students	Listening the sounds of vowels. Speaking: repeat the vowels sounds
	15 Minutes	Practice the 12 vowel sounds Close and open vowel sounds https://carterschoolofenglish.com/ipa/		Teacher to students	Game: relax the facial muscle Listening and repeat the sounds
	30 Minutes	Identify the sounds. Color the sounds according to the symbol. Pronouns the words 1. Vowels /e/ /i/ /u/ Which of the following words include these sounds? /e/ keep – night – lit – late – fry /i/ feet – sit – night – keen – sigh 2. Vowels /æ/ /a/ /ɔ/ Which of the following words include these sounds? /æ/ gate – feel – bell – grass – fade /a/ book – street – name – father – sun /ɔ/ feed – bad – foot – fate – bird 3. Vowels /ɒ/ /ɔ/ /æ/ Which of the following words include these sounds? /ɒ/ water – night – cat – stars – paper /ɔ/ fat – bat – look – food – cut /æ/ late – cat – laugh – best – tea		Teacher to students Students to students	Color, Pronunciation.

		applying the correct sound and pronunciation.		
	5 minutes	Categorize words: the teacher says some words and students categorize according to the phonetic symbol.		
Anticipated problems Internet connection and Power problems			Possible solutions Whiteboard and markers and Teacher's voice	

LESSON 2 Objectives of the lesson: To Recognize the 8 diphthong sounds of the International phonetic Alphabet for improving the learner's confidence to speak in English		Language aim: To practice the diphthong sounds	Materials ➤ Internet ➤ Computer ➤ Speaker ➤ Projector ➤ Worksheets	
Steps	Time	Description	Interaction patterns*	Skills / language content practiced
	5 minutes	Watch a video of diphthong sounds Listen and practice the sounds Identify the symbol of each sound	Teacher to students	Listen to the sounds and repeat them
	15 Minutes	Practice individually the 8 diphthong sounds Close and open sounds https://carterschoolofenglish.com/ipa/	Teacher to students	Game: relax the facial muscle Repeat the sounds individually.
	30 Minutes	Identify the sounds. Color the sounds according to the symbol. Pronouns the words applying the correct sound and pronunciation. 6. Diphthongs Which of the following words include these diphthongs? /eɪ/ feed – bed – food – fight – say /aɪ/ said – read – high – food – says /ɔɪ/ should – boy – though – blood – so /aʊ/ through – there – here – so – hot /ɔʊ/ now – hair – face – tour – lower /ɪə/ there – seed – hair – late – here /eə/ there – say – get – first – shoulder /ɔə/ tower – tour – two – tooth – hand	Teacher to students Students to students	Color Pronunciation
	5 minutes	Pronunciation task: Put the words into the correct box and use a dictionary to check, then read the words aloud.	Teacher to students Students to students	Write the words in the correct chart Pronounce the words Read the words aloud
Anticipated problems Internet connection and Power problems			Possible solutions Whiteboard and markers and Teacher's voice	

LESSON 3 Objectives of the lesson: To Recognize the 24 consonants sound of the International phonetic Alphabet for improving the learner's confidence to speak in English .	Language aim: To practice the consonants	Materials ➤ Internet ➤ Computer ➤ Speaker ➤ Projector ➤ Worksheets
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Steps	Time	Description	Interaction patterns*	Skills language content practiced
	5 minutes	Watch a video of consonants sounds Listen and practice the sounds Identify the symbol of each sound	Teacher to students	Listen the sounds and repeat them
	15 Minutes	Practice in group aloud the 24 consonants sound. https://carterschoolofenglish.com/ipa/	Teacher to students	Game: relax the facial muscle Repeat the sounds individually.
	30 Minutes	Identify the sounds. Classify the sounds into voice and voiceless. Occlusive: Bilabials, alveolars, velars. Fricative: labiodental, dental. Nasal-bilabial, n alveolar, n velar, lateral, Pronouns the words applying the correct sound and pronunciation.	Teacher to students Students to students	Classify Pronunciation practice
	5 minutes	Pronunciation task: say aloud the phonetic sound of consonants.	Teacher to students Students to students	Pronounce the words Read the sounds aloud
Anticipated problems Internet connection and Power problems			Possible solutions Whiteboard and markers and Teacher's voice	

This educational intervention is concentrated in activities to improve students' confidence to speak in English. The use of phonetics can improve the participants pronunciation resulting in the improvement of communication in English language.

In answer to question 3: What are the changes in the participants' speaking skills after the educational intervention?

In the tables 3.a. and 3.b. is possible to see the results of participants' speaking skills pretest and posttest

Table 3a. Pretest of participants' speaking skills.

Participants	Sex	Pronunciation	Fluency	Vocabulary	Grammar
1	2,00	7,50	5,30	4,00	5,60
2	2,00	7,30	5,80	4,70	5,00
3	1,00	7,90	6,60	6,70	6,50
4	2,00	7,20	5,30	4,10	5,10
5	1,00	6,90	4,90	5,40	5,60
6	1,00	6,40	5,20	5,10	6,10
7	2,00	7,70	6,50	4,70	5,00

8	1,00	7,50	6,40	5,90	5,60
9	2,00	8,20	7,10	4,20	4,50
10	2,00	7,10	5,70	5,20	5,10
11	1,00	7,80	5,60	5,20	5,30
12	1,00	7,00	5,70	4,00	4,50
13	1,00	7,60	6,40	5,30	5,80
14	2,00	7,40	6,60	4,00	4,10
15	2,00	7,10	5,70	5,20	5,10
16	1,00	6,40	5,20	5,10	6,10
17	2,00	7,90	6,60	6,70	6,50
18	1,00	8,20	7,10	4,20	4,50

N= 18

Source: registers of the research project (2023).

Table 3.b. Posttest of participants' speaking skills.

Participants	Sex	Pronunciation	Fluency	Vocabulary	Grammar
1	2,00	7,20	5,90	5,50	5,90
2	2,00	7,80	6,20	6,00	6,60
3	1,00	8,00	7,40	7,40	7,80
4	2,00	7,00	5,3	4,00	5,1
5	1,00	7,60	5,40	6,70	6,80
6	1,00	7,40	5,10	4,60	5,50
7	2,00	6,40	6,10	5,70	5,90
8	1,00	7,80	7,10	6,00	5,50
9	2,00	7,30	5,90	5,40	5,30
10	2,00	7,40	6,30	6,20	5,50
11	1,00	8,00	6,20	5,90	5,50
12	1,00	7,30	5,80	5,20	5,90
13	1,00	8,20	6,70	5,60	6,10
14	2,00	7,80	6,90	4,50	5,50
15	2,00	7,50	5,80	6,00	5,90
16	1,00	6,70	5,30	6,80	6,10
17	2,00	8,10	7,90	6,80	7,20
18	1,00	8,30	7,10	4,50	4,60

N= 18

Source: registers of the research project (2023).

Table 4. Changes in the participants speaking skills

Participants	Sex	Final score pretest	Final score posttest	Difference
1	2,00	5,60	6,20	0,60
2	2,00	5,10	6,70	1,60
3	1,00	6,90	7,70	0,80
4	2,00	5,40	5,30	-0,10



5	1,00	5,20	6,60	1,40
6	1,00	5,70	6,70	1,00
7	2,00	4,70	6,10	1,40
8	1,00	6,30	6,60	0,30
9	2,00	4,00	6,00	2,00
10	2,00	4,00	6,30	<u>2,30</u>
11	1,00	6,00	6,40	0,40
12	1,00	4,70	6,05	1,35
13	1,00	6,30	6,65	0,35
14	2,00	4,00	6,18	<u>2,18</u>
15	2,00	4,00	6,30	<u>2,30</u>
16	1,00	5,70	6,23	0,53
17	2,00	6,90	7,50	0,60
18	1,00	4,00	6,16	2,16

Source: Students' scores in speaking skills

The result obtained ratify the position of Marzuk et al. (2020) When state that didactic material is a key element to support the progress of a foreign language learner. Thus, the results showed that two students with the greatest progress in speaking skill achieved 2.30. A third achieved 2.18. It is striking that a student reported a decline in the development of speaking skill at -0.10. This is possibly since this student was participating in the school musical band at the same time. The students used to leave the classroom before the teacher gives the instructions and feedback. Another factor to consider is the students confidence to express their ideas and feelings in a freely way in harmony with the opinion of Wong (2017).

Discussion

Based on the literature review above the results obtained in the field investigation the authors agree with the position of Wong (2017) related to the learners' self-confidence. When it is weak it can impact negatively on the students' performance when speaking in a foreign language. Thus, the researchers agree about the need to create a meaningful learning environment to promote the learner's participation in speaking practice even when they make mistakes. In such circumstances, Marzuki et al. (2020) affirms that using didactic material can improve the learner's stimulation for learning new vocabulary following the correct phonics.

In addition, researcher agree with the position of Xu (2018), Hamad (2019) when affirm that students cannot develop the Speaking skills in the same way they learn grammar. When students learn speaking following strictly the grammar structure, they try to follow the grammar rule, but the final effect is that they speak robotically. It is not a natural way of communication. The speaking skills require permanently practice and the use of phonetic can be an enormous help tool.

Students in diverse levels of learning feel low confidence because they do not like to be observed and corrected when they make any mistake on the expression of ideas in the target language. Such condition allows the researchers to ratify the position of McNatt (2019) when argues that students feel anxiety when speaking a foreign language, because they think they are not prepared enough to communicate a clear message orally. In addition, to the position of Kralova and Tirpakova (2019) when state that students panic to speak in front of an audience. Such as a condition was observed in this research.

Concerning to the students' perception about confidence to speaking English language, their reactions were positive to every item in the Likert questionnaire. The data collected showed the students' comprehension, opinions, and experiences learning the language in speaking skill.

For the first indicator, communication anxiety, the answers "Strongly Agree" and "Agree" reported a 58.8%. It means they are afraid or anxious to communicate with others. Students feel afraid if they make mistakes in English language. It could be because they are being laughed at by other students. They feel also nervous, anxiety, and worry about making mistakes when speaking in English language.

For the second indicator, anxiety, the result reported 47.1% of students' Agree and Very Agree. This indicates that students feel anxious, because the process of evaluation. For example, the exam produces a sensation of insecurity and due fear of failure.

And for the third indicator confidence, 47.1% of students answered "Agree and Very agree". Students are afraid of making mistakes and especially in



pronunciation and oral communication because they are afraid of negative evaluation from the teacher.

Concerning to the changes in the speaking skills. -The comparative pretest and posttest analysis show that the general average of (5) speaking skill is 0.47 points. It is relevant to mention that the execution of the educational intervention consisted of 20 lessons and the attendance of the participants was irregular, therefore they did not follow the learning sequence to better develop their speaking skills. That is why it shows a 0.47 % of change obtained from participants who were consistent in attending their lessons.

A more detailed study of speaking skill test indicators shows a change in (1) Pronunciation of 0.15 point, this percentage means that participants require a longer intervention than it was done. Despite of, the sounds were studied separately but the short intervention time did not allow for further pronunciation practice. In the indicator (3) Vocabulary obtained a 0.72 point, it is due to the long list of words that were used to practice

phonetic sounds made up of vowels, diphthongs, and consonants.

The point of reference of (4) grammar reports is 0.3, because of no grammar practice intervention and the lessons were focus on practice pronunciation to improve the confidence of students in speaking skill. It is notable that the average change in (2) Fluency is negative - 0.03. according to the observations of the researcher of the present participants needed more speaking practice activities applying their knowledge of phonetics acquired in the intervention.

The researchers team recommend for future investigation to execute a longer educational intervention of phonetics to get more elements that allow to generalize contribution of phonetic in the learner's speaking skills development. This educational intervention of phonetic shows that phonetics lessons helped participants increase their vocabulary due to many words with different sounds combination were used for practicing the phonetics symbols. Thus, giving them a sense of confidence when speaking because they do not make lot of mistakes.

The percentages of improvement observed were obtained from the participants who were consistent in their classes and did not miss any lesson. It means that a longer educational intervention of integrating phonetics lessons into school English classes will help students improve their ability to speak in English. In addition, it helped learners with their confidence at moment of speaking. However, the result shows that phonetics lessons do not help the fluency of learners. Rather, you could combine speaking practices by applying correct phonetic pronunciation. Since, it will benefit students' apprehension.

4. Conclusions

Based on the literature review and the results obtained in the empirical part of this study, the researchers declare that the objective of this study has been 100% fulfilled to teach phonetics to develop students' confidence for improving English language speaking skill. Thus, based on the results of the speaking skill, it is concluded that all students improved between 0.30 and 2.30 points. In addition, the greatest contribution of phonetics to the

strengthening of the speaking skills of the participants in the research is to support the participants' confidence for speaking English language. These results can be used in the design of teacher training programs in English as a foreign language to contribute to the innovation of the national curriculum and dynamization of speaking skill practices using phonics with a friendly approach that promotes participation, confidence and pride in the achievement obtained by students. The weakness of this study lies in the limited time for execution the educational intervention, which lasted three months due to the policies of the institutions where the research was carried out. However, the results obtained strongly indicate that the use of phonics help to reduce students' fear of speaking in public. The scientific community is invited to carry out our research efforts in the line of innovation in speaking practices to strengthen communication skills in a friendly environment. The authors of this work expect that this work will contribute to the strengthening of the processes of teaching English as a foreign language in a globalized society that recognizes the prior



knowledge, soft skills, and interests of learners.

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