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**PROYECTO DE INVESTIGACIÓN:**

“EMOTIONAL RESILIENCE AS A KEY FACTOR TO ENHANCE SPEAKING  
SKILLS IN PRE-SERVICE TEACHERS”

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**CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y  
EXTRANJEROS**

## **PROYECTO DE INVESTIGACIÓN**

### **Título:**

“Emotional Resilience as a Key Factor to Enhance Speaking Skills in Pre-service Teachers”

Presentado al Consejo Directivo de Facultad de Ciencias de la Educación como requisito previo a la obtención del título de Licenciado en Pedagogía del Idioma Inglés.

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## Resumen

Este estudio examina el papel de la resiliencia emocional, con énfasis en la autoconfianza, en la mejora de las habilidades de expresión oral de docentes en formación en la Universidad Técnica Estatal de Quevedo. La investigación emplea un enfoque de métodos mixtos, que incorpora análisis cuantitativos y cualitativos para evaluar el impacto de una intervención de "Ciclo de Reflexión Guiada y Simulación". Utilizando la Escala de Resiliencia de Connor-Davidson (CD-RISC), un cuestionario de autoconfianza y una rúbrica de competencia oral, el estudio evalúa los cambios en la resiliencia y el rendimiento oral de los participantes.

El estudio se llevó a cabo durante cuatro semanas con 40 docentes en formación matriculados en un programa de enseñanza del inglés. Los resultados indican que los participantes demostraron mejoras significativas en la autoconfianza, la fluidez y la capacidad general de expresión oral. El análisis cuantitativo mostró un aumento promedio del 30% en las puntuaciones de resiliencia, mientras que los hallazgos cualitativos de los diarios de reflexión revelaron mejoras en las estrategias de gestión emocional. El estudio confirma que fomentar la resiliencia emocional influye positivamente en la confianza, la fluidez y la claridad al hablar. Los resultados contribuyen al debate en curso sobre estrategias efectivas para los programas de formación docente, abogando por la integración del desarrollo de la resiliencia emocional en la enseñanza del idioma inglés.

**Key words:** Resiliencia emocional, habilidades orales, autoconfianza, docentes en formación.

## Abstract

This study examines the role of emotional resilience, in improving the speaking skills of pre-service teachers at Universidad Técnica Estatal de Quevedo. The research employs a mixed-methods approach, incorporating quantitative and qualitative analysis to assess the impact of a “Guided Reflection and Simulation Cycle” intervention. Using the Connor-Davidson Resilience Scale (CD-RISC), a self-confidence questionnaire, and an oral proficiency rubric, the study assesses changes in participants’ resilience and oral performance. The study was conducted over a four-week period with 40 pre-service teachers enrolled in an English language education program. Results indicate that participants demonstrated significant improvements in self-confidence, fluency, and overall speaking ability. Quantitative analysis showed an average increase of 30% in resilience scores, while qualitative findings from reflective journals revealed improved emotional management strategies. The study confirms that fostering emotional resilience positively influences confidence, fluency, and clarity in speaking. The results contribute to the ongoing debate on effective strategies for teacher training programs, advocating for the integration of emotional resilience development into English language teaching.

**Key words:** emotional resilience, oral skills, self-confidence, pre-service teachers.

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## INTRODUCTION

In the twenty-first century, effective communication in English has evolved from being merely an academic requirement to a vital life skill. As the dominant language in science, business, technology, and international collaboration, English has established itself as the global lingua franca, facilitating connections among diverse communities and cultures worldwide. For Latin American countries, particularly Ecuador, this global reality presents both significant opportunities and considerable challenges. On one hand, proficiency in English offers access to advanced academic pursuits, enhanced professional mobility, and meaningful intercultural exchanges. On the other hand, persistent issues such as disparities in teaching quality, limited resources, and inadequate teacher training have hindered the achievement of high standards in communicative competence. Among the four fundamental language skills, speaking is often considered the most challenging to master. It is often insufficiently addressed in traditional pedagogical approaches, as it demands not only linguistic accuracy but also confidence, spontaneity, and emotional stability in communicative situations.

In Ecuador, despite curricular reforms such as the 2016 Ecuadorian English Curriculum, which prioritizes communicative competence as the central objective of English education, numerous studies have reported that both learners and teachers continue to demonstrate low levels of oral proficiency (Abad et al., 2019; Castro-Vaca & Argudo-Garzón, 2024). These deficiencies are particularly pronounced among pre-service teachers, who are expected to serve as language models for their students but frequently experience anxiety, low self-confidence, and fear of public speaking.

This contradiction is evident: while future educators receive training in linguistic and methodological aspects of English teaching, their socio-emotional preparedness to perform effectively in classroom settings is often overlooked.

The international literature offers valuable insights into this issue. Research conducted in various contexts indicates that socio-emotional factors such as resilience, motivation, and self-confidence are critical predictors of oral performance. For example, studies in Turkey, Indonesia, and Southeast Asia have demonstrated that resilience-based strategies assist pre-service teachers in reducing anxiety, persevering through challenges, and enhancing fluency (Tuluca, 2021; Fitriani et al., 2020; Darmawan & Nirma, 2021). Similarly, Chen and Kim (2023) observed in China that learners with higher resilience reported lower anxiety levels and greater enjoyment during speaking activities. Collectively, these studies emphasize that resilience is not a fixed trait but a dynamic capacity that can be developed through targeted pedagogical interventions.

Within the Latin American context, research has increasingly highlighted socio-emotional learning as a key factor in educational success. UNESCO's ERCE 2019 report underscored the importance of skills such as empathy, self-regulation, and cooperation for student achievement, advocating for their integration into national curricula (UNESCO, 2024). Studies in Chile by Salvo-Garrido et al. (2023) further validated instruments to measure resilience among teachers, confirming that emotional adaptability correlates positively with professional effectiveness. However, in Ecuador, the literature remains limited. Most studies focus on motivation, classroom environment, and teacher self-efficacy (Rodríguez & Baquerizo, 2025; Fárez Sánchez & Pacheco González, 2016),

with no systematic examination of the direct relationship between emotional resilience and speaking skills among pre-service teachers. This gap justifies the present study and positions it as a novel contribution to the national educational research agenda.

The theoretical framework supporting this research draws from psychological and linguistic theories that converge on the premise that emotions significantly influence learning. Bandura's Self-Efficacy Theory (1977) posits that confidence in one's ability to perform a task determines persistence and success. Krashen's Affective Filter Hypothesis (1982) suggests that anxiety and low self-confidence act as barriers to language acquisition. Fredrickson's Broaden-and-Build Theory (2004) explains how positive emotions expand cognitive and communicative resources, while Lazarus and Folkman's Stress and Coping Model (1985) highlights the importance of adaptive coping strategies in stressful situations. Collectively, these perspectives underscore that linguistic proficiency cannot be fully developed without adequate emotional support mechanisms, especially in contexts where oral communication is central.

Emotional resilience is defined as the capacity to adapt positively to challenges, regulate stress, and maintain motivation despite adversity (Xue, 2022). Its components, self-regulation, self-confidence, and stress management, are directly linked to speaking performance. Pre-service teachers who cultivate resilience are more likely to approach oral tasks with determination, transform mistakes into learning opportunities, and sustain confidence in high-pressure situations such as teaching practicums or public presentations. Therefore, this study addresses a dual necessity: explore how to enhance

speaking skills while fostering resilience as both a professional and personal resource for future educators.

The present research investigates the role of emotional resilience as a key factor in the development of speaking skills among pre-service English teachers at Universidad Técnica Estatal de Quevedo (UTEQ). Employing a mixed-methods approach, the study combines quantitative measures of resilience and self-confidence with qualitative reflections to capture the complexity of the phenomenon. By designing and implementing a resilience-based intervention (reflective-guided cycle), the research aims to demonstrate how structured strategies can help to reduce anxiety, foster confidence, and boost oral performance. The findings are expected to contribute to the academic literature and offer practical implications for teacher training programs in Ecuador and beyond.

This work is organized into five chapters. Chapter I introduces the research problem, objectives, and justification. Chapter II reviews the theoretical, empirical, and legal foundations of the study, emphasizing the relationship between resilience and oral proficiency. Chapter III details the methodology and instruments employed. Chapter IV presents and discusses the results of the intervention. Finally, Chapter V offers conclusions and recommendations. Through this structure, the study seeks to bridge the gap between emotional readiness and linguistic competence, proposing a holistic model for preparing resilient, confident, and effective English teachers.

## **CHAPTER I**

### **CONTEXTUALIZATION OF THE RESEARCH**

## **1. Research problem**

### **1.1. Problem Statement**

Despite the growing emphasis on communicative competence in English language teaching, many pre-service teachers still struggle with speaking due to high levels of anxiety, low self-confidence, and limited emotional coping strategies. In language pedagogy programs, the focus is often placed on grammar, vocabulary, and fluency, while emotional resilience, a key factor in overcoming fear and improving oral performance, receives little structured attention. This gap suggests the need to explore how building emotional resilience can support pre-service teachers in developing greater confidence and effectiveness in speaking tasks.

To what extent does emotional resilience influence in enhancing speaking skills among pre-service teachers at Universidad Tecnica Estatal de Quevedo?

#### **1.1.1. Systematization of the problem**

In English language teaching, communicative competence is considered a central objective. However, many pre-service teachers face persistent challenges in speaking skills. These difficulties are not only linguistic but also emotional, as anxiety and low self-confidence interfere with oral performance.

Pre-service teachers in the Pedagogy of National and Foreign Language program struggle to develop effective speaking skills because emotional resilience is often overlooked in this program.

## **Causes**

- High levels of speaking anxiety among pre-service teachers.
- Low self-confidence in oral communication.
- Lack of structured strategies to build emotional resilience in academic programs.

## **Consequences**

- Reduced ability to participate confidently in speaking tasks.
- Limited oral proficiency despite linguistic knowledge.
- Ineffective preparation of future teachers for real communicative classroom situations.
- Hindrance in achieving the goal of communicative competence in English education.

## **1.2. OBJECTIVES**

### **1.2.1. General Objective:**

To explore how emotional resilience contributes to the development of speaking skills in pre-service English teachers at Universidad Técnica Estatal de Quevedo.

### **1.2.2. Specific Objectives**

- To analyze global, regional, and national literature on emotional resilience and its influence on speaking skills in pre-service teachers to identify theoretical and empirical gaps that justify the need for the present study
- To implement an intervention program, grounded in a guided reflection cycle, that incorporates stress management techniques and mini-lesson simulations to strengthen emotional resilience and speaking confidence among participants.
- To evaluate the effects of the intervention on participants' oral skills, specifically focusing on improvements in fluency, clarity, and communicative confidence.

### **1.3. JUSTIFICATION**

This research is driven by an urgent need to address a persistent challenge faced by future English teachers: the gap between their language skills and their emotional readiness. In Ecuador, as in many Latin American countries, speaking English fluently is often seen as a key to unlocking better academic and career opportunities. Yet, despite improvements in curricula and more exposure to English, many pre-service teachers still struggle with speaking confidently. This not only limits their professional growth but also affects the quality of English education they will provide in the future.

One major issue is that teacher training programs have traditionally focused more on grammar, vocabulary, and writing rather than the influence of the emotional factor on speaking skills. While these areas are important, they don't fully prepare teachers for the real-life demands of communicating in the classroom. Speaking English requires more than just language knowledge; it calls for confidence, flexibility, and emotional strength, especially when students feel anxious, afraid of being judged, or unmotivated. That's why building emotional resilience is so important; it helps future teachers grow both academically and professionally.

Emotional resilience matters a lot for pre-service teachers because they often face stressful situations like presentations, practice teaching sessions, and evaluations in front of others. Without emotional preparation, these moments can cause anxiety that blocks their ability to speak well. Resilience gives them the mental tools to see mistakes as learning opportunities, bounce back quickly, and stay motivated even when things get tough. This makes emotional resilience a key focus for teacher training.

This study also aligns with global educational goals. Organizations like UNESCO and the Council of Europe highlight the importance of not just language skills but also socio-emotional development as part of a well-rounded education. By focusing on emotional resilience, this research supports the full preparation of future English teachers, not only as language experts but also as role models who demonstrate perseverance, adaptability, and confidence to their students.

Locally, this research responds to a real need in Ecuador, where many teachers find it hard to reach the expected level of English proficiency. Programs that strengthen speaking skills while addressing emotional barriers can make a big difference. If resilience-based approaches prove effective, this study could help guide the inclusion of emotional training in official teacher education programs, marking a significant shift in how teachers are prepared. This would ensure graduates not only know the language but can also teach it effectively.

On a personal level, this research is meaningful to the researcher as a way to contribute to the academic community. For the university, it positions the institution as a leader in innovative teacher training. And for society, it offers a practical solution to the challenges of English teaching in Ecuador, helping to develop resilient educators who can inspire their students to communicate confidently in a globalized world.

In short, this research is important because it addresses a real gap between language ability and emotional readiness, offers practical solutions, and has the potential to make a positive impact on teacher education in Ecuador and beyond. By bringing emotional resilience into the development of speaking skills, it opens new doors for preparing English teachers to succeed both inside and outside the classroom.

**CHAPTER II**  
**THEORETICAL BASES OF THE RESEARCH**

## **2.1. Literature Review**

The connection between emotional resilience and speaking skills has become an important focus in teacher education and language learning. In this chapter, we look at past research exploring how qualities like resilience, confidence, and managing emotions influence the speaking abilities of future English as a Foreign Language (EFL) teachers. By examining studies from around the world, as well as more local and national research, this chapter highlights important findings and points out areas that still need more attention, helping to explain why this study is needed.

### **2.1.1. Global Perspectives**

Research at the international level emphasizes the importance of emotional resilience for language learners and teachers. Tuluca (2021), for example, conducted a qualitative study with pre-service English teachers in Turkey and found that participants faced multiple barriers such as ineffective learning methodologies, exam anxiety, and difficulties in oral communication. Despite these challenges, trainees displayed resilience by relying on personal persistence, peer support, and emotional coping strategies. These findings suggest that resilience is not a fixed trait, but a dynamic process that supports oral proficiency.

Darmawan and Nirma (2021) studied how confident pre-service teachers in Indonesia felt about their speaking abilities. They found that things like past successes, having role models, encouragement from others, hard work, and emotions all played a role in shaping students' confidence. Importantly, they discovered that sticking with it despite challenges, showing resilience, was a key factor in building strong confidence in speaking.

In Southeast Asia, Fitriani et al. (2020) examined how anxiety influenced pre-service teachers during speaking tasks. They found that when learners used resilience strategies, such as motivation, peer support, and seeing mistakes as part of the process, the impact of anxiety decreased. Putra (2022) further highlighted that speaking self-efficacy is influenced by past experiences, feedback, and emotional states, confirming that resilient students are more willing to engage in oral communication.

Correspondingly, Chen & Kim (2023) in China, through their study "The Relationship Between Chinese EFL Learners' Learning Anxiety and Enjoyment in a Blended Learning Environment," concluded that learners with higher resilience report lower speaking anxiety and more persistence in communication.

Furthermore, the study "Factors Contributing to Pre-Service English Teacher Speaking Anxiety" shows that many pre-service English teachers report moderate to high levels of speaking anxiety, which can interfere with their confidence and speaking performance. This finding supports the idea that emotional resilience could serve as a resource to cope with these levels of anxiety (Fuadiyah et al., 2022). These studies collectively show that resilience enhances pre-service teachers' confidence, reduces affective barriers, and promotes identity development, all of which are essential for oral proficiency.

### **2.1.2. Regional Perspectives in Latin America**

In Latin America, research has begun to explore the socio-emotional dimensions of language learning, although less extensively than in Asia or Europe. A UNESCO report based on the 2019 ERCE highlighted that socio-emotional skills such as empathy, self-regulation, and cooperation significantly influence learning outcomes across the region. The report also emphasized the need to integrate these skills into curricula and teacher training programs, demonstrating that resilience is not only relevant to student well-being but also to academic achievement (UNESCO, 2024).

Empirical studies in Chile have provided valuable evidence. Salvo-Garrido et al (2023) validated the SV-RES60 resilience scale with more than 1,000 Chilean teachers, confirming that resilience can be reliably measured in Latin American contexts. Their findings indicate that teachers with greater resilience reported better coping strategies and more positive outcomes in classroom management. This qualitative study with Chilean teachers identified factors such as social support, reflective practice, and adaptive strategies as key to maintaining resilience and teacher professional performance.

These findings highlight that resilience is already a focus of teacher development in the region, although it remains underexplored in relation to oral skills in English as a foreign language.

Taken together, regional studies suggest that while Latin America has made progress in understanding resilience in educational contexts, little research directly links emotional resilience with oral skills in preservice English teachers. This gap reinforces the importance of exploring how resilience influences the oral performance of preservice teachers in Ecuador.

Despite these advances, most Latin American studies remain general, focusing either on university students or practicing teachers rather than pre-service English teachers. This indicates that Latin America still lags behind global trends in integrating resilience into teacher education programs.

### **2.1.3. National Context: Ecuador**

In Ecuador, research on emotional resilience and oral performance is limited but provides insights into related areas. Abad et al. (2019) in a study of pre-service EFL student-teachers at the University of Cuenca, it was found that many trainees had low levels of English proficiency. The study also emphasized that motivation and individual learner differences, such as prior exposure to English, predicted higher performance. Although this study did not measure resilience directly, it underscores the importance of socio-emotional and motivational factors in shaping oral development among future teachers.

Castro-Vaca & Argudo-Garzón (2024) examined how classroom environments affect learners' anxiety when speaking English. Their findings showed that classroom pressure and fear of judgment significantly increased anxiety, reducing oral participation.

Similarly, Rodríguez & Baquerizo (2025) examined Ecuadorian EFL teachers' experiences in fostering students' speaking skills in public and private schools. They reported challenges such as limited classroom time, an excessive focus on grammar and writing, lack of oral practice, and low student motivation. Teachers, however, demonstrated adaptive strategies to cope with these challenges, suggesting that resilience is already an implicit part of effective teaching. This study provides indirect evidence that resilience may be equally necessary for pre-service teachers who will face similar classroom realities.

Other Ecuadorian studies examine teacher-related variables. Fárez Sánchez and Pacheco González (2016), in their research title "*Autoeficacia en docentes de educación general básica y bachillerato general unificado*", they evaluated the self-efficacy of basic and secondary education teachers and observed that training background and teaching context strongly influenced confidence and classroom management. At the university level, a study conducted at Universidad del Azuay (2024) analyzed resilience and coping strategies among professors. The results indicated that teachers use resilience resources to manage stress and adapt to institutional challenges.

These studies confirm that socio-emotional dimensions play a role in Ecuadorian education, but none focus specifically on pre-service English teachers or their oral skills.

Taken together, Ecuadorian research demonstrates that anxiety, self-efficacy, and coping strategies are relevant to oral performance. Yet, the lack of studies directly connecting emotional resilience with speaking skills in pre-service English teachers highlights a significant gap.

Based on the global, regional, and national literature, it is evident that emotional resilience supports speaking skills by reducing anxiety, increasing self-confidence, and encouraging persistence. However, while global studies have established this relationship and regional studies have begun to explore it, Ecuadorian research remains limited. No studies to date have examined emotional resilience specifically in pre-service English teachers belonging to national and foreign languages programs, nor have they evaluated interventions designed to strengthen resilience in this population.

The present research addresses this gap by focusing on pre-service teachers belonging to the Pedagogy of the National and Foreign Languages program at Universidad Técnica Estatal de Quevedo (UTEQ). By exploring how emotional resilience influences speaking skills in this context, the study contributes to both local and international discussions on socio-emotional factors in teacher education. Additionally, it provides evidence that may inform curriculum design and professional development

initiatives aimed at improving oral proficiency and emotional well-being in future English teachers.

## **2.2. Conceptual Framework**

This chapter establishes the theoretical foundation for understanding the intricate relationship between emotional resilience and the development of speaking skills, particularly within the context of pre-service English teachers. It delves into key psychological and linguistic theories that underpin the study's objectives, providing a robust conceptual lens through which to analyze the research problem. The discussion will begin by defining emotional resilience and exploring its core components, followed by an in-depth examination of speaking skills and the various factors that influence their acquisition. Finally, this chapter will synthesize these theoretical perspectives to construct a comprehensive framework that guides the investigation into how fostering emotional resilience can enhance oral proficiency in future educators.

### **2.1.1. Emotional Resilience: A Multifaceted Construct**

Emotional resilience is a dynamic and adaptive capacity that enables individuals to navigate adversity, stress, and change effectively, emerging stronger from challenging experiences. Its conceptualization has evolved significantly over time, moving from an initial focus on individual traits to a more nuanced understanding of resilience as a process influenced by multiple interacting factors.

### **2.1.1.1. Historical Evolution and Conceptualizations of Resilience**

The term resilience comes from the Latin word *resiliere*, which conveys the idea of recovering from a setback. In psychology, this concept is used to describe the ability to adapt and move forward after challenges. The prefix “re” describes the idea of repetition, resuscitation, resumption; starting from this point of view in the field from psychology, resilience takes on the meaning of reviving oneself, that is, moving forward.

The concept of "resilience" first gained prominence in developmental psychology in the 1970s, largely through the pioneering work of researchers like Norman Garmezy and Michael Rutter. Initially, resilience was often viewed as an inherent trait, a fixed characteristic that some individuals possessed, allowing them to withstand hardship. However, this perspective gradually shifted towards understanding resilience as a dynamic process, a set of adaptive behaviors and coping mechanisms that can be learned and developed over time (Masten, 2001). This shift emphasizes that resilience is not merely about "bouncing back" but also about "bouncing forward", growing and adapting in the face of challenges.

Emotional resilience is a vital skill in today's world, where people constantly face stress and challenging situations. The term Resilience was introduced in social sciences in the 60's and characterizes the capacity that people have to develop themselves psychologically and successfully despite living in highly risky backgrounds (Xue, 2022).

Emotional resilience can also be defined as “*the magnificent psychological capacity to rebound from adversity, uncertainty, conflict, or failure*” (Luthans, 2000). Nonetheless, to provide an accurate definition of this concept, he divides it into three dimensions: First, at-risk individuals can show results above expectations. Second, regardless of the intensity of the stimulus (stressor), the person can adapt positively. Third, after a traumatic experience, the person recovers adequately. Masten (2015) defines resilience as a class of phenomena characterized by good outcomes despite serious threats to adaptation or growth. Individuals are not considered resilient if there has never been a significant threat to their development; there must be current or past hazards that are considered to have the potential to derail regulatory development.

Crucially, that is the reason why authors highlight how important it is also to be emotionally intelligent; emotional intelligence plays a pivotal role in fostering a strong resilience. The ability to recognize, understand, and manage one's own emotions, as well as empathize with others, provides a solid foundation for dealing with challenges effectively; therefore, the intelligent use of emotions is essential for physical and psychological adaptation (Salovey, 1999).

It becomes evident that emotional resilience is not a simple, singular construct but a multidimensional phenomenon. In the context of education, it helps individuals stay motivated, manage stress and anxiety, and overcome obstacles, particularly when developing complex skills like speaking a second language (Ungar, 2008).

Such definitions are precisely accurate to the role that emotional resilience plays in the learning of a second language, such as English; however, Lathan's definition gives a solid argument proposing dimensions that are aligned with developing resilience, specifically in improving oral skills. These dimensions highlight how emotional resilience is not just a defense mechanism, but an active resource that allows people to face challenges constructively. In the case of future teachers, these qualities are essential, since the process of learning and practicing oral skills, particularly in a second language, is full of emotional and cognitive challenges.

Speaking a second language requires facing fears to make mistakes, criticism, and continual assessment, factors whose results lead to anxiety and frustration. Nonetheless, resilient people not just face these situations but also achieve higher results than expected, adapting and flourishing since that experience. This ability to "emerge" after a failure or struggles translates toward the possibility of keeping motivation and long-term focus, indispensable factors to develop advanced communicative skills.

### 2.2.2. Models of Resilience

Beyond simple definitions, various models offer deeper insights into the mechanisms of resilience:

- **Ecological-Transactional Models:** These models, influenced by Urie Bronfenbrenner's ecological systems theory, view resilience as an outcome of the interaction between an individual and their environment. They emphasize that resilience is not solely an individual attribute but emerges from the interplay of personal characteristics, family support, community resources, and broader societal factors (Ungar, 2008).

This perspective is crucial for understanding how interventions can foster resilience by targeting multiple levels of influence.

- **Developmental Models:** These models focus on how resilience develops across the lifespan, highlighting critical periods and protective factors that contribute to adaptive outcomes. They suggest that early experiences and the development of core competencies lay the groundwork for future resilience (Ungar, 2008)..
- **Process-Oriented Models:** These models, like the one proposed by Masten (2015), emphasize resilience as a dynamic process involving the mobilization of protective factors and adaptive coping strategies in response to adversity. They focus on "how" individuals become resilient rather than simply "who" is resilient.

### 2.2.3. Factors Influencing Resilience

Luthar et al. (2000) postulate that resilience is influenced by a complex interplay of factors at different levels:

- **Individual Factors:** These include self-efficacy, problem-solving skills, emotional regulation, positive outlook, and cognitive flexibility.
- **Family Factors:** Supportive relationships, secure attachments, and effective communication within the family unit are crucial.
- **Community Factors:** Access to quality education, supportive social networks, community resources, and positive role models contribute significantly.
- **Societal Factors:** Cultural values, social policies, and economic stability can either foster or hinder resilience.

### 2.2.4. Measurement of Resilience

The assessment of emotional resilience often employs standardized psychometric scales. One widely recognized instrument is the Connor-Davidson Resilience Scale (CD-RISC), which measures an individual's ability to cope with stress and adversity (Connor & Davidson, 2003). Such scales provide quantitative data on resilience levels, allowing researchers to track changes and evaluate the effectiveness of interventions.

## **2.2.5. Components of emotional resilience**

Having established a foundational understanding of emotional resilience through its definitions, it is important to delve into its core components. According to Fredrickson (2004), emotional resilience is developed and sustained by three core elements: self-regulation, self-confidence, and stress management. These components not only provide a framework for understanding how resilience works but also stand out as actionable strategies that can be applied in the context of enhancing speaking skills in pre-service teachers.

### **2.2.5.1. Self-Regulation**

Self-regulation is the ability to monitor and manage one's thoughts, emotions, and behaviors to achieve desired goals and adapt to environmental demands (Palfai, 2006). It is a cornerstone of emotional resilience, enabling individuals to maintain composure and focus amidst challenges.

- **Cognitive Regulation:** This involves managing thought processes, such as cognitive reappraisal (reinterpreting a stressful situation in a more positive light) and attentional control (directing attention away from distractions or negative stimuli). For pre-service teachers, cognitive reappraisal can transform the anxiety of public speaking into a challenge to be overcome, while attentional control helps them focus on their message rather than their fear.
- **Emotional Regulation Strategies:** These are conscious or unconscious efforts to influence the experience and expression of emotions. Adaptive strategies include mindfulness, acceptance, and seeking social support, while maladaptive strategies might involve suppression or avoidance. Effective emotional regulation allows

teachers to manage performance anxiety, preventing it from overwhelming their speaking ability.

- **Behavioral Regulation:** This refers to the ability to control impulses, delay gratification, and engage in goal-directed actions. In speaking, this translates to maintaining composure, avoiding impulsive speech errors, and adhering to a planned presentation structure. Fredrickson's (2004) Broaden-and-Build theory highlights how positive emotions, cultivated through self-regulation, broaden cognitive and behavioral repertoires, making individuals more resourceful and resilient.

#### **2.2.5.1. Self-Confidence (Self-Efficacy)**

Self-confidence, particularly in the form of self-efficacy, is a critical component of emotional resilience. Bandura (1977) defines self-efficacy as an individual's belief in their capacity to execute behaviors necessary to produce specific performance attainments. It is a task-specific belief that profoundly influences motivation, effort, and persistence.

#### **Sources of Self-Efficacy (Bandura, 1977):**

- **Mastery Experiences:** Successful performance of a task is the most powerful source of self-efficacy. For pre-service teachers, successful speaking tasks, even small ones, build confidence.
- **Vicarious Experiences:** Observing others successfully perform a task can increase one's own belief in their ability. Watching confident peers or experienced teachers can inspire aspiring educators.

- **Social Persuasion:** Encouragement and positive feedback from others can boost self-efficacy. Mentors and instructors play a crucial role here.
- **Physiological and Affective States:** Interpreting one's physical and emotional reactions (e.g., anxiety) as manageable rather than debilitating. Learning to view nervousness as excitement can enhance self-efficacy.
- **Distinction from Self-Esteem:** While related, self-efficacy is about competence in specific tasks, whereas self-esteem is a broader sense of self-worth. High self-efficacy in speaking contributes to overall self-esteem. For pre-service teachers, high self-efficacy in speaking encourages them to take risks, persist through difficulties, and ultimately perform better, even in high-stakes situations (Bozgun, 2023).

### 2.2.5.3. Stress Management

Stress management involves recognizing stressors, employing effective coping strategies, and maintaining physical and emotional well-being during demanding situations (Hepburn & Carroll, 2021). It is integral to resilience, as it enables individuals to mitigate the detrimental effects of stress.

- **Types of Stressors:** Stressors can be acute (sudden, short-term, e.g., a single presentation) or chronic (long-term, e.g., ongoing pressure of teacher training). They can also be categorized as eustress (positive stress that motivates) or distress (negative stress that debilitates). Public speaking often involves elements of both (Hepburn & Carroll, 2021).
- **Physiological and Psychological Responses to Stress:** When faced with a stressor, the body activates the "fight or flight" response, releasing hormones like

cortisol. While adaptive in short bursts, chronic activation can impair cognitive functions such as working memory, attention, and decision-making, all of which are crucial for effective speaking (Hepburn & Carroll, 2021).

### **Coping Strategies (Lazarus & Folkman, 1985):**

- **Problem-Focused Coping:** Directly addressing the source of stress (e.g., thorough preparation, seeking clarification on a task).
- **Emotion-Focused Coping:** Managing the emotional response to stress (e.g., relaxation techniques, seeking emotional support, positive self-talk). Both types are essential for pre-service teachers to manage the demands of speaking tasks.
- **Mindfulness and Relaxation Techniques:** Practices like deep breathing, progressive muscle relaxation, and mindfulness (Shapiro, 2006) can reduce physiological arousal and enhance emotional regulation, leading to improved speaking performance. Effective stress management allows pre-service teachers to maintain clarity, fluency, and confidence, preventing anxiety from undermining their oral communication.

### **2.2.6 Speaking skills**

Speaking Skills refer to the ability to communicate verbally effectively, including clear articulation of ideas, appropriate use of vocabulary, correct grammar and the ability to be understood by others when it comes to interaction. Brown (2001) defines speaking skills as “the ability to produce and understand spoken language in communicative contexts, which involves not only the production of sounds and words, but also the ability to organize ideas, use language appropriately, and respond to interlocutors.” In the educational context, speaking skills are fundamental for the teaching-learning process.

They are defined as “the capacity of students to express their feeling, ideas, and thoughts clearly and coherently in oral communication situations, which includes debates, performances and group discussions (Richards et al., 2022). Given these definitions it is essential to highlight that applying resilience within the speaking context. It is indispensable for pre-service teachers to arrange and articulate their ideas effectively while they are under high-pressure situations, class performances or presentations. Those who develop a resilient mindset are more likely to adapt and respond appropriately to their interlocutors' questions and comments, which improves their communication.

Goleman (1995) posits that speaking skills are also considered interpersonal skills, which are "the competencies necessary to interact and communicate effectively with others, including active listening, empathy, and the ability to adapt speech depending on the context and audience." Analyzing this citation, it is assumed that in this context. resilient pre-service teachers develop effective interpersonal skills by enabling them to handle feedback and constructive criticism positively. This is essential in the classroom, where the ability to listen and adapt to students' needs can make a difference in learning. Emotional resilience in speaking competence is key for pre-service teachers to feel comfortable presenting their ideas and handling feedback. Those who are resilient can view presentations as learning opportunities rather than stressful situations, allowing them to continually improve their presentation skills and ultimately become more effective educators.

In the broader concepts that emerge from “Speaking Skills” it is crucial to explore the components. Derakhshan (2024) maintains that speaking is the production skill that embraces two main categories: accuracy and fluency. Accuracy consists of using vocabulary, grammar and pronunciation through some activities, fluency takes into account “the ability to move forward when speaking spontaneously” (Gower et al., 1995). Something to take into account is that pre-service teachers are still learners in process. And Stuart (1989) proposed that learners should plan, adjust and adjust their talk; and effective speakers should be proficient by practicing. This implies that speaking can be a high-pressure activity that causes anxiety, leading students to fear making mistakes in front of others.

#### **2.2.6.1. Factors Influencing Speaking Skills**

The development of speaking skills in pre-service teachers is influenced by a complex interplay of internal and external factors.

##### **2.2.6.1.1. Language Competence**

A foundational understanding of the target language is indispensable. Chomsky's (1965) concept of linguistic competence, referring to implicit knowledge of language structures, highlights the necessity of a solid grasp of grammar, vocabulary, and pronunciation. Without this bedrock, articulating ideas clearly becomes challenging (Ward & Kennedy, 1999). The learner's developing linguistic system, often termed interlanguage, is a dynamic and evolving system that reflects their current hypotheses about the target language.

### 2.2.6.1.2. Anxiety

Anxiety is a well-documented impediment to oral performance. Nhan (2024) identifies Foreign Language Classroom Anxiety (FLCA) as a significant barrier, leading to avoidance of participation and hindering speech development (Horwitz & Cope, 1986). Kim and Kim (2004) found that pre-service teachers experience anxiety in various teaching scenarios, stemming from limited English skills, lack of confidence, insufficient pedagogical knowledge, and fear of negative feedback.

- **Types of Anxiety:** It's important to distinguish between **trait anxiety** (a general predisposition to be anxious) and **state anxiety** (anxiety experienced in specific situations). Foreign language anxiety often manifests as state anxiety specific to language learning contexts.
- **Impact on Cognitive Processes:** Anxiety can significantly impair cognitive functions crucial for speaking, such as working memory (making it hard to retrieve words), attention (leading to distraction), and processing speed.
- **The Affective Filter Hypothesis (Krashen, 1982):** “Krashen’s Affective Filter Hypothesis (1982) suggests that anxiety and low self-confidence act as barriers to language acquisition.”. A high affective filter, triggered by anxiety, impedes language learning and production, making it harder for learners to utilize their existing linguistic knowledge.

#### **2.2.6.1.3. Self-Confidence**

As discussed in the context of emotional resilience, self-confidence (or self-efficacy) is paramount for speaking. In Gardner's words (multiple intelligences), this is related to the intrapersonal competence. Brown (2001) notes that learners lacking confidence struggle with fluency and free expression. Azimova (2020) highlights that low self-competence makes foreign language learning significantly harder, leading to feelings of inadequacy. High self-confidence encourages risk-taking, which is essential for improving oral proficiency.

#### **2.2.6.1.4. Motivation**

Motivation plays a central role in how individuals approach learning, especially when it comes to acquiring a new language. It is the driving force that shapes not only the effort learners put into their studies but also their persistence and ultimate success. Understanding motivation is essential because it reveals why some learners embrace.

Gardner and Lambert (1972) introduced two main types of motivation in language learning: Integrative motivation, which relates to the desire to integrate and participate in the language culture, and instrumental motivation, which is based on practical or utilitarian goals, such as career advancement.

On the other hand,, Ryan & Deci (1985)using Self-Determination Theory, distinguish between intrinsic motivation, which arises from personal interest and enjoyment in the activity, and extrinsic motivation, which is driven by external factors such as rewards or punishments. Cook (2000) highlights the importance of these types of

motivation for effective second language learning, emphasizing how they influence student engagement and outcomes. By analyzing these different forms of motivation, we can better understand the human experience behind language learning and how to support students in their journey.

- **Self-Determination Theory:**

Ryan & Deci (1985) emphasize the importance of three basic psychological needs for optimal motivation and well-being:

- **Autonomy:** Feeling in control of one's learning.
- **Competence:** Feeling effective and capable.
- **Relatedness:** Feeling connected to others. When these needs are met, learners are more intrinsically motivated to engage in speaking tasks. Motivation directly influences the effort and persistence learners invest in developing their speaking skills.

#### 2.2.6.1.5. Social Context and Cultural Background

Speaking is inherently a social act, and the context in which it occurs profoundly influences its development.

- **Interaction Hypothesis:** Long (1985) suggests that language acquisition is facilitated by interactional adjustments that occur when learners and their interlocutors negotiate meaning. Opportunities for meaningful interaction, where learners receive feedback and modify their output, are crucial.

- **Zone of Proximal Development:** Vygotsky's sociocultural theory emphasizes that learning occurs through social interaction. The ZPD is the gap between what a learner can do independently and what they can achieve with guidance from a more knowledgeable other (Vygotsky, 1978). Collaborative speaking tasks within this zone are highly effective.
- **Cultural Norms of Communication:** Different cultures have varying norms for communication (e.g., directness, turn-taking, silence). Understanding these norms is part of sociolinguistic competence and impacts how comfortably and effectively pre-service teachers can communicate in English. Exposure to diverse English-speaking environments and interactions with native speakers are vital for developing communicative competence (Ward & Kennedy, 1999)

### **2.2.7. Relationship Between Emotional Resilience and Oral Skills**

The preceding theoretical discussions converge to form a comprehensive framework for understanding how emotional resilience profoundly influences the development of speaking skills in pre-service teachers. This relationship is not linear but rather a dynamic interplay mediated by various psychological and social factors.

- Fredrickson's Broaden-and-Build Theory (2004) provides the foundation by explaining how positive emotions, fostered by emotional resilience, broaden cognitive and behavioral repertoires. This means resilient teachers are more likely to approach speaking tasks with curiosity and openness, leading to more creative problem-solving and adaptive responses when faced with unexpected challenges during communication.
- Bandura's Self-Efficacy Theory (1977) directly links to the "self-confidence" component of resilience. High self-efficacy in speaking encourages pre-service

teachers to engage in more speaking practice, persist despite errors, and view setbacks as learning opportunities rather than failures. This proactive engagement, driven by confidence, directly improves oral proficiency.

- Krashen's Affective Filter Hypothesis (1982) highlights the critical role of emotional states. When pre-service teachers develop emotional resilience, their "affective filter" lowers. This reduced anxiety and increased self-confidence allow comprehensible input to be processed more effectively and facilitate the output of spoken language, leading to greater fluency and accuracy.
- Lazarus and Folkman's Stress and Coping Theory (1985) explains how effective stress management, a core component of resilience, enables teachers to mitigate the debilitating effects of performance anxiety. By employing problem-focused (e.g., preparation) and emotion-focused (e.g., relaxation) coping strategies, they can maintain cognitive clarity and emotional composure, which are essential for coherent and confident speech.
- Goleman's Theory of Emotional Intelligence (1995) underscores that the ability to understand and manage one's own emotions (self-regulation) and empathize with others (interpersonal skills) is crucial for effective communication. Resilient teachers, with higher emotional intelligence, can better manage their own anxiety and respond sensitively to their audience, enhancing their overall communicative effectiveness.

- Vygotsky's Sociocultural Theory (1978) emphasizes the role of social interaction. Resilient teachers are more likely to actively participate in collaborative learning environments, seek peer and mentor support, and engage in meaningful interactions within their Zone of Proximal Development. This social engagement provides crucial opportunities for practicing and refining speaking skills in a supportive context.

In essence, emotional resilience acts as a protective and facilitative factor. It equips pre-service teachers with the psychological resources (self-regulation, self-efficacy, stress management) to overcome common barriers to speaking (anxiety, fear of mistakes, low confidence). By fostering a positive emotional state and adaptive coping mechanisms, resilience enables teachers to engage more fully in speaking tasks, learn from their experiences, and ultimately achieve higher levels of oral proficiency. This dynamic interplay is crucial for developing not just linguistically competent teachers, but also confident and effective communicators in the classroom.

This chapter has provided a comprehensive theoretical framework for understanding the profound connection between emotional resilience and speaking skills in pre-service teachers. By exploring the multifaceted nature of emotional resilience, its core components (self-regulation, self-confidence/self-efficacy, and stress management), and the various factors influencing speaking proficiency (language competence, anxiety, motivation, social context), a clear conceptual model emerges.

The synthesis of the theories of Fredrickson (2004), Bandura (1977), Krashen (1982), Lazarus and Folkman (1985), Goleman (1995), and Vygotsky (1978) highlights that emotional resilience is not simply a desirable trait, but a crucial facilitator of effective oral communication. It empowers individuals to navigate the inherent psychological demands of speaking a second language, transforming potential obstacles into opportunities for growth. This theoretical grounding will serve as the bedrock for the subsequent methodology, guiding the design of the intervention, the selection of assessment tools, and the interpretation of the research findings. Ultimately, this framework underscores the imperative of integrating emotional resilience development into teacher training programs to cultivate confident, fluent, and effective English language educators.

### **2.3. Reference Framework**

The conceptual framework of this study serves as the foundational base, conceptual, contextual, and empirical, that supports the analysis of emotional resilience as a key factor in enhancing the speaking skills of future English teachers. Its purpose is to connect previous studies, theories, and contributions that justify and guide the development of this study.

- **Educational Context**

In Ecuador, learning English as a foreign language has become a top educational priority due to its importance in academic, professional, and social spheres. The Ministry of Education, through the 2016 National English Curriculum, emphasizes communicative competence, especially oral production, as a core element of language teaching. However, many studies highlight ongoing weaknesses in fluency and confidence when speaking English, affecting both students and future teachers.

Within this context, the Technical State University of Quevedo plays a crucial role in training teachers who meet current educational demands. Students in the National and Foreign Languages Pedagogy program face not only linguistic challenges but also emotional ones, particularly during microteaching practices and oral presentations. This situation makes emotional resilience an essential resource to manage anxiety, build confidence, and improve communication performance.

- **Theoretical Foundations**

This study draws on several psychological and educational theories that explain the link between emotional factors and oral skill development:

- **Bandura's Self-Efficacy Theory (1977):** Beliefs about one's own abilities strongly influence motivation, persistence, and performance. For future teachers, high oral self-efficacy increases the likelihood of active participation in communicative activities.
- **Krashen's Affective Filter Hypothesis (1982):** Anxiety, motivation, and confidence act as filters that either facilitate or block language acquisition. High anxiety can prevent students from effectively using their language knowledge, while resilience helps lower this filter.
- **Fredrickson's Broaden-and-Build Theory (2004):** Positive emotions expand cognitive and behavioral resources, fostering creativity, flexibility, and willingness to face challenges, qualities essential for oral communication.
- **Lazarus and Folkman's Stress and Coping Model (1985):** Coping strategies, whether problem-focused or emotion-focused, determine how well individuals handle stressful situations like oral presentations.
- **Vygotsky's Sociocultural Theory (1978):** Highlights the importance of social interaction and support from peers and mentors in skill development. Resilience encourages active participation in collaborative environments, boosting oral expression.

All these theories agree that developing speaking skills depends not only on linguistic knowledge but also on emotional management and confidence to face communicative situations.

- **Empirical Background**

Several studies have shown the connection between resilience, confidence, and language learning performance:

- Xue (2022): Found that emotional resilience in English teachers is linked to better assessments of their students' progress, confirming its importance in educational settings.
- Azimova (2020): Identified self-confidence as a key predictor of oral performance in foreign language learners, reinforcing the idea that emotional factors determine communicative success.
- Kim and Kim (2004): Explored teacher anxiety in foreign language classes, concluding that high insecurity negatively affects oral performance, while resilience strategies help overcome these limitations.

These findings highlight the need to explore this topic further in Ecuador, where research on resilience and its connection to communication skills is still emerging. This framework links the national context with theoretical insights and empirical evidence, all pointing to emotional resilience as a driving force for improving speaking skills. It helps us understand that language learning is not just a cognitive process but a holistic one influenced by self-confidence, self-regulation, and stress management. Therefore, this research offers an innovative perspective by suggesting that future teacher training should include emotional strengthening strategies, not only to boost academic performance but also to prepare teachers as agents of change in English classrooms.

This conceptual framework lays the groundwork for understanding how emotional resilience plays a vital role in developing oral skills among future English teachers, emphasizing the need for integrated emotional and linguistic training.

## **2.4. Legal Framework**

The legal framework of this research is grounded in the national and international regulations that support the teaching and learning of foreign languages, as well as the inclusion of socio-emotional competencies in educational practices. It provides the juridical and policy-based foundations that justify the importance of strengthening speaking skills and emotional resilience among pre-service English teachers.

- **International Frameworks**

At the global level, the most relevant framework is the United Nations Educational, Scientific and Cultural Organization (UNESCO), which emphasizes the importance of education as a transformative tool for social development. UNESCO's Sustainable Development Goal 4 (SDG 4) seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” Within this goal, the mastery of foreign languages such as English is considered a fundamental competence that enhances employability, international cooperation, and intercultural communication. Additionally, UNESCO highlights the importance of socio-emotional learning as an integral part of education, which aligns with the inclusion of emotional resilience in teacher preparation. Similarly, the Common European Framework of Reference for Languages (CEFR) establishes the international standards for language competence, including speaking skills. This framework describes the expected levels of communicative performance and emphasizes the need for teachers to foster both linguistic and pragmatic competencies in their students. In this sense, the current research aligns with the CEFR by aiming to enhance communicative confidence and oral proficiency in pre-service teachers.

- **National Framework**

The Ecuadorian Constitution establishes that “*education is a right guaranteed throughout life and an inescapable responsibility of the State*” (Constitución De La República Del Ecuador, 2008, art. 26).

- Article 27 emphasizes that education must focus on the integral development of people, promoting equity, interculturality, and quality. These principles justify the inclusion of foreign language teaching as a way to prepare citizens for participation in a globalized world. Additionally, the Organic Law of Intercultural Education (LOEI) regulates the educational system in Ecuador.
- Article 2 outlines that education should foster critical, reflective, and creative thinking, while also cultivating values such as responsibility, solidarity, and resilience.
- Article 6 emphasizes that education must prepare students for life and work in society, promoting competencies that are both academic and socio-emotional in nature. This provides a clear legal basis for integrating emotional resilience strategies into English language pedagogy programs.

Moreover, the National Curriculum for English as a Foreign Language, developed by the Ministry of Education (2016), establishes communicative competence as the central goal of English teaching in Ecuador. The curriculum explicitly includes speaking as one of the four core skills and highlights the importance of developing self-confidence and reducing anxiety in oral communication tasks. This aligns directly with the objectives of the present research, which seeks to improve speaking skills by reinforcing emotional resilience.

- **Institutional Framework Within the institutional context**

Universidad Técnica Estatal de Quevedo follows national guidelines and international standards to train competent and socially responsible professionals. Its academic policies emphasize the holistic development of students, combining technical knowledge with socio-emotional skills. This creates the ideal environment for implementing projects that not only aim at academic excellence but also address the psychological and emotional needs of future teachers.

The legal framework that supports this research draws from international agreements, national laws, and institutional regulations. Globally, UNESCO and the CEFR provide a strong foundation for promoting foreign language learning and socio-emotional competencies. Nationally, the Constitution of Ecuador, the Organic Law of Intercultural Education, and the English Curriculum underscore the State's responsibility to ensure quality education that integrates linguistic and emotional development. Institutionally, UTEQ's mission reinforces the commitment to preparing resilient, confident, and effective English teachers. Together, these legal instruments legitimize the importance of this study and validate its contribution to education in Ecuador.

**CHAPTER III**  
**RESEARCH METHODOLOGY**

### 3.1. Location

This research was conducted at *Universidad Técnica Estatal de Quevedo* (UTEQ), in the Faculty of Education Sciences, specifically within the program *Pedagogy of National and Foreign Languages*. The study took place in the fourth-semester classroom “B,” which consisted of 20 pre-service teachers enrolled in the English pedagogy track.

The selection of this location was not arbitrary but rather intentional. As a public university located in the province of Los Ríos, UTEQ plays a fundamental role in training future professionals, including English language teachers who will later contribute to the educational system of Ecuador. Within this institutional context, pre-service teachers are expected to acquire both linguistic competence and pedagogical skills; however, as identified in the problem statement, many of them experience difficulties with oral communication due to anxiety, low self-confidence, and insufficient emotional coping strategies.

The choice of this specific classroom was strategic because it represents a real and authentic learning environment where challenges related to speaking are highly visible. By selecting students who were at an intermediate stage of their training (fourth semester), the study ensured that participants already had a foundational knowledge of English but still faced insecurity in speaking tasks. This made them an ideal group to test the effectiveness of emotional resilience strategies and measure improvements in their speaking skills over time.

In addition, the decision to conduct the study within the same institution where the researcher is also a student facilitated access to participants, familiarity with the context, and a deeper understanding of the academic and emotional challenges pre-service teachers face.

### **3.2. Type of Research**

The research design was mixed-methods, combining both quantitative and qualitative approaches. This type of research was selected because the phenomenon under investigation, emotional resilience and its influence on speaking skills, requires not only numerical evidence of improvement but also a deeper exploration of participants' subjective experiences.

From the quantitative perspective, the study sought to measure changes in resilience, self-confidence, and speaking performance using validated instruments such as the Connor-Davidson Resilience Scale (CD-RISC), a self-confidence questionnaire, and a standardized speaking rubric. These tools generated measurable data, which made it possible to establish clear comparisons between the pre-test and post-test results.

From the qualitative perspective, the study analyzed students' reflective journals to capture their emotions, perceptions, and attitudes during the intervention. This dimension allowed the researcher to interpret the psychological processes behind the observed improvements, providing a richer understanding of how resilience strategies helped participants confront their anxiety and build confidence.

The combination of both approaches provided a comprehensive view of the research problem. Quantitative data offered objective evidence of change, while qualitative findings explained *why* and *how* these changes occurred. In this sense, the mixed-methods approach was the most appropriate choice to respond to the research question: *To what extent does emotional resilience influence enhancing speaking skills among pre-service teachers at Universidad Técnica Estatal de Quevedo?*

### **3.3. Research methods**

In alignment with the mixed-methods design, this study employed both quantitative and qualitative methods. The quantitative dimension was essential for objectively measuring changes in resilience, self-confidence, and oral performance. The following specific quantitative methods were applied:

- **Descriptive Statistics.** Mean scores, percentages, and standard deviations were calculated to summarize the results of the Connor-Davidson Resilience Scale (CD-RISC), the self-confidence questionnaire, and the speaking rubric. These descriptive measures allowed a clear picture of participants' performance before and after the intervention.

- **Pre-test and Post-test Comparison.** The quasi-experimental design used a one-group pre-test/post-test approach. By applying the same instruments at two different moments, it was possible to compare results and determine the degree of change produced by the intervention.
- **Likert-Scale Analysis.** For the questionnaires, items were measured on a Likert scale (1 to 5). Average values per item were calculated to identify specific areas of growth, such as reduced nervousness, improved clarity, or increased confidence.
- **Trend Analysis Through Graphs and Tables.** Weekly rubric scores and survey results were displayed in graphical and tabular form, showing the progression of participants' oral performance and resilience levels over time. This visual analysis helped confirm the steady trend of improvement.
- **Triangulation with Qualitative Data.** Although the qualitative dimension focused on reflective journals, its integration with quantitative data reinforced reliability. For example, increases in self-confidence scores were supported by journal entries describing reduced fear of speaking. These journals were written by students after each session, where they described their emotions, challenges, and learning experiences. This analysis revealed recurring themes such as reduced nervousness, increased self-confidence, and the adoption of coping strategies. The use of the qualitative method allowed for a deeper interpretation of the emotional growth that quantitative tools alone could not capture.

### 3.4. Data Collection Sources

To guarantee the validity and reliability of findings, multiple sources of data were employed

#### **Pre- and Post-Test Instruments (Quantitative):**

Connor-Davidson Resilience Scale (CD-RISC): Applied at the beginning and at the end of the intervention to measure participants' ability to adapt to stress, overcome challenges, and maintain a positive outlook.

Self-Confidence Questionnaire: Designed to assess participants' perception of their own speaking abilities, including confidence in public speaking, clarity of expression, and ability to handle mistakes. It was applied in both the pre-test and post-test phases to compare changes in self-confidence.

Speaking Performance Rubric: Used in every session to evaluate oral performance. The rubric included linguistic aspects (fluency, clarity, vocabulary, grammar) and communicative confidence (eye contact, posture, tone of voice). This continuous evaluation allowed the researcher to monitor gradual progress week by week.

Reflective Journals (Qualitative): After each session, participants wrote short reflections about their emotions and experiences. These journals provided valuable insights into their mental states, coping mechanisms, and attitudes toward speaking in English. For example, many entries shifted from expressions of anxiety (“I feel nervous speaking in front of my classmates”) to more confident attitudes (“Now I feel I can speak more freely, even if I make mistakes”).

The triangulation of these sources, resilience scale, confidence questionnaire, rubric results, and reflective journals ensured that the conclusions drawn from the study were consistent and credible.

### **3.5. Research Design**

This study used a quasi-experimental design within a mixed-methods approach. It was conducted with a single group of 20 pre-service teachers and measured their performance before and after the intervention. This helped to see whether the resilience-building activities made any difference.

The study was divided into three main phases:

- **Pre-Test Phase:** At the start, participants completed the Connor-Davidson Resilience Scale (CD-RISC) and a self-confidence questionnaire. They also took part in an initial speaking task, which was scored using a rubric. These tests gave us the baseline data to compare later results.
- **Intervention Phase:** The intervention lasted four weeks, with two to three sessions each week. During these sessions, participants took part in guided teaching simulations, kept reflective journals, and practiced anxiety-reduction

techniques like breathing exercises, mindfulness, and positive self-talk. Each week, their speaking tasks were assessed with the rubric to monitor progress.

- **Post-Test Phase:** At the end of the intervention, participants completed the CD-RISC and self-confidence questionnaire again. They also performed a final speaking task, which allowed us to compare their performance with the initial test.

This design was effective because it helped us measure not only improvements in speaking skills but also changes in emotional resilience and self-confidence. By combining both numbers (quantitative data) and personal experiences (qualitative data), the study provided strong evidence about how emotional resilience relates to speaking ability in pre-service teachers.

**CHAPTER IV**  
**RESULTS AND DISCUSSION**

## 4. RESULTS

This chapter presents the results obtained after implementing an emotional resilience-based intervention to improve speaking skills in English majors. Data were collected using three instruments: a group speaking rubric, the CD-RISC resilience questionnaire, and a self-confidence questionnaire, both administered in the pre- and post-test phases.

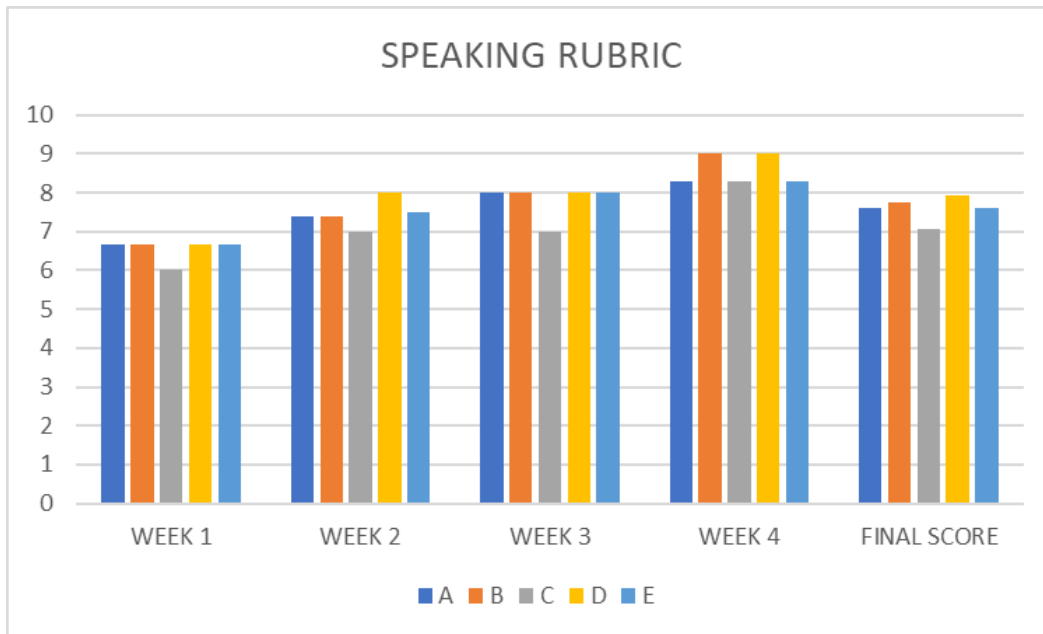
The implementation of the resilience-based intervention yielded significant results in both the quantitative and qualitative dimensions of the study. The data collected through the speaking rubric, the Connor-Davidson Resilience Scale (CD-RISC), and the self-confidence questionnaire provided solid evidence of improvement in participants' speaking skills, emotional resilience, and self-confidence.

- **Speaking Rubric Results**

The rubric, adapted to a 15-point scale and converted to a 10-point scale for institutional purposes, was administered weekly during four group sessions. The average scores obtained by group are presented below.

**Figure 1.**

Average group performance in speaking per week (scale 10)



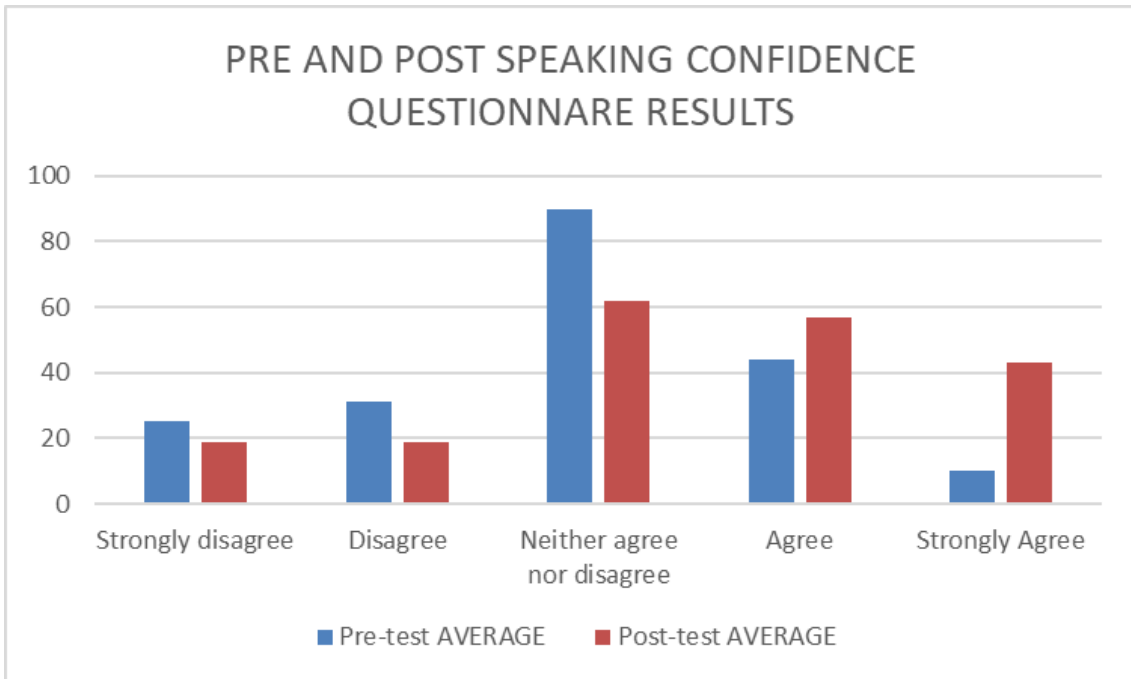
Progressive improvement was observed in all groups. The overall average score at week 1 was 6.1, while at week 4 it was 8.3, highlighting that groups B and D reached an outstanding score of 9 points, representing an increase of more than 2 points on the 10-point scale. The final score was the total average of all the scores obtained during the weekly session. The overall final score among the groups was 7.6 points.

The speaking rubric results showed a progressive increase in scores across the four weeks of the intervention. The average performance rose from an initial 6.1 to 8.3 points on a 10-point scale. Groups B and D reached as high as 9 points, demonstrating notable gains in fluency, vocabulary usage, and communicative confidence. This confirms that consistent exposure to structured resilience strategies, such as guided simulations and stress-reduction techniques, positively impacted oral proficiency.

- **Results of the Self-Confidence Questionnaire (Pre and Post)**

The self-confidence questionnaire was also administered before and after the intervention cycle. The results are shown in the following graphic.

**Figure 2.**  
Post and Pre Test Speaking Confidence Results



The comparative analysis of the pre-test and post-test results shows a generalized improvement in all the items assessed. In the initial phase, the average scores ranged from 3.39 to 4.24 on the Likert scale (1–5), reflecting an intermediate level of self-perceived confidence in speaking English. After the intervention, the means were higher, between 3.89 and 4.55, suggesting a positive impact of the strategy applied.

The most notable increase was observed in the item "I don't feel nervous when speaking English in front of others," which went from 3.46 to 4.28, a gain of 0.82 points. This is especially relevant, since communication anxiety is one of the greatest obstacles to the development of oral skills. Similarly, the statement "I can express my ideas clearly in English" showed an increase of 0.38 points (from 3.78 to 4.16), indicating significant progress in perceived fluency.

The items with the greatest increase were:

- "I feel confident speaking English in public (An initial percentage from 2,95 to 3,35)"
- "I believe I can improve my speaking skills with practice. (An initial percentage from 3,55 to 3,95)"
- "I don't feel nervous when speaking English in front of others (An initial percentage from 2,55 to 3,6)"

**Table 1**  
Mean Scores per Item (Pre-test vs Post-test)

| <b>Item</b>  | <b>Description</b>                                    | <b>Pre-test<br/>Mean</b> | <b>Post-test<br/>Mean</b> | <b>Difference</b> |
|--------------|---|--------------------------|---------------------------|-------------------|
| Q1           | I feel confident speaking English in public           | 3.77                     | 4.05                      | +0.27             |
| Q2           | I can express my ideas clearly in English             | 3.77                     | 4.16                      | +0.39             |
| Q3           | I don't feel nervous when speaking in front of others | 3.46                     | 4.28                      | <b>+0.82</b>      |
| Q4           | I believe I have good English pronunciation           | 3.69                     | 4.01                      | +0.31             |
| Q5           | I can communicate effectively regardless of the topic | 3.38                     | 4.01                      | +0.62             |
| Q6           | I feel confident participating in class activities    | 3.73                     | 4.09                      | +0.35             |
| Q7           | I believe I can improve with practice                 | 4.24                     | 4.55                      | +0.31             |
| Q8           | I'm not afraid of making mistakes                     | 3.81                     | 4.13                      | +0.31             |
| Q9           | I enjoy speaking English in different contexts        | 3.81                     | 4.32                      | +0.51             |
| Q10          | I consider myself to have good oral skills            | 3.77                     | 3.89                      | +0.12             |
| <b>Total</b> | <b>Overall Speaking Confidence</b>                    | <b>37.80</b>             | <b>41.77</b>              | <b>+3.96</b>      |

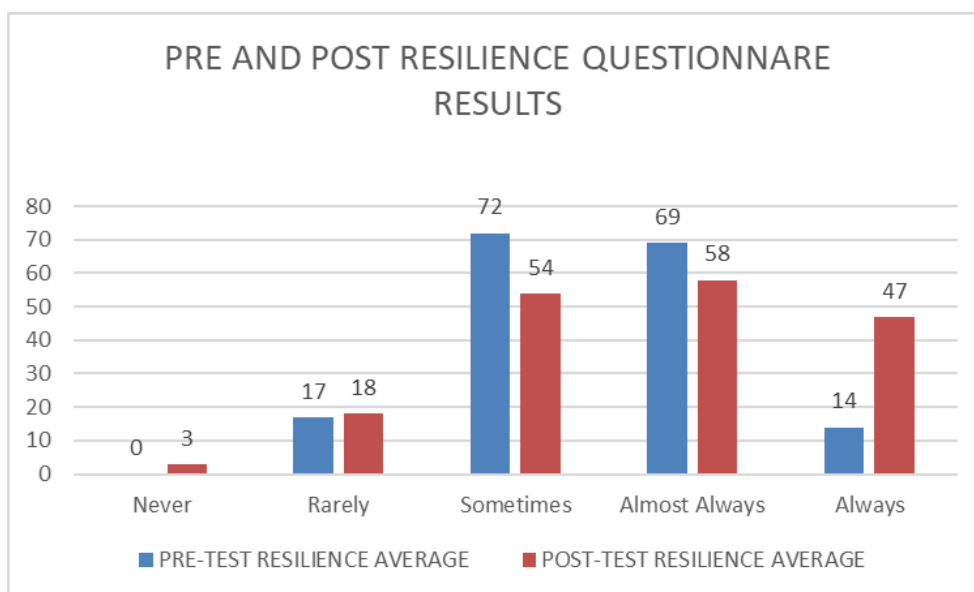
This reflects a change not only in linguistic self-perception, but also in emotional attitudes toward public speaking in English. Although most items show consistent increases, the growth in “I consider myself to have good oral skills in English” was more modest (+0.11), which could be due to the fact that this is a more global self-assessment that requires sustained evidence over time to perceive a considerable change.

- **Results of the CD-RISC Resilience Questionnaire (Pre and Post)**

The CD-RISC questionnaire assessed participants' emotional resilience before and after the intervention.

**Figure 3.**

Level of pre-service teachers' resilience (Pre and Post test)



The questionnaire included 9 items related to key aspects of resilience, using a Likert scale from 1 to 5, where 1 means "Never" and 5 means "Always."

Regarding resilience, measured only in the post-test, the average scores were high, with values between 3.93 and 4.59. The highest item was “I see challenges as opportunities” (4.59), followed by “I bounce back quickly after difficult experiences” (4.55) and “I can handle whatever comes my way” (4.44). These scores suggest that participants not only

developed confidence in their speaking skills, but also emotional and cognitive strategies to cope with challenging communication situations.

The item with the lowest average, although still high, was “I am not easily discouraged by adversity” (3.93), indicating a potential area for reinforcement. Even so, this level is consistent with a resilient profile in educational settings.

General Quantitative Results:

**Pre-test average: 3.3**

**Post-test average:3.9**

This shows an overall increase of 0.65 points, indicating a significant improvement in students' emotional resilience after the intervention.

**Table 2.**  
Mean Scores per Item (Pre-test vs Post-test)

| <b>Item</b>  | <b>Description</b>   | <b>Pre-test<br/>Mean</b> | <b>Post-test<br/>Mean</b> | <b>Difference</b> |
|--------------|--|--------------------------|---------------------------|-------------------|
| Q1           | I am able to adapt to changes.   | 3.33                     | 4.33                      | +1.00             |
| Q2           | I can handle whatever comes my way, no matter what it is.  | 3.33                     | 4.00                      | +0.67             |
| Q3           | I see challenges as opportunities.   | 3.67                     | 4.00                      | +0.33             |
| Q4           | I am capable of achieving my goals, even if there are obstacles.   | 3.40                     | 4.20                      | +0.80             |
| Q5           | I remain calm in difficult situations.   | 3.40                     | 4.40                      | +1.00             |
| Q6           | I can think clearly under pressure.  | 2.60                     | 4.00                      | +1.40             |
| Q7           | I am not easily discouraged by adversity.  | 2.40                     | 3.00                      | +0.60             |
| Q8           | I am willing to make difficult decisions.  | 3.40                     | 4.20                      | +0.80             |
| Q9           | I bounce back quickly after difficult experiences. I strive to achieve my goals, no matter the difficulties. | 3.40                     | 4.60                      | +1.20             |
| <b>Total</b> | <b>Overall Resilience</b>  | <b>36.84</b>             | <b>39.54</b>              | <b>+2.70</b>      |

All items show improvement, with the most notable increases seen in "I see challenges as opportunities" (item 3) and "I bounce back quickly after difficulties" (item 9). This reflects a stronger resilient mindset among students.

- **Resilience Level Distribution**

Based on the scale levels ("Never", "Rarely", "Sometimes", "Almost Always", "Always"), there was a clear shift in resilience levels:

- **Pre-test:**

"Sometimes": 54 responses

"Almost Always": 55 responses

"Always": 40 responses

- **Post-test:**

"Sometimes": 54 responses

"Almost Always": 58 responses

"Always": 47 responses

Significant reduction in "Rarely" and "Never"

This shows a decrease in lower resilience levels and an increase in the highest level ("Always"), as reflected in the post-test pie chart.

**Table 3.**  
Qualitative Findings from Weekly Reflective Journals

| Category                           | Early Weeks (Before Intervention)                                | Later Weeks (After Intervention)                                       | Illustrative (Students' Observations)   | Evidence Journals / |
|------------------------------------|--|--|---|---------------------|
| Emotional state                    | Predominant feelings of nervousness, anxiety, and insecurity.    | Increased confidence, motivation, and sense of achievement.            | "I feel anxious when speaking in class." → "Now I feel more confident when delivering a class performance." |                     |
| Self-perception                    | Low self-esteem and doubt about teaching abilities.              | Stronger self-belief, acceptance of mistakes as part of learning.      | "I'm not sure I can do it." → "Even if I make mistakes, I know I must breathe and improve."                 |                     |
| Body language / Nonverbal behavior | Closed postures, limited eye contact, reluctance to participate. | Open gestures, frequent smiling, voluntary participation, eye contact. | Student crossing arms and looking down → Students raising hands, engaging actively.                         |                     |
| Classroom participation            | Hesitant to volunteer, silence during activities.                | More proactive contributions, willingness to take risks in speaking.   | Avoided speaking → Actively contributed in class discussions.   |                     |
| Overall impact                     | Low emotional resilience, resistance to challenges.              | Increased resilience, readiness to perform as future teachers.         | Transformation visible in both reflective journals and classroom observations.                              |                     |

The data shown in Table 3 highlights a noticeable shift in the emotional states and behaviors of the pre-service teachers throughout the intervention. At the start, participants shared feelings of anxiety, nervousness, and a lack of confidence, which were evident in

both their written reflections and their nonverbal cues. However, as the intervention strategies were gradually implemented, the journals began to reflect a steady rise in confidence, motivation, and emotional resilience. By the final weeks, students not only reported more positive self-perceptions but also exhibited open body language, actively participated, and engaged more fully in classroom activities. These findings support the quantitative results, emphasizing that developing emotional resilience was key to enhancing both oral performance and professional readiness.

#### **4.1. DISCUSSION**

The findings of this study provide clear evidence that emotional resilience is a determining factor in enhancing speaking skills among pre-service English teachers. The pre-test results demonstrated that most participants initially struggled with low self-confidence, high speaking anxiety, and limited fluency during oral communication. Many pre-service teachers hesitated to speak in English, often reverting to Spanish when facing difficulties, and their performance in oral tasks reflected insecurity and lack of persistence. These observations confirm the assertion that socio-emotional variables strongly influence communicative competence, as suggested in prior studies (Tülüce, 2018; Fuadiyah et al., 2022).

After the implementation of the resilience-focused intervention, the post-test results showed a substantial transformation. Participants not only improved their scores on the resilience scales but also exhibited noticeable changes in their oral performance. They demonstrated greater willingness to participate in speaking activities, were less afraid of making mistakes, and displayed higher levels of fluency and interaction.

One of the most powerful components of the intervention was the “reflective guided cycle”, where pre-service teachers prepared and delivered mini-lessons in English. This practice gave them authentic opportunities to put their oral skills into action while simultaneously applying resilience strategies. At the beginning, participants approached these mini-lessons with high levels of stress, fearing mistakes and negative evaluation. However, through guided reflection, peer and teacher’s positive feedback, and repeated cycles, students gradually developed greater confidence and adaptability.

The mini-lesson format functioned as a “safe simulation of real teaching practice”, which mirrors what international literature identifies as a resilience-building mechanism. Le Cornu (2009) for example, emphasized that practicum experiences, when coupled with reflection and support, enable pre-service teachers to transform challenges into professional growth. Similarly, Mu (2024) argued that experiential learning and reflection are key to building resilience among pre-service teachers. The results of this study confirm those claims: participants who engaged in multiple cycles of guided reflection improved not only their oral fluency but also their ability to regulate emotions, accept mistakes as part of learning, and persist under pressure. These behavioral shifts align with the theoretical framework that defines resilience as a dynamic skill that strengthens persistence, adaptability, and confidence over time (Masten, 2001)

By the end of the intervention, many participants stated that they could manage their anxiety better, attributing this to relaxation techniques, peer collaboration, and the opportunity to reflect on mistakes without judgment. This echoes the work of Castro-Vaca and Argudo-Garzón (2024) in Ecuador, who emphasized that supportive classroom environments reduce oral anxiety. The improvement observed in this study demonstrates that resilience training can function as a mechanism to create such environments and to empower learners to face oral tasks more confidently.

Another important aspect relates to self-confidence. Pre-service teachers' self-belief in their ability to communicate effectively grew significantly during the intervention. This aligns with Abad-Céleri, Argudo-Serrano, and Fajardo-Dack (2019), who found that motivation and learner differences were predictors of oral proficiency among Ecuadorian pre-service teachers. In this research, resilience-building strategies such as reflective journals, guided speaking practice, and peer support not only enhanced motivation but also directly improved students' perception of their speaking capacity. This confirms that resilience and self-confidence are interdependent and jointly influence oral performance.

When comparing these findings to international studies, strong similarities appear. For instance, Tülüce (2018) in Turkey highlighted that resilience enabled pre-service teachers to overcome oral barriers through persistence and peer support. Likewise, Darmawan and Nirma (2021) in Indonesia demonstrated that resilience-related factors such as mastery experiences and emotional states influenced speaking self-efficacy. The present study resonates with these findings, suggesting that the dynamics of resilience and oral performance are not limited to specific cultural contexts but can be observed across diverse educational settings.

At the regional level, the results also align with the recommendations made by UNESCO (2021), which emphasize integrating socio-emotional skills into educational programs in Latin America. This research provides empirical evidence of how such integration can be operationalized in practice. Furthermore, the validation of resilience instruments in Chile (Salvo-Garrido et al., 2023) and qualitative analyses of teacher resilience (Salvo-Garrido et al., 2025) show that resilience is already being recognized as a key resource in Latin American education. The contribution of this study lies in extending that knowledge to the specific field of English language teaching and pre-service teacher preparation in Ecuador.

From a national perspective, the results offer novel contributions. While Ecuadorian research has documented the role of motivation, anxiety, and self-efficacy in oral performance (Abad-Célleri et al., 2019; Castro-Vaca & Argudo-Garzón, 2024), there was no empirical evidence linking resilience interventions directly to improvements in speaking skills. This study fills that gap by demonstrating that resilience can be developed systematically and that doing so leads to measurable gains in oral proficiency. In practical terms, participants moved from struggling to maintain conversations in English to being able to engage more confidently in extended master classes simulation, reflecting both linguistic and psychological growth.

Another significant outcome is the potential transferability of resilience skills. Beyond the classroom, participants indicated that the strategies they learned, such as relaxation, self-regulation, and peer collaboration, were applicable in other stressful academic situations. This shows that resilience-building not only benefits speaking skills but also equips future teachers with tools to manage professional challenges, an aspect highlighted in the Chilean literature (Salvo-Garrido et al., 2025).

**CHAPTER V**  
**CONCLUSIONS AND RECOMMENDATIONS**

## 5.1. Conclusion

The present research has shown that emotional resilience is a determining factor in strengthening the speaking skills of pre-service teachers at Universidad Técnica Estatal de Quevedo. The evidence gathered through questionnaires, speaking rubrics, and reflective journals confirms that linguistic knowledge alone is not sufficient for oral performance; rather, the ability to regulate emotions, confront challenges, and maintain confidence is what enables future teachers to express themselves effectively in English.

First, the study showed that emotional resilience has a significant positive impact on oral performance. Participants who engaged in resilience-building activities demonstrated considerable progress in their speaking scores, reflecting improvements not only in accuracy and fluency but also in their ability to communicate ideas confidently and effectively. This indicates that emotional factors are just as critical as linguistic competence in the development of speaking skills.

Second, the intervention showed that resilience is a skill that can be cultivated through structured pedagogical practices. By incorporating techniques such as guided reflection, stress management exercises, and microteaching simulations, the study provided participants with practical tools to regulate anxiety, build confidence, and recover quickly from mistakes. These strategies can be replicated in teacher training programs to promote holistic professional preparation.

Third, the findings highlighted the role of self-confidence as the central component of resilience. Improvements in the self-confidence questionnaire correlated strongly with gains in speaking performance. When students believed in their capacity to communicate, they were more willing to take risks, maintain their ideas in English, and accept mistakes as part of learning. Confidence reduced their fear of negative evaluation and allowed them to speak more clearly and with greater fluency. This demonstrates that self-confidence is not only an outcome of resilience but also a driving force that sustains effective oral communication.

Fourth, the study underlined the importance of addressing the emotional dimension in teacher education. Traditional programs that focus exclusively on linguistic skills risk neglecting the psychological readiness of future teachers. The results of this research show that integrating emotional training into the curriculum equips teachers with the resilience needed to handle stressful classroom situations and to serve as role models of perseverance and adaptability for their students.

Finally, this study contributes both locally and globally. At the local level, it responds to the challenges of English education in Ecuador by offering practical strategies to improve teacher training. At the global level, it aligns with contemporary educational paradigms that emphasize socio-emotional learning as a cornerstone of effective pedagogy. By bridging the gap between emotional resilience and linguistic competence, this research sets a precedent for future studies and interventions in similar contexts.

Emotional resilience should be considered a cornerstone of teacher education. Its integration into training programs guarantees the preparation of professionals who are confident, adaptive, and capable of inspiring their students to communicate without fear. Strengthening resilience is not an optional complement but a necessary strategy to ensure that Ecuadorian education forms teachers who are both linguistically competent and emotionally strong, ready to guide new generations in a globalized world.

## 5.2. Recommendations

- For teacher education programs, I recommend integrating resilience training into the core curriculum of English pedagogy. This should not be limited to isolated workshops but embedded in oral communication courses, where guided reflection, microteaching simulations, and peer feedback become standard practices. By creating a safe and supportive environment, universities can help future teachers confront speaking anxiety, strengthen their confidence, and achieve higher communicative competence.
- For pre-service teachers, this study encourages the adoption of proactive strategies to manage their emotional responses during oral tasks. Keeping reflective journals, practicing mindfulness, and engaging in peer collaboration can transform negative experiences into opportunities for growth. By embracing mistakes as natural steps in the learning process, pre-service teachers will not only improve their speaking performance but also cultivate the resilience needed to thrive in professional teaching environments.
- For universities and educational institutions, the recommendation is to allocate resources to socio-emotional learning initiatives. Professional development programs for teacher educators should include training on how to identify and address students' emotional barriers, particularly those related to public speaking and classroom performance. Institutions should also establish counseling services, resilience workshops, and mentorship programs to reinforce the psychological well-being of their students.

- For policymakers and the Ministry of Education, this study highlights the need to expand the national English curriculum to explicitly incorporate socio-emotional competencies, in alignment with global frameworks such as UNESCO's Sustainable Development Goals and the CEFR. Policies should support teacher training institutions in implementing resilience-based pedagogies, ensuring that future teachers are prepared not only linguistically but also emotionally for the challenges of teaching.

Finally, for future research, it is recommended to replicate this study with larger populations and across different universities in Ecuador to validate the findings and broaden their applicability. Longitudinal studies could explore the long-term impact of resilience training once pre-service teachers transition into their professional careers. Additionally, investigating the influence of resilience on other language skills, such as listening or writing, could enrich our understanding of socio-emotional learning in second language acquisition.

**CHAPTER VI**  
**BIBLIOGRAPHY**

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**CHAPTER VII**  
**ANNEXES**

## **APPENDIX 1. Resilience Questionnaire (CD-RISC-10)**

Instructions: Below you will find a series of statements. Please read each one carefully and mark with an 'X' the option that best reflects how much it applies to you recently. Use the following scale:

1 = Never

2 = Rarely

3 = Sometimes

4 = Often

5 = Almost Always

1. I am able to adapt to changes.
2. I can deal with whatever comes, no matter what it is.
3. I see challenges as opportunities.
4. I am able to achieve my goals, even if there are obstacles.
5. I remain calm in difficult situations.
6. I can think clearly under pressure.
7. I am not easily discouraged by adversity.
8. I am willing to make difficult decisions.
9. I bounce back my goals, no matter the difficulties.

## **APPENDIX 2 Speaking Self-Confidence Questionnaire**

Instructions: This questionnaire aims to determine your level of self-confidence when speaking English. Please mark with an 'X' the option that best reflects your opinion. Use the following scale:

1 = Strongly disagree

2 = Disagree

3 = Neither agree nor disagree

4 = Agree

5 = Strongly agree

1. I feel confident speaking English in public.
  2. I can express my ideas clearly in English.
  3. I don't feel nervous when speaking English in front of others.
  4. I believe I have good English pronunciation.
  5. I can communicate effectively in English regardless of the subject.
  6. I feel confident participating in speaking activities in class.
  7. I believe I can improve my speaking skills with practice.
  8. I am not afraid of making mistakes when speaking English.
  9. I enjoy speaking English in different contexts.
  10. I consider myself to have good speaking skills in English.
- quickly after difficult experiences.

*APPENDIX 3. Connor-Davidson Resilience Scale (CD-RISC) – Adapted Version*

## Simplified Connor Davidson Resilience Scale

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Instructions:**

Below are five statements that people often use to describe themselves. For each statement, please rate how well it describes you over the past month by selecting a number from 0 to 4 that best reflects your answer.

- 0 = Not true at all
- 1 = Rarely true
- 2 = Sometimes true
- 3 = Often true
- 4 = True nearly all the time

| Statement   | 0                        | 1                        | 2                        | 3                        | 4                        |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. I am able to adapt to change.                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. I can handle unexpected events.                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. I find humor helpful when facing difficulties. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Stress can lead to personal growth.            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. I can recover from setbacks.                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

## APPENDIX 4 Rubric for assessing speaking skills

For Pre-Service English Teachers – Focus on Key Speaking & Confidence Criteria

Total Score: 15 points

| Criteria  | Excellent (5)   | Good (4)  | Fair (3)   | Limited (2)  | Needs Improvement (1)                                   |
|---|---|---|--|--|---|
| 1. Fluency & Clarity                                      | Smooth, natural flow; ideas expressed clearly with no noticeable hesitation | Minor pauses; ideas generally clear                               | Some hesitation; Message occasionally unclear                      | Frequent pauses; message often unclear               | Constant hesitation; very difficult to understand       |
| 2. Language Accuracy & Range                              | Consistently accurate grammar and varied vocabulary                         | Mostly accurate grammar; adequate vocabulary                      | Some errors affecting meaning; limited vocabulary                  | Frequent errors; very limited vocabulary             | Serious errors impede understanding; minimal vocabulary |
| 3. Communicative Confidence (Eye contact, posture, voice) | Consistent eye contact; confident posture; clear, steady voice              | Regular eye contact; mostly confident posture; mostly clear voice | Occasional eye contact; some nervous posture; voice sometimes weak | Rare eye contact; tense posture; weak or shaky voice | No eye contact; very tense; voice inaudible             |

**GROUP SCORE:**

Individual Observations (if needed):

| Student Name | Participation Level (Low/Med/High) | Notes on Individual Performance | Observation |
|--------------|------------------------------------|---------------------------------|-------------|
|              |                                    |                                 |             |
|              |                                    |                                 |             |
|              |                                    |                                 |             |

## **APPENDIX 5. Informed consent**

**Title of the Study:** Emotional Resilience as a Key Factor to Enhance Speaking Skills in Pre-Service Teachers

**Institution:** Universidad Técnica Estatal de Quevedo

**Researcher:** Luciano Alexander Arce Benavides

### **Purpose of the Study:**

This study aims to examine the role of emotional resilience, particularly self-confidence, in improving the speaking skills of pre-service teachers. Participants will take part in a four-week intervention that includes guided simulations, self-reflection, and feedback sessions to evaluate changes in resilience and speaking performance.

**Procedures:** Participants will complete pre- and post-assessment questionnaires, engage in guided speaking simulations, and participate in structured feedback and reflection sessions. The study will involve the use of the Connor-Davidson Resilience Scale (CD-RISC), a self-confidence questionnaire, and a speaking proficiency rubric. Data collected will be used exclusively for research purposes and will remain confidential.

### **Voluntary Participation:**

Participation in this study is entirely voluntary. Participants have the right to withdraw at any stage without penalty or consequences.

### **Confidentiality:**

All responses and recorded data will remain confidential and will only be used for research analysis. No identifiable personal information will be shared in any report or publication.

### **Potential Risks and Benefits:**

There are no anticipated risks associated with participating in this study. The potential benefits include increased awareness of personal speaking confidence, improved self-regulation techniques, and enhanced communication skills.

### **Contact Information:**

For any questions or concerns regarding the study, you may contact the researcher at: [Luciano.arce2018@uteq.edu.ec](mailto:Luciano.arce2018@uteq.edu.ec)

### **Consent Statement:**

I, \_\_\_\_\_, have read and understood the purpose and procedures of this study. I voluntarily agree to participate and understand that I can withdraw at any time without consequences.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## APPENDIX 6. Warm up workshop to boost confidence

|   |
|---|
| Warm-Up Activities for Speaking Sessions  |
| Objective: Reduce stress, increase speaking confidence, and activate oral production in pre-service teachers before each weekly speaking session. |
| Week 1 – Seguridad y Relajación   |
| <b>Breathing 4-7-8 (2 min):</b> Inhale 4s → hold 7s → exhale 8s (repeat 3x). Purpose: Calm nerves.  |
| <b>Positive Affirmations (2 min):</b> Students repeat: "I'm not afraid to speak." / "My English is getting better every day."                     |
| Week 2 – Manejo del miedo a equivocarse   |
| <b>Tension and relaxation (2 min):</b> Tighten and release fists, shoulders, jaw. Purpose: Release physical tension.                              |
| <b>Positive visualization (3 min):</b> Imagine speaking confidently and being understood. Purpose: Internal confidence.                           |
| <b>Tongue twister (2 min):</b> E.g.: "She sells seashells by the seashore." Purpose: Voice activation without pressure.                           |
| Week 3 – Activación emocional y corporal  |
| <b>Emotion Voice (5 min):</b> Say: "I love learning English" with different emotions. Purpose: Loosen up and vocal play.                          |

**Mini-chat in pairs (4 min):** Topic: "A place I'd love to visit." Purpose: Activate fluency.

**Written affirmations (3 min):** Write 2 things they did well last class. Purpose: Reinforce confidence.

Week 4 – Cierre positivo y motivador

**Guided visualization (3 min):** Imagine succeeding in the final speaking task. Purpose: Positive reinforcement.

**1-Minute Talk (5 min):** Topic: "The biggest thing I've learned about myself this month." Purpose: Fluency + reflection.

**Celebration of progress (2 min):** Prompt: "What's one thing you're proud of about your speaking now?"