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**FACULTY OF EDUCATION, SCIENCE AND TECHNOLOGY**  
**ENGLISH MAJOR**

**THEME:**

EMOTIONAL FACTORS AFFECTING THE ORAL PRODUCTION IN ENGLISH STUDENTS FROM 8TH SCHOOL YEAR OF BASIC GENERAL EDUCATION OF THE "28 DE SEPTIEMBRE" EDUCATIONAL UNIT, IBARRA CANTON

Undergraduate Work Prior to Obtaining the Bachelor Degree in Educational Sciences, English Specialty.

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**Ibarra, 2019**

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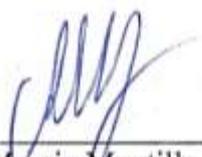
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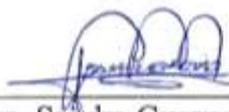
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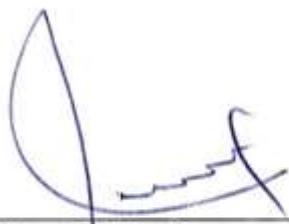
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**DEDICATION**

This undergraduate work is dedicated with all affection and love to my parents; they have been a great support throughout my university career and filled my life with their valuable advice.

César

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## **ABSTRACT**

The purpose of this project is to minimize the effects that affective factors such as anxiety and self-esteem have on students when carrying out oral production activities in the English language class, by applying a guide containing appropriate methodological strategies. This research was carried out during the 2018-2019 school year, with students from the 8th school year of Basic General Education (BGE) of the "28 de Septiembre" Educational Unit, Ibarra Canton, Province of Imbabura. The direct beneficiaries of this research are the 134 students surveyed. Information was collected using different techniques such as the survey, checklist and observation sheet to characterize the effects of anxiety and self-esteem on students, and then I have designed and implemented strategies that will contribute to the solution of the identified problem.

**Keywords:** anxiety, self-esteem, oral production, foreign language.

## RESUMEN

El propósito del presente proyecto es minimizar los efectos que los factores afectivos como la ansiedad y la autoestima provocan en los estudiantes al momento de realizar actividades de producción oral en la clase de idioma inglés, mediante la aplicación de una guía didáctica que contenga estrategias metodológicas adecuadas. Esta investigación se llevó a cabo durante el año lectivo 2018-2019, con los estudiantes de los 8vos años de Educación General Básica (EGB) de la Unidad Educativa “28 de Septiembre”, del Cantón Ibarra, Provincia de Imbabura. Los beneficiarios directos de esta investigación son los 134 estudiantes encuestados. Se recopiló información mediante distintas técnicas como la encuesta, lista de cotejo y ficha de observación con el propósito de caracterizar los efectos de la ansiedad y la autoestima en los alumnos, para posteriormente diseñar y aplicar las estrategias que contribuirán a la solución de la problemática identificada.

**Palabras clave:** ansiedad, autoconfianza, producción oral, idioma extranjero.

## CONTENT INDEX

ACEPTACIÓN DE LA DIRECTORA.....	ii
APROBACIÓN DEL TRIBUNAL.....	iii
AUTORÍA.....	iv
AUTORIZACIÓN DE USO Y PUBLICACIÓN .....	v
CESIÓN DE DERECHOS DE AUTOR.....	vii
DEDICATION.....	viii
GRATEFULNESS.....	ix
ABSTRACT.....	x
RESUMEN .....	xi
CONTENT INDEX .....	xii
TABLE INDEX .....	xv
GRAPHIC INDEX.....	xvii
Introduction.....	1
CHAPTER I.....	3
1. THEORETICAL FRAMEWORK.....	3
1.1 Cognitive and affective development in adolescence .....	3
1.2 Anxiety as a recurring element in the teaching-learning process .....	4
1.3 Self-esteem as recurring element in the teaching-learning process.....	5
1.4 Anxiety in L2.....	6
1.5 Self-esteem and Oral Production in EFL Learners .....	7
1.6 Methods and approaches strategies .....	8
1.6.1 Communicative Language Teaching .....	9
1.6.2 Competency - Based Language Teaching.....	10
1.6.3 Task - Based Language Teaching.....	11
1.6.4 Cooperative Language Learning.....	12
1.6.5 The Natural Approach.....	13
1.6.6 Community Language Learning .....	14
1.6.7 Suggestopedia .....	15
1.6.8 Grammar Translation Method.....	16
1.6.9 The Oral Approach and Situational Language Teaching.....	16

1.6.10 Audio-Lingual Method .....	16
1.6.11 Content and Language Integrated Learning (CLIL) .....	16
1.6.12 Whole Language .....	16
1.6.13 Text-Based Instruction.....	16
1.6.14 The Lexical Approach.....	16
1.6.15 Multiple Intelligences .....	16
1.6.16 Total Physical Response .....	16
1.6.17 The Silent Way .....	16
1.7 Strategies.....	17
1.7.1 Communicative Language Teaching .....	17
1.7.2 Competency - Based Language Teaching.....	17
1.7.3 Task - Based Language Teaching .....	17
1.7.4 Cooperative Language Learning .....	18
1.7.5 The Natural Approach.....	18
1.7.6 Community Language Learning .....	18
1.7.7 Suggestopedia .....	19
1.8 Common European Framework of Reference for languages (CEFR) .....	19
1.9 Spoken interaction with interactive activities .....	22
CHAPTER II.....	25
2. DIAGNOSTIC .....	25
2.1 Background .....	25
2.2 Methodological organization .....	27
2.2.1 Methods.....	27
2.2.1.1 Deductive .....	27
2.2.1.2 Inductive .....	27
2.2.1.3 Scientific .....	27
2.2.1.4 Descriptive .....	28
2.3 Population identification.....	28
2.4 Sample identification .....	28
2.5 Research techniques.....	28
2.5.1 Interview .....	28
2.5.2 Survey .....	29

2.5.3 Scientific observation.....	29
CHAPTER III .....	30
3. ANALYSIS AND INTERPRETATION OF RESULTS.....	30
3.1 Survey results.....	30
3.1.1 Anxiety Levels .....	30
3.1.2 Confidence Levels .....	40
3.1.3 Oral exams aspects.....	47
CHAPTER IV .....	58
4. PROPOSAL .....	58
4.1 Proposal title .....	58
4.1.1 Unit 1 .....	59
4.1.2 Unit 2 .....	68
4.1.3 Unit 3 .....	78
4.1.4 Unit 4 .....	98
4.1.5 Unit 5 .....	109
4.2 Impacts.....	117
4.2.1 Linguistic impact .....	117
4.2.2 Academic impact .....	118
4.2.3 Affective impact.....	120
4.3 Conclusions.....	122
4.4 Recommendations.....	123
4.5 References.....	124
Annexes.....	127
Annex 1. Survey applied to students.....	128
Annex 2. Checklist applied to students.....	130
Annex 3. Observation sheet applied to students .....	131
Annex 4. Interview applied to Vice-Principal .....	132
Annex 5. Interview applied to English Area Coordinator .....	134
Annex 6. Interview applied to English Area Teachers .....	136
Annex 7. Interview applied to 8th Year Teachers .....	138
Annex 8. Photographs.....	140
Annex 9. Urkund Analysis Result .....	141

## TABLE INDEX

Table 1. Piaget’s Stages of Cognitive Development .....	3
Table 2. Methods and Approaches Comparative Table.....	9
Table 3. Common Reference Levels: global scale.....	20
Table 4. Interactive activities and strategies according to CEFR .....	22
Table 5. Research units .....	28
Table 6. Speaking Exams.....	30
Table 7. Interaction with classmates .....	32
Table 8. Interaction with the teacher.....	33
Table 9. Oral Lessons .....	34
Table 10. Dialogue memorization.....	35
Table 11. Texts memorization .....	36
Table 12. Class participation.....	37
Table 13. Oral presentation.....	38
Table 14. Teacher correction .....	39
Table 15. Sing .....	40
Table 16. Role-playing.....	41
Table 17. Present a topic in front of the class .....	42
Table 18. Record audios with the voice.....	43
Table 19. Talk in pairs .....	44
Table 20. Tell stories.....	45
Table 21. Read texts in front of the class .....	46
Table 22. Individual in front of the teacher .....	47
Table 23. Individual in front of the class .....	48
Table 24. Understanding instructions .....	49
Table 25. Interruptions (teacher).....	50
Table 26. Interruptions (classmates).....	51
Table 27. Level of confidence with the teacher .....	52
Table 28. Forget the required vocabulary .....	53
Table 29. What word to use? .....	54
Table 30. Shyness .....	55

Table 31. Fear of being wrong.....	56
Table 32. Fear of making pronunciation mistakes.....	57
Table 33. Linguistic impact indicators.....	117
Table 34. Academic impact indicators.....	118
Table 35. Affective impact indicators.....	120

## GRAPHIC INDEX

Graphic 1. L2 learning outcome for high schools in Ecuador .....	21
Graphic 2. Speaking Exams .....	30
Graphic 3. Interaction with classmates .....	32
Graphic 4. Interaction with the teacher .....	33
Graphic 5. Oral Lesson .....	34
Graphic 6. Dialogue memorization.....	35
Graphic 7. Texts memorization.....	36
Graphic 8. Class participation.....	37
Graphic 9. Oral presentation .....	38
Graphic 10. Teacher correction.....	39
Graphic 11. Sing .....	40
Graphic 12. Role-playing .....	41
Graphic 13. Present a topic in front of the class .....	42
Graphic 14. Record audios with the voice .....	43
Graphic 15. Talk in pairs .....	44
Graphic 16. Tell stories.....	45
Graphic 17. Read texts in front of the class .....	46
Graphic 18. Individual in front of the teacher.....	47
Graphic 19. Individual in front of the class .....	48
Graphic 20. Understanding instructions .....	49
Graphic 21. Interruptions (teacher).....	50
Graphic 22. Interruptions (classmates) .....	51
Graphic 23. Level of confidence with the teacher .....	52
Graphic 24. Forget the required vocabulary .....	53
Graphic 25. What word to use?.....	54
Graphic 26. Shyness.....	55
Graphic 27. Fear of being wrong .....	56
Graphic 28. Fear of making pronunciation mistakes .....	57

## Introduction

This research has considered anxiety and self-esteem as important affective factors to deal with during oral production in the English language. Sanchez (2013) states that "anxiety is one of the most analyzed aspects due to physical manifestations such as nervousness, stuttering, and stiffness that occur in students during learning tasks" (p.285). As for self-esteem, "students' judgment of themselves is decisive in building their personality and in their desire to learn" (Montes De Oca, 2005, p.59). Therefore, both anxiety and self-esteem tend to negatively influence students when they are not provided with prepared teachers, methodologies appropriate to the level and reality of students, as well as the importance of strategies that are focused on the humanistic side.

Those who study a second language must not only learn grammar or vocabulary, but their main purpose must be to communicate with their peers and teachers, which for many students, is not simple or comfortable. Therefore, to get a student to speak fluently, the student must feel confident and motivated.

It is the teacher's responsibility that the classroom becomes a place where communication is the basis of learning. The reality is that many teachers still develop their classes as a one-way process in which the teacher is the one who must communicate and the rest receive the message and, in this way, will hardly encourage and improve oral expression.

Today learning a language is a fundamental aspect that opens roads for people, tears down borders, promotes empathy, knowledge, and understanding of other cultures and points of view. However, learning a foreign language is not something that is achieved overnight, not even in a short period, and this is something that should also be conveyed to students so that they do not become demotivated if the results do not arrive as soon as they waited. Therefore, this Degree Work is divided into chapters as follows:

Chapter I contains the theoretical framework, which provides a detailed description of the essential elements of the proposal, specific concepts and all relevant information to validate the research.

Chapter II covers the diagnostics, which establishes direct contact with the object of study (students) through information gathering techniques such as surveying, interviewing and observation.

Chapter III presents the data duly organized; presented in statistical tables and graphs with their corresponding analysis.

Chapter IV contains the development of the proposal, which was socialized with 8th school year of Basic General Education (BGE) of the "28 de Septiembre" Educational Unit. In addition, it contains the main impacts, conclusions and recommendations.

## CHAPTER I

### 1. THEORETICAL FRAMEWORK

#### 1.1 Cognitive and affective development in adolescence

Jean Piaget assumes that the cognitive development of children occurs through a continuous transformation of thought processes that take place over specific periods in their lives. Although students are usually grouped by chronological age, their development levels may differ significantly. (Osejo, 2015, p.26)

As children develop, they progress through stages characterized by particular ways of understanding the world. During the sensorimotor stage, young children develop eye-hand coordination schemes and object permanence. The preoperational stage includes growth of symbolic thought, as evidenced by the increased use of language. In the concrete operational stage, children can perform basic operations such as classification and serial ordering of concrete objects and finally stage, formal operations, students develop the ability to think abstractly and metacognitive, as well as reason hypothetically. (Osejo, 2015, p.28)

**Table 1**  
*Piaget's Stages of Cognitive Development*

<b>Stages</b>	<b>Age Range</b>	<b>Description to the stage</b>
<b>Sensorimotor</b>	From birth to 2 years	Experiencing the world using senses and actions.
<b>Preoperational</b>	2 to 6 years	Representing things using images or words.
<b>Concrete Operational</b>	7 to 11 years	Analyzing concrete events with logic.
<b>Formal Operational</b>	11 years and onward	Analyzing hypothetical scenarios and processing abstract thoughts.

Taken from: Piaget's theory  
Author: Piaget (1983)

On the other hand, the affective development is also an aspect to consider and it is directly associated with emotions during whole lives. The human being has a natural tendency to seek for social acceptance. “Affective development involves three subcomponents: feeling, cognition, and behavior which affect not only individuals’ interpersonal but also academic lives” (Brett, Smith, & Huitt, 2003, p.2). This is particularly evident in teenage years, when adolescents experience rapid physical and psychological changes, they sometimes find hard to adapt to.

### **1.2 Anxiety as a recurring element in the teaching-learning process**

Anxiety is usually present in the teaching and learning process, since it may block the brain in action. Hashempour & Mehrad (2014) proposed that “the term of anxiety is an instant, transitory emotion which can immediately impact on child cognition in specific condition and made them feeling worry, tightness and nervousness, all of these events can extremely impact on memory and learning process” (p.115). At high school, teenagers usually feel anxiety when they are being evaluated, during oral exams or while presenting a topic in class. Huberty (2009) affirmed that “anxiety can lead to poor academic performance and its consequences such as low level self- esteem may leading to reducing effort and motivation for school tasks” (p.12).

A behavioral symptom that is related to learning and anxiety is the difficulty of concentration. “Anxiety symptoms can negatively impact on concentration and working memory, which consequently can negatively influence children learning processes and their academic performance” (Aronen, Vuontela, Steenari, Salmi & Carlson, 2005, p.35). This way, anxiety affects working memory function as well as the ability to concentrate, affecting students’ learning. This is why anxiety must be minimized through the application of technically designed strategies.

### **1.3 Self-esteem as recurring element in the teaching-learning process**

It is important to know that “self-esteem is a personal judgment of worthiness that is expressed in the attitudes the individual holds toward himself, either by his own sense of competence or the concepts of others” (Coopersmith, 1967, p.32). Teachers’ classroom management skills are known to affect their students’ performance. Besides, “research has shown that classroom interactions play a vital role in developing adolescents’ self-esteem” (Demirdag, 2015, p.191).

Self-esteem presents two facets: global self-esteem, which refers to all feelings of self-worth and confidence; and specific self-esteem, which refers to a feeling of self-worth and confidence regarded to a specific action or behavior. Therefore, this is relevant in the teaching-learning process in order to apply those strategies that help students be engaged in class. On the other hand, students need realistic challenges to get achievements, since unreal expectations may lead to boredom or to frustration, which affect self-esteem development. (Lawrence, 2006, p.5)

In adolescence, a child’s life goes through changes at different levels, their bodies and self-perception is changing and they trying to see themselves in new ways. Going through this stage implies so many adaptation processes that academic performance and interpersonal relationships may be affected.

Furthermore, adolescents need to develop a new positive self, and learn to relate in new ways with their peers, so he or she may choose to strive for academic success or instead to engage in problematic or delinquent behavior in the school setting. (Simmons, 2017, p.8)

## 1.4 Anxiety in L2

One of the affective factors that influence the learning process of a foreign language is anxiety. This is particularly evident in oral production. Meihua (2009) claims that “anxiety is defined as the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system” (p.34).

Anxiety is a big issue when using L2 in oral production. If learners experience anxiety when they are using the foreign language, they tend to forget the language they are already familiar with. They may also be afraid of speaking, of being unable to clearly express what they want to say, or of feeling uncomfortable when using the foreign language. (Mantilla & Guevara-Betancourt, 2018, p.32)

When students are communicating through L2, they are afraid of doing it because they experience anxiety at different levels: mental block, mispronunciation of words, misuse of grammar structures and words. This can lead to other negative feelings, such as worry and embarrassment while they are speaking, lack of preparation, inability to think clearly, and fear of making mistakes in front of their peers or teachers. (Hashempour & Mehrad, 2014, p.116)

“Due to anxiety, many students choose not to use the foreign language, which makes it even harder for them to improve their speaking skills” (Králová, 2016, p.19). In communication apprehension, foreign language learners have difficulty not only in speaking but also comprehending messages from others. In other words, learners have difficulty understanding others or in being understood. MacIntyre and Gardner (1991) argue that “fear of negative evaluation is closely related to communication apprehension” (p.131).

On the other hand, “moderate levels of anxiety tend to promote a productive connection between both, anxiety and enjoyment in oral production” (Dewaele & MacIntyre, 2014, p.237). For example, one of the most frequent reactions caused by moderate anxiety is the production of adrenaline in our body, which makes it easier to learn or memorize new words or to express clearly ideas in an oral test.

In the light of the previously explained, Dewaele and MacIntyre (2014) state the “data showed that more successful and active learners tended to have higher levels of enjoyment, but these were interspersed with some degree of anxiety” (p.240). This is because that feeling promotes a sense of well-being that makes students want to continue speaking the best way they can. No matter if something goes wrong during an oral exam or presentation: as long as they feel comfortable, self-confident, motivated, and eager to keep speaking, they will eventually overcome anxiety.

### **1.5 Self-esteem and Oral Production in EFL Learners**

Self-esteem plays a vital role in the learning process of a foreign language, which contributes to achieving high academic performance. Learning English as a foreign language can be difficult without a certain degree of self-esteem that helps them to express themselves freely and fluently, making students more confident to participate, collaborate and socialize before, during and after class.

Self-esteem helps learners express what they want and to feel pleased by what they did, otherwise taking such risks has the potential to damage one's self-esteem affecting the way a learner approaches learning experiences as well as opportunities regarding further L2 development. (Mandokhail, Rehman & Malghani, 2017, p.210)

Experts on the matter have concluded that students with higher levels of self-confidence are prone to taking risks and communicate in the target language, regardless of the lexical or grammatical mistakes they make. Students with high self-esteem are more sociable; consequently, they will try to convey their ideas in the foreign language more frequently. As a result, they get more input from the environment (classroom or real-life situations) which will improve the accuracy and fluency of the speaker in the long-term. On the other hand, Wulandari (2015) establishes that “students with lower levels of confidence will not learn from their

failures, and since they do not receive correction, the errors or lack of understanding of the language will gradually fossilize in their minds” (p.121).

Furthermore, according to Koosha (as cited in Wulandari, 2015) “self-esteem has a great influence on the speaking skill of a foreign language”. Koosha conducted a study in the Islamic Azad University in which he concluded that self-esteem is related directly to the four skills of the English language. Speaking, however, was the most influenced. This indicates that the most challenging part of oral production is conveying ideas through oral communication, since it involves personality traits and an intricate factor such as self-esteem.

A negative perception of themselves stimulates learners’ expectations of failure and confirms that they are not able to learn English making its self-esteem declines, this is why teachers must be aware of the harmful consequences of low self-esteem in L2 oral production and be prepared to counteract its effects. (Mandokhail, Rehman and Malghani, 2017, p.212)

## **1.6 Methods and approaches strategies**

Throughout the years, different theories regarding foreign language instruction in the classroom have arisen. These theories provide different perspectives and approaches to how teachers should conceive, plan, execute and evaluate all of the steps involved in the teaching - learning process of L2. Not all of those methodologies aimed at the development of oral skills, so it was necessary to analyze them in detail to identify those that support oral production.

The following table will present the most effective methods to develop L2 fluency; accuracy and proficiency, all of which are necessary in order to effectively interact in the foreign language classroom:

**Table 2**  
*Methods and Approaches Comparative Table*

General characteristics	Approach	Roles	Usefulness to oral English production	Contribution to oral English production
<b>Communicative Language Teaching</b>				
<p>It describes how meaning have a relationship with the entire text and each learner authenticity.</p>	<p>The learner's needs and the selection adequate activities this approach is based on unit – credit system with the development of communicative syllabuses for language teaching. It is also a functional theory of language.</p>	<p><b>Learner roles:</b></p> <ul style="list-style-type: none"> <li>- Emphasizes the process of communication.</li> <li>- Being a negotiator (between learning process and object of learning).</li> <li>- Active and cooperative roll</li> <li>- Greater degree of responsibility.</li> </ul> <p><b>Teacher roles:</b></p> <ul style="list-style-type: none"> <li>- Being a facilitator and monitor</li> <li>- Facilitates the communication process</li> <li>- Organizes resources</li> <li>- Beings a motivator and counselor.</li> </ul>	<p>Yes</p>	<ul style="list-style-type: none"> <li>- Uses speech acts or functions for a communicative purpose.</li> <li>- Allows interaction and communication.</li> <li>- Provides opportunities for learners to develop both accuracy and fluency.</li> <li>- Allows social interaction activities.</li> </ul>

<b>Competency – Based Language Teaching</b>				
<p>It focuses on what learners are expected to do, in some way to evaluate the students' quality of being capable.</p>	<p>It is based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social context in which it is used.</p>	<p><b>Learner roles:</b> Learners are active participants in the learning process in CBLT. They monitor their own speech and the speech of others.</p> <p><b>Teacher roles:</b> Teachers correct students immediately and give a positive feedback. They adjust the activities and the syllabus according to learners' necessities.</p>	<p>Yes</p>	<p>Students are able to prove their abilities monitoring their own speech. They give their best to improve their skills, realizing about their progress and failures.</p>

<b>Task – Based Language Teaching</b>				
<p>It has been defined as an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real – world, non-linguistic purpose.</p>	<p>Language is primarily a means of making meaning and achieving real- world goals.</p> <p>Lexical Units are central in language used and language learning.</p>	<p><b>Learner roles:</b></p> <ul style="list-style-type: none"> <li>- Creates and interpret messages for which they lack full linguistics resources and prior experience.</li> </ul> <p><b>Teacher roles:</b></p> <ul style="list-style-type: none"> <li>- Motivates their students to invest mental energy in task performance.</li> <li>- Organizes efficiently the task-based activity.</li> <li>- Supports the students while they are performing the task.</li> </ul>	<p>Yes</p>	<p>Interaction and communication through tasks provide opportunities for scaffolding learning. In the classroom, scaffolding is the process of interaction between two or more people as they carry out a classroom task and where one person (e.g., the teacher or another learner) has more advance knowledge than the other (the learner).</p>

<b>Cooperative Language Learning</b>				
<p>Group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.</p>	<p>Communicative competence depends on the ability to express and understand functions or speech acts. Furthermore, learners are required to interact using both spoken and written language.</p>	<p><b>Learner roles:</b></p> <ul style="list-style-type: none"> <li>- Works collaboratively on tasks with other group members.</li> <li>- Has to learn teamwork skills.</li> <li>- Thinks how to plan, monitor, and evaluate their own learning.</li> </ul> <p><b>Teacher roles:</b></p> <p>Has to create a highly structured and well- organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.</p>	<p>Yes</p>	<p>CLL provides students an effective oral interaction that is design to foster cooperation rather than competition in activities like group discussion, role-play, and turn-taker monitor.</p>

<b>The Natural Approach</b>				
<p>Method of foreign language teaching aims to apply the principles of natural language acquisition into classroom. The emphasis on the central role of comprehension of communicative skills.</p>	<p>Focus on: helping beginners to become intermediate. Enhancing communications skills. (reading-writing-listening or speaking). The primacy of meaning.</p>	<p><b>Learner roles:</b></p> <ul style="list-style-type: none"> <li>-Active role in ensuring comprehensible input.</li> <li>-Provides information about specific goals.</li> <li>-Decides when to start producing speech and when to upgrade it.</li> <li>-Learner to learner interaction encourage in pairs or groups.</li> </ul> <p><b>Teacher roles:</b></p> <ul style="list-style-type: none"> <li>-Primary source of comprehensive input.</li> <li>- Creates a better classroom atmosphere.</li> <li>- Facilitator – orchestrate classroom activities.</li> <li>- Responsible for collecting material and design their use.</li> </ul>	<p>Yes</p>	<p>Promotes comprehension and meaningful communication.</p> <ul style="list-style-type: none"> <li>- It considers communication as the primary function of language communicative abilities.</li> <li>- Basic personal communication skills: oral.</li> <li>- Academic learning skills: oral.</li> </ul>

<b>Community Language Learning</b>				
<p>It is a language teaching approach in which students choose as a group what aspects of language they want or need to learn from. It also considers students' emotions as a factor in learning and encourages interaction and partnership as well.</p>	<p>Interaction between learners and teacher involves five stages. Starts from being fully dependent and ends up being totally independent in the last stage. CLL involves translation, group work, recording, transcription, analysis, reflection and observation, listening and free conversation.</p>	<p><b>Learner roles:</b> Participates as a member of a community, sharing from his/her experience and learning from others' experiences as well.</p> <p><b>Teacher roles:</b> Acts as a counselor, providing emotional feedback and encouraging students to learn. The teacher should also grant a safe environment for his/her students to be in.</p>	<p>Yes</p>	<p>As It provides a safe learning environment, it greatly reduces the risk of feeling anxious or stressed inside the classroom, which makes students more relaxed when using English in oral production.</p>

<b>Suggestopedia</b>				
<p>Language learning method aimed to develop proficiency in speaking quickly. It is a long-term method that mixes students' independent participation and guidance provided by the teacher. Uses baroque music to enhance concentration and relaxation during its lessons.</p>	<p>Students must fully commit to the method in order to succeed. Their mental state is key during the process that is why the baroque music is used to relax and increase their concentration during the lessons. It uses textbooks to extract its material and then proceeds to turn the process into a speaking improving method.</p>	<p><b>Teacher roles:</b> Provides a relaxing environment and present material in a way that encourages perception and reception.</p> <p><b>Student roles:</b> To be willing to learn and give their full attention to the method's approach to language learning.</p>	<p>Yes</p>	<p>Despite the fact that it is a very lengthy method, it has proven useful when it comes to proficiency development. It is having been criticized for its multiple not so direct activities, but it has also been recognized as very effective in oral production teaching.</p>

<b>Grammar Translation Method</b>	The methods mentioned on the left are not useful for oral production in English because they have no relevance to the subject inquired.
<b>The Oral Approach and Situational Language Teaching</b>	
<b>Audio-Lingual Method</b>	
<b>Content – Based Instruction and Content and Language Integrated Learning (CLIL)</b>	
<b>Whole Language</b>	
<b>Text – Based Instruction</b>	
<b>The Lexical Approach</b>	
<b>Multiple Intelligences</b>	
<b>Total Physical Response</b>	
<b>The Silent Way</b>	

Taken from: Approaches and Methods in Language Teaching  
 Authors: 8th Level Students - English Major 2019

In the previous comparative table, there are methodologies used to learn and practice the foreign language and some of them focus on the development of theoretical of the linguistic capacity of oral production.

## **1.7 Strategies**

The methodologies mentioned above that contribute to oral production suggest the following strategies:

### **1.7.1 Communicative Language Teaching**

- Pair work
- Dialogues
- Opinion – sharing activities
- Role plays
- Use of a communicative curriculum
- Groups based learning
- Creation of social learning environment

### **1.7.2 Competency - Based Language Teaching**

- Promoting dialogue between students.
- Students give their opinion about a certain topic.
- Ask and answer Yes/No questions and information questions using personal information.

### **1.7.3 Task - Based Language Teaching**

- Dialogues in pairs
- Dramatizations
- Presentations about daily life activities
- Create stories

- Opinion gap activities
- Interaction in groups
- Giving ideas

#### **1.7.4 Cooperative Language Learning**

- Team work
- Puzzle by team
- Discussion groups
- Pair work

#### **1.7.5 The Natural Approach**

- Pair or group work.
- Whole-class discussion led by the teacher.
- Use charts, pictures, advertisements, and other elements that serve as the focal point for questions.
- Fixed conversational patterns.
- Participate in group problem solving.
- Participate in communication activities with other learners.
- Learners gradually build up their knowledge of language through exposure, then they can produce it.
- Use language with a focus on meaning.
- Built up of fluency through practice.
- Conversational interaction is essential.
- Correct feedback during interaction

#### **1.7.6 Community Language Learning**

- Pair work

- Group work
- Autonomous work

### **1.7.7 Suggestopedia**

- Reading comprehension
- Discussion circles
- Debates
- Baroque music

All the previous strategies are consistent with the level of cognitive and affective development of age groups corresponding to 8<sup>th</sup> year of Basic General Education (BGE), within the Ecuadorian educational system.

## **1.8 Common European Framework of Reference for languages (CEFR)**

In learning a foreign language, it is important to consider the Common European Framework to assess the levels of proficiency and progress in each stage of this process.

The Common European Framework provides common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, and textbooks across Europe. It describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively. (CEFR, 2001, p.1)

The scales in the CEFR describe the theoretical model, elements, and processes that by interconnected in an underlying hierarchy.

**Table 3**  
*Common Reference Levels: global scale*

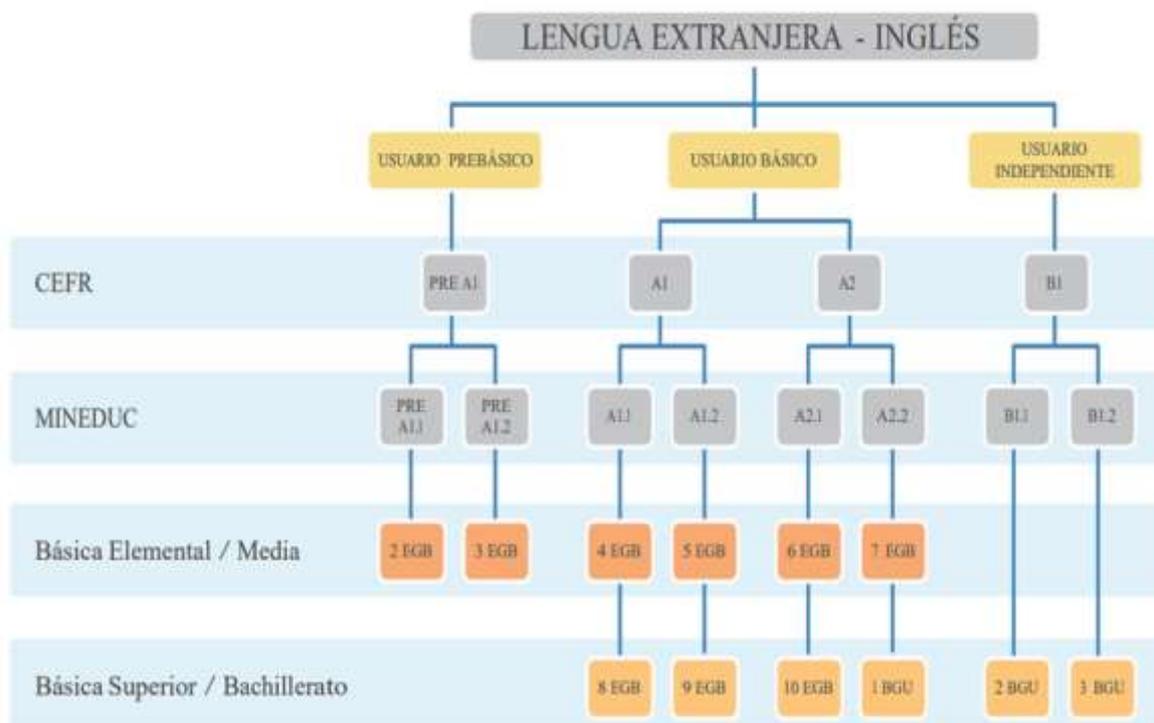
<b>Proficient user</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summaries information from different spoken and written sources, reconstructing arguments and accounts in coherent presentations. Can express him herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even more in complex situations.
	<b>C1</b>	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
<b>Independent user</b>	<b>B2</b>	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on wide ranges of subjects and explain a viewpoint on a typical issue giving the advantages and disadvantages of various options.
	<b>B1</b>	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinion and plans.
<b>Basic user</b>		Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local, geography, employment). Can communicate in simple and routine tasks requiring a simple and direct

	<b>A2</b>	exchange of information on familiar and routine matters. Can describe in simple terms aspects of <i>his/her</i> background, immediate environment and matters in areas of immediate need.
	<b>A1</b>	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Taken from: Common European Framework of Reference for Languages (CEFR)  
 Authors: 8th Level Students - English Major 2019

### Graphic 1

*L2 learning outcome for high schools in Ecuador*



Taken from: Ecuador Ministry of Education

According to the Ecuador Ministry of Education regulations, 8th year students must acquire A1.1 of the Common European Framework of Reference for Languages (CEFR), which states that:

Students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (p.24)

### 1.9 Spoken interaction with interactive activities

In interactive activities, the language user acts alternately as speaker and listener with one or more interlocutors so as to construct jointly, through the negotiation of meaning following the cooperative principle, conversational discourse.

**Table 4**

*Interactive activities and strategies according to CEFR*

<b>Illustrative scales</b>	<b>Can do statement - A1.1</b>	<b>Interactive strategies</b>
<b>Overall spoken interaction</b>	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech rephrasing and repairing. Can answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	<ul style="list-style-type: none"> <li>• Learner holds basic spoken interactions.</li> <li>• Learner provides basic personal information.</li> </ul>
<b>Understanding a native</b>	<ul style="list-style-type: none"> <li>• Can understand everyday expressions aimed at the satisfaction of needs of a concrete type, delivered directly to him/her in clear,</li> </ul>	<ul style="list-style-type: none"> <li>• Learner maintains short and basic conversations</li> <li>• Learner follows simple and concrete instructions</li> </ul>

<b>speaker interlocutor</b>	<p>show and repeated speech by a sympathetic speaker.</p> <ul style="list-style-type: none"> <li>• Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</li> </ul>	
<b>Conversation</b>	<p>Can make an introduction and use basic greetings and leave-taking expression. Can ask how people are and react to news.</p> <p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.</p>	<ul style="list-style-type: none"> <li>• Learner starts and maintains basic informal interaction.</li> <li>• Learner asks for items required to satisfy personal needs.</li> </ul>
<b>Informal discussion</b>	No descriptor available	No descriptor available
<b>Formal discussion and meetings</b>	No descriptor available	No descriptor available
<b>Goal-oriented co-operation</b>	<p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.</p> <p>Can ask people for things and give people things.</p>	<ul style="list-style-type: none"> <li>• Answers to information requirements and follows specific commands.</li> <li>• Asks for items required to satisfy personal needs.</li> </ul>
<b>Transitions to obtain goods services</b>	<p>Can ask people for things and give people things. Can handle numbers, quantities, cost, and time.</p>	<ul style="list-style-type: none"> <li>• Asks for and fetches items.</li> <li>• Deals with basic numerical data.</li> </ul>

<b>Information exchange</b>	Can understand questions and instructions addressed carefully and slowly to him/her follow short, simple directions. Can ask and answer simple questions, initiative and respond to simple statements in areas of immediate need or very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November three o'clock.	<ul style="list-style-type: none"> <li>• Gives and follows careful and slow directions.</li> <li>• Maintains basic conversations.</li> <li>• Requires and provides personal information.</li> <li>• Uses time expressions.</li> </ul>
<b>Interviewing and being interviewed</b>	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non- idiomatic speech about personal details.	<ul style="list-style-type: none"> <li>• Carries out basic interview.</li> </ul>

Taken from: Common European Framework of Reference for Languages (CEFR)

The previously described strategies respond to legal regulations and strategies corresponding to eighth level students (12-13 years old). The methodological guide presented to provides learners with suitable classroom activities oriented to improve oral production by minimizing language anxiety and enhancing their self-esteem.

## CHAPTER II

### 2. DIAGNOSTIC

#### 2.1 Background

This field research was carried out in June thanks to the determined collaboration of the following people working at the “28 de Septiembre” Educational Unit: MSc. María Belén Estrella, Rector; MSc. Xavier Rosero, Vice-Chancellor; Lic. Yolanda Aguilar, English Area Coordinator; English Area Teachers; 8th Year Teachers and, of course, the 8th year students of the aforementioned Institution.

The main difficulty that occurred during data collection was to find unmotivated students with a strong rejection of the foreign language which could be reflected in a lack of interest in oral production and therefore a low academic performance.

Oral expression plays a significant role in the foreign language class due to speaking causes more anxiety than writing, listening, or reading. Oral exams and lessons require more prior preparation of the student and if we add to this the fear of public speaking, which is one of the greatest difficulties in oral expression, and the little interaction, we can understand why it is an unpleasant activity among students.

The memorization of dialogues requires practice and constant review of what has been learned so that the new vocabulary is progressively engraved in memory. The teacher then has to cause the recovery or use of the words learned so that they are not forgotten. Some students suffer blockages, not for lack of skill or motivation, but for the fear they feel in certain situations of learning or real use of the foreign language.

Anxiety causes nervous and fearful states, contributing to poor performance; in turn, this produces greater anxiety and even worse performance. Fear and nervousness are intimately linked to the cognitive side of anxiety, which is a worry. Worry wastes the energy that should

be used for memory and processing and produces a kind of thinking that does not at all facilitate the realization of the specific task. (Arnold & Brown, 1999, p.58)

Similarly, the fear of making mistakes is because, in the foreign language class, grammatical correction is practiced more than fluent communication; in the class, an atmosphere of trust is not always created; the teacher may have a negative attitude towards mistakes or use inappropriate correction techniques.

For many people speaking in public in their mother tongue it is an activity that contains anxiety, doing so in a foreign language only enhances this affective factor. People who suffer from it tend to avoid or abandon social situations in which others can observe them negatively. Thus, in a foreign language class, we can observe that there are students who prefer to remain silent or who respond only when necessary. Arnold and Brown (1999) argue that "the best thing a teacher can do to help their students emotionally and intellectually is to create an environment of mutual support and attention. Students should feel that they are valued and will receive affection and support" (p.87).

For these reasons this research project aims to design strategies for the management of anxiety and self-esteem, turn them into oral production activities and apply these mechanisms to minimize the effects that these factors produce in English students from 8th school year of BGE of the "28 de Septiembre" Educational Unit, Ibarra Canton.

Data collection techniques such as surveying, interviewing, checklist, and observation were used in this research project.

## **2.2 Methodological organization**

### **2.2.1 Methods**

#### ***2.2.1.1 Deductive***

This type of research will obtain general information of how affective factors, anxiety and self-esteem, affect the oral production of English language students of 8th school year of BGE of the "28 de Septiembre" Educational Unit, Ibarra Canton using surveys to collect quantifiable data in order to obtain particular information about the phenomenon being studied.

#### ***2.2.1.2 Inductive***

The project will use the inductive method, since this allows to consider a number of particular facts obtained through research, accessing directly to general conclusions that arise after the analysis of various causes and generated the problem effects raised. Taking into account the foregoing, the inductive method will allow through the results, can establish strategies to counteract the effect of anxiety and self-esteem in producing foreign language.

#### ***2.2.1.3 Scientific***

“This method will be applied in order to directly perceive the object of research, allowing learn more about your reality” (Pievi & Bravin, 2008, p.51). Regarding the previously posed problems, the object of study are students of 8th year of BGE of the "28 de Septiembre" Educational Unit, Ibarra Canton, and how affective factors influence their oral production of the foreign language. Finally this method will help to have a logical and specific monitoring of each student in the research, as well as establishing relationships between the facts to research, development and implementation of strategies to minimize the effect of affective factors mentioned above in production oral foreign language.

### 2.2.1.4 Descriptive

Using the descriptive method may develop a characterization of situations and events investigated how the manifest, specifying the characteristics that define the problem. Through this method it is confirmed as indicated in the problem statement.

## 2.3 Population identification

**Table 5**

*Research units*

<b>Educational Unit</b>	<b>Year</b>	<b>Class</b>	<b>Students</b>
<b>“28 de Septiembre”</b>	8th	A	34
		B	34
		C	33
		D	33
<b>Total</b>			<b>134</b>

Taken from: Secretariat Educational Unit “28 de Septiembre”. 2019

## 2.4 Sample identification

All eighth graders were surveyed so it was not necessary to extract a sample to perform a statistical calculation.

## 2.5 Research techniques

### 2.5.1 Interview

This technique will serve for gathering relevant information addressed to direct beneficiaries, both authorities and teachers and students of the institution. Using this tool, the effect of anxiety and self-esteem that could influence students at the time of oral production through a conversation based on a structured questionnaire was characterized previously.

### **2.5.2 Survey**

Data collection will be done through a survey of direct beneficiaries, in order to analyze the effect of anxiety and self-esteem in the oral production of the foreign language. This technique will provide research data from which strategies will be designed.

### **2.5.3 Scientific observation**

This technique will be useful for identifying the most relevant characteristics of the investigation. Based on this information, it will define how anxiety and self-esteem influence the production of oral English language in the 8th school year of BGE of the "28 de Septiembre" Educational Unit ", Ibarra Canton.

## CHAPTER III

### 3. ANALYSIS AND INTERPRETATION OF RESULTS

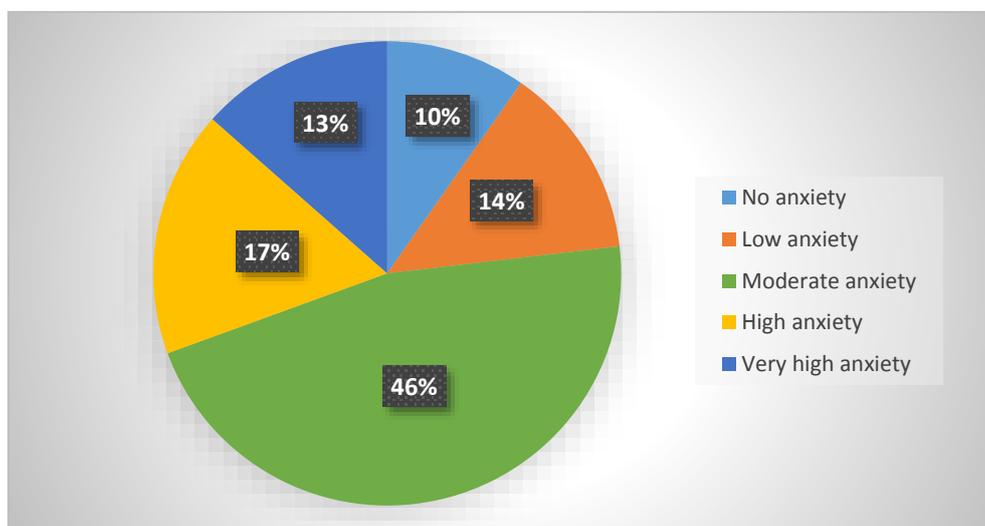
#### 3.1 Survey applied to 8th school year students of the "28 de Septiembre" Educational Unit, Ibarra Canton.

##### 3.1.1 Levels of anxiety when students doing activities in the English class

**Table 6. Speaking Exams**

Anxiety Levels	Frequency	%
1 (No anxiety)	13	10%
2 (Low anxiety)	18	14%
3 (Moderate anxiety)	62	46%
4 (High anxiety)	23	17%
5 (Very high anxiety)	18	13%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 2. Speaking Exams**



Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

#### **Analysis**

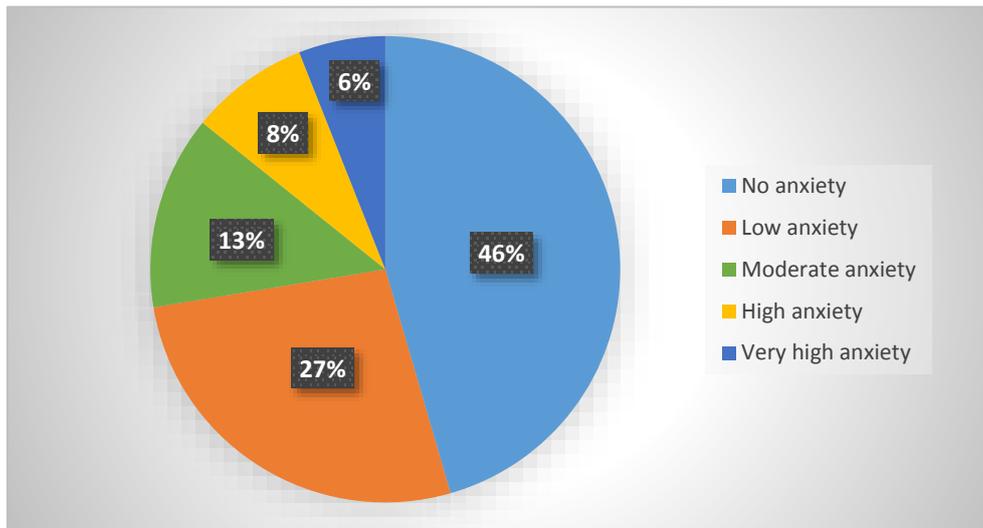
This pie chart shows the anxiety level students experience during an oral skills exam. According to the data collected, there is a 46% of students that feel anxious while they are taking an oral exam. On the other hand, 17 % of students surveyed feel very anxious at the moment of speech. The level of students who feel a little anxious is 14%. Thirteen percent of

participants feel highly anxious at the moment of taking the oral exam. Finally, only a minority do not feel anxiety at all while performing this activity (10%).

In conclusion, it is evident that a large proportion of learners feel moderate anxious during an oral exam, a minor number of them do not feel that anxiety.

**Table 7. Interaction with classmates**

Anxiety Levels	Frequency	%
1 (No anxiety)	61	46%
2 (Low anxiety)	36	27%
3 (Moderate anxiety)	18	13%
4 (High anxiety)	11	8%
5 (Very high anxiety)	8	6%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 3. Interaction with classmates**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

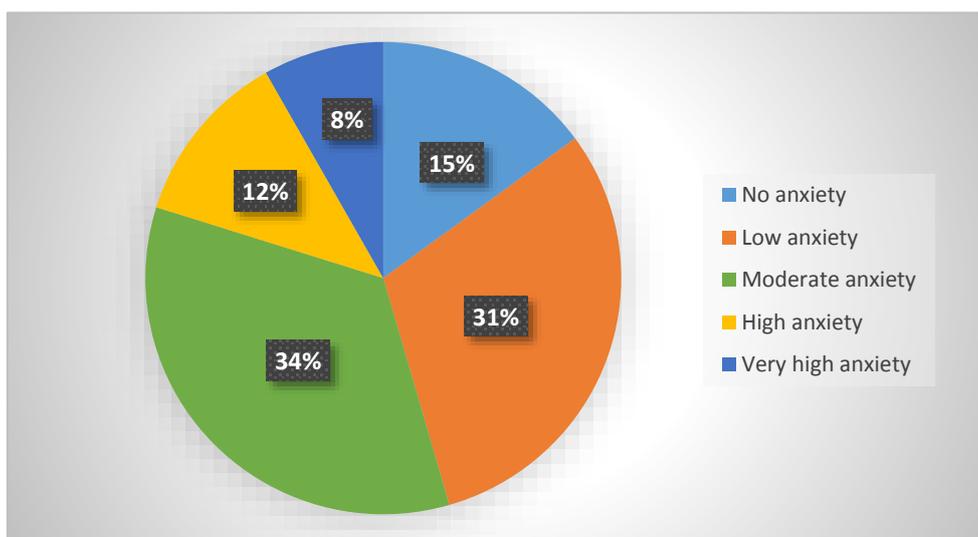
### Analysis

The chart gives information about students who feel anxious while interacting with their schoolmates in the classroom. From the pie chart, it is clear that 46% of participants researched do not feel anxious when interacting with partners. In contrast, 8% feel very anxious and a 6% feel quite a lot of anxiety.

Overall, a great deal of 8th level students do not show anxiety during the interaction with partners, while a small number of students feel anxious.

**Table 8. Interaction with the teacher**

Anxiety Levels	Frequency	%
1 (No anxiety)	20	15%
2 (Low anxiety)	41	31%
3 (Moderate anxiety)	46	34%
4 (High anxiety)	16	12%
5 (Very high anxiety)	11	8%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 4. Interaction with the teacher**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

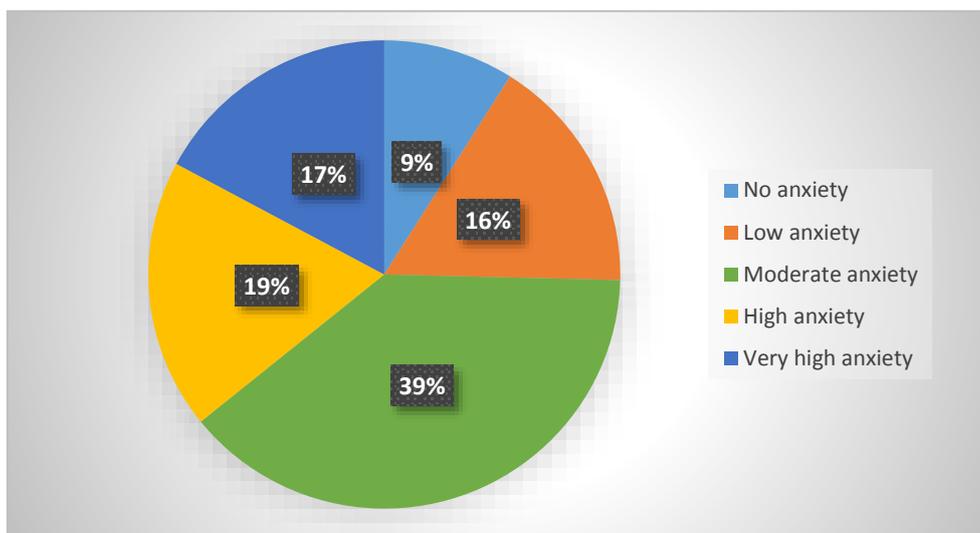
### Analysis

The pie chart illustrates the results of a survey in which students were asked about if they feel anxious while interacting with the teacher. It can be seen that 34% of participants feel anxious when fulfilling this activity. Nearly a third of participants feel a little anxiety, there is a difference of just three percentage points with the previous data. Nevertheless, 15% of the students surveyed do not feel anxious.

In summary, the majority of students asked said that feel anxious while interacting with the teacher and a small fraction of them feel highly anxious.

**Table 9. Oral Lessons**

Anxiety Levels	Frequency	%
1 (No anxiety)	12	9%
2 (Low anxiety)	22	16%
3 (Moderate anxiety)	52	39%
4 (High anxiety)	25	19%
5 (Very high anxiety)	23	17%
<b>Total</b>	134	100%

**Graphic 5. Oral Lesson**

Taken from: Inquest

Author: 8th Level Students - English Major 2019

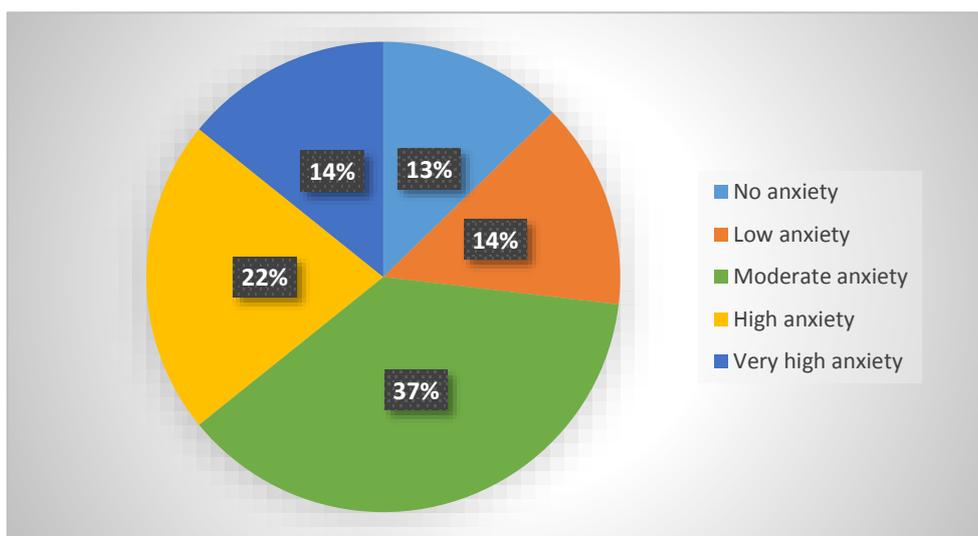
### **Analysis**

This graph shows learner's answers to a survey which ask about the anxiety generated during oral lessons. According to the chart, learners with anxiety account for around 40% of the total. Nonetheless, 17% of students feel high anxiety. The level of students researched who do not feel anxiety is 9%.

Overall, it is clear that a significant proportion of respondents present anxiety while they carry out this activity. However, there is a number of students who did not present this affective factor at all.

**Table 10. Dialogue memorization**

Anxiety Levels	Frequency	%
1 (No anxiety)	17	13%
2 (Low anxiety)	19	14%
3 (Moderate anxiety)	50	37%
4 (High anxiety)	29	22%
5 (Very high anxiety)	19	14%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 6. Dialogue memorization**

Taken from: Inquest

Author: 8th Level Students - English Major 2019

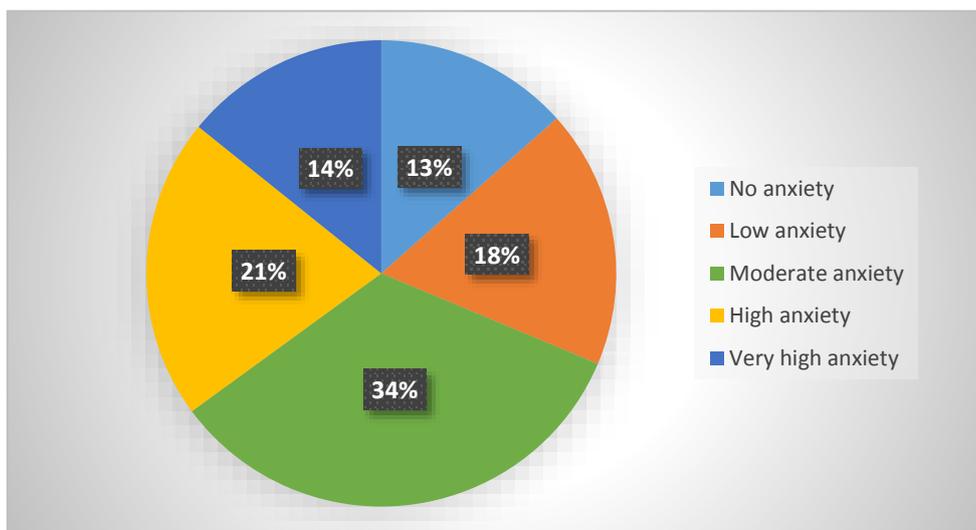
### Analysis

The pie chart above presents the different levels of anxiety in 8<sup>th</sup> level students during a dialogue memorization. It can be seen that the majority of students surveyed feel anxiety at the moment to memorize a dialogue for a presentation. On the other hand, exactly 13% of students do not feel anxious at all.

In conclusion, a significant number of students surveyed feel anxious, while a minor percentage of learners do not show it.

**Table 11. Texts memorization**

Anxiety Levels	Frequency	%
1 (No anxiety)	18	13
2 (Low anxiety)	24	18
3 (Moderate anxiety)	45	34
4 (High anxiety)	28	21
5 (Very high anxiety)	19	14
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 7. Texts memorization**

Taken from: Inquest

Author: 8th Level Students - English Major 2019

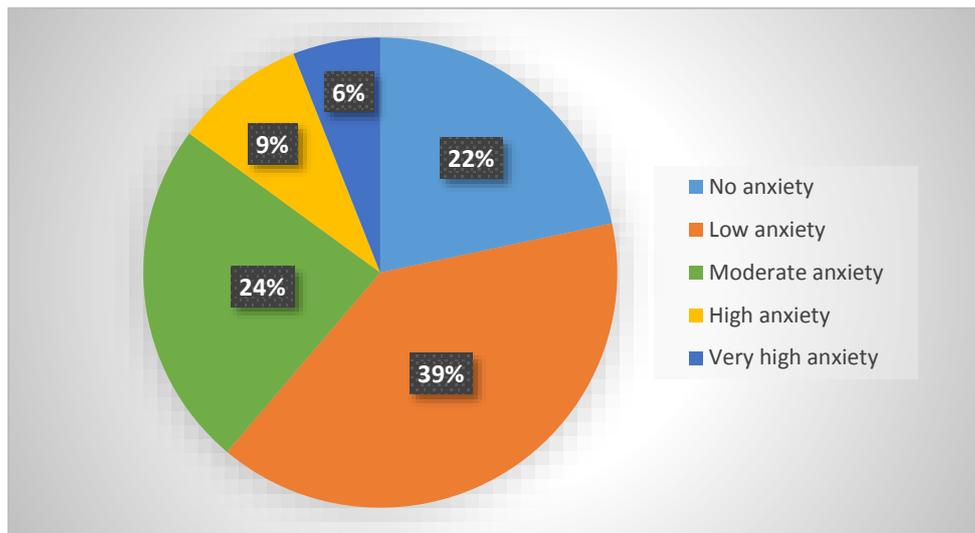
### Analysis

This pie chart shows the level of anxiety students experience during a text memorization. According to the chart, there is a 34% of students that feel anxious during this activity. On the other hand, 21 % of students surveyed feel very anxious at the moment of memorize a text. The level of students who feel a little anxious is 18%. Fourteen percent of participants feel highly anxious at the moment of taking the oral exam. Finally, only a small minority do not feel anxiety at all while performing this activity (13%).

In conclusion, it is evident that a large proportion of learners feel anxious during a text memorization. However, a minor number of them do not feel that anxiety.

**Table 12. Class participation**

Anxiety Levels	Frequency	%
1 (No anxiety)	29	22%
2 (Low anxiety)	53	39%
3 (Moderate anxiety)	32	24%
4 (High anxiety)	12	9%
5 (Very high anxiety)	8	6%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 8. Class participation**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

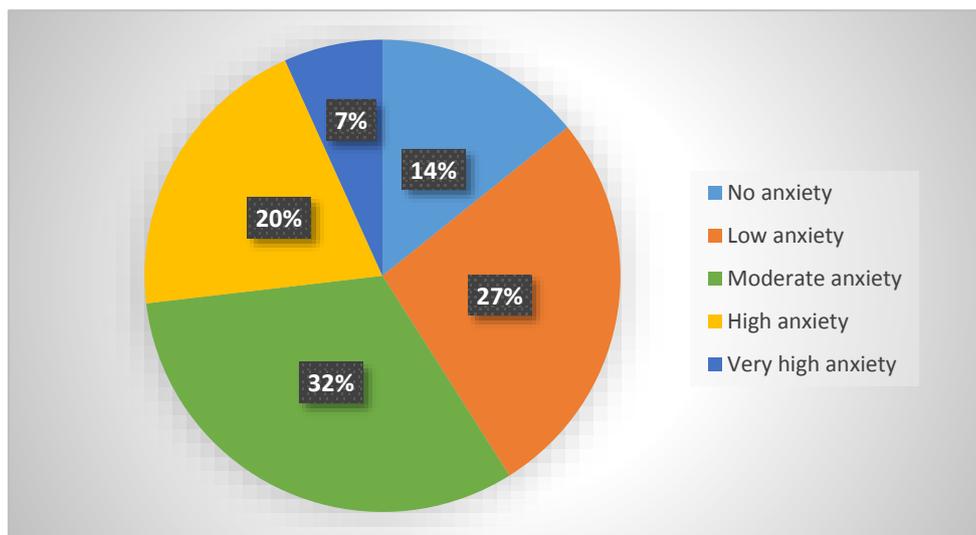
### Analysis

The chart gives information about students who feel anxious while participating in class. From the pie chart, it is clear that 22% of participants researched do not feel anxious when participating in class. In contrast, 9% feel very anxious and a 6% feel quite a lot of anxiety.

Overall, a great deal of 8th level students show anxiety during this participation, while a larger number of students feel anxious.

**Table 13. Oral presentation**

Anxiety Levels	Frequency	%
1 (No anxiety)	19	14%
2 (Low anxiety)	36	27%
3 (Moderate anxiety)	43	32%
4 (High anxiety)	27	20%
5 (Very high anxiety)	9	7%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 9. Oral presentation**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

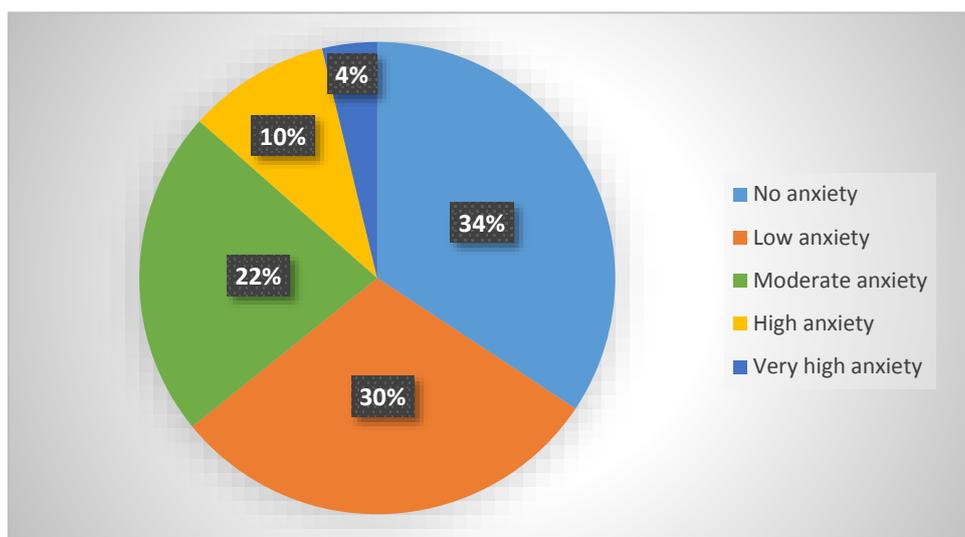
### Analysis

The pie chart illustrates the results of a survey in which students were asked about if they feel anxious during an oral presentation. It can be seen that nearly a third of participants feel anxiety. Nevertheless, 14% of the students surveyed do not feel anxious. Finally, 7% said they feel highly anxious about this activity.

In summary, the majority of students surveyed said that feel anxious at the moment of a speech and a fraction of them do not feel anxious.

**Table 14. Teacher correction**

Anxiety Levels	Frequency	%
1 (No anxiety)	46	34%
2 (Low anxiety)	40	30%
3 (Moderate anxiety)	30	22%
4 (High anxiety)	13	10%
5 (Very high anxiety)	5	4%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 10. Teacher correction**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

### Analysis

This graph shows learner's answers to a survey which ask about the anxiety generated during a correction by the teacher. According to the chart, learners without anxiety account for around 34% of the total. Nonetheless, 22% of students feel anxiety. The level of students researched who feel high anxiety is 4%.

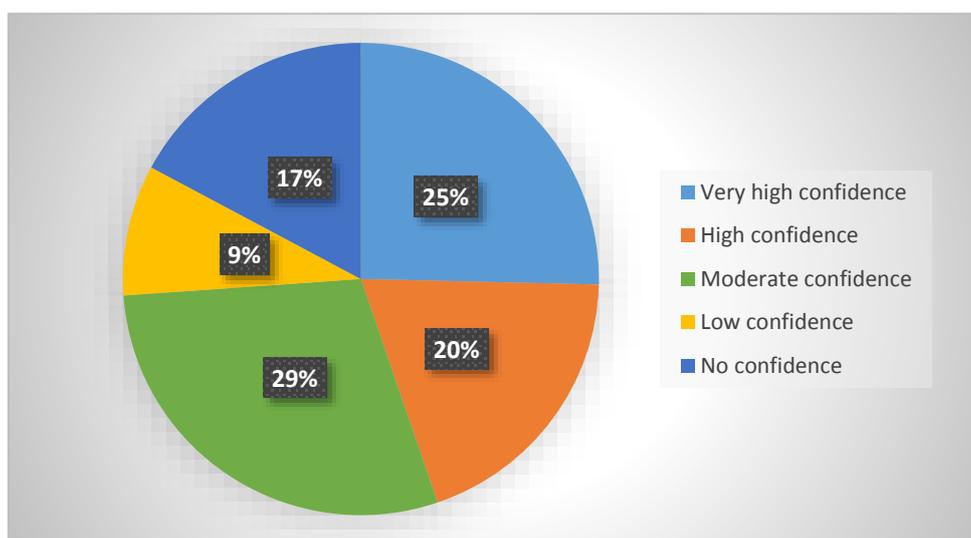
Overall, it is clear that a significant proportion of respondents do not present anxiety while they carry out this activity. However, there is a small number of students who present this affective factor at all.

### 3.1.2 Levels of confidence when students carrying out activities in the English class

**Table 15. Sing**

Confidence Levels	Frequency	%
1 (Very high confidence)	34	25%
2 (High confidence)	26	20%
3 (Moderate confidence)	39	29%
4 (Low confidence)	12	9%
5 (No confidence)	23	17%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 11. Sing**



Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

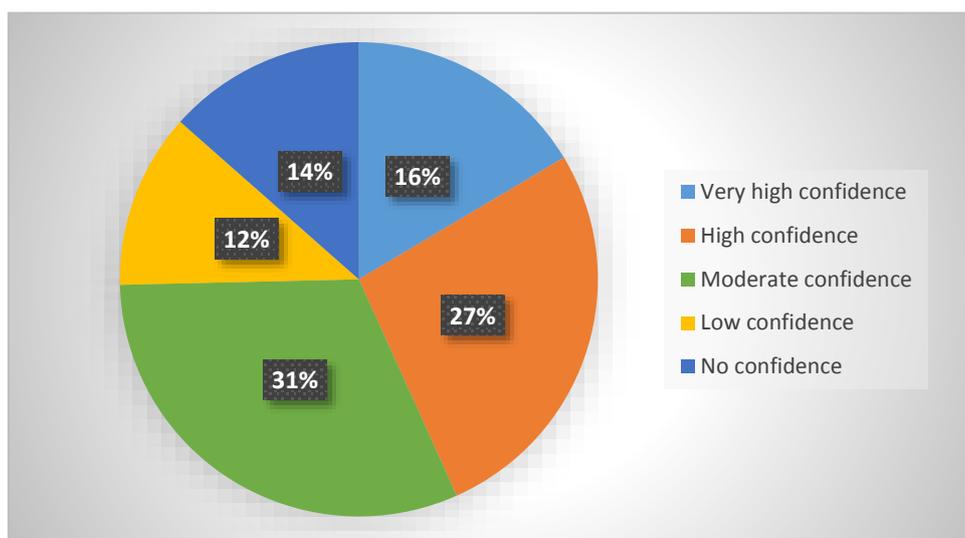
#### **Analysis**

This pie chart shows the level of confidence that students experience while they sing. According to the chart, there is a 29% of students that feel confidence with this activity. On the other hand, 25 % of students surveyed feel highly confident at the moment of sing. The level of students who feel very confident is 20%. Seventeen percent of participants do not feel confidence at the moment of singing in the class. Finally, only a small minority feel a little of confidence while performing this activity (9%).

In conclusion, it is evident that a large proportion of learners feel confidence singing in an English class. However, a minor number of them do not feel comfortable.

**Table 16. Role-playing**

<b>Confidence Levels</b>	<b>Frequency</b>	<b>%</b>
1 (Very high confidence)	22	16%
2 (High confidence)	36	27%
3 (Moderate confidence)	42	31%
4 (Low confidence)	16	12%
5 (No confidence)	18	14%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 12. Role-playing**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

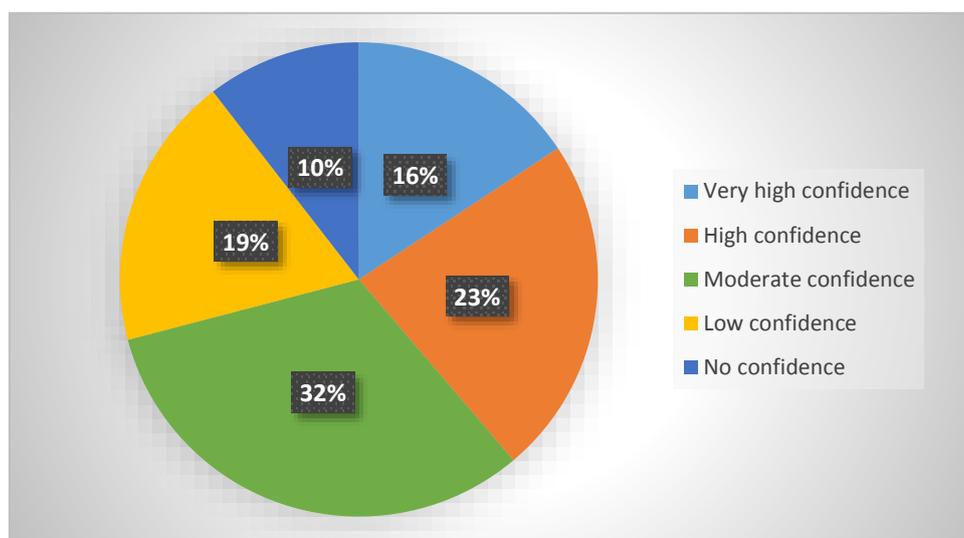
### **Analysis**

The chart gives information about students who feel confidence while they perform a role-playing activity in English classes. From the pie chart, it is clear that the majority of participants feel confident with this kind of activity. In contrast, 14% do not feel comfortable.

Overall, it can be seen that a great deal of 8th level students show confidence during an English role-playing class, while a considerably smaller number of students do not feel pleasant.

**Table 17. Present a topic in front of the class**

Confidence Levels	Frequency	%
1 (Very high confidence)	21	16%
2 (High confidence)	31	23%
3 (Moderate confidence)	43	32%
4 (Low confidence)	25	19%
5 (No confidence)	14	10%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 13. Present a topic in front of the class**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

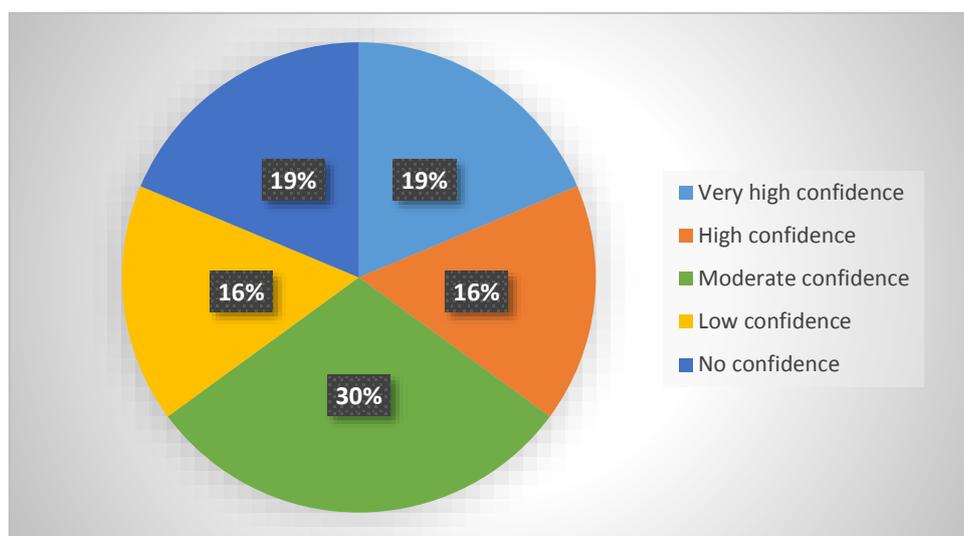
### Analysis

The pie chart illustrates the results of a survey in which students were asked about if they feel confident at the moment to present a topic to the class. It can be seen that nearly a third of surveyed learners feel confidence. Nevertheless, 10% of students do not feel confident at all. Finally, 16% of them feel highly confident about this activity.

In summary, the majority of students surveyed said that feel confident at the moment of present a topic to the class and a small percentage of the total do not feel confident.

**Table 18. Record audios with the voice**

Confidence Levels	Frequency	%
1 (Very high confidence)	25	19%
2 (High confidence)	22	16%
3 (Moderate confidence)	40	30%
4 (Low confidence)	22	16%
5 (No confidence)	25	19%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 14. Record audios with the voice**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

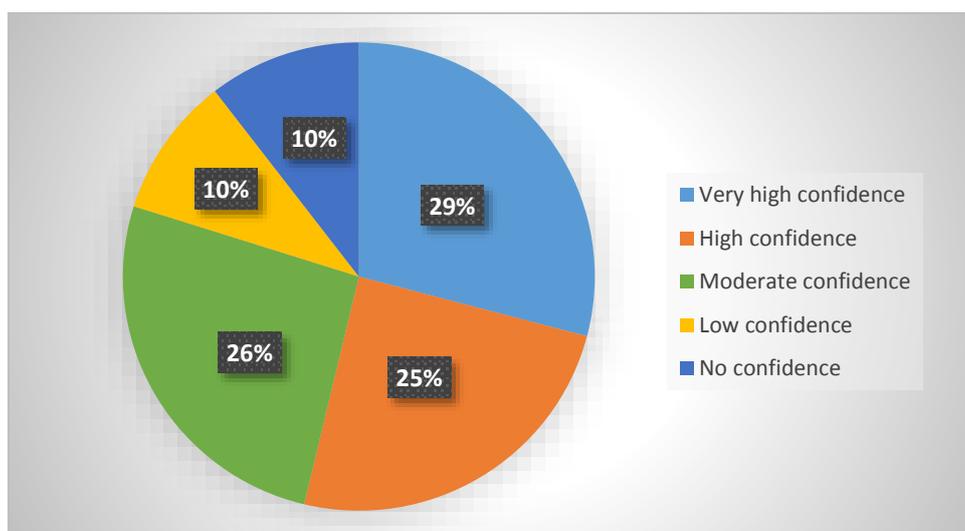
### Analysis

This graph shows learner's answers to a survey which ask about the confidence generated during a voice recording. According to the table, students with confidence during this activity account exactly 30% of the total. Nonetheless, 19% of students do not feel confidence. The level of students researched who feel high confidence is 19%.

Overall, it is clear that a significant proportion of respondents present confidence while they carry out this activity. However, there is a fraction of students who feel uncomfortable with it.

**Table 19. Talk in pairs**

Confidence Levels	Frequency	%
1 (Very high confidence)	39	29%
2 (High confidence)	33	25%
3 (Moderate confidence)	35	26%
4 (Low confidence)	13	10%
5 (No confidence)	14	10%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 15. Talk in pairs**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

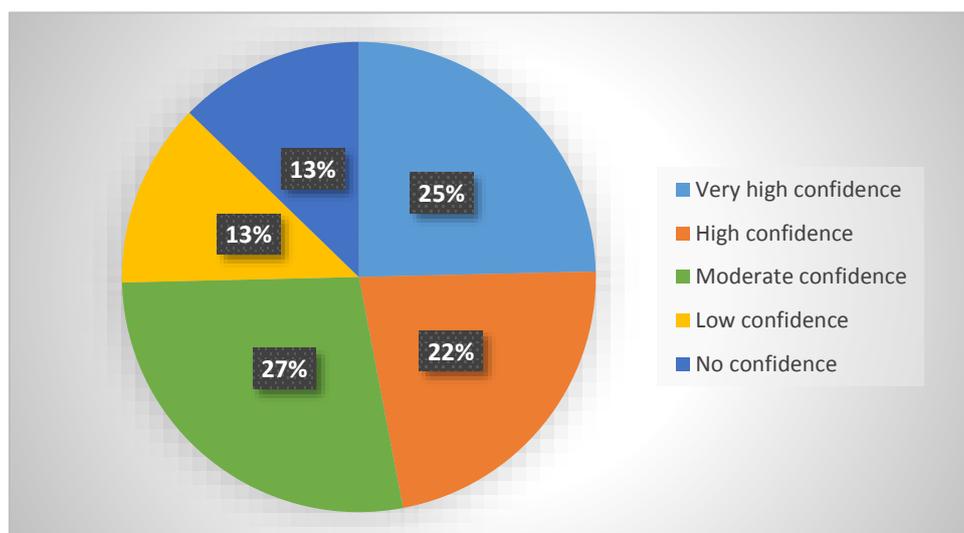
### Analysis

The pie chart above presents the different levels of confidence in 8<sup>th</sup> level students when talking with a partner. It can be seen that approximately 29% of students surveyed feel highly confident at the moment to talk with a classmate. On the other hand, the respondents affirm that they feel a little confident and not confident at all both with 10% of the total.

In conclusion, a significant percentage of students surveyed feel confident, while a minor percentage of learners feel the opposite.

**Table 20. Tell stories**

Confidence Levels	Frequency	%
1 (Very high confidence)	33	25%
2 (High confidence)	30	22%
3 (Moderate confidence)	37	27%
4 (Low confidence)	17	13%
5 (No confidence)	17	13%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 16. Tell stories**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

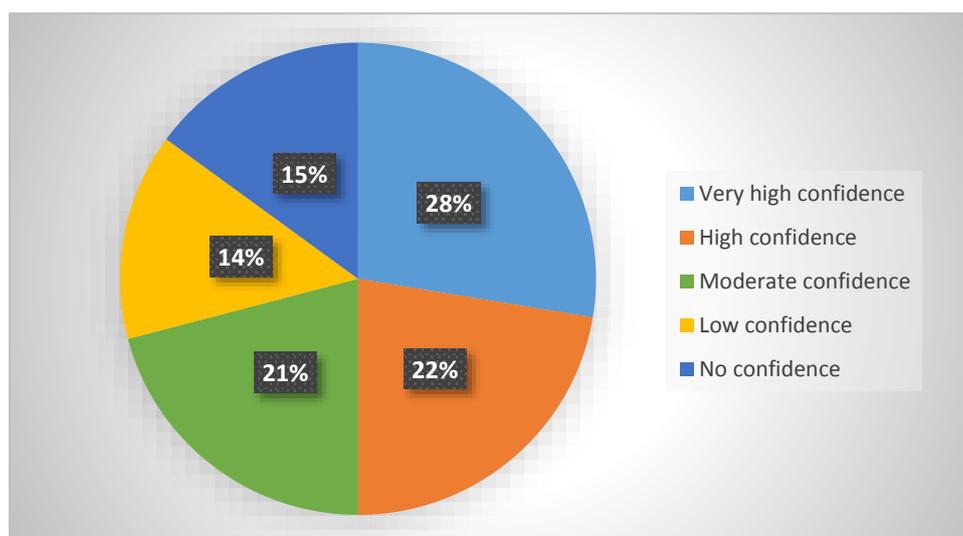
### Analysis

This pie chart shows the level of confidence that students experience while they tell stories. According to the chart, there is a 27% of students that feel confident with this activity. Nonetheless, 25 % of students surveyed feel highly confident at the moment of tell stories. The level of students who feel very confident is 22%. Finally, the participants who feel a little confidence and no confidence at all account 26% of the surveyed.

In summary, it is evident that the most of the participants feel pleasant telling stories, while a small number of the total feel mistrusted carrying out this activity.

**Table 21. Read texts in front of the class**

Confidence Levels	Frequency	%
1 (Very high confidence)	37	28%
2 (High confidence)	30	22%
3 (Moderate confidence)	28	21%
4 (Low confidence)	19	14%
5 (No confidence)	20	15%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 17. Read texts in front of the class**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

### Analysis

The chart gives information about students who feel confidence while they reading paragraphs in front of the class. From the pie chart, it is clear that nearly 30% of participants feel highly confident with this kind of activity. In contrast, a significant number that is 21% feel comfortable. Finally, 15% of the total do not feel confident at all.

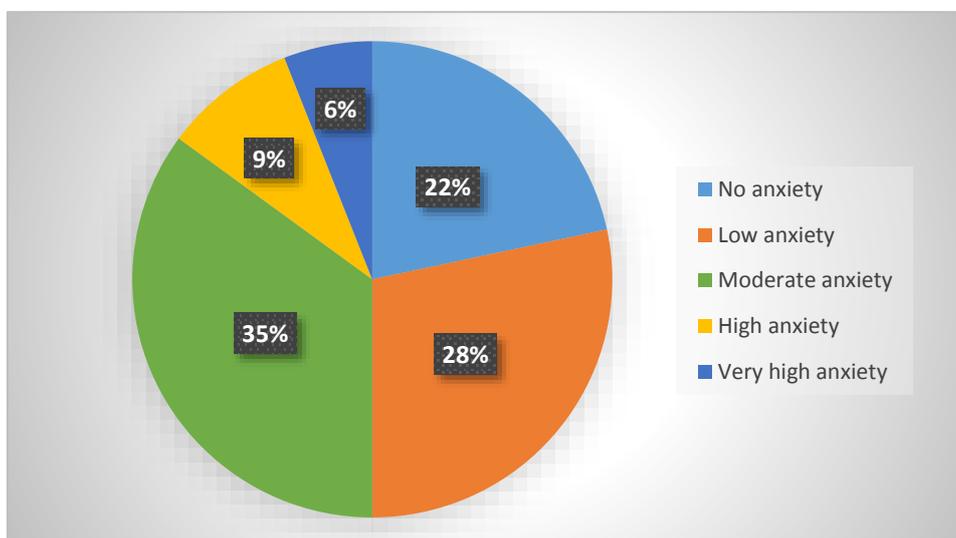
Overall, a great deal of 8th level students show confidence when they reading paragraphs in front of the class, while a minority of learners do not feel confident.

### 3.1.3 Aspects of the oral exam in the foreign language that generates greater states of anxiety.

**Table 22. Individual in front of the teacher**

Anxiety Levels	Frequency	%
1 (No anxiety)	29	22%
2 (Low anxiety)	38	28%
3 (Moderate anxiety)	47	35%
4 (High anxiety)	12	9%
5 (Very high anxiety)	8	6%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 18. Individual in front of the teacher**



Taken from: Inquest  
Author: 8th Level Students - English Major 2019

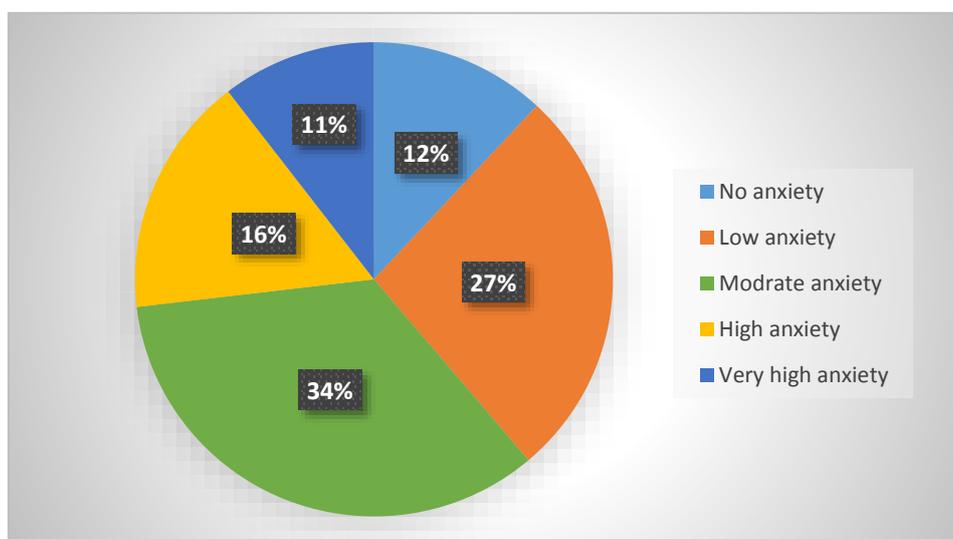
#### **Analysis**

This graph shows learner's answers to a survey which ask about the anxiety generated during an oral exam in front of the teacher. According to the chart, students with anxiety during this activity account exactly 35% of the total. Nonetheless, 22% of students do not feel anxious at all. The level of students researched who feel high anxiety is 6%.

In conclusion, it is clear that a large proportion of students fell anxiety. However, a minor percentage feel high anxiety with this activity.

**Table 23. Individual in front of the class**

Anxiety Levels	Frequency	%
1 (No anxiety)	16	12%
2 (Low anxiety)	36	27%
3 (Moderate anxiety)	46	34%
4 (High anxiety)	22	16%
5 (Very high anxiety)	14	11%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 19. Individual in front of the class**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

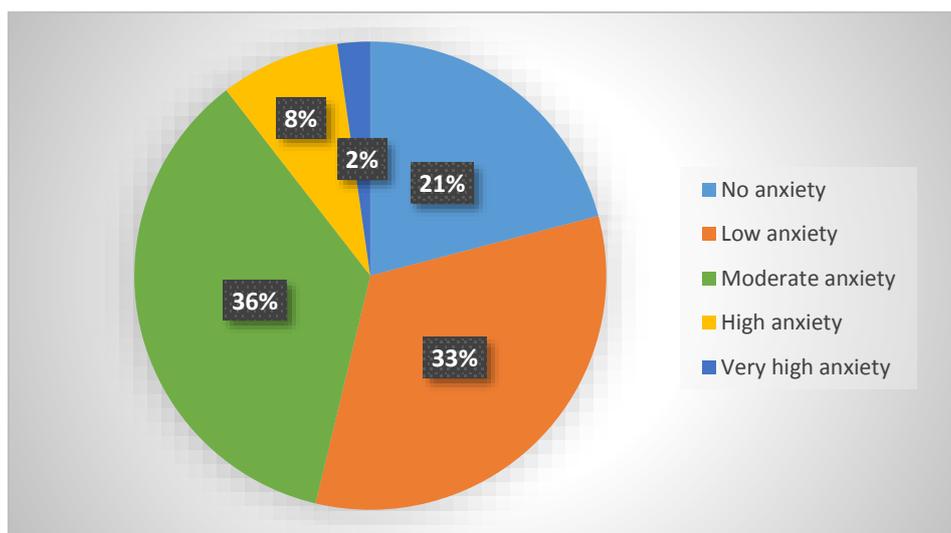
### Analysis

The pie chart above presents the different levels of anxiety in 8<sup>th</sup> level students at the moment of an oral exam in front of the class. It can be seen that approximately 35% of students surveyed feel anxiety talking in the class. On the other hand, the respondents affirm that they feel a little anxiety and not anxiety at all both with 27% and 12% of the total.

In summary, a significant number of students surveyed feel anxious, while a minor percentage of learners feel the opposite.

**Table 24. Understanding instructions**

Anxiety Levels	Frequency	%
1 (No anxiety)	28	21%
2 (Low anxiety)	44	33%
3 (Moderate anxiety)	48	36%
4 (High anxiety)	11	8%
5 (Very high anxiety)	3	2%
<b>Total</b>	134	100%

**Graphic 20. Understanding instructions**

Taken from: Inquest

Author: 8th Level Students - English Major 2019

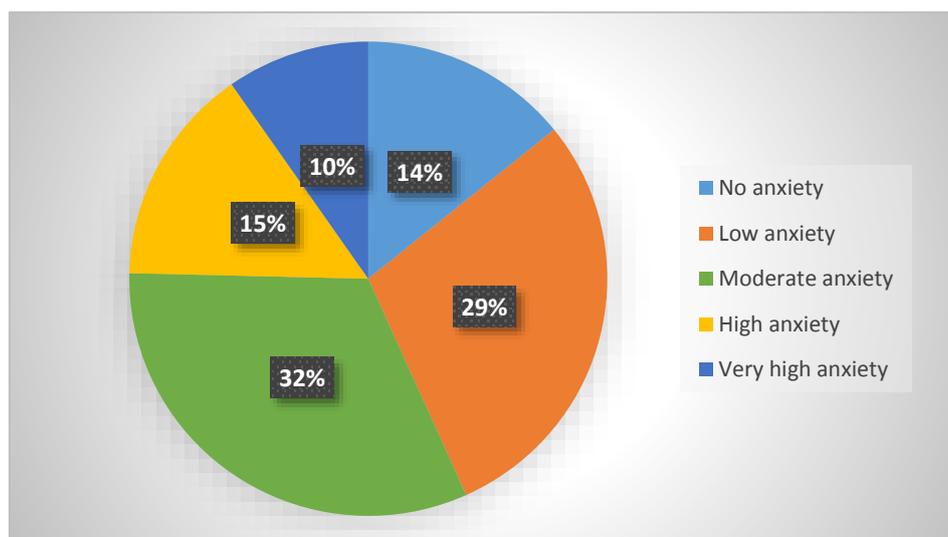
### Analysis

This pie chart shows the level of anxiety that students experience when they attempt to understand instructions. According to the chart, there is a 36% of students that feel anxiety with this activity. On the other hand, 33 % of students surveyed feel a little anxious at the moment of understanding instructions. The level of students who do not feel anxiety at all is 21%. Finally, the participants who feel highly anxious during this activity is 2% of the total.

Overall, it is evident that many participants feel anxious at the moment of comprehending instruction, while a very small percentage of the surveyed students feel highly anxious carrying out this activity.

**Table 25. Interruptions (teacher)**

Anxiety Levels	Frequency	%
1 (No anxiety)	19	14%
2 (Low anxiety)	39	29%
3 (Moderate anxiety)	43	32%
4 (High anxiety)	20	15%
5 (Very high anxiety)	13	10%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 21. Interruptions (teacher)**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

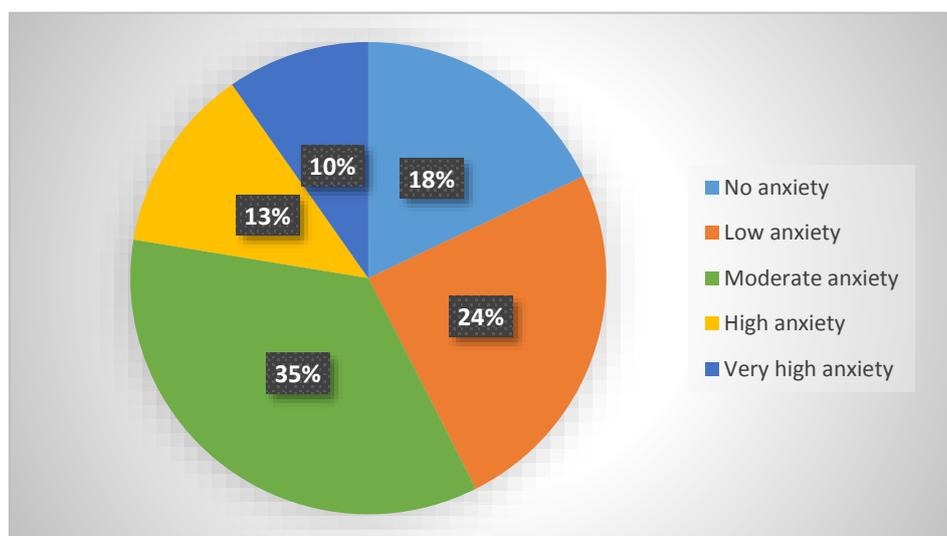
### Analysis

The chart gives information about students who feel anxiety when they are interrupted by the teacher. From the pie chart, it is clear that nearly a third of researched participants feel anxious with the teacher interruption. In contrast, 29% of them feel a little anxious. Finally, 10% of the total feel highly anxious with it.

To conclude, it can be seen that a great deal of 8th level students show anxiety when they are interrupted by the teacher, while a minority of learners feel highly anxious.

**Table 26. Interruptions (classmates)**

Anxiety Levels	Frequency	%
1 (No anxiety)	24	18%
2 (Low anxiety)	33	24%
3 (Moderate anxiety)	47	35%
4 (High anxiety)	17	13%
5 (Very high anxiety)	13	10%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 22. Interruptions (classmates)**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

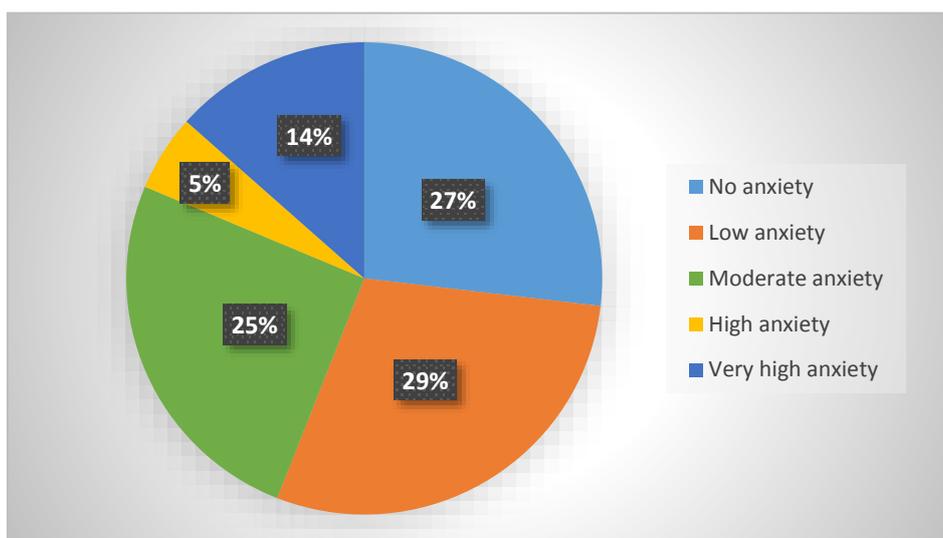
### Analysis

The pie chart illustrates the results of a survey in which students were asked about if they feel anxious with classmates' interruptions. It can be seen that 35% of participants feel anxious when they are interrupted. However, approximately 25% of the total feel a little anxiety. Finally, 10% of the students surveyed feel high levels of anxiety if they do not continue with their oral exam.

In summary, a large proportion of students asked said that feel anxious with the classmates' interruption, while a small fraction of them feel highly anxious.

**Table 27. Level of confidence with the teacher**

Anxiety Levels	Frequency	%
1 (No anxiety)	36	27%
2 (Low anxiety)	39	29%
3 (Moderate anxiety)	34	25%
4 (High anxiety)	7	5%
5 (Very high anxiety)	18	14%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 23. Level of confidence with the teacher**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

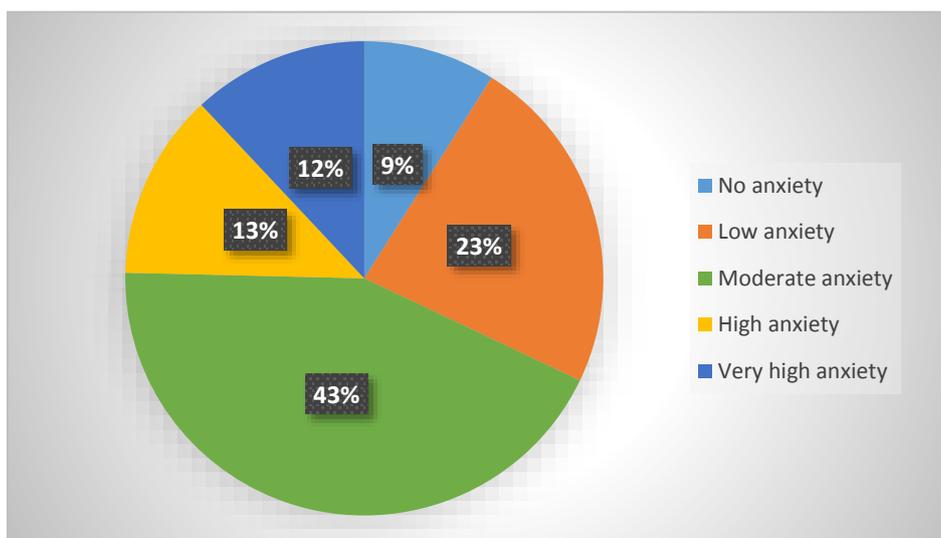
### Analysis

This graph shows learner's answers to a survey which ask about the level of confident with the teacher during an oral exam. According to the chart, learners who fell very confident account for around 30% of the total. Nonetheless, 14% of students do not feel confident at all with the teacher. The level of students researched who feel a little confident is 5%.

Overall, it is clear that a significant number of respondents present confident with the teacher while they carry out an oral exam. However, there is a small number of students who did not present this affective factor.

**Table 28. Forget the required vocabulary**

Anxiety Levels	Frequency	%
1 (No anxiety)	12	9%
2 (Low anxiety)	31	23%
3 (Moderate anxiety)	58	43%
4 (High anxiety)	17	13%
5 (Very high anxiety)	16	12%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 24. Forget the required vocabulary**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

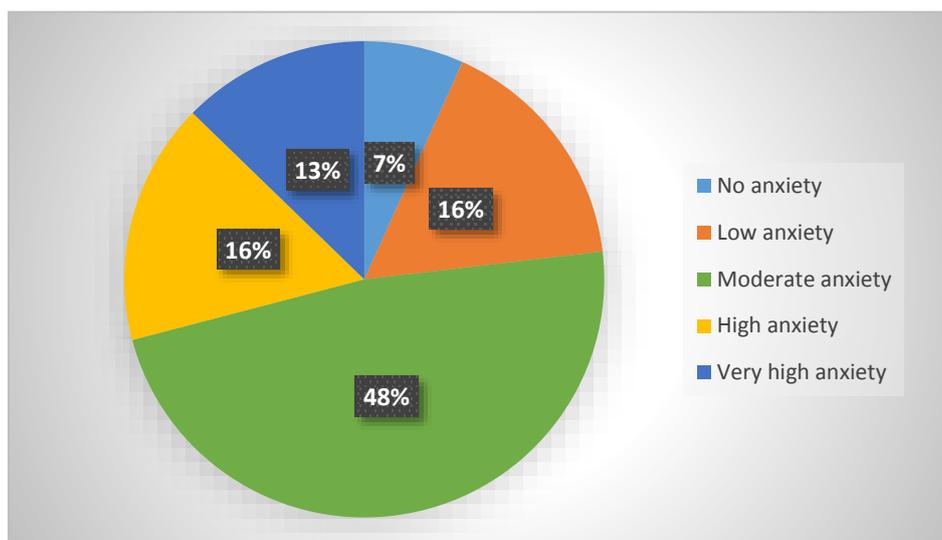
### Analysis

The pie chart above presents the different levels of anxiety in 8th level students when they forget the required vocabulary. It can be seen that a significant percentage of students surveyed (43%) feel anxiety in an oral exam due to forgetting the vocabulary learned. On the other hand, exactly 9% of learners do not feel anxious at all.

In conclusion, a large proportion of students surveyed feel anxious, while a minor percentage of learners do not show it.

**Table 29. What word to use?**

Anxiety Levels	Frequency	%
1 (No anxiety)	9	7%
2 (Low anxiety)	22	16%
3 (Moderate anxiety)	64	48%
4 (High anxiety)	22	16%
5 (Very high anxiety)	17	13%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 25. What word to use?**

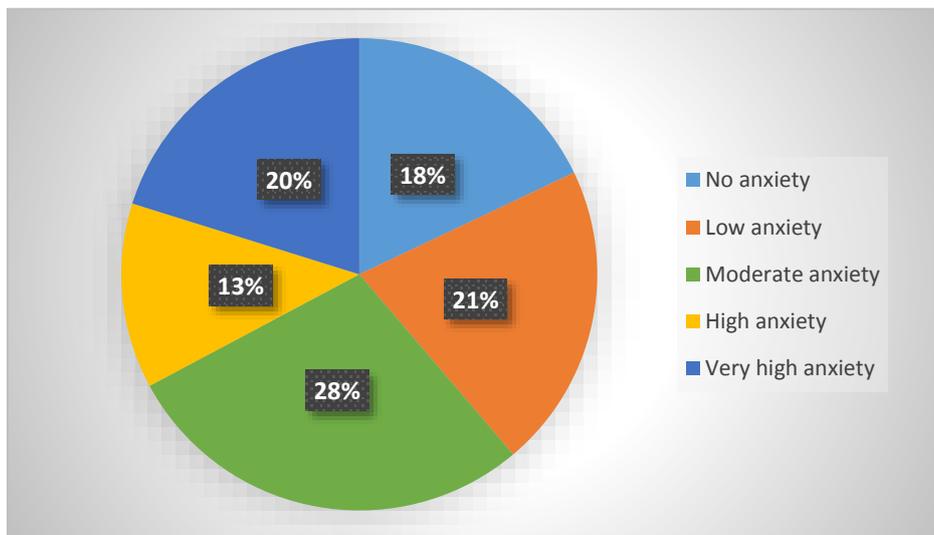
Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

### Analysis

This pie chart shows the level of anxiety students experience when they do not know what word use during an oral exam. According to the chart, almost half of students feel anxious. On the other hand, sixteen percent of researched participants feel very anxious and another 16% said they feel a little anxious. Finally, the level of students who do not feel anxious at all is 7%. In summary, it is evident that a significant number of learners feel anxious when they do not know what word use during an oral exam. However, a minor number of them do not feel that anxiety.

**Table 30. Shyness**

<b>Anxiety Levels</b>	<b>Frequency</b>	<b>%</b>
1 (No anxiety)	24	18%
2 (Low anxiety)	28	21%
3 (Moderate anxiety)	38	28%
4 (High anxiety)	17	13%
5 (Very high anxiety)	27	20%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 26. Shyness**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

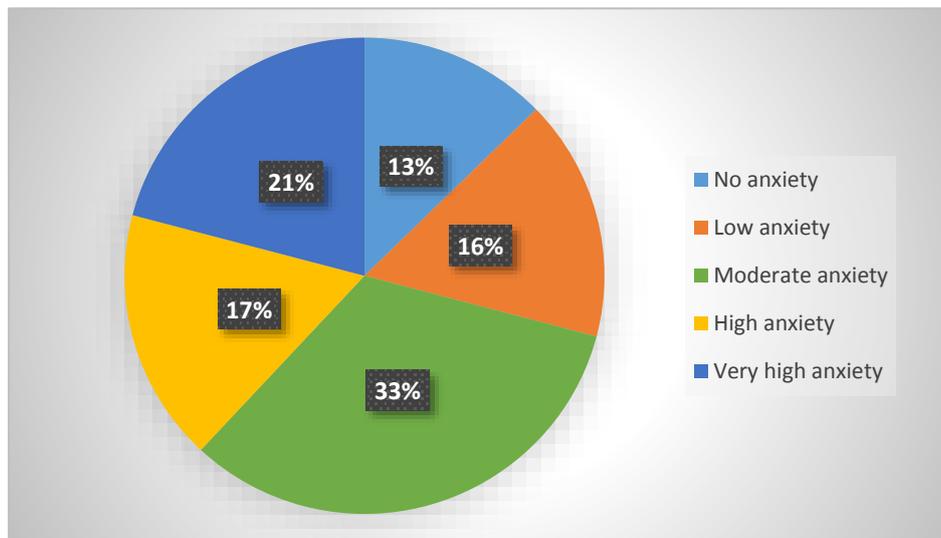
### **Analysis**

The chart gives information about students who feel anxious due to their shyness during an oral exam. From the pie chart, it is clear that 21% of participants researched feel a little anxious. In contrast, 20% of them feel highly anxious and exactly 13% feel very anxious.

Overall, many students show anxiety during an oral exam because of the shyness, while a small number of students feel very anxious.

**Table 31. Fear of being wrong**

Anxiety Levels	Frequency	%
1 (No anxiety)	17	13%
2 (Low anxiety)	22	16%
3 (Moderate anxiety)	44	33%
4 (High anxiety)	23	17%
5 (Very high anxiety)	28	21%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 27. Fear of being wrong**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

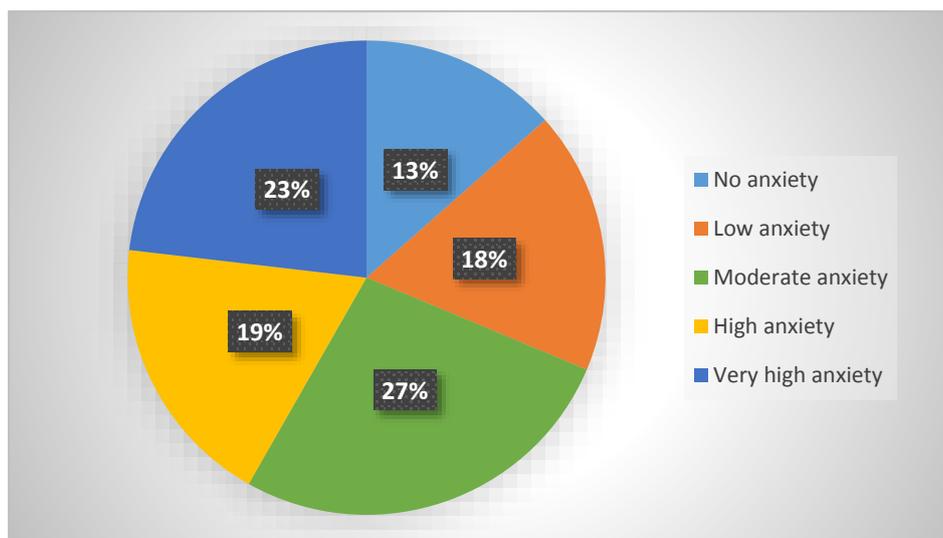
### Analysis

The pie chart illustrates the results of a survey in which students were asked if the fear of making mistakes generates anxiety. It can be seen that a third of participants feel anxious. 21% of participants feel high anxiety because of the fear of making mistakes. Finally, 13% of the students surveyed do not feel anxious at all.

To conclude, a significant proportion of students said that feel anxious, while almost 15% of the total do not feel anxious at all.

**Table 32. Fear of making pronunciation mistakes**

Anxiety Levels	Frequency	%
1 (No anxiety)	18	13%
2 (Low anxiety)	24	18%
3 (Moderate anxiety)	36	27%
4 (High anxiety)	25	19%
5 (Very high anxiety)	31	23%
<b>Total</b>	<b>134</b>	<b>100%</b>

**Graphic 28. Fear of making pronunciation mistakes**

Taken from: Inquest  
 Author: 8th Level Students - English Major 2019

### Analysis

This graph shows learner's answers to a survey which ask about the anxiety generated by the fear of making pronunciation mistakes during an oral exam. According to the chart, learners with anxiety account for around 28% of the total. Nonetheless, 23% of students surveyed feel high anxiety. The level of students who do not feel anxiety is 13%.

In conclusion, it is clear that a great percentage of respondents present anxiety while they carry out an oral exam and fear by their pronunciation mistakes. However, there is a number of students who do not present this affective factor at all.

## **CHAPTER IV**

### **4. PROPOSAL**

#### **4.1 Proposal title**

DIDACTIC GUIDE OF STRATEGIES TO MINIMIZE ANXIETY AND INCREASE  
SELF-ESTEEM IN THE ORAL PRODUCTION OF THE FOREIGN LANGUAGE

#### 4.1.1 Unit 1 Music a universal language.



**Unit 1**

ADC

**Music a universal language**

Unit objective:  
**To make learning English incredibly easy through cool songs**

# Sing a song together!

**Unit objective:** To make learning English easy through songs

**Contents:**

1. High hopes
2. You say
3. God only knows

## Activity 1: Sharing our hopes for the future

**Material required:**

**Time required:** 120 minutes

- Magazines
- Cardboards
- Scissors
- Glue
- Song lyrics copies
- Song video/ cd song

**Practice task**

1. Vocabulary Review
2. Teacher reads lyrics aloud while students listen carefully
3. Students listen to the song twice
4. Pronunciation practice
5. Play and sing the song
6. Guided oral practice: What are your high hopes?

6.1 Students make High Hopes collage

6.2 Students share the collage with the whole class

7. Teacher elicit conclusions from students

## Practice

Listen to the song and practice the pronunciation.

### High Hopes (Panic! At The Disco)

Had to have high, high hopes for a living  
Shooting for the stars when I couldn't  
make a killing

Didn't have a dime but I always had a  
vision

Always had high, high hopes

Had to have high, high hopes for a living  
Didn't know how but I always had a  
feeling

I was gonna be that one in a million  
Always had high, high hopes

Mama said

Fulfill the prophecy  
Be something greater

Go make a legacy

Manifest destiny

Back in the days

We wanted everything, wanted  
everything

Mama said

Burn your biographies

Rewrite your history

Light up your wildest dreams

Museum victories, everyday

We wanted everything, wanted  
everything

Mama said don't give up, it's a little  
complicated

All tied up, no more love and I'd hate to  
see you waiting

Had to have high, high hopes for a living  
Shooting for the stars when I couldn't  
make a killing

Didn't have a dime but I always had a  
vision

Always had high, high hopes

Had to have high, high hopes for a living  
Didn't know how but I always had a  
feeling

I was gonna be that one in a million  
Always had high, high hopes

Mama said

It's uphill for oddities

The stranger crusaders

Ain't ever wannabes

The weird and the novelties

Don't ever change

We wanted everything, wanted  
everything.

## Glossary

- high** (adjective) being a large distance from top to bottom or a long way above the ground.
- hope** (noun) to want something to happen or to be true.
- fulfill** (verb) to do something as promised or intended.
- mama** (noun) mother
- weird** (adjective) very strange and unusual, unexpected, or not natural.

### Activity 2: Supporting each other

**Material required:**

**Time required:** 120 minutes

- Song lyrics
- Song video/CD

### Practice Task

1. Vocabulary review
2. Teacher reads lyrics aloud while students listen carefully
3. Students listen to the song twice
4. Pronunciation practice
5. Play and sing the song
6. Guided oral practice: How do others see me?

### 6.1 Pair work

Both students write four sentences about each other's qualities. They take turn sharing their sentences and feelings about the previous tasks.

Students build sentences like this:

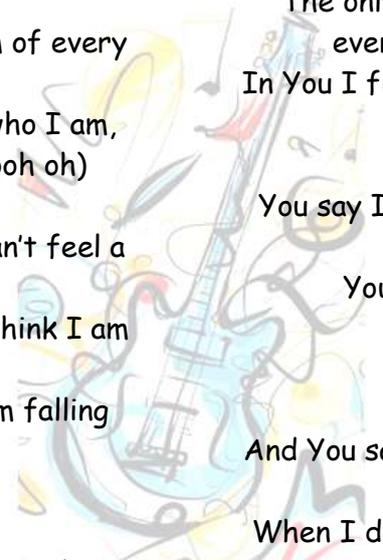
"You say I'm *polite* and that makes me feel \_\_\_\_\_ (happy/ satisfied / sleepy / confident / inspired / relaxed / comfortable / proud)"

7. Teacher provides feedback to some individual students

## Practice

Listen to the song and practice the pronunciation.

### You say (Lauren Daigle)



I keep fighting voices in my mind that say I'm not enough	What You say of me (I) I believe
Every single lie that tells me I will never measure up	The only thing that matters now is everything You think of me
Am I more than just the sum of every high and every low?	In You I find my worth, in You I find my identity, (ooh oh)
Remind me once again just who I am, because I need to know (ooh oh)	You say I am loved when I can't feel a thing
You say I am loved when I can't feel a thing	You say I am strong when I think I am weak
You say I am strong when I think I am weak	And You say I am held when I am falling short
You say I am held when I am falling short	When I don't belong, oh You say that I am Yours
When I don't belong, oh You say that I am Yours	And I believe (I), oh I believe (I)
And I believe (I), oh I believe (I)	What You say of me (I) Oh, I believe

Taking all I have and now I'm laying it  
 at your feet  
 you have every failure God, and you'll  
 have every victory, (ooh oh)  
 You say I am loved when I can't feel a  
 thing  
 You say I am strong when I think I am  
 weak  
 You say I am held when I am falling  
 short

When I don't belong, oh You say that I  
 am Yours  
 And I believe (I), oh I believe (I)  
 What You say of me (I)  
 I believe  
 Oh I believe (I), yes I believe (I)  
 What You say of me (I)  
 Oh I believe (oh)

### Glossary

- mind** (noun) the part of a person that makes it possible for him or her to think, feel emotions, and understand things.
- say** (verb) to pronounce words or sounds, to express a thought, opinion, or suggestion.
- weak** (adjective) not physically strong.
- feet** (noun) plural of foot.
- believe** (verb) to think that something is true, correct, or real.

### Activity 3: Talking care of our hearts

**Material required:**

- Video
- Flash cards

**Time required:** 120 minutes

## Practice Task

1. Vocabulary review
2. Teachers reads lyrics aloud while students listen carefully
3. Students listen to the song twice
4. Pronunciation practice
5. Play and sing the song
6. Guided oral practice: How do you feel now?

### 6.1 Role-playing

Divide students into groups of four. Then, assign a classroom situation to role- playing:

- a) Feeling sad about low grades
  - b) Feeling depressed about bullying
  - c) Feeling anxious about teacher's correction
  - d) Feeling angry/ sad about family problems
  - e) Feeling sick and unable to participate
  - f) Feeling disappointed after a break up
  - g) Feeling regret an argument with classmate/ friend
7. Students identify ways to deal with situations like those role-playing
  8. Teacher's conclusions

## Practice

Listen to the song and practice the pronunciation.

### God Only Knows (King and country)

Wide awake while the world is sound  
 asleepin'  
 Too afraid of what might show up while  
 you're dreamin'

Nobody, nobody, nobody sees you  
 Nobody, nobody would believe you  
 Every day you try to pick up all the  
 pieces

All the memories, they somehow never  
leave you  
Nobody, nobody, nobody sees you  
Nobody, nobody would believe you

God only knows what you've been  
through  
God only knows what they say about you  
God only knows that it's killing you  
But there's a kind of love that God only  
knows

God only knows what you've been  
through  
God only knows what they say about you  
God only knows the real you  
But there's a kind of love that God only  
knows

There's a kind of love that  
There's a kind of love  
You keep a cover over every single  
secret  
So afraid that if someone saw they  
would leave  
Somebody, somebody, somebody sees  
you  
Somebody, somebody will never leave  
you

God only knows what you've been  
through  
God only knows what they say about you  
God only knows how it's killing you  
But there's a kind of love that God only  
knows

God only knows what you've been  
through

God only knows what they say about you  
God only knows the real you  
But there's a kind of love that God only  
knows

There's a kind of love that  
There's a kind of love  
There's a kind of love that  
There's a kind of love

For the lonely, for the ashamed  
The misunderstood, and the ones to  
blame

But if we could start over  
We could start over  
We could start over  
For the lonely, for the ashamed  
The misunderstood, and the ones to  
blame

But if we could start over  
We could start over  
We could start over  
But there's a kind of love that God only  
knows

God only knows what you've been  
through  
God only knows what they say about you  
God only knows the real you  
There's a kind of love that God only  
knows

God only knows what you've been  
through  
God only knows what they say about you  
God only knows the real you  
But there's a kind of love that God only  
knows

There's a kind of love that  
There's a kind of love  
There's a kind of love that  
There's a kind of love

God only knows where to find you  
God only knows how to break through  
God only knows the real you  
But there's a kind of love that  
God only knows.

### Glossary

- afraid** (adjective) feeling fear, or feeling worry about the possible results of a particular situation.
- kind** (noun) a group with similar characteristics, or a particular type.
- nobody** (pronoun) not anyone; no person.
- through** (preposition) from one end or side of something to the other.
- wide** (adjective) having a larger distance from one side to the other than is usual or expected.

#### 4.1.2 Unit 2 Fun poetry activities.

The cover page features a central photograph of a young girl with long dark hair, wearing a pink cardigan over a white t-shirt, smiling and holding a white clipboard and a pen. The background is a vibrant blue with various white line-art icons including a sun, clouds, musical notes, a pencil, and a speech bubble. The text 'Unit 2' is prominently displayed in the top right corner, and 'Fun poetry activities' is written in large white letters across the middle of the girl's image. At the bottom, the unit objective is stated in white text on a blue background, with the phrase 'of confidence making poetry' highlighted in a yellow banner.

**Unit 2**

**Fun poetry activities**

Unit objective:  
**To increase the level  
of confidence making poetry**

# Funny poems!

**Unit objective:** To increase the level of confidence completing poems

**Contents:**

1. My cell phone
2. No other friend
3. I'm glad to be me

## Activity 1: My special device

**Materials required:**

**Time required:** 120 minutes

- Worksheet
- Flashcards
- Poem copies

**Practice task**

1. Vocabulary Review
2. Teacher gives the correct pronunciation
3. Teacher reads the poem
4. Students read the poem individually
5. Guided oral practice
  - 5.1 Teacher asks students to work in pairs
  - 5.2 Teacher provides students examples of technological devices
  - 5.3 Teacher asks students to choose one and write about it.

5.4 Teacher encourages students to present the poem in front of the class about their technological advice chosen.

## Practice

**A** Read the poem and practice the pronunciation.

### **My phone (Paige Spriggs)**

I don't think I could live  
a day without you  
I go crazy when you are about to die  
when my phone rings.  
I go to answer it  
If I don't I go crazy  
when I get a text I get excited  
and I flip out if it's from him  
I honestly don't think I could live  
one day without my precious phone.

### **Glossary**

**answer:** (noun) a reaction to a question, letter, phone call, etc.

**crazy:** (adjective) very strange or foolish.

**excited** (adjective) feeling very happy and enthusiastic.

**flip out** (phrasal verb) to lose control of yourself from surprise or shock.

**live** (verb) to be alive or have life.

**precious** (adjective) of great value because of being rare, expensive, or important.

**ring** (noun) the act of making a phone call to someone.

**think** (verb) to believe something or have an opinion or idea.

**without** (preposition) not having or doing something, or lacking something.

**B Choose one technological device and write a poem about it.**

cell phone



tablet



ps vita



laptop



mp3



smart watch



play station



vr box



## Activity 2: Sharing my feelings to my dearest friend

**Materials required:**

- Poem copies
- Poem template

**Time required:** 80 minutes

### Practice task

1. Vocabulary Review
2. Teacher gives the correct pronunciation
3. Teacher reads the poem
4. Students read the poem individually
5. Guided oral practice: Who is your best friend?
  - 5.1 Students work in pairs
  - 5.2 Students work on the poem template
  - 5.3 Students fill in the blanks with their own information
  - 5.4 Students practice the activity before performing it in front of the class.
  - 5.5 Students take turns to act the poem out while reading verse by verse.
6. Teacher provides feedback

### Practice

- A** Read the poem and practice the pronunciation.

#### No other friend (Shyanne Weyandt)

No other friend is quite like you.  
 No other friend could do exactly what you do.  
 No other friend could listen to my dreams,  
 no matter how weird it all seems.  
 You're the one who's there for me when I need a friend.  
 We're gonna be tight till the end.  
 We always have fun when we are together.  
 We always find something to do no matter what the weather.  
 No other friend could understand me like you do.  
 I don't know what I would do without a friend like you.

## Glossary

- could** (modal verb) used to express possibility.
- gonna** (informal) contraction of 'going to'.
- have fun** (verb) to enjoy.
- like** (preposition) similar.
- matter** (verb) be of importance.
- quite** (adverb) completely.
- seem** (verb) appear to be.
- there** (adverb) place or position.
- tight** (informal adjective) close to someone.
- till** (preposition and conjunction) up to a certain time.
- together** (adverb) with each other.
- understand** (verb) to know.
- weather** (noun) the conditions in the air above the earth such as wind, rain, or temperature climate.
- weird** (noun) strange or unusual.
- would** (modal verb), used to refer to future time from the point of view of the past.

**B Write a poem about your best friend**

POEM TEMPLATE


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**C Fill in the blanks with a word from the box.**

dad	mom	sister	aunt
grandpa	grandma	cousin	brother
			uncle

**No other friend (Shyanne Weyandt)**

No other \_\_\_\_\_ is quite like you.  
 No other \_\_\_\_\_ could do exactly what you do.  
 No other \_\_\_\_\_ could listen to my dreams,  
 No matter how weird it all seems.  
 You're the one who's there for me when I need a friend.  
 We're gonna be tight till the end.  
 We always have fun when we are together.

We always find something to do no matter what the weather.

No other \_\_\_\_\_ could understand me like you do.

I don't know what I would do without a \_\_\_\_\_ like you.

### Activity 3: The best version of me

**Materials required:**

**Time required:** 120 minutes

- Worksheets
- Pencils
- Eraser
- Poem template

#### **Practice task**

1. Vocabulary review
2. Teacher gives the correct pronunciation
3. Teacher reads the poem
4. Students read the poem individually
5. Guided oral practice
  - 5.1 Students put in order the sentences of the poem
  - 5.3 Students replace the underlined words with the provided vocabulary to form a new poem
  - 5.4 Students share their new poem with the whole class

## Practice

**A** Read the poem and practice the pronunciation.

### I'm glad to be me (Pamela Susan)

I look in the mirror  
And what do I see,  
I see the me,  
No one else can be.

I am precious,  
I'm glad to be me,  
My hair, my face,  
My personality.

My size, my shape,  
The color of my skin,  
All make up me,  
Outside and in.

### Glossary

- else** (adverb) used after words beginning with any-, every-, no-, and some.
- glad** (adjective) happy about something.
- mirror** (noun) a piece of special glass in which you can see yourself.
- outside** (preposition) near a building or room but not in.
- precious** (adjective) of very great value or worth.
- shape** (noun) the physical form of something made by the line around its outer edge.
- skin** (noun) the natural outer layer that covers a person, animal, fruit

**B** Look at the sentences below. Put in order the sentences (a-f) to form the poem learned previously.

- a) My hair, my face, \_\_\_\_\_
- b) and what do I see \_\_\_\_\_
- c) Outside and in. \_\_\_\_\_
- d) My size, my shape, \_\_\_\_\_
- e) I'm glad to be me \_\_\_\_\_
- f) All make up me, \_\_\_\_\_
- g) I look in the mirror, \_\_\_\_\_
- h) no one else can be \_\_\_\_\_
- i) I see the me, \_\_\_\_\_
- j) the color of my skin, \_\_\_\_\_
- k) I am precious, \_\_\_\_\_
- l) My personality. \_\_\_\_\_

**C** Replace the underlined words with the words provided to form your own poem.

I look in the mirror  
 And what do I see,  
 I see the me,  
 No one else can be.

I am precious, (beautiful/handsome/charming)  
 I'm glad to be me.  
 My hair, my face, (eyes/voice/smile)  
 My personality. (simplicity/amiability/trust)

My size, my shape,  
 The color of my skin, (eyes/ hair)  
 All make up me,  
 Outside and in.

### 4.1.3 Unit 3 How to prepare a successful presentation.

# Unit 3

The graphic features a young woman with long dark hair, wearing a light pink long-sleeved shirt and a denim skirt, pointing towards the left. The background is a vibrant yellow with various educational icons: a globe, a purple ruler, a pink ball, a blue smartphone, a rocket, and several hands raised. The text 'Unit 3' is at the top left, and 'How to prepare a successful presentation' is in the middle left. At the bottom, an orange bar contains the unit objective, with 'To overcome the fear of public speaking' highlighted in a blue banner. The design includes abstract geometric shapes like rectangles and lines in white and blue.

## How to prepare a successful presentation

Unit objective:  
**To overcome the  
fear of public speaking**

# Effective presentations!

**Unit objective:** To overcome the fear of public speaking

**Contents:**

3. Tips and materials
4. Mock presentation
5. The actual presentation

**Activity 1: Making our presentation fun, engaging, and enjoyable**

**Material required:**

**Time required:** 120 minutes

- Computer
- Projector
- Cardboard
- Markers
- Worksheet
- Teacher's slides
- Teacher's poster

**Practice task**

1. Vocabulary Review
2. Pronunciation practice
3. Teacher presentation
  - 3.1 Teacher shows the tips (do's and don'ts) to do a power point and a cardboard presentation.

**Do's:**

- Organize your information.
- Catch your audience's attention with an interesting topic.
- Include important points only.
- Follow a similar design in all slides: the same header, colors, background, the fonts, and the format.
- Use a readable font (size not less than 30).
- Write black-colored letters on a white background, or bright yellow on black or dark blue give the best result
- Write no more than 4-8 lines per slide.
- Use pictures, images, with a title, a short, clear caption.
- Remember you have 3 minutes to present the topic.

**Don'ts:**

- Do not include too much information
- Do not read your presentation

**6. Guided oral practice**

4.1 Students complete the pattern according to the topic:

- Introducing myself
- The most important person in my life
- Describing a typical day
- My favorite spot at home

4.2 Students design the power point presentations or cardboards.

**5. Teacher's feedback**

## Introducing myself

- Good morning/afternoon teacher and classmates.
- My name is Sofía.
- My last name is Aguirre.
- I am 12 years old.
- I was born in Quito.
- I live in Ibarra.
- I have 3 brother(s) and 2 sister(s).
- My favorite subject is English.
- My hobby is listening to music.
- My favorite sport is football.

### Subjects

1. English
2. Physical education
3. Science
4. History
5. Math
6. Music
7. Literature
8. Social Studies

### Hobbies

1. Reading books
2. Playing computer games
3. Surfing the Internet
4. Listening to music
5. Chatting with my best friends

### Sports

1. Football
2. Basketball
3. Cycling
4. Running
5. Volleyball

## Glossary

- classmate** (noun) someone who is in the same class as you at school.
- cycling** (noun) the sport of riding a bicycle.
- hobby** (noun) an activity that you do for pleasure when you are not working.
- last name** (noun) your family name.
- math** (noun) short form of mathematics.
- physical education:** (noun) classes at school in which children do exercise and learn to play sport, or the area of study relating to such classes.

**running** (noun) the activity of going somewhere quickly on foot, as a sport or for pleasure.

**subject** (noun) an area of knowledge that is studied in school, college, or university.

### The most important person in my life

The most important person in my life is my mother. She is a multitasking woman. She shares everything with me like a friend and helps me a lot with my homework. She is unique, beautiful, and awesome. She prepares a delicious breakfast and lunch every day. Also, she teaches me discipline, punctuality, and respect. She is the only person who is with me in both the good and the bad situations and overall she is a great inspiration in my life. I love her so much.

#### People

1. mother
2. father
3. grandmother
4. grandfather
5. sister
6. brother
7. aunt
8. uncle
9. cousin
10. teacher
11. friend

#### Adjectives

1. unique
2. beautiful
3. awesome
4. brave
5. successful
6. friendly
7. kind
8. responsive
9. positive
10. clever

#### Nouns

1. discipline
2. punctuality
3. respect
4. honesty
5. teamwork
6. persistence
7. humility
8. kindness

### Glossary

**a lot** (noun) a large amount or number of people or things.

**aunt** (noun) the sister of someone's father or mother.

**awesome** (adjective) causing feelings of great admiration, respect, or fear.

<b>both</b>	(determiner) two people or things together.
<b>brave</b>	(adjective) showing no fear of dangerous or difficult things.
<b>breakfast</b>	(noun) a meal eaten in the morning as the first meal of the day.
<b>cousin</b>	(noun) a member of a group of people with similar origins.
<b>clever</b>	(adjective) having or showing the ability to learn and understand things quickly and easily.
<b>friendly</b>	(adjective) having an attitude or acting in a way that shows that you like people and want them to like and trust you.
<b>great</b>	(adjective) large in amount, size, or degree.
<b>help</b>	(verb) to make it possible or easier for someone to do something.
<b>humility</b>	(noun) the quality of being humilid.
<b>kind</b>	(adjective) generous, helpful, and thinking about other people's feelings.
<b>kindness</b>	(noun) the quality of being kind.
<b>life</b>	(noun) the period between birth and death.
<b>lunch</b>	(noun) a meal that is eaten in the middle of the day.
<b>multitasking</b>	(noun) a person's ability to do more than one thing at a time.
<b>responsive</b>	(adjective) saying or doing something as a reaction to something or someone.
<b>share</b>	(verb) to have or use something at the same time as someone else.
<b>successful</b>	(adjective) achieving the results wanted or hoped for.
<b>teach</b>	(verb) to give someone knowledge or to train someone.

## Describing a typical day

First, I wake up at 5:30 am every morning. Second, I turn off the alarm and get up. Third, I like to have a shower before having breakfast. I usually have breakfast bread with cheese and a cup of coffee. It is important to brush my teeth. After that, I get dressed, make the bed and go to high school. I finish classes at 13:00 pm. Then, I go back home to have lunch at 13:30 pm. I always wash the dishes. I rest for one hour and do my homework. Next, I have dinner at 7:00 pm. Finally, at night I brush my teeth and go to bed.

### Connectors

1. First
2. Second
3. Third
4. After that
5. Then
6. Next
7. Finally

### Adverbs of frequency

1. always
2. usually
3. often
4. sometimes
5. never

### Food and drinks

1. rice
2. potatoes
3. cheese
4. bread
5. apple
6. banana
7. coffee
8. milk
9. chocolate
10. yogurt

## Glossary

- after:** (conjunction) at a time that is later than another event.
- apple:** (noun) a round fruit with firm, white flesh and a green, red, or yellow skin.
- bed:** (noun) a large piece of furniture with a flat surface that a person can lie on to sleep or rest.
- before:** (preposition) at or during a time earlier than (the thing mentioned).
- bread** (noun) a basic food made from flour, water, and yeast mixed together and baked.

<b>breakfast</b>	(noun) a meal eaten in the morning as the first meal of the day.
<b>brush</b>	(verb) to clean something or make something smooth with a brush.
<b>cheese</b>	(noun) a type of solid food made from milk.
<b>dish</b>	(noun) a round, flat container with a raised edge, used for serving or holding food.
<b>first</b>	(ordinal number) in or at the beginning (of a series of events).
<b>get dressed</b>	(phrasal verb) wearing clothes, or wearing all your usual clothes.
<b>get up</b>	(phrasal verb) to stand up.
<b>Go</b>	(verb) to travel or move to another place.
<b>have lunch</b>	(verb) a meal that is eaten in the middle of the day.
<b>make the bed</b>	(idiom) to put sheets and covers on a bed so that someone can sleep in it.
<b>never</b>	(adverb) not at any time, or not on any occasion.
<b>often</b>	(adverb) many times.
<b>rest</b>	(verb) to stop doing a particular activity.
<b>rice</b>	(noun) the small brown or white seeds produced by a grass plant that are a major food source in many countries.
<b>second</b>	(adverb) after the first and before any others.
<b>sometimes</b>	(adverb) on some occasions but not always or often.
<b>take a shower</b>	(idiom) to wash yourself by using a shower.
<b>teeth</b>	(noun) plural of tooth.
<b>turn off</b>	(phrasal verb) to stop working by switching it off.
<b>wake up</b>	(phrasal verb) to come back to consciousness after being asleep.
<b>wash</b>	(verb) to clean something using water.

## My favorite spot at home

My favorite spot in my home is my bedroom. It is big and has everything I want. The walls in my room are yellow and white. When I am in my room I can feel freedom and calm because it is my own space. My room is always clean and organized. My bed is comfortable. It has many pictures of my friends and other interesting places. My room is the place where I do my homework and I can listen to my favorite music.

### Parts of the house

1. bedroom
2. living room
3. dining room
4. bathroom
5. kitchen
6. study
7. garden

### Adjectives

1. favorite
2. big
3. yellow
4. white
5. calm
6. clean
7. comfortable
8. organized
9. interesting

## Glossary

- spot** (noun) a particular place.
- home** (noun) the house or apartment where you live, especially with your family.
- bedroom** (noun) a room with a bed or beds for sleeping.
- want** (verb) to need something.
- wall** (noun) a vertical structure that divides or encloses something.
- room** (noun) an area within a building that has its own walls, floor, ceiling, and door.
- feel** (verb) to experience something physical or emotional.

- freedom** (noun) the condition or right of being able or allowed to do, say, think, whatever you want to.
- calm** (adjective) peaceful, quiet, and without worry.
- own** (adjective) belonging to or done by a particular person or thing.
- always** (adverb) every time or all the time.
- clean** (verb) to remove dirt from something.
- organized** (adjective) able to plan things carefully and keep things neat.
- comfortable** (comfortable) producing a relaxing feeling of physical comfort.
- picture** (noun) a drawing, painting, or photograph.
- interesting** (adjective) holding one's attention.
- place** (noun) an area, town or building.
- where** (conjunction) to, at, or in what place.
- do** (verb) to perform, take part in, or achieve something.
- living room** (noun) the room in a house or apartment where people sit or relax together.
- dining room** (noun) a room in which meals are eaten.
- bathroom** (noun) a room with a toilet in it.
- kitchen** (noun) a room where food is prepared and cooked.
- study** (noun) a room, especially in a house, used for quiet work such as reading or writing.
- garden** (noun) a piece of land, usually near a home, where flowers and other plants are grown.

## Practice

A Complete the pattern to introduce yourself using the word in the boxes.

Introducing myself	
<ul style="list-style-type: none"> <li>• Good morning/afternoon teacher and classmates.</li> <li>• My name is _____.</li> <li>• My last name is _____.</li> <li>• I am _____ years old.</li> <li>• I was born in _____.</li> <li>• I live in _____.</li> <li>• I have _____ brother(s) and _____ sister(s).</li> <li>• My favorite subject is _____.</li> <li>• My hobby is _____.</li> <li>• My favorite sport is _____.</li> </ul>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p style="text-align: center; color: #4682B4;">Sports</p> <ol style="list-style-type: none"> <li>1. football</li> <li>2. basketball</li> <li>3. cycling</li> <li>4. running</li> <li>5. volleyball</li> <li>6. _____</li> </ol> </div> <div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center; color: #3CB371;">Subjects</p> <ol style="list-style-type: none"> <li>1. English</li> <li>2. Physical education</li> <li>3. Science</li> <li>4. History</li> <li>5. Math</li> <li>6. Music</li> <li>7. Literature</li> <li>8. Social Studies</li> <li>9. _____</li> </ol> </div>
<div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center; color: #FF8C00;">Hobbies</p> <ol style="list-style-type: none"> <li>1. reading books</li> <li>2. playing computer games</li> <li>3. surfing the Internet</li> <li>4. listening to music</li> <li>5. chatting with my best friend</li> <li>6. _____</li> </ol> </div>	

**B Complete the pattern to write about your most important person in your life using the word in the boxes.**

### The most important person in my life

The most important person in my life is my \_\_\_\_\_. She is a \_\_\_\_\_ woman. She shares everything with me like a friend and helps me a lot with my homework. She is \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. She prepares a delicious breakfast and lunch every day. Also, she teaches me \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_. She is the only person who is with me in both the good and the bad situations and overall she is a great \_\_\_\_\_ in my life. I love her so much.

#### People

1. mother
2. father
3. grandmother
4. grandfather
5. sister
6. brother
7. aunt
8. uncle
9. cousin
10. teacher
11. friend
12. \_\_\_\_\_

#### Nouns

1. discipline
2. punctuality
3. respect
4. honesty
5. teamwork
6. persistence
7. humility
8. kindness
9. \_\_\_\_\_

#### Adjectives

1. unique
2. beautiful
3. awesome
4. brave
5. successful
6. friendly
7. kind
8. responsive
9. positive
10. clever
11. \_\_\_\_\_

C Complete the pattern to describe atypical day using the word in the boxes.

Describing a typical day		
<p>First, I _____ at _____ am every morning. Second, I _____ the alarm and _____. Third, I usually _____ bread with _____ and a cup of _____. It is important to _____ my teeth. After that, I _____, _____ and _____ to high school. I _____ classes at 13:00 pm. Then, I _____ home to _____ at _____ pm. I always _____ the dishes. I _____ for one hour and do my homework. Next, I _____ at _____ pm. Finally, at night I _____, and _____.</p>		
<p style="text-align: center;"><b>Adverbs of frequency</b></p> <ol style="list-style-type: none"> <li>1. always</li> <li>2. usually</li> <li>3. often</li> <li>4. sometimes</li> <li>5. never</li> </ol>	<p style="text-align: center;"><b>Connectors</b></p> <ol style="list-style-type: none"> <li>1. First</li> <li>2. Second</li> <li>3. Third</li> <li>4. After that</li> <li>5. Then</li> <li>6. Next</li> <li>7. Finally</li> </ol>	<p style="text-align: center;"><b>Food and drinks</b></p> <ol style="list-style-type: none"> <li>1. rice</li> <li>2. potatoes</li> <li>3. cheese</li> <li>4. bread</li> <li>5. apple</li> <li>6. banana</li> <li>7. coffee</li> <li>8. milk</li> <li>9. chocolate</li> <li>10. yogurt</li> <li>11. _____</li> <li>12. _____</li> </ol>

D Complete the pattern to describe a typical day using the word in the boxes.

<b>My favorite spot at home</b>	
<p>My favorite spot in my home is my _____. It is _____ and has everything I want. The walls in my room are _____. When I am in my room I can feel _____ and _____ because it is my own space. My room is always _____ and _____. My bed is _____. It has many pictures of my _____ and other interesting places. My room is the place where I do my homework and I can _____.</p>	
<p><b>Parts of the house</b></p> <ol style="list-style-type: none"> <li>1. bedroom</li> <li>2. living room</li> <li>3. dining room</li> <li>4. bathroom</li> <li>5. kitchen</li> <li>6. study</li> <li>7. garden</li> <li>8. _____</li> </ol>	<p><b>Adjectives</b></p> <ol style="list-style-type: none"> <li>1. favorite</li> <li>2. big</li> <li>3. yellow</li> <li>4. white</li> <li>5. calm</li> <li>6. clean</li> <li>7. comfortable</li> <li>8. organized</li> <li>9. interesting</li> <li>10. _____</li> </ol>

### Activity 2: Rehearsing to keep control and knowledge

**Material required:**

**Time required:** 120 minutes

- Teacher's power point presentation
- Teacher's cardboard
- Computer

- Projector
- Worksheets

### **Practice task**

1. Vocabulary Review
2. Tips to do a successful presentation
3. Teacher presentation
  - 3.1 Teacher shows a power point and a cardboard presentation.
4. Guided oral practice
  - 4.1 Student's presentation (power point or cardboard) according to the topics.
5. Teacher's feedback

### **Tips to do a successful presentation**

1. Show your Passion and Connect with your Audience
2. Focus on your Audience's Needs
3. Keep it Simple
4. Smile and Make Eye Contact with your Audience
5. Start Strongly
6. As a general rule, slides or cardboard should be the sideshow to you, the presenter
8. Use your Voice Effectively
9. Use your Body Too
10. Relax, breathe and enjoy

## Glossary

<b>body</b>	(noun) the whole physical structure that forms a person or animal.
<b>breathe</b>	(verb) to move air into and out of the lungs.
<b>effectively</b>	(adverb) in a way that is successful and achieves what you want.
<b>enjoy</b>	(verb) to get pleasure from something.
<b>eye contact</b>	(noun) the act of looking directly in the eyes of another person as the other person looks at you.
<b>focus on</b>	(phrasal verb) to give a lot of attention to one particular person, subject, or thing.
<b>keep</b>	(verb) to have or continue to have in your possession.
<b>smile</b>	(verb) to make a happy or friendly expression in which the corners of your mouth curve up.
<b>spend</b>	(verb) to use time doing something or being somewhere.
<b>strongly</b>	(adverb) very much or in a very serious way.

## Practice

- A** Show a power point presentation or cardboard according to the choosing topic.

### Activity 3: My presentation day

**Material required:**

**Time required:** 120 minutes

- Rubric
- Colored pencils
- Computer
- Projector
- Video

**Practice task**

1. Vocabulary review
2. Teacher explains what the rubric is and the criteria to present the topic.
3. Teacher gives the students a rubric.
4. Students personalize the rubric provided by the teacher
5. Students divided into group of five.
6. Guided oral practice

7. Video presentation

<https://www.youtube.com/watch?v=PHCBOOqu11M>

8. Students show something representative, such as photograph or pet to feel confident during the oral presentation.
9. Individual presentation in front of the class.
10. Teacher elicits conclusions from students.

### Oral Presentation Rubric

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

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

Teacher: \_\_\_\_\_

Class: \_\_\_\_\_

Items	5	4	3	2	1	Score
<b>Comfort</b>	Relaxed, easy presentation with minimal hesitation.	Generally comfortable appearance, occasional hesitation.	Somewhat comfortable appearance, some hesitation.	Generally uncomfortable, difficulty with flow of presentation.	Completely uncomfortable, lack of flow to presentation, frequent hesitation.	
	Ease of movement, minimal tension.	Occasional mistakes but recovers quickly.	Some tension noted, stiff body language.	Tense body language, frequent mistakes.	Tension and nervousness are obvious, multiple mistakes.	
<b>Connection</b>	Frequent eye contact, readily engages audience.	Consistent eye contact, uses notes infrequently.	Some eye contact, dependent on notes.	Minimal eye contact, frequently using notes.	Generally reading from notes without eye contact or connection with audience.	
	Clear, easy to understand.	Occasionally difficult to understand.	Audience must put forth effort to listen, poor pronunciation.	Unclear, difficult to understand.	Loses audience's attention due to lack of clarity.	
<b>Volume</b>	Easy to hear, doesn't overpower audio equipment.	Overall appropriate, some sentences trail off or are hard to hear.	Generally audible, often hard to hear.	Difficult to hear, poorly positioned audio equipment.	Generally inaudible, not using audio equipment.	
	<b>Total</b>					

## Glossary

- appearance** (noun) the way a person or thing looks to other people.
- comfort** (noun) a pleasant feeling of being relaxed and free from pain.
- confidence** (noun) the quality of being certain of your abilities or of having trust in people, plans, or the future.
- clarity** (noun) the quality of being clear and easy to understand.
- equipment** (noun) the set of necessary tools, clothing, etc. for a particular purpose.
- hesitation** (noun) the act of pausing before doing something, especially because you are nervous or not certain.
- lack** (verb) to not have or not have enough of something that is needed or wanted.
- mistake** (noun) an action, decision, or judgment that produces an unwanted or unintentional result.
- poor** (adjective) not good; being of a very low quality, quantity, or standard
- rubric** (noun) a set of instructions, especially on an exam paper, usually printed in a different style or color.



# Practice

A Personalize the rubric and show your power point presentation or cardboard.

## Oral Presentation Rubric

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

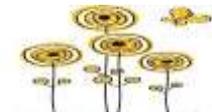
Teacher: \_\_\_\_\_



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

Class: \_\_\_\_\_

Items	5	4	3	2	1	Score
<b>Comfort</b>	Relaxed, easy presentation with minimal hesitation.	Generally comfortable appearance, occasional hesitation.	Somewhat comfortable appearance, some hesitation.	Generally uncomfortable, difficulty with flow of presentation.	Completely uncomfortable, lack of flow to presentation, frequent hesitation.	
<b>Confidence</b>	Ease of movement, minimal tension.	Occasional mistakes but recovers quickly.	Some tension noted, stiff body language.	Tense body language, frequent mistakes.	Tension and nervousness are obvious, multiple mistakes.	
<b>Connection</b>	Frequent eye contact, readily engages audience.	Consistent eye contact, uses notes infrequently.	Some eye contact, dependent on notes.	Minimal eye contact, frequently using notes.	Generally reading from notes without eye contact or connection with audience.	
<b>Clarity</b>	Clear, easy to understand.	Occasionally difficult to understand.	Audience must put forth effort to listen, poor pronunciation.	Unclear, difficult to understand.	Loses audience's attention due to lack of clarity.	
<b>Volume</b>	Easy to hear, doesn't overpower audio equipment.	Overall appropriate, some sentences trail off or are hard to hear.	Generally audible, often hard to hear.	Difficult to hear, poorly positioned audio equipment.	Generally inaudible, not using audio equipment.	
<b>Total</b>						



#### 4.1.4 Unit 4 Fresh role playing activities.

A vibrant green poster for 'Unit 4 Fresh role playing activities'. At the top left is the ADC logo. The top right features the text 'Unit 4' in a large, bold, black font. The central image shows two children, a boy and a girl, dressed as superheroes. The boy is wearing a white t-shirt with a blue lightning bolt, a blue mask, and blue wristbands; he is holding a red and blue starburst sign that says 'BAM!'. The girl is wearing a white t-shirt with a red bowtie, a red mask, and red wristbands; she is holding a pink and white starburst sign that says 'POW!'. The background is green with various science-related icons like a globe, a beaker, a lightbulb, and a pencil. The text 'Fresh role playing activities' is written in white over the bottom part of the children's image. At the bottom, a white banner contains the text 'Unit objective: To allow students to be as creative as they can', with the last part of the sentence on an orange ribbon.

**Unit 4**

**Fresh role playing activities**

Unit objective:  
**To allow students to be as creative as they can**

# Fun, effective and creative activities

**Unit objective:** To allow students to be as creative as they can

**Contents:**

1. Role-playing puppets
2. Dubbing
3. Role-playing

## Activity 1: Acting out our favorite character

**Material required:**

**Time required:** 120 minutes

- Puppets
- Cloth
- Cardboard box
- Video
- Script
- Computer
- Speakers
- Projector
- Worksheet

**Practice task**

1. Vocabulary Review
2. Teacher reads the script aloud while students listen carefully
3. Pronunciation practice
4. Students watch and listen to the video twice:

<https://youtu.be/T1SBjAuMN6A>

5. Students complete the script with the correct word
6. Guided oral practice
  - 6.1 Teacher groups and assigns the roles to each student
  - 6.2 Students practice their own character
  - 6.3 Students practice the dialogue from the script to present a role playing through puppets.
  - 6.4 Students present the scene.
7. Teacher elicits conclusions from students

## Practice

- A** Read the script and practice the pronunciation.

### Script

- |  |  |
|--|--|
| - <b>Queen Elinor:</b> In accordance with our laws, only the first born may compete for the hand of the fair maiden. | - <b>Public:</b> ooooooh!                                    |
| - <b>Queen Elinor:</b> Archers! To you mark!   | - <b>Queen Elinor:</b> I bet he wishes he was tossing cabers |
| - <b>King Fergus:</b> aye! Archers! do your marks!   | - <b>King Fergus:</b> or long top bridges                    |
| - <b>Queen Elinor:</b> and may the lucky arrow find its target   | - NOOOOO!  |
| - <b>King Fergus:</b> Get on with it!  | - <b>Someone from public:</b> I got it!                      |
|  | - <b>Queen Elinor:</b> Good arm!                             |
|  | - <b>King Fergus:</b> and such lovely flowing lock           |
| - Fergus!  | - <b>King Fergus:</b> What?!                                 |

- **Queen Elinor:** OH, wee lamb
- **King Fergus:** Oh, COME ON! SHOOT BOY!
- **Some from public:** Feast your eyes!
- **King Fergus:** Well that's just grand now isn't it?
- **Merida:** I am Merida and I'll be shooting' for my own hand
- **Queen Elinor:** what are you doing
- **Queen Elinor:** Merida!
- **Merida:** Curs this Dress!
- **Queen Elinor:** Merida! Stop this!
- **Queen Elinor:** Don't you dare lose another arrow!
- **Queen Elinor:** Merida! I forbid it!

### Glossary

- archer** (noun) a person who shoots arrows from a bow for sport or as a weapon.
- arrow** (noun) a long, thin piece of wood bent into a curve by a piece of string.
- caber** (noun) a long, heavy wooden pole that is thrown as a test of strength in traditional sports competitions in Scotland.
- feast** (noun) a special meal with very good food or a large meal for many people.
- forbid** (verb) to refuse to allow something, especially officially, or to prevent a particular plan of action by making it impossible.
- lock** (noun) a small group of hairs.
- maiden** (noun) a girl or a young woman.
- shooting** (noun) the sport of shooting animals or birds.
- toss** (verb) to throw something carelessly.

**B Complete the script with the words from the box below.**

cabers	forbid	maiden	locks
shooting	arrow	tossing	feast
			archers x 2

**Queen Elinor:** In accordance with our laws, only the first born may compete for the hand of the fair <sup>(1)</sup> \_\_\_\_\_.

**Queen Elinor:** <sup>(2)</sup> \_\_\_\_\_! To you mark!

**King Fergus:** aye! <sup>(3)</sup> \_\_\_\_\_! Do your marks!

**Queen Elinor:** and may the lucky arrow find its target

**King Fergus:** Get on with it!

**Public:** ooooooh!

**Queen Elinor:** I bet he wishes he was <sup>(4)</sup> \_\_\_\_\_ <sup>(5)</sup> \_\_\_\_\_.

**King Fergus:** or long top bridges. NOOOOO!

**Someone from public:** I got it!

**Queen Elinor:** Good arm!

**King Fergus:** and such lovely flowing <sup>(6)</sup> \_\_\_\_\_.

**King Fergus:** What?!

**Queen Elinor:** OH, wee lamb

**King Fergus:** Oh, come on! Shoot boy!

**Some from public:** <sup>(7)</sup> \_\_\_\_\_ your eyes!

**King Fergus:** Well that's just grand now isn't it?

**Merida:** I am Merida and I'll be <sup>(8)</sup> \_\_\_\_\_ for my own hand

**Queen Elinor:** what are you doing?

**Queen Elinor:** Merida!

**Merida:** Curs this Dress!

**Queen Elinor:** Merida! Stop this!

**Queen Elinor:** Don't you dare lose another <sup>(9)</sup> \_\_\_\_\_!

**Queen Elinor:** Merida! I <sup>(10)</sup> \_\_\_\_\_ it!

## Activity 2: Role-playing "Inside out" scenes

### Material required:

Time required: 120 minutes

- Computer
- Speakers
- Worksheet
- Video /audio: Inside out story.
- Script
- Projector

### Practice task

1. Vocabulary review
2. Students watch and listen to the video.  
<https://www.youtube.com/watch?v=-fNXZQTyLTU&feature=share>
3. Teacher reads the script aloud while students listen carefully
4. Students pick up the character they want to role-play
5. Students complete the crossword from the vocabulary.
6. Guided oral practice
  - 6.1 Teacher groups and gives the roles to each student
  - 6.2 Students practice the chosen character
  - 6.3 Students practice the scene from the script to make the dubbing of their characters
  - 6.4 Students role-play their characters (dubbing) in a determined time
  - 6.5 Students write down situations which make them feel: angry, sad, scared, disgusted, and happy.

7. Teacher elicit conclusions from students.

## Practice

**A** Read the script and practice the pronunciation.



The main characters

### Inside out script

**Fear:** That is terrible wait! Somebody is walking forward us yes! Let's cross the street ohhh! Its mom discovered us!

**Disgust:** What we do the bag?

**Anger:** Riley needs central thoughts that's moving on

**Happiness:** Sadness sadness! Come on sadness! Where are you? Well! Okay if I were sadness, where I would be? Auchhhhh! Everything is awful and my legs don't work and I have to drag me while I touch them all.

**Disgust:** No! No! It's Mom again we do?

**Anger:** This is crazy! She shouldn't run away

**Disgust:** Let's get this idea out of her head

**Happiness:** Sadness sadness!

**Sadness:** Happiness

**Happiness:** Wait sadness

**Sadness:** Please let me go! Are better without me

**Happiness:** Come back

The police officer: Well, she said that his husband went flying by an elephant.  
Was she with someone? Yes! She is there. Eyyyy come back here! Forget this Jake! This is nuberia.

**Sadness:** That sadness just I am made things worse

**Happiness:** Wait sadness! We must do that come back her

**Anger:** something`s stuck

**Disgust:** Great!

**Fear:** What do you mean blocked?

**Disgust:** And now what?

**Fear:** No no no! What is that? How does she stop? I know it if she gets scared that'll help her change her mind.

**Disgust:** Shiny!

**Fear:** Nothing works

**Anger:** Let me see what's up!

**Disgust:** Well! You broke it

**Fear:** No no no! I did not break it. Do not touch that move guys we cannot make Riley feel anything

**Anger:** What we did it?

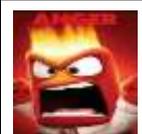
**Happiness:** Hey! Look at me what have you said before, it was serious?

## Glossary

<b>anger</b>	(noun) a strong feeling that makes you want to hurt someone or be unpleasant.
<b>away</b>	(adverb) somewhere else, or to or in a different place, position, or situation.
<b>disgust</b>	(noun) a strong feeling of disapproval and dislike at a situation, person's behavior.

- fear** (noun) an unpleasant emotion or thought that you have when you are frightened or worried by something dangerous, painful, or bad that is happening.
- forward** (adverb) towards the direction that is in front of you.
- happiness** (noun) the feeling of being happy.
- sadness** (noun) the feeling of being unhappy, especially because something bad has happened.
- script** (noun) the words of a film, play, broadcast, or speech.
- shiny** (adjective) a shiny surface is bright because it reflects light.
- stuck** (adjective) unable to move, or set in a particular position, place, or way of thinking.
- worse** (adjective) comparative of bad.

**B** Complete the chart below with situations that make you feel happy, sad, scared, angry, and disgusted.

### Activity 3: When I grow up, I want to be

**Material required:****Time required:** 120 minutes

- Flash cards
- Role-play character card
- Puzzles
- Role play dialogue copies
- Whiteboard
- Markers
- Pens
- Notebooks

**Practice task**

1. Vocabulary review
2. Teacher asks students to work in pairs
3. Guided oral practice
  - 3.1 Teacher asks: What do you want to be in the future?
  - 3.2 Students take turns to share their answers
  - 3.3 Teacher provides students a role-play character card.
  - 3.4 Teacher assigns students' situations to role-play. Students will role play being at a party with assigned character names and job titles. Several role-play parties occur in the classroom at the same time. Party guests must introduce themselves and ask one another about their jobs.
  - 3.5 Teacher provides students a pattern to create a dialogue.
  - 3.6 Students build a dialogue using phrases from chart.

4. Teacher provides feedback to some students.

5. Teacher's conclusions.

### Dialogue chart

Starting the Conversation	Keeping the Conversation Going	Ending the Conversation
<ul style="list-style-type: none"> <li>• Hi, my name is _____.</li> <li>• I'm _____.</li> <li>• Nice to meet you, _____.</li> <li>• Nice to meet you, too.</li> </ul>	<ul style="list-style-type: none"> <li>• I see</li> <li>• That's interesting</li> <li>• How interesting!</li> <li>• Oh, really?</li> <li>• That's great!</li> <li>• That sounds fun, exciting, difficult, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• It was nice talking to you.</li> <li>• I enjoyed talking to you.</li> <li>• It was nice to meet you.</li> <li>• See you later.</li> <li>• Have a good time.</li> <li>• Bye bye</li> </ul>

**David:** Hello. My name is David.

**Camila:** Nice to meet you, David. I'm Camila.

**David:** Nice to meet you, too. Camila, what do you do?

**Camila:** I work in a school. I'm a teacher.

**David:** Oh, that's interesting! I'm a doctor.

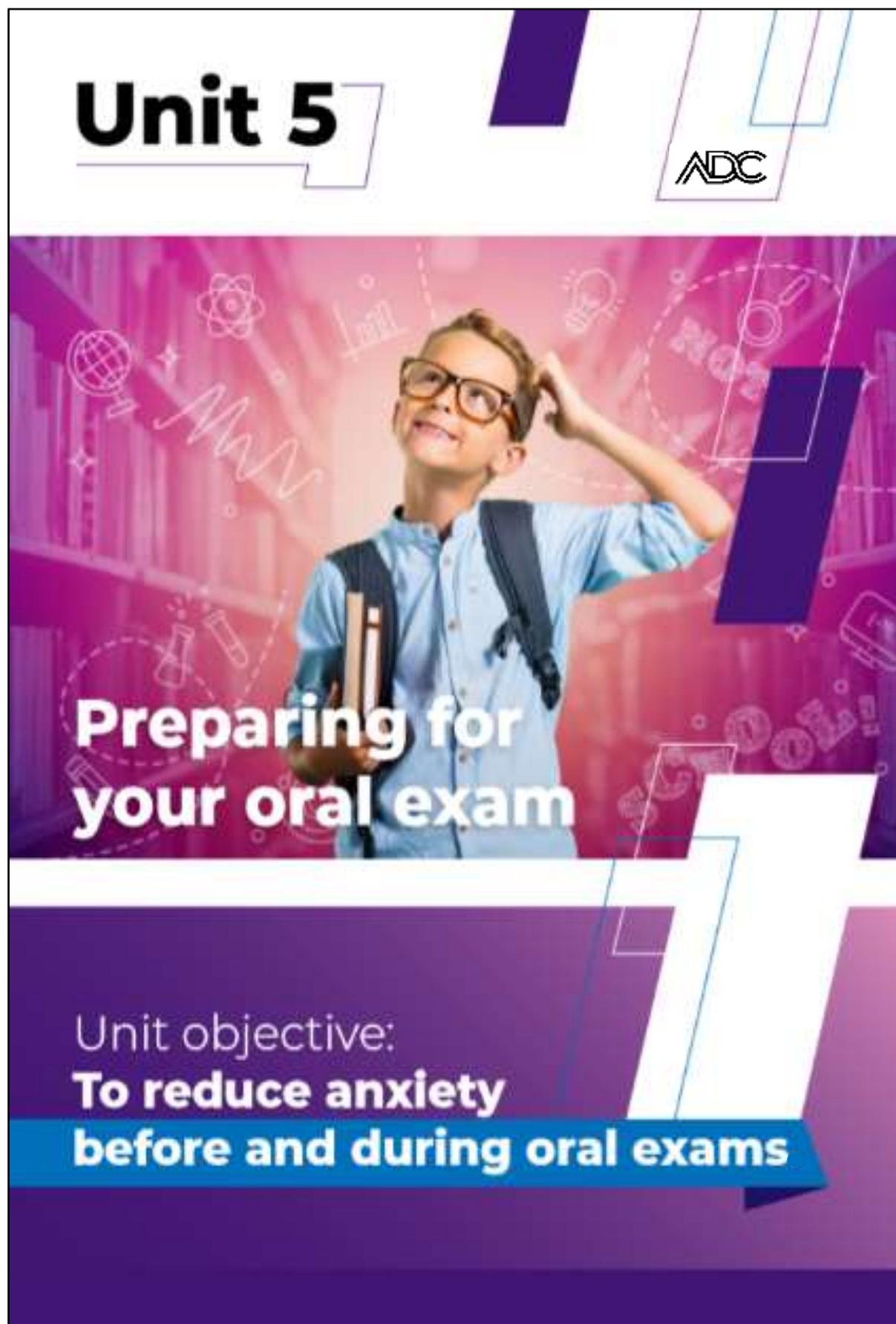
**Camila:** That sounds exciting.

**David:** Yes, I like to help people.

**Camila:** That's great! Have a good day, David.

**David:** You too, Camila!

#### 4.1.5 Unit 5 Preparing for your oral exam.

A graphic for Unit 5. At the top left, the text 'Unit 5' is written in a large, bold, black font with a white outline, set against a white background. To the right of this is a purple rectangular shape and a white rectangular shape with a blue outline. Below the white shape is the ADC logo. The middle section features a photograph of a young boy with glasses and a backpack, looking thoughtful with his hand on his head. The background of this section is a purple-to-pink gradient with various white icons representing science and education, such as a globe, a lightbulb, a microscope, and a book. The text 'Preparing for your oral exam' is overlaid on the bottom left of this section in a white, bold font. The bottom section has a dark purple background with a white rectangular shape on the right. The text 'Unit objective: To reduce anxiety before and during oral exams' is written in white, with 'To reduce anxiety' in a bold font and 'before and during oral exams' in a white font on a blue banner.

Unit objective:

**To reduce anxiety**

**before and during oral exams**

# How to prepare for an oral exam

**Unit objective:** To reduce anxiety before and during oral exams

**Contents:**

1. Tips for students
2. Breathing exercises
3. Oral presentation rubric

## Activity 1: Guiding my students feel comfortable

**Material required:**

**Time required:** 40 minutes

- Conversation cards
- Pictures

**Practice task**

1. Vocabulary Review
2. Teacher show the tips to reduce anxiety before and during an oral presentation
3. Guided oral practice
  - 3.1 Teacher provides students cards to answer the questions.
  - 3.2 Teacher shows learners pictures and asks them to choose one and describe it.
4. Teacher's conclusion

### Tips to reduce presentation anxiety

1. **Accept that being nervous is not a bad thing.** Your nervousness produces adrenaline, which helps you think faster, speak more fluently, add the needed enthusiasm to convey your message.
2. **Don't try to be perfect.** Just be yourself. Your audience will appreciate it.
3. **Know your subject matter.** The more you know, the more confident you will be.
4. **Visualize your success.** Close your eyes and picture yourself delivering your talk with confidence and enthusiasm.
7. **Practice out loud.** Practice in front of a friend, colleague, or coach who will give you honest and constructive feedback.
9. **Make eye contact.** When you begin your talk, pick a few friendly faces in different areas of the room.

### Glossary

- convey** (verb) to express a thought, feeling, or idea so that it is understood by other people.
- matter** (verb) a situation or subject that is being dealt with or considered.
- pick** (verb) to take some things and leave others.
- success** (noun) something that achieves positive results.
- tip** (noun) a useful piece of information, especially about how to do something or about the likely winner of a race or competition.
- try** (verb) to attempt to do something.

## Practice

**A** Use the cards below to introduce yourself.

What's your name?  
What's your surname?  
What's your nickname?

What's your favorite day of the week? Why?

Where do you live?

What's your favorite food?  
What's your favorite drink?

What do you do?

What do you do in your free time?

Do you have any brothers or sisters?  
Talk about them.

What's your favorite sport?  
How often do you play it?

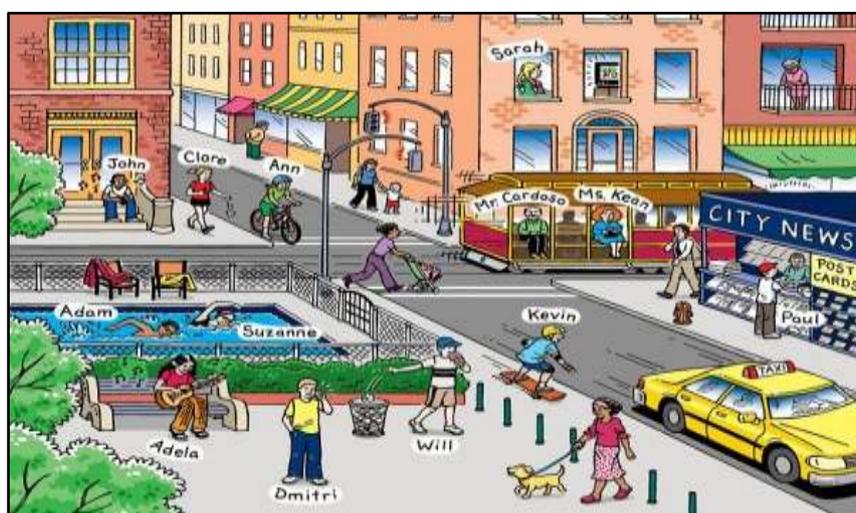
When is your birthday?  
What do you usually do on your birthday?

What's your favorite kind of music?  
Which bands do you like?

What's your phone number?  
What's your email address?

Do you have a pet?  
Talk about it.

**B** Look at the pictures, choose one and describe it.





## Activity 2: Feeling comfortable with myself

**Material required:**

**Time required:** 15-20 minutes

- This activity do not require a specific material only the space of the classroom.

## Practice task

Teacher provide students breathing exercises that can be done in class to help them calm down before a presentation.

## Practice

### A 4-7-8 Breathing Method

1. Sit up straight.
2. Breathe in deeply through your nose for 4 seconds.
3. Hold your breath for 7 seconds. (If you can't hold your breath for 7 seconds, do what you can. Over time you will be able to hold your breath longer!)
4. Exhale slowly through your mouth for 8 seconds. Imagine there is a tiny hole in that balloon.
5. Repeat for about 5-10 minutes.

### B 60 Second Method

1. Find a comfortable spot to sit or lie down.
2. Sit up straight or, if lying down, straighten out your spine as best you can.
3. Softly close your eyes.
4. Take a deep 5 second breath through your nose. Hold for one second.
5. Exhale slowly for at least 10 seconds. (The longer you exhale, the faster you'll soothe your nervous system, balance your emotions and relax!)
6. Repeat steps 4 and 5 until you've reached 60 seconds (Using an alarm or countdown clock on your phone can help you manage timing!)

### Activity 3: How will I be graded?

**Material required:**

**Time required:** 15-20 minutes

- Oral presentation rubric

### Practice

**A** Students will make an oral presentation.

## Exam Presentation Rubric

Name:			Course:		Date:		Grade Description	
Individual:	Pair:	Group:	Teacher:			Excellent	5	
						Very good	4	
						Good	3	
						Fair	2	
						Needs improvement	1	
Items	Excellent  5	Very Good  4	Good  3	Fair  2	Needs Improvement  1	Assigned Score	Observations	
Content	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic. (with help)	Does not seem to understand the topic very well.	Does not seem to understand the topic.			
Vocabulary	Uses appropriate vocabulary. Makes owner and creative contributions.	Uses vocabulary which is quite appropriate for the purpose.	Uses vocabulary which is not very appropriate for the purpose	Uses vocabulary which is not appropriate for the purpose	Uses vocabulary which is not very appropriate.			
Fluency	Speaks clearly, proper pronunciation and good intonation.	Speaks clearly and enough intonation to be heard. Correct pronunciation	Speaks clearly but intonation and pronunciation are not always correct.	Difficult to hear and understand. Inadequate pronunciation	Inadequate pronunciation			
Comprehension	Student is able to accurately answer almost all questions posed by the teacher.	Student is able to accurately answer most questions posed by the teacher.	Student is able to accurately answer a few questions posed by the teacher.	Student rarely answer the questions accurately posed by the teacher.	Student cannot answer the questions do it by the teacher.			
Body posture and Visual contact	Good posture, he/she looks relaxed and confident. Establish eye contact with everyone in the presentation.	Good posture. Establish eye contact with everyone in the presentation.	Sometimes has good posture. Sometimes establish eye contact.	Student rarely has good posture. Rarely eye contact with the audience.	Bad posture. Does not look to the audience during the presentation.			

## 4.2 Impacts

### 4.2.1 Linguistic impact

**Table 33**

*Linguistic impact indicators*

Item	Impact Levels					
	-3	-2	-1	1	2	3
Confidence while singing						x
Building confidence through poems						x
Dealing with oral presentations						x
Reducing anxiety through role-playing						x
Taking oral exams						x
<b>TOTAL</b>						<b>15</b>
						<b>Σ= 15</b>

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{Number of items}} = \frac{15}{5} = 3$$

Linguistic impact level = high positive

---

Author: 8th Level Students - English Major 2019

### Analysis

In regard to the linguistic impacts of this research project, it can be seen that all indicators were assigned the maximum score.

- As to confidence when singing a high positive impact is expected because this activity produces confidence in learners during English classes and they will be able to do it without fear of being wrong.

- Building confidence through poems will mean an increase in vocabulary.

- In this aspect, the research project pretends that students can deal with oral presentations minimizing the anxiety levels. The impact level for this item is high positive.

- Reducing anxiety through role-playing offers the opportunity of interacting with others establishing dialogues. It has a high positive impact.

- In relation to taking oral exams a high positive impact is expected because students will be able to prepare appropriately to improving their presentations.

#### 4.2.2 Academic impact

**Table 34**

*Academic impact indicators*

Item	Impact Levels					
	-3	-2	-1	1	2	3
Confidence while performing in front of the class						x
Getting familiar with basic writing aspects of a poem					x	
Ability to prepare presentations						x
Getting familiar with basic writing aspects of role-playing						x
Dealing with oral quizzes						x
<b>TOTAL</b>					2	12

$\Sigma = 14$

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{Number of items}} = \frac{14}{5} = 2,8$$

Linguistic impact level = medium positive

---

Author: 8th Level Students - English Major 2019

#### Analysis

Academic impacts were assigned the maximum score, except for the second indicator (getting familiar with basic writing aspects of a poem), which was assigned two out of three because of students are not familiarized with this activity.

- This degree work aims to directly influence in the students confidence while performing oral activities in front of the class and that they acquire a greater development in their oral participations. The impact level for this aspect is considered high positive.

- Getting familiar with basic writing aspects of a poem is intended that students will be able to complete poems using the right words with the help of the teacher and allow them to eliminate their doubts by applying basic elements contained in a poem. It is estimated to reach a positive half-level

- A high positive impact is foreseen on the ability to prepare presentations because students will make correct use of their time, demonstrating responsibility and commitment to the assigned task that which leads to the empowerment of their school training.

- Role-playing is a new task that involves recreating in the classroom any real situation using the language. This factor promotes the development of communication; enables group work and encourages students to learn English by experimenting and participating. All of this gives rise to greater motivation to learn a second language. A positive high impact level is expected for this aspect.

- Students will appropriately assimilate teacher orientations when dealing with oral quizzes. Therefore this aspect has a high positive impact.

### 4.2.3 Affective impact

**Table 35**

*Affective impact indicators*

Item	Impact Levels					
	-3	-2	-1	1	2	3
Reflecting on each other's affective needs						x
Reflecting on the importance of self-esteem						x
Building self-confidence						x
Reducing anxiety in oral tasks						x
Strengthen self-esteem in oral production						x
<b>TOTAL</b>						<b>15</b>
						<b>Σ= 15</b>

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{Number of items}} = \frac{15}{5} = 3$$

Linguistic impact level = high positive

---

Author: 8th Level Students - English Major 2019

### Analysis

In regard to the affective impacts, it is clear that all indicators were assigned the maximum score.

- The item reflecting on each other's affective needs involves putting yourself in the shoes of others: empathy with others requires a willingness to admit emotions, listen carefully, and be able to understand thoughts and feelings that have not been expressed verbally. The level of impact is regarded as high positive.

- Learners will be able to trust their abilities and will accurately carry out the tasks they must perform on a daily basis. A high positive impact is expected.

- Building self-confidence is generated through two basic aspects: the proper orientation of the teacher and the acceptance of himself by the students being persevering, enjoying what they learned, and being able to overcome the failures. The level of impact is high positive for this indicator.
- This research project hopes to influence in the reduction of anxiety in oral tasks reaching a positive high impact, due to learners will experience less and less anxiety when making their presentations significantly improving their performance.
- Strengthen self-esteem in oral production will make possible to assess the qualities and abilities of students when performing oral activities. The level of impact for this indicator is high positive.

### 4.3 Conclusions

- Anxiety affects oral production quality in 8<sup>th</sup> level students of “28 de Septiembre” Educational Unit.
- Teenagers prefer topics associated with this stage of their lives.
- Students experience anxiety especially in individual oral production activities like speaking exams, oral lessons, dialogue memorization, speak in front of the class, and fear of being wrong.
- Students experience anxiety when they are not familiar with the grading criteria for oral activities.
- Self-esteem can be built through active, collaborative, and aesthetic tasks activities.
- Communicative Language Teaching (CLT), Competency based Language Teaching (CBLT), Task-Based Language Teaching (TBLT), Cooperative Language Learning (CLL), all promote the development of oral production skills in a student-friendly environment.
- Students experience confidence and reduced levels of anxiety while performing the tasks contained in the guide.
- Teachers in charge of the implementation of the activities presented in this methodological guide should be able to motivate learners and willing to adapt to new educational challenges.

#### 4.4 Recommendations

- To create a relaxed and trustful learning environment, avoiding situations in which students may feel ridiculed or their self-esteem threatened, so, use appropriate correction techniques.
- To continue applying activities that involve daily life student's experience.
- To remind students that they are able to perform any oral production activity and their effort and positive attitude will also be valued.
- To grade according to the aspects of oral production that suggest the European Common Framework of Reference.
- To change the activities in which student are only listeners with others that help to improve L2.
- To identify the different methods and approaches that are applicable to 8<sup>th</sup> level learners.
- To continue carrying out activities which include songs, poems, presentations, and role-playing to reduce anxiety and increase confidence.
- To modify the way of teaching by motivating students and incorporating new technologies.

#### 4.5 References

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# ANNEXES

## Annex 1. Survey applied to students



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**LICENCIATURA EN INGLÉS**

**TRABAJO DE GRADO PREVIO A LA OBTENCIÓN DEL TÍTULO DE  
 LICENCIADO EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN INGLÉS**

**Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo año EGB de la Unidad Educativa “28 de Septiembre”, del Cantón Ibarra.**

1. En la siguiente tabla, ponga un visto en el número que corresponda a los niveles de ansiedad (qué tan nervioso/a se siente) al realizar las siguientes actividades en la clase de inglés. Para los casos en los que usted haya escogido los numerales 4 y 5, indique la razón.

ACTIVIDAD DE CLASE DE LENGUA EXTRANJERA	5 	4 	3 	2 	1 	ASIGNÉ ESTA VALORACIÓN A LA ACTIVIDAD PORQUE...
a. Exámenes Orales						
b. Interacción con compañeros de clases						
c. Interacción con el docente						
d. Lecciones orales						
e. Memorización de diálogos						
f. Memorización de textos						
g. Participación en clase						
h. Presentación oral						
i. Corrección por parte del docente						
j. Otros :						

2. En la siguiente tabla, ponga un visto en el número que corresponda a los niveles de confianza (qué tan a gusto se siente) al realizar las siguientes actividades en la clase de inglés. Para los casos en los que usted haya escogido los numerales 4 y 5, indique la razón.

ACTIVIDAD DE CLASE DE LENGUA EXTRANJERA	5 	4 	3 	2 	1 	ASIGNÉ ESTA VALORACIÓN A LA ACTIVIDAD PORQUE...
a. Cantar						
b. Dramatizar						
c. Presentar un tema ante la clase						
d. Grabar audios con su voz						
e. Conversar en pares						
f. Contar historias						
g. Leer textos ante la clase						
h. Otros :						

3. ¿Qué aspectos del examen de producción oral en la lengua extranjera generan mayores estados de ansiedad en usted? En la siguiente tabla, ponga un visto en el número que corresponda a los aspectos que generan ansiedad. Para los casos en los que usted haya escogido los numerales 4 y 5, indique la razón.

EXAMEN DE PRODUCCIÓN ORAL	5 	4 	3 	2 	1 	ASIGNÉ ESTA VALORACIÓN A LA ACTIVIDAD PORQUE...
a. Individual ante el profesor						
b. Individual ante la clase						
c. Comprensión de instrucciones						
d. Interrupciones (docente)						
e. Interrupciones (compañeros)						
f. Nivel de confianza con el docente						
g. Olvidar el vocabulario requerido						
h. No saber qué palabra utilizar						
i. Timidez						
j. Miedo a equivocarse						
k. Temor a cometer errores de pronunciación						

## Annex 2. Checklist applied to students



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**Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo  
 año EGB de la Unidad Educativa “28 de Septiembre”, del Cantón Ibarra.**

1. Lista de cotejo a ser administrada por el investigador. En la siguiente tabla, ponga un visto en el casillero que corresponda, según el nivel de ansiedad que genera en los estudiantes la administración de una evaluación oral en la lengua extranjera.

<b>CRITERIOS DE EVALUACIÓN</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>¿Por qué?</b>
a) Interacción con los compañeros de clase						
b) Interacción con el docente						
c) Memorización de diálogos						
d) Memorización de textos						
e) Corrección por parte del docente						
f) No recordar el vocabulario requerido						
g) No saber qué palabra utilizar						

<b>1= Ninguno</b>
<b>2= Bajo</b>
<b>3= Medio</b>
<b>4= Alto</b>
<b>5= Muy Alto</b>

### Annex 3. Observation sheet applied to students



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**Institución Educativa:**

**Fecha:**

**Año y paralelo:**

<b>PARTICIPACIÓN EN CLASE</b> <b>Indicador/Criterio/Item</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>OBSERVACIONES</b>
<b>Estudiantes:</b>						
a) Conversación con compañeros de clase						
b) Interacción con el docente						
c) Memorización de diálogos						
d) Memorización de textos						
e) Corrección por parte del docente						
f) Presentación de un tema ante la clase						
g) Lectura de textos ante la clase						
h) Dramatizaciones						
i) Interacción en grupos de trabajo.						
j) Retroalimentación por parte del docente						
k) Retroalimentación por parte de los compañeros de clase						
l) Comprensión de instrucciones.						
m) Manejo de aula						
n) Infraestructura física						
o) Recursos didácticos						
p) Recursos tecnológicos						

#### Annex 4. Interview applied to Vice-Principal

	<b>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</b>	
<b>LICENCIATURA EN INGLÉS TRABAJO DE GRADO “FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA 28 DE SEPTIEMBRE, DEL CANTÓN IBARRA.”</b>		
<b>Fecha de entrevista:</b>		
<b>Entrevistado:</b>		
<b>Cargo:</b> Vicerrector/a		
<b>Objetivo</b>		
<p>La presente entrevista tiene como finalidad, la recolección de datos para identificar los factores afectivos que inciden en la producción oral en inglés, en los estudiantes de 8vos Años de EGB, del Cantón Ibarra; por parte de los estudiante de la Carrera de Licenciatura en Inglés, de la Universidad Técnica del Norte, con el objetivo de aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera.</p>		
<b>Preguntas:</b>		
<p><b>P1.</b> ¿Conoce usted si procesos de investigación similares a este se han implementado anteriormente en su Institución?</p>		
<p><b>P2.</b> ¿En qué medida se ha logrado alcanzar los objetivos curriculares en cuanto se refiere a la producción oral del idioma inglés establecidos por el Ministerio de Educación?</p>		
<p><b>P3.</b> ¿Cuál es el porcentaje de repitencia en la asignatura de inglés?</p>		

**P4.** En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés? ¿Por qué?

**P5.** Para algunos estudiantes, emplear la lengua extranjera en público puede generar ansiedad, miedo e inseguridad. ¿Cuál es su percepción al respecto?

**P6.** ¿Considera usted necesario implementar estrategias que faciliten el desempeño de los estudiantes en la producción oral de lengua extranjera? ¿Por qué?

**GRACIAS POR SU COLABORACIÓN**

## Annex 5. Interview applied to English Area Coordinator

	<b>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</b>	
<b>LICENCIATURA EN INGLÉS TRABAJO DE GRADO “FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA 28 DE SEPTIEMBRE, DEL CANTÓN IBARRA.”</b>		
<b>Fecha de entrevista:</b>		
<b>Entrevistado:</b>		
<b>Cargo:</b> Coordinador/a		
<b>Objetivo</b>		
<p>La presente entrevista tiene como finalidad, la recolección de datos para identificar los factores afectivos que inciden en la producción oral en inglés, en los estudiantes de 8vos Años de EGB, del Cantón Ibarra; por parte de los estudiante de la Carrera de Licenciatura en Inglés, de la Universidad Técnica del Norte, con el objetivo de aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera.</p>		
<b>Preguntas:</b>		
<b>P1.</b> ¿Conoce usted si procesos de investigación similares a este se han implementado anteriormente en su Institución?		
<b>P2.</b> ¿Qué estándar se tiene previsto alcanzar con los estudiantes de 8vo en la producción oral de la lengua extranjera?		
<b>P3.</b> En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés? ¿Por qué?		

**P4.** Para algunos estudiantes, emplear la lengua extranjera en público puede generar ansiedad, miedo e inseguridad. ¿Cuál es su percepción al respecto?

**P5.** ¿Cómo se puede minimizar los efectos de la ansiedad en la producción oral del inglés en los estudiantes de 8vo?

**P6.** ¿Cómo se puede fortalecer la autoestima de los estudiantes de 8vo en la producción oral de la lengua extranjera?

**P7.** ¿Qué estrategias para la producción oral de la lengua extranjera no han alcanzado los resultados de aprendizaje esperados? ¿Por qué?

**P8.** ¿Considera usted necesario implementar estrategias que faciliten el desempeño de los estudiantes en la producción oral de lengua extranjera? ¿Por qué?

**GRACIAS POR SU COLABORACIÓN**

## Annex 6. Interview applied to English Area Teachers

	<b>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</b>	
<b>LICENCIATURA EN INGLÉS TRABAJO DE GRADO “FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA 28 DE SEPTIEMBRE, DEL CANTÓN IBARRA.”</b>		
<b>Fecha de entrevista:</b>		
<b>Entrevistado:</b>		
<b>Cargo:</b> Docentes del Área de inglés		
<b>Objetivo</b>		
<p>La presente entrevista tiene como finalidad, la recolección de datos para identificar los factores afectivos que inciden en la producción oral en inglés, en los estudiantes de 8vos Años de EGB, del Cantón Ibarra; por parte de los estudiantes de la Carrera de Licenciatura en inglés, de la Universidad Técnica del Norte, con el objetivo de aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera.</p>		
<b>Preguntas:</b>		
<p><b>P1.</b> En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés? ¿Por qué?</p>		
<p><b>P2.</b> En su percepción ¿cuáles son las mayores dificultades que presentan sus estudiantes en la producción oral de la lengua extranjera (a nivel afectivo y lingüístico)?</p>		
<p><b>P3</b> ¿Cuáles son las fortalezas que presentan los estudiantes en la producción oral de la lengua extranjera (a nivel afectivo y lingüístico)?</p>		

**P4.** ¿Cuáles son las estrategias metodológicas que usted aplica para fomentar la autoestima en la producción oral de la lengua extranjera?

**P5.** ¿Cuáles son las estrategias que usted aplica al momento de evaluar la producción oral en la lengua extranjera?

**P6.** ¿Cuáles son los instrumentos que aplica al momento de evaluar la producción oral en la lengua extranjera?

**P7.** ¿Considera usted necesario implementar estrategias que faciliten el desempeño de los estudiantes en la producción oral de lengua extranjera? ¿Por qué?

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## Annex 7. Interview applied to 8th Year Teachers

	<b>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</b>	
<b>LICENCIATURA EN INGLÉS TRABAJO DE GRADO “FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA 28 DE SEPTIEMBRE, DEL CANTÓN IBARRA.”</b>		
<b>Fecha de entrevista:</b>		
<b>Entrevistado:</b>		
<b>Cargo:</b> Docentes de aula – 8vos años EGB		
<p><b>Objetivo</b></p> <p>La presente entrevista tiene como finalidad, la recolección de datos para identificar los factores afectivos que inciden en la producción oral en inglés, en los estudiantes de 8vos Años de EGB, del Cantón Ibarra; por parte de los estudiante de la Carrera de Licenciatura en Inglés, de la Universidad Técnica del Norte, con el objetivo de aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera.</p>		
<p><b>Preguntas:</b></p> <p><b>P1.</b> En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés? ¿Por qué?</p> <p><b>P2.</b> En su percepción ¿cuáles son las mayores dificultades que presentan sus estudiantes en la producción oral de la lengua extranjera (a nivel afectivo y lingüístico)?</p> <p><b>P3</b> ¿Cuáles son las fortalezas que presentan los estudiantes en la producción oral de la lengua extranjera (a nivel afectivo y lingüístico)?</p>		

**P4.** ¿Cuáles son las estrategias metodológicas que usted aplica para fomentar la autoestima en la producción oral de la lengua extranjera?

**P5.** ¿Cuáles son las estrategias que usted aplica al momento de evaluar la producción oral en la lengua extranjera?

**P6.** ¿Cuáles son los instrumentos que aplica al momento de evaluar la producción oral en la lengua extranjera?

**P7.** ¿Cuáles son los factores afectivos que inciden en la producción oral de la lengua extranjera en el aula?

**P8.** ¿Cuáles son los factores afectivos que inciden en la administración de los exámenes orales en la lengua extranjera?

**P9.** ¿Cómo afectan estos factores la calidad de la producción oral en la lengua extranjera, (en el aula y durante los procesos de evaluación)?

**P10.** ¿Considera usted necesario implementar estrategias que faciliten el desempeño de los estudiantes en la producción oral de lengua extranjera? ¿Por qué?

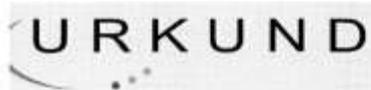
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## Annex 8. Photographs



Taken from: Proposal socialization  
Author: Andrade César

## Annex 9. Urkund Analysis Result



### Urkund Analysis Result

Analysed Document: Andrade Cesar trabajo de grado.docx (D58459551)  
Submitted: 11/7/2019 9:07:00 PM  
Submitted By: mlmantilla@utn.edu.ec  
Significance: 7 %

#### Sources included in the report:

QUISHPE DIANA TESIS .docx (D57883356)  
Tesis Quishpe Diana .pdf (D57873301)

#### Instances where selected sources appear:

67