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FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
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THEME

EMOTIONAL FACTORS AFFECTING THE ORAL PRODUCTION IN ENGLISH STUDENTS FROM 8TH SCHOOL YEAR OF BASIC GENERAL EDUCATION OF THE VICTOR MIDEROS HIGH SCHOOL, IBARRA CANTON

Undergraduate Work Prior to Obtain the Degree of Bachelor in Educational Science
English Specialty

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Trabajo realizado por el señor Quistial Erazo Brayan Gerónimo, previo a la obtención del Título de Licenciado en Inglés.

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ABSTRACT

The main purpose of this research work is to minimize the problems that students present in the oral production of English as a second language. This research will be conducted with eight-grade EGB students of the “V́ctor Mideros” High School of the Ibarra Canton. For this process, methodological strategies are applied depending on the problems – related to anxiety and self-esteem – presented by the students when they speak. To collect all the information interviews, a survey, and a checklist were applied. After collecting all the information, some problems were found regarding anxiety and self-esteem. Most students show problems when presenting a topic in front of the class and when facing oral exams. Taking into account the previous facts, the main aim of this study was to apply strategies that help students to reduce the effect of affective factors in oral production. In conclusion, dynamic activities were carried on focusing to reduce the impact of anxiety. As a result, students felt more confident during English classes leading to improve interaction among them.

Keywords: Minimize, implementation, methodological strategies, checklist, and acquisition.

RESUMEN

El objetivo principal de este trabajo de investigación es minimizar los problemas que los estudiantes presentan en la producción oral del inglés como segundo idioma. Esta investigación se llevará a cabo con estudiantes de EGB de octavo grado de la escuela secundaria "Víctor Mideros" del cantón Ibarra. Para este proceso, se aplican estrategias metodológicas en función de los problemas relacionados con la ansiedad y la autoestima que presentan los estudiantes cuando hablan. Para recopilar toda la información se aplicaron entrevistas, una encuesta y una lista de cotejo. Después de recopilar toda la información, se encontraron algunos problemas con respecto a la ansiedad y la autoestima. La mayoría de los estudiantes muestran problemas al presentar un tema frente a la clase y al enfrentar exámenes orales. Teniendo en cuenta los hechos anteriores, el objetivo principal de este estudio fue aplicar estrategias que ayuden a los estudiantes a reducir el efecto de los factores afectivos en la producción oral. En conclusión, se llevaron a cabo actividades dinámicas enfocadas para reducir el impacto de la ansiedad. Como resultado, los estudiantes se sintieron más seguros durante las clases de inglés para mejorar la interacción entre ellos.

Palabras Clave: Minimizar, implementación, estrategias metodológicas, Lista de cotejo y adquisición.

INDEX OF CONTENTS

CONTENT

ACCEPTANCE OF THE DIRECTOR.....	ii
COURT APPROVAL	iv
ABSTRACT	vi
RESUMEN.....	vii
INDEX OF CONTENTS.....	viii
TABLE INDEX.....	xi
GRAPHYC INDEX	xii
INTRODUCTION	xiii
CHAPTER 1.....	14
1. Theoretical Framework	14
1.1 Anxiety	14
1.1.1 Cognitive and affective development in adolescence.....	14
1.1.2 Anxiety as a recurrent element in the teaching-learning process	15
1.2 Self-esteem	15
1.2.1 Self-esteem as recurring element in the teaching and learning process	15
1.3 Anxiety in L2.....	16
1.4 Self-esteem and oral production in EFL learners	17
1.5 Methods, approaches, and strategies	18
1.5.1 Communicative Language Teaching	18
1.5.2 Competency – Based Language Teaching	19
1.5.3 Task – Based Language Teaching	20
1.5.4 Cooperative Language Learning	21
1.5.5 The Natural Approach.....	22
1.5.6 Community Language Learning.....	23
1.5.7 Suggestopedia.....	24
1.6 Strategies in oral production	24
1.6.1 Communicative Language Teaching	25
1.6.2 Competency based language teaching	25
1.6.3 Task-based Language Teaching	25
1.6.4 Cooperative Language Learning	25
1.6.5 The Natural Approach.....	25

1.6.6	Community Language Learning.....	26
1.6.7	Suggestopedia.....	26
1.6.8	Strategies to learn and remember new vocabulary.....	26
1.7	Influence of music in oral production of English.....	27
1.8	Common European Framework of Reference (CEFR) for Language	28
1.8.1	Entrance and Graduation profiles of students according to CEFR	28
1.8.2	Ministry of Education L2 learning outcome for high-schools in Ecuador	30
1.9	Spoken interaction with interactive activities	30
1.9.1	Interactive activities and strategies according to CEFR.....	30
CHAPTER II		33
2.	DIAGNOSIS.....	33
2.1	Background.....	33
2.2	Methodological organization.....	35
2.2.1	Methods.....	35
2.3	Population Identification	36
2.4	Sample Identification.....	36
2.5	Research techniques and instruments.....	36
2.5.1	Scientific observation	36
2.5.2	Interview	36
2.5.3	Survey.....	36
CHAPTER III.....		37
3.	Analysis of results.....	37
3.1	Survey results.....	37
3.1.1	How nervous students feel	37
3.1.2	How confident students feel.....	40
3.1.3	How anxious you feel	42
3.2	Checklist.....	45
3.2.1	How nervous students feel	45
CHAPTER IV		47
4.	PROPOSAL.....	47
4.1	Proposal title	47
4.1.1	Unit 1. Songs, an artistic way of learning English.....	50
4.1.2	Unit 2. Role-playing	62
4.1.3	Unit 3. How to deal with oral exams?	74
4.1.4	Unit 4. Learning Poems with poetry	86

4.1.5 Unit 1. The key to do a successful presentation.....	104
CHAPTER V.....	134
5. Impacts	134
5.1 Linguistic Impacts	134
5.2 Academic Impacts.....	135
5.3 Affective Impacts	136
CHAPTER VI.....	138
6. Conclusions and recommendations.....	138
6.1 Conclusions	138
6.2 Recommendations.....	138
References	139
ANNEXES.....	141
Annex 1. Survey	142
Annex 2: Checklist applied to students.....	144
Annex 3: Observation sheet applied to students	145
Annex 4: Interviewed directed to Vice-principal	146
Annex 5: Interviewed applied to the English area coordinator	148
Annex 6: Interviewed directed to the English teachers of the Institution	150
Annex 7: Interviewed applied to 8 th English Teachers.....	152
Annex 8: Lesson Plan – Socialization of the proposal.....	154
Annex 9: Photographs.....	157
Annex 10: Urkund Analysis Result.....	158

TABLE INDEX

Table 1 - Piaget's Stage of Cognitive Development.....	14
Table 2 - Population Identification.....	36
Table 3 - How Nervous Students Feel.....	37
Table 4 - How Confidents Students Feel.....	40
Table 5 - How Anxious You Feel.....	42
Table 6 - How Nervous Students Feel.....	45
Table 7 - Talk Function Chart.....	72
Table 8 - Speaking Rubric.....	84
Table 9 - Oral Presentation Rubric.....	130
Table 10 - Linguistic Impact Indicators.....	134
Table 11 - Academic Impact Indicators.....	135
Table 12 - Affective Impact Indicators.....	136

GRAPHYC INDEX

Figure 1 - L2 Learning outcome for high schools in Ecuador	30
Figure 2 - How nervous students feel.	38
Figure 3 - How confident students feel.	39
Figure 4 - How anxious students feel.	43
Figure 5 - How nervous students feel.	45
Figure 6 – Survey application.	157
Figure 7 – Proposal socialization.	157
Figure 8 – Proposal socialization.	157

INTRODUCTION

Anxiety and self-esteem has been considered as important factors in this research project, due to they affect or improve student's oral production. Scotte affirms that "speaking or reading in front of the class may produce anxiety on individuals, making students feel nervous and causing that they repress what they really want to express or communicate" (Scotte, 2019). Anxiety prevents learners to achieve their goals of developing fluency during oral production of a second language.

On the other hand, the level of self-esteem of a student defines his/her performance in the oral production of a second language. "Students with low self-esteem have problems when they communicate orally due to they have no confidence in themselves and doubt at the moment of speaking" (Kazumata, 2016).

In many cases, those learners have problems in their mother tongue, so that it is necessary to apply strategies in both languages. On the contrary, learners with high levels of self-esteem tend to take risks at the moment of speaking even when they are not sure if they are right or not. (Kazumata, 2016, p.21).

Self-confident students not only learn from their own mistakes when they are corrected by the teacher, but they also learn to realize that committing errors is a step of learning when they are acquiring a second language. As a result, learners will be able to express their ideas without fear.

In many cases, learners are experts in acquiring a new language, but commonly that they have problems producing it clearly and fluently. For this reason, the use of new strategies of teaching English results productive in a language class, in special when the students interact with each other and with the teacher.

Currently, students lose their interest in learning English when they are asked to study topics that they do not care at all. So that, the implementation of strategies and activities according to the students' interests helps them to keep motivated with the language learning.

CHAPTER 1

1. Theoretical Framework

1.1 Anxiety

1.1.1 Cognitive and affective development in adolescence

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

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 evidence of the increased use of language. In the concrete operational stage, children can perform basic operations such as classification of serial ordering of operational concrete objects and final stage, formal operational, students develop the ability to think abstractly and metacognitive, as well as reason hypothetically. (Ojose, 2015, p.28).

Table 1

Piaget's Stage of Cognitive Development

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

Taken from: Piaget's theory

Author: Jean Piaget (1983)

On the other hand, affective development is also an aspect to consider and it is directly associated with emotions during our whole lives. The human being has a natural tendency to seek for social acceptance. “Affective development involves three subcomponents: feeling, cognition, and behavior” (Brett, Smith & Huitt, 2013). It affects not only individuals’ interpersonal but also academic lives. This is particularly evident in the teenage years. When adolescents experience rapid physical and psychological changes, they sometimes find it hard to adapt to.

1.1.2 Anxiety as a recurrent element in the teaching-learning process

Anxiety is usually present in a teaching and learning process, since it may block the brain in action. The term anxiety is an instant, transitory emotion that can immediately impact on child cognition in a specific condition and gave them feeling worried, tightness, and nervousness, all of these events can extremely impact on memory and learning process. “At high school, teenagers usually feel anxiety when they are being evaluated, during oral exams, or while presenting a topic in the class” (Huberty, 2019). 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.

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). 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.

1.2 Self-esteem

1.2.1 Self-esteem as recurring element in the teaching and 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 sense of competence or the concepts of others” (Coopersmith, 1967). 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).

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, 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 affects self-esteem development. (Lawrence, 2016, p.5). In adolescence, a child's life goes through changes at different levels, their bodies and self-perception is changing and they are 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 pairs, 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).

1.3 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. "Anxiety is defined as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system" (Meihua, 2009, p.34).

Anxiety is a big issue when using L2 in oral production. If learners experience anxiety when they are using a 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, 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” (Kráľová, 2016). 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. “Fear of negative evaluation is closely related to communication apprehension” (MacIntyre & Gardner, 1991).

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). 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 clear ideas in an oral test.

1.4 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. “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” (Wulandari, 2015, p.121).

Furthermore, according to Koosha’s study self-esteem has a big influence on the speaking skills 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 & Malghani, 2017, p.212)

1.5 Methods, approaches, and strategies

Throughout the years, different theories regarding foreign language instruction in the classroom have arisen. These theories provide us with different perspectives and approaches to the way 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.

Here there is information that shows the most effective methods to develop L2 fluency, accuracy, and proficiency, all of which are necessary to effective interaction in the foreign language.

1.5.1 Communicative Language Teaching

1.5.1.1 General Characteristics

It describes how meaning has a close relationship with the entire text and each learner authenticity.

1.5.1.2 Approach

The learners' needs and the selection of adequate activities this approach is based on the unit-credit system with the development of communicative syllabuses for language teaching. It is also a functional theory of language.

1.5.1.3 Roles

1.5.1.3.1 Learner roles

- ✓ Emphasizes the process of communication.
- ✓ Being a negotiator (Between learning process and objects of learning)
- ✓ Active and Cooperative roll.
- ✓ Greater degree of responsibility.

1.5.1.3.2 Teacher roles

- ✓ Being a facilitator and monitor.
- ✓ Facilitates the communication process.
- ✓ Organizes resources.
- ✓ Being a motivator and a counselor.

1.5.1.4 Contribution to oral English production

- ✓ Uses speech acts or functions for a communicative purpose.
- ✓ Allows interaction and communication.
- ✓ Provides opportunities for learners to develop both accuracy and fluency
- ✓ Allows social interaction activities.

1.5.2 Competency – Based Language Teaching

1.5.2.1 General Characteristics

“Competency based language teaching focuses on what learners are expected to do, in some way it evaluates the student's quality of being capable” (Rodgers, 2011).

1.5.2.2 Approach

It is based on a functional and an interactional perspective on the nature of language. It seeks to teach language concerning the social context in which it is used.

1.5.2.3 Roles.

1.5.2.3.1 Learner roles

- ✓ Learners are active participants in the learning process in CBLT.
- ✓ They monitor their own speech and the speech of others.

1.5.2.3.2 Teacher roles

- ✓ Teachers correct students immediately and give them a positive feedback.
- ✓ They adjust the activities and the syllabus according to the students' necessities.

1.5.2.4 Contribution to oral English production

“Students can prove their abilities in monitoring their speech. They give their best to prove their skills, realizing about their progress and failures” (Rodgers, 2011).

1.5.3 Task – Based Language Teaching

1.5.3.1 General Characteristics

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 a real-world, non-linguistic purpose.

1.5.3.2 Approach

Language is primarily a means of making meaning and achieve real-world goals. Lexical units are central in language used and language learning.

1.5.3.3 Roles

1.5.3.3.1 Learner roles

- ✓ Learners create and interpret messages for which they lack full linguistic resources and prior experiences.

1.5.3.3.2 Teacher roles

- ✓ Teachers motivate students to invest mental energy in task performance.

- ✓ They organize efficiently the task-based activity.
- ✓ They support their students while they are performing the task.

1.5.3.4 Contribution to oral English production

Interaction and communication through tasks provide opportunities for scaffolding learning. “In the classroom, scaffolding is the process in which two or more people interact as they can carry out a classroom task and where one person (e.g. a teacher or another learner) has more advanced knowledge than other” (Rodgers, 2011).

1.5.4 Cooperative Language Learning

1.5.4.1 General Characteristics

Group learning 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 learning and is motivated to increase the learning of others.

1.5.4.2 Approach

Communicative competence depends on the ability to express and understand the functions of speech acts. Furthermore, learners are required to interact through the use of both, spoken and written language.

1.5.4.3 Roles

1.5.4.3.1 Learner roles

- ✓ Learner works collaboratively with other members of a group.
- ✓ They have to learn teamwork skills.
- ✓ They think how to plan, monitor and evaluate their own learning.

1.5.4.3.2 Teacher roles

- ✓ Teachers have to create a highly structured and well-organized learning environment in the classroom, setting goals, planning and structured tasks, establishing the physical arrangement of the classroom,

assigning students to groups and roles, and selecting materials and time.

1.5.4.4 Contribution to oral English production

“Cooperative Language Learning provides students an effective oral interaction that is designed to foster cooperation rather than competition in activities like group discussion, role-playing, and turn-taker monitor” (Rodgers, 2011).

1.5.5 The Natural Approach

1.5.5.1 General Characteristics

Method of foreign language teaching aim is to apply the principles of natural language acquisition inside the classroom. The emphasis is on the central role of comprehension of communicative skills.

1.5.5.2 Approach

The natural Approach focuses on helping beginners to become intermediate level learners. It enhances communication skills. (Reading, writing, listening or speaking). The primacy of meaning.

1.5.5.3 Roles

1.5.5.3.1 Learner roles

- ✓ Active role in ensuring comprehensible input.
- ✓ Provides information about specific goals.
- ✓ Decides when to start producing speech and when to upgrade it.
- ✓ Learner learn to encourage group interaction.

1.5.5.3.2 Teacher roles

- ✓ Teachers are primary sources of comprehensive input.
- ✓ They create a better classroom atmosphere.
- ✓ Facilitator orchestrate classroom activities.
- ✓ Responsible for collecting materials and designing their use.

1.5.5.4 Contribution to oral English production

“Natural approach promotes comprehension and meaningful communication. It considers communication as the primary function of language communicative abilities. It focuses primarily on oral skills” (Rodgers, 2011).

1.5.6 Community Language Learning

1.5.6.1 General Characteristics

It is a language teaching approach in which students choose as a group what aspect they want to need to learn from. It also considers students’ emotions as a factor in learning and encourages interaction and partnership as well.

1.5.6.2 Approach

Interaction between learners and teachers involves five stages. It starts from being fully dependent and ends up in being totally independent in the last stages. CLL involves translation, group work, transcription, recording, analysis, reflection and observation, listening, and free conversation.

1.5.6.3 Roles

1.5.6.3.1 Learner roles

- ✓ Each learner participates as a member of a community, sharing his experiences and learning from others’ experiences as well.

1.5.6.3.2 Teacher roles

- ✓ Teachers act as counselors, providing emotional feedback and encouraging students to learn.
- ✓ They should also grant a safe environment for their students to learn in.

1.5.6.4 Contribution to oral English production

“As it provides a safe 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” (Rodgers, 2011).

1.5.7 Suggestopedia

1.5.7.1 General Characteristics

Language learning aims to develop proficiency in speaking. It is also a long term that mixes students' independent participation and guidance provided by the teacher. Uses baroque music to enhance concentration and relaxation during the lesson.

1.5.7.2 Approach

Students must fully commit to the method in order to succeed. The mental state is key to the process that is why the Baroque music is used to relax and increase their concentration during the lesson. It uses text books to extract its material and then proceeds to turn the process into a speaking improving method.

1.5.7.3 Roles

1.5.7.3.1 Learner roles

- ✓ Learners are willing to learn and pay attention to the language learning method.

1.5.7.3.2 Teacher roles

- ✓ Teachers provide a relaxing environment and provides material in a way that encourages perception and reception.

1.5.7.4 Contribution to oral English production

Despite the fact that it is a very lengthy method, it has proven useful strategies when it comes to proficiency development. It has been criticized for its multiple not so direct activities, but it has also been recognized as effective in oral production teaching. (Rodgers, 2011).

In the previous section there are methods used to learn and produce the foreign language and some of the focus on oral production skills.

1.6 Strategies in oral production

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

1.6.1 Communicative Language Teaching

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

1.6.2 Competency based language teaching

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

1.6.3 Task-based Language Teaching

- ✓ Dramatizations
- ✓ Dialogues in pairs
- ✓ Presentations about daily life activities
- ✓ Create stories
- ✓ Opinion gap activities
- ✓ Interaction in groups
- ✓ Giving ideas

1.6.4 Cooperative Language Learning

- ✓ Team work
- ✓ Puzzle by team
- ✓ Discussion group
- ✓ Pair work

1.6.5 The Natural Approach

- ✓ Pair or group work
- ✓ Whole-class discussion led by the teacher

- ✓ Use of charts, pictures, advertisements and other material served as the focal point for questions.
- ✓ Fixed conversations patterns.
- ✓ Participate in group solving problems.
- ✓ Participate in communication activities with other learners.
- ✓ Use language with focus meaning.
- ✓ Built up of fluency through patience.
- ✓ Learners gradually build up knowledge of language through exposure, then they can produce it.
- ✓ Conversational interaction is essential.
- ✓ Correct feedback during interaction.

1.6.6 Community Language Learning

- ✓ Pair work
- ✓ Group work
- ✓ Autonomous work

1.6.7 Suggestopedia

- ✓ Reading comprehension.
- ✓ Discussion circles.
- ✓ Debates.
- ✓ Baroque music.

1.6.8 Strategies to learn and remember new vocabulary

The method of writing words over and over again to internalize them may have resulted in the past, but now other ways result in more useful to learn and internalize the new vocabulary. Students need to receive the information in different ways due to everyone learns differently.

1.6.8.1 Word detective

One effective method of acquiring vocabulary is focusing on receptive skills such as listening and reading, both of them help students to learn new words and expressions that will help them to express orally in L2. It requires students

to find new words in each activity they do inside the classroom. (Cox, 2019, p.19).

1.6.8.2 Semantic Maps

“A semantic map is a graphic organizer that helps students visually organize the relationship between pieces of information. This strategy is a great way to increase students’ grasp of vocabulary words” (Cox, 2019).

1.6.8.3 Word Wizards

“Group work is an effective method for students to learn and share information. This strategy makes students responsible for learning 3 new words and teach them to their classmates”. (Cox, 2019).

1.6.8.4 Concept cube

“This strategy is useful to employ word’s parts in which students receive a six-square cube with a new word and some characteristics of it such as, synonyms, antonyms, the category it belongs to, and an image of it” (Cox, 2019).

The use of diverse strategies makes students learn new vocabulary easier, they enjoy learning and in this way they feel more confident when they have to express themselves due to the variety of words they manage.

All these strategies are consistent with the level of cognitive and affective development of age groups corresponding to the 8th year of Educación General Básica within the Ecuadorian Educational System.

1.7 Influence of music in oral production of English

With recent studies in brain exploration, it has been demonstrated that specific aspects of music are in fact processed in both the right and left hemispheres. Rhythm and lyric processing occur in the left hemisphere while melody and harmony perception occurs in the right hemisphere (Buket, 2010). It is known that brain activity can be maximized by using music, as it plays an important role in activating large parts of the auditory cortex in both the right and left hemispheres.

“In addition to overall brain activity benefits from music for general learning abilities, music also provides a special benefit to brain activity in language learning in

particular” (Buket, 2010). When a student is learning a new language, music becomes a good source of support because the ear gets used to receiving the language. This is a very important previous step of speech because it is part of the entire oral production process.

1.8 Common European Framework of Reference (CEFR) for Language

It is important to consider the common European Framework when learning a foreign language, all this to assess the levels of proficiency and progress in each stage of this process.

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

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

1.8.1 Entrance and Graduation profiles of students according to CEFR

1.8.1.1 Proficient user

✓ C2

Can understand with ease virtually heard or read. Can summarize information from written or spoken resources, reconstructing arguments and accounts in coherent presentations. Can express himself spontaneously, very fluently, and precisely differentiating finer shades of meaning even more in complex situations.

✓ C1

Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express himself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce well-structured, detailed texts on complex subjects showing controlled use of organizational patterns, connectors and cohesive devices.

1.8.1.2 Independent user

✓ B2

Can understand the main ideas of complex texts on both, abstract and concrete topics, including technical discussions in his/her field 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 a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various opinions.

✓ B1

Can understand the main points of clear standard input of familiar matters regularly encountered in work, school, leisure, etc. can deal with most situations likely to arise whilst traveling in an area where the language is spoken. Can produce simple connected text on familiar topics, or of personal interests. Can describe experiences and events, dreams, hopes, and ambitions and briefly give reasons and explanations for opinion and plans.

1.8.1.3 Basic User

✓ A2

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 exchange of information on familiar and routine matters. Can describe in simple terms, aspects of his/her background immediate environment and matters in areas of immediate need.

✓ A1

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 know, or things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

1.8.2 Ministry of Education L2 learning outcome for high-schools in Ecuador

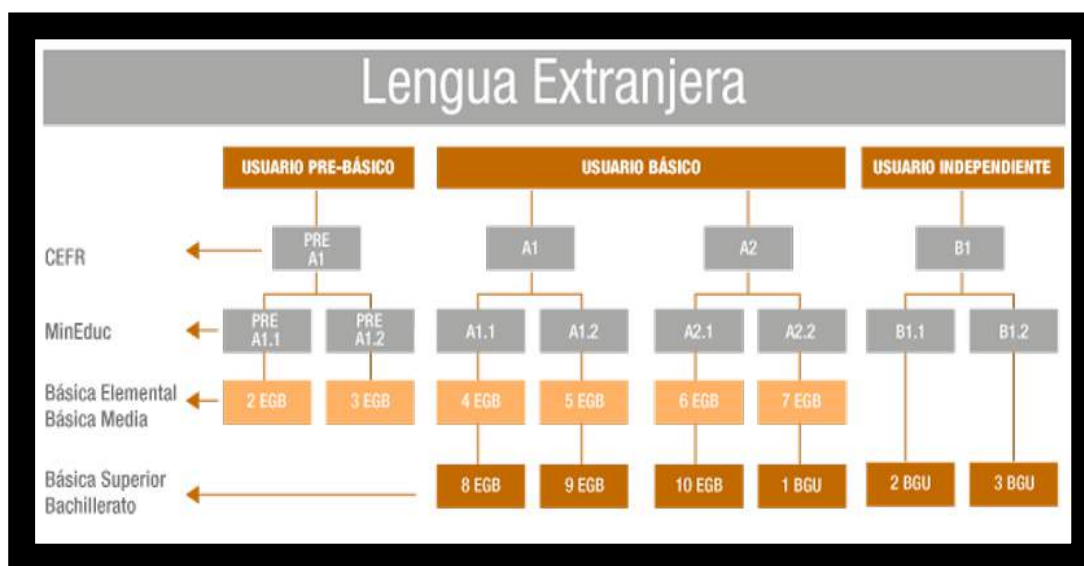


Figure 1. L2 Learning Outcome for High Schools in Ecuador.

Taken from: Ecuador Ministry of Education.

According to the Ministry of Education administrations, 8th level students must acquire A1.1 of the Common European Framework of Reference for Languages (CEFR) which states that students can and use familiar everyday expressions and very basic phrases which help them to communicate. They must be able to introduce him/herself, ask and answer basic questions to give and receive information. (Council of Europe, 2001).

1.9 Spoken interaction with interactive activities

In interactive activities, the language users act alternately as speaker and listener with one or more interlocutors.

1.9.1 Interactive activities and strategies according to CEFR

1.9.1.1 Overall spoken interaction

Students can interact simply, but education is dependent on repetition at a slower rate of speech rephrasing and repairing. They can answer simple questions, initiate and respond to simple statements in areas of immediate needs, or on very familiar topics.

Interactive strategies

- ✓ Learner holds basic spoken interactions.
- ✓ Learner provides basic personal information.

1.9.1.2 Understanding a native speaker interlocutor

Students can understand everyday expressions aimed at the satisfaction of needs of a concrete type, delivered directly to him/her in clear, slow, and repeated speech by a sympathetic speaker. They can understand questions addressed carefully and slowly to him/her and follow a short, simple direction.

Interactive strategies

- ✓ Learner maintain short and basic conversations.
- ✓ Learner follows simple and concrete instructions.

1.9.1.3 Conversation.

Students can make, and introduction and use basic greetings and leave-taking expressions. They can ask how people are and react to news. Students can understand everyday expressions aimed to satisfy learner's necessities.

Interactive strategies

- ✓ Learner starts and maintains basic informal interaction.
- ✓ Learner starts for items required to satisfy personal necessities.

1.9.1.4 Goal-oriented cooperation

Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. They can ask people for things and give things.

Interactive strategies

- ✓ Learner answers to information requirements and follow specific commands.
- ✓ Learners asks items for required to say to satisfy personal necessities.

1.9.1.5 Transition to obtain good services

Learners can understand questions and instructions to follow short and simple instructions. They can ask and answer simple questions, initiate and respond to simple statements with familiar topics. They can also ask and answer simple questions about themselves and other people, where they live, people they know, things they have. Finally, they can indicate the time by such phrase as next week, last Friday, on December 28, 2019 at eight o'clock.

Interactive strategies

- ✓ Gives and follow careful and slow directions.
- ✓ Maintains basic conversations.
- ✓ Requires and provides personal information.
- ✓ Uses time expressions.

1.9.1.6 Interviewing and being interviewed

Learners can replay in an interview to simple and direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.

Interactive strategies

- ✓ Carries out basic interview

The previously described strategies respond to legal regulations corresponding to eight-level students between 12 and 13 years. The methodological guide presented is to provide learners suitable classroom activities oriented to improve oral production by minimizing language anxiety and enhancing their self-esteem.

CHAPTER II

2. DIAGNOSIS

2.1 Background.

This field research took place in the “Víctor Mideros” high school thanks to the collaboration of authorities and teachers who are in charge of English teaching mentioned below. Lic. Arturo Olmedo, principal of the institution, MSc. Maria Cristina Cervantes, Vice-principal, Dra. Maria Helena Arias, English area Coordinator, Lic. Rosa Valencia, 8th-year English teacher, and last but not least, 8th-year students who are the main participants of this research project.

One of the main difficulties during the process of collecting information was that students show a strong lack of interest in learning English. It was evident that they are not well motivated to learn a foreign language even without checking the data collected.

Oral production is one of the most important factors in the learning English process, due to the main aim of learning a foreign language is the interaction and communication among the participants. For this reason, teachers must concentrate on reinforce the oral production of the language on students.

Text memorization becomes productive when students understand the real meaning and the objective of learning a certain paragraph. Otherwise, students learn the information by heart but just for a short period of time. Furthermore, when students do not know the required vocabulary for a particular topic, they get nervous and anxiety does not allow them to express their ideas clearly.

Anxiety is produced by some factors such as, the lack of vocabulary, fear of making mistakes, fear to interact with others, and fear of talking in front of the class. To minimize anxiety, it is advisable to implement methodological strategies that help students to be more confident when they try to interact in a group in front of the class.

When students experience anxiety in their mother tongue is because they present low levels of self-esteem. For this kind of students, interaction results challenging, that is to say, that when they have to present a topic in front of the class, they block themselves and anxiety does not allow them to express their ideas, even when they are experts in the topic.

Strategies implementation plays an important role in reducing the effects of anxiety and self-esteem at the moment of the application. Teachers look for new ways of presenting the language to students and create a comfortable environment for them to feel more motivated to learn the foreign language.

The design and implementation of strategies focused on reducing anxiety and manage self-esteem depends on the factors that affect the oral production of 8th level students in the “Victor Mideros” high school.

2.2 Methodological organization

2.2.1 Methods

2.2.1.1 Deductive

With this type of research, it will be possible to collect information on how affective factors such as, anxiety and self-esteem affect the oral production of the foreign language in students of the 8th level in the “V́ctor Mideros” high school. For this process, it will be applied a survey to collect particular information about the problem to be studied.

2.2.1.2 Inductive

The inductive method will be used in this project due to it helps to know a number facts obtained through research, accessing directly to general conclusions that arise analyze several cases and generated the problem effects raised. The inductive method can establish strategies that help to counteract the effect of anxiety and self-esteem in oral production.

2.2.1.3 Scientific

“This method will be applied in order to perceive the objective of research, allowing to learn more about students’ reality” (Pievi & Bravin, 2008). Regarding to this problem, the object of study are 8th level students of the “V́ctor Mideros” high school of the Ibarra Canton, and how the affective factors affect their oral production of L2. Furthermore, this method will allow us to have a logical and specific monitoring of each student in this research project, as well as the development and implementation of strategies aimed to reduce the effect of affective factors in oral production.

2.2.1.4 Descriptive

Through the descriptive method, a characterization of the situations and events of how the research object is manifested can be developed, specifying the characteristics that define the problem. This method confirms what is indicated in the problem statement.

2.3 Population Identification

Table 2

Population Identification

Institution	Year	Class	Students
“Victor Mideros”	8 th	“A”	20
		“B”	20
Total:			40 students

Taken from: Secretary of “Victor Mideros” High school. 2019

2.4 Sample Identification

All eighth courses were surveyed, for this reason, it was not necessary to extract a sample to perform a statistical calculation.

2.5 Research techniques and instruments

2.5.1 Scientific observation

This technique will be useful to identify the most relevant characteristic of the investigation project. Based on this information, it will be defined how anxiety and self-esteem influence the oral production of the foreign language of students of the eighth level in the “Victor Mideros” high school.

2.5.2 Interview

This technique will be useful for gathering relevant information addressed to direct beneficiaries, authorities, teacher, and students of the institution. Using this tool, it will be characterized by the effect of anxiety and self-esteem effect that may influence on students at the moment of oral production. All this will be possible through a conversation based on a questionnaire previously structured.

2.5.3 Survey

This technique will provide researchers with data from which the strategies will be designed. The collection of information will be carried out through a survey aimed at the direct beneficiaries, to analyze the effect on anxiety and self-esteem on oral production of the foreign language.

CHAPTER III

3. Analysis of results

3.1 Survey results

3.1.1 How nervous students feel

✓ Levels of anxiety when performing activities in the classroom

Table 3

How Nervous Students Feel

Activities in the English Class						
ITEM	5 Very high anxiety	4 High anxiety	3 Moderated Anxiety	2 Low anxiety	1 No anxiety	TOTAL
Oral exams	2;5%	10;22%	17;38%	10;22%	6;13%	45;100%
Interaction among classmates	2;5%	6;13%	19;42%	11;24%	7;16%	45;100%
Interaction with the teacher	8;18%	10;22%	13;29%	9;20%	5;11%	45;100%
Oral Lessons	12;27%	11;24%	10;22%	8;18%	4;9%	45;100%
Memorization of dialogues	8;18%	15;33%	11;25%	6;13%	5;11%	45;100%
Memorization of texts	13;29%	12;27%	9;20%	6;13%	5;11%	45;100%
Class Participation	14;31%	11;25%	9;20%	5;11%	6;13%	45;100%
Oral Presentation	8;18%	11;24%	13;29%	6;13%	7;16%	45;100%
Correction of the teacher	19;42%	12;27%	7;16%	5;11%	2;4%	45;100%

Taken from: Survey results.

Author: 8th Level Students - English Major 2019

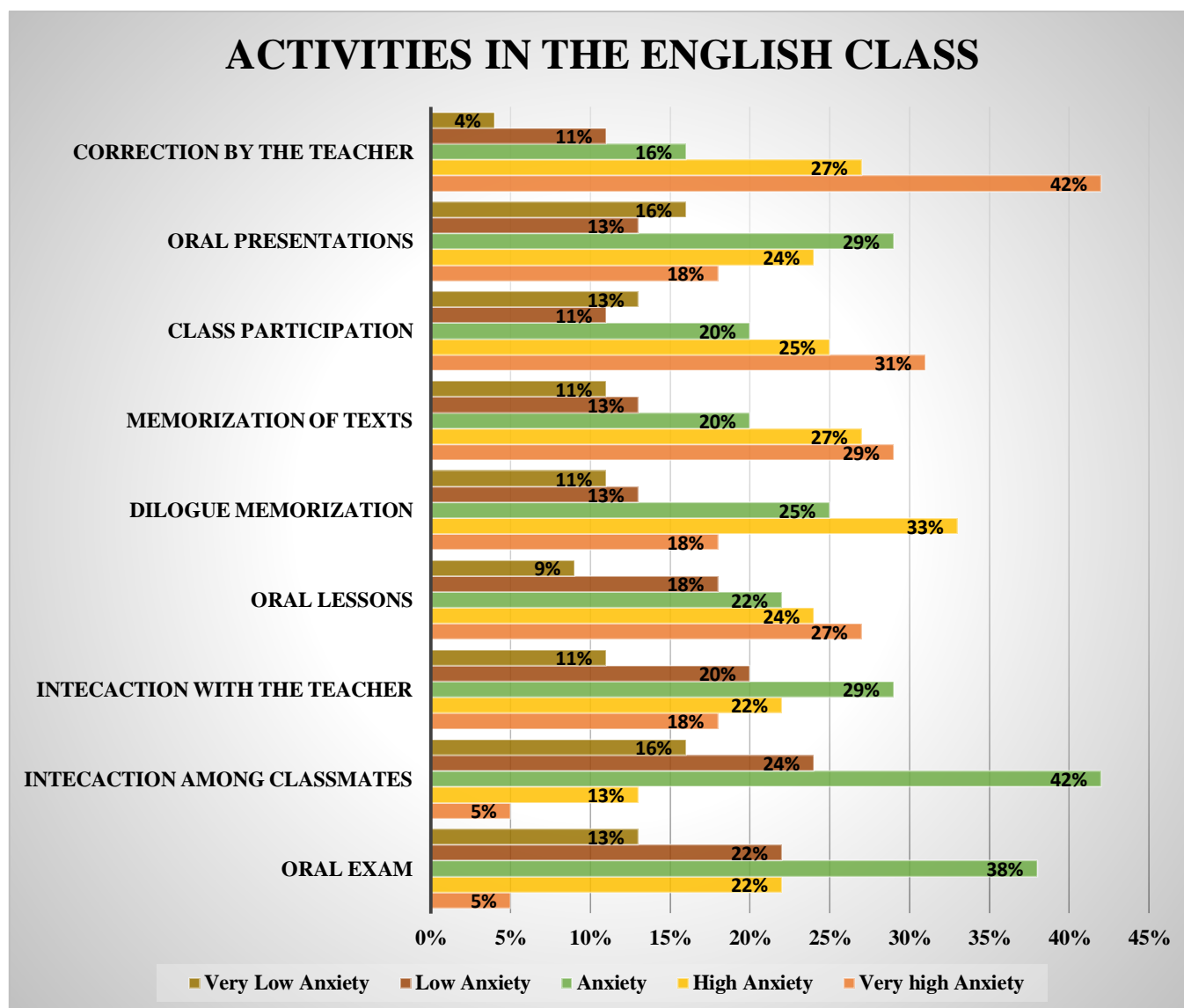


Figure 2. How Nervous Students Feel

Source: Survey elaborated by 8th Level Students - English Major 2019

Analysis

This bar chart shows the levels of anxiety that the eighth level students experience while performing specific activities during the English class. According to the data collected, 38% of the surveyed students experience a certain level of anxiety while having oral exams. In contrast, only 5% of the surveyed students experience low levels of anxiety while doing this task. When students interact with their classmates, it is evident that the majority of the participants experiment with moderate levels of anxiety (42%) while only 5% feel not anxious at all while performing this classroom practice. Another aspect that can also be

reflected is when students interact with the teacher; more than a quarter of the population (29%) states that they experience a remarkable level of anxiety during this process, and 26% of them reflect a high level of anxiety when interacting with the teacher. Furthermore, the bar chart reflects that exactly the 27% of students experience a very high level of anxiety when presenting an oral lesson while only 18% of them agreed on not feeling anxiety at all when doing the aforementioned task.

In terms of dialogues memorization, 33% of the participants claim to feel a high level of anxiety; in addition to that, the 25% that feel low levels of it for this activity. Furthermore, it can be reflected that the 29% experience a very high level of anxiety when memorizing texts, besides, a 28% of the students express that experience a high level of anxiety. Inside the classroom, 31% of the students experience a very level of anxiety when they participate, and another 11% feel low levels of it while performing this action. It is also evident that when learners do an oral presentation the 29% of the eight-level students show that they experience a high level of anxiety, while 13% stated that they experiment with normal levels of anxiety. Additionally, 42% of students experience very high levels of anxiety when the teacher makes corrections of a mistake made by them. However, the 13% claimed to feel a low state of anxiety when this action is done by the teacher.

In conclusion, it is clear that in average proportions, at least 42% of the total surveyed students fluctuate between normal anxiety and no anxiety when performing certain classroom practices. It is important to consider is that learners perform certain of these activities in their mother tongue, so that they express that they feel low levels of anxiety.

3.1.2 How confident students feel

✓ Levels of confidence when performing activities in the English class

Table 4

How Confident Students Feel

Activities in the English Class						
ITEM	5 Very high anxiety	4 High anxiety	3 Moderated Anxiety	2 Low anxiety	1 No anxiety	TOTAL
Singing	6;13%	11;25%	10;22%	12;27%	6;13%	45;100%
Dramatizing	9;20%	9;20%	13;29%	6;13%	8;18%	45;100%
Presenting a topic in front of the class	11;25%	12;27%	10;22%	6;13%	6;13%	45;100%
Recording audios	10;22%	16;36%	10;22%	5;11%	4;9%	45;100%
Pair conversations	5;11%	7;16%	16;36%	9;21%	7;16%	45;100%
Story telling	12;27%	9;20%	8;18%	7;15%	9;20%	45;100%
Reading texts in front of the class	9;20%	13;29%	9;20%	9;20%	5;11%	45;100%

Taken from: Survey results

Author: 8th Level Students - English Major 2019

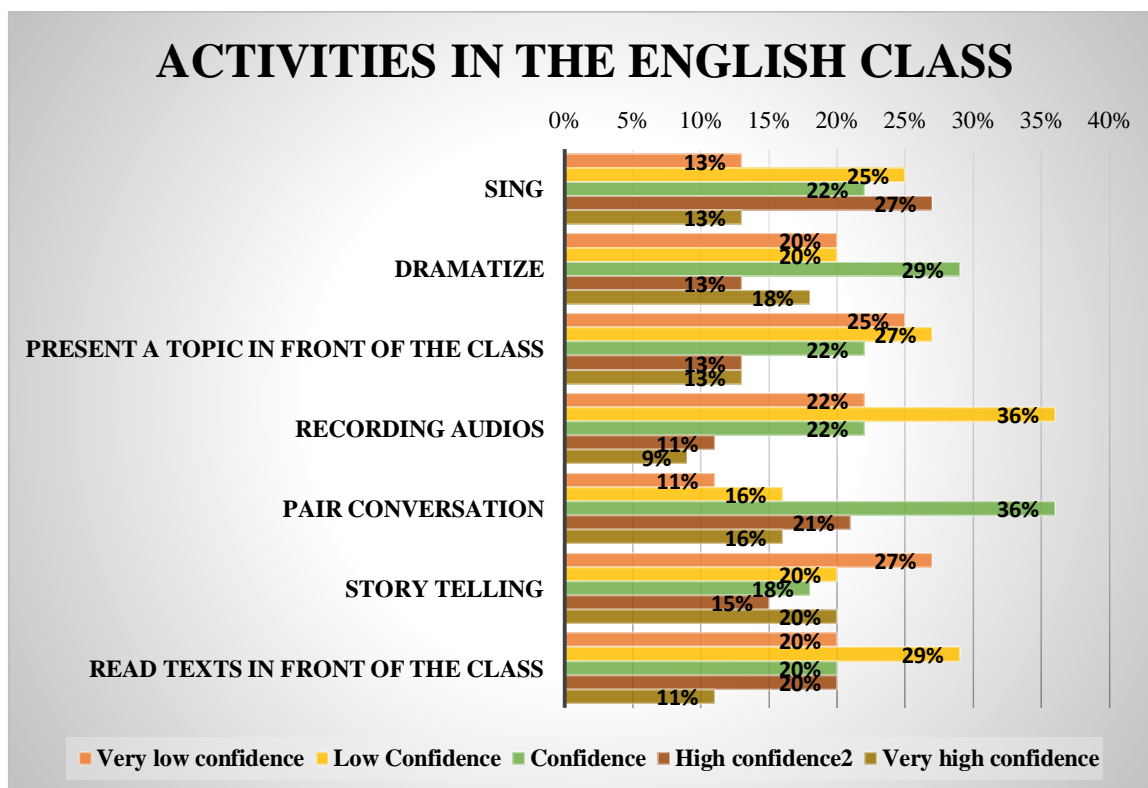


Figure 3. How Confident Students Feel

Source: Survey elaborated by 8th Level Students - English Major 2019

Analysis

The bar chart above illustrates the levels of confidence that students feel when performing certain classroom practices. As the data collected shows that 27% of the eight-level students experience high confidence when singing, opposite to the 13% that shows low confidence while participating in this task. The results of the survey show that when students are asked to dramatize, 29% of learners express a high level of confidence, whereas 13% have no confidence at all during this classroom practice. Students were surveyed to show their levels of confidence when presenting a topic in front of the class, with the results being that a quarter of the survey students have no confidence at all when they are asked to do this task. Additionally, a 27% state that they experience high levels of confidence when performing this classroom practice. Students that experience different levels of confidence while recording their voices account exactly 80% of the total. On the other hand, the remaining 20% experience from low confidence to none of it at all. Over a third (36%) of the surveyed learners express to have self-confidence during pair interaction, having only 11% of learners presents low confidence while doing this task. Almost a third of the total of the surveyed learners (27%) states to have low confidence while telling stories inside the classroom. On the other hand, only 20% of students express that the activity makes them feel very confident.

Finally, almost the third part of the students (29%) pointed out that they experience low confidence when they are asked to read texts in front of the class. While only 11% states on having very high levels of confidence when doing the above-mentioned activity.

To conclude, it is evident that students experience a high level of confidence in tasks where they have to interact with them. Individual activities in which they do not have to interact also provide them a high level of confidence. Furthermore, a good percentage states to have confidence in dynamic activities such as dramatizing due to they perform this task in other subjects.

3.1.3 How anxious you feel

✓ Levels of anxiety when performing oral production in the English class

Table 5

How anxious students feel

Activities in the English Class						
ITEM	5 Very high anxiety	4 High anxiety	3 Moderated Anxiety	2 Low anxiety	1 No anxiety	TOTAL
Individual exams with the teacher	10;22%	9;20%	16;36%	5;11%	5;11%	45;100%
Individual exams in front of the class	9;20%	13;29%	11;24%	7;16%	5;11%	45;100%
Comprehension of instructions	8;18%	11;25%	15;33%	5;11%	6;33%	45;100%
Interruptions (by the teacher)	14;31%	12;27%	9;20%	3;7%	7;15%	45;100%
Interruptions (by classmates)	10;22%	11;25%	15;33%	5;11%	4;9%	45;100%
Confidence with the teacher	8;18%	11;24%	13;29%	9;20%	4;9%	45;100%
Forgetting required vocabulary	8;18%	11;24%	12;27%	8;18%	6;13%	45;100%
Doubt about words	12;27%	11;24%	9;20%	5;11%	8;18%	45;100%
Shyness	10;22%	11;24%	1;25%	8;18%	5;11%	45;100%
Fear of being wrong	12;27%	10;22%	11;25%	6;13%	6;13%	45;100%
Fear of making pronunciation mistakes	12;27%	10;22%	10;22%	8;18%	5;11%	45;100%

Taken from: Survey results

Author: 8th Level Students - English Major 2019

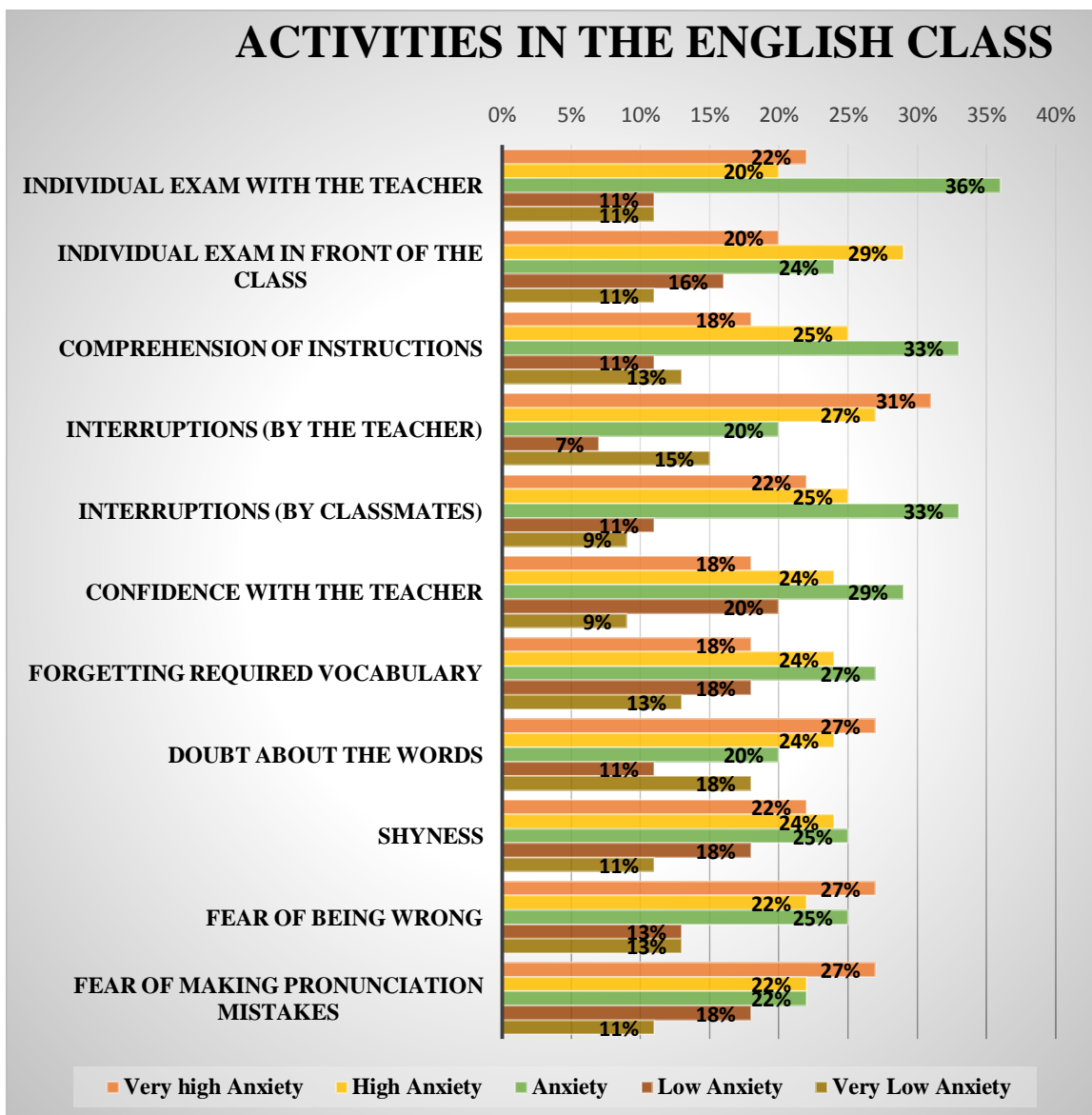


Figure 4. How Anxious Students Feel

Source: Survey elaborated by 8th Level Students - English Major 2019

Analysis

The bar chart above illustrates the data collected after asking eight-level students their levels of anxiety when performing oral production activities during an English class. In regards to individual interaction in front of the teacher, the majority (78%) of students experience anxiety, whereas a combined 22% claimed to experience either moderate or low levels of anxiety when interacting with the teacher. While interacting in front of the class, nearly 73% of students feel high levels of anxiety during the activity, and the remaining 17% claimed to experience low levels of it during the mentioned task. Furthermore, the survey

also asked students about their comprehension of the instructions given by the teacher, over 70% of them feeling moderate levels of anxiety. However, nearly a quarter of the surveyed learners experience low levels of anxiety regarding the comprehension of the instructions given by the teacher. Learners also state to experience anxiety when the English teacher interrupts them during the class, with over a third of the total express to feel highly anxious when facing interruptions during class. In contrast, a combined 22% claimed to experience low anxiety when facing this situation. The majority of the surveyed students (80%) state to experience anxiety at a high level when their classmates interrupt them. On the contrary, the remaining 20% of learners express low levels of anxiety or none at all. Furthermore, students were also asked about the level of confidence they have with their English teacher, the data collected shows that almost a third of the total express a moderate level of anxiety, while only 9% states to experience very low levels of anxiety. Oral production activities involving vocabulary generate moderate or high levels of anxiety on the 27% of the surveyed learners while only a 13% states that they do not experience anxiety at all. It is evident that a 74% of the participants present high levels of anxiety due to the fear of being wrong, whereas only the 26% shows not to be very anxious for this reason. Finally, almost a third of the surveyed students experience anxiety due to the fear of making pronunciation mistakes while only 11% states that anxiety does not affect them at all.

In conclusion, anxiety problems are frequent during an English class. The data collected reflects that anxiety is caused by factors such as; exams, interruptions, and student's insecurity during certain classroom practices.

3.2 Checklist

3.2.1 How nervous students feel

Levels of anxiety when performing activities in the classroom

Table 6

How Nervous Students Feel

Checklist						
ITEM	5 Very high anxiety	4 High anxiety	3 Moderate Anxiety	2 Low anxiety	1 No anxiety	TOTAL
Do not know what word to use	16;35%	13;24%	8;18%	5;11%	3;7%	45;100%
Do not remember the required vocabulary	16;36%	14;31%	9;20%	4;9%	2;4%	45;100%
Correction by the teacher	14;31%	13;29%	8;18%	6;13%	4;9%	45;100%
Texts memorization	10;22%	12;27%	10;22%	8;18%	5;11%	45;100%
Dialogue memorization	10;22%	11;24%	11;25%	7;16%	6;13%	45;100%
Interaction with the teacher	14;31%	10;22%	10;22%	8;18%	3;7%	45;100%
Interaction with classmates	13;29%	11;24%	9;20%	7;16%	5;11%	45;100%

Source: Survey

Author: 8th Level Students - English Major 2019

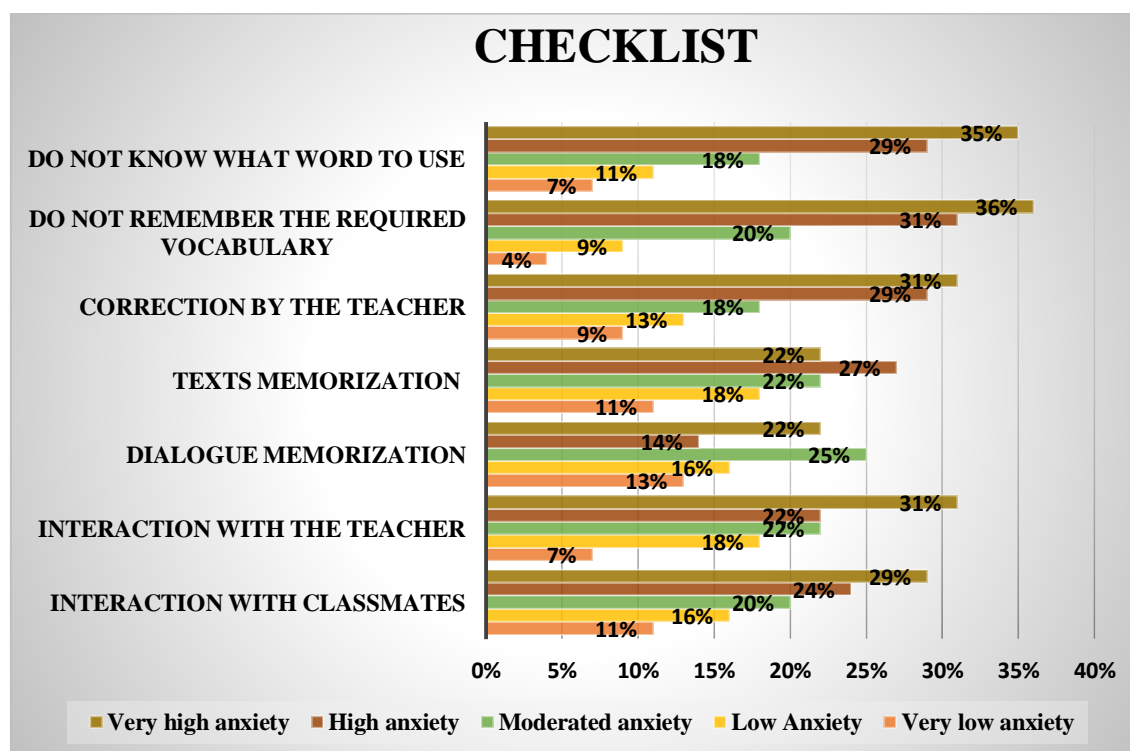


Figure 5. How Nervous Students Feel

Source: Survey elaborated by 8th Level Students - English Major 2019

Analysis

The bar chart above illustrates the data collected after observing the students' behavior while producing language orally during an English class, and the levels of anxiety they experience while performing these tasks. When students do not know what word to use, the majority of the participants (82%) experience high levels of anxiety while developing these tasks while the combined 18% feel low levels of anxiety. In addition to that, there is a high percentage of students (87%) who seem to be very anxious while speaking due to they do not remember the required vocabulary during a speaking activity, the remaining 13% experience anxiety but in fewer levels. On the other hand, more than half of the observed learners (60%) experience anxiety at a high level, while the remaining 40% seem to be more confident when the teacher corrects them during tasks in which they are asked to speak. According to memorizing texts and dialogues, the participants seem to experience moderate levels of anxiety due to they learn information by heart. In terms of interacting with the teacher, more than a third of students (31%) seem to be really anxious, in contrast to the 7% who behave more confident when they communicate with the teacher. Finally, in regards to interaction among students, less than a third (29%) of learners seem to be anxious at a high level while the remaining 71% of the participants experience anxiety in fewer levels.

In conclusion, the problem is really reflected on the lack of vocabulary at the moment of communicating in English orally, due to a big percentage of students experience anxiety when they do not know what word to use during the oral production of the language.

CHAPTER IV

4. PROPOSAL

4.1 Proposal title

AN INTERACTIVE WAY OF REDUCING ANXIETY AND INCREASING SELF-ESTEEM IN THE ORAL PRODUCTION OF THE SECOND LANGUAGE

General Objective

- ✓ To create a guide focused on strengthening students' ability to speak through the use of interactive activities to reduce anxiety and increase self-esteem at the moment of speaking.

Specific objectives

- ✓ To design activities according to the age and interests of students.
- ✓ To motivate students to become confident by performing songs, poems, and role-plays.
- ✓ To provide strategies to students to have successful presentations at the moment of facing an oral exam in front of the class.

Introduction

The following guide presents topics that promote students' oral production. To select the topics, the first step was to analyze the information collected in the survey, which shows the conditions in which the students have problems when using the second language. To reinforce English speaking skills, striking topics were selected based on the age and interests of the students. The selected topics motivate students to express themselves more spontaneously. In the same way, the activities presented in each unit promote class participation and counteract the fear of being wrong. The first unit is focused on reinforcing the intonation and pronunciation of the student through songs. The second unit promotes interaction between students through role-playing activities. The third unit provides the student with strategies on how to face the oral exams or speak in public calmly. The fourth unit of the guide focuses on improving the student's fluency by reciting poems in front of the class. In the last unit, tips are presented on how to achieve successful presentations when the student speaks in English. Each unit contains activities that arouse the interest of student participation. All this with the aim that they feel self-confident every time they try to communicate or interact using the second language.

Substantiation

After analyzing the information collected by the survey aimed at the 8th years of Basic General Education of the "V́ctor Mideros" high school, the contents for the guide were selected. Each unit is focused on supporting the needs of the surveyed population that presents the most difficulties. The main topics of each unit have the main goal of reducing anxiety levels and increasing students' self-esteem. Music was selected to be part of this guide as it helps the oral production process to be complete. Music prepares the student's auditory sense and makes the student familiar with the language, because where the speaking process begins is by receiving the language. On the other hand, the students are more interested in learning and expressing themselves in a better way when it is a subject of their interest. That is why songs were chosen that appeal to the children and youth of today. In this way, levels of confidence and self-esteem increase in the class. Furthermore, role-playing is a unit that motivates students to interact with each other, since they carry out similar activities in the Spanish subject. All of this helps students avoid feeling anxious when talking and interacting. Likewise, poetry contributes to improving the student's oral production by reciting poems in which the emphasis is on rhythm, pronunciation and intonation. In addition to this, there is a unit that focuses on providing advice to students so that they can serenely face the oral exams. In this unit students are warned of how to counteract anxiety when expressing themselves in public. Finally, in the last unit students are given some parameters to make a good presentation in front of the class. This is very useful for them as they are shown how they will be evaluated when sharing their ideas in public.

4.1.1 Unit 1. Songs, an artistic way of learning English



Unit 1

Unit objective: To improve student's fluency by singing songs

Contents:

- High hopes
- You say

Activity: Explaining hopes for the future.

Material required:

- Song lyrics copies
- Cardboard
- Glue
- All magazines
- Scissors
- Song video/ cd song

Time required: 3 hours

High hopes Lyrics

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.

Stay up on that rise
 Stay up on that rise and never come down
 Stay up on that rise
 Stay up on that rise and never come down

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
 They say it's all been done but they haven't seen the best of me
 So I got one more run and it's gonna be a sight to see

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

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

Compositores: Brendon Boyd Urie / Ilsey Anna Juber / Jake Sinclair / Jenny Owen Youngs /
 Jonas Jeberg / Lauren Pritchard / Samuel Hollander / Tayla Parx / William Ernest Lobban-
 Bean

Letra de High Hopes © Warner/Chappell Music, Inc, Sony/ATV Music Publishing LLC, Kobalt
 Music Publishing Ltd., BMG Rights Management, Peermusic Publishing, Words & Music A Div Of
 Big Deal Music LLC

1. Practice task

1.1 Vocabulary Review

1.2 Teacher reads lyrics aloud while students listen carefully.

1.3 Students listen to the song twice

1.4 Pronunciation Practice.

1.5 Play and sing the song.

1.6 Oral Guide Practice: What are your high hopes?

1.7 Students make High Hopes collage.

1.8 Students share the collage with another classmates.

Students share the collage with the whole class.

1.9 Teacher elicit conclusions from students.

Activity 2: Supporting each other

Materials required:

- Song lyrics
- Song video/CD

Time required:

- 3 hours

Hallelujah - Jeff Buckley

Well I've heard there was a secret chord
That David played and it pleased the Lord
But you don't really care for music, do you?

Well it goes like this:

The fourth, the fifth, the minor fall and the major lift
The baffled king composing Hallelujah
Hallelujah (4)

Well your faith was strong but you needed proof
You saw her bathing on the roof
Her beauty and the moonlight overthrew ya
She tied you to her kitchen chair
And she broke your throne and she cut your hair
And from your lips she drew the Hallelujah
Hallelujah (4)

But baby I've been here before
I've seen this room and I've walked this floor
You know, I used to live alone before I knew ya
And I've seen your flag on the marble arch
And love is not a victory march
It's a cold and it's a broken Hallelujah
Hallelujah (4)

Well there was a time when you let me know
What's really going on below
But now you never show that to me do ya
But remember when I moved in you
And the holy dove was moving too
And every breath we drew was Hallelujah
Hallelujah (4)

Maybe there's a God above
But all I've ever learned from love
Was how to shoot somebody who outdrew ya
And it's not a cry that you hear at night
It's not somebody who's seen the light
It's a cold and it's a broken Hallelujah
Hallelujah (x8) (Buckley, 2007)

2. Practice Task

2.1 Vocabulary review

2.2 Teacher reads lyrics aloud while students listen carefully

2.3 Students listen to the song twice

2.4 Student pronunciation practice

2.5 Play and sing the song

2.6 Guided oral practice: Who I admire to?

2.7 Pair work

2.7.1 Students tell each other the person they admire

2.7.2 Students take turn sharing their sentences

2.7.3 Students share their feelings about the person they admire

2.7.4 Students build sentences explaining why they admire that person.

2.7.5 Teacher provides feedback to some individual students

Activity 3: *Creating our own criteria and way of thinking*

Materials:

- Video
- Flash cards

Time required: 3 hours

Another Brick in the Wall _ Pink Floyd

Daddy's flown across the ocean
 Leaving just a memory
 Snapshot in the family album
 Daddy what else did you leave for me?
 Daddy, what'd'ja leave behind for me?!?
 All in all it was just a brick in the wall.
 All in all it was all just bricks in the wall.

"You! Yes, you! Stand still laddy!

We don't need no education
 We don't need no thought control
 No dark sarcasm in the classroom
 Teachers leave them kids alone
 Hey! Teachers! Leave them kids alone!
 All in all it's just another brick in the wall.
 All in all you're just another brick in the wall.

We don't need no education
 We don't need no thought control
 No dark sarcasm in the classroom
 Teachers leave them kids alone
 Hey! Teachers! Leave them kids alone!
 All in all it's just another brick in the wall.
 All in all you're just another brick in the wall.

"Wrong, Do it again!"

"If you don't eat yer meat, you can't have any pudding. How can
 you

have any pudding if you don't eat yer meat?"

"You! Yes, you behind the bikesheds, stand still laddy!"

3. Practice Task

3.1. Vocabulary review

3.2. Teachers reads lyrics aloud while Ss listen carefully

3.3. Students listen to the song twice

3.4. Students pronunciation practice

3.5. Play and sing the song

3.6. Guided oral practice: What do you think about classic education?

3.7. Debate

3.7.1. Divide students into 2 groups

3.7.2. Ask a group to presents facts in favor of classic education, and the other group presents facts against it.

3.7.3. The whole class agrees about the side which has more valuable facts

3.7.4. The teacher gives a feedback.

4.1.2 Unit 2. Role-playing



Unit 2

Unit objective:

To improve confidence through role-playing activities.

Contents:

- Role-playing puppets
- Dubbing
- Role-playing

Activity: Acting out our favorite character.

Material required:

- Puppets
- Cloth
- Cardboard box
- Video /audio: Brave story.
- Script
- Computer
- Speakers
- Projector
- Worksheet

Time required: 120 minutes

Script

- Queen Elinor: In accordance with our laws, only the first born may compete for the hand of the fair maiden.
- Queen Elinor: Archers! To you mark!
- King Fergus: aye! Archers! 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 tossing cabers
- King Fergus: or long top bridges
- NOOOOO!
- Someone from public: I got it!
- Queen Elinor: *Good arm!*
- King Fergus: and such lovely flowing locks
- Fergus!
- King Fergus: 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!

4.1 Acting out our favorite character.

4.1.1 Practice task

4.1.1.1 Vocabulary Review.

4.1.1.1.1 Teacher shares the glossary about the script.

GLOSSARY

- **Maiden:** a girl or a young woman.
- **Archer:** a person who shoots arrows from a bow for sport or as a weapon.
- **Tossing:** to throw something carelessly.
- **Cabers:** a long, heavy wooden pole that is thrown as a test of strength in traditional sports competitions in Scotland.
- **Locks:** a small group of hairs.
- **Shooting:** to fire a bullet or an arrow, or to hit.
- **Arrow:** a long, thin piece of wood bent into a curve by a piece of string.
- **Feast:** a special meal with very good food or a large meal for many people.
- **Forbid:** to refuse to allow something, especially officially, or to prevent a particular plan of action by making it impossible.

4.1.1.2 Teacher reads the script aloud while students listen carefully.

4.1.1.3 Students watch and listen to the video twice.

Link: <https://youtu.be/T1SBjAuMN6A>

4.1.1.4 Pronunciation Practice.

4.1.2 Oral Guide Practice:

4.1.2.1 Teacher groups and assigns the roles to each student.

4.1.2.2 Students practice their own character.

4.1.2.3 Students practice the dialogue from the script to present a role play through puppets.

4.1.2.4 Students present the scene.

4.1.3 Teacher gives feedback to students.

Activity: Role-playing "Inside out" scenes.

Material required:

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

Time required: 120 minutes

Inside out script

The main characters

Happiness



Anger



Disgust



Fear



Sadness



The pólice



- That is terrible wait! Somebody is walking forward us Yes! let`s cross the street ohhh! Its mom discovered us!
- What we do the bag?
- Riley needs central thoughts That's moving on
- 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
- No! No! It's Mom again we do?

- This is crazy! she shouldn't run away
- Let's get this idea out of her head
- Sadness sadness!
- Happiness
- Wait sadness
- Please let me go! Are better without me
- Come back
- 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
- That sadness just I am made things worse
- Wait sadness! we must do that come back her
- something`s stuck
- Great!
- What do you mean blocked?
- And now what?
- No no no! What is that? How do she stop? I know it
- If she gets scared that'll help her change her mind
- Shiny!
- Nothing works
- Let me see what`s up!
- Well! you broke it
- No no no! I did not break it
- Do not touch that move Guys we cannot make Riley feel anything
- What did we?
- Hey! Look at me what have you said before, it was serious?

4.2 Role-playing Inside out scenes.

4.2.1 Practice task

4.2.1.1 Vocabulary Review.

4.2.1.2 Students watch and listen to the video.

Link: <https://www.youtube.com/watch?v=-fNXZQTyLTU&feature=share>

4.2.1.3 Teacher reads the script aloud while students listen carefully.

4.2.1.4 Students pick up the character they want to role-play.

4.2.2 Oral Guide Practice:

4.2.2.1 Teacher groups and gives the roles to each student.

4.2.2.2 Students practice the chosen character.

4.2.2.3 Students practice the scene from the script to make the dubbing of their characters.

4.2.2.4 Students role play their characters (dubbing) in a determined time.

4.2.2.5 Students write down situations which make them feel: angry, sad, scared, disgusted, and happy.

4.2.2.6 Teacher elicit conclusions from students.

What Makes you Feel?



Activity: When I grow up, I want to be.

Material required:

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

Time required: 120 minutes

4.3 When I grow up, I want to be.

4.3.1 Practice task

4.3.1.1 Teacher divides students into groups of 4.

4.3.1.2 Teacher provides students a puzzle about a profession.

4.3.1.3 Teacher asks students to do the puzzle in the group.

4.3.2 Vocabulary review.

4.3.2.1 Teacher uses flash cards to review vocabulary about professions.

4.3.3 Guided oral practice: What do you want to be in the future?

4.3.3.1 Students take turns sharing their answers.

4.3.4 Pair work

4.3.4.1 Teacher asks students to work in pairs.

4.3.4.2 Both students talk about their aspirations for the future.

4.3.4.3 Teacher provides students a role-play character card.

Name: James(male) / Kelly (female)

Job: Doctor

Sample character card

4.3.4.4 "Party Guests" 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.

4.3.4.5 Teacher provides students a pattern to create a dialogue.

4.3.4.6 Students build a dialogue using phrases from de Small-Talk Function chart.

Small-Talk Function chart

Table 7

Talk Function Chart

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

Taken from: English Greetings

Author: 8th Level Students - English Major 2019

Andrés: Hello. I'm Andres.

Jorge: Nice to meet you, Andres. My name is Jorge.

Andres: Nice to meet you, too. What do you do?

Jorge: I work in a school. I'm a taxi driver.

Andres: Oh, that's interesting! What is your job?

Andres: I'm a student and work as a teacher.

Jorge: That sounds exciting.

Andres: Yes, I like to help people.

Jorge: That's great! Have a good time at the party, Andres.

Andres: You, too, Jorge.

4.3.4.7 Teacher provides feedback to some individual students.

4.3.5 Teacher's conclusions.

4.1.3 Unit 3. How to deal with oral exams?

Oral exams

**UNIT
3**

*How to deal
with oral exams?*

Unit 3

Unit objective:

- To face oral exams successfully.

Contents:

5.1 Tips for teacher and students during an oral exam.

5.1.2 Activities for oral exam

5.1.3 Attachments

5.2. Breathing Exercises

5.3. Speaking Rubric

ACTIVITY 5.1: Providing some strategies to students to take exams successfully

Materials required:

- Speaking rubric
- Conversation cards
- Pictures

Time required:

- 15 - 20 minutes

5.1.1 Tips for teacher and students during an oral test.

Tips to make your students feel comfortable during the exam!

- From the beginning look relaxed so students would get comfortable to speak.
- Don't pressure students to give long answers.
- Don't interrupt them while speaking. Mistakes can be corrected later.
- Give them the opportunity to use vocabulary or phrases they already know well.
- Check their understand questions and instructions. Repeat if it is necessary.
- Use fun and short activities which may help them to use the language.
- You could start with simple questions first to help your students build up their confidence for the harder questions.

Tips for students to do it well during the exam!

- Smile at the teacher and greet her/him.
- Try to maintain a positive attitude while preparing for the test and during the test.
- Look them in the eye and be confident.
- Nod the head to acknowledge what the examiner has spoken.
- Sit straight and have a body posture.
- Start to show what you know. (Chua, 2013)
- If you do not understand the questions, politely ask your teacher to repeat it. You can use the following phrases:
 - I'm sorry....
 - Please can you repeat that? / Please could you repeat that?
 - Please can you say that again? / Please could you say that again?
 - What was that?
- Phrases for asking to repeat something in a different way:
 - I didn't understand...
 - I didn't get that...
 - Can you say it in another way?

(Nascimento, 2017)

5.1.2 Activities for Oral Exams:

- **To start the test**

Start trying to create a friendly environment by asking, how do you feel? Are you OK? In order to establish a relation with the student and make them feel better and engaged with the language before the test.

Introducing yourself. You can use the cards suggested. (Attachment 1 and 2)

1. Teacher asks to the student to choose a card.
2. Once the student has the card read the question loud so he/she should answer. Repeat if it is necessary.
3. Give the time to the student to answer the questions.
4. Try to help the student by giving the opportunity to think and then respond correctly. You can ask something related with his/her answer to make it easier to comprehend. For example, you can ask him/her name, and then ask them for spelling the word.
5. After each question it is important to give them a feedback as, good job, good, excellent, that`s right, or let`s try again, are you sure, what about...

Describing Images (Attachment 3)

1. Present to the student a picture.
2. Ask to him to point out the objects you mention. You can add questions as How many ____ are? Which color is this? Where do you think is he/she doing? Where is he/she going? Do you like this kind of places?
3. Show them a set of cards with pictures and asks them to place it in a specific place by following the commands given by you.
For example:
Please, choose the apple. Put it next to the dog. (Ask to the student to choose another card and placed it in a different place)

5.1.3 Attachments:

Attachment 1 - Conversation cards

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

What do you do?
 Do you like being a (...) ?
 Why?

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

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

What do you do in your free time?

How often do you eat out?
 What's your favorite restaurant?

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

Do you have a pet?
 Talk about it.

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

What's your favorite month of the year?
 Why?

What do you usually do on Saturdays?

How often do you go to the cinema?
 What's your favorite kind of movie?

Where do you live?
 How did you get here?

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

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

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

How often do you go on holiday?
 Where do you like going?

What do you do in the evening? What time do you usually go to bed?

Attachment 2 - Phrases that may help students to introduce themselves.

INTRODUCING MYSELF

- Greeting. (Hello, Hi, Good morning, afternoon, evening)
- My name is / I am
- Age. (I am/ I am years old / I am in my 's)
- I am from (country, state)
- I was born in (village, town, city)
- And I am living there still / but I live in
- About your family. (parents, brothers, sisters, couple, sons, daughters,)
- Profession. (I am a/an / I work as a/an)
- My favourite hobbies are
- I speak languages (Catalan, Spanish, English, French,.....) however, my mother tongue is
- I like (reading, fish and chips, tennis,.....) but I really love (listening to music, dance, chocolate,.....)
- I do not like/ I dislike(running, doing exams, sprouts,.....) and I hate (getting up early, rude people, squabbles,)
- I prefer (the mountain, a coffee,) rather than (the beach, a cold drink,)
- My dream is
- I'm trying to improve my English because

- Well, that's me !!!

Attachment 3 - Images to describe.



Taken from: Agendaweb

ACTIVITY 5.2 Feeling comfortable with myself

Materials required:

- Only the space of the classroom

Time required: 15-20

5.2.1 Breathing Exercises

For this part of the unit we are going to practice 4-7-8 breathing, this breathing technique are designed to bring the body into a state of deep relaxation, this involve a specific pattern to breath for a period allow our body to replenish its oxygen. Relaxation practice also helps bring the body into balance and it is a natural tranquilizer for the nervous system. (Legg, 2018)

To start with this breathing exercise, you need to be resting the tip of your tongue against the roof of your mouth, right behind your top front teeth. The following steps should all be carried out in the cycle of one breath:

a) Tension release:

- Take a deep breath and hold it as you curl your toes for about 5 seconds, then let your breath go all at once. Don't ease off — let go completely!
- Next clench your calves, thighs, buttocks, arms, shoulders, jaws and finally squeeze your eyelids.
- Tense your muscles, one area at a time, and relax everything upon release.

b) Deep breathing:

- Take a deep breath using your abdomen, ensure it expand fully.
- Hold it in for about 3 seconds.
- Exhale all at once (it's a good idea to make a sound or sigh audibly, it helps expend all the air)
- As you exhale, be sure to relax your jaw and shoulders.

c) Focused breathing:

- With your eyes closed, shift your attention to the tip of your nose.
- As you inhale deeply, become aware of the air entering your nostrils.

- Exhale but be aware of the sensations of air passing back out through your nostrils.
- Repeat several times.

d) **8-4-7 breathing**

1. Exhale (with sound) through your mouth for 8 seconds
2. Inhale quietly through your nose for 4 seconds.
3. Hold your breath for 7 seconds.
4. Repeat for four cycles.
5. Recommended that you do this once in the AM and once in the PM regularly.







ACTIVITY 5.3 How will I be graded?**Materials required:**

- Speaking rubric

Time required: 15-20

SPEAKING RUBRIC

Table 8
Speaking Rubric

Subject:		Date:			Grade Description		
Teacher's name:					Excellent	5	
Student's name:			Individual:	Pair:	Group:	Very Good	4
						Good	3
						Fair	2
						Needs improvement	1
 Criteria or categories of evaluation	5 Excellent  EXCELLENT	3 Very Good  GOOD	2 Good  GOOD	2 Fair  OKAY	 NEEDS TO IMPROVE 1 Needs improvement	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 own 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.		

Taken from: Brithish Council

Author: 8th Level Students - English Major 2019

4.1.4 Unit 4. Learning Poems with poetry

Poems

UNIT
4

Learning English with Poetry

The image is a collage. At the top left, the word "Poems" is written in a large, white, cursive font on a green background. Below this, there are several overlapping images: a close-up of hands writing on a piece of paper with a red pencil; a cartoon illustration of four children (two boys and two girls) sitting around a stack of books, some reading and some waving; a photograph of a young boy with glasses, wearing a green and white striped shirt, sitting at a desk and writing in a notebook; and a smaller, semi-transparent image of an older woman with glasses smiling. In the bottom left corner, there is a green rectangular box with the words "UNIT" and the number "4" in white, bold, sans-serif font. At the bottom right, the text "Learning English with Poetry" is written in a white, cursive font.

Unit 4

Unit objective:

To improve the level of confidence through sharing poems in English.

Contents:

1. My cell phone by Paige Spriggs
2. No other friend by Shyanne Weyandt
3. I'm glad to be me by Pamela Susan

POEM N°1

Name of the activity: My special device

Materials required:

- Worksheet
- Flashcards
- Poem copies

Time required: 120 minutes

NEW VOCABULARY TO LEARN

POEM N°3

Think: to believe something or have an opinion or idea.



Live: (to continue) to be alive or have life.

Without: not having or doing something, or lacking something

Die: If a machine, battery, or phone dies, it stops working, usually because it has no power.



Answer: a reaction to a question, letter, phone call, etc.

Excited: feeling very happy and enthusiastic.



Rings: the act of making a phone call to someone

Flip out: to lose control of yourself from surprise or shock.

Crazy: act in a very strange



Ring: the sound a bell makes

Precious: of great value because of being rare, expensive, or important.

LIST OF TECHNOLOGICAL GADGETS

MP3 player



Digital camera



Headphones



Memory stick



Computer



Laptop



Memory card



Cell phones



EMOTIONS

I'm feeling...

 Calm	 Happy	 Silly	 Relaxed
 Nervous	 Annoyed	 Sad	 Shy
 Surprised	 Hungry	 Angry	 Confused
 Sleepy	 Sick	 Hurt	 Hot

Taken from: Facebook Emotions.

My phone

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.

2.1 Practice task

2.1 Vocabulary Review

2.2 Teacher gives the correct pronunciation.

2.3 Teacher reads the poem

2.4 Students read the poem individually.

2.5 Oral Guided Practice

2.5.1 Teacher ask students to work in pairs.

2.5.2 Teacher provides students a list of
technological gadgets.

2.5.3 Teacher ask students to choose one from
the technological gadget list and talk about it.

2.6 Teacher provides students an emotions to each pair of students.

2.9 Teacher asks students to practice the poem, according to the emotions given.

2.10 Teacher encourage students to present the poem in front to the class depend on the emotion given.

POEM N°2

Name of the activity: Sharing my feelings to my dearest friend.

Materials required:

- Poem copies
- Poem template

Time required: 80 minutes

NEW VOCABULARY TO LEARN!

POEM N°2

No other friend by Shyanne Weyandt

Could: (modal verb), used to express possibility.

Gonna: (informal), contraction of 'going to'.

Have fun: (verb), to enjoy.



Like: (preposition), similar.

Like: (conjunction), in the same way.

Matter: (verb), be of importance.

Quite: (adverb), completely.

Seem: (verb), appear to be

The One: (noun), special person.

There: (adverb), place or position.

Tight: (informal adjective), close to someone.

Till: (preposition and conjunction) up to a certain time.

Together: (adverb), in cooperation.
Taken from: Cambridge dictionary.



Understand: (verb), to know.



Weather: (noun), climate.



Weird: (noun), strange or unusual.

Without: (preposition), in the absence of.

**No other friend by
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.

2.2. Practice task

2.2.1. Vocabulary

Review

2.2.2. Teacher reads the poem aloud while students listen carefully.

2.2.3. Pronunciation Practice.

2.2.3.1. Students repeat after the teacher verse by verse.

2.2.4. Oral Guided Practice: Who is your best friend?

2.2.4.1. Students work in pairs.

Phrases to introduce someone else

Hello _____. I'd like to introduce

you to my best friend.

Her/ His name is _____.

She/ He is _____ years old.

She/ He is from (name of a city or a country)

She/ He is my best friend because

_____.

2.2.5. Students work on the poem template.

2.2.5.1. Students fill the blanks with their own information.

POEM TEMPLATE

- Fill the blanks with a word from the box.

Dad	Mom	Pet
	Sister	Aunt

 **No other friend by 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.

2.2.6 Students perform the 'Reader's Theater' activity.

2.2.6.1. Students work in the same pairs from previous activities.

2.2.6.2. Students take turns to act the poem out while reading verse by verse.

2.2.6.2. Students practice the activity three times before performing in front of the class.

2.2.8. Teacher provides feedback to some individual students.

POEM N°3

Name of the activity: The best version of me

Materials required:

- Worksheets
- Pencils
- Erasers
- Poem template

Time required: 120 minutes

NEW VOCABULARY TO LEARN

POEM N°3

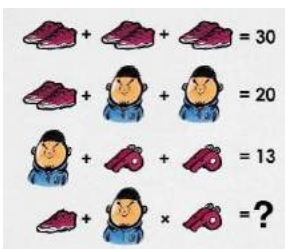
Glad: happy about something.



Mirror: a piece of special glass in which you can see yourself.



Else: in addition to someone or something.

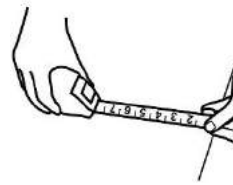


Precious: very important to you.

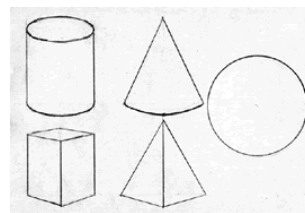


Taken from: Cambridge dictionary.

Size: how big or small something is.



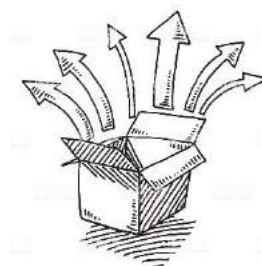
Shape: the physical form of something made by the line around its outer edge



Skin: the outer layer of a person or animal's body



Outside: near a building or room but not in



I'm glad to be me by 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.

2.3 Practice task

2.3. Practice task

2.3.1 Vocabulary review

2.3.2 Teacher reads the poem aloud while students listen carefully.

2.3.3 Pronunciation Practice.

2.1.3.1 Students repeat after the teacher verse by verse.

2.3.4 Teacher provides the meaning of the poem.

2.3.5 Oral guided practice

2.1.5.1 Teacher asks students about their qualities and skills.

2.3.6 Students put in order the sentences of the poem.

- Put in order the sentences of the poem from (a-f) to (1-6)

- | | | |
|---|---|-------|
| a) My hair, my face, my personality. | 1 | _____ |
| b) My size, my shape, the color of my skin, | 2 | _____ |
| c) All make up me, outside and in. | 3 | _____ |
| d) I look in the mirror, and what do I see | 4 | _____ |
| e) I see the me, no one else can be | 5 | _____ |
| f) I am precious, I'm glad to be me | 6 | _____ |

2.3.7 Students replace the underlined words with the provided vocabulary to form a new poem.

Replace the underlined words with some words to form your own poem, use the words provided. Make sure that the new word rhyme with the ones that are underlined.

Beautiful/handsome/humble/gorgeous

Plesant/eyes/mentality/grace/voice

Form /eyes/hair/sense of humor

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.

2.3.8. Students create a sequence of images related to their poem.

2.3.9 Students share their new poem with the whole class using these images.

4.1.5 Unit 1. The key to do a successful presentation

Presentations

**UNIT
5**

The key to do a successful presentation

Unit 5

Unit objective:

To promote learner confidence while doing a presentation.

Contents:

- Tips and materials
- Mock presentation
- The actual presentation

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

Material required:

- Computer
- Projector
- Cardboard
- Markers
- Pictures (family, friends, pets)
- Worksheet
- Teacher's slides
- Teacher's poster

Time required: 120 minutes

Introducing myself

- Good morning/afternoon teacher and classmates.
- My name is Brayan.
- My last name is Quistial.
- I am 23 years old.
- I was born in Tulcán.
- I live in Ibarra.
- I have 2 brother(s) and 3 sister(s).
- My favorite subject is English.
- My hobby is playing the guitar.
- My favorite sport is running.

Hobbies

- Reading books
- Playing computer games
- Surfing the Internet
- Listening to music
- Chatting with best friends

Sports

- Football
- Basketball
- Cycling
- Running
- Volleyball

Subjects

- English
- Physical education
- Science
- History
- Math
- Music
- Literature
- Social Studies

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.



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

- mother
- father
- grandmother
- grandfather
- sister
- brother
- aunt
- uncle
- cousin
- teacher
- friend

Adjectives

- unique
- beautiful
- awesome
- brave
- successful
- friendly
- kind
- responsive
- positive
- clever

Nouns

- discipline
- punctuality
- respect
- honesty
- teamwork
- persistence
- humility
- 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.

Both: (determiner) two people or things together.



brave: (adjective) showing no fear of dangerous or difficult things.

Breakfast: (noun) a meal eaten in the morning as the first meal of the day.

Clever: (adjective) having or showing the ability to learn and understand things quickly and easily.

Friendly: (adjective) having an attitude or acting in a way that shows that you like people and want them to like and trust you.

Great: (adjective) large in amount, size, or degree.

Grandfather: (noun) the father of a person's mother or father

Grandmother: (noun) the mother of a person's father or mother.

Help: (verb) to make it possible or easier for someone to do something.

Humility: (noun) the quality of being humilid.

Kind: (adjective) generous, helpful, and thinking about other people's feelings.

Kindness: (noun) the quality of being kind.

Life: (noun) the period between birth and death.

Lunch: (noun) a meal that is eaten in the middle of the day.

Multitasking: (noun) a person's ability to do more than one thing at a time.



Punctuality: (noun) the fact of arriving on time.

Responsive: (adjective) saying or doing something as a reaction to something or someone.

Share: (verb) to have or use something at the same time as someone else.

So much: (idiom) an amount that you do not know or state exactly.

Successful: (adjective) achieving the results wanted or hoped for.

Teach: (verb) to give someone knowledge or to train someone.

Teamwork: (noun) the activity of working together as a team.

Uncle: (noun) the brother of someone's mother or father.

Woman: (noun) an adult female human being.

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

- First
- Second
- Third
- After that
- Then
- Next
- Finally

Food and drinks

- rice
- potatoes
- cheese
- bread
- apple
- banana
- coffee
- milk
- chocolate
- yogurt

Adverbs of frequency

- always
- usually
- often
- sometimes
- never

Glossary

After: (conjunction) at a time that is later than another event.

Always: (adverb) every time or all the time.

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.

Breakfast: (noun) a meal eaten in the morning as the first meal of the day.

Brush: (verb) to clean something or make something smooth with a brush.



Cheese: (noun) a type of solid food made from milk.

Coffee: (noun) a dark brown, slightly bitter drink that is usually served hot, esp. in the morning.

Do: (verb) to act or take action.

Dish: (noun) a round, flat container with a raised edge, used for serving or holding food.

Finally: (adverb) used especially at the beginning of a sentence to introduce the last point or idea.

Finish: (verb) the end of a race, or the last part of something.

First: (ordinal number) in or at the beginning (of a series of events).

Get dressed: (phrasal verb) wearing clothes, or wearing all your usual clothes.

Get up: (phrasal verb) to stand up.

Go: (verb) to travel or move to another place.

Go back: (phrasal verb) to return.

Have: (verb) to own or possess something.

Have lunch: (verb) a meal that is eaten in the middle of the day.

Make the bed: (idiom) to put sheets and covers on a bed so that someone can sleep in it.

Never: (adverb) not at any time, or not on any occasion.

Often: (adverb) many times.

Rest: (verb) to stop doing a particular activity.

Rice: (noun) the small brown or white seeds produced by a grass plant that are a major food source in many countries.

Second: (adverb) after the first and before any others.

Sometimes: (adverb) on some occasions but not always or often.

Take a shower: (idiom) to wash yourself by using a shower.

Teeth: (noun) plural of tooth.

Then: (adverb) next or after that.

Third: (adverb) coming immediately after the second and before all others.

Turn off: (phrasal verb) to stop working by switching it off.



Usually: (adverb) in the way that most often happens.

Wake up: (phrasal verb) to come back to consciousness after being asleep.

Wash: (verb) to clean something using water.

Taken from: Cambridge dictionary.

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

- bedroom
- living room
- dining room
- bathroom
- kitchen
- study
- garden

Adjectives

- favorite
- big
- yellow
- white
- calm
- clean
- comfortable
- organized
- 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.

Everything: (pronoun) all things.

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.

3.1 Practice task

3.1.1 Vocabulary Review

3.1.1.1 Teacher reads the words with their corresponding meaning while students listen carefully.

3.1.2 Vocabulary practice

3.1.2.1 Students internalize the new vocabulary.

3.1.3 Teacher presentation

3.1.3.1 Teacher shows the tips (do's and don'ts) to do a power point and a cardboard presentation.

3.1.4 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.

3.1.5 Don'ts:

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

This is not recommended

text on a structured background
 may look fancy and attractive at first sight
 but is hard to read in a large lecture theater
 even if you use large,
 black lettering

This is acceptable

bright yellow
 on the darkest possible filter
 be careful with other colours
 grey, green, orange, brown, blue
 are much less clear

This is quite clear

In fact, there is nothing wrong
 with using black letters
 on a white background

3.1.6 Oral Guided Practice

3.1.6.1 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

Introducing myself

- Good morning/afternoon teacher and classmates.
- My name is _____.
- My last name is _____.
- I am _____ years old.
- I was born in _____.
- I live in _____.
- I have _____ brother(s) and _____ sister(s).
- My favorite subject is _____.
- My hobby is _____.
- My favorite sport is _____.



Subjects

- English
- Physical education
- Science
- History
- Math
- Music
- Literature
- Social Studies
- _____

Hobbies

- Reading books
- Playing computer games
- Surfing the Internet
- Listening to music
- Chatting with best friends
- _____

Sports

- Football
- Basketball
- Cycling
- Running
- Volleyball
- _____

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

- mother
- father
- grandmother
- grandfather
- sister
- brother
- aunt
- uncle
- cousin
- teacher
- friend
- _____



Nouns

- discipline
- punctuality
- respect
- honesty
- teamwork
- persistence
- humility
- kindness
- _____

Describing a typical day

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 _____.

Connectors

- First
- Second
- Third
- After that
- Then
- Next
- Finally

Food and drinks

- rice
- potatoes
- cheese
- bread
- apple
- banana
- coffee
- milk
- chocolate
- yogurt
- _____
- _____

Adverbs of frequency

- always
- usually
- often
- sometimes
- never

My favorite spot at home

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 _____.

Parts of the house

- bedroom
- living room
- dining room
- bathroom
- kitchen
- study
- garden
- _____

Adjectives

- favorite
- big
- yellow
- white
- calm
- clean
- comfortable
- organized
- interesting
- _____



3.1.7 Students design the power point presentations or cardboards.

3.1.8 Teacher's feedback.

Activity 2: Rehearsing to keep control and knowledge

Material required:

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

Time required: 120 minutes

Tips to do a successful presentation. (Student)

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




Tips to do a successful presentation (teacher)

- 1. Show your Passion and Connect with your Audience:** It's hard to be relaxed and be yourself when you're nervous. Be honest with the audience about what is important to you and why it matters.
- 2. Focus on your Audience's Needs:** Your presentation needs to be built around what your audience is going to get out of the presentation. You need to make it easy for your audience to understand and respond.
- 3. Keep it Simple: Concentrate on your Core Message:** When planning your presentation, you should always keep in mind the question: What is the key message (or three key points) for my audience to take away?
- 4. Smile and Make Eye Contact with your Audience:** If you smile and make eye contact, you are building rapport, which helps the audience to connect with you and your subject. It also helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people. To help you with this, make sure that you don't turn down all the lights so that only the slide screen is visible. Your audience needs to see you as well as your slides.
- 5. Start Strongly:** The beginning of your presentation is crucial. You need to grab your audience's attention and hold it.
- 6. As a general rule, slides or cardboard should be the sideshow to you, the presenter:** A good set of materials should be no use without the presenter, and they should definitely contain less, rather than more, information, expressed simply. You should be able to communicate that key message very briefly.
- 8. Use your Voice Effectively:** Varying the speed at which you talk and emphasizing changes in pitch and tone all help to make your voice more interesting and hold your audience's attention.
- 9. Use your Body Too:** Make your gestures open and confident, and move naturally around the stage, and among the audience too, if possible.
- 10. Relax, Breathe and Enjoy:** If you find presenting difficult, it can be hard to be calm and relaxed about doing it. One option is to start by concentrating on your breathing. Slow it down, and make sure that you're breathing fully. Make sure that you continue to pause for breath occasionally during your presentation too. If you can bring yourself to relax, you will almost certainly present better. Your presentations will improve exponentially, and so will your confidence.



You can do it!



INTRODUCE MYSELF

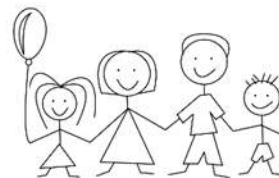
Excuse me what's your name?	My name is Jane
What's your first last name?	My first last name is Smith
How do you spell Smith?	It's S-m-i-t-h
Where are you from?	I'm from Canada.
What's your telephone number?	It's 555-668-877



MY TYPICAL DAY

What do you usually do during the weekend?	I usually wake up at 8am. Then, I
How much time do you spend studying?	I usually study for 3 hours a day. From 6 to 8pm....

**THE MOST
IMPORTANT PERSON
IN MY LIFE**



Why do you consider.....as
the most important person
for you?

She/he is the most
important person in my life
because.....

What are the best moments
you remember with that
person?

I remember when.....
We.....



**MY FAVORITE
SPOT AT
HOME**

Why is that your
favorite spot?

It's my favorite spot
because.....

Who do you like to
share that spot with?

I prefer to share my
favorite spot with.....

Glossary

Audience: (noun) the group of people together in one place to watch or listen to a play, film, someone speaking.

Best: (adjective) of the highest quality, or being the most suitable, pleasing, or effective type of thing or person.

Body: (noun) the whole physical structure that forms a person or animal.

Breathe: (verb) to move air into and out of the lungs.



Consider: (verb) to spend time thinking about a possibility or making a decision.

Effectively: (adverb) in a way that is successful and achieves what you want.

Enjoy: (verb) to get pleasure from something.

Eye contact: (noun) the act of looking directly in the eyes of another person as the other person looks at you.

Favorite: (adjective) best liked or most enjoyed.

Focus on: (phrasal verb) to give a lot of attention to one particular person, subject, or thing.



Important: (adjective) necessary or of great value.

Introduce: (verb) to put something into use, operation, or a place for the first time.

Keep: (verb) to have or continue to have in your possession.

Like: (verb) to enjoy or approve of something or someone.

Moment: (noun) a very short period of time

Myself: (pronoun) used when the subject of the verb is "I" and the object is the same person.

Need: (noun) the things you must have for a satisfactory life.

Relax: (verb) to become or cause someone to become calm and comfortable, and not worried or nervous, or to become or cause a

muscle or the body to become less tight.

Remember: (verb) to be able to bring back a piece of information into your mind, or to keep a piece of information in your memory.

Share: (verb) to have or use something at the same time as someone else.

Show: (verb) to make it possible for something to be seen.

Sideshow: (noun) a small show or event in addition to the main entertainment.

Smile: (verb) to make a happy or friendly expression in which the corners of your mouth curve up.

Spell: (verb) to form a word or words with the letters in the correct order.

Spend: (verb) to use time doing something or being somewhere.

Strongly: (adverb) very much or in a very serious way.

Typical: (adjective) showing all the characteristics that you would usually expect from a particular group of things.

Usually: (adverb) in the way that most often happens.

Voice: (noun) the sounds that are made when people speak or sing.

Weekend: (noun) Saturday and Sunday, the part of the week in which do not go to work.

3.2 Practice task

3.2.1 Vocabulary Review

3.2.1.1 Teacher reads the words with their corresponding meaning while students listen carefully.

3.2.2 Tips to do a successful presentation

3.2.3 Teacher presentation

3.2.3.1 Teacher shows a power point and a cardboard presentation.

3.2.4 Oral Guided Practice

3.2.5 Student's presentation (power point or cardboard) according to the topics.

3.2.6 Teacher's feedback

Activity 3: My presentation day

Material required:

- Rubric
- Colored pencils
- Computer
- Projector
- Video

Time required: 120 minutes

Table 9*Oral Presentation Rubric*

Oral Presentation Rubric						
Name: _____			Date: _____			
Teacher: _____			Class: _____			
Items	5	4	3	2	1	Score
Comfort	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.	
Confidence	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.	
Clarity						
Volume						

	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.	
					Total	

Taken from: British Council

Author: 8th Level Students - English Major 2019

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.

Connection: (noun) the state of being related to someone or something else.

Clarity: (noun) the quality of being clear and easy to understand.

Equipment: (noun) the set of necessary tools, clothing, etc. for a particular purpose.

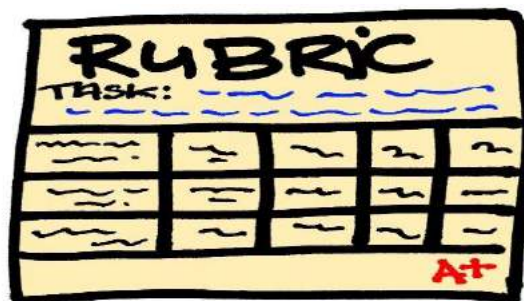
Hesitation: (noun) the act of pausing before doing something, especially because you are nervous or not certain.

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)

Rubric: (noun) a set of instructions, especially on an exam paper, usually printed in a different style or color.



3.3 Practice task

3.3.1 Vocabulary review

3.3.2 Teacher explains the criteria to present the topic.

3.3.3 Students choose two questions to the presenter.

3.3.4 Teacher explains what the rubric is.

3.3.5 Teacher gives the students the rubric.

3.3.6 Students personalize the rubric provided by the teacher

3.3.7 Students divided into group of five.

3.3.8 Student's presentation

3.3.9 Students develop confidence with classmates while presenting the topic for them.

3.3.10 Oral Guided Practice

3.3.11 Video presentation

<https://www.youtube.com/watch?v=PHCBOOqu1>

1M

3.3.12 Students show something representative, such as photograph or pet to feel confident during the oral presentation.

3.3.13 Individual presentation in front of the class.

3.3.14 Students ask the questions about the topic

3.3.15 Teacher elicits conclusions from students.

CHAPTER V

5. Impacts

5.1 Linguistic Impacts

Table 10

Linguistic Impact Indicators

Item	Impact Levels					
	-3	-2	-1	1	2	3
Confidence while singing						X
Reducing anxiety through role-playing						X
Taking oral exams						X
Building confidence through poems						X
Dealing with oral presentations						X
TOTAL						15
Linguistic impact level = $\frac{\Sigma}{\text{Number of Item}} = \frac{15}{5} = 3$		$\Sigma = 15$				
Linguistic impact level = high positive.						

Taken from: Inquest
 Author: Brayan Quistial.

Analysis

In terms of developing confidence while singing, it can be seen that the impact on the students is high, the main reason is that students enjoy of the planned activities.

It is planned that the activities with poems cause a high linguistic impact on students, taking into account that each poem has been selected based on today's students interests.

Concerning oral presentations, it is expected that the presented techniques cause a high impact on students, considering that those were developed based on students necessities.

It is expected role-playing to have a high impact on reducing anxiety on students, considering that the planned activities are very dynamic for young learners.

Regarding to oral exams, it is planned this unit to have a high impact on students as it allow students to know the way they will be evaluated.

5.2 Academic Impacts

Table 11

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 aspects of role-playing						X
Dealing with oral quizzes						X
Getting familiar with basic aspects of a poem						X
Ability to prepare oral presentations						X
TOTAL						15
<p>Academic impact level = $\Sigma = 15/5 = 3$ Number of Item</p> <p>Academic impact level = high positive.</p>	$\Sigma = 15$					

Taken from: Inquest

Author: Brayan Quistial.

Analysis

In terms of performing in front of the class it is previewed that the project causes a high impact on students, and helps them to develop confidence due to they enjoy it when they practice these activities in their mother tongue.

According to familiarize with poems, students are expected to reflect a high impact, managing vocabulary related to topics related to their own interests in order to express themselves.

It is expected that students reflect a high impact on learning how to prepare good presentations by using all the strategies that the guide presents.

Regarding getting familiar with role-playing activities, it is planned that the strategies presented on the guide cause a high impact on students and help them to develop their confidence by practicing group activities in front of the class.

It is expected that the set of steps directed to prepare students for a presentation have a high impact on them, and help them to know how to prepare themselves before facing oral exams.

5.3 Affective Impacts

Table 12

Affective Impact Indicators

Item	Impact Levels					
	-3	-2	-1	1	2	3
Reflecting on each other's affective needs						X
Reducing anxiety in oral tasks						X
Strengthen self-esteem in oral production						X
Reflecting on the importance of self-esteem						X
Building self-confidence						X
TOTAL						15
Affective impact level = $\Sigma = 15/5 = 3$ Number of Item		$\Sigma = 15$				
Affective impact level = high positive.						

Taken from: Inquest
 Author: Brayan Quistial.

Analysis

In terms of reflecting on each other's affective needs, it is expected that the activities presented on the guide have a high impact on students, to reinforce their self-confidence and reduce the anxiety.

Concerning to anxiety reduction on oral tasks, it is planned that the role-playing activities have a high impact on learners, due to they perform similar activities in their mother tongue.

Regarding to strengthening self-esteem in oral production, it is expected that the activities presented to deal with oral quizzes causes a high impact on students.

It is planned that the reflection on the importance of self-esteem has a high impact on students, to have more confident learners.

Regarding to building self-confidence, it is planned that the activities presented have a high impact on students to develop significant levels of confidence.

CHAPTER VI

6. Conclusions and recommendations

6.1 Conclusions

- ✓ Applying dynamic strategies to prepare the guide and then apply it was advisable to minimize the affective factors in the students at the time of oral production.
- ✓ It was convenient to characterize the affective factors that most influence the students when communicating, since it was possible to determine strategies that reduce the problem in oral production.
- ✓ The strategies designed in the development of the guide were productive since they encouraged interaction and increased the level of participation in the students.
- ✓ The implemented strategies had a motivational impact on learners since they are striking activities and that they were chosen according to interests and the age of the 8th level students.

6.2 Recommendations

- ✓ To minimize the effect of factors that affect oral production in students, it is recommended to implement various educational strategies that provide confidence to the student when speaking.
- ✓ It is advisable to identify the factors that impede the smooth development of oral production and then apply a correct solution to the problem.
- ✓ It is advisable to use strategies that promote interaction, in this way students will be participatory without fear of making mistakes.
- ✓ To implement motivating strategies it is important to select activities according to the age and interests of the students at the time of the oral production.

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ANNEXES

Annex 1. Survey



UNIVERSIDAD TECNICA DEL NORTE
FACULTAD DE EDUCACION, CIENCIA Y TECNOLOGIA
LICENCIATURA EN INGLES

**TRABAJO DE GRADO PREVIO A LA OBTENCION DEL TITULO DE
 LICENCIADO EN CIENCIAS DE LA EDUCACION ESPECIALIZACION INGLES**

Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo año EGB de la Unidad Educativa “Víctor Mideros”, 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 ☹☹☹☹☹☹	ASIGNE 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 ⊖ ⊕	ASIGNE ESTA VALORACION 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 ⊖ ⊕	ASIGNE ESTA VALORACION 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



UNIVERSIDAD TÉCNICA DEL NORTE
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**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 “Víctor Mideros”, 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.

CRITERIOS DE EVALUACIÓN	5	4	3	2	1	¿Por qué?
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						

1= Ninguno
2= Bajo
3= Medio
4= Alto
5= Muy Alto

Annex 3: Observation sheet 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 “Víctor Mideros”, del Cantón Ibarra.

Institución Educativa:

Fecha:

Año y paralelo:



PARTICIPACIÓN EN CLASE Indicador/Criterio/Item	5	4	3	2	1	OBSERVACIONES
Estudiantes:						
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: Interviewed directed to Vice-principal

	UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA	
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 VÍCTOR MIDEROS, DEL CANTÓN IBARRA.”		
Fecha de entrevista:		
Entrevistado:		
Cargo: Vicerrector/a		
<p>Objetivo</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>Preguntas:</p> <p>P1. ¿Conoce usted si procesos de investigación similares a este se han implementado anteriormente en su Institución?</p> <p>P2. ¿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>P3. ¿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: Interviewed applied to the English area coordinator

	UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA	
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 VÍCTOR MIDEROS, DEL CANTÓN IBARRA.”		
Fecha de entrevista:		
Entrevistado:		
Cargo: Coordinador/a		
<p>Objetivo</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>Preguntas:</p> <p>P1. ¿Conoce usted si procesos de investigación similares a este se han implementado anteriormente en su Institución?</p> <p>P2. ¿Qué estándar se tiene previsto alcanzar con los estudiantes de 8vo en la producción oral de la lengua extranjera?</p> <p>P3. En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés? ¿Por qué?</p>		

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: Interviewed directed to the English teachers of the Institution

	<p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</p>	
<p>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 VÍCTOR MIDEROS, DEL CANTÓN IBARRA.”</p>		
<p>Fecha de entrevista:</p>		
<p>Entrevistado:</p>		
<p>Cargo: Docentes del Área de inglés</p>		
<p>Objetivo 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>		
<p>Preguntas:</p> <p>P1. En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés? ¿Por qué?</p> <p>P2. 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>P3 ¿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?

GRACIAS POR SU COLABORACIÓN

Annex 7: Interviewed applied to 8th English Teachers

	UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA	
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 VÍCTOR MIDEROS, DEL CANTÓN IBARRA.”		
Fecha de entrevista:		
Entrevistado:		
Cargo: Docentes de aula – 8vos años EGB		
<p>Objetivo</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>Preguntas:</p> <p>P1. En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés? ¿Por qué?</p> <p>P2. 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>P3 ¿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?

GRACIAS POR SU COLABORACIÓN

Annex 8: Lesson Plan – Socialization of the proposal

		<h1>UNIDAD EDUCATIVA VICTOR MIDEROS</h1>			 <p>Ministerio de Educación</p> <h2>SCHOOL-YEAR 2018-2019</h2>	
LESSON PLAN						
1. INFORMATIVE DATA:						
GROUP 8 th . EGB “A - B”						
TEACHER’S NAME: Brayan Quistial			AREA: English As a Second Language	PERIODS: 80 min.	START DATE: 11-07-2019	FINAL DATE: 11-07-2019
Unit 1: Enjoying English through songs.			TOPIC: High hopes			
AIM: To enhance oral fluency in English through the use of inspirational songs			OBJECTIVE ➤ Use key vocabulary (.....) taken from the lyrics of the “High hopes” song to express their high own hopes in a pair conversation.			
TIME	TEACHER’S ROLE	STUDENTS’ ROLE		RESOURCES	Evaluation indicators	
Warm up						
10 min	The teacher activates schema, develops curiosity about the topic by displaying a picture that represents his future high hopes and invites to student to think what they represent for him. The teacher reconfirms or clarifies what they represent.	The students get curiosity by looking at the teacher’s picture and predict what they represent for him. The students reconfirm or clarify what each of the pictures represents.		<ul style="list-style-type: none"> ✓ Board ✓ Pictures ✓ Markers 		

	The teacher encourages students to think about their future plans and then invites them to share their hopes in pairs.	The students think about their future plans and then share their hopes in pairs.		
PRE – Pre-teach unfamiliar vocabulary				
25 min	<ul style="list-style-type: none"> ✓ Teacher presents the unknown vocabulary for students. ✓ The teacher provides a hand out with a T-graphic organizer. New vocabulary on the left hand side and the definitions of the words on the right hand side of the handout. ✓ The teacher asks the students to match the words with the corresponding definition. ✓ The teacher invites students to pair check and then checks with the whole class. ✓ The teacher explains to the students that he will be reading the lyrics of a song called “High hopes. ✓ Teacher reads the lyrics of the song and invites students to listen carefully to the lyrics of the song while paying close attention to the new vocabulary. 	<ul style="list-style-type: none"> ✓ Students encounter unknown vocabulary. ✓ The students get a hand out with a T- graphic organizer. New vocabulary on the left hand side and the definitions of the words on the right hand side of the handout. ✓ The students listen to the teacher instruction and match the words with the corresponding definition. ✓ The students check their task in pairs and then share it with the whole class. The teacher explains to the students that he will be reading the lyrics of a song call “High hopes. ✓ The students become aware that they will be listening to the lyrics of a song called “high hopes” ✓ The students pay close attention to new vocabulary in context while the teacher reads the lyrics of the “high hopes” song. 	<ul style="list-style-type: none"> ✓ Song lyrics copies ✓ Glossary copies 	
DURING – Sing the song				
25 min	<ul style="list-style-type: none"> ✓ The teacher makes a general question about the topic to engage students into the message extracted from the song called “high hopes”. ✓ Is it important to have “high hopes” in life? ✓ The teacher invites students to discuss the answer with a partner. 	<ul style="list-style-type: none"> ✓ The students answer the question given by the teacher and think f a general idea about the topic and the message extracted from the song called “high hopes”. ✓ Is it important to have “high hopes” in life? ✓ The students discuss the answer with a partner. ✓ The students reconfirms the real message of the song called “high hopes” 	<ul style="list-style-type: none"> ✓ Audio ✓ Pieces of paper with the stanzas of the song. 	✓

	<ul style="list-style-type: none"> ✓ The teacher reconfirms the real message of the song called “high hopes” ✓ The teacher provides to students 6 pieces of paper, which contain the six stanzas of the song. ✓ The teacher plays the song called “high hopes” twice. ✓ The teacher asks students to put each stanza in order while listening to the song. ✓ The teacher sing the song with the students. 	<ul style="list-style-type: none"> ✓ The students receive 6 pieces of paper, which contain the six stanzas of the song. ✓ The students listen to the song called “high hopes” twice. ✓ The students put each stanza in order while listening to the song. ✓ The students sing the song with the teacher. 		
POST - Discussion Opinion				
20 Min	<ul style="list-style-type: none"> ✓ The teacher helps student to identify the high hopes of the singer to have a sample to guide students. ✓ The teacher invites students to work in pairs and based on the sample, he asks them to think about their high hopes and share them each other. ✓ The teacher provides students some materials such as, magazines, glue, scissors, and cardboard, and proposes them to make a collage using the information they have shared previously. ✓ The teacher invites students to share their collage with the whole class and explain their own high hopes. 	<ul style="list-style-type: none"> ✓ The students identify the high hopes of the singer to have a sample to guide themselves. ✓ The students work in pairs and based on the sample they think about their high hopes and share them each other. ✓ The students are provided some materials such as, magazines, glue, scissors, and cardboard, and are asked to make a collage using the information they have shared previously. ✓ The students are invited to share their collage with the whole class and explain their own high hopes. 	<ul style="list-style-type: none"> ✓ All magazines ✓ Cardboard ✓ Scissors ✓ Glue 	

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Tutor de tesis
MSc. Marcia Mantilla

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ESTUDIANTE – DOCENTE
Brayan Quistial

Annex 9: Photographs



Figure 6. Survey Application
Source: Victor Mideros School.

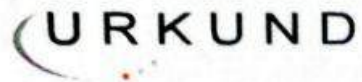


Figure 7. Proposal Socialization
Source: Victor Mideros School.



Figure 8. Proposal Socialization
Source: Victor Mideros School.

Annex 10: Urkund Analysis Result



Urkund Analysis Result

Analysed Document: Quistial, Brayan. TESIS - Producto final.docx (D62427365)
Submitted: 1/15/2020 7:34:00 PM
Submitted By: mlmantilla@utn.edu.ec
Significance: 9 %

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Instances where selected sources appear:

54