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ENGLISH MAJOR

TOPIC:

AFFECTIVE FACTORS THAT INFLUENCE ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL STUDENTS OF BASIC GENERAL EDUCATION AT JUAN PABLO II HIGH SCHOOL IN IBARRA

Degree work prior to obtaining the Bachelor Degree in Educational Sciences, English Specialization

Research line: Management, quality of education, pedagogical processes and languages

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Ibarra, 2022

ADVISOR'S CERTIFICATION

After being appointed by the Honorable Directing Council of the Faculty of Education Science and Technology at Tecnica del Norte University, I have accepted to participate as Thesis Advisor of the research work: "AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL STUDENTS OF BASIC GENERAL EDUCATION AT JUAN PABLO II HIGH SCHOOL IN IBARRA". Work by Sandra Yomira Morales Cruz, prior to obtaining the Bachelor Degree in Educational Sciences, English Specialization

As a direct witness and co-responsible for the development of this research work, I certify it meets the necessary requirements and merits to be publicly supported.

It is all what I can certify in honor of the truth.

José Miguel Obando Arroyo, MSc.

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COURT APPROVAL

The members of the Tribunal, on behalf of Tecnica del Norte University, approve the undergraduate work, with the topic: "AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL STUDENTS OF BASIC GENERAL EDUCATION AT JUAN PABLO II HIGH SCHOOL IN IBARRA" presented by Sandra Yomira Morales Cruz, prior to obtaining the Bachelor Degree in Educational Sciences, English Specialization.

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DEDICATION

To God for being my strong pillar, wisdom, knowledge and understanding.

To Monica my mom, who has struggled every day to get my sisters and me ahead, and who has taught me important values to be the person that I am.

To Javier for supported me in my university studies and being like a father to me.

To my sisters Leisly and Valquiria, who have supported and motivated me throughout my life.

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Yomira Morales Cruz

ABSTRACT

Affective factors are an important part in learning English as a foreign language. This study aims to design an oral production guide with strategies that help students to minimize anxiety and increase self-esteem. This was carried out at Juan Pablo II High School with 8th level students of basic general education. In this research, all 66 students participated to provide the necessary information about how affective factors affect their English oral performances. The information was collected through different research techniques as scientific observation and a survey which were used to get the required data to characterize the effects of anxiety and self-esteem on students. The findings were that 8th level students experience anxiety and low levels of confidence while performing English oral presentations in the classroom. Consequently, the findings were analyzed to look for methods and develop strategies that help students to deal with anxiety during presentations in order to design and apply strategies to solve the problem.

Keywords: Affective factors, anxiety, self-esteem, guide, strategies, oral production.

RESUMEN

Los factores afectivos son una parte importante en el aprendizaje del inglés como un idioma extranjero. Este estudio tiene como objetivo diseñar una guía de producción oral con estrategias que ayuden a los estudiantes a minimizar la ansiedad y aumentar la autoestima. Este estudio se llevó a cabo en el colegio Juan Pablo II con estudiantes de 8vo año de Educación General Básica. En esta investigación, 66 estudiantes participaron proporcionando información necesaria sobre como los factores afectivos afectan su desempeño oral en inglés. La información se recopilo a través de diferentes técnicas de investigación como observación científica y una encuesta; las cuales fueron usadas para obtener los datos necesarios para caracterizar los efectos de la ansiedad y la autoestima en los estudiantes. Los resultados obtenidos fueron que los estudiantes de octavo nivel experimentan ansiedad y bajos niveles de confianza mientras realizan presentaciones orales en Inglés en el aula de clase. Consecuentemente se analizaron los resultados para buscar métodos y desarrollar estrategias que ayuden a los estudiantes a sobre llevar la ansiedad durante presentaciones a fin de diseñar y aplicar estrategias para resolver el problema.

Palabras Claves: Factores afectivos, ansiedad, autoestima, guía, estrategias, producción oral.

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INTRODUCTION

Nowadays, English is the most commonly spoken language in the world, which causes that in Ecuadorian institutions the Ministry of Education implemented English as a subject in the curriculum. English is a mandatory subject that allows people to get better job opportunities, to know about different cultures, and to meet new people; knowing English can completely transform social interactions or communication.

The affective factors play an essential role in teaching English as a foreign language. Anxiety and low self-esteem are significant factors to deal with during English oral production, due to both have a great impact on students when they perform oral presentations in front of the class. Consequently, teachers should reduce negative factors and develop positive ones by working on activities that allow students to minimize anxiety and increase self-esteem.

Communication is the basis of learning, due to in this way people can interact and transmit their message. Speaking is considered the most difficult skill to achieve because it involves many communicative considerations which learners have to manage and learn how to express their own opinions promoting communicative efficiency.

After analyzing affective factors, a guide has been developed to influence on English oral production in 8th level students at Juan Pablo II High School. The guide was designed according to the annual curriculum planning for the 8th year of basic general education; analyzing methods and approaches to design the classroom activities of the guide, to improve oral production by minimizing language anxiety and enhancing students' self-esteem.

Research problem

The Constitution of Ecuador states that (Educación, 2016) "education is a right of people during their whole life and an inescapable and inexcusable obligation of the government". Therefore, the educational system will be of quality, providing the same opportunities to all people, and that the services offered, contribute to achieving the appropriate goals we aspire for our country and society. The Article 42 of the LOEI states that (educación, 2015, pág. 39) basic general education develops skills, abilities, and competences of girls, boys and adolescents from five years of age.

Educational institutions may redistribute the foreign language area workload, depending on students´ needs and interests. In the case of the 8th year general basic education the workload will be 5 hours per week. The English language learning standards are based on the Common European Framework Reference and these provide basis for the explicit description of objectives, contents and methods; thus, learning a foreign language enhances the development of thinking, as well as the social and creative skills for lifelong learning. (Educación, 2016).

Affective factors are present in the learning process and especially in foreign language public presentations; since students may experience anxiety when they are making oral presentations.

Anxiety is a phenomenon that occurs in each person, it improves performance and adaptation to social, work, or academic environment under normal conditions. It has the important function of mobilizing us against threat or concern situations. Therefore, we can do what is necessary to avoid risk, neutralize it, assume it or face it properly (Lazarus & Folkman, 1986).

Tobal states that (Tobal, 2007) "anxiety is an emotional reaction to danger or threat perception, manifesting itself through a set of responses grouped into three systems: cognitive or subjective, physiological or bodily and motor, being able to act with some independence".

The learning process directly links to the student who must be motivated by family and social environment; the quality of the teacher-student interaction is fundamental, since it is the medium where students acquire harmonious, enjoyable, pleasant, and participatory knowledge; so the adolescent develops a sense of belonging, which leads to an effective teaching process.

There are extremely sensitive people whose self-esteem minimize due to an unpleasant gesture, a phrase, a small family incident or a criticism. Children are very susceptible and are affected by the small events that occur in classrooms. Dropout and repetition levels, previous educational experiences and fear of academic failure affect self-esteem. Maslow (1962) argues that "self-esteem is feeling capable of dominating a part of the environment, knowing competent and independent" (Maslow, 1962).

Self-esteem, in the academic area, consists of the evaluation that the individual makes with respect to himself in relation to his performance in the school environment, considering his capacity, productivity, importance, and dignity, implying a personal judgment expressed in attitudes towards himself. According to the Coppersmith questionnaire, its indicators are: I am ashamed to stand in front of the classroom to talk, I am proud of my work in school, I am doing the best job I can, I like that the teacher asking me in class, I am not progressing in school as I would like, school often bothers me, I often feel disappointed in school (Valle, 2013).

A foreign language acquisition is achieved through more effective learning if the class enjoys a relaxed atmosphere and the students are not under pressure, since all information from the new language passes through the affective filter before moving on to other cognitive levels (Krashen, 1983).

Anxiety can interfere with learning a foreign language. Depending on the level of anxiety that a person develops, this learning can be efficient or unproductive, due to it has been shown that higher levels of anxiety when speaking in the foreign language are associated with lower levels of performance (MacIntyre & Gregersen, 2012).

Those students who have had little or no success in learning a language, often they present lower self-esteem than those who have achieved it. This is because learning a language deprives the individual of their normal environment of communication, their freedom to make mistakes and their ability to conduct themselves in life. In that sense, students whose self-esteem tends to be normal, may feel threatened, and their particular self-esteem deteriorated. According to Arnold and Brown "the process of acquiring a foreign language or second language, is strongly influenced by individual traits of the student's personality" (Arnold & Brown, 1999).

Sarcastic criticism and ridiculous words weaken the ego. When learning a foreign language you should try to be able to take risks and make mistakes. "Children and teenagers develop inhibitions when they become more conscious of the need to protect a fragile ego, avoiding what may threaten it" (Arnold J. , 1999).

Justification

Human beings are completely different. In this case each student presents characteristics that differentiate from the rest of learners. These individual differences play an important role in learning due to these are determined by affective factors which influence students´ attitude at the moment of learning a foreign language. Thus, the present research is justified because the dynamic of interaction in the classroom has allowed demonstrating that there is a direct link between affective factors such as anxiety and self-esteem and the results obtained by students in the learning process.

Consequently, it is essential to point out that the direct beneficiaries of this project will be the eighth year students of basic general education at Juan Pablo II Educational Unit in Ibarra, due to they will provide information about how anxiety and self-esteem affect English oral production. In addition, the indirect beneficiaries will be the teachers of the English area, who will have a guide with strategies that will try to reduce the negative effect of the affective factors and their inadequate management.

OBJECTIVES

General Objective

Apply methodological strategies to manage the affective factors in English oral production, in order to enhance self-esteem and minimize anxiety in 8th level students at Juan Pablo II High school.

Specific Objectives

- ✓ Characterize the affective factors in oral production of the foreign language in 8th level students.
- ✓ Design strategies to improve the affective factors management in the oral production.
- ✓ Implement strategies for developing oral production activities in the 8th level classroom at Juan Pablo II High school.

1. THEORETICAL FRAMEWORK

1.1. Cognitive and affective development in adolescence

According to (Ojose, 2015) Jean Piaget deduced that the cognitive development of children appears continually during specific periods in their lives. Even though children tend to match up depending on their common interests or affinity, their cognitive development may vary.

While children grow, they move through four stages of cognitive development. Piaget's theory focuses on understanding how children learn and also on understanding the nature of intelligence. During the sensorimotor stage, infant´s mental and cognitive characteristics develop. The preoperational stage includes an increase in language ability, symbolic thought, egocentric perspective, and limited logic. Concrete operations stage is characterized by remarkable cognitive growth; at this stage children utilize their senses in order to know. Finally, formal operations stage includes the ability to form hypotheses and deducing possible consequences (Ojose, 2015).

Adolescents in a class are not necessarily operating at the same level; it could differ depending on their interests and environment.

Table 1. *Piaget´s Stages of Cognitive Development* (1896-1980)

Stages	Age Range	Description to the stage
Sensorimotor	From birth - 2 years	Children explore the world using senses and achieve the concept of object permanence.
Preoperational	2 – 7 years	Children develop language, memory, imagination, and problem solving. (Egocentric and

		intuitive)
Concrete Operational	7 to 11 years	Child is capable of using logical processes of reasoning.
Formal Operational	11 years upwards	Formulating hypothesis, and processing abstract thoughts.

Author: Jean Piaget

Conversely, it is important to analyze the affective development due to it is always present during our lives. (Saarni, 2007) states "Affective development is intertwined with the development of social skills, and this psychosocial combination reflects one's distinctive personality and tendencies when responding to others, engaging in social interactions, and adapting to the interpersonal world" pág. 226).

1.2. Anxiety as a recurring element in the teaching–learning process

Students frequently feel worried about performing completely well; this can negatively impact on learning processing leading to poorer academic performances. (Aronen, Vuontela, Steenari, Salmi, & Carlson, 2004) affirm that "anxiety can negatively affect students' capacities which can impact on knowledge acquisition and production".

"While children learn, anxiety can affect students´ capacities at the moment of acquiring, processing, and recovering information" (Hashempour & Mehrad, The Effect of Anxiety and Emotional Intelligence on Students' Learning Process, 2014, pág. 116). "A restricted academic presentation should happen due to anxiety symptoms; leading into a decline in students` effort during the educational process" (Huberty, 2009, pág. 12). Understanding the effect of anxiety is important for teachers to notice what conditions make students feel anxious and try to help the student to feel comfortable with the activities performing in class to achieve a better learning process.

Anxiety is a symptom which makes learning difficult because of it affects to children´s concentration (Aronen, Vuontela, Steenari, Salmi, & Carlson, 2004) explained

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that "anxiety symptoms can negatively impact on concentration and working memory, which consequently can negatively influence children learning processes and their academic performance". This way, anxiety affects students´ learning. This is why anxiety must be minimized through the application of technically designed strategies.

1.3. Self-esteem as recurring element in the teaching and learning process

Self-esteem is important as an element of teaching and learning process. According to Rosenberg (1965) cited in (Körük, 2017, pág. 247) defines self-esteem as "the set of positive or negative evaluations of individuals about their own selves".

> Self and self-esteem constitute two different dimensions of personality. The self represents the cognitive part of the personality, whereas self-esteem represents the affective and psychological dimension. The personality traits of the individuals, their physical features, abilities, skills, social relations, feelings and their ideas about their academic or professional performance and the satisfaction they feel as a result of these ideas are included in the concept of self-esteem. (Körük, 2017, pág. 247)

When a student has a positive self-esteem some signs are shown, for example, high confidence, an independent and cooperative attitude, feeling comfortable with a wide range of emotions, and an ability to trust others. An important aspect in learning and teaching process is that teachers should demonstrate to their students high levels of self-esteem in every activity in the classroom; in this way teachers can engender high self-esteem in students.

In adolescence, a child's life goes through changes at different levels, their bodies and self-perception are changing and they trying to see themselves in new ways. Going through this stage implies so many adaptation processes that academic performance and interpersonal relationships may be affected. Furthermore, adolescents need to develop a new positive self, and learn to relate in new ways with their peers, so "he or she may choose to strive for academic success or instead to engage in problematic or delinquent

behavior in the school setting" (Simmons, 2017).

1.4. Anxiety in L2

Anxiety is an important factor that has an influence in the learning process. It affects indirectly by influencing the cognitive development in learning. "Anxiety is defined as the particular feeling of tension, nervousness, and worry associated with the autonomic nervous system" (Saranraj & Meenakshi, 2016, pág. 1).

Anxiety is a predominant factor that affects the L2 learners'. If learners experience anxiety, they tend to forget the language acquired and feeling uncomfortable at the moment of speaking a foreign language in public. Students also feel anxiety when they believe that the answers to the questions are incorrect. So they prefer to keep quiet.

There are factors that cause anxiety in L2. (Conway, 2007) refers to fear of negative evaluation. Students´ fears are caused by the classroom environment because of they are evaluated frequently in public, in this way they are exposed to being criticized by peers. Another cause is learners´ self-perception of speaking ability in L2. Speaking skill is the first thing that learners compare with native speakers and teachers, in this stage students notice that they do not have the same pronunciation of native speakers which causes anxiety in learning.

According to (Conway, 2007) a different source is the fear of testing. Students tend to feel anxious with a new format use in the exam and also in the questions. Learners experience high levels of anxiety when after the exam the students notice that they commit a mistake and also when during the test the information is forgotten.

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, The Effect of Anxiety and Emotional Intelligence on Students' Learning Process, 2014, pág. 206).

Foreign language learners have trouble in talking or in being understood and also in understanding messages from other people. Huang (2005) described that the causes of provoking test anxiety might be derived from the educational system (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 (Jean-Marc & 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.

1.5. Self-esteem and Oral Production in EFL Learners

Self-esteem is the affective aspect of self, which refers to one´s feelings of self-worth.

Self-esteem is considered as an evaluation which individuals make and regularly maintain with regard to themselves; it expresses an attitude of approval or disapproval, and shows the level to which individuals believe themselves to be proficient, significant, effective and worthy. So self-esteem is a personal judgment of worthiness that is expressed in attitudes that individuals hold toward themselves. (Kalanzadeh, Mahnegar, Hassannejad, & Bakhtiarvand, 2013, pág. 77)

Self-esteem plays an important 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 fluently, making students more confident to participate, cooperate and socialize before, during and after class. Self-esteem helps students to express what they want and to feel satisfied by what they did, otherwise taking such risks could damage one's self-esteem affecting the way a learner approaches learning experiences as well as L2 development (Shugla, Fouzia, & Mehwish, 2017).

When students experience a low level of self-esteem, the learning of a foreign language is greatly affected because learners suffer from insecurity and fear which could stimulate the

expectation of students' failure, making the production of L2 more difficult. On the other hand students with high levels of self-esteem are able to take risks during foreign language acquisition regardless of the lexical or grammatical mistakes they make. As a consequence, learners could get a great input from real life situations which will help with fluency and accuracy development.

1.6. Methods, approaches and strategies

Different and important theories concerning foreign language instruction in the classroom have arisen. In the teaching - learning process of L2 these theories provide us with different perspectives and approaches to the way teachers should conceive, plan, execute and evaluate. Not all of those methodologies aimed at the development of oral skills, so it was necessary to analyze them in detail to identify those that support oral production.

The following table will present the most effective methods to develop L2 fluency; accuracy and proficiency, in order to achieve an effective interaction in the foreign language classroom:

Tabla 2. *Methods and Approaches Comparative Table*

General characteristics	Approach	Roles	Usefulness to oral English production	Contribution to oral English production
Communicative Language Teaching				
It emphasizes communicative competence and interaction.	Emphasizes the importance of four language skills and in the communicative competence through learners' interaction. Promotes fluency over accuracy. Based on learners' needs and the selection adequate of activities.	**Learners:** - Emphasize the process of communication. - Negotiator (between learning process and object of learning). - Active and cooperative roll. **Teacher:** - Facilitates the communication process between classroom participants and the activities. - Organizes resources. - Acts as independent participant. - Motivator and counselor. - Guide during the classroom procedure.	Yes	- Use speech acts or functions for a communicative purpose. - Allow social interaction activities. - Promoting interaction in the English classroom by applying the appropriate teaching materials.

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Competency – Based Language Teaching

The basis of CBLT is the functional and interactional perspective on the nature of language. **It focuses on what learners are expected to do with the language.** **It evaluates the students' quality of being capable.**	It focuses on what learners are expected to do with the language, It is the focus on the outcomes of learning, as the driving force of teaching and the curriculum. It pursues to teach language in relation to the social context in which it is used.	**Learners:** Learners are active participant in the learning process in CBLT. They decide whether the competences are useful and relevant for him/her. Learners have an active role in the classroom. They monitor their own speech and the speech of others. **Teacher:** Has to provide positive and constructive feedback to help students to improve their skills. Needs to be aware of learners´ necessities to make them feel comfortable. Select learning activities and design a syllabus according to	Yes	It is based on a functional and interactional perspective on the nature of language. In Competency-Based Language Teaching is to be able to adapt and transfer knowledge from one setting to another. They give their best to improve their skills, monitoring their own speech.

		learners needs and also related to the competency that students are going to acquire.		
Task – Based Language Teaching				
This approach consists in given students functional tasks that encourage learners to emphasize in meaning exchange and to use language for real world.	TBLT allow students to actively engage in communication in order to achieve a goal. TBLT provides tasks and then using the language solve them.	**Learner:** - Generates and understand messages for which they lack full linguistics resources and prior experience. **Teachers:** - Motivate their students to use mental energy in task performance. - Organize efficiently the task-based activity. - Support the students while they are performing the task.	Yes	Through tasks and problem solving TBLT encouraged students to use language creatively and spontaneously Students focus on language related to real world activities.

Cooperative Language Learning

Group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.	Communicative competence depends on the ability to express and understand functions or speech acts. Furthermore, learners are required to interact through the use of both spoken and written language.	**Learner:** - Works collaboratively on tasks with other group members. - Has to learn teamwork skills. - Thinks how to plan, monitor, and evaluate their own learning. **Teachers:** Have to create a highly structured and well- organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.	Yes	CLL provides students an effective oral interaction that is design to foster cooperation rather than competition in activities like group discussion, role play, and turn-taker monitor.

The Natural Approach

Method of foreign language teaching aims to apply the principles of natural language acquisition into classroom. The emphasis on the central role of comprehension of communicative skills.	Focus on: helping beginners to become intermediate. Enhancing communications skills. (reading-writing-listening or speaking). The primacy of meaning.	**Learner:** -Actives role in ensuring comprehensible input. -Provides information about specific goals. -Decides when to start producing speech and when to upgrade it. -Learner to learner interaction encourage in pairs or groups. **Teachers:** -Primary source of comprehensive input. - Create a better classroom atmosphere. - Facilitator – orchestrate classroom activities. - Responsible for collecting material and design their use.	Yes	Promotes comprehension and meaningful communication. - It considers communication as the primary function of language communicative abilities. - Basic personal communication skills: oral. - Academic learning skills: oral.

Community Language Learning

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

Suggestopedia

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

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

Taken from: Approaches and Methods in Language Teaching. Authors: Richards, J. and Rodgers, T.

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

The following strategies are suggested for the methodologies that contribute to oral production.

Tabla 3. *Techniques and strategies suggested by the previous methods and approaches.*

Communicative Language Teaching	Competency - Based Language Teaching	Task – Based Language Teaching
Games	Promoting dialogue between students.	Dialogues in pairs
Simulations		Dramatizations
Pair work	Pair work	Presentations about daily life activities
Dialogues - Discussions	Group work	Use of questionnaires
Opinion sharing activities	Students give their opinion about a certain topic.	Create stories
Interviews		Opinion gap activities
Movies	Ask and answer Yes/no questions and information questions using personal information.	Discussions
Information Gap		Interaction in groups
Role plays		Giving ideas
Groups based learning	Debates	
Observation activities		
Interviews		
Creation of social learning environment		
Vocabulary exercises		

Cooperative Language Learning	The Natural Approach.	Community Language Learning
Cooperative language groups.	Participate in communication activities with other learners. Pair or group work.	Pair work
Puzzle by team		Group work
Jigsaw	Whole-class Discussion led by the teacher. Participate in group problem solving.	Recorded activities
Discussion groups		Autonomous work
Pair work	Use charts, pictures, advertisements, and other realia to ask questions.	Positive feedback
Positive feedback		Observation
	Built up of fluency through practice.	
	Listening activities.	
	Build up their knowledge of language through exposure, and then produce it.	
	Conversational interaction is essential.	
	Oral presentations	
	Correct feedback during interaction.	

Suggestopedia		
Reading comprehension	Discussion circles	Debates
Music	Stories	Comfortable classroom or environment
Posters	Role play	
Indirect instructions		

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

1.7. Common European Framework of Reference (CEFR) for languages

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

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

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

Tabla 4. *Common reference levels*

Proficient user	**C2**	Can understand with case virtually everything heard or read. Can summaries information from different spoken and written sources, reconstructing arguments and accounts in coherent presentations. Can express him herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even more in complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	**B2**	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce

		clear, detailed text on wide ranges of subjects and explain a viewpoint on a typical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinion and plans.
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 knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

(Cambridge, 2011)

1.8. Ministry of Education L2 learning outcome for high schools in Ecuador
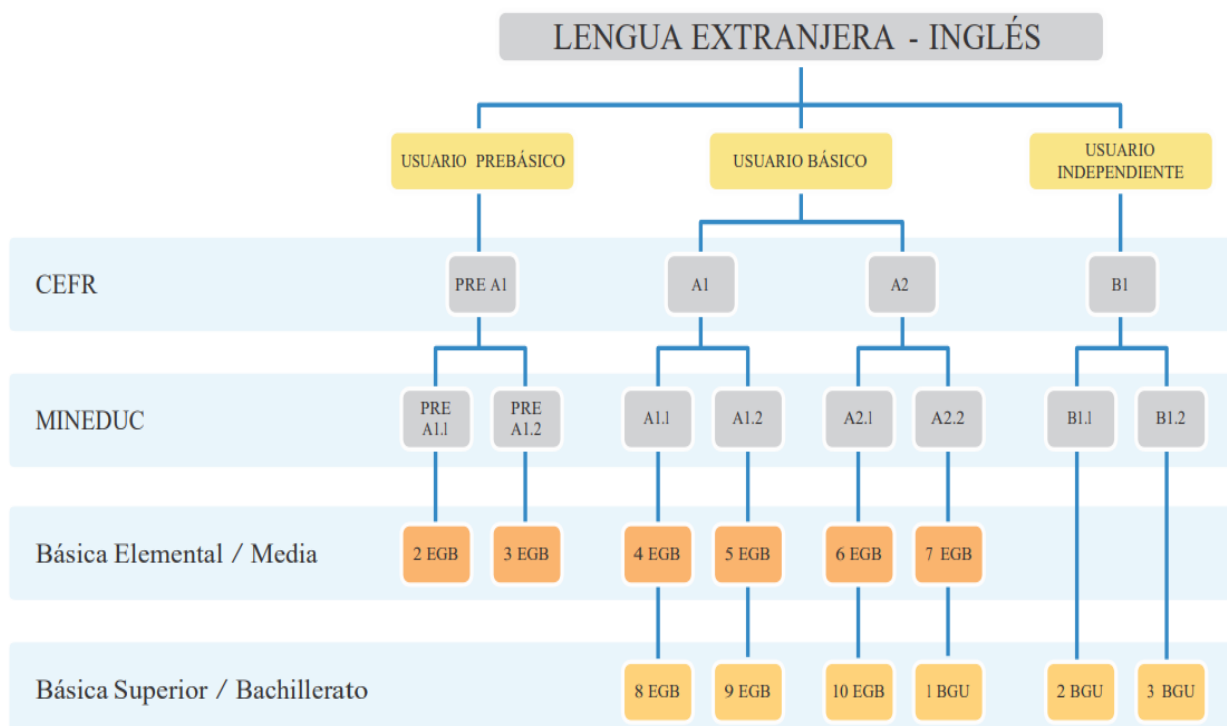

Figure 1. Ministry of Education L2 learning outcome for high schools in Ecuador

According to the Ministry of Education regulations, 8th grade students must acquire A1.1 of the Common European Framework of Reference for Languages (CEFR), which states that students can understand and use familiar expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. They can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Moreover, students can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. (Council of Europe, 2001, pág. 24)

1.9. Spoken interaction with interactive activities

In interactive activities, the language user acts alternately as speaker and listener with more ore one or more interlocutors so as the construct conjointly, through the negotiation of meaning following the co-operative principle, conversational discourse.

Tabla 5. *Interactive activities and strategies according to CEFR*

Illustrative scales	Can do statement - A1.1	Interactive strategies
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech rephrasing and repairing. Can answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	• Learner holds basic spoken interactions. • Learner provides basic personal information.
Understanding a native speaker interlocutor	Can understand everyday expressions aimed at the satisfaction of needs of a concrete type, delivered directly to him/her in clear, show and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	• Learner maintains short and basic conversations • Learner follows simple and concrete instructions
Conversation	Can make an introduction and use basic greetings and leave- taking expression. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	• Learner starts and maintains basic informal interaction. • Learner asks for items required to satisfy personal needs.
Informal discussion	No descriptor available	No descriptor available
Formal discussion and meetings	No descriptor available	No descriptor available

Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things and give people things.	• Answers to information requirements and follows specific commands. • Asks for items required to satisfy personal needs.
Transitions to obtain goods services	Can ask people for things and give people things. Can handle numbers, quantities, cost, and time.	• Asks for and fetches items. • Deals with basic numerical data.
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her follow short, simple directions. Can ask and answer simple questions, initiative and respond to simple statements in areas of immediate need or very familiar topics. Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November three o`clock.	• Gives and follows careful and slow directions. • Maintains basic conversations. • Requires and provides personal information. • Uses time expressions.
Interviewing and being interviewed	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non- idiomatic speech about personal details.	• Carries out basic interview.

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

CHAPTER II

2. RESEARCH METHODOLOGY

2.1.Types of research

2.1.1. Bibliographic research

It is defined as any research requiring information to be gathered from published materials. These materials could be traditional resources such as books, magazines, journals, newspapers, and reports, but it emphasizes on electronic media such as online resources, websites, and bibliographic databases which help in this research to collect the needed information for the theoretical framework.

2.1.2. Applied research

This is a methodology used to answer a specific question and solve problems based on the collected information. In this research this type of research contributes to design a guide for 8th level English students with strategies to manage affective factors during oral presentations due to applied research is a process to understand and quantify how effective the guide designed is at solving the problem for which it was designed.

2.1.3. Descriptive research

It describes the characteristics or behavior of the population or phenomenon that is being studied. Descriptive research is associated with observation which allows to the investigation observe the phenomenon in a natural environment. In this research, the affective factors are determined and analyzed based on 8th level students´ situation at "Juan Pablo II" High School.

2.2.Methods

2.2.1. Deductive

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

2.2.2. Inductive

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

2.2.3. Scientific

This method will be applied in order to directly perceive the object of research. Regarding the previously posed problems, the object of study are students of 8th year of BGE of the "Juan Pablo II" High School, and how affective factors influence their oral production of the foreign language. Finally, this method will help to have a logical and specific monitoring of each student in the research, as well as establishing relationships between the facts to research, development and implementation of strategies to minimize the effect of affective factors mentioned above in production oral foreign language.

2.2.4. Descriptive

This method allows to characterize situations and events investigated how the manifest, specifying the characteristics that define the problem. Through this method it is confirmed as indicated in the problem statement.

2.3.Techniques and instruments

2.3.1. Survey

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

2.3.2. Scientific observation

This technique will be useful for identifying the most relevant characteristics of the investigation, so an observation sheet is used to collect the data. Based on this information, it will define how anxiety and self-esteem influence the production of oral English language in the 8th level students of "Juan Pablo II" High School.

2.4.Population

In "Juan Pablo II" High School the total of learners used for this research is 66. They are students from 8th level which are divided in 2 classes A and B.

CHAPTER III

3. ANALYSIS AND INTERPRETATION OF THE RESULTS

The present research was conducted at Juan Pablo II High School, in Ibarra Canton during 2018 – 2019 school year. The participants for the survey were 8th level students with a total of 66 learners which are from A and B Courses.

This chapter comprises the analysis, presentation and interpretation of the findings resulting from this study. The analysis and interpretation of data is carried out in two phases. The first part is based on the results of the survey, used to collect the information needed about anxiety and confidence levels that students experience when they perform oral activities. The second is based on the results of the observation sheet applied to each student of the 8th level, to observe their performance during different classroom activities.

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3.1. Survey for 8th level students from "Juan Pablo II" High School, 2018-2019

3.1.1. Levels of anxiety when doing activities in the English class

Tabla 6. *Levels of anxiety when doing activities in the English class*

Confidence Levels	English class activities (Frequency - Percentage)								
	Teacher's Correction	Oral Presentation	Class Participation	Text Memorization	Dialogue Memorization	Oral Lessons	Interaction with teacher	Interaction with classmates	Speaking Exams
No anxiety	16; 24%	6; 9%	15; 23%	7; 11%	10; 15%	0; 0%	14; 21%	30; 45%	4; 6%
Low anxiety	13; 20%	14; 21%	20; 30%	12; 18%	9; 14%	11; 17%	18; 27%	20; 30%	6; 9%
Moderate anxiety	23; 35%	23; 35%	16; 24%	19; 29%	26; 39%	26; 39%	19; 29%	10; 15%	31; 47%
High anxiety	8; 12%	10; 15%	8; 12%	10; 15%	10; 15%	14; 21%	8; 12%	4; 6%	7; 11%
Very high anxiety	6; 9%	13; 20%	7; 11%	18; 27%	11; 17%	15; 23%	7; 11%	2; 3%	18; 27%

Graphic 1. *Levels of anxiety when doing activities in the English class*
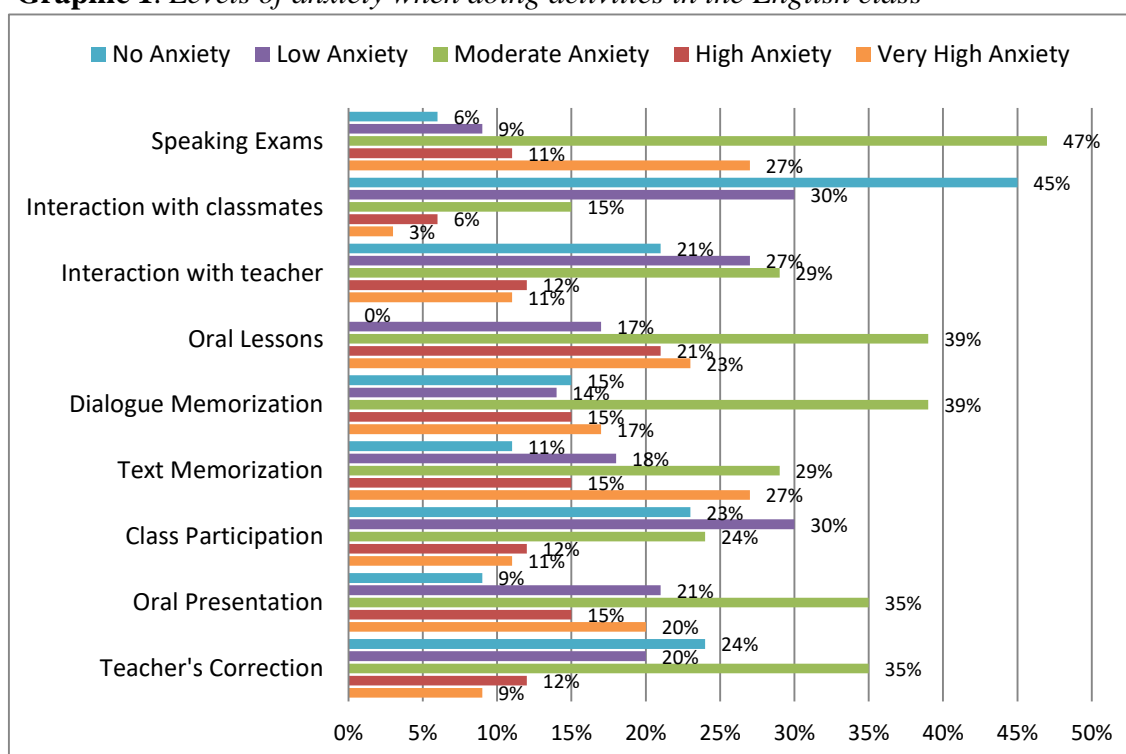
Analysis

The bar chart illustrates the levels of anxiety that students experience while doing different activities in English class.

According to the data collected and analyzed, the number of students that feel anxious when they received a teachers´ correction is 35%. In contrast 9% of learners feel very high anxiety while performing the same activity. Moreover the bar chart shows that 35% of surveyed students experienced anxiety during oral lessons. On the other hand, 9% of them do not experiment anxiety at the moment of giving an oral lesson. Besides, the bar chart gives information about the learners´ levels of anxiety in class participation, showing that 30% of researched participants feel low anxiety when they do this activity. Conversely, 11% of students feel very high anxiety in class participation. This graph also shows the anxiety generated during text memorization, in which 29% of learners feel anxious while performing this activity. In contrast 11% of 8th level students do not feel anxious at all.

Furthermore, around 39% of the surveyed students experience anxiety at the moment to memorize dialogues. On the other hand, precisely 14% of students feel quite anxious. Also, according to the chart, there is a 39% of learners who feel anxious during oral lessons. In contrast, 0% of researched participants do not feel anxious when they do this activity. Likewise, there exist a 29% of students who experience anxiety in an interaction with the teacher. On the other hand, 11% of 8th level students feel very high anxiety. Moreover, there is a 45% of students that do not feel anxious while they interacting with their classmates. On the contrary, only a minority 3% feel very high anxiety while executing this activity. Finally, the bar chart shows information about

learners who feel anxious while performing a speaking exam, it can be seen that 47% of surveyed students feel anxious at the moment of the speaking exam.

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

Tabla 7. *Levels of confidence during activities in the English class*

Confidence Levels	English class activities (Frequency - Percentage)						
	Read texts in front of the class	Tell stories	Converse in pairs	Record audios with the voice	Present a topic to the class	Dramatize	Sing
No confidence	25; 38%	16; 24%	35; 53%	16; 24%	14; 21%	6; 9%	15; 23%
Low confidence	10; 15%	13; 20%	20; 30%	13; 20%	18; 27%	22; 33%	6; 9%
Moderate Confidence	15; 23%	25; 38%	7; 11%	18; 27%	21; 32%	20; 30%	22; 33%
High confidence	7; 11%	5; 8%	2; 3%	9; 14%	8; 12%	7; 11%	6; 9%
Very high confidence	9; 14%	7; 11%	2; 3%	10; 15%	5; 8%	11; 17%	17; 26%

Graphic 2. *Levels of confidence during activities in the English class*
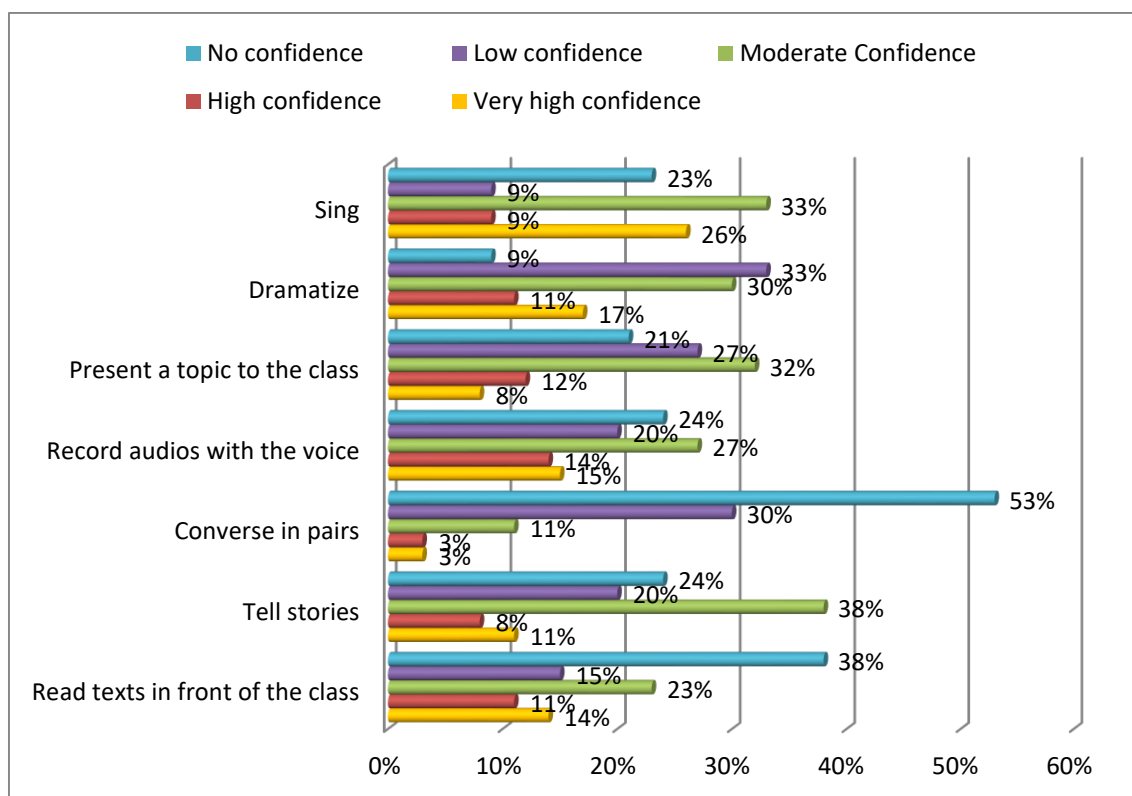
Elaborated by: Yomira Morales

Analysis

The bar chart gives information about levels of confidence that students experienced during activities in the English class.

According to the data collected and analyzed, 38% of learners feel no confidence when they read texts in front of the class. On the other hand, 11% of them feel high confidence at the moment of doing this activity. Additionally, 38% of students feel confident telling a story in English. However, 8% of participants feel high confidence. It can be seen that 53% of surveyed students feel no confidence when they converse in pairs. Conversely, there is a similarity between the amount of students who feel high confidence and very high confidence 3% at the moment of taking with their partners. Besides, the percentage of learners who feel confident when they record audios with their voice is 27%. Contrariwise, 14% of students feel high confidence when they perform the activity mentioned before.

Furthermore, the graphic shows information about presenting a topic to the class, in which 32% of surveyed learners feel confidence. In contrast, 8% of researched participants feel very high confidence when they present a topic to the class. Also, 33% of 8th level students feel low confidence at the moment to dramatize. On the contrary, a 9% do not feel confidence in dramatizations. Likewise, there is a 33% of students that feel confident while singing. On the other hand, there is a similarity in which the students surveyed feel low confidence 9% and high confidence 9% while participating in this activity.

From the collected information, it can be seen that a considerable percentage of learners do not experience confidence levels during activities in the class, so the findings reflect the necessity of activities that helps to manage levels of confidence correctly.

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

Tabla 8. *Levels of anxiety during an oral exam in the foreign language*

English class activities (Frequency - Percentage)

Confidence Levels	Fear of making pronunciation mistakes	Fear of being wrong	Shyness	Do not know what word use	Forget the required vocabulary	Level of confidence with the teacher	Interruptions (classmates)	Interruptions (teacher)	Understanding instructions	Individual in front of the class	Individual in front of the teacher
No anxiety	3; 5%	4; 6%	11; 17%	4; 6%	7; 11%	24; 36%	15; 23%	11; 17%	15; 23%	8; 12%	20; 30%
Low anxiety	6; 9%	8; 12%	10; 15%	11; 17%	9; 14%	20; 30%	13; 20%	14; 21%	18; 27%	16; 24%	11; 17%
Moderate anxiety	30; 45%	26; 39%	22; 33%	34; 52%	26; 39%	17; 26%	24; 36%	30; 45%	26; 39%	17; 26%	23; 35%
High anxiety	6; 9%	8; 12%	2; 3%	8; 12%	11; 17%	3; 5%	6; 9%	3; 5%	4; 6%	11; 17%	5; 8%
Very high anxiety	21; 32%	20; 30%	21; 32%	9; 14%	13; 20%	2; 3%	8; 12%	8; 12%	3; 5%	14; 21%	7; 11%

Graphic 3. *Levels of anxiety during an oral exam in the foreign language*
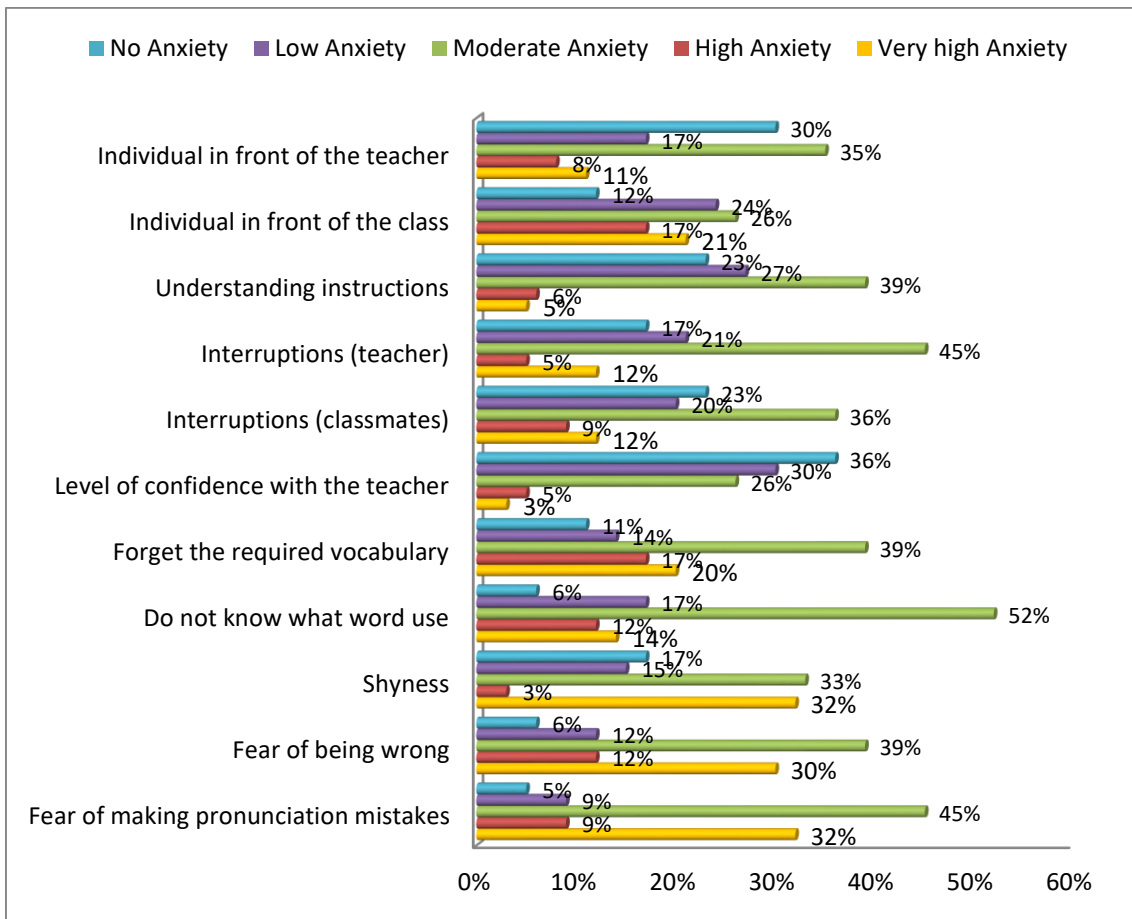
Taken from: 8th level students' survey from Juan Pablo II High School

Elaborated by: Yomira Morales

Analysis

The bar chart illustrates the levels of anxiety that students experience during an oral exam in the foreign language.

According to the data collected and analyzed, 45% of survey students feel anxious due to they have fear of making mistakes. Concerning to fear of being wrong, it is clear that 39% of participants feel anxious in the English activity. Additionally, 33% of learners feel anxious due to they are shy. Researched participants who do not know what word to during a specific exam due to anxiety is 78%. The amount of learners who feel a moderate anxiety when they forget the vocabulary is 39%. Also, 45% of students

feel moderate anxiety during teacher interruptions. 39% of learners experience anxiety when they do not understand instructions.

From the chart, it can be seen that students present different levels of anxiety carrying out speaking exams. These results show that it is important to develop activities that help learners to feel less anxious during these activities.

CHAPTER IV

4. PROPOSAL

4.1.Name of the proposal

Let's enjoy learning English.

4.2.Justification and importance

Nowadays, English is the most commonly spoken language in the world, so learning English is important due to it improves student academic profile. English allows people to get better job opportunities, to know about different cultures, and to meet new people; knowing English can completely transform social interactions or communication.

In Ecuador the Ministry of Education implemented English as a subject in the curriculum through the country. Juan Pablo II is an institution located in Ibarra in which was realized the investigation. So, according to the findings it is necessary to implement a guide with oral production strategies that could help to manage anxiety levels and to improve their self-esteem by working on innovative activities which can be included in English classes.

LET'S ENJOY LEARNING ENGLISH
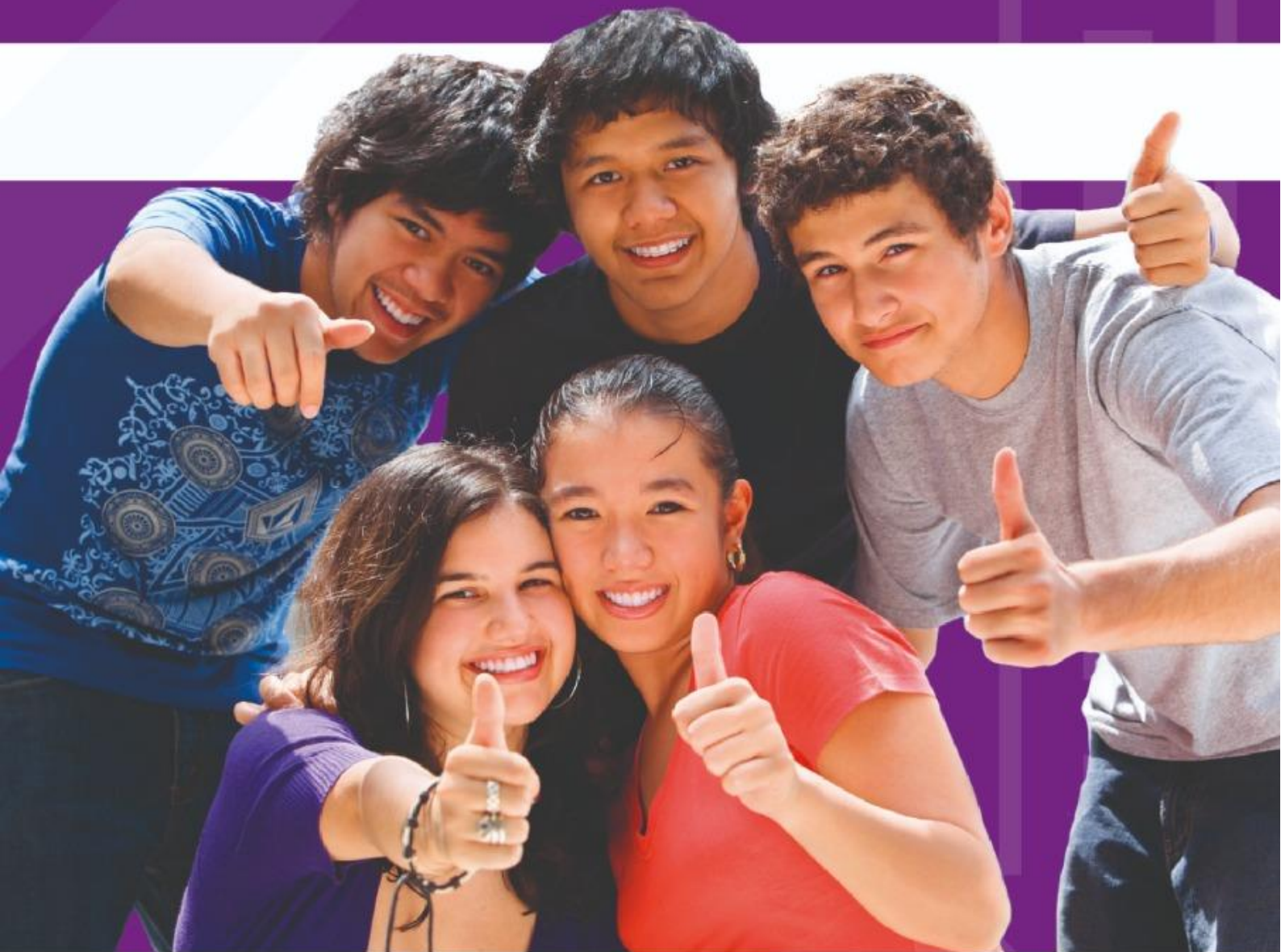
Yomira Morales C.

Author: Yomira Morales C.

Advisor: MSc. José Obando A.

Designer: Gustavo Moreta C.

2020

INTRODUCTION

This guide was designed to help students correctly manage the affective factors such as anxiety and self-confidence.

It provides useful, creative strategies and activities to improve oral production in 8th level students, minimizing anxiety and enhance the student´s self-confidence. These activities are related to the 8th annual curriculum plan which means that teachers can make use of the activities presented in this guide when they consider necessary.

CONTENTS

Lesson and Objective	Skills	Lessons	Language Content	Vocabulary
Unit 1 Meeting new people Objective: To introduce yourself and others.	Speaking Listening Reading Writing	**Lesson 1:** Saying hello and good bye	To be simple present	Greetings Farewells
		Lesson 2: Introducing my friends	Yes / No questions with to be	Personality traits
		Lesson 3: Where are you from?	Wh questions with to be	Nationalities
		Lesson 4: Count on me	To be simple present	Verbs
		My learning quiz	Verb to be Yes/No questions Wh questions with to be	Nationalities Personal Information
Unit 2 Moments with people around me. Objective: To describe people´s physical appearance and to talk about cultures and festivals.	Speaking Listening Reading Writing	**Lesson 1:** Tell me about your surroundings.	To be simple present	Adjectives
		Lesson 2: We are unique	Possessive Adjectives Yes/No Questions	Colors Body Parts Family members
		Lesson 3: Moments with people around me.	Prepositions of time	Words – Festivals Days, months, and time.
		Lesson 4: Unstoppable	To be simple present	Adjectives
		My learning quiz	To be simple present Prepositions of time	Adjectives Words – Festivals
Unit 3 Lifestyle Objective: To talk about routines, hobbies and lifestyles.	Speaking Listening Reading Writing	**Lesson 1:** My regular day.	Simple Present	Daily routines
		Lesson 2: My special time!	Simple Present Yes/No questions and short answers.	Hobbies and lifestyles
		Lesson 3: Learning from my day.	Wh – Questions in simple present.	Habits and routines
		Lesson 4: Shoulders	Simple Present	Verbs
		My learning quiz	Simple Present Yes/No questions and short answers. Wh – Questions.	Lifestyles

UNIT 1

Meeting new people

LESSON 1

Hello!!

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

Verb to be simple present

Target Vocabulary

Greetings and farewells.

Objectives:

By the end of the lesson students should be able to:

- ❖ Greet and say good bye.
- ❖ Introduce someone.
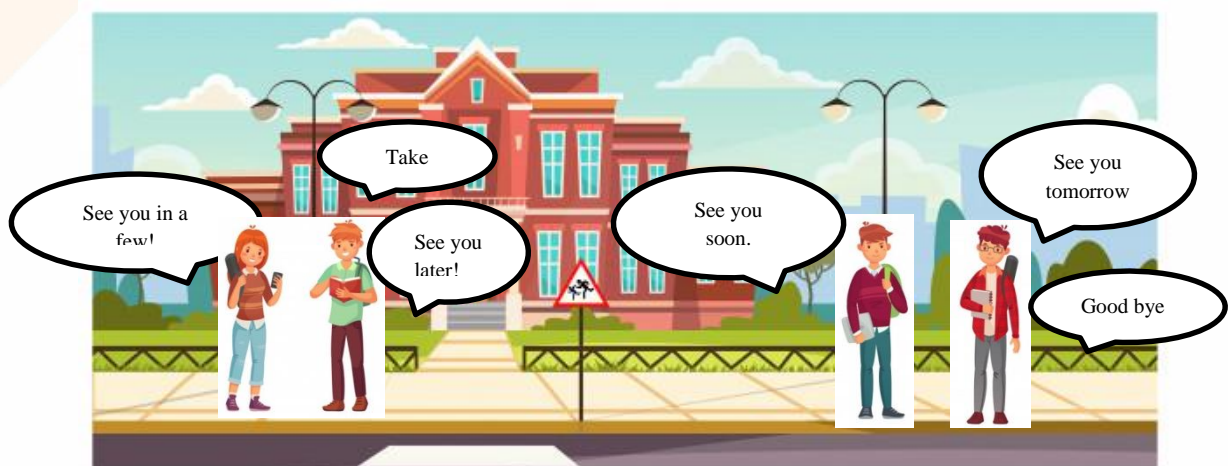
Materials

Copies of the material provided.

Activity 1: (5 minutes)

Teacher asks students to read the dialogue in pairs.

Greetings

Farewells

Activity 2: (5 minutes)

Ask students to complete the table using the word bank.

Word Bank	
Good morning	Good afternoon
See you later	Good bye
See you soon	Good evening
Hello	See you tomorrow
See you in a few	Bye
Hi	How is it going?

GREETINGS	FAREWELLS
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

Activity 3: (10 minutes)

Students complete the blanks with their information then share it with a classmate.

Students take notes of your friend´s personal information.

Grammar Stage – Verb to be		
Singular Nouns He She It	**is**	a student. my classmate. a book.
Plural Nouns We You They	**are**	classmate**s.**

My personal information

Good _____!

My name is _____.

My surname is _____.

I am _____ years old.

I am from_____.

My friend's personal information.

Good _____!

He/She is _____.

His/Her surname is _____.

He/She is _____ years old.

He/She is from _____.

Activity 4: (10 minutes)

Practice – Talk partners.

```
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ Students have to│  →   │ Choose a        │  →   │ Change the      │
│ stand up.       │      │ classmate       │      │ partner         │
│                 │      │ and share his / │      │ and continue    │
│                 │      │ her personal    │      │ sharing         │
│                 │      │ information     │      │ his / her       │
│                 │      │                 │      │ information.    │
└─────────────────┘      └─────────────────┘      └─────────────────┘
                                                            │
                                                            ↓
┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ Share his / her │  ←   │ When the time   │  ←   │ Practice the    │
│ classmate`s     │      │ is up,          │      │ same activity   │
│ information with│      │ Write some      │      │ during 20       │
│ the whole class │      │ information that│      │ minutes changing│
│ about your      │      │ you remember    │      │ your partner.   │
│ friends.        │      │ about your      │      │                 │
│                 │      │ classmates.     │      │                 │
└─────────────────┘      └─────────────────┘      └─────────────────┘
```

Activity 5: (20 minutes)

Taking roles.

Steps:

a. Teacher asks students to look at the graph.
b. Teacher asks some questions about the picture.
   What can you see in the picture?
   How could describe this image?
   Do you like studying with friends?
   Do you like studying outside?
c. Ask students to predict the content of the reading through skimming.
d. Read the story.
e. Think about an optional ending to the story.
f. Share your ideas in your group.
g. Share your ending with the rest of the class.

My learning environment

I am Laura. I am in high school and this is my classroom. In my class we are all friends and we always try to help us in everything. My best friend is Leo. He is solving a mathematical problem on the board. My other friend, Anna, is very funny. She is talking to Pablo and they are not paying attention to the class. Some of my classmates

Optional Ending

_____
_____
_____
_____
_____
_____
_____

LESSON 2

Introducing my friends

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

Yes/No questions with verb to be.

Target Vocabulary

Personality Traits.

Objectives:

By the end of the lesson students should be able to:

❖ Ask and answer yes/no questions.

Materials

Flash cards with the vocabulary in activity 1.

Papers for yes/no questions (activity 2)

Copies of the material provided.

Puppets

Activity 1: (8 minutes)

Teacher shows to the students a set of cards.

Teacher explains every adjective of the cards.

Students internalize the adjective mentioned.

| Tyred | Happy | Honest | Polite |

| Dynamic | Independent | Shy |

| Resourceful | Sociable | Generous |

| Reserved | Gentle |
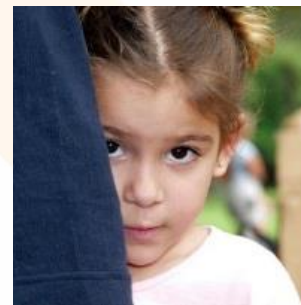
Activity 2: (15 minutes)

Yes/No game.

Steps:

a. Give students a piece of paper in which they have to complete a yes/no question.

b. Collect the papers, add other papers written by the teacher, and mix them up.

c. Put the students' chairs in a circle and have the students sit on the chairs.

d. Explain that students have to change chairs if they answer yes to a question.

e. Read out the pieces of paper and as the students stand up, grab a chair and remove it from the game.

f. The student left standing is out of the game.

g. Finally, the last student left in the game wins.

Are you tired?	Are you independent?
Are you happy?	Are you reserved?
Are you resourceful?	Is your grandpa shy?
Are you generous?	Is your dad polite?
Is your sister honest?	Are you sociable?
Are you _____?	Are you _____?
Are you _____?	Are you _____?
Is your _____?	Is your _____?
Are you _____?	Are you _____?
Is your _____?	Is your _____?

Activity 3: (3 minutes per group)

Guess the activity and personality traits.

a. Form groups of 4.

b. Teacher provides to one student an activity and a personality trait.

c. The student who receives the characteristics has to mimic and the rest of the group has to guess the activity and personality by making yes/no questions.

ACTIVITIES	PERSONALITY TRAITS
Talking	Gentle
Dancing	Dynamic
Eating	Tired
Reading	Happy
Studying	Resourceful
Acting	Generous
Buying	Honest
Working	Independent
Reading	Reserved
Singing	Shy

Activity 4: (5-6 minutes)

Role play – Team work – project.

a) Make your own puppets.
   Materials: liquid silicone, threads, needles, pins, glue, clothes, paperboard, felt, scissors, marker pen, and wood sticks.
   Process: https://www.youtube.com/watch?v=oOMAUksQKiY&t=107s
b) Create a story based on the characters bellow.
c) Practice the story as a group and present your project.

Happiness — Anger — Disgust — Fear — Sadness — The police

INDICATORS

Personality traits

Yes/no questions
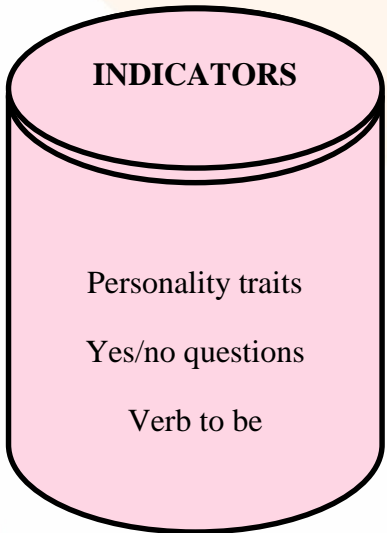
Verb to be

LESSON 3

Where are you from?

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

Wh-questions with verb to be

Target Vocabulary

Nationalities

Objectives:

By the end of the lesson students should be able to:

- ❖ Ask and answer personal information questions.
- ❖ Introduce someone.

Materials

Copies of the material provided.

Activity 1: (2 minutes)

Ask students to match the words with the pictures.

Clarify the meaning of each word.

a) Singer
b) Writer
c) Soccer player

Activity 2: (10 minutes)

Teacher explains the most common nationality endings to students.

Students complete the chart with the correct nationality

Country	Nationality	Ending
Italy	Italian	Ian
Canada		
Chile		Ean
Korea		
USA	American	an
Mexico		
Japan		Ese
China		
Spain		Ish
England		
Greece	Greek	Other
France		

Grammar Stage

The most common nationality endings are -**ian, -ean, -an, -ese,** and **-ish.**

Join these endings to the countries and obtain the nationality.

Capitalization Rules
Use capital letters in the following cases:
Name and last name.
The pronoun I.
At the beginning of a sentence.
Countries, cities, and nationalities.

Activity 3: (10 minutes)

Students have to read the text.

Michael Jackson was born on August 29, 1958. He is a **singer**. He is **American**. He died on June 25, 2009 in California.

Cristiano Ronaldo is a professional **soccer player**. He is **34** years old. He is **Portuguese**. He actually plays in Juventus Club. He was born on February 5, 1985. He is athletic.

J.K. Rowling is the creator of **Harry Potter series**. She is a **writer**. She is **British**. She is **54**

Activity 4: After reading the text above, prepare an interview.

Steps:
a. Form groups of 3.
b. Each student plays the role of one characters mentioned above.
c. First, student A makes questions to the student B
d. Then, the student B makes questions to the student C.
e. Next, the student C makes questions to the student A.
f. Before the questions begin, each student must present the famous personality.

Activity 5: (10 minutes)

Teacher elicits students to ask and answer wh questions using personal information.

Then students have to introduce a friend.

Grammar Stage Wh Questions			
Wh-word	**To be**	**Subject**	
Who What When Where Why How	Am	I	?
	Are	You	
	Is	He she it	
	Are	you we they	

What is your name?

What is your last name?

How old are you?

Where are you from?

What is your hobby?

What is your favorite sport?

What is your favorite subject?

Good morning/afternoon teacher and classmates.

•She/He is _____.

•Her/His last name is _____.

•She/He is _____ years old.

•She/He is from _____.

•Her/His hobby is _____.

•Her/His favorite sport is _____.

•Her/His favorite subject is _____.

LESSON 4

Learning through songs

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

To be simple present

Target Vocabulary

Verbs

Objectives:

By the end of the lesson students should be able to:

❖ Use verbs to talk about someone.

Materials

Copies of the material provided.

Activity 1: (25 minutes)

1. **Listen to the song.**
2. **Teacher asks some questions about the title of the song to students.**
3. **Listen to the song again, this time with lyrics.**
4. **Focus on vocabulary with the activity mention below (verbs**)
   - ➢ Students select 9 verbs.
   - ➢ Students paste them into a 3 by 3 grid in their notebooks.
   - ➢ While listening they tick the words off until they have 3 in a row and then all the card complete.
   - ➢ Using the verbs provided students predict the content of the song.
5. **Listen to the song again to understand the meaning.**
6. **Make a collage presentation of the person who has always supported you. Students can write key words on their collage.**

   Materials: Images, cardboard, color pens to decorate.
7. **Make a short presentation using the collage.**

"Count On Me"
Bruno Mars (Hernandez, 2010)

If you ever find yourself stuck in
the middle of the sea
I'll sail the world to find you
If you ever find yourself lost in the
dark and you can't see
I'll be the light to guide you

We find out what we're made of
When we are called to help our
friends in need

You can count on me
Like 1, 2, 3
I'll be there
And I know when I need it
I can count on you
Like 4, 3, 2
You'll be there
'Cause that's what friends are
supposed to do

If you're tossing' and you're
turning'
And you just can't fall asleep
I'll sing a song beside you
And if you ever forget how much
you really mean to me
Every day I will remind you
We find out what we're made of

When we are called to help our
friends in need

You can count on me
Like 1, 2, 3
I'll be there
And I know when I need it
I can count on you
Like 4, 3, 2
You'll be there
'Cause that's what friends are
supposed to do
You'll always have my shoulder
when you cry
I'll never let go, never say goodbye
You know

You can count on me
Like 1, 2, 3
I'll be there
And I know when I need it
I can count on you
Like 4, 3, 2
And you'll be there
'Cause that's what friends are
supposed to do
You can count on me 'cause I can
count on you

MY LEARNING QUIZ

1. **Write am, is, are in the blanks.**

Maria .... a Vet.
Juan .... a businessman.
They .... students.
You .... a doctor.
We .... classmates.

She .... a teacher.
He .... a boy.
I .... a student.
It .... a cat.

2. **Change the sentences into questions.**

a) You are from England.
   _____

b) She is nice.
   _____

c) My friends are at school.
   _____

d) He is a teacher.
   _____

e) We are students.

f) I am your friend.
   _____

g) You are happy.
   _____

h) We are classmates.
   _____

i) They are young.
   _____

3. **Match the questions with the correct answer.**

   1. Hello!   I am from Ecuador.
   2. How are you?   My name is Ana.
   3. Nice to meet you   I´m great thanks.
   4. What is your name?   I am Ecuadorian.
   5. Where are you from?   Hi!
   6. What is your nationality?   Nice to meet you too.

4. **Think about the nationality that corresponds to each country of the word bank and then write it in the corresponding box according to its ending.**

-an	-ian
-------------	-------------

-ish

Nationalities

-other	-ese
--------------	-------------

Word Bank

Canada	Spain	China	USA
Peru	France	Chile	
England	Japan	Greece	

UNIT 2
Moments with people around me

LESSON 1

Tell me about your family

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

Verb to be simple present

Target Vocabulary

Adjectives

Objectives:

By the end of the lesson students should be able to:

- ❖ Describe people physically and emotionally
- ❖ Ask and answer questions about physical description.

Materials

Flash cards for activities 1 and 2.

Copies of the material provided.

Activity 1: (5 minutes)

Teacher asks students to look at the pictures and write adjectives about each one.

- ➢ Divide the class into four or more teams
- ➢ Then show an image to the students
- ➢ Teams have a minute to write down as many adjectives as they can
- ➢ Teams get a point for every adjective that is appropriate.

Activity 2: (10 minutes)

Teacher presents a list of appearance and personality adjectives to students.

Then form pairs. One student has to mimic the presented adjectives and the other guess, and then change roles.

APPEARANCE	PERSONALITY

Thin   Fat

ugly

beautiful

peaceful

old young

optimistic

TALL SHORT

euphoric

afraid
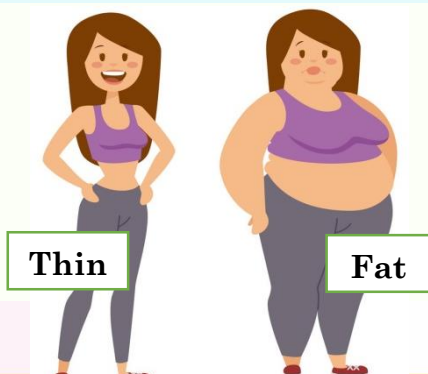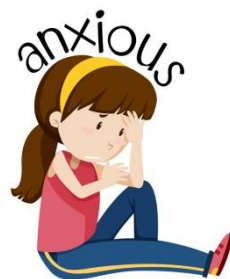
Activity 3: (5 minutes)

Teacher asks students to complete the sentences with the correct subject, verb to be and adjectives that describe the pictures.

Grammar Stage		
Subject	**Verb to be**	**Adjective**
He She	Is	young.
We You They	Are	healthy.
It	Is	big.
I	Am	thin.

Hello, _I_ _am_ Catherine. ___ ___ short and pretty.

Hi, We ____ friends. ____ ____ ____ and ____.

Look ____ ____ my coworkers. ____ ____ ____ and ____.

Activity 4: (10 minutes)

Students have to make a list of adjectives which describe a friend or family member.

The adjectives should describe appearance, personality, likes, and dislikes for their friend.

Teacher asks students to go around the classroom asking questions about their classmates' friend.

E.g.: Is your friend healthy?

The purpose of this activity is to find someone who is similar to his friend.

Then students have to describe their friends to their classmates based on the list that they created.

Activity 5: (10 minutes)

Teacher creates a positive classroom atmosphere by staying patient and being calm. Give students enough time to make their presentations. Give a positive feedback to your students.

Ask students to think about an important person in their lives.

Students have to work in pairs and describe the person that they choose.

The most important person in my life is my _____. She/He helps me a lot with my homework. She is _____, _____, and _____. She/He teaches me to be _____, _____, and _____. She is the only person who is always with me. She/He is really _____ in my life. I love her/him so much.

LESSON 2

We are unique

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

Possessive Adjectives

Yes/No Questions

Wh – Questions

Target Vocabulary

Colors

Body Parts

Objectives:

By the end of the lesson students should be able to:

- ❖ Describe people
- ❖ Express possession

Materials

Color cards - activity 1

Cards with questions - activity 5

Copies of the material provided.

Activity 1: (5 minutes)

Practice Colors

Teacher remembers to students the colors and point out what colors people are wearing or objects in class.

Ask students to form a circle with their chairs.

Teacher holds up a color card and students who wear something of the mentioned color have to change their seats.

Then, take one seat away so that someone will not have a seat after swapping. That person is out of the game. Play until there is a winner.

Black	Blue	Brown	Gray
Green	Orange	Pink	Purple
Red	White	Yellow	

Activity 2: (5 minutes)

Teacher draws a face on the board.

Teacher presents one by one the parts of the face.

Ask students to repeat the vocabulary while touching their body parts.

Teacher erases one by one the face parts to ask students for something missing in the picture and help them to recognize each part.
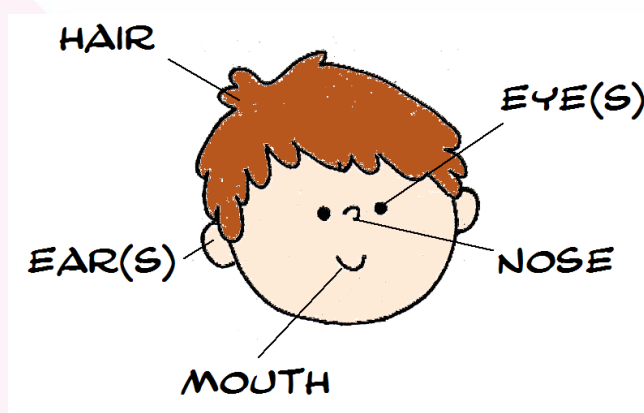
Activity 3: (10 minutes)

Take something of a student. Then mix it up with other things.

After that try to give them back the wrong one to force students ask for their things. By formulating sentences like, that is my book.

If students cannot come up with the correct possessive adjective form you could ask simple questions that they already know such as what is your name? and which is your book ?.

Then you can ask another student to identify his own notebook, the pencil of a male student, and the eraser of a female student.

Teacher asks to students to point out a face part of a friend using the correct possessive adjective. Students can use colors to describe in detail.

E.g.: His brown eyes. Their black hair.

Grammar Stage							
Subject Pronouns	I	He	She	It	We	You	They
Possessive Adjectives	My	His	Her	Its	Our	Your	Their

Activity 4: (5 minutes)

Work with a partner and choose a person form the picture.

Then, guess your partner's person by asking questions.

Is it a man or a woman?

It is a

Is he tall?

No. he

Is his hair brown?

Yes. it
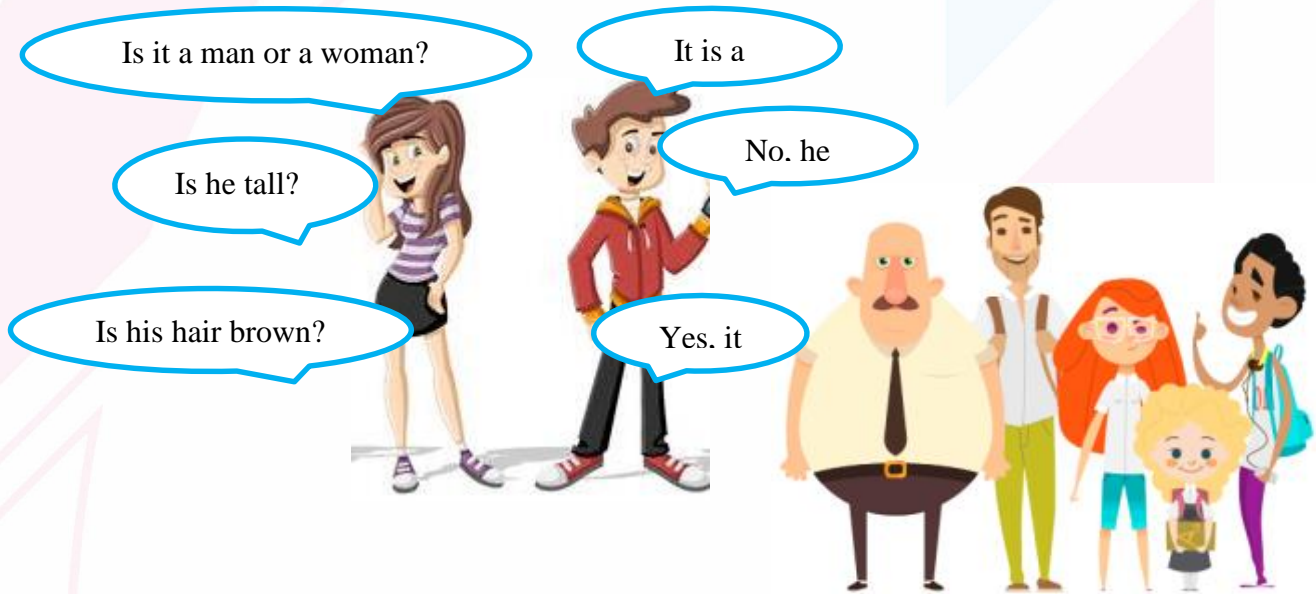
Activity 5: (10 minutes)

Teacher forms pairs in class.

Teacher gives students a sheet of paper with questions, which have to be answered with a color.

Students take turns asking each other these questions; they must answer in a complete sentence using their previous knowledge.

E.g.: What color is your favorite fruit?

My favorite fruit is red.

What color is your hair?

It is brown.

At the end each partner introduces the other.

E.g.: My partner is Sofia. Her favorite fruit is red. Her hair color is brown.

What color is your favorite snack?

What color is your favorite fruit?

What sport do you like to practice?

What is your favorite subject?

What is your favorite color?

What movie do you like?

What is your mother name?

What is your favorite music?

What is your favorite hobby?

How could you describe your hair?

What is your best friend´s name?

What is your favorite music group?

LESSON 3

My favorite moments

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

Prepositions of time

Target Vocabulary

Words related to Festivals

Objectives:

By the end of the lesson students should be able to:

- ❖ Talk about cultural events

Materials

Copies of the material provided.

Activity 1: (20 minutes)

Teacher asks students to look at the pictures and asks what do you think the reading is about?

Teacher requests students to read the text.

Students have to work in pairs and discuss some aspects.
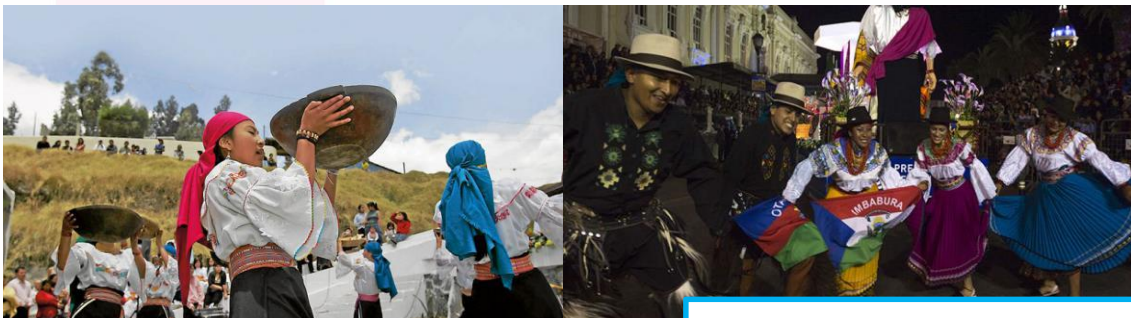
YAMOR

The Yamor festivities started 52 years ago. It is celebrated in Ecuador. It is a celebration of the intercultural peoples of Otavalo. It blends the celebration of Koya Raymi (the ritual of the moon and the sun as elements of fertility) with Catholic traditions. The word "Yamor" refers to a traditional beverage, which is brewed using seven varieties of corn and is unique to this area. This beverage runs freely during the festivities. The indigenous groups of Kichwa Cayambi and Kichwa Otavalo honour the Andean agricultural cycle , with a special attention to corn, which is considered to be a symbol of fertility. The festivities include processions, music, dancing in the streets, fireworks, cock fighting, mock bull fighting and lots of fun. You can take a 2 day-trip to Otavalo during Inti Raymi season to take a deeper look at the festival

Discussion:

> **Why is Yamor important for Otavalos?**
>
> **Do you think that this celebration should continue? Why?**
>
> **Do you know about other festivals in Ecuador? Which Ones?**

Activity 2: (10 minutes)

Teacher requests students to create a schedule in their notebooks.

Ask students to write some activities in the schedule.

Then, teacher forms groups of three.

Students have to ask some questions to their partners looking at his or her schedule. E.g.: What time is (the football match   )? When is (the tv program   )?

Grammar Stage Prepositions of time		
In	**On**	**At**
It is used to talk about months, years, centuries, and long periods of time.	It is used to talk about the days of the week and dates.	It is used to talk about specific times like the hour
E.g.: In September In 2020	**E.g.:** On Saturday On Christmas	**E.g.:** At night At 2:00

MY SCHEDULE

Time	Monday	Wednesday	Thursday	Saturday	Sunday
2:00		Football match		Concert	
5:00	Class reinforcement				
7:00			TV program		Movie

Activity 3: (5 minutes)

Ask students to think of a festival or celebration and complete the mind map.

Name:
_____

Activities:
_____
_____
_____

Festival/ Celebration

Date:
_____

Time:
_____
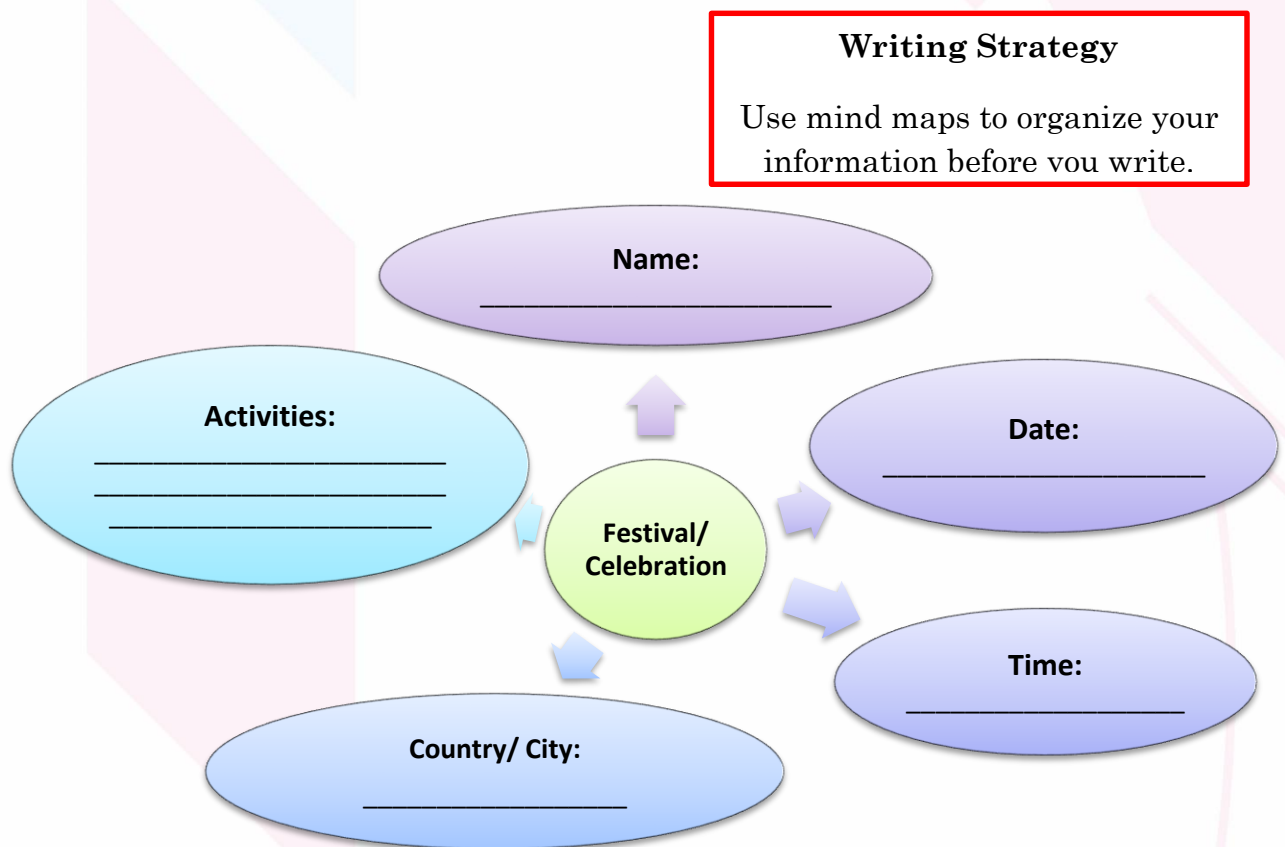
Country/ City:
_____

Activity 4: (10 minutes)

Teacher asks students to create a short paragraph using their mind map.

Teacher forms groups of four.

Students have to share their festivals to their partners.

People Celebrate _____ (name of the festival)
in _____ (city and country) _____. The festival is
(date)(time) _____. There are important activities like,
_____ (activities) _____.

LESSON 4

Learning through songs

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

To be simple present

Target Vocabulary

Adjectives

Objectives:

By the end of the lesson students should be able to:

❖ Use adjectives to describe someone.

Materials

Copies of the material provided.

Activity 1:

- ➢ Listen to the song.
- ➢ Teacher asks some questions about the title of the song to students.
- ➢ Listen to the song again, this time with lyrics.
- ➢ Focus on vocabulary with the activity mention below (adjectives)
  - o Blank out all the adjectives.
  - o Give students a chance to predict the missing words.
  - o Give the students the missing words in a jumble on the whiteboard.
  - o Students try to locate the words into the lyrics.
- ➢ Listen to the song again to correct mistakes.
- ➢ Make a short presentation.
  - o Describe your family members.
  - o Students must use photographs to show to the audience.

"Unstoppable"
Sia

I'll smile, I know what it takes to
fool this town
I'll do it 'til the sun goes down
And all through the night time, oh
yeah,
Oh, yeah, I'll tell you what you
want to hear
Keep my sunglasses on while I
shed a tear
It's never the right time, yeah,
yeah

I'll put my armor on,
Show you how _____ I am
I'll put my armor on,
I'll show you that I am

I'm _____
I'm a Porsche with no brakes
I'm _____
Yeah, I win every single game
I'm so _____
I don't need batteries to play
I'm so _____
I'm _____today
Unstoppable today *[3x]*
I'm _____today

I break down, only _____ I will
cry out loud
You'll never see what's hiding out
Hiding out deep down, yeah, yeah
I know I've heard that to let your
feelings show
Is the only way to make
friendships grow
But I'm too _____ now, yeah,
yeah
(Braide & Furler, 2016)

I'll put my armor on,
Show you how _____ I am
I'll put my armor on,
I'll show you that I am

I'm _____
I'm a Porsche with no brakes
I'm _____
Yeah, I win every single game
I'm so _____
I don't need batteries to play
I'm so _____
I'm _____ today
Unstoppable today *[3x]*
I'm _____ today
Unstoppable today *[3x]*
I'm _____ today

I'll put my armor on,
Show you how _____ I am
I'll put my armor on,
I'll show you that I am

I'm _____
I'm a Porsche with no brakes
I'm _____
Yeah, I win every single game
I'm so _____
I don't need batteries to play
I'm so _____
I'm _____ today
Unstoppable today *[3x]*
I'm _____today
Unstoppable today *[3x]*
I'm _____ today

"Unstoppable"
Sia

I'll smile, I know what it takes to
fool this town
I'll do it 'til the sun goes down
And all through the night time, oh
yeah,
Oh, yeah, I'll tell you what you
want to hear
Keep my sunglasses on while I
shed a tear
It's never the right time, yeah,
yeah

I'll put my armor on,
Show you how strong I am
I'll put my armor on,
I'll show you that I am

I'm unstoppable
I'm a Porsche with no brakes
I'm invincible
Yeah, I win every single game
I'm so powerful
I don't need batteries to play
I'm so confident
I'm unstoppable today
Unstoppable today *[3x]*
I'm unstoppable today

I break down, only alone I will cry
out loud
You'll never see what's hiding out
Hiding out deep down, yeah, yeah
I know I've heard that to let your
feelings show
Is the only way to make
friendships grow
But I'm too afraid now, yeah, yeah

(Braide & Furler, 2016)

I'll put my armor on,
Show you how strong I am
I'll put my armor on,
I'll show you that I am

I'm unstoppable
I'm a Porsche with no brakes
I'm invincible
Yeah, I win every single game
I'm so powerful
I don't need batteries to play
I'm so confident
I'm unstoppable today
Unstoppable today *[3x]*
I'm unstoppable today
Unstoppable today *[3x]*
I'm unstoppable today

I'll put my armor on,
Show you how strong I am
I'll put my armor on,
I'll show you that I am

I'm unstoppable
I'm a Porsche with no brakes
I'm invincible
Yeah, I win every single game
I'm so powerful
I don't need batteries to play
I'm so confident
I'm unstoppable today
Unstoppable today *[3x]*
I'm unstoppable today
Unstoppable today *[3x]*
I'm unstoppable today

MY LEARNING QUIZ

1. **Describing myself.**
   - Ask students to work in pairs and write down as many personality adjectives as they can in two minutes.
   - On the board, teacher writes two columns: appearance and personality adjectives.
   - Ask students to provide adjectives for the two columns.
   - Students have to choose three adjectives from each column to describe their personality and appearance.
   - In pairs talk about how these adjectives they have chosen are representative of their personality and appearance.
   - Ask students to elaborate on their answers and provide examples to support their choice of adjectives.

2. **My Poster presentation. (Autonomous work)**
   - Create a poster of the festival that you think is the most popular in Ecuador.
   - Research information about the festival that you chose.
   - Write a short introduction.
   - Give reasons why the festival that you chose is the most popular in Ecuador.
   - Debate with your partners and support your festival.
   - The teacher is the one who will guide the debate.

UNIT 3

Lifestyle

LESSON 1

My Regular Day

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

Simple present tense

Target Vocabulary

Daily Routines

Objectives:

By the end of the lesson students should be able to:

❖ Talk about daily routines in simple present.

Materials

Copies of the material provided.

Activity 1: (5 minutes)

Teacher introduces students to new vocabulary.

Students match the actions with the pictures.

a. Have breakfast lunch dinner	**b.** Get dressed	**c.** Go to school	**d.** Do my homework
	e. Watch TV	**f.** Read a book	**g.** Go to bed
h. Comb my hair	**i.** Brush my teeth	**j.** Take a shower	**k.** Go to shopping

Activity 2: (10 minutes)

Grammar Stage Simple Present					
Singular			**Plural**		
Subject	**Verb**	**Complement**	**Subject**	**Verb**	**Complement**
I You	**eat**	vegetables every day.	We You They	**eat**	vegetables every day.
He She It	**eats**	vegetables every day.			

Ask students to write out a schedule for a day to organize their ideas.

Teacher forms pair. Then students talk about their daily routines.

Teacher can guide students by asking questions like

E.g.: What do you do in the morning?

What do you do in the afternoon?

What do you do in the evening?

Activity 3: (10 minutes)

Students have to read the story.

He is Pete. He lives on a farm. He has a lot of animals in his house. He loves animals but his favorite is a horse. He rides on his horse every day in the morning and then he goes to school.

Pete has a sister, her name is Anna. She gets up at six o'clock to feed her little pigs and then she takes a shower to goes to school.

When Pete and Anna return to their house, they have a lunch, do homework, and go to play with their dogs. At the end of the day, the kids watch TV and finally they go to bed.

Answer the questions then share your answers with a partner.

What time does Anna get up?   What do you do at home?

What does Pete do at home before   What is your favorite thing to do?
going to school?

Activity 4: (15minutes)

Form groups of 4 students.

Teacher gives each student a set of cards with verbs.

Teacher elicits students to make sentences with the verbs given. When the sentence is correct the student put the card on the table. If the sentence is incorrect, the student saves their card to try again on another time.

The student who runs out of cards wins the game.

HAVE	DO	SAY	GET
DRAW	GO	KNOW	TAKE
SEE	THINK	WANT	GIVE
USE	FIND	ASK	WORK

LESSON 2

My special time!

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

Yes/No Questions in simple present

Target Vocabulary

Hobbies and lifestyles

Objectives:

By the end of the lesson students should be able to:

- ❖ Talk about other people
- ❖ Ask and answer yes/no questions.

Materials

Copies of the material provided

Activity 1: (10 minutes)

Grammar Stage Yes/No Questions Simple present			
Do/Does	**Subject**	**Base Form of Verb**	**Complement**
Do	I you we they	wake up	early?
Does	He she it		

Short answers Affirmative				Short answers Negative		
Yes	**Subject**	**Do/Does**		**No**	**Subject**	**Do/Does + Not**
Yes	I you we they	Do		No	I you we they	do not don't
	he she it	does			he she it	does not doesn´t

Teacher gives students the cards below to complete the sentences with true information about themselves.

When students have finished writing, they put all the cards into a box in the middle of the classroom.

Then each student takes one card from the box and goes around the classroom asking yes/no questions in simple present to find the person who wrote the sentence.

When the students find the person who wrote the sentence, they write the person´s name on the card, keep it, and take another one. This process is repeated until there are no cards left.

Finally, students tell to the class, the things that they discovered from their classmates. E.g.: Do you sometimes go to play football with your friend at the weekend?

On sunny days, I often _____
_____

On weekends, I always _____
_____

On Saturdays, I usually _____
_____

I sometimes eat _____
_____

I occasionally play _____
_____

In the morning, I always _____
_____

I often go _____
_____

Before breakfast, I usually_____
_____

On holidays, I never _____
_____

In the evening, I never _____
_____

Before going to school, I sometimes
_____

I seldom cook _____
_____

After dinner, I _____
_____

When I get up _____
_____

On weekends, I usually wear _____
_____

I hardly ever drink _____
_____ in the morning.

After class I often _____
_____

I generally have _____
_____

Activity 2: (10 minutes)

Teacher asks students to write present simple Yes/No questions.

Students have to write one question in each square.

Then, students mingle asking each classmate one question and then moving on to another.

If a classmate answers yes to a question, he/she writes his/her name in the square.

1	2	3	4	5
6	7	8	9	10
11	12	13 Do you like to cook?	14	15
16	17	18	19	20
21	22	23	24	25

Activity 3: (15 minutes)

Teacher divides students into pairs and gives each student a worksheet.

The students begin by writing the name of someone they know very well and their relationship at the top of the worksheet. E.g.: She is Anna. She is my mother.

The students then swap their worksheet with their partner.

Students start to ask questions taking into a count the prompts in the first column. E.g.: Does she live in Ibarra? -- Their partner replies yes or no and gives additional information. E.g.: Yes, she does. She lives in Caranqui.

The students make notes of their partner's answer to present the person to the class.

Yes/No Questions Activity	
Her/His name is _____	**She/He is my _____**
Example: **Does she live in Ibarra?**	**Example:** **Yes, she does. She lives in Caranqui.**
1 play an extreme sport?	
2 relax with friends in a café?	
3 study in your room?	
4 work in an office?	
5 watch horror movies?	
6 have a pet?	
7 read books?	
8 do exercise?	
9 study a lot?	
10 eat healthy?	

Activity 4: (15 minutes)

Each student writes the names of three people they know very well at the top of the page.

Then write five facts per each one randomly.

When the students have finished, they are divided into pairs and they swap the worksheet.

The students take turns to ask yes/no questions to find out who is related to the clue.

E.g.:

Student A writes the names Pablo, Anna and Maria and the clue is play football.

Student B might ask. Does Pablo play football?

If the student A answers Yes, he does, student B writes (play football) in the column under Pablo's name.

If the student A answers No, he doesn't, Student B continues asking questions until he or she has found out who owns that clue.

Students continue taking it in turns to ask and answer questions until they have both completed the table.

Finally, students write a short present simple paragraph about each person, based on the information in the table.

YES/NO QUESTIONS- SIMPLE PRESENT

WORKSHEET

1. **Write the names of three people you know well at the top of the table.**

Name:	Name:	Name:

2. **Write five things about each person in the boxes below.**

cooks cakes
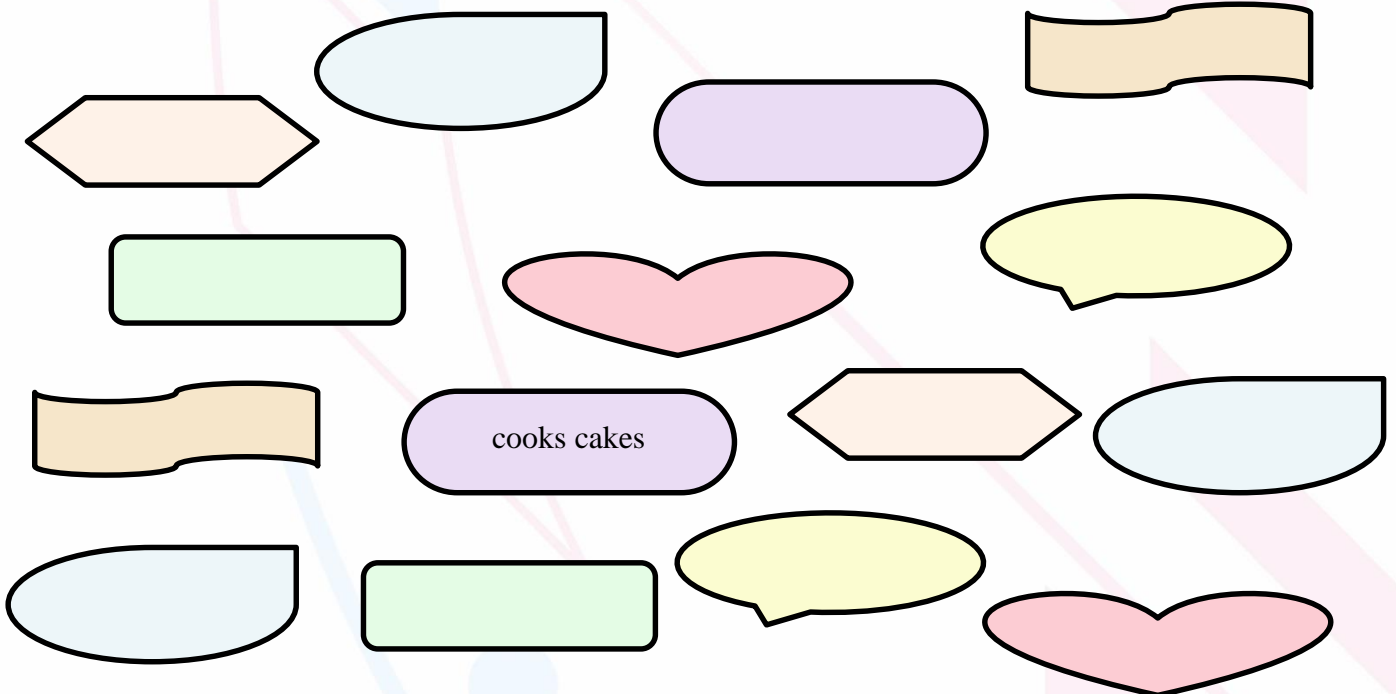
Activity 5: (15 minutes)

Teacher divides the students into pairs and gives each student a corresponding worksheet.

Students work together to form as many present simple yes/no questions as possible taking into a count the words on their worksheet.

After eight minutes, the students stop writing.

Then the teacher forms two groups. Teams take it in turns to ask their questions to the other team. For every grammatically correct question a team asks they get two points. For every appropriate short answer, the team gets one point.

In this activity every student has to participate. The team with the most points at the end wins.

Student A	Student B

have   think
       your mother
 	
                      draw
read
       ask   get
 	
              see
brush
 	
       do   find
	your sister
	
	                              give
	              work
	                              go
	                     know
	
	                     comb
	       want take
	
	                     watch
	use
	                     say

LESSON 3

Learning from my day

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

Wh - Questions in simple present

Target Vocabulary

Habits and routines.

Objectives:

By the end of the lesson students should be able to:

  ❖ Introduce someone in simple present by asking questions.

Materials

Copies of the material provided.

Activity 1: (10 minutes)

Grammar Stage Wh – Questions/ Information Questions				
Wh - word	**Do/Does**	**Subject**	**Base form of verb**	**Complement?**
Who	**do**	I	**see**	at coliseum?
What		you	**study**	for the test?
When		we		
What time		they		
Where	**does**	he	**meet**	new people?
Why		she		
How		it		

Teacher gives each student a worksheet.

Then, students answer the questions from the worksheet.

When students have finished, they go around the class asking and answering questions to find people with the same habits and routines.

Finally the student share what they found out and who is the person with most similarities.

Wh Questions - Exercise

Wh – Questions	My Answers	Classmates names
What do you watch on TV?		
What time do you usually wake up?		
What kind of music do you listen to?		
How do you come to class?		
What do you do on weekends?		
What time do you do your homework?		
How often do you chat online?		
What do you do in your free time?		
What time of books do you read?		
Where do you like to go on holidays?		

Activity 2: (10 minutes)

Students look at the photos and ask and answer the questions with a partner.

What do you thing the reading is about?

What do you know about India?

Do you know about any popular festival in India?

Activity 3: (15 minutes)

Read the text and answer the questions.

Durga Puja

It is a Hindu celebration of the Mother Goddess and the victory of the revered warrior Goddess Durga over the evil buffalo demon Mahishasura. The festival honors the powerful female force in the Universe.

The dates of the festival are determined according to the lunar calendar. The months in which this festival takes place are September or October. It is celebrated in West Bengal, in Kolkata city.

This celebration is considered the biggest and most important occasion of the year.

Questions

1. When do they celebrate Durga Puja?

2. Where do people celebrate Durga Puja?

3. Is there a similar celebration in your country?

Activity 4: (15 minutes)

Ask students to think of a daily routine.

Teacher gives each student the worksheet below.

In pairs, students take it in turns to interview their partner about their daily routine and write their answers on the worksheet.

When both students have finished, pairs take it in turns to report back to the class on the information they found out.

Finally, students write a paragraph about their partner's daily routine in the present simple.

Ask your classmates present simple yes/no questions about their favorite place.

E.g.: What time do you wake up?

have breakfast? _____

go to school? _____

finish class? _____

have a lunch? _____

do homework? _____

play ......? _____

go to bed? _____

E.g.: What do you do after you wake up?

When/play an extreme sport? _____

When/walk with your friends? _____

What time / exercise? _____

LESSON 4

Learning through songs

Skills to be emphasized: Speaking

Integrated Skills

Target Structure

Simple Present

Target Vocabulary

Verbs

Objectives:

By the end of the lesson students should be able to:

- ❖ Use new verbs to introduce someone

Materials

Copies of the material provided.

Activity 1: (20 minutes)

1. Listen to the song.

2. Teacher asks some questions about the title of the song to students.

3. Listen to the song again, this time with lyrics.

4. Focus on vocabulary with the activity mention below (verbs)

   ➢ Students select 9 verbs.

   ➢ Students paste them into a 3 by 3 grid in their notebooks.

   ➢ While listening they tick the words off until they have 3 in a row and then all the card complete.

   ➢ Using the verbs provided students predict the content of the song.

5. Listen to the song again to understand the meaning.

6. Make a scrapbook and a short presentation of the person who has always supported you. Students can write key words on their scrapbook.

Materials: Images, cardboard, color pens, and ribbons to decorate.

"Shoulders"
(Glover & Smallbone , 2014)

When confusion's my companion
And despair holds me for ransom
I will feel no fear
I know that You are near

When I'm caught deep in the
valley
With chaos for my company
I'll find my comfort here
'Cause I know that You are near

My help comes from You
You're right here, pulling me
through
You carry my weakness, my
sickness, my brokenness all on
Your shoulders
Your shoulders
My help comes from You
My help comes from You
You are my rest, my rescue
I don't have to see to believe that
You're lifting me up on Your
shoulders
Your shoulders

My help is from You
Don't have to see it to believe it
My help is from you
Don't have to see it, 'cause I know,
'cause I know it's true

My help is from You
Don't have to see it to believe it
My help is from you
Don't have to see it, 'cause I know,
'cause I know it's true

My help comes from You
You're right here, pulling me
through
You carry my weakness, my

You are my rest, my rescue
I don't have to see to believe that
You're lifting me up on Your
shoulders
Your shoulders

You mend what once was
shattered
And You turn my tears to laughter
Your forgiveness is my fortress
Oh Your mercy is relentless

My help comes from You
You're right here, pulling me
through
You carry my weakness, my
sickness, my brokenness all on
Your shoulders
Your shoulders
sickness, my brokenness all on
Your shoulders
Your shoulders
My help comes from You
You are my rest, my rescue
I don't have to see to believe that
You're lifting me up on Your
shoulders
Your shoulders

My help is from You
Don't have to see it to believe it
My help is from you
Don't have to see it, 'cause I know,
'cause I know it's true

[x3:]
My help is from You
Trying to see it to believe it
My help is from you
Trying to see it, 'cause I know,
'cause I know it's true

MY LEARNING QUIZ

1. **Draw what the boxes ask you.**
2. **Students talk about the pictures using simple present form. Each student shares his/her profile.**

Your favorite place

A book or film you like

A person who has influenced you

An ambition for you
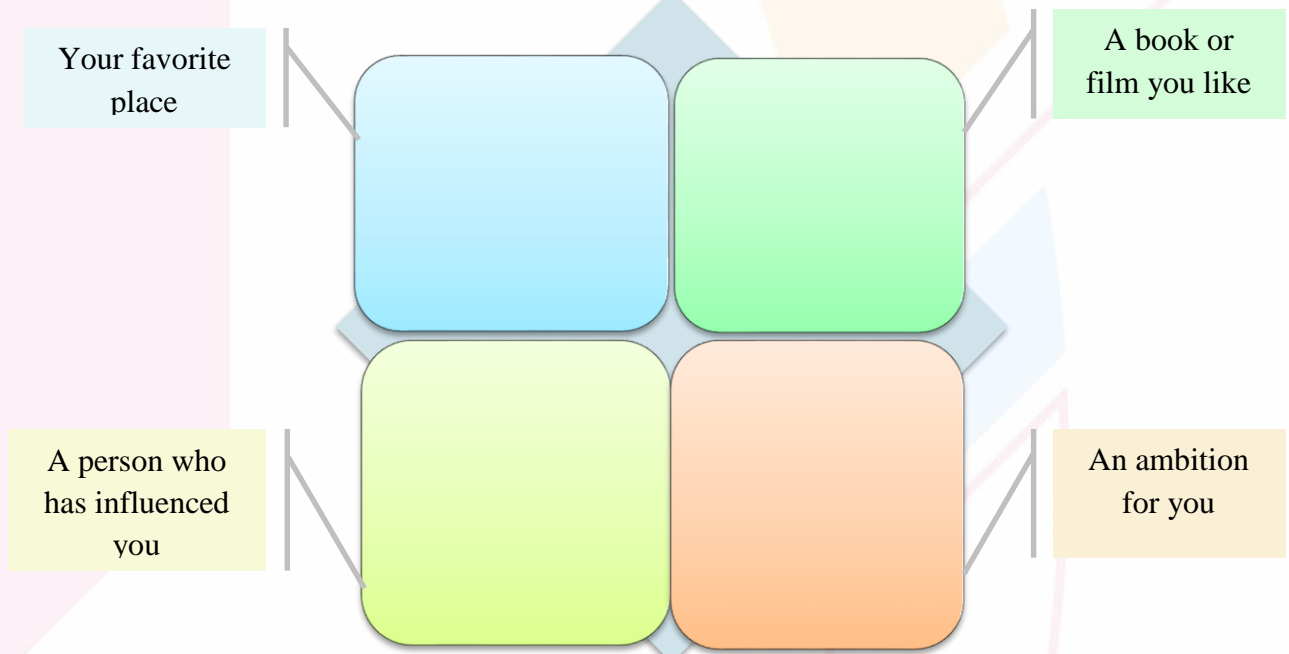
3. **Interview.**
   Prepare 3 minutes conversation with a classmate. The topics of the interview should be about festivals, celebrations, routines, hobbies, lifestyles, and habits. Students have to use yes/no questions and information questions.
   The interviewer and the interviewee have particular roles in this interaction.

The interviewer or host ____

finds information about the person. This shows she/he is prepared and interested.

uses his/her curiosity to ask interesting questions.

The interviewee or guest ____

listens carefully to the host. This shows respect and favors the interaction.

maintains eye contact.

adds details to his/her answers

Citation

(4ever.eu, 2015; Analysis, 2005; Ann131313, 2017; Art, 2017; Behl, 2019; BillionPhotos, 2019; Blueringmedia, 2017; Brgfx, 2019a, 2019b, 2015, 2017, 2019c; Callas, 2016; Chernyak, 2015, 2019, 2020; Comercio, 2016; Cristo, n.d.; David, 2018; Design & Shutterstock, 2017; Directions, 2005; DMEPhotography/iStock, 2012; Dreamstime, 2016; dualororua, 2018; EC, 2018; Egas, 2017; FlashCardFox, 2019; Freepik, 2018, 2019; González, 2016; Goraymi, 2019; Guothova, 2018; Hearn, 2018; Here, 2019; Hermandesign2015, 2018; HOLA.com, 2015; Hutchinson, 2003; Ielts-fever.com, 2019; Images, 2019; Jehsomwang, 2018; Jones, 2016; Journal, 2016; Katemangostar, 1977; Kawsaymi, 2017; Laksana, 2016; Leiner, 2016; Lenm, 2005; LovePik, 2014; Mariiaboiko, 2019; Mateo, 2012; Meaw.za.9, 2019; Mickallnice, 2018; Microone, 2008; NOLLAN, 2019; Noticias, 2018; offsidedesigns, n.d.; Pande, 2011; Pikepicture, 2020; Pikisuperstar, 2019; Resources, 2005; Reuters, 2018; Robuart, 2018; Seekpng, 2019; Shutterstock, 2015, 2017b, 2017c, 2017a, 2017d, 2018c, 2018b, 2018a; Slides, Seats, & Filters, 2005; Spanish, 2020; Strategy, 2005; Tartila, 2019; Torres, 2014; User16425797, 2019; vecteezy, 2015; Yusufdemirci & Shutterstock, 2018)

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    waking-1052299484

4.3. Impacts

This research presents tree main impacts shown in the proposal.

Impact levels:

-3 High negative impact
-2 Medium negative impact
-1 Low negative impact
0 No impact
1 Low positive impact
2 Medium positive impact
3 High positive impact

4.3.1. Linguistic impact

INDICATORS \ IMPACT LEVELS	-3	-2	-1	0	1	2	3
Confidence while working collaborative							x
Increasing confidence through dynamic activities							x
Reducing anxiety through games							x
Giving oral presentations							x
TOTAL							12

Linguistic impact level = $\dfrac{\Sigma}{\text{Number of indicators}}$ $\Sigma = 12$

$$IL = \frac{12}{4} = 3$$

Linguistic impact level = High positive impact

Analysis:

In regard to linguistic impact, it can be seen that the maximum score was assigned to all indicators which means that the linguistic impact level is high positive. In this way, it is evident that the proposal activities help students to reduce anxiety and increase self-confidence with diverse activities like collaborative work and games when performing oral activities.

4.3.2. Educational impact

IMPACT LEVELS INDICATORS	-3	-2	-1	0	1	2	3
Confidence while performing in front of the class						x	
Confidence while interacting with classmates							x
Ability to prepare oral presentations							x
Getting familiar with basic writing aspects							x
Dealing with oral exams							x
TOTAL							14

Educational impact level = $\dfrac{\Sigma}{\text{Number of indicators}}$ $\Sigma = 14$

$$\text{IL} = \frac{14}{5} = 2.8$$

Educational impact level = Medium positive impact

Analysis:

Most indicators on educational impact were assigned the maximum score, except for the first one confidence while performing in front of the class, because to successfully achieve it, this action involves more time. The educational impact level is medium positive, which means that students are able to interact with their classmates, deal with oral exams, be able to write properly, and prepare oral presentations.

4.3.3. Affective impact

INDICATORS / IMPACT LEVELS	-3	-2	-1	0	1	2	3
Building self confidence							x
Managing anxiety when talking in class							x
Reinforce confidence when communicating							x
Reducing anxiety in oral production activities							x
TOTAL							12

Affective impact level = $\dfrac{\Sigma}{\text{Number of indicators}}$ $\Sigma = 12$

$$IL = \frac{12}{4} = 3$$

Affective impact level = High positive impact

Analysis:

In regard to affective impact, all the indicators were assigned with the maximum score. The impact level is high positive which means that strategies used in the proposal influence in the reduction of anxiety in oral tasks, so students would experience less and less anxiety when performing oral presentations.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1.Conclusions

- Anxiety and low self-esteem affect the oral production quality in 8th level students at "Juan Pablo II" High School.

- Teenagers prefer oral activities associated with their interests.

- Students experience anxiety in individual oral production activities, presentations in front of the class and speaking exams.

- Self-esteem can be built through active, collaborative, dynamic, and aesthetic oral activities in the foreign language classroom.

- Communicative Language Teaching (CLT), Competency-Based Language teaching (CBLT), Task-Based Language Teaching (TBLT),Cooperative Language Learning (CLL),all promote L2 fluency; accuracy and proficiency, to get an effective interaction in a friendly environment in the foreign language classroom.

- Students experience confidence and reduce anxiety through, creative and interactive activities included in the guide.

- The activities were designed based on the annual curriculum plan of 8th level students and the CEFR standards.

5.2. Recommendations

- To create a friendly environment for 8th level students, avoiding teasing from their classmates, developing self-confidence and improving their speaking skills.
- To continue applying classroom oral tasks related to students experience and interest to achieve a better development.
- To develop activities in pairs and group work before a presentation to adapt the student to the oral production tasks.
- To implement creative activities that improve English as a foreign language.
- To use the suitable methods that are applicable for oral production to 8th level students.
- To continue carrying out interesting activities to 8th level students and include teamwork, innovative and speaking activities.
- To create interactive activities, to improve English oral production, taking into account the annual curriculum plan to an effective learning.

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APPENDIX

Appendix 1: Presentation letter – "Juan Pablo II" High School.

UNIVERSIDAD TECNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 042-D
20 de febrero de 2019

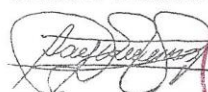Licenciado
Luis Lema
RECTOR DE LA UNIDAD EDUCATIVA JUAN PABLO II

Señor Rector:

A nombre de la Faculta de Educación, Ciencia y Tecnología reciba un cordial y atento saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias a la señorita SANDRA YOMIRA MORALES CRUZ, estudiante de octavo semestre de la carrera de Inglés, para que obtenga información y realice las actividades para el desarrollo del trabajo de grado: "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE OCTAVO AÑO EGB DE LA UNIDAD EDUCATIVA JUAN PABLO II DEL CANTÓN IBARRA".

Por su favorable atención, le agradezco

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. Raimundo López
DECANO DE LA FECYT

Recibido 2019-04-04

Appendix 2: Office to socialize the proposal of the research project at "Juan Pablo II" High School

UNIVERSIDAD TECNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 080-D
01 de julio de 2019

Licenciado
Luis Lema
RECTOR DE LA UNIDAD EDUCATIVA JUAN PABLO II

Señor Rector:

A nombre de la Faculta de Educación, Ciencia y Tecnología reciba un cordial y atento saludo, a la vez que le auguro el mejor de los éxitos en las funciones que viene desempeñando.

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias a la señorita SANDRA YOMIRA MORALES CRUZ, estudiante de octavo semestre de la carrera de Inglés, para que socialice el trabajo de grado: "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE OCTAVO AÑO EGB DE LA UNIDAD EDUCATIVA JUAN PABLO II DEL CANTÓN IBARRA".

Por su favorable atención, le agradezco

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. Raimundo López
DECANO DE LA FECYT

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

LICENCIATURA EN INGLÉS

TRABAJO DE GRADO PREVIO A LA OBTENCIÓN DEL TÍTULO DE

LICENCIATURA 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 JUAN PABLO II DEL CANTÓN IBARRA"

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

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

2. En la siguiente tabla, ponga un visto en el número que corresponda a los niveles de confianza (qué tan a gusto se siente) al realizar las siguientes actividades en la clase

de inglés. Para los casos en los que usted haya escogido los numerales 4 y 5, indique la razón.

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

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

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

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

FICHA DE OBSERVACIÓN DE CLASE DE LENGUA EXTRANJERA

FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DEL CANTÓN IBARRA

Institución Educativa: "Juan Pablo II"
Fecha:
Año y paralelo:
Aula:

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						

Appendix 5: Photographs of the socialization of the proposal at "Juan Pablo II" High School.