



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

TOPIC:

“AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL EGB STUDENTS OF THE EDUCATIONAL UNIT “YAHUARCOCHA”, IBARRA CANTON, SCHOOL YEAR 2018-2019”

Trabajo de Grado Previo a la Obtención del Título de Licenciada en Ciencias de la Educación
Especialización en Inglés

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Ibarra-2019



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TÍTULO	AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8 TH LEVEL EGB STUDENTS OF THE EDUCATIONAL UNIT "YAHUARCOCHA", IBARRA CANTON, SCHOOL YEAR 2018-2019.
AUTOR	Quishpe Toapanta Diana Karina
FECHA	11 / 12 / 2019
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA	PREGRADO <input checked="" type="checkbox"/> POSGRADO <input type="checkbox"/>
TÍTULO POR EL QUE OPTA	Licenciado en Ciencias de la Educación, especialidad Inglés.
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I have been a direct witness to the development of this research work; consequently, I certify that it meets all the requirements to be defended publicly. It is all I can certify for being fair and legal.



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Court approval

As an examining jury of the present project presented by Diana Karina Quishpe Toapanta, in order to obtain the Degree in Education Sciences Specialization in English, which topic is “AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL EGB STUDENTS OF THE EDUCATIONAL UNIT “YAHUARCOCHA”, IBARRA CANTON, SCHOOL YEAR 2018-2019”. We consider that this work meets all the requirements to go through public presentation and evaluation by the examining court.

Ibarra, December , 2019

Summary

This thesis work consists in reducing the difficulties in oral production in English as a foreign language, by applying methodological strategies to minimize the effects of anxiety and, as a consequence, to improve self-esteem. These affective factors are presented in the students at the time of performing oral activities with their classmates or the teacher.

This study was carried out with the students from 8th grade of General Basic Education (EGB), of the Educational Unit “Yahuarcocha” of Ibarra Canton. All the information was collected through different techniques and instruments with the purpose of characterizing the effects of anxiety and self-esteem in the students, to design and apply the strategies that will contribute to the solution of the identified problem.

Key words: Self-esteem, anxiety, oral production, methodological strategies, guide.

Abstract

El presente trabajo de titulación consiste en disminuir la ansiedad que produce dificultades en la producción oral en el inglés como lengua extranjera, mediante la aplicación de estrategias metodológicas que contiene la guía para minimizar el efecto de la ansiedad y como consecuencia mejorar el autoestima dentro del ámbito escolar. Estos factores afectivos sobresalen en los estudiantes al momento de realizar actividades orales con los compañeros o el profesor.

El estudio se llevó a cabo con los estudiantes de los 8vos años de Educación General Básica (EGB) de la Unidad Educativa “Yahuarcocha” del Cantón Ibarra. Toda la información fue recopilada mediante distintas técnicas e instrumentos con el propósito de caracterizar los efectos de la ansiedad y la autoestima en los alumnos, para posteriormente diseñar y aplicar las estrategias que contribuirán a la solución de la problemática identificada.

Palabras clave: autoestima, ansiedad, producción oral, estrategias metodológicas, guía.

Dedicatory

To my mother Susana, who gave me life and guided my steps day by day. She has been able to educate me with good feelings, habits and values which have helped myself to get up from the most difficult situations and go on to accomplish all my goals and dreams.

To my father Luis, whom I admire and respect for his whole being as a person.

To my brothers who are my greatest support when I feel like I'm falling down. I hope I can be a great example of overcoming that they may follow.

To my nephew Sebastian who came to us as a heavenly light to shine and give meaning to our lives.

Acknowledgement

This thesis becomes a reality with the kind support and help of many people, I would like to extend my sincere thanks to all of them.

Foremost, I want to offer this effort to my God for the intelligence he gave out me, the strength, and peace in order to finish this research.

It is a pleasure to express my gratitude to my supervisor MSc. Gabriela Bastidas whose encouragement, guidance and support from the initial to the final level enabled me to develop this study.

I would also like to acknowledge the enormous debt of gratitude to MSc. Marcia Mantilla for her guidance, perpetual energy, and sound advices in this study and career.

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Introduction

According to what the Ecuadorian's Constitution claims in its articles N° 26 and N° 27 of the Organic Law on Integral Education (LOEI), education is a right to all Ecuadorians and it is an inexcusable obligation of the government to provide a quality education, which is indispensable for knowledge, to the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis for national development (Ministerio de Educación, 2018).

Besides, according to the new curriculum map of Basic General Education (EGB) and High School, the Ministerial Agreement 2016-0020-A, which is current since 2014-2015 school year, states that all students from 1st year of EGB to 3rd year of High school must take English as a mandatory subject within the curriculum (Ministerio de Educación, 2014). Therefore, all Ecuadorian educational institutions have to structure the Foreign Language Area in Basic General Education, taking into account all the necessary requirements to achieve English language learning standards, which are based on the Common Framework of Reference (CEFR) providing objectives, contents and methods, that will help students to acquire an A1 scale of understanding of the English language (Common European Framework of Reference for Languages, 2001).

Learning English as a foreign language requires proficiency in the four skills (listening, speaking, reading and writing). Speaking is considered one of the most difficult English skill to achieve because it involves many communicative considerations, such as face to face conversation where students are exposed to stressing situations causing states of anxiety (Wadison, 2017). Also, this process directly links the student with the teacher, so the quality of the teacher-student interaction is essential because it is the way which the child acquires his/her knowledge. Therefore, classroom environment should be harmonious, enjoyable, and

participatory, which leads to an effective teaching and good self-esteem development, otherwise self-esteem can be affected and consequently learning will be uneasy as well. (Krashen & Stephen, 1988).

In agreement with Krashen's theory, the new information from foreign language goes through the affective filter before moving on to other cognitive levels (Krashen & Stephen, 1988). Thus, this project has been developed taking into account the affective factors that influence in the production of the foreign language, in consonance with the latest regulations issued by the Ministry of Education of Ecuador, having as a result a methodological guide which will provide learners with suitable classroom activities and interactive strategies linked to each illustrative scale A1 oriented to improve oral production by minimizing language anxiety and enhancing their self-esteem.

Background

In recent decades many researchers like Krashen, Koosha and Arango have been concerned to know how anxiety can interfere with learning a foreign language.

First at all, according to Krashen, the acquisition of a foreign language is accomplished if the class enjoys a relaxed atmosphere (Krashen & Stephen, 1988). Then, Koosha's study conducted in the Islamic Azad University affirms that self-esteem has a great influence on the speaking skill of a foreign language. Also, similar findings are shown in the study applied in Colombia, Bogotá 2015 by Hernando Prada, in which it is demonstrated that self-esteem is one of the most influential variables that have a relevant impact on foreign language learning (Arango, 2015).

Accordingly, it has been proven that self-esteem is a crucial fact to each student when learning a foreign language but depending on the level of anxiety that each student develops, this learning can be efficient or unproductive, because it is shown that higher levels of anxiety

when speaking in the foreign language are associated with lower levels of performance (Mark, 2011).

Research problem

The main research problem of this thesis is how to minimize the anxiety and enhance self-esteem of the 8th grade students of EGB of the Educational Unit “Yahuarcocha” of Ibarra Canton, to develop oral production in foreign language through a guide of methodological strategies presented with this study.

Justification

It is essential to point out that each student has own features that differentiate them from others, so their individuality plays an important role in their learning. One of these individual differences are the affective factors, which limit the behavior towards learning a foreign language. The dynamic of class interaction shows a direct link between affective factors and the results of the learning process, therefore it is important to study this connection deeper to minimize the effects.

Also, it is important to mention that the direct beneficiaries of this research were the 8th level EGB students of the Educational Unit “Yahuarcocha”, Ibarra Canton because they had the opportunity to experiment the oral activities proposed in the methodological guide to minimize their anxiety and enhance their self-esteem while developing the speaking skill. In addition, the indirect beneficiaries were the English teachers, parents and other educational institutions of Ibarra, who now can apply different strategies to neutralize the negative effects of inadequate management of affective factors.

Importance

The realization of this research project had some important impacts in the linguistic, academic and affective field.

Linguistic Impact

This present research contributed to the students of 8th grade of EGB of the Educational Unit “Yahuarcocha” of Ibarra Canton, minimizing their anxiety and improving self-esteem to face classroom oral activities in the foreign language successfully by applying methodological strategies.

Academic Impact

Through the use of methodological strategies the oral production of the foreign language was improved in the 8th grade EGB students of the “Yahuarcocha” Educational Unit of Ibarra Canton. Therefore, they can improve their performance in their formative process and get better grades, which helps in their academic record as well as in their personal growth.

Affective Impact

It is essential to know the correct management of the different levels of anxiety, in addition it is indispensable to be aware of how to improve self-esteem, making the 8th grade EGB students of the “Yahuarcocha” Educational Unit, become more self-confident people by expressing themselves orally in the foreign language, which will also help them in other aspects of life making them more aware of their capabilities.

Objectives

General objective

- Apply methodological strategies to minimize the effects of anxiety and enhance the student’s self-esteem on the oral production of the foreign language.

Specific objectives

- Characterize the affective factors that influence in the oral production of the foreign language in the 8th grade of General Basic Education (Educación General Básica , EGB) of the Educational Unit “Yahuarcocha” of the Ibarra Canton.
- Design methodological strategies to improve the current management of affective factors in oral production.
- Implement strategies to develop oral production activities in the 8th grade of General Basic Education (Educación General Básica, EGB) of the Educational Unit “Yahuarcocha” of the Ibarra Canton.

Chapter 1

Theoretical framework

Cognitive and affective development

Every person learns in a different way according to their own experiences and the different circumstances. Jean Piaget affirms that children's cognitive development occurs through a continuous changes in the thought processes that take place over specific periods in their lives. Thus, their development levels may different however students are usually grouped by chronological age (Ojose, 2015).

When children grow up, their thought is increasing through different stages at the same time. There are four stages of cognitive development:

1. Sensorimotor stage (birth to age 2)
2. Preoperational stage (from age 2 to age 7)
3. Concrete operational stage (from age 7 to age 11)
4. Formal operational stage (age 11 + - adolescence and adulthood)

No stage can be missed out because each one has its own achievements to the correct children's cognitive development. On the first stage, young children develop the object permanence using mental schemes. Then, in the preoperational stage they build up a symbolical thinking about things, showing a greater language dominance. In the concrete operational stage, children point out their cognitive development because they start to use a logical or operational thought, and finally, in the last stage, they develop the ability to think abstractly and metacognitive (McLeod, 2018).

On the other hand, the affective growth is fundamental in children's development because emotions play a vital role in the human interaction. It involves three subcomponents: feeling, cognition, and behavior (Brett, Smith, & Huitt, 2003), which affect interpersonal and

academic lives. This gets even more manifested in teenage years, when adolescents go through lots of changes that are characteristic of the age, these physical and psychological transitions make them struggle with the regular social acceptance.

Anxiety as a recurring element in the teaching–learning process

Anxiety can make the teaching-learning process difficult in different levels, because it may block the brain in action. Prima Vatasari affirms that “anxiety’s symptoms can be psychological, physical or environmental challenges which includes excessive worrying, a sense of fear, overly emotional responses, and negative thinking” (Vatasari, 2010, pág. 491). Usually, students feel anxiety when they are being evaluated, during oral exams or while presenting a topic in front of the class, especially if it is in a foreign language. This causes poor academic performance and therefore low self- esteem that reduces effort and motivation for school tasks (Huberty, 2009).

Another anxiety’s behavioral symptom related to learning a foreign language is the difficulty of concentration. This symptom has a negative impact on students’ academic performance (Aronen, Vuontela, Steenari, Salmi, & Carlson, 2004). Consequently, anxiety must be minimized through the application of methodological designed strategies that could promote the development of an appropriate classroom atmosphere that will for sure contribute to the improvement of personal self confidence which will better the teaching- learning process.

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

Students’ self-esteem development can be affected by many factors concerning one's private life, relationships, and emotions and also matters connected with one's public or academic life. Experiences at school, such as, teachers’ or classmates’ interactions are some of the main factors that alter the students’ self-esteem. “Self-esteem is a personal judgment of

worthiness that is expressed in attitudes that individual holds towards themselves” (Wadison, 2017, pág. 35).

As it has been mentioned before, self-esteem is the appreciation and esteem that someone has towards himself and it is extremely important to lead a good quality of life and be successful both personally and professionally. Smith and Mackie (2007) defined it by saying "The self-concept is what we think about the self; self-esteem, is the positive or negative evaluations of the self, as in how we feel about it” (Smith & D.M., 2007). However, it is important to take into account that there are different types of self-esteem which can be classified into several levels. According to Ross, M. (2013) a person can have collapsed or low, moderated and high self-esteem.

Table 1.

Self-esteem types

Type	Characteristics
Low self-esteem	Do not usually appreciate themselves
Moderated self-esteem	Has a good self-concept but his/her self-esteem is fragile in negative situations.
High self-esteem	Any mistake that is made is not capable of influencing self-esteem.
Very high self-esteem	Not afraid to make mistakes and often overflow optimism.

Adapted from: El Mapa de la Autoestima Author: (Ross, 2013)

Anxiety in Second Language (L2)

Anxiety is one of the most influential factor in the learning a foreign language process, being more evident in the oral production. This is a subjective emotion characterized by feelings of tension, nervousness and physical changes like increased blood pressure (Alan E.Kazdin, 2000).

Anxiety cause many problems in oral production for example; if learners feel anxiety when they are using the foreign language, they tend to forget the vocabulary or main grammatical rules that they already know. In addition, they may be afraid of being unable to clearly express what they want to say, or, of feeling uncomfortable when using the foreign language (Mantilla & Guevara, 2018).

Anxiety in learning is known to have a detrimental effect on students' confidence, self-esteem and level of participation. In most of the cases, learners do not feel confident when they are speaking in English as a foreign language because they experience anxiety at different levels which produces several negative results like mental block or mispronunciation of words. Other negative feelings while students are presenting an oral production in class, can be stress, embarrassment and fear of making mistakes (Hashempour & Mehrad, 2014).

Speaking apprehension, is one of the major factor that determines the level of comprehensible input received from others. To be clear, learners present difficulty when understanding others or when being understood (Mohamed Noor, 2015) but, it is not so relevant if students make mistakes during an oral exam or presentation: as long as they feel comfortable, self-confident, motivated to continue speaking, they will overcome anxiety. As Stephen Ryan (2015) explained “data showed that more successful and active learners tended to have higher levels of enjoyment, but these were interspersed with some degree of anxiety” (Zoltán & Stephen, 2015, pág. 262). This happens because this feeling of enjoyment promotes a sense of well-being that makes students want to continue performing the activity in a better way and improving their speaking skill.

On the other hand, moderate levels of anxiety produce an adequate quantity of adrenaline in our body, which makes it easier to learn or memorize new vocabulary or to

express clear ideas in L2. These tending to promote a productive connection between both, anxiety and enjoyment in oral production (Jean-Marc & MacIntyre, 2014).

Consequently, it becomes necessary for language teachers as well as learners to develop strategies to alleviate anxiety levels, since anxiety can be considered the most powerful and negative judgement measure for the students' performance in English. "Setting realistic and achievable goals, building a relaxing classroom atmosphere, sharing language learning experiences and feelings, encouraging and praising learners have been recommended to be effective in reducing anxiety levels" (Meihua & Wenhong, 2010).

Self-esteem and Oral Production in English as a Foreign Language (EFL) Learners

Self- Esteem, as one important factor of human affective domain, has been found to play an important role in Second Language Acquisition (SLA). In this line, Brown (2007) proposes that no successful cognitive or affective activity can be carried out without some degree of self-esteem, and self- efficacy belief in your own capabilities to successfully perform that activity. In other way, students can feel unpleased with their performance damaging their own self-esteem and affecting their L2 development (Brown, 2007).

Dornyei (2006) regards self-esteem as one of the fundamental individual's affective characteristics in educational psychology (Dornyei, 2006). This can be considered because self-esteem is closely related to self-confidence, which has been strongly related with respect to second language acquisition. Therefore, it has been proven that self-esteem is a crucial fact to every person when learning a foreign language and that the most challenging part of oral production is conveying ideas through oral communication, since it involves personality traits and an intricate factor such as self-esteem.

Methods, approaches and strategies

Over the years, many researchers tried to find the best method creating different theories to understand teaching-learning of a foreign language. These methods provide different perspectives and approaches that teachers should plan, execute and evaluate in learning a foreign language. Unfortunately, not all of those methodologies aimed at the development of oral skills, therefore it is necessary to analyze all of them in detail to identify which one supports oral production.

The following table will present the most effective methods to develop L2 fluency; accuracy and proficiency and how they help to develop oral English production.

Table 2.
Methods and Approaches Comparative Table

Methods	Approach	Roles	How help to an oral English production	
<p>Communicative Language Teaching (CLT)</p> <p>Describes the relationship between meaning with the entire text and each learner's authenticity.</p>	<ul style="list-style-type: none"> • Focused on the learner's needs and the selection of adequate activities. • This approach is based on unit – credit system with the development of communicative syllabuses for language teaching. <p>It is also a functional theory of language.</p>	<p>Learner roles:</p> <ul style="list-style-type: none"> • Emphasizes the process of communication. • Negotiator (between learning process and object of learning). • Active and cooperative role. 	<p>Teacher roles:</p> <ul style="list-style-type: none"> • Facilitator and a monitor. • Facilitates the communication process. • Organizes resources. • Motivator and counselor. 	<ul style="list-style-type: none"> • Uses acts or functions of speech for a communicative purpose. • Allows interaction and communication. • Provides opportunities for learners to develop both accuracy and fluency. • Allows social interaction activities.
<p>Competency – Based Language Teaching (CBLT).</p> <p>Focusses on what learners are expected to do, in some way it evaluates the students' quality of being capable.</p>	<ul style="list-style-type: none"> • Based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social context in which it is used. 	<p>Learner roles:</p> <ul style="list-style-type: none"> • Active participants in the learning process in CBLT. • Monitor their own speech and the speech of others. 	<p>Teacher roles:</p> <ul style="list-style-type: none"> • Correct students immediately and give a positive feedback. • They adjust the activities and the syllabus according to learners needs. 	<ul style="list-style-type: none"> • Students are able to prove their abilities monitoring their own speech. • They give their best to improve their skills, realizing about their progress and failures.

<p>Task – Based Language Teaching (TBLT)</p> <p>It is centered in how students are assigned functional tasks focused on meaning exchange and to use language for real – world, non-linguistic purpose.</p>	<ul style="list-style-type: none"> • Language is primarily a means of making meaning and achieving real- world goals. • The Lexical Units are central in language used and language learning. 	<p>Learner roles:</p> <ul style="list-style-type: none"> • Creates and interprets messages for which they lack full linguistics resources and prior experience. 	<p>Teacher roles:</p> <ul style="list-style-type: none"> • Motivates their students to invest mental energy in task performance. • Organizes efficiently the task- based activity. • Supports the students. 	<ul style="list-style-type: none"> • Interaction and communication through tasks provide opportunities for scaffolding learning. In the classroom, it is the process of interaction between two or more students as they carry out a classroom task and where one person (e.g., the teacher or another learner) has more advance knowledge than the other (the learner).
<p>Cooperative Language Learning (CLL)</p> <p>Learning is dependent on structured exchange of information between learners in groups and in which each learner is responsible for his or her own learning and is motivated to increase the learning of others.</p>	<ul style="list-style-type: none"> • 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. 	<p>Learner roles:</p> <ul style="list-style-type: none"> • Works collaboratively on tasks with other group members. • Has to learn teamwork skills. • Thinks how to plan, monitor, and evaluate his or her own learning. 	<p>Teacher roles:</p> <ul style="list-style-type: none"> • Has to create a structured and organized learning environment, setting goals, planning and structuring tasks, assigning students to groups and roles, and selecting materials and time. 	<ul style="list-style-type: none"> • CLL provides students an effective oral interaction that is designed to foster cooperation rather than competition in activities like group discussion, role play, and turn-taker monitor.

<p>The Natural Approach</p> <p>Its aim is to apply the principles of natural language acquisition into classroom. The emphasis on the central role of comprehension of communicative skills.</p>	<ul style="list-style-type: none"> • Focusses on: helping beginners to become intermediate. • Enhancing communications skills. (reading-writing-listening or speaking). • The primacy of meaning. 	<p>Learner roles:</p> <ul style="list-style-type: none"> • Active 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 encouraged in pairs or groups. 	<p>Teacher roles:</p> <ul style="list-style-type: none"> • Primary source of comprehensive input. • Creates a better classroom atmosphere. • Facilitator – orchestrate classroom activities. • Responsible for collecting material and designing its use. 	<ul style="list-style-type: none"> • Promotes comprehension and meaningful communication. • Considers communication as the primary function of language communicative skill. • Basic personal communication skills: oral. • Academic learning skills: oral.
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<p>Community Language Learning (CLL)</p> <p>It is an 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 as well as partnership.</p>	<ul style="list-style-type: none"> Interaction between learners and teacher involves five stages. Starts from being fully dependent and ends up by being totally independent in the last stage. CLL involves translation, group work, recording, transcription, analysis, reflection and observation, listening and free conversation. 	<p>Learner roles:</p> <ul style="list-style-type: none"> Participates as a member of a community, sharing from his/her experience and learning from others' experiences as well. 	<p>Teacher roles:</p> <ul style="list-style-type: none"> Counselor, provides emotional feedback and encourages students to learn. Creates a safe environment for his/her students to be in. 	<ul style="list-style-type: none"> As it provides a safe learning environment, it greatly reduces the risk of feeling anxious or stressed inside the classroom, which makes students more relaxed when using English in oral production.
<p>Suggestopedia</p> <p>Develops proficiency in speaking quickly through music to enhance concentration. It is a long-term method that mixes students' independent participation provided by the teacher.</p>	<ul style="list-style-type: none"> Students' mental state is key during the process that is why the baroque music is used to relax and increase their concentration during the lessons. It uses textbooks to extract its material and then proceeds to turn the process into a speaking improving method. 	<p>Teacher roles:</p> <ul style="list-style-type: none"> Provides a relaxing environment and present material in a way that encourages perception and reception. 	<p>Student roles:</p> <ul style="list-style-type: none"> To be willing to learn and give their full attention to the method's approach to language learning. 	<ul style="list-style-type: none"> Despite the fact that it is a very lengthy method, it has proven usefulness when it comes to proficiency development. It has been criticized for its multiple not so direct activities, but it has also been recognized as very effective in oral production teaching.

In the previous comparative table, there are methodologies used to learn and practice the foreign language focused on the development of theoretical of the linguistic capacity of oral production. On the other hand, the following methods are not related for oral production in English because they have no relevance to the investigated topic:

- Grammar Translation Method
- 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
- Multiple Intelligences
- Total Physical Response
- The Silent Way

Those methodologies that contribute to oral production also suggest different strategies, presented in the following table:

Table 3.

Strategies that contribute to oral production according to each methodology

Communicative Language Teaching	Competency-Based Language Teaching	Task-based Language Teaching	Cooperative Language Learning	The Natural Approach	Community Language Learning	Suggestopedia
Application of surveys.	Promoting dialogue between students.	Making a phone call.	Team work.	Whole class discussion about things in the here-and now, led by the teacher.	Students introduce themselves to each other in L1.	Debates.
Dialogues about daily activities.	Systematically designed activities.	Dramatizations.	Creation of new stories, songs, poems.	Use charts, pictures, draws about daily situations.	Asks YES/NO and information questions about news.	Imitation.
Interviews.	Real-word task: linked to the field of work and to social survival.	Solving a problem.	Deciding something in group.	Acquisition activities focus on meaningful communication.	Free conversation.	Background music.
News reporting.	School schedule.	Conducting an interview.	Role playing.	Learners gradually build up their knowledge of language through exposure.	Brainstorm group about interest topics.	Signing activities.
Role playing.	Ask and answer questions using personal information.	Road trip.	Puzzle by team.	Built up of fluency through practice.	Alphabet dialogue in pairs or groups.	Role playing.
Share points of view.	Daily routines.	Create stories.	Discussion groups.	Create poems based on students' experience.	Autonomous work.	Poem practice.

All the above-mentioned strategies are consistent with the level of cognitive and affective development of age groups corresponding to 8th grade of General Basic Education (Educación General Básica, EGB), within the Ecuadorian Educational System.

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. It is an international standard for working out the ability within a language. It was established by the Council of Europe and aims to validate language ability (Council of Europe, 2001). The scales in the CEFR describe the theoretical model, elements, and processes that are interconnected in an underlying hierarchy.

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)

Table 4.

Global scale according to Common European Framework Reference Levels

		Can understand with ease virtually everything heard or read. Can summarize 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.
Proficient User	C2	
		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.
	C1	
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.

	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.
B1	
	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 <i>his/her</i> background, immediate environment and matters in areas of immediate need.
A2	
Basic User	
	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.
A1	

Taken from: (Common European Framework of Reference for Languages, 2001)

L2 learning outcome for high school in Ecuador by the regulations of the Ministry of Education

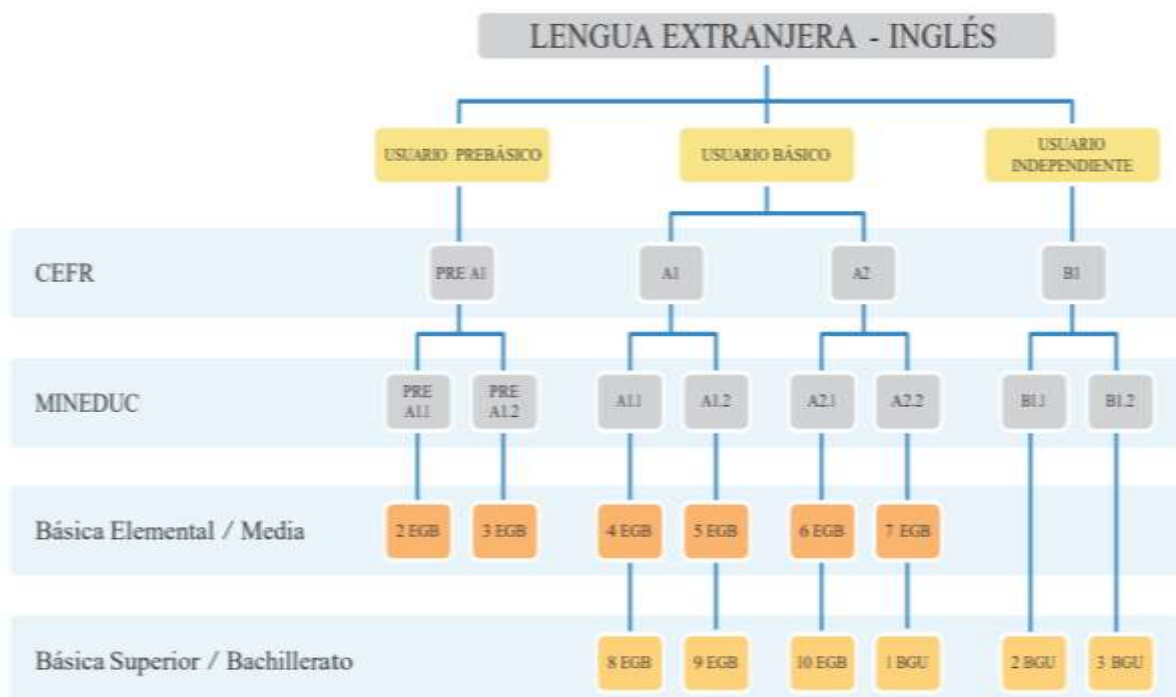


Figure 1. Ministry of Education L2 learning outcome for high schools in Ecuador

According to the latest regulations issued by the Ministry of Education of Ecuador, 8th grade EGB students must acquire A1.1 of the Common European Framework of Reference for Languages (CEFR), which states that students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type, among others (Council of Europe, 2001). In addition, according to Ministerial Agreement 2016-0020-A all students from 1st EGB to 3rd High School must learn English, so they have 5 class hours per week (Ministerio de Educación, 2014). From the cognitive and psycholinguistic point of view, “childhood learning is more significant due to phonetic-articulatory plasticity” (Thévine, 2005). Therefore, the high capacity that enhances a good learning of the sounds of a language and the good memory that is able to easily assimilate the different oral linguistic structures is in the childhood.

Table 5.

Common European Framework Illustrative scales, Communicative Activities for Interaction
Spoken in A1

Illustrative scales	Can do statement - A1
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. Can understand everyday expressions aimed at the satisfaction of needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.
Understanding a native speaker interlocutor	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.
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.

Informal discussion	No descriptor available.
Formal discussion and meetings	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.
Transitions to obtain goods services	Can ask people for things and give people things. Can handle numbers, quantities, cost, and time.
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.
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.

Taken from: (Common European Framework of Reference for Languages, 2001)

The previous table describes the illustrative scales about communicative activities for interaction spoken in A1 according to CEFR applied to 8th level students in consonance with the latest regulations issued by the Ministry of Education of Ecuador. Therefore, the methodological guide presented will provide learners with suitable classroom activities oriented to improve oral production by minimizing language anxiety and enhancing their self-esteem.

Chapter 2

Methodology

This chapter shall discuss the research methods applicable for the study in response to the statement of the research problem which is to improve oral production by minimizing anxiety and enhancing self-esteem in the 8th level EGB students of “Yahuarcocha” Educational Unit, through methodological strategies presented in the guide.

Likewise, this chapter shows the different procedures and strategies to identify sources for information needed on the analysis of the results about the level of anxiety and self-esteem when students carry out oral activities in the English class.

Thus, this part of the study specifies the investigation types, the research method used, respondents of the study, data collection and validation, administration of the instruments.

Investigation type

This is a mixed research because it works with numerical and non-numerical data to show clear results and solve the problem that is minimize the anxiety and enhancing self-esteem in oral production of the 8th level students EGB of “Yahuarcocha” Educational Unit.

On one hand, it is a quantitative investigation because it is a systematic study that generates quantifiable data and performing statistical. Quantitative research collects data from existing and potential respondents, in this case from the 8th level students EGB of “Yahuarcocha” Educational Unit through a structured survey, therefore the results can be represented in numbers (Salvador, 2016). Observation sheet and checklist also contribute with quantifiable results.

On the other hand, this study is also a qualitative research considering that it includes methods such as, interviews. They pick up non-numerical data and interpret points of view from others

research participants (Salvador, 2016), in this case, they are the main authorities and English teachers of the institution.

Research methods used

Deductive.

This type of research will allow to obtain general knowledge of how affective factors, anxiety and self-esteem influence the oral production of the foreign language in the 8th year EGB students of the “Yahuarcocha” Educational Unit of the Ibarra canton, in order to obtain particular knowledge about the phenomenon to be studied (Posso, 2013).

Inductive.

It allows to consider a series of particular facts that are obtained through research, directly accessing general conclusions that arise after analyzing causes and effects generated by the suggested problem (Newman, 2006). Also, the inductive method allows through the results establish strategies to minimize the effect of anxiety and self-esteem on the production of foreign language.

Scientific.

This method directly perceives the object of investigation, thus allowing to know better its reality (Pievi, 2008). Regarding to the problem, the object of study is the 8th year EGB students of the “Yahuarcocha” Educational Unit of the Ibarra Canton, and the way in which affective factors influence their oral production of the foreign language. Finally, this method helps to have a logical and particular follow-up of each student in the investigation establishing relationships between the facts to be investigated for the development and application of strategies that minimize the effect of affective factors in oral production of foreign language.

Descriptive.

The descriptive method helps to characterize the situations of how the object of investigation is manifested, specifying features that characterize the problem. This method confirms what is indicated in the problem statement (Posso, 2013).

Study site

For this study, the “Yahuarcocha” Educational Unit of the Ibarra Canton, located in Los Huertos Familiares neighborhood was selected. Institution’s data is presented in the next table:

Table 6.

Educational Unit "Yahuarcocha" data

Sector	Educational Unit	8° “A” students	8° “B” students	Total of students
Urban	Yahuarcocha”	16	16	32

Techniques and Instruments

Interview.

Structured interview was used to determine the different perception of the participants. It served to collect relevant information from main authorities and English teachers of the institution. Through this technique, the effect of anxiety and self-esteem that influence students at the time of oral production was characterized from their point of view.

Survey.

Pallela & Martins (2012) affirm that “the survey is a technique designed to obtain data from several people whose opinions are interested for the researcher” (Pallela, 2011, pág. 123). Therefore, a structured survey applied consisted on a series of items and questions to ask the level of anxiety and self-esteem that students of the 8th grade EGB of the “Yahuarcocha” Educational Unit have when they carry out oral production activities in foreign language. This technique was

applied in order to examine the effect of anxiety and self-esteem on the oral production of the foreign language. Also, it provided to the research data with which the strategies will be designed.

Observation sheet.

This technique was useful to identify the most relevant characteristics of the investigation by researcher (Hora, January 2013). Based on this information, it was defined how anxiety and self-esteem influence the oral production of the foreign language in the 8th grade EGB “Yahuarcocha” Educational Unit, Ibarra Canton.

Checklist.

A structured checklist was used to gather information that researcher needs to find out to make verification and comparison with 8th level students’ surveys (Gamble & Graham, 2012). In this way, the results can be clearer to minimize the anxiety and enhancing self-esteem in oral production of the 8th level students EGB of “Yahuarcocha” Educational Unit.

Population and sampling

According to Morales (2012) “when the sample is very small, it is advisable to analyze the entire population” (Morales, 2012). For this study, the sample was smaller than 100 students. In concordance with Morales, when the sample total is close to 30%, it is recommended to work with the entire universe. That is why the entire population was used with the 32 students of the 8th level EGB of “Yahuarcocha” Educational Unit.

In addition, the participation of the English teachers and main authorities of the “Yahuarcocha” Educational Unit was also essential in collecting information’s in the study. In this case, they were interviewed.

Chapter 3

Analysis and discussion of results

To complete this study properly, it is necessary to analyze the data collected in order to give suggestions which can help to find a solution to the research problem. This chapter comprises the analysis, presentation and interpretation of the findings resulting from this investigation, data is interpreted in a descriptive way. The analysis and interpretation of results are carried out in four phases. The first part, is based on the answers of main authorities of “Yahuarcocha” Educational Unit. Next, the results of the 32 students of 8th level EGB of “Yahuarcocha” Educational Unit survey, that deals with a quantitative analysis of data. Then, the results of the observation sheet that are used to contribute with a qualitative interpretation by the researcher through a results prioritization matrix. This tool will help to see what the most important issues are in a clearer way as well as find out which of them should be priority. Finally, the information of the checklist carried out by investigator to certify this information and compare with the one gotten from the surveys answers, it will also be presented through another results prioritization matrix. To show these results in a better way, all the information is consolidated in tables and figures.

Phase one: Qualitative interpretation of interviews

Vice principal interview.

MSc. José Gallegos Vice-principal of the Educational Unit “Yahuarcocha” affirms that there have been other investigations thanks to the agreement that the institution has with the Técnica del Norte University for 3 years. But such an important study with the subject of affective factors that affect the oral production of the foreign language has not been done before. The institution has a very dedicated and professional teachers, which is why the curricular objectives set by the Ministry of Education have been achieved largely by making the repetition rate English

is not very high. On the other hand, within the institution there are several students with learning difficulties which is a significant factor in all subjects. Other difficulties is the low mastery of vocabulary and lack of oral expression in the foreign language what he considers very important to implement strategies to minimize anxiety in oral production in the foreign language. Finally, he said that there must be a professor specializing in the area besides giving priority to oral lessons to make learning meaningful.

English Coordinator interview.

According to Virginia Enriquez, the English Coordinator, similar works to this have not been previously implemented in this institution. She points out that to meet the standard set by CEFR, there are different things to take into account. In this case, the 8th grade students are affected by several difficulties. For example, they feel that they can be objects of mockery for others because they are wrong. To avoid these episodes she makes her students practice as much as possible, in order to strengthen their confidence and self-esteem. Another difficulty is that several of the topics given by the book are not related to the students' reality, therefore it is not of their interest. That is why she undoubtedly believes that it is necessary to implement new strategies that help the good development of oral production in the foreign language.

English Teachers interview.

According to the English teachers of the educational unit "Yahuarcocha" there are several difficulties because the subject has not been constant within the basic area. The greatest difficulties on an emotional level are the fear and shame students have when speaking. On the other hand they affirm that young students are more spontaneous when it comes to learning, with them you can use songs, games, etc. As an evaluation, they use dialogues with their respective rubric so that students are better prepared. Creating a good environment and transmitting confidence in order to

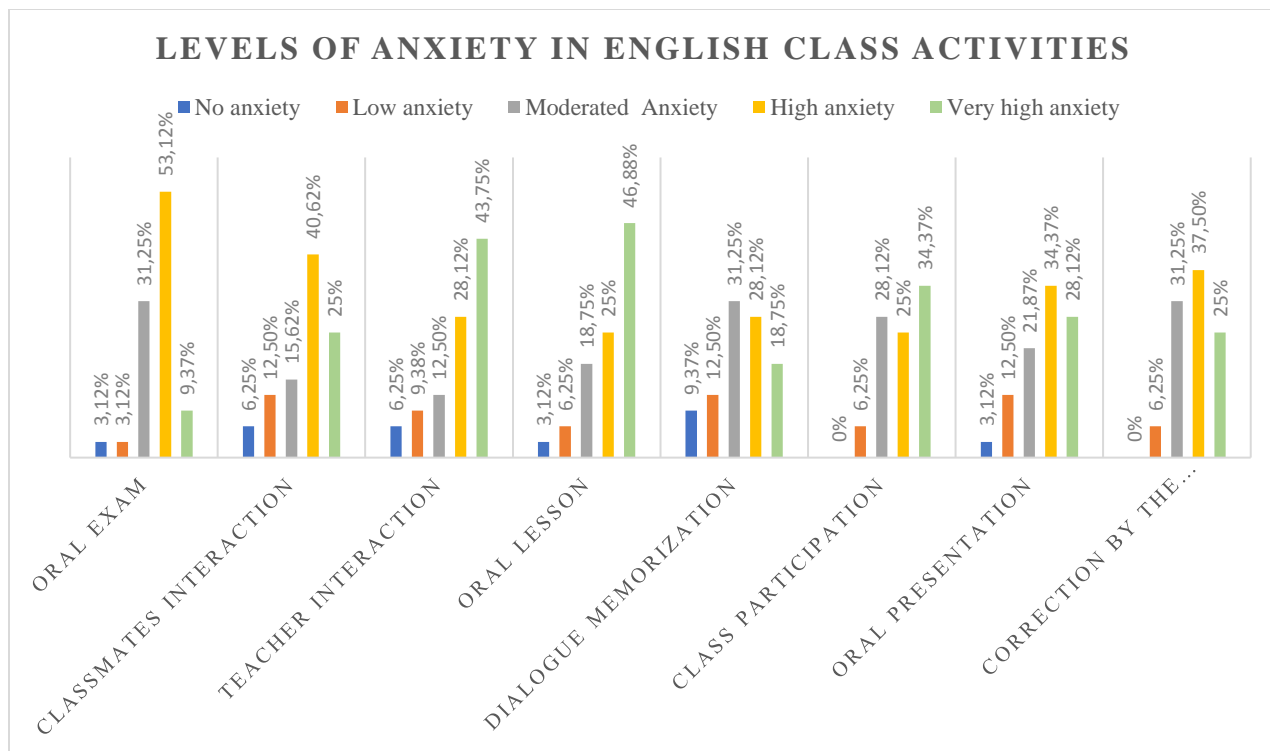


Figure 2. Levels of anxiety during activities in the English class

This bar chart illustrates the levels of anxiety that students experience while they perform specific activities in class. According to the data collected, there is a 53.12% of students feel high anxiety while present an oral exam. On the other hand, 3.12% of students surveyed do not feel anxiety during this activity. As can be seen in figure 2, the majority of participants feel anxiety during classmates interaction. In contrast, 12.5% of 32 8th level students feel a low level of anxiety and 6.25% do not feel anxiety.

Students that feel anxiety in different levels during teacher interaction account exactly 84.37% of the total. The bar chart also presents the different levels of anxiety in 8th level learners when present an oral lesson. Specifically, 46.88 % of scholars surveyed feel very high anxiety at the moment to present an oral lesson. However, 6.25% of the participants affirm that they feel low anxiety during this activity.

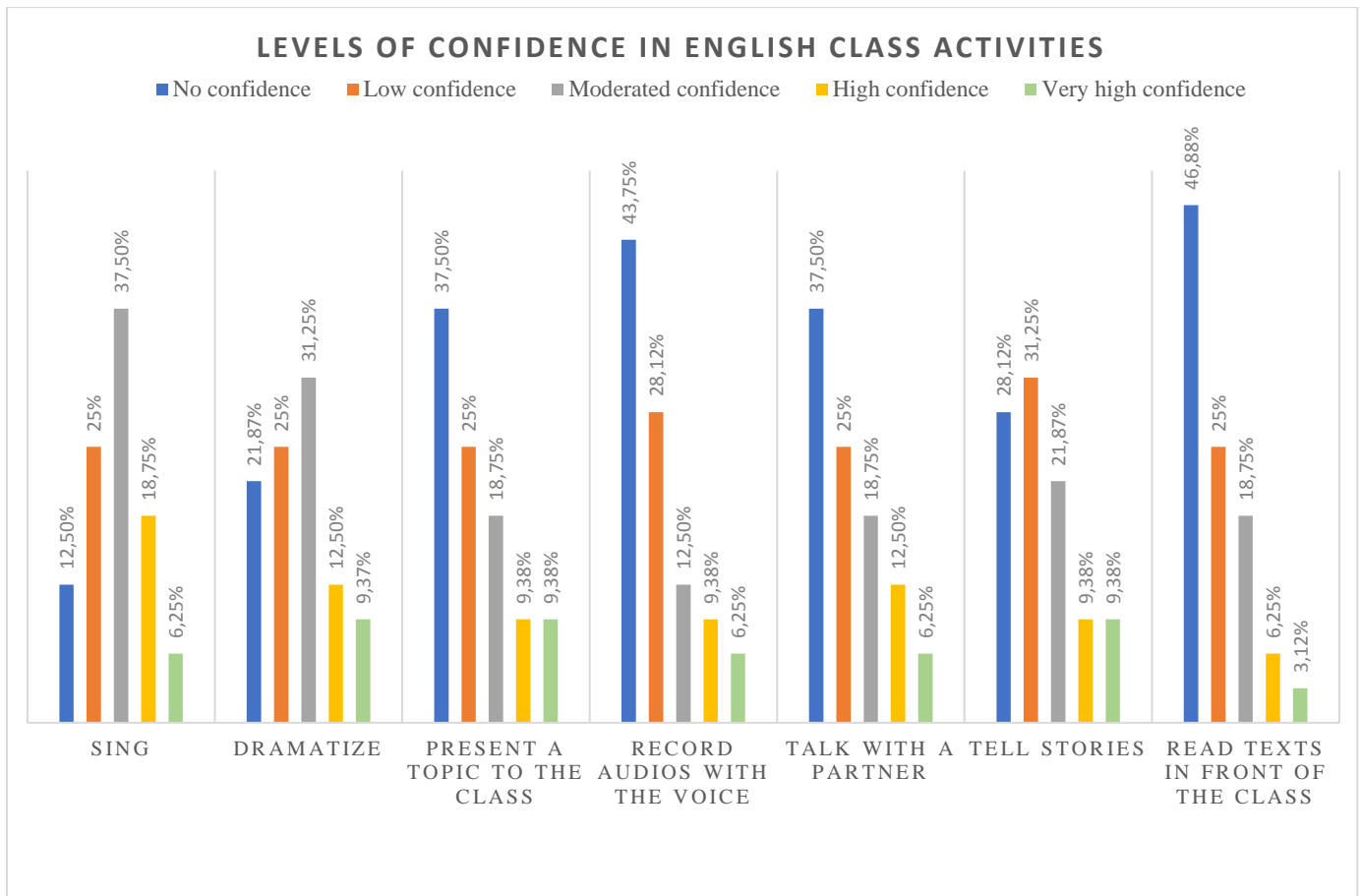


Figure 3. Levels of confidence during activities in the English class

This bar chart shows the levels of confidence that students experience while they perform specific activities in class. According to the data collected, there is a 25% of students that feel low confidence while singing. On the other hand, 6.25% of students surveyed feel very high confidence while participating in this activity. In regard to accomplishing dramatizations during English classes, it is clear that the 29.03% of participants feel confident in the above mentioned tasks. Furthermore, it can be seen that nearly a third of surveyed learners feel confidence when presenting a topic to the class. Nevertheless, 16.13% of students do not feel confident at all.

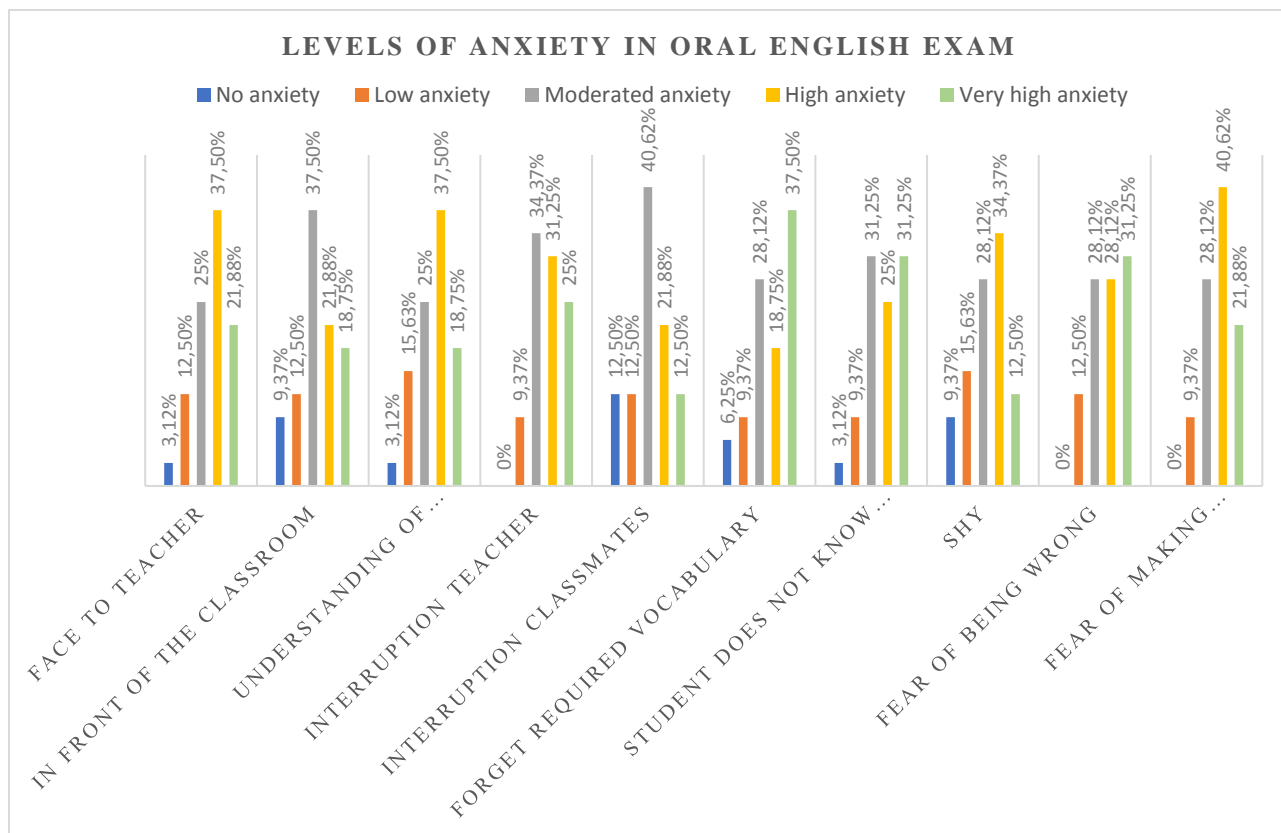


Figure 4. Levels of anxiety when students carry out oral exam

This bar chart illustrates the levels of anxiety in an oral production exam. According to the data collected, there is 84.38% of students that feel very high anxiety while speaking face to the teacher. On the other hand, 78.13% of students surveyed feel anxiety while speaking face to the classmates. In regard to understanding of instructions during English exam is clear that the majority of participants feel very high anxiety. Furthermore, it can be seen that nearly a 25% of surveyed learners feel very high anxiety when the teacher interrupts them. Nevertheless, 12.50% of students feel very high anxiety when their classmates interrupt them.

Most of the surveyed students feel anxiety when they forget required vocabulary while they are carrying out an oral exam. Nonetheless, 9.37% feel low anxiety and another 6.25% of

researched students do not feel anxiety. The bar chart also presents the different levels of anxiety in 8th level students do not know what word to use. Approximately 75% of learners surveyed feel high anxiety because of shyness. On the contrary just 9.37% of the respondents affirm that they feel low anxiety.

Additionally, there is an 87.49% of students in total that feel anxiety because they experiment fear of being wrong. Finally, it is clear that nearly 40% of participants feel high anxiety because of fear of making pronunciation mistakes.

In conclusion, it is evident that a large percentage of learners feel different levels of anxiety when students carry out oral exam.

Phase three: Qualitative interpretation of observation sheet

Table 10.

Results prioritization matrix of observation sheet

Oral activity	First prioritization	Second prioritization	Final prioritization
Conversation between classmates	Conversation between classmates	Interaction in work groups	Teacher Interaction
Interaction in work groups	Interaction in work groups	Teacher Interaction	
Dialogue memorization	Teacher Interaction		
Teacher Interaction			

Table 11.

Results prioritization matrix of observation sheet

Oral activity	First prioritization	Second prioritization	Final prioritization
Correction by the teacher	Correction by the teacher	Correction by the teacher	Correction by the teacher
Reading texts face to the class	Reading texts in front to the class	Teacher feedback	
Dramatizations	Teacher feedback		
Teacher feedback			

Table 12.

Results prioritization matrix of observation sheet

Oral activity	First prioritization	Second prioritization	Final prioritization
Feedback from classmates	Understanding instructions	Understanding instructions	Understanding instructions
Understanding instructions	Oral lessons	Oral exams	
Oral lessons	Oral exams		
Oral exams			

These charts of results based on a prioritization matrix of the observation sheet allowed the researcher to find out what the most important activities are, to be solved immediately. In this way, teacher interaction, correction by the teacher and understanding instructions are the principal issues that cause high levels of anxiety in the 8th level students in class participation. Therefore, it is priority to work on these topics to minimize the levels of anxiety through new methodological strategies that help to enhance self-esteem at the same time. This information taken from the observation sheet validates the information gotten from the surveys answers, which coincides in the results.

Phase four: Qualitative interpretation of checklist

Table 13.

Results prioritization matrix of checklist

Oral activity	First prioritization	Second prioritization
Classmates interaction	Dialogue memorization	Teacher interaction
Dialogue memorization	Teacher interaction	
Teacher interaction		

Table 14.

Results prioritization matrix of checklist

Oral activity	First prioritization	Second prioritization
Correction by the teacher	Do not remember the required vocabulary	Do not know what word to use
Do not remember the required vocabulary	Do not know what word to use	
Do not know what word to use		

These charts of results based on prioritization matrix of checklist allowed the researcher to find out what the most important activities are, to be solved immediately. In this way, teacher interaction and do not know what word to use are the main problems that cause high levels of anxiety in the 8th level students in class participation. Therefore, it is priority to work on these topics in order to minimize the levels of anxiety through new methodological strategies that also help to enhance self-esteem at the same time. This information taken from the checklist validates the information gotten from the surveys answers, which coincides in the results.

Chapter 4

Conclusions and recommendations

Conclusions

This research was focused on the methodological design of strategies to minimize the effects of anxiety and enhance the students' self-esteem on the oral production of the foreign language. In the development of this study, the bibliographic information has been analyzed, a thorough field investigation has been carried out which has allowed a study in optimal conditions. Therefore, the conclusions that were reached at the end of this research are the following:

- Anxiety directly affects oral production quality in the students, especially in activities that are not associated with their reality.
- Learners feel high anxiety when they are being evaluated, during individual tasks particularly and especially if it is in a foreign language.
- When scholars experiment high anxiety levels because of specific activities, they directly feel a decrease of their self-esteem, resulting in a poor academic performance.
- Teachers' and classmates' interactions are main factors to consider when trying to keep a good atmosphere not to alter the students' self-esteem.
- Self-esteem is an important factor to acquire a foreign language and to perform successfully on oral production activities.
- Communicative Language Teaching (CLT), Competency Based- Language Teaching (CBLT), Tasks- Based Language Teaching (TBLT) Cooperative Language Learning (CLL), all promote an effective oral interaction that is designed to foster cooperation rather than competition in activities like group discussion, role play, among others.

- Most of English teachers are focused on teaching reading, writing and listening skills, rather than speaking. Therefore, students do not feel ready to do a good oral production, presenting a lack of motivation to perform orally in English.

Recommendations

It is essential to give some recommendations based on research's results and conclusions that allow to design methodological strategies in order to minimize the effects of anxiety and enhance the students' self-esteem on the oral production of the foreign language. Hence, the recommendations that were reached at the end of this research are:

- Topics should be associated with the students' reality, so that they would feel motivated to deal with things of their interest, therefore learning- teaching language will not generate anxiety.
- Students should work more in collaborative groups in order to minimize anxiety and be better prepared to accomplish the activities.
- Alternative strategies should be applied to help minimizing anxiety and enhancing self-esteem to get a better academic performance.
- Teachers' and classmates' interactions should be positive and enjoyable in order to create a good teaching-learning environment without altering the students' self-esteem.
- Self-esteem can be built through active, collaborative, enjoyable and aesthetic activities showed in the methodological guide.
- Communicative Language Teaching (CLT), Competency Based- Language Teaching (CBLT), Tasks- Based Language Teaching (TBLT) Cooperative Language Learning (CLL), should be taken into account in order to design some strategies that could help to minimize anxiety and enhance self-esteem in oral production of foreign language.

- English teachers should impart the four skills (listening, speaking, reading and writing) at the same extent. And they should put some extra emphasis on the development of communicative skills such as speaking because it shows proficiency and accuracy that this language require.

Chapter 5

Methodological guide

Title of the proposal

“Let’s Speak English”, methodological guide that provide 8th level learners of Educational Unit “Yahuarcocha” Ibarra Canton, with suitable classroom activities oriented to improve oral production by minimizing language anxiety and enhancing their self-esteem.

Proposal support

This guide has been developed taking into account the affective factors that influence on the oral production of the foreign language, since Krashen’s theory affirms that the new information from foreign language goes first through the affective filter and then moving on to other cognitive levels (Krashen & Stephen, 1988). Also, in consonance with the new curriculum map of Basic General Education (EGB) and High School, the Ministerial Agreement 2016-0020-A.

In addition, it is essential to point out that each student has different characteristics when it comes to the learning process. Therefore, the present methodological guide was designed with the aim of helping most students to get the opportunity to experiment the oral activities proposed minimizing their anxiety and enhancing their self-esteem while developing their speaking skill. Finally, it is important to mention that the direct beneficiaries of this research will be the 8th level EGB students of the Educational Unit “Yahuarcocha”, Ibarra Canton. Furthermore, the indirect beneficiaries will also be the English teachers, parents and other educational institutions of Ibarra, who now will have an extra aid that can help to apply different strategies to neutralize the negative effects of affective factors.

Proposal objectives

Proposal general objective.

- Design methodological strategies to minimize the effects of anxiety and enhance the students' self-esteem on the oral production of the foreign language.

Proposal specific objectives.

- Identify methodological strategies that help students develop in oral production of foreign language.
- Implement activities to develop oral production in the 8th grade of General Basic Education (Educación General Básica, EGB) of the Educational Unit “Yahuarcocha” of the Ibarra Canton.

Importance of the proposal

The elaboration of this guide is of vital importance because it has impact in linguistic, academic and affective field. In the first one, it is relevant to minimize anxiety and improve self-esteem to face classroom oral activities in the foreign language. Then, the second one improves the students' performance in their formative process and get better grades. Finally, in the affective field learners become more self-confident by expressing themselves orally in the foreign language.

Proposal development



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MINDFULNESS AND TIPS TO
DEVELOP SUCCESSFUL ORAL
ACTIVITIES

2

Introduction

This guide has been developed taking into account the affective factors that influence on the oral production of the foreign language, since Krashen's theory affirms that the new information from foreign language goes first through the affective filter and then moving on to other cognitive levels (Krashen & Stephen, 1988). Also, in consonance with the new curriculum map of Basic General Education (EGB) and High School, the Ministerial Agreement 2016-0020-A.

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3

Proposal general objective

- Design methodological strategies to minimize the effects of anxiety and enhance the students' self-esteem on the oral production of the foreign language.

Proposal specific objectives:

- Identify methodological strategies that help students develop in oral production of foreign language.
- Implement activities to develop oral production in the 8th grade of General Basic Education (Educación General Básica, EGB) of the Educational Unit "Yahuarcocha" of the Ibarra Canton.

UNIT 1

SING A SONG

Unit objective: Develop fluency through songs in English.

Activity 1.1: It's time to hold her

- Magazine or newspaper clippings
- Color cardboards
- Scissors
- Glue
- Song lyrics copies
- Song video/ cd song

Time required: 120 minutes

Love Yourself



6

HOLD HER – FOR KING & COUNTRY

She was holdin' on so tight	Is it ever gonna be, ever gonna be easier?
But why do we still have to say goodbye?	Hold her tonight
She's all alone tonight	Oh, God, would you hold her tonight?
There's nothin' I could do to make it right	'Cause I'm not there to stay close, keep watch, tell her she's not alone
Is it ever gonna be, ever gonna be brighter?	Hold her tonight
Is it ever gonna be, ever gonna be easier?	(EVERYBODY)
Hold her tonight	Steady on, steady on, my love
Oh, God, would you hold her tonight?	This shall soon pass
'Cause I'm not there to stay close	Steady on, steady on, my love
Keep watch, tell her she's not alone	This shall soon pass
Hold her tonight	Steady on, steady on, my love
We're apart but not alone	This shall soon pass
My love for her is more than she could know	Steady on, steady on, my love
A secret place only we can go	Hold her tonight
And we'll laugh while we will hope until we're home .	Oh, God, would you hold her tonight?
Is it ever gonna be, ever gonna be brighter?	'Cause I'm not there to stay close
	Keep watch, tell her again she's not alone
	Hold her tonight.

7

Activity development

- I. Teacher explains the song's meaning.
- II. Teacher reviews the new vocabulary and students internalize it: *Tight Brighter Hold Keep watch Laugh Hope*
- III. Teacher plays the song once while students close their eyes and listen to it.
- IV. What can they understand about the song's lyrics? Students share the answer with a partner.
- V. Students listen to the song twice.
- VI. Pronunciation Practice.
- VII. Teacher assigns 3 different colors to 3 groups of students to sing.
- VIII. Teacher plays the music and students sing the part of the song that correspond to their color.
- IX. Oral Guide Practice: Who would they like to hug?
- X. Students make a collage about who they would like to hug.
- XI. Students share the collage with other classmates.
- XII. Students share the collage with the whole class.
- XIII. Teacher's feedback.

8

Activity 1.2: Like a superhero

Materials required:

- Song lyrics copies
- Color cardboards
- Colored pencils
- Paper sheet
- Song video/ cd song

Time required: 120 minutes



9

SOMETHING JUST LIKE THIS-
THE CHAINSMOKERS &
COLDPLAY

I've been reading
books of old

The legends and the
myths

Achilles and his gold

Hercules and his gifts

Spider-Man's control

And Batman with his
fists

And clearly I don't
see myself upon that
list

But she said where
d'you wanna go?
How much you wanna
risk?

I'm not looking for
somebody
With some superhuman
gifts
Some superhero, some
fairytale bliss
Just something I can
turn to, somebody I
can kiss

(EVERYBODY)
I want something just
like this

Do do do do do do
Do do do do do do do do
Do do do do do do do
Oh I want something
just like this

Do do do do do do do
Do do do do do do do do
Do do do do do do do

Oh I want something
just like this

Oh I want something
just like this

I've been reading
books of old
The legends and the
myths
The testaments they
told

The moon and its
eclipse
Superman unrolls
A suit before he lifts
But I'm not the kind
of person that it fits

She said where d'you
wanna go?
How much you wanna
risk?
I'm not looking for
somebody
With some superhuman
gifts

10

Some superhero, some
fairytale bliss
Just something I can turn
to, somebody I can miss

(EVERYBODY)
Oh I want something just
like this
Do do do do do do
Do do do do do do do do
Do do do do do do do
Oh I want something just
like this

Do do do do do do do
Do do do do do do do do
Do do do do do do do

Activity development

- I. Teacher explains the song's meaning
- II. Teacher reviews the new vocabulary and students internalize it: *Superhero Legends Myths Fairytale bliss Superhuman gifts Superman unrolls*
- III. Teacher plays the song once while students think about their favorite superhero.

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IV. Who is your favorite superhero? Students share their answers with a partner.

V. Pronunciation Practice.

VI. Students listen to the song twice.

VII. Teacher assigns 3 different colors to 3 groups of students to sing.

VIII. Teacher plays the music and students sing the part of the song which corresponds to their color.

IX. Oral Guide Practice: What superhero would you like to be? Why?.

X. Students draw her/his favorite superhero and write some of his /her characteristics.

XI. Students share the drawing with the whole class and explain the reasons..

XII. Teacher's feedback.

Activity 1.3: Taking care of our hearts

Materials :

- Power point presentation
- Projector
- Song video/ cd song
- Worksheet

Time required: 120 minutes



"GOD ONLY KNOWS" - FOR KING & COUNTRY

Wide awake while the world is sound asleepin'
 Too afraid of what might show up while you're dreamin'
 Nobody, nobody, nobody sees you
 Nobody, nobody would believe you
 Every day you try to pick up all the pieces
 All the memories, they somehow never leave you
 Nobody, nobody, nobody sees you
 Nobody, nobody would believe you

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

God only knows what you've been through
 God only knows what they say about you

God only knows the real you
 But there's a kind of love that God only knows

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

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

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

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

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

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

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

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

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

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

Activity development

- I. Teacher explains the song's meaning
- II. Teacher reviews the new vocabulary about feelings and emotions: Misunderstood Lonely Asleeping Ashamed Afraid
- III. Teacher asks students about their feelings. How do you feel right now? How do you feel when you get a low grade?; How do you feel when you watch a horror movie?
- IV. Students listen to the song twice.
- V. Teacher asks students to fill the gaps of the worksheet about God only Knows song.

UNIT 1: Let's sing together TOPIC: Taking care of our hearts

1. Vocabulary review. Fill the gaps with the correct word.

 Misunderstood
  Lonely
  Asleeping
  Ashamed
  Afraid

God Only Knows Lyrics

Wide awake while the world is sound 1 _____ and Too 2 _____ of what might show up while you're dreaming' Nobody, nobody, nobody sees you Nobody, 3 _____, nobody would believe you Every day you try to pick up all the pieces All the memories, they somehow never leave you Nobody, nobody, nobody sees you Nobody, nobody, nobody would believe you CHORE God only knows what you've been through God only knows what they say about you God only knows how it's killing you But there's a kind of love that God only knows God only knows what you've been through God only knows what	<u>they say about you</u> God only knows the real you <u>There's a kind of love that God only knows</u> There's a kind of love that There's a kind of love You keep a cover over every single secret So 4 _____ if someone saw them they would leave But somebody, somebody, somebody sees you Somebody, somebody will never leave you CHORE There's a kind of love that There's a kind of love There's a kind of love that There's a kind of love For the 5 _____ for the 6 _____ The 7 _____ and the ones to blame But if we could start over We could start over We could start over For the 8 _____	for the 9 _____ The 10 _____, and the ones to blame But if we could start over We could start over We could start over But there's a kind of love that God only knows CHORE God only knows where to find you God only knows how to break through God only knows the real you. There's a kind of love that God only Knows.
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- VI. Teacher monitors students' activities and checks the task orally.
- VII. Students practice pronunciation.
- VIII. Teacher asks students, How do you feel now after listening to the song?
- IX. Teacher asks students to role play dividing the Ss into 6 groups.
- X. Teacher assigns groups situation to roleplay and write three sentences using feelings and emotions vocabulary.
- Feeling MISUNDERSTOOD about low grades.
 - Feeling ASHAMED about teacher's correction.
 - Feeling LONELY about family problems.
 - Feeling AFRAID to participate in English classes.
 - Feeling ASLEEP in English classes.
 - Feeling MISUNDERSTOOD about regret an argument with classmate/ friend.
- XI. Students present their role playing in groups identifying ways to deal with situations like those roleplayed.
- XII. Teacher's feedback.

UNIT 2

ROLE- PLAYING

Unit objective: Develop self-confidence through role-playing.

Activity 2.1: Funny musical puppets.

Material required:

- Puppets
- Cloth
- Cardboard boxes
- Video /audio: Mohana story.
- Mohana song lyrics
- Computer
- Speakers
- Projector



Time required: 120 minutes

20

**WHERE YOU ARE -
MOHANA**

1

Moana, make way, make way
Moana, it's time you knew
The village of Motunui is
All you need

The dancers are practicing
They dance to an ancient song
(Who needs a new song? This old one's all we need)

This tradition is our mission
And Moana, there's so much to do
(Make way)
Don't trip on the taro root
That's all you need

2

We share everything we make (we make)
We joke and we weave

our baskets (aha!)
The fishermen come back from the sea

I wanna see

Don't walk away
Moana, stay on the ground now
Our people will need a chief
And there you are

There comes a day
When you're gonna look around
And realize happiness is
Where you are

3

Consider the coconut (The what?)
Consider its tree
We use each part of the coconut
That's all we need

21

We make our nets from
the fibers
(We make our nets
from the fibers)
The water is sweet in-
side
(The water is sweet in-
side)
We use the leaves to
build fires
(We use the leaves to
build fires)
We cook up the meat
inside
(We cook up the meat
inside)

Consider the coconuts
(Consider the coconuts)
The trunks and the
leaves
The island gives us
what we need

4

And no one leaves

That's right, we stay
We're safe and we're
well provided
And when we look to
the future
There you are

22

You'll be okay
In time you'll learn just
as I did
You must find happi-
ness right
Where you are

I like to dance with the
water
The undertow and the
waves
The water is mischie-
vous
Ha! I like how it misbe-
haves

5

The village may think
I'm crazy
Or say that I drift too
far
But once you know what
you like, well
There you are

You are your father's
daughter
Stubbornness and pride
Mind what he says but
remember
You may hear a voice
inside
And if the voice starts
to whisper

To follow the farthest
star
Moana, that voice inside
is
Who you are

We make our nets from
the fibers
(We weave our nets
from the fibers)
The water is sweet in-
side
(And we taste the sweet
inside)
We use the leaves to
build fires
(We sing these songs in
our choir)
We cook up the meat
inside
(We have mouths to
feed inside)

6

The village believes in us
(That's right!)

The village believes
The island gives us what
we need
And no one leaves

23

So here I'll stay
My home, my people be-
side me
And when I think of to-
morrow
There we are

I'll lead the way
I'll have my people to
guide me

We'll build our future
together
Where we are

'Cause every path leads
you back to
Where you are
You can find happiness
right

Where you are
Where you are

Activity development

- I. Vocabulary review.
- II. Teacher shares the glossary about the Monhana song.

GLOSSARY

- Happiness: the state of being happy.
- Misbehaves: (of a person, especially a child) fail to conduct oneself in a way that is acceptable to others; behave badly.
- Stubbornness: dogged determination not to change one's attitude or position on something.
- Believe: hold (something) as an opinion; think or suppose.
- Share: have a portion of (something) with another or others.
- Fisherman: a person who catches fish for a living or for sport.
- Root: the part of a plant which attaches it to the ground or to a support.

- III. Students watch and listen to the video - song twice.

Link: https://www.youtube.com/watch?v= Ab7C38e_fQ

- IV. Students practice pronunciation .
- V. Teacher gives 6 different pieces of Mohana song lyrics to 6 groups of students.
- VI. Students put in order the Mohana song lyrics while they listen it.
- VII. Teacher explains the song's meaning.
- VIII. Students do a creative scenario using their imagination showing their love for the nature and their culture.
- IX. The 6 groups of students practice their own part from the video - song to present a funny musical through puppets.
- XI. Students present the scene.
- XII. Teacher's feedback.

Activity 2.2: Dubbing

Material required:

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

Time required: 120 minutes



Activity development

- I. Vocabulary review.
- II. Students watch and listen to the short video about INSIDE OUT film twice.

Link: https://www.youtube.com/watch?v=x_NqnMBHVO

The main characters

HAPPY	SADNESS	FEAR	DISGUST	ANGER
				

SCRIPT

JOY: more crowded
from there..

Hmm?

MOM: **FEAR:**
Very nice. Okay, looks like
you got

Hello, Riley. this. Very

DAD: Oh look at you. Aren't you good, sharp turn...
a little Ahh! Look out!!! No!

bundle of joy? **JOY:**
That's Fear.

JOY: Whoa. He's really good at
keeping Riley safe.

It was amazing. **FEAR:**
Just Riley and me, Easy... we're good! We're
forever... good.

SADNESS: I'm Sadness. **JOY/SADNESS**
Whew!/Nice job.

JOY: Oh, hello. I'm Joy. **FEAR:**
Can I just... if you could... Thank you! Thank you
I very much.

just want to fix that. **JOY:**
Thanks. And we're back!

And that was just the be-
ginning.

Headquarters only got

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DAD: dinner,
Here we go. Alright, open. you're not going to get any
JOY: dessert.
Hmm. This looks new.

FEAR/SADNESS: **ANGER:**
Do you think it's safe?/ Wait. Did he just say we
What is it? couldn't
DISGUST: have dessert?
Okay, caution! There is a **JOY:**
dangerous That's Anger.
smell, people. Hold on, He cares very deeply
what is about things being fair.

that? **ANGER:**
So that's how you want to
JOY: play it,
This is Disgust. She basi- old man? No dessert? Oh,
cally sure,
keeps Riley from being poi- we'll eat our din-
soned, ner, right after
physically and socially. YOU eat this!
GrrrraaaAAHH!!!!

DISGUST: **DAD:**
That is Hey, Riley, Riley,
not brightly colored or here comes an
shaped like a dinosaur! airplane!

Hold on **ANGER:**
guys... It's broccoli! Oh, airplane. We got an
YOUNG RILEY: airplane,
Yucky! everybody.

DISGUST: Well, I just saved our **DISGUST/FEAR/**
lives. Yeah. **SADNESS/JOY:**
You're welcome. Ohh!/Ahh!

DAD: Riley, if you don't eat your

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- III. Teacher asks students to divide in groups into 5 and pick up the character to roleplay.
- IV. Students practice the chosen character.
- V. Students practice the scene from the script to make the dubbing of their characters.
- VI. Students role play their characters (dubbing) in a determined time.
- VII. Oral Guide Practice: Students should identify with each main character of INSIDE OUT film. In pairs, What makes you feel; angry, sad, scared, disgusted, happy?



Taken from: (Krause, 2019)

- VIII. Choose one of those situations and create a short conversation to record themselves in order to make dubbing of the film scene.
- IX. Teacher's feedback.

30

Activity 2.3: Future role-playing

Material required:

- Puzzles
- Whiteboard
- Markers
- Pens/Pencils
- Notebook
- Costumes (moustaches, wigs, etc)

Time required:

120 minutes



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Activity development

- I. Teacher divides students into groups of 4.
- II. Teacher provides students puzzles about professions.
- III. Teacher asks students to resolve the puzzle in the group. First wins a prize.
- IV. Vocabulary review about professions using puzzles.
- V. Teacher asks students to work in pairs.
- VI. Guided oral practice: What do you want to be in the future?
- VII. Both students talk about their aspirations for the future.
- VIII. Teacher asks students to role-play introducing themselves with wanted future professions using costumes (moustaches, wigs, etc).

- IX. Teacher provides students a pattern to create a dialogue.
- X. Students create a dialogue using phrases from the Talking Bubbles.

Introductions

Hi, my name is _____.
 • I'm _____.
 • Nice to meet you.
 _____ / Nice to meet you too.

Keeping the conversation

- How interesting!
- Oh, really?
- That's great.

Saying Good-bye

• See you later.
 • Have a good time.
 • Bye. / Good-bye.

- XI. Students present their role-playing in front of their classmates in 5 minutes.
- XII. Teacher's feedback.

UNIT

3

MY ROAD TRIP

Unit objective: Develop fluency and vocabulary through imaginary road trip.

Activity 3.1: Discovering

Material required:

- Road trip bingo
- Pen or pencil
- Colors

Time required: 80 minutes



Activity development

I. Teacher reviews the new vocabulary and students internalize it.

- Do not turn left ahead
- Stop
- Do not enter
- No parking
- Speed limit 60kph
- No overtaking
- Roundabout ahead
- Caution/Warning

II. Pronunciation Practice.

III. Teacher groups students into 5 to play Road Trip Bingo.



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IV. Students play Road Trip Bingo by the teacher.

V. Oral Guide Practice: In pairs, Do you know other signs?

VI. Students in the same pairs create new Road Trip Bingo charts with new signs.

VII. Teacher groups students into 4.

VIII. Students play Road Trip Bingo creating by them twice.

IX. Teacher's feedback.

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Activity 3.2: Creating my road trip

Material required:

- Pen or pencil
- My road trip signs
- Pictures
- Colors

Time required: 80 minutes

Activity development

- I. Teacher reviews the new vocabulary and students internalize it.
- II. Students create their road trip individually by using as many signs as possible.
- III. Students through the signs present their road trip in front of the class.
- IV. Teacher's feedback.



Activity 3.3: Dreamed road trip

Material required:

- Signs
- Colors
- Pens or pencils
- Glue
- Pictures/Images
- Big sheet of paper



Time required: 80 minutes

Activity development

- I. Teacher groups students into 4.
- II. Students look for the common things between their road trips to create a new one.
- III. Teacher gives vocabulary about sequence.

40

- First
- Secondly
- Next
- Then
- After that
- Lastly
- In the end
- Finally

IV. Teacher explains the activity and students create a dream road trip using as many signs and the reviewed vocabulary as possible.

V. Students present their dream road trip in front of their classmates.

VI. Teacher's feedback.

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UNIT 4 WORKING IN TEAMS

Unit objective: Enhance students' self-esteem by working in teams.

Activity 4.1: Brainstorming

Material required:

- Flashcards
- Colors
- Pens or pencils
- Pictures/Images
- Big sheet of paper

Time required: 80 minutes



Activity development

I. Teacher groups students into 5.

II. Teachers shows flashcards about following topics:

- Sports
- Pets
- Films
- Holidays

III. Teacher asks students to choose one topic per group and explain why?

IV. Students make a mental brainstorm about the selected topic with main ideas of each one.

V., Students share with their classmates their mental brainstorm and explain it.

VI. Teacher's feedback.

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Activity 4.2: Applying surveys**Material required:**

- Sheet of paper
- Colors
- Pens or pencil

Time required: 120 minutes



45

Activity development

I. Teacher requests students to write five simple questions about the selected topic.

II. Teacher provides some tips to do the survey well:

- Do not ask two things at one
- Ask close questions
- Survey questions are neutral and scale

Always Usually Sometimes Never

III. Students apply the five questions survey with their friends.

IV. Students analyze the survey results

V. Teacher asks students to present the results about the class in a creative way.

VI. Students present the result in a creative way.

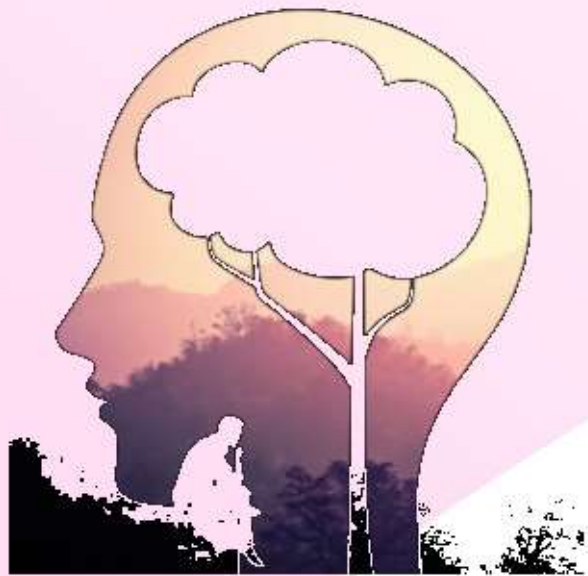
VII. Teacher's feedback.

UNIT 5

MINDFULNESS AND TIPS TO DEVELOP SUCCESSFUL ORAL ACTIVITIES

Unit objective: Promote learner confidence to develop enjoyable oral activities in English.

Activity 5.1: Mindfulness



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According to Dr. Kabat (2017), mindfulness can increase attention span, concentration and learning. It also improves memory and immune system of individuals. In addition, his practice calms and develops empathy with others (Kabat, 2017). Therefore, mindfulness helps to enhance students' self-esteem while developing their speaking skill.

Activity development

I. Teacher guides mindfulness exercises:

Exercise 1. Like a frog

Frog is an animal that makes great jumps but also stays very still, observing everything that happens around it and breathes very calmly. His belly swells when air and deflates when air comes out.



Students learn to be patient, relax and stay calm.

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Exercise 2. Observe as detectives (30 a 60 seconds)

Students observe in complete silence as detectives in attending to the smallest details and insignificant of any moving object such as:

- How are the desks placed
- The color of the classroom

Students develop concentration through the stillness and silence.



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Exercise 3. Circle of attention

A group of at least 5 people. The person who runs the game presents a material that I must go passing each other with care and attention. You can start by an object and adding more objects at once to work further attention. For example: a bell that should not ring.



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Activity 5.2: Tips for the teacher in order to enhance students' self-esteem to produce oral skills

Activity development

I. Teacher internalizes the top tips to help students enhance their self-esteem in oral production.

Top tips

- From the beginning look relaxed, enthusiastic and friendly, so students would get comfortable to speak.
- Don't interrupt them while speaking, mistakes can be corrected later.
- Never assume students understood your instructional talk. Check they understand questions and instructions. Repeat if it is necessary.
- When a student uses fragmented syntax, model complete syntax back to them.
- Remind students to speak loudly and articulate clearly.
- Praise your students.



II. Teacher shares to students phrases that may help them to introduce themselves before an oral presentation or exam.

INTRODUCING MYSELF

- Hello, Hi, Good morning, afternoon, evening, etc.
- My name is...../I am
- Age - (I am.....years old)
- I am from.....(country, state)
- Occupation (I am a /an.....)
- My favorite hobbies are.../ I like ...(reading, play soccer).
- I do not like/dislike.....(running)
- I am trying to improve my English because.....
- Well that's me!

III. Teacher shares with the students picture cued story- telling to practice before an oral presentation or exam.



Taken from: (Krause, 2019)

IV. Students look at the pictures and describe them talking about their own routine.

V. Teacher shows and explains how students will be assessed.

VI. Teacher's feedback and suggestions.

Activity 5.3: Tips for students to enhance their self-esteem in oral production.

Activity development

I. Teacher shares the top tips to enhance students' self-esteem in oral production.

Top tips for students

- Try to maintain a positive attitude while preparing for the test and during the test.
- Sit straight and have a proper body posture.
- Use your body language and show what you know.



- If you do not understand the questions, politely ask your teacher to repeat it. You can use the following phrases:
 - I'm sorry....
 - Can you repeat that, please? / Could you repeat that, please?
 - Can you say that again, please? / Could you say that again, please?
 - Would you mind to repeat it again, please?
 - Pardon me, could you repeat that please?
- Phrases for asking to repeat something in a different way:
 - I didn't understand...
 - I didn't get that...
 - Can you say it in another way, please?

II. Students prepare their oral activities mentioned by the teacher.

III. Students put in practice the activities and exercises before their oral presentations or exams.



Proposal Conclusion

This methodological guide was designed in order to contribute to the students by minimizing their anxiety and enhancing self-esteem to face classroom oral activities in the foreign language successfully by applying methodological strategies. Therefore, they can improve their performance and get better grades. Also, it has helped them to know the correct management of the different levels of anxiety, in addition it is indispensable to be aware of how to improve self-esteem, making students become more self-confident people by expressing themselves orally in the foreign language.

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Proposal Conclusion

This present methodological guide was socialized and applied in order to contribute to the students of 8th grade of EGB of the Educational Unit “Yahuarcocha” of Ibarra Canton. It has helped them by minimizing their anxiety and enhancing self-esteem to face classroom oral activities in the foreign language successfully by applying methodological strategies. Therefore, they can improve their performance and get better grades. Also, it has helped them to know the correct management of the different levels of anxiety, in addition it is indispensable to be aware of how to improve self-esteem, making students become more self-confident by expressing themselves orally in the foreign language, which will also help them in other aspects of life making them more aware of their capabilities.

The main impacts found were:

Table 15.

Linguistic impact

Linguistic Impact						
Indicators	-3	-2	-1	1	2	3
1. Confidence while singing.					2	
2. Building confidence through poems.						3
3. Dealing with oral presentations.						3
4. Reducing anxiety through role-playing.						3
5. Taking oral exams.						3

$$\frac{\Sigma}{\text{Total de indicadores}} \frac{14}{5} = 2.8$$

In regard to the linguistic impacts of this methodological guide, it can be analyzed that almost all indicators were assigned the maximum score, except for the first indicator (confidence while singing), which was assigned two out of three because of student’s level of engagement while socializing Unit 1- Activity 1.3 of this methodological guide.

Table 16.

Academic impact

Academic Impact						
Indicators	-3	-2	-1	1	2	3
1. Confidence while performing in front of the class.						3
2. Getting familiar with basic writing aspects of a poem.						3
3. Ability to prepare presentations.						3
4. Getting familiar with basic writing aspects of role-playing.					2	
5. Dealing with oral quizzes.						3

$$\frac{\Sigma}{\text{Total de indicadores}} \frac{14}{5} = 2.8$$

In regard to the academic impacts of this methodological guide, it can be analyzed that almost all indicators were assigned the maximum score, except for the fourth indicator (Getting familiar with basic writing aspects of role-playing.), which was assigned two out of three because of student's level of engagement while socializing Unit 1- Activity 1.3 of the present proposal.

Table 17.

Affective impact

Affective Impact						
Indicators	-3	-2	-1	1	2	3
1. Reflecting on each other's affective needs.						3
2. Reflecting on the importance of self-esteem.						3
3. Building self-confidence.						3
4. Reducing anxiety in oral tasks.						3
5. Strengthen self-esteem in oral production.						3

$$\frac{\Sigma}{\text{Total de indicadores}} \frac{15}{5} = 3$$

In regard to the affective impacts of this methodological guide, it can be analyzed that all of indicators were assigned the maximum score that was because of student's level of engagement while socializing Unit 1 - Activity 1.3 this proposal.

Annexes

Annex 1: Legal documents

Acepto participar voluntariamente en esta investigación, conducida por Diana Karina Quishpe Toapanta estudiante de la Carrera de Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera en los estudiantes del 8vo EGB de la Unidad Educativa "Yahuarcocha" año lectivo 2018-2019.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.


Hic. José Gallegos
Nombre del Participante
(en letras de imprenta)

Diana Quishpe
Nombre del Investigador

Firma del Participante

2019-04-10
Fecha

Firma del investigador



Vice-principal's acceptance to participate in research

Acepto participar voluntariamente en esta investigación, conducida por Diana Karina Quishpe Toapanta estudiante de la Carrera de Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera en los estudiantes del 8vo EGB de la Unidad Educativa "Yahuarcocha" año lectivo 2018-2019.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Hagdalena Cuchala
Nombre del Participante
(en letras de imprenta)

Diana Quishpe
Nombre del Investigador

Firma del Participante

Fecha
2019/04/25

Firma del investigador



English coordinator's acceptance to participate in research

Acepto participar voluntariamente en esta investigación, conducida por Diana Karina Quishpe Toapanta estudiante de la Carrera de Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera en los estudiantes del 8vos EGB de la Unidad Educativa "Yahuarcocha" año lectivo 2018-2019.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.

Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del Participante (en letras de imprenta)	Firma del Participante	Fecha
Lic. Juan Velta		2019/04/10
Nombre del Investigador	Firma del Investigador	
Diana Quishpe		



English teacher's acceptance to participate in research

Acepto participar voluntariamente en esta investigación, conducida por Diana Karina Quishpe Toapanta estudiante de la Carrera de Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera en los estudiantes del 8vos EGB de la Unidad Educativa "Yahuarcocha" año lectivo 2018-2019.

Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

Reconozco que la información que yo provea en el curso de esta investigación es estrictamente confidencial y no será usada para ningún otro propósito fuera de los de este estudio sin mi consentimiento. He sido informado de que puedo hacer preguntas sobre el proyecto en cualquier momento y que puedo retirarme del mismo cuando así lo decida, sin que esto acarree perjuicio alguno para mi persona.



Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Nombre del Participante (en letras de imprenta)	Firma del Participante	Fecha
Teresa E Carrero M.		2019/04/25
Nombre del Investigador	Firma del Investigador	
Diana Quishpe		

English teacher's acceptance to participate in research

Annex 2: Techniques and Instruments

Vice principal's interview.

	UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA	
LICENCIATURA EN INGLÉS TRABAJO DE GRADO “FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA “YAHUARCOCHA”, DEL CANTÓN IBARRA AÑO LECTIVO 2018-2019.”		
Fecha de entrevista: 10 de abril del 2019 Entrevistado: MSc. José Gallegos Cargo: Vicerrector/a		
Objetivo <p>La presente entrevista tiene como finalidad la recolección de datos para identificar los factores afectivos que inciden en la producción oral en inglés, en los estudiantes de 8vos Años de EGB, de la Unidad Educativa “Yahuarcocha” del Cantón Ibarra año lectivo 2018-2019; por parte de los estudiante de la Carrera de Licenciatura en Inglés de la Universidad Técnica del Norte, con el objetivo de aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera.</p>		
Preguntas: P1. ¿Conoce usted si procesos de investigación similares a este se han implementado anteriormente en su Institución? <p>Sí han existido investigaciones anteriores gracias al convenio institucional que se mantiene con la Universidad Técnica del Norte desde hace 3 años con las carreras de Enfermería, Psicología, Educación Física e Inglés pero una investigación con este tema no ha habido. El presente tema es nuevo e importante ya que se va a recabar información de los factores afectivos que inciden en la producción oral de la lengua extranjera.</p> P2. ¿En qué medida se ha logrado alcanzar los objetivos curriculares en cuanto se refiere a la producción oral del idioma inglés establecidos por el Ministerio de Educación? <p>Sí se ha logrado en gran medida ya que contamos con un personal muy dedicado y profesional. Incluso se cuenta con una licenciada calificada con B2 por lo que la mayoría de los estudiantes si cumplen con los objetivos curriculares.</p>		

P3. ¿Cuál es el porcentaje de repitencia en la asignatura de inglés?

Repitencia propiamente por Inglés no ha habido considerando que el Ministerio de Educación les otorga a los estudiantes una serie de oportunidades para aprobar las asignaturas como exámenes de remediales, gracia incluso lo que es la recuperación de promedio. La repitencia se ha dado más en las asignaturas de Matemáticas y Literatura debido a alguna dislexia, como consecuencia de ello algunos estudiantes no alcanzan el nivel requerido en Inglés dejando un 5% de repitencia.

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

Dentro de nuestra institución existe un nivel alto de estudiantes con dificultad de aprendizaje, el cual es un factor negativo importante dentro de todas asignaturas. Otras de las dificultades es el bajo dominio de vocabulario, falta de desenvolvimiento y expresión así como el sector urbano-marginal inciden en el bajo rendimiento.

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



Acuerdo a mis observaciones solo una cuarta parte de los estudiantes se expresa correctamente a la hora de presentar una lección oral en la lengua extranjera, sin embargo si presentan algunas dificultades de expresión.

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

Por supuesto que considero importante implementar estrategias para poder minimizar la ansiedad en la producción oral en la lengua extranjera. Como sugerencia quiero adjuntar que debe existir un profesor especializado en el área además de dar prioridad a las lecciones orales ya que caso contrario de manera escrita tienden a copiar y se limitan a tan solo cumplir con la tarea y no a aprender.

GRACIAS POR SU COLABORACIÓN

English Coordinator's interview.

	UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA	
LICENCIATURA EN INGLÉS TRABAJO DE GRADO “FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA “YAHUARCOCHA”, DEL CANTÓN IBARRA AÑO LECTIVO 2018-2019.”		
Fecha de entrevista: 25 de abril del 2019 Cargo: Coordinador/a		Entrevistado: Lic. Virginia Enriquez
Objetivo <p>La presente entrevista tiene como finalidad, la recolección de datos para identificar los factores afectivos que inciden en la producción oral en inglés, en los estudiantes de 8vos Años de EGB, Unidad Educativa “Yahuarcocha” del Cantón Ibarra año 2018-2019; por parte de los estudiante de la Carrera de Licenciatura en Inglés, de la Universidad Técnica del Norte, con el objetivo de aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera.</p>		
Preguntas: <p>P1. ¿Conoce usted si procesos de investigación similares a este se han implementado anteriormente en su Institución? No, no conozco</p> <p>P2. ¿Qué estándar según el (MCM) Marco Común Europeo se tiene previsto alcanzar con los estudiantes de 8vo en la producción oral de la lengua extranjera? Se quiere alcanzar el A1.1, pero hay que tomar en cuenta muchos limitantes que existen aquí. Una, los chicos por ejemplo de octavo, no todos en este caso han tenido Inglés, vienen en este caso de las escuelitas aledañas donde no han tenido mayor contacto se puede decir con este idioma y les resulta un tanto difícil. Otro limitante que es el medio mismo, les damos nosotros aquí Inglés salen afuera ellos ya no tienen absolutamente nada si, incluso no tienen ni siquiera en este caso hablemos de nosotros a nuestros hijos les damos todo lo necesario para que ellos puedan interactuar si, por ejemplo les hacemos ver películas en Inglés, canciones, juegos en Inglés. La oportunidad que los chicos de acá no la tienen si, dese cuenta los papasitos de estos chicos trabajan en el mercado y los llevan al mercado a trabajar, entonces la situación económica que limita muchísimo el desarrollo de esto.</p>		

P3. En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés?

¿Por qué?

Se pasa a la siguiente pregunta puesto que en la anterior ya responde a esta .

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

Mire tienen muchísimo miedo porque prácticamente tienen miedo a equivocarse y servir de burla para el resto, porque el resto que hace, aquí la reacción de ellos no es bueno como en cualesquier otro lado, se les aplaude con el fin de que se dé por terminado o en este caso que continúe, lo que hacen es reírse, silbar entonces es por ese mismo temor, a pesar de que se ha bajado un tanto pero quitarlo de raíz no se puede.

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

Haber, en los octavos, es que es un proceso, no , no podemos hablar de años solamente de octavo no, viene un proceso que se empieza en octavo y continua en los diferentes cursos también. Por qué, porque yo no puede decir haber yo hago en octavo y ya con eso voy a terminar todo no. Esto conlleva un proceso, tiempo y dedicación del maestro por ejemplo, y de los estudiantes también y inclúyameles también a los papasitos. En este caso, lo que suelo hacer no, por ejemplo para ir familiarizándolos en primer lugar con el idioma ya, les hago presentaciones entre ellos, que saluden entre ellos ya eso en octavos. Y le digo el trabajo es continuo en todos los años, se les va haciendo por ejemplo tienen noticias ya así sean lo más cortas posibles pero que pasen al frente y hablen, ya la cuestión es que ellos hablen, así sea con errores pero que a lo largo vamos a ir mejorando, de esa forma al menos yo lo hago. En octavos empezamos con frases pequeñas, saludos, con colores que esto que lo otro pero, de ahí no se podemos avanzar mucho más por que ya. Con los otros cursos por ejemplo ya se puede hablemos de decimos, primero de bachillerato se va poco a poco con dramatizaciones ya es un poquito más complicado pero es que uno se ve el nivel también de los chicos para poder ir desarrollando las estrategias.

P7. ¿Cómo cree usted que se puede fortalecer la autoestima de los estudiantes de 8vo en la producción oral de la lengua extranjera?

Dependiendo de la seguridad de los contenidos, si yo enseño por ejemplo saludos y continuamente estoy practicando y diariamente se les hace saludar entre ellos y todo eso. Eso les va dar a ellos seguridad al pasar a dar que se yo una exposición, lo primero que deben hacer ellos es que presentarse si , saludos, nombre, donde viven y eso les va dar seguridad a ellos. Con el uso continuo de los temas en este caso.

P6. ¿Cuáles son las estrategias metodológicas que usted aplica para fomentar la autoestima en la producción oral de la lengua extranjera?

En este caso por ejemplo lo que yo suelo hacer es mandarles primero es que ellos se graben ahora con el uso de la tecnología y sobre todo de los celulares un medio que me tiene pero caos. Es que en realidad con el uso del celular, les distrae mucho y otra que por ejemplo yo quiero que usen los diccionarios, porque ahí el mismo hecho que se toman el tiempo para buscar y les digo que hagan una oración utilizando esa palabra que encontraron y todo eso ya. Entonces muy bien a ellos les encanta el celular pues ya, muy bien vamos a usarlo. Ustedes van a hacer, dependiendo del trabajo, puede ser una exposición, una descripción bueno dependiendo del curso no, dirigido para

octavo lo que se hace por ejemplo, los pronombres que los pronuncien y se graben, al pronunciar y dicen pero nos vemos .. pero si son ustedes hijitos les digo si el celular no hace milagros, entonces ya ellos se aceptan asimismo, entonces ahí les estamos ayudando al autoestima y también el hecho de que se graben van escuchando, aparte de que están hablando, entonces estamos mezclando las inteligencias y eso nos ayuda a afianzar de esa forma yo al menos he logrado porque estoy tomando algo que a ellos le gusta , los celulares. Usar los medios tecnológicos para obtener buenos resultados.

P8. ¿Qué estrategias para la producción oral de la lengua extranjera no han alcanzado los resultados de aprendizaje esperados? ¿Por qué?



Cuando no son temas cotidianos ya , necesariamente tienen que ser temas relacionados al medio de ellos, a lo que les gusta, porque caso contrario por ejemplo en los libros, hay muchas veces, por ejemplo el libro es una guía. Yo puedo salirme del libro o simplemente cojo la temática ya muy bien es lectura okay. Vamos ahora entonces algo que a ellos les gusta porque si no si son temas aislados por ejemplo temas del extranjero, no les llama la atención. Yo he tenido inconvenientes en eso, que cuando he cogido un tema de acá y no lo relaciono con la realidad de ellos, ahí he tenido dificultades, cojo lo necesario de aquí y vamos a la realidad de ellos, es para que tengan y asocien lo que están viendo con la realidad que están viviendo.

P9. ¿Considera usted necesario implementar estrategias que faciliten el desempeño de los estudiantes en la producción oral de lengua extranjera? ¿Por qué?

Si lo considero pero desearía que ayuden o acote a todo el desarrollo, no solo a los octavos años por que como ya le dije con anterioridad esto es un proceso que se ve en cada año.

GRACIAS POR SU COLABORACIÓN

English Teachers' interview.

	<p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</p>	
<p>LICENCIATURA EN INGLÉS TRABAJO DE GRADO “FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA “YAHUARCOCHA” DEL CANTÓN IBARRA AÑO ELECTIVO 2018-2019.”</p>		
<p>Fecha de entrevista: 25 de abril del 2019</p>		
<p>Entrevistado: Lic. Magdalena Cuchala</p>		
<p>Cargo: Docentes del área de ingles</p>		
<p>Objetivo</p>		
<p>La presente entrevista tiene como finalidad, la recolección de datos para identificar los factores afectivos que inciden en la producción oral en inglés, en los estudiantes de 8vos Años de EGB Unidad Educativa “Yahuarcocha”,</p>		

del Cantón Ibarra año electivo 2018-2019; por parte de los estudiantes de la Carrera de Licenciatura en inglés, de la Universidad Técnica del Norte, con el objetivo de aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera.

Preguntas:

P1. En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés? ¿Por qué?

Si, hay bastantes dificultades por que en realidad porque el inglés ha sido una asignatura que no ha sido constante en el Área Básica entonces se ha empezado a trabajar con los chicos con vocabulario básico. De pronto el uso de los libros no ha sido de completo éxito en el nivel básico, llegan a 8° de Educación Básica con un nivel super mínimo en el cual ellos manejan un vocabulario muy básico. Es muy difícil con ellos establecer un diálogo.

P2. En su percepción ¿cuáles son las mayores dificultades que presentan sus estudiantes en la producción oral de la lengua extranjera (a nivel afectivo y lingüístico)?

En el nivel afectivo ellos tienen bastante miedo y más que todo, ellos como se resisten, ellos presentan resistencia al hablar en Inglés, entonces para uno poderles sacar cierta información hay que usar nosotros de pronto varias estrategias para obligarles a hablar en inglés. Incluso en la producción lingüística los sonidos por ende el inglés para ellos con nuevos sonidos para ellos es sumamente difícil producir esos sonidos. Sin embargo, pues uno como maestro se trata de, en lo posible, por lo menos algo una semejanza a la producción del profesor en ejercicios, en diálogo, en vocabulario se les insiste pero hay bastante timidez por parte de los estudiantes en querer hablar el idioma Inglés.

P3. ¿Cuáles son las fortalezas que presentan los estudiantes en la producción oral de la lengua extranjera (a nivel afectivo y lingüístico)?

Por ejemplo en los pequeños, yo he trabajado con los pequeños y los grandes también, y que se ve con los pequeños que ellos de pronto si tienen ese interés pero tienen ese miedo, mientras que los grandes no, ellos ya pueden pronunciar los sonidos pero no quieren participar ósea si hay resistencia en la participación pero es mas no porque ellos tengan esa timidez sino más bien porque ellos muchas veces no desean participar. Ahora por ejemplo lo positivo de los niños es la espontaneidad, ellos por ejemplo una canción les gusta aprender canciones y ese es el método que tengo con los pequeños en enseñarles estructuras gramaticales a base de canciones sin darles ninguna traducción, sin darles ninguna estructura gramática sino que más bien apoyada en lo kinestésico que es con los movimientos, con mímica. Me he dado cuenta que eso cala mejor, si yo hago un gesto ellos me siguen con la frase entonces yo veo esa facilidad con los niños pequeños pero con los grandes en cambio no porque ellos tienen mucho recelo. Ellos como ya se creen mayores, ellos creen que el resto se les va a burlar muchas veces pues uno toca hacerse el payaso entonces a veces se logra y a veces no se logra el objetivo.

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

Como ya le decía anteriormente motivarles para que se les quite esa timidez, yo muchas veces les digo no importa quien pronuncia mal para eso estamos para aprender y si usted repite y pronuncia mal pues pregunte, es una manera de aprender y mejorar. Entonces yo siempre les doy esa confianza a mis estudiantes siempre no estoy que si no me

pronuncia bien tiene cero, yo siempre estoy aportando con ellos para quitarles ese miedo y esa vergüenza que tienen al hablar.

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

Por ejemplo para evaluar muchas veces hacemos un diálogo yo les doy los parámetros, les doy la rúbrica que voy a utilizar para evaluar un diálogo, voy a evaluar, pronunciación, entonación, nosotros aquí practicamos, les hago un modelo y luego hacemos una práctica con ellos y posteriormente envío a casa a que ellos repasen y memoricen

y en la próxima clase ya se ve el diálogo. Me ha dado resultado porque si hay muchos chicos que participan de esa manera, pero como siempre en todo lugar hay chicos dedicados y hay chicos que no se interesan.

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

Los instrumentos por ejemplo la observación, también tengo como le dije la rúbrica, ellos saben que es lo que yo estoy evaluando y eso sería sobre todo la observación.

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

Claro, es bastante necesario uno no se puede venir a evaluar así sin tener conocimientos toca a nosotros tener una base que es lo que vamos a evaluar. Y sobre eso que dificultades presentan los estudiantes para poder ayudar a superar esas dificultades, porque no es evaluar poner cero y quedarnos ahí. Lo importante es hacerles conscientes en que es lo que fallaron para poder continuar y retomar con cosas que vienen más avanzadas en lo posterior.

GRACIAS POR SU COLABORACIÓN

8th level English Teachers' interview.

	<p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA</p>	
<p>LICENCIATURA EN INGLÉS TRABAJO DE GRADO “FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA “YAHUARCOCHA”, DEL CANTÓN IBARRA AÑO ELECTIVO 2018-2019”</p>		
<p>Fecha de entrevista: 25 de abril del 2019</p>		
<p>Entrevistado: Lic. Teresa Carrera</p>		

Cargo: Docentes de aula –8° “A” EGB

Objetivo

La presente entrevista tiene como finalidad, la recolección de datos para identificar los factores afectivos que inciden en la producción oral en inglés, en los estudiantes de 8vos Años de EGB, Unidad Educativa “Yahuarcocha”, del Cantón Ibarra año electivo 2018-2019; por parte de los estudiante de la Carrera de Licenciatura en Inglés, de la Universidad Técnica del Norte, con el objetivo de aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera.

Preguntas:

P1. En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés?

¿Por qué?

No les interesa aprender, ellos vienen parece que obligados, por ejemplo de 8 A hay un chico que ya es repetido por faltas y sigue lo mismo, que quiere decir con eso, con su actitud no más, no es necesario palabras.

P2. En su percepción ¿cuáles son las mayores dificultades que presentan sus estudiantes en la producción oral de la lengua extranjera (a nivel afectivo y lingüístico)?

A nivel afectivo, la motivación como ya le digo la falta de interés por el aprendizaje o prepararse académicamente, lo que conlleva a que, si no quieren aprender no pueden producir nada igual en matemáticas porque me han encargado por que yo estoy en inspección ayudando. Que puedo decir en otro idioma. No hay motivación.

P3 ¿Cuáles son las fortalezas que presentan los estudiantes en la producción oral de la lengua extranjera (a nivel afectivo y lingüístico)?

Videos, se trata de traer videos de la biblioteca y resulto fatal y dije ni más traigo para acá. Dije ojala viendo, repitiendo, se distraen como chiquitos. Fatal, fatal. Creo que es el ambiente.

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

Autoestima en si no se puede, aquí motivar en la producción del idioma. Ya le digo videos, canciones para Navidad creo que estuve preparando música para los chicos.

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

En los chiquitos en especial, lo básico. Algunitos si responden pero otros ni por más que están escuchando no producen, creo que es miedo también a ratos. Miedo a que me voy a equivocar y que va a decir el otro, creo yo no sé no.

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

La predisposición del muchacho y que salga. Porque algunos muchachos desde el puesto dicen no se y no salen, traiga para ver y nada... Yo le digo yo soy ver para creer y no pasan que quiere decir que no están haciendo nada no. Hago un rubrica de acuerdo al chico.

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

El miedo y la vergüenza de que el otro se le ría.

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

No vienen preparados y por ende no saben ni cómo responder, la falta de interés es muy clara en los muchachos.

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

Responden lo que les da la gana unos y otros ni salen a hacer la actividad. Todo se relaciona a la falta de interés.

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

Si sería bueno, yo bueno la facilidad del internet, pero mientras no haya el amor a aprender, en las juntas de curso hasta de lengua se quejan no se diga de nosotros.

GRACIAS POR SU COLABORACIÓN



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



**LICENCIATURA EN INGLÉS
TRABAJO DE GRADO
“FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS
ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA “YAHUARCOCHA”, DEL
CANTÓN IBARRA AÑO ELECTIVO 2018-2019”**

Fecha de entrevista: 10 de abril del 2019

Entrevistado: Lic. Susana Villota

Cargo: Docentes de aula –8° “B” EGB

Objetivo

La presente entrevista tiene como finalidad, la recolección de datos para identificar los factores afectivos que inciden en la producción oral en inglés, en los estudiantes de 8vos Años de EGB, Unidad Educativa “Yahuarcocha”, del Cantón Ibarra año electivo 2018-2019; por parte de los estudiante de la Carrera de Licenciatura en Inglés, de la Universidad Técnica del Norte, con el objetivo de aplicar estrategias para minimizar el efecto de los factores afectivos en la producción oral de la lengua extranjera.

Preguntas:

P1. En su percepción, ¿cuáles son las mayores dificultades en la implementación del currículo del inglés? ¿Por qué?

El temor que tienen al idioma, ellos todavía no lo aceptan entonces viene a ser eso.

P2. En su percepción ¿cuáles son las mayores dificultades que presentan sus estudiantes en la producción oral de la lengua extranjera (a nivel afectivo y lingüístico)?

El nivel ,yo creo que ha de ser el temor que tienen al idioma, como le digo ósea, no le aceptan al idioma como tal ósea no le es familiar. Y algunos tiene mucho que ver con el docente no porque el docente lo que hace es tratar de que el idioma que es extraño lo acepte, y depende del docente hacerlo bonito, hacerlo creativo y si no es así , si tuvieron una profesora de inglés que lo hizo pero horrible el panorama del idioma ya vienen con restricciones siempre. Y a nivel lingüístico como le tienen temor y no lo aceptan entonces ellos poco interés ponen en la pronunciación.

P3 ¿Cuáles son las fortalezas que presentan los estudiantes en la producción oral de la lengua extranjera (a nivel afectivo y lingüístico)?

Que fortalezas pueden haber: que al estudiante le gusta relacionar vocabulario con canciones por ejemplo entonces ellos como se encuentran más en su ambiente y mucho mejor si la canción es actual aunque las actuales tiene más dificultad en cuanto a pronunciación. Pero hay estudiantes que al relacionarlas les va muy bien no. A nivel lingüística siguen acareando el mismo problema y en cuanto a fortaleza puede ser la empatía que de pronto puede haber con la estrategia que utiliza el docente y con el docente.

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

Bueno, yo tengo la experiencia de haber trabajado con los tres niveles, elemental, preparatoria, superior he tenido esa oportunidad de trabajar y puedo decir que los estudiantes más pequeños son los que están como en todo ósea ávidos de aprender, de conocer, la estrategia que se utiliza con ellos bastante es el juego porque ellos poco pueden escribir entonces para mí era muy difícil entonces lo que hice es ir relacionando lo que ellos veían con lo que ellos pueden aprender porque letras no saben, entonces ellos miran la puerta y saben que puerta es door, asimismo relacionan el sonido con lo que ven. Otra estrategia es la música, o la traducción aunque a veces no es bueno porque ahí pueden renovar todo lo que es su vocabulario, utilización de los audiovisuales eso les ayuda bastante.

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

La actuaciones en clase de preguntas simple que yo les pueda hacer, What is your name?, Where are you from?, entonces ahí me doy cuenta de que ellos van comprendiendo lo que yo les estoy tratando de explicar, porque no es solamente que el estudiante sea un loro parlante que repita todo, si no que ellos conscientemente entiendan lo que me están respondiendo.

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

Los instrumentos que vienen en los libros, en los libros tenemos la gran ventaja de que vienen ya las pruebas pero no todas las preguntas son aplicables entonces hay que saberlas escoger, como le digo dentro de las pruebas viene lo que es la repartición de los skills que es el escuchar, el leer, el hablar entonces está repartido entonces se aplica y se le pone al estudiante de una manera en que se vea una variedad de colores y todo lo demás tratando de motivarles. Aunque algunos estudiantes la actitud del docente de inglés les frena.

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

Miedo a que los compañeros se burlen y eso les causa nerviosismo, ansiedad y temor al mismo hecho porque como no hay la familiaridad del idioma entonces piensan que hablar o pronunciar algo mal va a causar burla y en muchas ocasiones pasa eso. Y eso afecta al autoestima y a muchos estudiantes no les deja participar.

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

Como en todos los exámenes no, hay estudiantes que se han preparado que con confianza van y rinden. Estudiantes que no se han preparado y van con todo el temor o a su vez no les importa. Igual hay estudiantes que se han preparado pero por miedo al docente que es factor clave, no pueden rendirlo. Hay una estudiante en bachillerato que dice no ya viene la licen y se bloquea. Y esas con cuestiones afectivas que a la larga les perjudica bastante.

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

Como presentan complicaciones de temor entonces el estudiante no rinde, ósea el rendimiento es super bajo. Por eso cuando vienen los pasantes les digo al no ser nuestra lengua es mi responsabilidad que el estudiante la acepte. Por eso si a mi no me acepta como docente como van a aceptar al idioma. Entonces del docente de inglés tiene la responsabilidad de ser bien carismático bien entrador al juego y así se presenta al idioma. Un docente tiene que darse y nuestra responsabilidad de que lo quieran al idioma.

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

Si es bueno, pero depende por ejemplo yo he tenido profesores que inglés que me han motivado a aprender el idioma, me motivaron, me gusto y porque me gusto yo seguí la carrera. Aquí hay estudiantes niños y de educación superior que ellos dicen no yo quiero ser profesor de inglés, que les gusta, que esperan con ansia la hora de inglés. Pero la misma estrategia que utilizo con ellos es buena pero a otros estudiantes no les queda entonces como que les aburre. Entonces tenemos diferentes tipos de estudiantes que tenemos que saber manejar. Por eso hay que implementar estrategias, hay que ser bien pilas como docente porque hay que identificar que clases de estrategias utilizar con los diferentes estudiantes. Como los dedos de la mano todos los estudiantes son diferentes entonces las estrategias varían, entonces a unos estudiantes les queda bien y a otros no. Pero hay estrategias que calcen para todos.

GRACIAS POR SU COLABORACIÓN

8th level students' survey.

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 “YAHUARCOCHA”, DEL
 CANTÓN IBARRA AÑO LECTIVO 2018-2019.**

1. En la siguiente tabla, marque con una “X” 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. Siendo el nivel de ansiedad más alto el “5” y más bajo el “1”. 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. Participación en clase						
g. Presentación oral						
h. Corrección por parte del docente						
i. Otros :						

2. En la siguiente tabla, marque con una “X” 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. Siendo el nivel de confianza más alto el “1” y más bajo el “5”. 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 en voz alta 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, marque con una “X” en el número que corresponda a los aspectos que generan ansiedad. Siendo el nivel de ansiedad más alto el “5” y más bajo el “1”. 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. Olvidar el vocabulario requerido						
g. No saber qué palabra utilizar						
h. Timidez						
i. Miedo a equivocarse						
j. Temor a cometer errores de pronunciación						

Observation sheet.



**UNIVERSIDAD TÉCNICA DEL NORTE
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LICENCIATURA EN INGLÉS**

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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, DE LA UNIDAD EDUCATIVA “YAHUARCOCHA”, DEL CANTÓN
IBARRA, AÑO LECTIVO 2018-2019.**

Institución Educativa:

Año y paralelo:

Fecha:

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) Interacción en grupos de trabajo						
d) Memorización de diálogos						
e) Corrección por parte del docente						
f) Lectura de textos ante la clase						
g) Dramatizaciones						
h) Retroalimentación por parte del docente						
i) Retroalimentación por parte de los compañeros de clase						
j) Comprensión de instrucciones						
k) Lecciones orales						
l) Exámenes orales						

Checklist.

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 “YAHUARCOCHA”, DEL
CANTÓN IBARRA, AÑO LECTIVO 2018-2019.

LISTA DE COTEJO EVALUACIÓN PRODUCCIÓN ORAL.

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

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

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

Annex 3: Socialization's documents
Permit office.



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio 154-D
13 de junio de 2019

Magíster
Tirzo Erazo
RECTOR DE LA UNIDAD EDUCATIVA YAHUARCOCHA

Señor Rector:

A nombre de la Facultad de Educación, Ciencia y Tecnología, reciba un cordial 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 DIANA KARINA QUISHPE TOAPANTA, estudiante de octavo semestre de la carrera de Licenciatura en Inglés, para que socialice el trabajo de grado: "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO. AÑO EGB EN LA UNIDAD EDUCATIVA YAHUARCOCHA DEL CANTÓN IBARRA AÑO LECTIVO 2018-2019".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO





MSc. Raimundo López
DECANO FECYT

Recibido
2019-06-13




Lesson plans.


UNIDAD EDUCATIVA "YAHUARCOCHA"



INFORMATIVE DATA:



AREA: English SUBJECT: Foreign Language SCHOOL YEAR: 2018 - 2019

Vice principal: Lic. José Gallegos TEACHER STUDENT: Diana Karina Quishpe Toapanta



Course: 8 ^o EGB "A" and "B"	Date: Monday, 17 th June 2019	Time: 120 min	N ^o Soc: 32	
Unit 1: Let's sing together.		Topic: Talking care of our hearts.		
General objective:				
<ul style="list-style-type: none"> > SWBAT develop fluency through songs in English. 				
Specific objectives:				
<ul style="list-style-type: none"> > SWBAT express at least four feelings from the new vocabulary through facial expressions and body language. > SWBAT describe emotions using at least three words from the new vocabulary and write three sentences. 				
TIME	TEACHER ACTIVITY	STUDENT ACTIVITIES	RESOURCES	EVALUATION INDICATORS
10 minutes	<p>WARM UP</p> <ul style="list-style-type: none"> • Presents vocabulary about feelings and emotions. • "Bingo game", using feelings and emotions vocabulary. • Gives indications about it. 	<p>WARM UP</p> <ul style="list-style-type: none"> • Infer the right emotions that is represented by each emoticon. • Play "Bingo game", using feelings and emotions vocabulary. • Concentration on the activity. 	<ul style="list-style-type: none"> • Board • Markets • Students • Teacher • Bingo color cards • Power point presentation • Projector 	<ul style="list-style-type: none"> • Students participate actively in a positive way. • Students answer correctly improving their vocabulary about feelings and emotions. • Students recognize and express correctly feelings and emotions
20 minutes	<p>PRESENTATION</p> <ul style="list-style-type: none"> • Using a power point presentation, asks students about their feelings. How do you feel right now? How do 	<p>PRESENTATION</p> <ul style="list-style-type: none"> • Listen carefully to the teacher's explanation. • Reinforce their knowledge about 	<ul style="list-style-type: none"> • Students • Teacher • Projector 	<ul style="list-style-type: none"> • Students answer the question with sense and correctly. • Students talk about

	<p>you feel when you get a low grade? How do you feel when you watch a horror movie?</p> <ul style="list-style-type: none"> • Gives the meaning about feelings and emotions vocabulary. 	feelings and emotions vocabulary.	<ul style="list-style-type: none"> • Power point presentation. 	their feelings using the appropriate vocabulary.
30 minutes	<p>PRACTICE</p> <ul style="list-style-type: none"> • Reads lyrics aloud. • Asks Ss to listen the song twice. • Asks students to fill the gaps about God only Knows song. • Makes sure the meanings are clear for students. • Monitors students' activities. • Checks the task orally. • Asks Ss to pay attention to pronunciation. • Asks Ss to sing the lyrics aloud to practice. 	<p>PRACTICE</p> <ul style="list-style-type: none"> • Listen carefully the song and pay attention to the correct pronunciation. • Observe the concepts on task 1. • Complete the information. • Check the answers. • Make sure the meanings are clear for themselves. • Practice the pronunciation. • Read and listen to the lyrics about God only Knows song. • Check the answers with the teacher. • Practice the song. 	<ul style="list-style-type: none"> • Teacher • Students • Worksheet • Projector • Pen or pencil • Board • Markers • Power point presentation • Audio. 	<ul style="list-style-type: none"> • Ss become familiar with the God only knows vocabulary, and understand it. • Ss complete the lyrics exercise correctly. • Sing with motivation while they practice pronunciation.
30 minutes	<p>PRODUCTION</p> <ul style="list-style-type: none"> • Asks Ss How do you feel now after listening to the song? • Asks Ss to role play dividing the Ss into 6 groups. • Assigns groups situation to roleplay and write three sentences using feelings and emotions vocabulary. 	<ul style="list-style-type: none"> • Get in groups • Listen to the explanation about the activity. • Write three sentences about the assigned situation using the previous vocabulary. • Create a role play using the sentences based on the situation that was assigned practicing the previous vocabulary about feelings and emotions. 	<ul style="list-style-type: none"> • Markets • Students • Teacher • Board • Projector • Audio 	<ul style="list-style-type: none"> • Internalize the vocabulary about feelings and emotions. • Use the vocabulary about feelings and emotions to write three sentences.

30 minutes	<p>EVALUATION</p> <ul style="list-style-type: none"> • Presentation of their role playing in groups identifying ways to deal with situations like those roleplayed 	<ul style="list-style-type: none"> • Present their dramatization about the situation that was assigned feelings and emotions vocabulary. 	<ul style="list-style-type: none"> • Sentences • Pen or pencil • Students • Teacher • Markets • Board 	<ul style="list-style-type: none"> • Understand clearly the vocabulary about feelings and emotions. • Speak fluently using the vocabulary about feelings and emotions.
PREPARED BY:		APPROVED BY:		APPROVED BY:
Teacher	Set: Diana Quishpe	Vice principal	Lic. José Callejos	Tutor/ #: MSc. Gabriela Bastida
Signature:		Signature:		Signature:
Date:	11/06/2019	Date:	2019-06-17	Date: 12-08-2019





UNIDAD EDUCATIVA "YAHUARCOCHA"


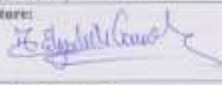
INFORMATIVE DATA:

AREA: English SUBJECT: Foreign Language SCHOOL YEAR: 2018 - 2019
 8TH LEVEL "A" TEACHER: Lic. Teresa Carrera TEACHER STUDENT: Diana Karina Quishpe Toapanta






Course: 8 ^o EGB "A"	Date: Monday, 17 th June 2019	Time: 120 min	N° Sr: 16	
Unit 1: Let's sing together.		Topic: Talking care of our hearts.		
General objective:				
<ul style="list-style-type: none"> > SWBAT develop fluency through songs in English. 				
Specific objectives:				
<ul style="list-style-type: none"> > SWBAT express at least four feelings from the new vocabulary through facial expressions and body language. > SWBAT describe emotions using at least three words from the new vocabulary and write three sentences. 				
TIME	TEACHER ACTIVITY	STUDENT ACTIVITIES	RESOURCES	EVALUATION INDICATORS
10 minutes	WARM UP <ul style="list-style-type: none"> • Presents vocabulary about feelings and emotions. • "Bingo game", using feelings and emotions vocabulary. • Gives indications about it. 	WARM UP <ul style="list-style-type: none"> • Infer the right emotions that is represented by each emoticon. • Play "Bingo game", using feelings and emotions vocabulary. • Concentration on the activity. 	<ul style="list-style-type: none"> • Board • Markets • Students • Teacher • Bingo color cards • Power point presentation • Projector 	<ul style="list-style-type: none"> • Students participate actively in a positive way. • Students answer correctly improving their vocabulary about feelings and emotions. • Students recognize and express correctly feelings and emotions
20 minutes	PRESENTATION <ul style="list-style-type: none"> • Using a power point presentation, asks students about their feelings. How do you feel right now? How do 	PRESENTATION <ul style="list-style-type: none"> • Listen carefully to the teacher's explanation. • Reinforce their knowledge about 	<ul style="list-style-type: none"> • Students • Teacher • Projector • Power 	<ul style="list-style-type: none"> • Students answer the question with sense and correctly. • Students talk about

	<p>you feel when you get a low grade? How do you feel when you watch a horror movie?</p> <ul style="list-style-type: none"> • Gives the meaning about feelings and emotions vocabulary. 	feelings and emotions vocabulary.	print presentation.	their feelings using the appropriate vocabulary.
30 minutes	<p>PRACTICE</p> <ul style="list-style-type: none"> • Reads lyrics aloud. • Asks Ss to listen the song twice. • Asks students to fill the gaps about God only Knows song. • Makes sure the meanings are clear for students. • Monitors students' activities. • Checks the task orally. • Asks Ss to pay attention to pronunciation. • Asks Ss to sing the lyrics aloud to practice. 	<p>PRACTICE</p> <ul style="list-style-type: none"> • Listen carefully the song and pay attention to the correct pronunciation. • Observe the concepts on task 1. • Complete the information. • Check the answers. • Make sure the meanings are clear for themselves. • Practice the pronunciation. • Read and listen to the lyrics about God only Knows song. • Check the answers with the teacher. • Practice the song. 	<ul style="list-style-type: none"> • Teacher • Students • Worksheet • Projector • Pen or pencil • Board • Markers • Power point presentation • Audio 	<ul style="list-style-type: none"> • Ss become familiar with the God only knows vocabulary, and understand it. • Ss complete the lyrics exercise correctly. • Sing with motivation while they practice pronunciation.
30 minutes	<p>PRODUCTION</p> <ul style="list-style-type: none"> • Asks Ss How do you feel now after listening to the song? • Asks Ss to role play dividing the Ss into 6 groups. • Assigns groups situation in roleplay and write three sentences using feelings and emotions vocabulary. 	<ul style="list-style-type: none"> • Get in groups • Listen to the explanation about the activity. • Write three sentences about the assigned situation using the previous vocabulary. • Create a role play using the sentences based on the situation that was assigned practicing the previous vocabulary about feelings and emotions. 	<ul style="list-style-type: none"> • Markets • Students • Teacher • Board • Projector • Audio 	<ul style="list-style-type: none"> • Internalize the vocabulary about feelings and emotions. • Use the vocabulary about feelings and emotions to write three sentences.

30 minutes	<p>EVALUATION</p> <ul style="list-style-type: none"> • Presentation of their role playing in groups identifying ways to deal with situations like those roleplayed 	<ul style="list-style-type: none"> • Present their dramatization about the situation that was assigned feelings and emotions vocabulary. 	<ul style="list-style-type: none"> • Sentences • Pen or pencil • Students • Teacher • Markets • Board 	<ul style="list-style-type: none"> • Understand clearly the vocabulary about feelings and emotions. • Speak fluently using the vocabulary about feelings and emotions.
PREPARED BY:		APPROVED BY:		APPROVED BY:
Teacher Student:	Sr: Diana Quishpe	8^o level Teacher "A"	Lic. Teresa Carrera	Tutor/ ar: MSc. Gabriela Bastidas
Signature:		Signature:		Signature:
Date:	11/06/2019	Date:	17/06/2019	Date: 2019-06-12

UNIDAD EDUCATIVA "YAHUARCOCHA"				
INFORMATIVE DATA:				
AREA: English		SUBJECT: Foreign Language		SCHOOL YEAR: 2018 - 2019
8 TH LEVEL "B" TEACHER: Lic. Susana Villota			TEACHER STUDENT: Diana Karina Quishpe Toapanta	
Course: 8 ^o EGB "B"		Date: Monday, 17 th June 2019		Time: 120 min
Unit 1: Let's sing together.		Topic: Talking care of our hearts.		
General objective:				
➢ SWBAT develop fluency through songs in English.				
Specific objectives:				
➢ SWBAT express at least four feelings from the new vocabulary through facial expressions and body language.				
➢ SWBAT describe emotions using at least three words from the new vocabulary and write three sentences.				
TIME	TEACHER ACTIVITY	STUDENT ACTIVITIES	RESOURCES	EVALUATION INDICATORS
10 minutes	WARM UP <ul style="list-style-type: none"> • Presents vocabulary about feelings and emotions. • "Bingo game", using feelings and emotions vocabulary. • Gives indications about it. 	WARM UP <ul style="list-style-type: none"> • Infer the right emotions that is represented by each emoticon. • Play "Bingo game", using feelings and emotions vocabulary. • Concentration on the activity. 	<ul style="list-style-type: none"> • Board • Markets • Students • Teacher • Bingo color cards • Power point presentation • Projector 	<ul style="list-style-type: none"> • Students participate actively in a positive way. • Students answer correctly improving their vocabulary about feelings and emotions. • Students recognize and express correctly feelings and emotions
20 minutes	PRESENTATION <ul style="list-style-type: none"> • Using a power point presentation, asks students about their feelings. How do you feel right now? How do 	PRESENTATION <ul style="list-style-type: none"> • Listen carefully to the teacher's explanation. • Reinforce their knowledge about 	<ul style="list-style-type: none"> • Students • Teacher • Projector • Power 	<ul style="list-style-type: none"> • Students answer the question with sense and correctly. • Students talk about

	<p>you feel when you get a low grade? How do you feel when you watch a horror movie?</p> <ul style="list-style-type: none"> • Gives the meaning about feelings and emotions vocabulary. 	feelings and emotions vocabulary.	point presentation.	their feelings using the appropriate vocabulary.
30 minutes	<p>PRACTICE</p> <ul style="list-style-type: none"> • Reads lyrics aloud. • Asks Ss to listen the song twice. • Asks students to fill the gaps about God only Knows song. • Makes sure the meanings are clear for students. • Monitors students' activities. • Checks the task orally. • Asks Ss to pay attention to pronunciation. • Asks Ss to sing the lyrics aloud to practice. 	<p>PRACTICE</p> <ul style="list-style-type: none"> • Listen carefully the song and pay attention to the correct pronunciation. • Observe the concepts on task 1. • Complete the information. • Check the answers. • Make sure the meanings are clear for themselves. • Practice the pronunciation. • Read and listen to the lyrics about God only Knows song. • Check the answers with the teacher. • Practice the song. 	<ul style="list-style-type: none"> • Teacher • Students • Worksheet • Projector • Pen or pencil • Board • Markers • Power point presentation • Audio 	<ul style="list-style-type: none"> • Ss become familiar with the God only knows vocabulary, and understand it. • Ss complete the lyrics exercise correctly. • Sing with motivation while they practice pronunciation.
30 minutes	<p>PRODUCTION</p> <ul style="list-style-type: none"> • Asks Ss How do you feel now after listening to the song? • Asks Ss to role play dividing the Ss into 6 groups. • Assigns groups situation to roleplay and write three sentences using feelings and emotions vocabulary. 	<ul style="list-style-type: none"> • Get in groups • Listen to the explanation about the activity. • Write three sentences about the assigned situation using the previous vocabulary. • Create a role play using the sentences based on the situation that was assigned practicing the previous vocabulary about feelings and emotions. 	<ul style="list-style-type: none"> • Markets • Students • Teacher • Board • Projector • Audio 	<ul style="list-style-type: none"> • Internalize the vocabulary about feelings and emotions. • Use the vocabulary about feelings and emotions to write three sentences.

30 minutes	<p>EVALUATION</p> <ul style="list-style-type: none"> • Presentation of their role playing in groups identifying ways to deal with situations like those roleplayed 	<ul style="list-style-type: none"> • Present their dramatization about the situation that was assigned feelings and emotions vocabulary. 	<ul style="list-style-type: none"> • Sentences • Pen or pencil • Students • Teacher • Markets • Board 	<ul style="list-style-type: none"> • Understand clearly the vocabulary about feelings and emotions. • Speak fluently using the vocabulary about feelings and emotions.
PREPARED BY:		APPROVED BY:		APPROVED BY:
Teacher Student:	Sr. Diana Quispe	8^o level Teacher "B"	Lic. Susana Villota	Tutor/ at: MSc. Gabriela Bastidas
Signature:		Signature:		Signature: 
Date:	11/06/2019	Date:	17/06/2019	Date: 2019-06-12

Worksheets.



UNIDAD EDUCATIVA "YAHUARCOCHA"

"LENGUA EXTRANJERA"

Name: Josita FalcónCourse: 5-ADate: 17-06-2019

Lic. Teresa Carrera and Lic. Susana Villota

Student Teacher: Diana Quishpe

UNIT 1: Let's sing together TOPIC: Taking care of our hearts

1. Vocabulary review. Fill the gaps with the correct word.



Misunderstood



Lonely



Asleeping



Ashamed



Afraid

God Only Knows Lyrics

Wide awake while the
world is sound
1 awake and
Too 2 afraid of what
might show up while
you're dreamin'
Nobody, nobody, nobody
sees you
Nobody, 3 misunderstood
nobody would believe you
Every day you try to pick
up all the pieces
All the memories, they
somehow never leave you
Nobody, nobody, nobody
sees you
Nobody, nobody, nobody
would believe you

CHORE

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

say about you
God only knows the real
you
There's a kind of love
that God only knows

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

You keep a cover over
every single secret
So 4 asleeping if
someone saw them they
would leave
But somebody, somebody,
somebody sees you
Somebody, somebody will
never leave you

CHORE

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

For the 5 lonely for
the 6 asleeping
The 7 misunderstood
and the ones to blame
But if we could start over
We could start over

We could start over
For the 8 lonely
for the
9 ashamed
The 10 misunderstood and
the ones to blame
But if we could start over
We could start over
We could start over
But there's a kind of love
that God only knows

CHORE

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

Signature



UNIDAD EDUCATIVA "YAHUARCOCHA"
"LENGUA EXTRANJERA"



Name: Dia Velazquez

Course: 8^o B'

Date: 17 de junio

Lic. Teresa Carrera and Lic. Susana Villota

Student Teacher: Diana Quishpe

UNIT 1: Let's sing together TOPIC: Taking care of our hearts

1. Vocabulary review. Fill the gaps with the correct word.



Misunderstood



Lonely



Asleeping



Ashamed



Afraid

God Only Knows Lyrics

Wide awake while the
world is sound
1 Asleeping and
Too 2 Ashamed of what
might show up while
you're dreamin'
Nobody, nobody, nobody
sees you
Nobody, 3 Lonely
nobody would believe you
Every day you try to pick
up all the pieces
All the memories, they
somehow never leave you
Nobody, nobody, nobody
sees you
Nobody, nobody, nobody
would believe you

CHORE

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

say about you
God only knows the real
you

There's a kind of love
that God only knows

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

You keep a cover over
every single secret
So 4 Lonely if Afraid
someone saw them they
would leave
But somebody, somebody,
somebody sees you
Somebody, somebody will
never leave you

CHORE

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

For the 5 Lonely for
the 6 Misunderstood
The 7 Lonely
and the ones to blame
But if we could start over
We could start over

We could start over
For the 8 Ashamed
for the
9 Ashamed
The 10 Misunderstood and
the ones to blame
But if we could start over
We could start over
We could start over

But there's a kind of love
that God only knows

CHORE

God only knows where to
find you

God only knows how to
break through


God only knows the real
you.

There's a kind of love
that God only Knows.

Diana Quishpe

Signature

Socialization Observation sheets.



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 “YAHUARCOCHA”,
DEL CANTÓN IBARRA AÑO LECTIVO 2018-2019.”
FICHA DE OBSERVACIÓN DE CLASE DEMOSTRATIVA
“SOCIALIZACIÓN”

Vicerrector del plantel: Msc. José Gallegos
 Estudiante investigador: Sra Diana Quishpe
 Fecha: 17/06/2019

ASPECTOS A OBSERVAR

1. Marque con una “X” en las casillas de SI o No de acuerdo a su criterio.

Aspectos a tener en cuenta en la observación del profesor.	Valoración	
	SI	NO
1. Presentación Personal es apropiada	X	
2. Modulación, tono de voz son adecuados.	X	
3. Demuestra un adecuado manejo del idioma	X	
4. Demuestra el dominio en el uso de los contenidos.	X	
5. Muestra creatividad en la elaboración de las actividades.	X	
6. Promueve la participación de los alumnos y verifica su comprensión	X	
7. Explica los temas con claridad, siguiendo una secuencia lógica y articulada	X	

8. Cuenta con material didáctico y recursos necesarios para el desempeño de sus actividades.	X	
9. Maneja y mantiene una motivación adecuada.	X	
10. Las actividades que utiliza son adecuadas para cada una de las fases de la clase.		
11. Es respetuoso con los alumnos e interactúa con ellos.	X	
12. Monitorea permanentemente el trabajo individual y grupal de los alumnos en función a las orientaciones, actitudes y capacidades propuestas.	X	
Aspectos a tener en cuenta en la observación de los alumnos		
13. Lleva a cabo las actividades propuestas por el docente.	X	
14. Interacción estudiante- docente.	X	
15. Muestra respeto hacia el/ la profesor/a.	X	
Aspectos del aula en general		
16. Mantiene el orden del aula	X	
17. Se trabaja en un clima de respeto (docente- estudiante) (estudiante- estudiante)	X	
18. El ambiente de enseñanza- aprendizaje es el adecuado.	X	
19. Existen las herramientas y recursos necesarias en el salón de clase.	X	



Tutora de Tesis: MSc. Gabriela Bastidas



Vicerector del plantel: Lic. José Gallegos





UNIVERSIDAD TÉCNICA DEL NORTE
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 LICENCIATURA EN INGLÉS
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 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 “YAHUARCOCHA”,
 DEL CANTÓN IBARRA AÑO LECTIVO 2018-2019.”

FICHA DE OBSERVACIÓN DE CLASE DEMOSTRATIVA
 “SOCIALIZACIÓN”

Docente: Lic. Tereza Carrera
 Área: Lengua Extranjera
 Estudiante investigador: Srta. Diana Quispe
 Fecha: 17/06/2019

ASPECTOS A OBSERVAR

I. Marque con una “X” en las casillas de SI o No de acuerdo a su criterio.

Aspectos a tener en cuenta en la observación del profesor.	Valoración	
	SI	NO
1. Presentación Personal es apropiada	X	
2. Modulación, tono de voz son adecuados.	X	
3. Demuestra un adecuado manejo del idioma	X	
4. Demuestra el dominio en el uso de los contenidos.		
5. Muestra creatividad en la elaboración de las actividades.	X	
6. Promueve la participación de los alumnos y verifica su comprensión	X	
7. Explica los temas con claridad, siguiendo una secuencia lógica y articulada	X	

8. Cuenta con material didáctico y recursos necesarios para el desempeño de sus actividades.	X	
9. Maneja y mantiene una motivación adecuada.	X	
10. Las actividades que utiliza son adecuadas para cada una de las fases de la clase.	X	
11. Es respetuoso con los alumnos e interactúa con ellos.	X	
12. Monitorea permanentemente el trabajo individual y grupal de los alumnos en función a las orientaciones, actitudes y capacidades propuestas.		
Aspectos a tener en cuenta en la observación de los alumnos	X	
13. Lleva a cabo las actividades propuestas por el docente.	X	
14. Interacción estudiante- docente.	X	
15. Muestra respeto hacia el/ la profesor/a.	X	
Aspectos del aula en general		
16. Mantiene el orden del aula.	X	
17. Se trabaja en un clima de respeto (docente- estudiante) (estudiante- estudiante)	X	
18. El ambiente de enseñanza- aprendizaje es el adecuado.	X	
19. Existen las herramientas y recursos necesarios en el salón de clase.	X	



Tutora de Tesis: MSc. Gabriela Bastidas



Docente 8vo EGB "A": Lic. Teresa Carrera



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 “YAHUARCOCHA”,
 DEL CANTÓN IBARRA AÑO LECTIVO 2018-2019.”

FICHA DE OBSERVACIÓN DE CLASE DEMOSTRATIVA
 “SOCIALIZACIÓN”

Docente: Lic. Susana Vilalta
 Área: Inglés
 Estudiante investigador: _____
 Fecha: 17 de Junio 2019

ASPECTOS A OBSERVAR

1. Marque con una “X” en las casillas de SI o No de acuerdo a su criterio.

Aspectos a tener en cuenta en la observación del profesor.	Valoración	
	SI	NO
1. Presentación Personal es apropiada	✓	
2. Modulación, tono de voz son adecuados.	✓	
3. Demuestra un adecuado manejo del idioma	✓	
4. Demuestra el dominio en el uso de los contenidos.	✓	
5. Muestra creatividad en la elaboración de las actividades.	✓	
6. Promueve la participación de los alumnos y verifica su comprensión	✓	
7. Explica los temas con claridad, siguiendo una secuencia lógica y articulada	✓	

8. Cuenta con material didáctico y recursos necesarios para el desempeño de sus actividades.	✓	
9. Maneja y mantiene una motivación adecuada.	✓	
10. Las actividades que utiliza son adecuadas para cada una de las fases de la clase.		
11. Es respetuoso con los alumnos e interactúa con ellos.	✓	
12. Monitorea permanentemente el trabajo individual y grupal de los alumnos en función a las orientaciones, actitudes y capacidades propuestas.	✓	
Aspectos a tener en cuenta en la observación de los alumnos		
13. Lleva a cabo las actividades propuestas por el docente.		
14. Interacción estudiante- docente.	✓	
15. Muestra respeto hacia el/ la profesor/a.	✓	
Aspectos del aula en general		
16. Mantiene el orden del aula	✓	
17. Se trabaja en un clima de respeto (docente- estudiante) (estudiante- estudiante)	✓	
18. El ambiente de enseñanza- aprendizaje es el adecuado.	✓	
19. Existen las herramientas y recursos necesarios en el salón de clase.	✓	



Tutora de Tesis: MSc. Gabriela Bastidas



Docente 8vo EGB "B": Lic. Susana Villota

Annex 4: Photographs



Educational Unit "Yahuarcocha"



English teacher's interview



Vice principal's interview



8th level students' survey



8th level students ' survey



Methodological guide socialization



Methodological guide socialization



Students working on a worksheet

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