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TOPIC:

AFFECTIVE FACTORS THAT INFLUENCE ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL STUDENTS OF BASIC GENERAL EDUCATION AT MARIANO SUAREZ VEINTIMILLA HIGH SCHOOL IN IBARRA.

Degree work prior to obtaining the Bachelor Degree of Science in Education, Specialization English

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ADVISOR'S CERTIFICATION

After being appointed by the Honorable Directing Council of the Faculty of Education Science and Technology at Tecnica del Norte University, I have accepted to participate as Thesis Advisor of the research work: "AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL STUDENTS OF BASIC GENERAL EDUCATION AT MARIANO SUAREZ VEINTIMILLA HIGH SCHOOL IN IBARRA". Work by Cinthya Paola Churuchumbi Almachi, prior to obtaining of Bachelor Degree of Science in Education Specialization English.

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

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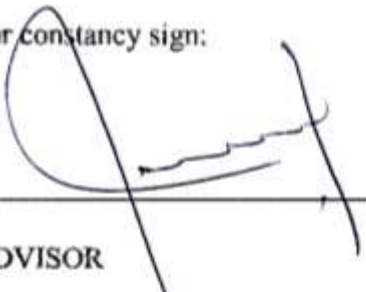
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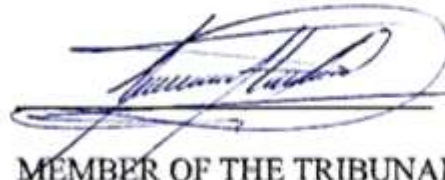
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DEDICATION

I dedicate this research project to my mother Carmen, who always helps and supports me. She has made me stronger, better and able to achieve everything that I propose. Thanks for teaching me the value of hard work.

I also dedicate this research to my grandfather Antonio (+) whose love helped me to achieve my goals. Although, he is no longer in this world, his memories will continue in my mind. I wish he could be present at these important moments in my life.

Furthermore, I dedicate this work to my brother Byron, who has been with me in good and bad moments. Thanks for encouraging me to move forward.

Moreover, this research project is dedicated to my family for their support and for their unwavering belief that I can achieve so much.

Finally, this project is dedicated to my friends, who made this process more fun and enjoyable. They have supported me throughout this process. I will always appreciate all they have done.

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ABSTRACT

This research is carried out with students of 8th level at Mariano Suarez Veintimilla High School in Ibarra. The main purpose of the project is to minimize the problems in oral production in the foreign language through the application of different strategies to reduce the effect of anxiety, which is present when performing oral activities such as oral presentations, oral lessons, oral exams, class participation and any other oral activity. Therefore; this research project aims to increase the self-esteem of students which will help them to improve the oral production. Information will be collected using different techniques to determine the effects of anxiety and self-esteem on students. Based on the results, the best strategies can be determined in order to design a guide that will contribute to the solution of the identified problem.

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

RESUMEN

Esta investigación se lleva a cabo con estudiantes de octavo nivel en el colegio Mariano Suarez Veintimilla en Ibarra. El objetivo principal del proyecto es minimizar los problemas en la producción oral en la lengua extranjera a través de la aplicación de diferentes estrategias para reducir el efecto de la ansiedad, que está presente al realizar actividades orales como presentaciones orales, lecciones, exámenes orales, participación en clase y cualquier otra actividad oral. Además, este proyecto de investigación tiene como objetivo aumentar la autoestima de los estudiantes la cual ayudara a mejorar la producción oral. La información se recopilará utilizando diferentes técnicas para determinar los efectos de la ansiedad y la autoestima en los estudiantes. Sobre la base de los resultados, se pueden determinar las mejores estrategias con el fin de diseñar una guía que contribuya a la solución del problema identificado.

Palabras claves: factores afectivos, producción oral, ansiedad, autoestima, estrategias.

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INTRODUCTION

Learning a foreign language is a process and therefore some important actions along the way must be necessary in order to reach the goals we pretend. However, when affective factors are present in this process, they may block the learning and provoke other emotional problems. Anxiety and self-esteem are specific affective factors that are present when performing oral production activities, which may prevent an improvement in the foreign language learning. According to some experts, anxiety is perhaps one of the most significant feelings that teachers perceive within classroom; they consider anxiety to be an affective factor that is most likely to hinder the learning process. It is associated with negative feelings such as frustration, self-doubt, apprehension and tension. If anxiety is present in the classroom, it makes learners nervous and scared and thus leads to poor performances. As has been said before, not only anxiety has been regarded as an important factor linked to the students' oral production in the foreign language; self-esteem is another factor that appear in the foreign language learners. Self-esteem is a personal judgment of worthiness expressed in the attitudes that the individuals have towards themselves. Oxford (1999) assumes that self-esteem has been considered as an important factor affecting the learning process and like anxiety can be experienced at different levels. Kemple Kristen's studies (1995) have also shown that low self-esteem cases may be associated to shyness in the classroom, especially with children who measure their expectations of self-efficacy to perform tasks. In this regard, Brown H. (2000) pointed out that people derive their sense of self-esteem from the accumulation of experience with themselves and with others, and from the perceptions of the outside world around them (Mendoza, 2007).

This research project is divided into five chapters. The first one is concerned about the theoretical framework; this section provides a very detailed description of the methods, approaches and strategies taken into account as support for the development of this current research; it includes concepts of anxiety and self-esteem in learning a foreign language. The second part presents the research methodology proposed to carry out this investigation which integrates types of research, methods, and techniques and instruments such as: survey and observation sheet. The third chapter has to do with the results, this part includes a detailed description of the results of both instruments applied. Chapter four focuses on the proposal to

solve the problem; in this case the guide with strategies to minimize the effect of anxiety; this chapter also includes the impacts on students of the application of the guide. The fifth section refers to the conclusions and recommendations.

The problem of the research

The Political Constitution of Ecuador in its article 26 establishes that education is a lifelong human right and an absolute and unconditional obligation of the state, and in the article 27 adds that education must be of quality. Therefore, in general, our education system will be of quality to the extent that it provides the same opportunities for all, and to the extent that the services it offers, contribute to achieving the goals leading to the kind of society we aspire to our country. The article 42 of the Ley Organica de Educacion Intercultural (LOEI) states that Educación General Básica (EGB) develops skills, abilities and competences of children and adolescents from the age of five and older, to participate critically, responsibly and solidarity in the citizen life and continue high school studies. In the article 149 of the LOEI regulation is stablished that the academic hour is defined by a period of forty minutes as a minimum. Educational institutions are able to redistribute the academic hours for foreign language in the BGE, depending on the needs and interests of their students, based on their administrative and pedagogical independence. In the case of the 8th BGE the academic hours for foreign language are defined five hours per week. English Language learning standards are based on the Common European Framework of reference and these provide a basis for the explicit description of objectives, content and methods; as a result, at the end of 9th BGE the students will acquire an A1 level of understanding of the English language (Educación, 2016) considering that leaning a foreign language involves different processes and factors, it is important to analyze some of them.

Exams are always present in the educational process in order to evaluate the reached progresses. Exams, grades, the comparison with other students or the loss of a scholarship are precisely the factors that have the greatest influence on stress in the academic field. Such stress conditions cause an emotional reaction, which is known as anxiety. Many researchers have given different definitions of anxiety. However, all the definitions are derived from the idea that anxiety is an uncomfortable psychological state that hinders the development of language learning (Rahima, 2015).

Anxiety is one of the most important facts to consider in the foreign language learning. Spielberger (1983) defines anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system. Cited in (Huang, 2012)

The acquisition of a foreign language is more easily accomplished if the class enjoys a relaxed atmosphere and students are not under pressure, as all the information from the affective filter before transferring to other cognitive levels (Krashen, 1983). Researchers, in last decades, were concerned to carry out studies to understand the extent that a certain anxiety can interfere in learning a foreign language. Depending on the anxiety level a person develops, this learning levels can be efficient or unproductive, as higher anxiety levels when speaking in the foreign language are shown to be associate with lower levels of performance (MacIntyre & Gregersen, 2012).

The learning process directly links the student who must be motivated by the family and social environment; the quality of teaching-student interaction is essential, since it is the way how student acquires the knowledge, whether it is harmonious, pleasant, participatory; for the adolescent to develop a sense of belonging to it, which leads to an effective process.

There are extremely sensitive people whose self-esteem can go down due to an unpleasant gesture, a phrase, a small family incident or a criticism. Children are very susceptible and are affected by small events occurring in classrooms or schools. Dropout and repetition levels, previous educational experiences, and fear of academic failure affect self-esteem. Maslow (1962) argues that "self-esteem is feeling able to master something of the environment, being competent and independent" (Maslow, 1962).

Self-esteem in the academic area: consist in the assessment that the individual makes and usually maintains regarding to himself in relation to his performance in the school field, considering his ability, productivity, importance and dignity, involving a judgement expressed attitudes towards themselves(Valle, 2013).

Students who have had little or have not success in learning a foreign language often have lower self-esteem that those who have achieved it. This is because learning another language deprives students to follow their normal communication, their freedom to make mistakes and their ability to continue their lives. In this sense, students whose self-esteem is low, they tend to have more difficult in learning a foreign language. Arnold and Brown state that the process of acquiring a foreign language, is strongly influenced by individual personality traits of the student (Arnold & Brown, 1999).

Justification

Language learning is a complex process, which needs a set of skills in order to communicate and express thoughts. So, it is essential to point out that each student has certain characteristics that differentiate from the rest and therefore play a decisive role in their learning. These individual differences are determined, among others, by affective factors, which condition in one way or another our attitude towards learning a foreign language. Therefore, this research work is justified because the interaction with students in the classroom has shown that there is a direct link between the affective factors and the results of the learning process. Consequently, it is important to mention that the direct beneficiaries of this project will be 8th level students at Mariano Suarez Veintimilla high school, since they will have the opportunity to provide information through data collection techniques about how anxiety and self-esteem affect oral production in the foreign language class. Additionally, it is important to point out that indirect beneficiaries will be teachers, parents, and educational institutions of Ibarra that will have different strategies through which they will try to minimize the effects of inadequate management of affective factors.

OBJECTIVES

General Objective

- To apply strategies to manage the affective factors in oral production of the foreign language in order to minimize language anxiety and enhance self-esteem with 8th level students at Mariano Suarez Veintimilla High School, school year 2018-2019.

Specific Objectives

- To determine the affective factors in oral production of the foreign language in the 8th level students.

- To design strategies for the management of affective factors in oral production.

- To implement strategies to develop oral production activities in the 8th level classroom.

CHAPTER I

1. THEORETICAL FRAMEWORK

Cognitive and affective development in adolescence

Adolescence is a period that is characterized by an increasing need to adjust affect and behavior. Because developing brain, behavioral and cognitive systems mature at different rates and under the control of both common and independent biological processes, this period is often one of the increasing vulnerability and adjustment (Steinberg, Cognitive and affective development in adolescence, 2005).

Table 1

Characteristics of adolescent cognitive development

Early adolescence	Middle adolescence	Late adolescence
Puberty heightens sensation-seeking, affective-seeking, reward orientation.	Period of heightened vulnerability to risk-taking and problems in regulation of affect and behavior.	Maturation on frontal lobes facilitates regulatory competence.

(Steinberg, Cognitive and affective development in adolescence, 2005)

On the other hand, the affective development is also an aspect to be considered and is directly linked to emotions throughout our lives. Human beings have a natural tendency to seek social acceptance. Affective development involves three subcomponents: feeling, cognition, and behavior (Brett, Smith, & Huitt, 2003), which affect not only the interpersonal but also the academic life of individuals.

Anxiety as a recurring element in the teaching and learning process

One of the affective factor that is usually present in the teaching and learning process is anxiety; this factor has influenced in learning a foreign language especially in oral production. Hashempour and Mehrad have mentioned that anxiety is an instant and transitory emotion that can immediately affect children's cognition, making them feel tightness, nervousness and worried about a particular situation (Hashempour & Mehrad, The Effect of Anxiety and Emotional Intelligence on Students' Learning Process, 2014). Additionally, when anxiety is associated with learning a foreign language, it is known as foreign language anxiety (Kráľová, 2016). Therefore, negative reactions that learns can show when learning English as

a Foreign Language (EFL) is related with anxiety and there is no doubt that anxiety affects the EFL learning process. Consequently, anxiety can lead to forget and make mistakes even if the learners already have the knowledge. In high schools, learners usually experience anxiety when they are being evaluated, while presenting a topic or during oral lessons or exams. Huberty has stated that anxiety can lead to poor academic performance and its consequences, such as low level self-esteem, can lead to a reduction in commitment and motivation for school tasks (Huberty, 2009). For that reasons it is important to minimize anxiety through the applications of technically designed strategies.

Anxiety in learning a foreign language

Anxiety is a major issue when using EFL in oral production. Many educators have argued that language anxiety has a negative impact on the development of foreign language learning, which may be a barrier to students' oral communication. The feeling of tension and nervousness has been found to affect more the two tasks of learning a foreign language; listening and speaking because both skills are needed during interaction (Rahima, 2015).

Anxiety also tends to prevent students from using the foreign language because of they prefer not to speak, which makes it even more difficult that they improve their speaking skills (Kráľová, 2016). In communication comprehension, learners of foreign language have difficulty not only in speaking but in understanding messages from others. Put the matter another way, it is hard for learners to understand others or be understood. Fear of negative assessment is closely linked to comprehension of communication (MacIntyre & Gardner, 1991).

On the other hand, moderate levels of anxiety appear to promote a positive link between anxiety and enjoyment in oral production (Jean-Marc & MacIntyre, 2014).

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

It is essential to know that "self-esteem refers to individual's perception or subjective appraisal of one's own self-worth, one's feeling of self-respect and self-confidence and the extent to which the individual holds positive or negative views about self" (Abdel-Khalek, 2016). Therefore, it is important to increase self-esteem in the teaching-learning process in order to improve oral production through applying strategies that will engage students in class.

Furthermore, it essential that EFL learners have realistic challenges to get achievements and they can express their ideas and thoughts (Lawrence, 2006).

Self-esteem in learning a foreign language

Self-esteem is a continuing factor in the cognitive and affective aspect of language learning. Some experts conclude that learners with higher levels of self-esteem are more likely to take risks and communicate in EFL, regardless of the lexical or grammatical mistakes they make. Moreover, these learners tend to be more sociable; therefore, they use the foreign language more frequently. Consequently, they receive more input from the environment to improve the accuracy and fluency. On the other side, students who have lower self-esteem tend to have poor performance during classes. Furthermore, they will not learn from their failure due to they do not receive corrections, and the mistakes or lack of understanding of the language will become fossilized in their minds over time (Gustaman, 2015).

Self-esteem and oral production in EFL Learners

Self-esteem is considered to be a key affective factor in the foreign language learning; it can have a great influence on students' academic performance. It can be difficult to learn English as a foreign language without a certain degree of self-esteem because it allows learners to express themselves freely and fluently, making them more confident in participating, collaborating and socializing before, during and after classes.

Self-esteem helps learners to take risks and express what they want and to feel happy about what they have done, otherwise taking these risks could harm one's self-esteem by affecting the way that learners approach learning experiences as well as opportunities for further development of EFL (Shugla, Fouzia, & Mehwish, 2017).

In addition, according to the study made by Koosha (as quoted in (Gustaman, 2015) self-esteem has a great influence on a foreign language's speaking ability. The study was conducted at the Islamic Azad University in which he concluded that self-esteem is directly related to the four skills of the English language. However, speaking was the most influential, indicating that the most challenging part of oral production is the transmission of ideas through oral communication, as it involves personality traits and an intricate factor such self-esteem.

Methods, approaches, and strategies that develop english oral production in EFL classroom

Over the years, various theories about foreign language teaching have arisen in the classroom. Such ideas give us different perspectives and strategies on how all the steps involved in the EFL learning process should be formulated, prepared, implemented and assessed by educators.

The following table summarizes the most effective methods for improving EFL fluency; accuracy and proficiency, all necessary for effective interaction in the foreign language classroom:

Table 2

Methods and approaches that develop English oral production in EFL classroom

COMMUNICATIVE LANGUAGE TEACHING	
General characteristics	It describes how meaning have a relationship with the entire text and each learner authenticity.
Approach	Activities are based on unit – credit system with the development of communicative syllabuses for language teaching.
Learner role	Emphasizes the process of communication. Active and cooperative roll. Greater degree of responsibility.
Teacher role	Beings a facilitator and monitor. Facilitates de communication process. Organizes resources.
Contribution to oral English production	Uses speech acts or functions for a communicative purpose. Allows interaction and communication. Provides opportunities for learners to develop both accuracy and fluency. Allows social interaction activities.
COMMUNITY LANGUAGE LEARNING	
General characteristics	It is a language teaching approach in which students choose as a group what aspects of language they want or need to learn from. It

	also consider students' emotions as a factor in learning and encourages interaction and partnership as well.
Approach	Interaction between learners and teacher involves five stages. Starts from being fully dependent and ends up being totally independent in the last stage. CLL involves, group work, recording, analysis, reflection and observation, listening and free conversation.
Learner role	Participates as a member of a community, sharing from his/her experience and learning from others´ experiences as well.
Teacher role	Acts as a counselor, providing emotional feedback and encouraging students to learn. The teacher should also grant a safe environment for his/her students to be in.
Contribution to oral English production	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.
COMPETENCY-BASED LANGUAGE TEACHING	
General characteristics	It focuses on what learners are expected to do, in some way in evaluates the students' quality of being capable.
Approach	It is based on a functional and interactional perspective on the nature of language. It seeks to teach language in relation to the social context in which it is used.
Learner role	Learners are active participant in the learning process in CBLT. They monitor their own speech and the speech of others.
Teacher role	Teachers correct students immediately and give a positive feedback. They adjust the activities and the syllabus according to learners needs.
Contribution to oral English production	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.
COOPERATIVE LANGUAGE LEARNING	
General characteristics	Group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in

	groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.
Approach	Communicative competence depends on the ability to express and understand functions or speech acts. Learners are required to interact through the use of both spoken and written language.
Learner role	Works collaboratively on tasks with other group members. Has to learn teamwork skills. Thinks how to plan, monitor, and evaluate their own learning.
Teacher role	Has to create a highly structured and well- organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.
Contribution to oral English production	CLL provides students an effective oral interaction that is design to foster cooperation rather than competition in activities like group discussion, role play, and turn-taker monitor.
NATURAL APPROACH	
General characteristics	Method of foreign language teaching aims to apply the principles of natural language acquisition into classroom. The emphasis on the central role of comprehension of communicative skills.
Approach	Focus on: helping beginners to become intermediate. Enhancing communications skills. (reading-writing-listening or speaking). The primacy of meaning.
Learner role	Actives role in ensuring comprehensible input. Provides information about specific goals. Decides when to start producing speech and when to upgrade it.
Teacher role	Primary source of comprehensive input. Creates a better classroom atmosphere. Facilitator – orchestrate classroom activities. Responsible for collecting material and design their use.
Contribution to oral English production	Promotes comprehension and meaningful communication. It considers communication as the primary function of language communicative abilities.

	Basic personal communication skills: oral.
	Academic learning skills: oral.

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

TASK-BASED LANGUAGE TEACHING	
General characteristics	It has been defined as an approach to language education in which students are given functional tasks that invite them to focus primarily on meaning exchange and to use language for real – world, non-linguistic purpose.
Approach	Language is primarily a means of making meaning and achieving real- world goals. Lexical units are central in language used and language learning.
Learner role	Creates and interpret messages for which they lack full linguistics resources and prior experience.
Teacher role	Motivates their students to invest mental energy in task performance.

Contribution to oral English production	Interaction and communication through tasks provide opportunities for scaffolding learning. In the classroom, scaffolding is the process of interaction between two or more people as they carry out a classroom task and where one person (e.g., the teacher or another learner) has more advance knowledge than the other (the learner).

(Richards & Rodgers, 1986)

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

The following strategies are suggested by those methodologies that contribute to oral production:

Table 3

Strategies that contribute to English oral production in EFL classroom

Communicative language teaching	Community language learning	Competency-Based language teaching
❖ Opining-sharing activities. ❖ Group based learning. ❖ Pair or group work. ❖ Role plays.	❖ Free conversation. ❖ Reflection and observation. ❖ Recording. ❖ Group work.	❖ Systematically designed activities. ❖ Task performance. ❖ Real-work task. ❖ Work schedules.
Cooperative language learning	**Natural approach**	**Suggestopedia**
❖ Think-pair share. ❖ Team work. ❖ Discussion groups. ❖ Puzzle by team.	❖ Use language with a focus on meaning. ❖ Group problem solving. ❖ Learners gradually build up their knowledge of language through exposure.	❖ Soft music. ❖ Extended dialogues. ❖ Relaxing atmosphere. ❖ Listening activities. ❖ Imitation. ❖ Dramatized texts.

Task-based language teaching
❖ Group interaction.
❖ Giving ideas.
❖ Dialogues in pairs.
❖ Presentations about daily life activities.
❖ Dramatizations.

(Richards & Rodgers, 1986)

All the mentioned strategies are consistent with the level of cognitive and affective development of age groups corresponding to 8th year of General Basic Education in 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 at each stage of this process. The Common European Framework of Reference is a framework published by the Council of Europe in 2001, which describes language learners' ability in terms of speaking, reading, listening and writing at six reference levels (University of Cambridge, 2011).

Table 4

Global scale according to Common European Framework of Reference Levels

Proficient user	**C2**	Can understand with ease virtually everything heard or read. Can summaries information from different spoken and written sources, reconstructing arguments and accounts in coherent presentations. Can express him herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even more in complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	**B2**	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on wide ranges of subjects and explain a viewpoint on a typical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinion and plans.
Basic User	**A2**	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local, geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of *his*/her background, immediate environment and matters in areas of immediate need.
		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

A1 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.

(Council of Europe, 2001)

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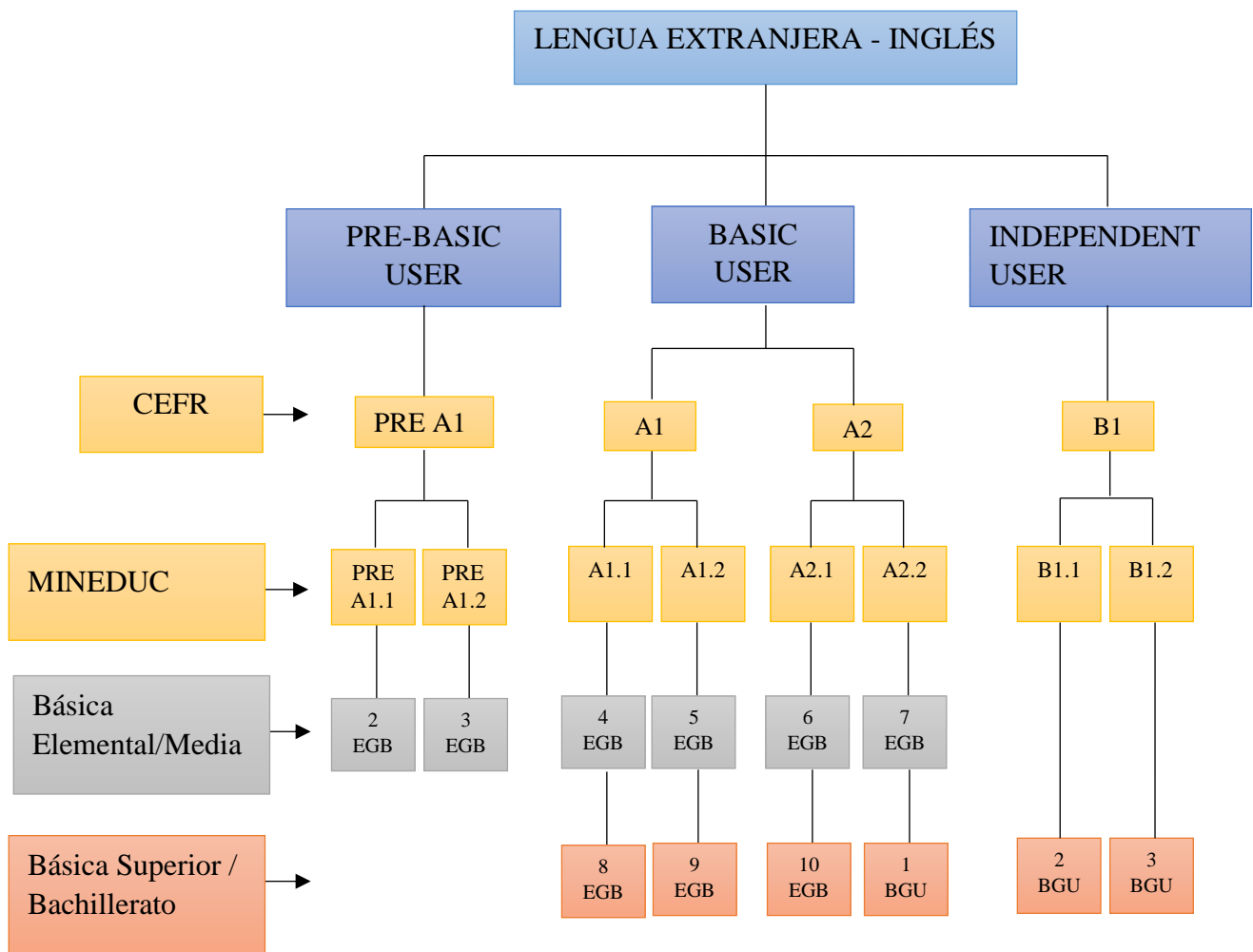
Figure 1 Ministry of Education EFL learning outcome for high schools in Ecuador

The previous chart shows the english levels that are expected for learners in both EGB and BGU according to the ministry of education regulations. It is important to take into account that when students move from 7th to 8th level, they experience important changes in methodology and teaching approaches (Educación, 2016).

Spoken interaction with interactive activities

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

Table 5

Interactive activities and strategies according to CEFR

Illustrative scales	Can do statement - A1.1	Interactive strategies
Overall spoken interaction	Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech rephrasing and repairing. Can answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	• Learner holds basic spoken interactions. • Learner provides basic personal information.
Understanding a native speaker interlocutor	Can understand everyday expressions aimed at the satisfaction of needs of a concrete type, delivered directly to him/her in clear, show and repeated speech by a sympathetic speaker. Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	• Learner maintains short and basic conversations • Learner follows simple and concrete instructions
Conversation	Can make an introduction and use basic greetings and leave- taking expression. Can ask how people are and react to news. Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	• Learner starts and maintains basic informal interaction. • Learner asks for items required to satisfy personal needs.

Informal discussion	No descriptor available	No descriptor available
Goal-oriented co-operation	Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things and give people things.	• Answers to information requirements and follows specific commands. • Asks for items required to satisfy personal needs.
Transitions to obtain goods services	Can ask people for things and give people things. Can handle numbers, quantities, cost, and time.	• Asks for and fetches items. • Deals with basic numerical data.
Information exchange	Can understand questions and instructions addressed carefully and slowly to him/her. 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. Can indicate time by such phrases as next week, last Friday, in November.	• Gives and follows careful and slow directions. • Maintains basic conversations. • Requires and provides personal information.
Interviewing and being interviewed	Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non- idiomatic speech about personal details.	• Carries out basic interview.

(Council of Europe, 2001)

The strategies described above respond to legal regulations and strategies corresponding to 8th level students. The methodological guide presented is intended to provide learners with appropriate classroom activities aimed at improving oral production by minimizing language anxiety and enhancing their self-esteem.

CHAPTER II

2. RESEARCH METHODOLOGY

This project uses different types of research, methods, techniques and instruments that are useful according to the complexity of this research.

2.1 Types of research

2.1.1 Applied research.

It is used to solve a specific, practical issue affecting and individual or group. Through the use of this type of research, the necessary information is collected using the survey technique through a questionnaire addressed at 8th level students at Mariano Suarez Veintimilla High School. The data collected allows to design the guide with strategies to improve the oral production.

2.1.2 Bibliographic research.

Bibliographic research helps in the process of collecting information, which is used in the theoretical framework. The information is taken from books, magazines, websites, online resources and bibliographic databases.

2.1.3 Descriptive research.

Descriptive research is used to describe, explain and validate the research findings. In addition, it is useful to describe characteristics and the behavior of students in the classroom during English classes.

2.2 Methods

2.2.1 Deductive.

This method allows to obtain the necessary theory and general knowledge of how affective factors, anxiety and self-esteem, affect the oral production of the foreign language in 8th level students in order to obtain particular knowledge about the phenomenon to be studied.

2.2.2 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 identified problem. This method helps to obtain strategies to counteract the effect of anxiety and self-esteem on the production of the foreign language by collecting information, through a survey and observation sheet applied to the 8th level students.

2.2.3 Scientific.

This method helps to have a logical and particular follow-up of each student in the research, additionally it allows to establish relationships between the facts to be investigated for the development and application of strategies in order to minimize the effect of affective factors mentioned in the oral production of the foreign language.

2.2.4 Descriptive.

This method determines the qualities or characteristics that prevent students from oral production in the different activities that are carried out in classes.

2.3 Techniques and instruments

2.3.1 Scientific observation.

Scientific observation is useful to identify the most relevant characteristics of the research. Based on this information, it defines how anxiety and self-esteem influence the oral production on the foreign language in the 8th level students. This technique is used taking into account a specific purpose, according to a particular plan by collecting information systematically through the elaboration of an observation sheet.

2.3.2 Survey.

The main purpose of a survey is to obtain information of conditions, attitudes or events at a specific time, so in this project survey is useful for collecting real data from students in order to analyze the effect of anxiety and self-esteem on the oral production of the foreign language. Questionnaire is used to collect survey data in the project.

2.3.3 Population.

This project involves 159 students of 8th level at Mariano Suarez Veintimilla high school.

CHAPTER III

3. ANALYSIS AND INTERPRETATION OF THE RESULTS

In this chapter the objective is to describe the results obtained from the survey applied to the 8th level students at Mariano Suarez Veintimilla high school and the observation sheet carried out by the researcher in order to be analyzed.

3.1 Survey for 8th level students from Mariano Suarez Veintimilla High School 2018-2019

Levels of anxiety when doing activities in the English class.

Table 6

Levels of anxiety when doing activities in the English class

Activities in the English class						
ITEM ■ Frequency □ Percentage	5 Very high anxiety	4 High anxiety	3 Anxiety	2 Low anxiety	1 No anxiety	TOTAL
Oral exams	28; 18%	22; 14%	52; 33%	34; 21%	23; 14%	159; 100%
Interaction with classmates	14; 9%	9; 6%	32; 20%	37; 23%	67; 42%	159; 100%
Interaction with the teacher	14; 9%	15; 9%	42; 26%	52; 33%	36; 23%	159; 100%
Oral lessons	29; 18%	21; 13%	47; 30%	29; 18%	33; 21%	159; 100%
Memorization of dialogues	25; 16%	24; 15%	55; 35%	33; 21%	22; 14%	159; 100%
Memorization of texts	25; 16%	32; 20%	44; 28%	36; 23%	22; 14%	159; 100%
Class participation	24; 15%	20; 13%	48; 30%	35; 22%	32; 20%	159; 100%
Oral presentation	34; 21%	24: 15%	42; 26%	38; 24%	21; 13%	159; 100%
Correction of the teacher	18; 11%	13; 8%	35; 22%	40; 25%	53; 33%	159; 100%

Elaborated by: Cinthya Churuchumbi
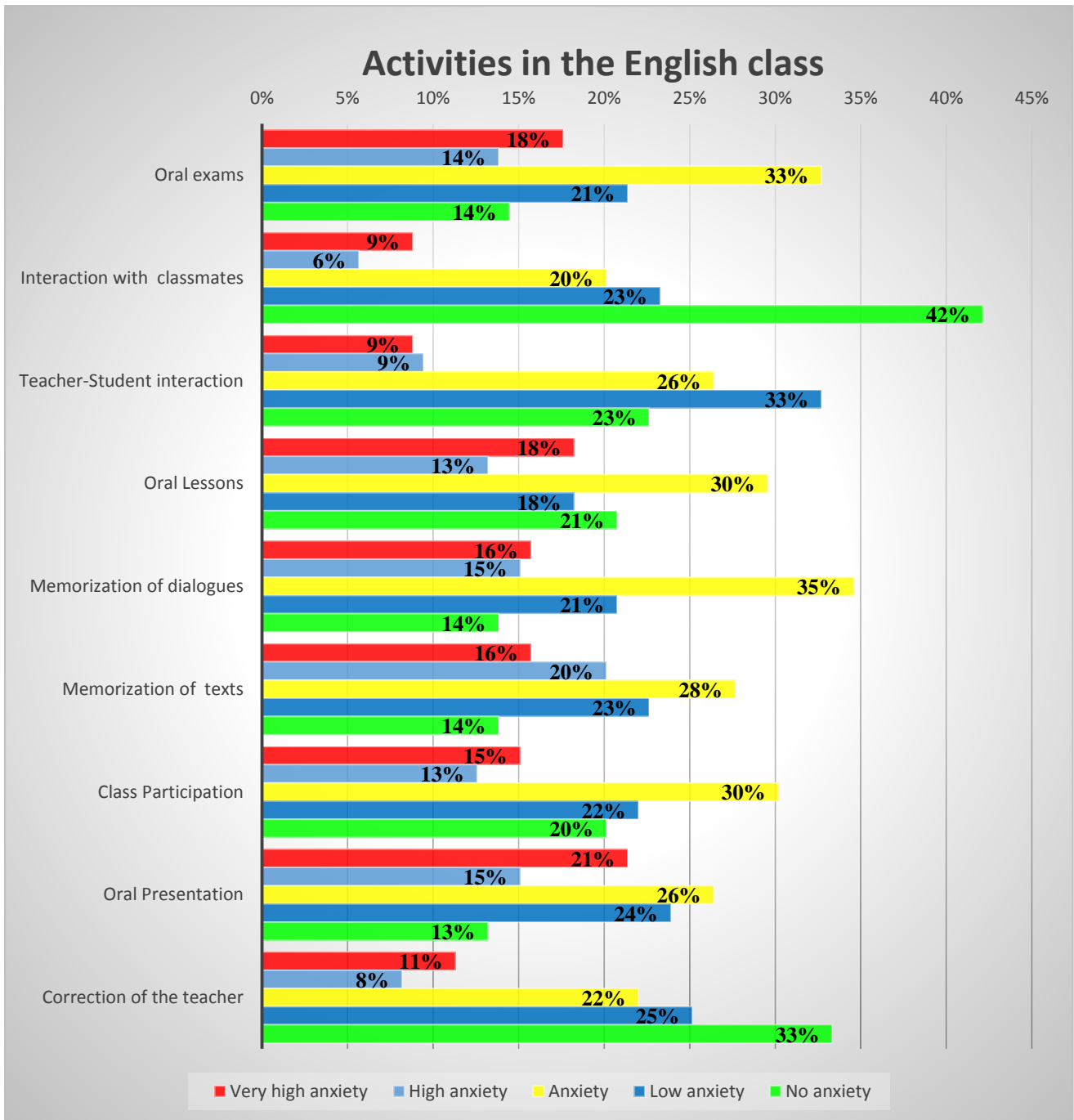
Figure 2 Levels of anxiety when doing activities in the English class

Analysis:

This bar chart illustrates the levels of anxiety that students experience while performing or undergoing specific activities inside the English class. According to the data collected, 33% of the surveyed students feel a moderate level of anxiety while giving an oral exam. In contrast to this, 21% of the students feel low levels of anxiety while doing this activity. While interacting with classmates, it is evident that the majority of students experience either low levels of

anxiety (23%) or none of it at all (42%) in the above-mentioned task. A similar tendency can also be evidenced when it comes to interaction with the teacher; as nearly than a third of the students (33%) claim to have a low level of anxiety while doing it, and 26% of them claim to experience an average level of it when talking to the teacher in class. Furthermore, it can be seen that exactly the 30% of students experience a moderate level of anxiety when giving an oral lesson and in addition to it, a 21% of them agreed on not feeling anxiety while doing the aforementioned task.

Regarding dialogues memorization, 35% of students claim to feel a normal level of anxiety, related to the 21% that feel low levels of it for this activity; and the exact same trend is shown when it comes to the memorization of texts and class participation, having a 28% of students feeling average levels of anxiety and 23% of the surveyed with low levels of this specific feeling when memorizing texts. Inside the classroom, 30% of the students find themselves with a normal level of anxiety when they participate, and another 22% feel low levels of it while performing this action. The bar chart above also presents the different levels of anxiety in 8th grade students when they do an oral presentation, and with a combined 50%, they stated to feel either normal (26%) or low levels (24%) of anxiety.

Finally, 33% of students do not experience anxiety when the teacher elicits the correction of a mistake made by them, as also shown by the 25% that claimed to feel a low state of anxiety when this action is done by the teacher.

In conclusion, it is evident that in average proportions, at least 40% of the total surveyed students fluctuate among normal anxiety and no anxiety when performing these actions in the English class. An important fact to consider is that students relate previous experiences with the above-mentioned activities in the mother tongue with the ones being carried out in the foreign language, which explains why they claim to feel well enough while doing the aforementioned tasks.

Levels of confidence when performing activities in the English class.

Table 7

Levels of confidence when performing activities in the English class

English class activities						
ITEM 🟩 Frequency 🟦 Percentage	1 Very high confidence	2 High confidence	3 Confidence	4 Low confidence	5 No confidence	TOTAL
Sing	🟩 59; 🟦 37%	🟩 38; 🟦 20%	🟩 30; 🟦 19%	🟩 15; 🟦 9%	🟩 17; 🟦 15%	🟩 159; 🟦 100%
Dramatize	🟩 45; 🟦 28%	🟩 37; 🟦 23%	🟩 26; 🟦 16%	🟩 32; 🟦 20%	🟩 19; 🟦 12%	🟩 159; 🟦 100%
Present a topic in front of the class	🟩 25; 🟦 16%	🟩 19; 🟦 12%	🟩 38; 🟦 24%	🟩 31; 🟦 19%	🟩 46; 🟦 29%	🟩 159; 🟦 100%
Recording audios	🟩 32; 🟦 18%	🟩 30; 🟦 19%	🟩 42; 🟦 26%	🟩 27; 🟦 19%	🟩 28; 🟦 18%	🟩 159; 🟦 100%
Pair conversation	🟩 47; 🟦 23%	🟩 32; 🟦 20%	🟩 35; 🟦 22%	🟩 16; 🟦 17%	🟩 29; 🟦 18%	🟩 159; 🟦 100%
Story telling	🟩 23; 🟦 14%	🟩 37; 🟦 19%	🟩 29; 🟦 18%	🟩 43; 🟦 27%	🟩 27; 🟦 21%	🟩 159; 🟦 100%
Read texts in front of the class	🟩 19; 🟦 12%	🟩 25; 🟦 16%	🟩 43; 🟦 27%	🟩 35; 🟦 22%	🟩 37; 🟦 27%	🟩 159; 🟦 100%

Elaborated by: Cinthya Churuchumbi
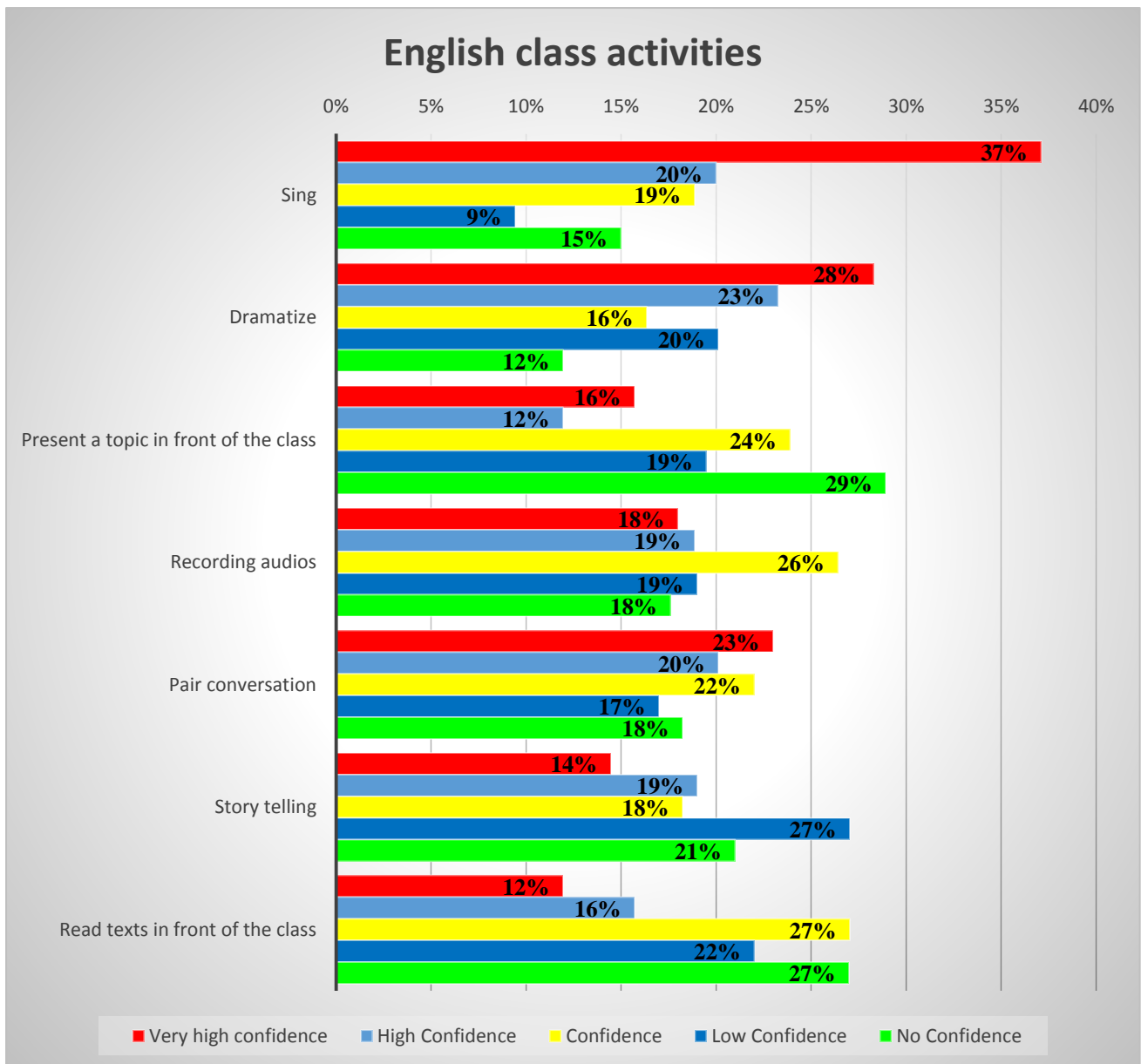
Figure 3 Levels of confidence when performing activities in the English class

Analysis:

The bar chart above shows the levels of confidence that students feel when performing specific activities inside the classroom. As shown in the data collected, 37% of students feel very high confidence when singing, opposite to the 9% that feel low confidence while participating in this activity.

The result obtained when asking students about dramatizing showed 28% of learners feeling highly confident while roleplaying, whereas 12% have no confidence at all during the

same activity. Students were also asked to express their levels of confidence towards presenting a topic in class, with the results being that nearly a third of them feel no confidence at all when they are asked to do. Unlike other activities, only a 16% expressed high levels of confidence whenever this activity is done in class.

Students that experience different levels of confidence recording their voices account exactly 65% of the total. Nonetheless, the remaining 35% experience from low confidence to none of it at all. With over two thirds of the surveyed learners feeling confident during pair interaction, having only nearly 30% of them presenting low confidence while doing this. When a story-telling activity is done in class, 27% of learners feel low confidence while carrying out the activity. On the other hand, 23% of students stated that the activity is one in which they feel highly confident, since they trust in the teacher to help them out with what they are doing the task. Finally, more than half of the students (55%) pointed that they feel either normal confidence or very high confidence when they are asked to read texts in front of the class, with the remaining percentage (45%) agreeing on not feeling good levels of confidence when doing the above-mentioned activity.

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

Table 8

Levels of anxiety when performing oral production in the English class

Oral production in the English class						
ITEM ■ Frequency ■ Percentage	5 Very high anxiety	4 High anxiety	3 Anxiety	2 Low anxiety	1 No anxiety	TOTAL
Individual in front of the teacher	45; 28%	28; 18%	42; 26%	21; 13%	23; 14%	159; 100%
Individual in front of the class	59; 37%	35; 22%	32; 20%	19; 12%	14; 9%	159; 100%
Instructions Comprehension	46; 29%	19; 12%	38; 24%	31; 19%	25; 16%	159; 100%
Teacher's interruption	32; 20%	30; 19%	42; 26%	27; 17%	28; 18%	159; 100%
Classmates' interruption	47; 30%	32; 20%	35; 22%	16; 10%	29; 18%	159; 100%
Teacher's confidence level	24; 15%	36; 23%	45; 28%	29; 18%	25; 16%	159; 100%
Forgetting the required vocabulary	39; 25%	23; 14%	42; 26%	27; 17%	28; 18%	159; 100%
Not knowing what word to use	38; 24%	42; 26%	29; 18%	29; 18%	21; 13%	159; 100%
Shyness	56; 35%	29; 18%	37; 23%	22; 14%	15; 9%	159; 100%
Fear to commit mistakes	39; 25%	35; 22%	37; 23%	29; 18%	19; 12%	159; 100%
Fear to pronunciation mistakes	29; 18%	22; 14%	18; 11%	54; 34%	36; 23%	159; 100%

Elaborated by: Cinthya Churuchumbi
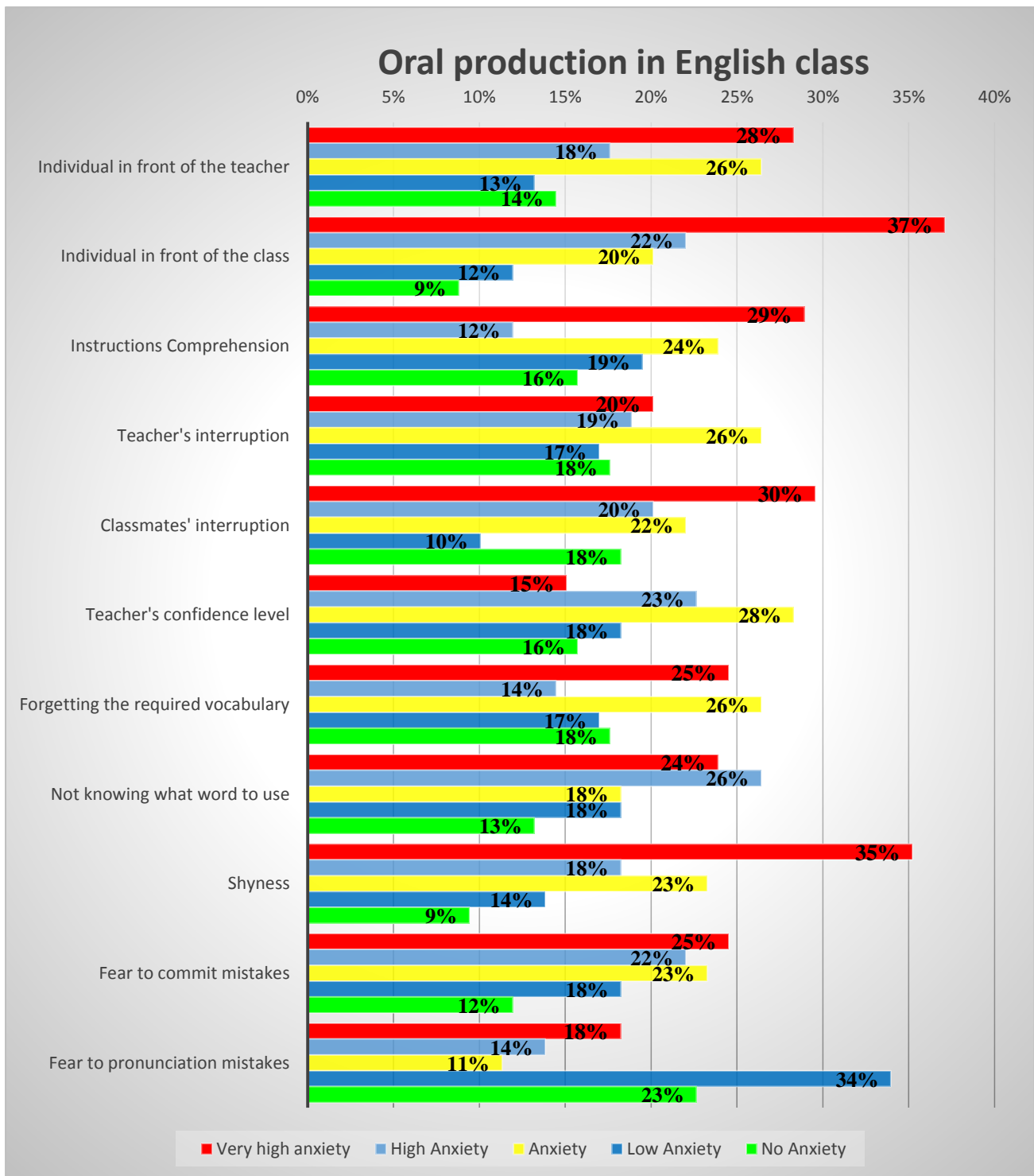
Figure 4 Levels of anxiety when performing oral production in the English class

Analysis:

The chart above presents the data collected when asking students their levels of anxiety when performing oral production during the English class. Regarding individual interaction in front of the teacher, over 70% of students feel highly anxious, whereas the remaining 30%

claimed to experience either moderate or low levels of anxiety when interacting with the teacher. While interacting in front of the class, nearly 60% of students feel high levels of anxiety during the activity, and the remaining 40% claimed to experience low levels of it during the above-mentioned activity. Furthermore, the survey also asked students about their comprehension of the instructions given by the teacher, with over 40% of them feeling moderate levels of anxiety. However, 35% of the surveyed individuals feel low levels of anxiety regarding their understanding of the instructions imparted by the teacher.

Learners also expressed their levels of anxiety towards teacher´s and classmates´ interruptions during class, with over 60% of them experiencing a normal level of anxiety when the teacher interrupts them during class. On the other hand, a combined 40% claimed to feel highly anxious during an interruption. When classmates are the ones to interrupt, nearly 50% of them feel highly anxious when one of them interrupts, opposite to the 32% that do not feel very anxious when this happens during class. In addition to the previously mentioned activities, students were also asked about the level of confidence they have with their English teacher, with the results showing that 28% of them feel a moderate level of anxiety regarding their relationship with the teacher. On the other hand, 15% of them do feel very anxious towards their teacher and the confidence they have on their relationship.

Oral production activities involving vocabulary generate moderate or high levels of anxiety on around 40% of learners. Nevertheless, there is also an average of 42% of them who are not anxious when they lack vocabulary, giving reasons like the teacher allowing the use of dictionary or providing key words to them. Finally, shyness and the fear of making mistakes reflect similarity between the two, with shyness causing 35% of learners to feel very high anxiety; and the fear of being mistaken amounting a quarter of the total students surveyed.

Overall, it is evident that anxiety is a frequent issue inside the classroom, which is why the development of strategies would be of great help in order to properly deal with the aforementioned issue while teaching interesting topics to students through the English language.

3.2 Observation sheet of foreign language class

Table 9

Anxiety levels in the English class

Anxiety levels in the English class						
ITEM 🟩 Frequency 🟦 Percentage	5 Very high anxiety	4 High anxiety	3 Anxiety	2 Low anxiety	1 No anxiety	TOTAL
Pair conversation	🟩 23; 🟦 14%	🟩 15; 🟦 9%	🟩 40; 🟦 25%	🟩 33; 🟦 21%	🟩 48; 🟦 30%	🟩 159; 🟦 100%
Interaction with the teacher	🟩 39; 🟦 25%	🟩 34; 🟦 21%	🟩 43; 🟦 27%	🟩 20; 🟦 13%	🟩 23; 🟦 14%	🟩 159; 🟦 100%
Memorization of dialogues	🟩 35; 🟦 22%	🟩 29; 🟦 18%	🟩 54; 🟦 34%	🟩 25; 🟦 16%	🟩 16; 🟦 10%	🟩 159; 🟦 100%
Memorization of texts	🟩 40; 🟦 25%	🟩 28; 🟦 18%	🟩 49; 🟦 31%	🟩 23; 🟦 14%	🟩 19; 🟦 12%	🟩 159; 🟦 100%
Correction of the teacher	🟩 45; 🟦 28%	🟩 37; 🟦 23%	🟩 35; 🟦 22%	🟩 29; 🟦 18%	🟩 13; 🟦 8%	🟩 159; 🟦 100%
Present a topic in front of the class	🟩 50; 🟦 31%	🟩 37; 🟦 23%	🟩 38; 🟦 24%	🟩 19; 🟦 12%	🟩 15; 🟦 9%	🟩 159; 🟦 100%
Read texts in front of the class	🟩 32; 🟦 20%	🟩 24; 🟦 15%	🟩 56; 🟦 35%	🟩 27; 🟦 17%	🟩 20; 🟦 13%	🟩 159; 🟦 100%
Dramatizations	🟩 38; 🟦 24%	🟩 28; 🟦 18%	🟩 49; 🟦 31%	🟩 26; 🟦 16%	🟩 18; 🟦 11%	🟩 159; 🟦 100%
Interaction in group work	🟩 41; 🟦 26%	🟩 29; 🟦 18%	🟩 37; 🟦 23%	🟩 30; 🟦 19%	🟩 22; 🟦 14%	🟩 159; 🟦 100%
Teacher's feedback	🟩 47; 🟦 30%	🟩 20; 🟦 13%	🟩 52; 🟦 33%	🟩 24; 🟦 15%	🟩 16; 🟦 10%	🟩 159; 🟦 100%
Classmates' feedback	🟩 37; 🟦 23%	🟩 26; 🟦 16%	🟩 60; 🟦 38%	🟩 23; 🟦 14%	🟩 13; 🟦 8%	🟩 159; 🟦 100%
Understanding of instructions	🟩 43; 🟦 27%	🟩 25; 🟦 16%	🟩 39; 🟦 25%	🟩 27; 🟦 17%	🟩 25; 🟦 16%	🟩 159; 🟦 100%
Classroom management	🟩 28; 🟦 18%	🟩 33; 🟦 21%	🟩 44; 🟦 28%	🟩 35; 🟦 22%	🟩 19; 🟦 12%	🟩 159; 🟦 100%
Infrastructure	🟩 25; 🟦 16%	🟩 28; 🟦 18%	🟩 34; 🟦 21%	🟩 43; 🟦 27%	🟩 29; 🟦 18%	🟩 159; 🟦 100%
Educational resources	🟩 15; 🟦 9%	🟩 25; 🟦 16%	🟩 22; 🟦 14%	🟩 54; 🟦 34%	🟩 43; 🟦 27%	🟩 159; 🟦 100%
Technological resources	🟩 27; 🟦 17%	🟩 21; 🟦 13%	🟩 28; 🟦 18%	🟩 43; 🟦 27%	🟩 40; 🟦 25%	🟩 159; 🟦 100%

Elaborated by: Cinthya Churuchumbi

Anxiety levels in the English class
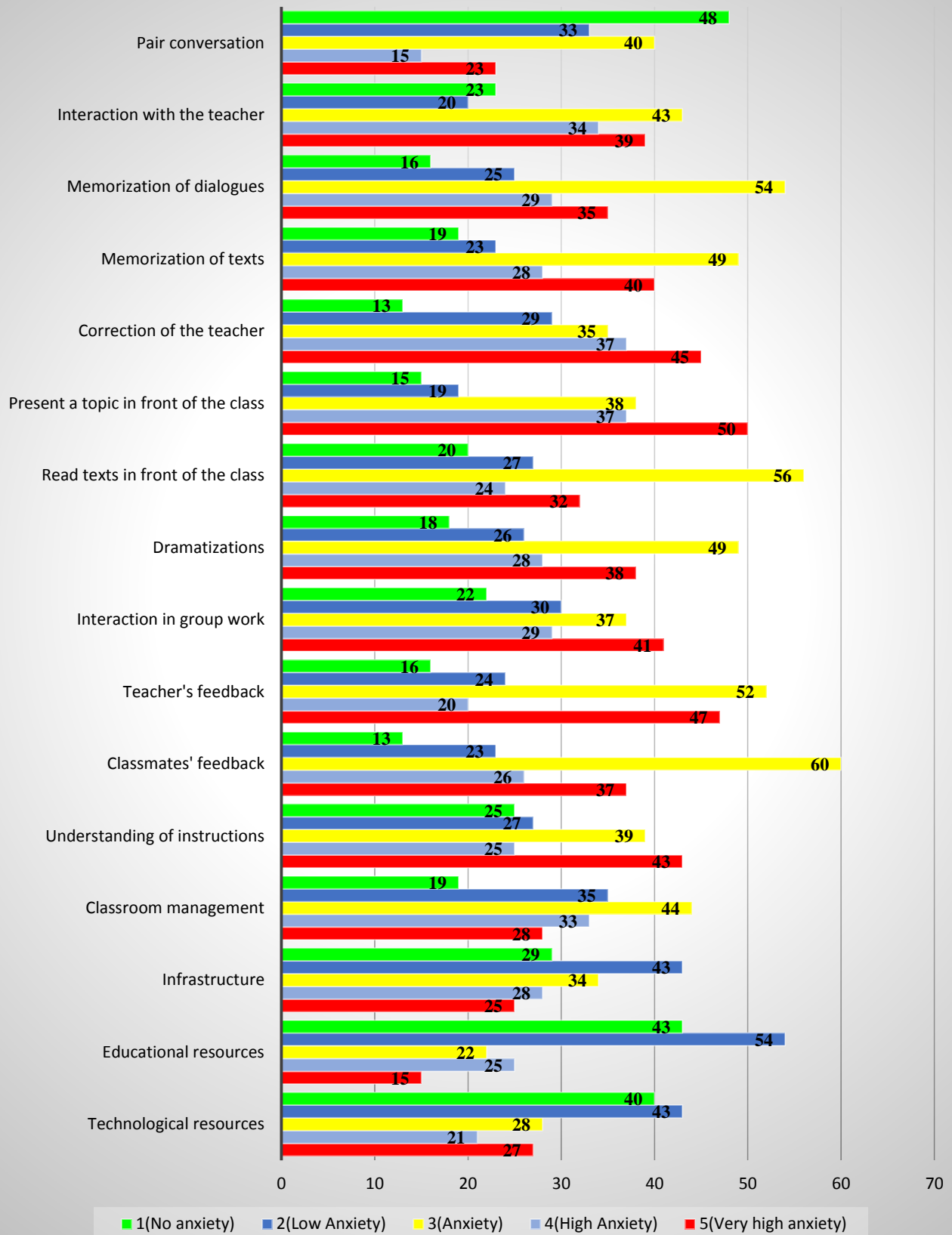
Figure 5 Anxiety levels in the English class

Analysis:

This bar chart illustrates the levels of anxiety that students experience in the english class. According to the data collected, there is a 30% of students that do not feel anxiety in a pair conversation. In contrast to this, 14% of the learners feel very high anxiety when they interact with classmates. While interacting with the teacher, it is evident that the majority of students experience either very high levels of anxiety (25%) or high anxiety (21%) in the above mentioned task. Regarding dialogues memorization, 34% of students show to feel a regular level of anxiety; and the exact same trend is shown when it comes to the memorization of texts (31%) and reading texts in front of the class (35%). Furthermore, it can be seen that 28% of students experience anxiety when the teacher elicits the correction of a mistake made by them, as also demonstrated by the 8% that do not feel anxiety when this action is done by the teacher.

Students also expressed their levels of anxiety towards presenting a topic in front of the class, with the results being that nearly a third of them feel anxiety when they are asked to do. Regarding to carrying out dramatization during english classes, it is evident that the majority of students feel either very high levels of anxiety (24%) or normal anxiety (31%) in the mentioned activity. From the chart is also evident that students feel anxiety when the teacher and classmates give them feedback.

Moreover, it can be seen that students experience very high levels of anxiety (27%) when understanding instructions given by the teacher. However, 16% of the students do not feel anxiety regarding their understanding of the instructions imparted by the teacher.

In conclusion, it is evident that anxiety is present in the EFL classes affecting their learning and causing that students do not improve their oral production. For that reason, it is important the development of the guide with strategies which would be a great help in order to properly deal with the aforementioned issue while teaching the different topics.

CHAPTER IV

4. PROPOSAL

4.1 Proposal name

Teaching guide to improve English oral production.

4.2 Location

This project was developed at Mariano Suarez Veintimilla High School in Ibarra city during school year 2018-2019.

Country: Ecuador

Province: Imbabura

Canton: Ibarra

Institution:

4.3 Proposal development

TEACHING GUIDE TO

IMPROVE ENGLISH

ORAL PRODUCTION

Importance of the proposal

"Teaching guide to improve English oral production", it is a guide that provide 8th level students of Mariano Suarez Veintimilla high school with suitable classroom activities.

 This guide has been developed with the purpose to help students to minimize the effects of anxiety when performing activities in the English class. Furthermore, it is inded to enhance students' self-esteem in order to have successful oral production in the different activities performed in the English classes.

Additionally, it is essential to point out that the activities presented in this guide were designed with the objective of giving all the students the opportunity to experience oral activities and in this way improve their self-esteem.

UNIT 1

LET'S ENJOY ENGLISH THROUGH SONGS

Singing together

Unit objective:

To promote fluency through songs in English to improve students' oral production.

Contents:

- ➢ High hopes

- ➢ Titanium

- ➢ Life is worth living

Activity 1: Sharing our hopes for the future.

Objective: To improve students' vocabulary using songs.

Time: 80 minutes

Material required:

- ✓ All magazines

- ✓ Cardboard

- ✓ Scissors

- ✓ Glue

- ✓ Song lyrics copies

- ✓ Song video / CD song

HIGH HOPES

Had to have high, high hopes for a living
Shooting for the stars when I couldn't make a killing
Didn't have a dime but I always had a vision
Always had high, high hopes
Had to have high, high hopes for a living
Didn't know how but I always had a feeling
I was gonna be that one in a million
Always had high, high hopes

Mama said
Fulfill the prophecy
Be something greater
Go make a legacy
Manifest destiny
Back in the days
We wanted everything, wanted everything
Mama said
Burn your biographies
Rewrite your history
Light up your wildest dreams
Museum victories, everyday
We wanted everything, wanted everything

Mama said don't give up, it's a little complicated
All tied up, no more love and I'd hate to see you waiting

Had to have high, high hopes for a living
Shooting for the stars when I couldn't make a killing
Didn't have a dime but I always had a vision
Always had high, high hopes
Had to have high, high hopes for a living
Didn't know how but I always had a feeling
I was gonna be that one in a million
Always had high, high hopes

Mama said
It's uphill for oddities
The stranger crusaders
Ain't ever wannabes
The weird and the novelties
Don't ever change
We wanted everything, wanted everything

41

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

Mama said don't give up, it's a little complicated
All tied up, no more love and I'd hate to see you waiting
They say it's all been done but they haven't seen the best of me
So I got one more run and it's gonna be a sight to see

Had to have high, high hopes for a living
Shooting for the stars when I couldn't make a killing
Didn't have a dime but I always had a vision
Always had high, high hopes

Had to have high, high hopes for a living
Didn't know how but I always had a feeling
I was gonna be that one in a million
Always had high, high hopes
Had to have high, high hopes for a living
Shooting for the stars when I couldn't make a killing
Didn't have a dime but I always had a vision
Always had high, high hopes
Had to have high, high hopes for a living
Didn't know how but I always had a feeling
I was gonna be that one in a million
Always had high, high hopes

1.1 Procedure

    1.1.1   Understanding new words.

    1.1.2   Teacher reads the lyrics loudly, and students listen carefully.

    1.1.3   Students listen to the song twice.

    1.1.4   Students repeat the lyrics after the teacher to rehearse the pronunciation.

    1.1.5   Sing the song together.

    1.1.6   Speaking task: What are your high hopes for the future?

        1.1.6.1 Making a high hope collage.

        1.1.6.2 Sharing the collage with other classmate.

        1.1.6.3 Sharing the collage with the whole class.

        1.1.6.4 Giving conclusion of the activity.

Activity 2: Nothing can defeat me

Objective: To use songs in order to increase students' motivation.

Time: 80 minutes

Material required:

- ✓ Song lyrics copies

- ✓ Song video / CD song

Titanium

You shout it out
But I can't hear a word you say
I'm talking loud not saying much
I'm criticized but all your bullets ricochet
You shoot me down, but I get up

I'm bulletproof nothing to lose
Fire away, fire away
Ricochet, you take your aim
Fire away, fire away
You shoot me down but I won't fall, I am titanium
You shoot me down but I won't fall
I am titanium, I am titanium, I am titanium, I am titanium

Cut me down
But it's you who has further to fall
Ghost town, haunted love
Raise your voice, sticks and stones may break my bones
I'm talking loud not saying much

I'm bulletproof nothing to lose
Fire away, fire away
Ricochet, you take your aim
Fire away, fire away
You shoot me down but I won't fall
I am titanium
You shoot me down but I won't fall
I am titanium, I am titanium

Stone-hard, machine gun
Firing at the ones who run
Stone-hard, thus bulletproof glass

You shoot me down but I won't fall, I am titanium
You shoot me down but I won't fall, I am titanium
You shoot me down but I won't fall, I am titanium
You shoot me down but I won't fall, I am titanium
I am titanium

1.2 Procedure

   1.2.1   Understanding new words.

   1.2.2   Teacher reads the lyrics loudly, and students listen carefully.

   1.2.3   Students repeat the lyrics after the teacher to rehearse the pronunciation.

   1.2.4   Students listen the song twice.

   1.2.5   Sing the song together.

   1.2.6   Speaking task: Situation in which you feel defeated.

     1.2.6.1 Pair work

     1.2.6.2 Students take turn to talk about situations they feel defeated.

     1.2.6.3 Students take notes about what his/her partner says.

     1.2.6.4 Teacher guides the activity.

     1.2.6.5 Both students think about what he/she would have done in that situation.

     1.2.6.6 Students says what they would have done to improve the situation.

Activity 3: Enjoying each day life.

Objective: To enhance the correct pronunciation of new vocabulary.

Time: 80 minutes

Material required:

- ✓ Song lyrics copies
- ✓ Song video / CD song
- ✓ Cardboards
- ✓ Pencils
- ✓ Colors

Life is Worth Living

Ended up on a crossroad
Try to figure out which way to go
It's like you're stuck on a treadmill
Running in the same place
You got your hazard lights on now
Hoping that somebody would slow down
Praying for a miracle
Who'll show you grace?
Had a couple dollars and a quarter tank of gas
With a long journey ahead
Seen a truck pull over
God sent an angel to help you out
He gave you direction
Showed you how to read a map
With a long journey ahead
Said it ain't over
Oh, even in the midst of doubt

Life is worth living
Life is worth living, so live another day
The meaning of forgiveness
People make mistakes, doesn't mean you have to give in
Life is worth living again

Relationship on a ski slope
Avalanche comin' down slow
Do we have enough time to salvage this love?
Feels like a blizzard in April
'Cause my heart is just that cold
Skating on thin ice
But it's strong enough to hold us up
Seen her scream and holler
Put us both on blast
Tearing each other down
When I thought it was over
God sent us an angel to help us out
He gave us direction, showed us how to make it last
For that long journey ahead
Said it ain't ever over
Oh, even in the midst of doubt

Life is worth living
Life is worth living, so live another day
The meaning of forgiveness
People make mistakes, doesn't mean you have to give in
Life is worth living again
Life is worth living again

What I get from my reflection
Is a different perception
From what the world may see
They try to crucify me
I ain't perfect, won't deny
My reputation's on the line
So I'm working on a better me

Life is worth living
Life is worth living, so live another day
The meaning of forgiveness
People make mistakes
Only God can judge me
Life is worth living again
Another day
Life is worth living again

1.3 Procedure

    1.3.1   Understanding new words.

    1.3.2   Teacher reads the lyrics loudly, and students listen carefully.

    1.3.3   Students repeat the lyrics after the teacher to rehearse the pronunciation.

    1.3.4   Students listen the song twice.

    1.3.5   Sing the song together.

    1.3.6   Speaking task: Why life is valuable?

      1.3.6.1 Group work

      1.3.6.2 Form groups of 4 students.

      1.3.6.3 Each student gives his/her opinion about why life is valuable.

      1.3.6.4 The group make a draw representing all the opinions that they mentioned.

      1.3.6.5 Students give conclusions of the activity.

UNIT 2

SHARING POEMS IN

ENGLISH WITH FRIENDS

Unit objective:

To increase confidence levels by sharing poems in English in order to improve students' speaking ability.

Contents:

- ➤ The teenage years
- ➤ A family is like a circle
- ➤ You were there

POEM N°1

Activity 3: The beautiful stage of my life.

Objective: To use poems in order to promote the confidence of expressing personal experiences.

Time: 80 minutes

Material required:

- ✓ Poem copies
- ✓ Flash cards (emotions)
- ✓ Worksheet

The teenage years by Sarah Gray

We learn from our mistakes,
From the wrong turns we take,
From the fake friends we make,
And from the times we almost break.

Our mistakes help us grow,
But at the time, we didn't know.
We didn't want our weakness to show.
At the time, we couldn't let them know.

Our fake friends were there,
But they didn't actually care
Our secrets they would share,
And now as we pass, they just stare.

Not breaking means you're strong.
You'd know where you went wrong,
As if you weren't waiting so long
To explain yourself, but stay strong.

So here's to the liars and traitors,
All the wannabes and haters
And learning from our mistakes
And learning to spot the fakes.
Here's to being a teen
Live it up, 'cause we're living the dream (Gray, 2014).

2.1 Procedure

2.1.1 Understanding new words.

2.1.2 Teacher provides students the correct pronunciation of the unknown words.

2.1.3 Teacher reads the poem loudly, and students listen carefully.

2.1.4 Students read the poem on their own.

2.1.5 Speaking task

2.1.5.1 Pair work

2.1.5.2 Teacher provides a flash card, which contains an emotion, to each pair of students.

- Happy
- Sad
- Angry
- Surprised
- Sleepy
- Scared
- Tired
- Bored
- Confused
- Embarrassed

2.1.5.3 Students practice the poem, according to the emotions given.

2.1.5.4 Teacher asks some pairs to present the poem in front of the class.

2.1.5.5 Teacher's feedback.

POEM N°2

Activity 2: My dear and unique family.

Objective: To encourage students' participation in oral production activities by using poems.

Time: 80 minutes

Material required:

- ✓ Poem copies
- ✓ Worksheet

A family is like a circle by Nicole M. O'Neil

A family is like a circle.
The connection never ends,
and even if at times it breaks,
in time it always mends.

A family is like the stars.
Somehow they're always there.
Families are those who help,
who support and always care.

A family is like a book.
The ending's never clear,
but through the pages of the book,
their love is always near.

A family is many things.
With endless words that show
who they are and what they do
and how they teach you so you know.

But don't be weary if it's broken
or if through time it's been so worn.
Families are like that -
they're split up and always torn.

But even if this happens,
your family will always be.
They help define just who you are
and will be a part of you eternally (O'Neil, 2006).

2.2 Procedure

2.2.1 Understanding new words.

2.2.2 Teacher provides students the correct pronunciation of the unknown words.

2.2.3 Teacher reads the poem loudly, and students listen carefully.

2.2.4 Students read the poem on their own.

2.2.5 Speaking task

    2.2.5.1 Pair work

    2.2.5.2 Each student reads the poem three times more.

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

First, assign reading parts to each student. Second, ask students to read their scripts orally for practice. Third, have students read assigned parts to the audience.

    2.2.5.4 Students take turns to perform the poem while reading verse by verse.

    2.2.5.5 Students practice the activity.

    2.2.5.6 Teacher asks to some pairs to perform the activity in front of the class.

    2.2.5.7 Teacher's feedback.

Additional speaking task

Phrases to introduce someone else
Hi everyone. I would like to introduce you to my_____. She/He is the most important person of my family.
Her/His name is_____.
She/He is _____ years old.
She/He lives in _____ (city or country)
She/He is _____(occupation/profession)
She/He is the most important person of my family because_____.

2.2.6   Students complete the chart with their own information.

2.2.7   Students introduce the most important person in their family.

POEM N°3

Activity 3: My dearest friend.

Objective: To strengthen students' abilities to infer and interpret from the linguistic and situational context of literary texts.

Time: 80 minutes

Material required:

- ✓ Poem copies
- ✓ Poem template
- ✓ Worksheet
- ✓ Pencil
- ✓ Eraser

You were there by Emily Robinson

When tears fell from my eyes,
you were there to brush them away.

When I was lost in confusion,
you were there to say that everything would be okay.

When I stood before you falling apart,
you were there to lend your heart.

When I felt like no one could understand,
you were there to take my hand.

When no one else was left to care,
you were there (Robinson, 2008).

2.3 Procedure

    2.3.1 Understanding new words.

    2.3.2 Teacher provides students the correct pronunciation of the unknown words.

    2.3.3 Teacher reads the poem loudly, and students listen carefully.

    2.3.4 Students read the poem on their own.

    2.3.5 Speaking task

        2.3.5.1 Students match the sentences of the poem.

Match the sentences of the poem as corresponding.		
	When tears fell from my eyes,	**1.** you were there to say that everything would be okay.
	When I felt like no one could understand,	**2.** you were there to lend your heart.
	When no one else was left to care,	**3.** you were there to brush them away.
	When I was lost in confusion,	**4.** you were there.
	When I stood before you falling apart,	**5.** you were there to take my hand.

2.3.5.2   Students replace the underlined words with the vocabulary given to create a new poem.

Replace the underlined words with the words given in order to create your own poem.

When tears fell from my eyes,
you were there to brush them away.

When I was lost in <u>confusion</u>, ☐

depression/distraction/disorientation

you were there to say that everything would be <u>okay.</u> ☐

good/right/correct

When I stood before you falling apart,
you were there to lend your heart.

When I felt like no one could <u>understand</u>, ☐

appreciate/comprehend/accept

you were there to take my <u>hand.</u> ☐

face/arm/shoulder

When no one else was left to <u>care</u>, ☐

help/support/advice

you were there.

2.3.5.3   Students form a sequence of images related to their own poems.

2.3.5.4   Students share their new poem with the whole class.

UNIT 3

DEVELOPING SUCCESSFUL

PRESENTATIONS IN ENGLISH

Being ready to oral presentations

Unit objective:

To encourage learner confidence when doing a presentation through practicing in the classes.

Contents:

➤ Tips and materials

➤ Practicing for my presentation

➤ My final presentation

Activity 1: Making presentations fun, attractive, and enjoyable.

Objective: To develop fluency and vocabulary through making presentations.

Time: 80 minutes

Material Required:

- ✓ Computer
- ✓ Video Projector
- ✓ Markers
- ✓ Cardboard
- ✓ Pictures
- ✓ Teacher's slides
- ✓ Teacher's poster
- ✓ Worksheet

Introducing myself

- Good morning/afternoon teacher and classmates.

- My name is Cinthya Paola Almachi.

- I am 23 years old.

- I was born in Otavalo.

- I live in González Suarez.

- I have 1 brother(s).

- My favorite subject is Math.

- My hobby is reading books.

- My favorite sport is soccer.

Template N°1: Introducing myself

Introducing myself

- Good morning/afternoon teacher and classmates.

- My name is _____.

- I am _____ years old.

- I was born in _____.

- I live in _____.

- I have _____ brother(s) and ____ sister(s).

- My favorite subject is _____.

- My hobby is _____.

- My favorite sport is _____.

Subjects

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

Sports

-Soccer
-Basketball
-Cycling
-Running
-Tennis
-Volleyball

Hobbies

- Reading books
- Playing computer games
- Watching videos
- Listening to music
- Chatting with friends
- Playing musical instruments

My favorite movie

Good morning /afternoon teacher and classmates. I will explain about my favorite movie. The name of the movie is Toy Story. It is a cartoon film. It is about the adventure of toys that are secretly alive. It takes place in a boy room. There are ten main characters. It was produced by Pixar Animation Studios. It was directed by John Lasseter. It was released on November 15^{th,} 1995. I like this movie because it shows that with friendship and teamwork, everything is possible.

Template N°2: My favorite movie

My favorite movie

Good morning /afternoon teacher and classmates. I will explain about my favorite movie. The name of the movie is _____. It is a/an _____ film. It is about_____. It takes place in a/an _____. There are_____ main characters. It was produced by _____. It was directed by _____. It was released on _____(date). I like this movie because_____.

Types of characters
-Humans
-Toys
-Aliens
-Mythological animals
-Superheroes

Places
- Magic world
- Amusement park
- Lost city
- Lonely places

Types of movies
-Action
-Romantic
-Comedian
-Adventure
-Drama
-Science fiction
-Horror

Months	
- January	- July
- February	- August
- March	- September
-April	- October
-May	- November
-June	- December

My special person

Good morning/afternoon teacher and classmates. I'm going to talk about my special person that is my mother. She is 45 years old. She was born in Quito. She is from Ecuador. She is an architect. She is tall and thin. Her hair and eyes are brown. Her favorite food is lasagna. Her favorite hobby is sharing time with her siblings. The reason why she is my special person is because she always supports to me and helps me when I have problems.

Template N°3: My special person

My special person

Good morning/afternoon teacher and classmates. I'm going to talk about my special person that is my _____. She/he is _____ years old. She/he was born in _____. She/he is from _____. She/he is a/an _____. She/he is _____. Her/his _____is _____. Her/his favorite food is _____. Her/his favorite hobby is _____. The reason why she/he is my special person is because _____.

Professions and occupations	Adjectives
-Teacher -Engineer -Policeman -Driver -Architect -Doctor -Secretary -Seller -Cashier -Soldier -Carpenter -Nurse	-Fat -Short -Small -Tall -Thin -Tiny -Curvy -Fit -Large

3.1 Procedure

3.1.1   Students choose the topic they want to present.

- **Introducing myself**
- **My favorite movie**
- **My special person**

3.1.2 Understanding new words.

3.1.3 Practicing the vocabulary.

3.1.3.1 Students internalize the new vocabulary.

3.1.4 Teacher presentation.

3.1.4.1 Teacher explain the tips (do's and don'ts) to do a well-prepared power point and a cardboard presentation.

3.1.5 Do's

DO's
Choose an attractive topic or include interesting information.
Organize the information.
Catch the audience's attention with well-organized slides.
Use the same pattern in all slides: the same letter, size, color, background.
Make the letters visible.

Make a visible difference between the letters and the background.
Write key words associating with pictures in each slide.
Use your teacher's given time properly.
Quote the information that is not yours.

3.1.6 Don'ts

DON'Ts
Do not use unnecessary information.
Do not use bright colors.
Do not make too many slides.
Do not use bad resolution pictures.

3.1.7 Speaking task

3.1.7.1 Students complete the template according to the topic they chose.

3.1.8.1 Teacher asks some students questions about the previous explanation and how students have organized their information.

Activity 2: Practicing for my final presentation

Objective: To practice the correct pronunciation of the words in order to do a successful presentation.

Time: 80 minutes

Material required:

- ✓ Cards with tips for students

- ✓ Additional information for the teacher

- ✓ Computer

- ✓ Student's power presentation or cardboard

Tips to do a successful presentation

1. Choose a good and interesting topic.

2. Use simple language.

3. Make eye contact with everyone.

4. Know the topic / content.

5. Keep audience's attention.

6. Speak loud and clear.

7. Use props slides.

8. Know your audience.

9. Be authentic (be yourself).

10. Build your confidence with practice.

3.2 Procedure

3.2.1 Understanding new words.

3.2.2 Practicing the vocabulary.

3.2.2.1 Students internalize the new vocabulary.

3.2.3 Teacher presentation.

3.2.3.1 Teacher explains the tips to do a successful presentation.

3.2.4 Speaking task

3.2.4.1 Some students make a mock presentation according to the topic they chose and teacher corrects the mistakes.

3.2.4.2 Teacher's feedback.

Activity 3: My final presentation

Objective: To increase students' confidence and knowledge through presentations.

Time: 80 minutes

Material required:

- ✓ Rubric
- ✓ Colors
- ✓ Computer
- ✓ Video Projector
- ✓ Video

Subject:		Date:				Grade Description	
Teacher´s name:						Excellent	5
Student´s name:		Individual:	Pair:	Group:		Very Good	4
						Good	3
						Fair	2
						Needs improvement	1

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

80

3.3 Procedure

3.3.1 Understanding new words.

3.3.2 Teachers explains the criteria.

3.3.3 Teacher describes the rubric that is going to be used.

3.3.4 Teacher provides students the rubric.

3.3.5 Students complete the informative data.

3.3.6 Students present the topic they have chosen in front of the class.

3.3.7 Some students make question of their classmate's presentation.

3.3.8 Others students give feedback of their classmate's presentation.

3.3.9 Teacher's feedback.

UNIT 4

USING ROLE-PLAYING IN

MY ENGLISH CLASS

Enjoying English through role-playing

Unit objective:

To engage students in role-playing activities while simultaneously improving their confidence and perceptions of communication.

Content:

- ➢ Role playing puppets
- ➢ Dubbing
- ➢ Role-playing

Activity 1: Representing my favorite character.

Objective: To challenge learners and provide opportunities to practice in real-time.

Time: 120 minutes

Material required:

- ✓ Puppets
- ✓ Clothes
- ✓ Cardboard
- ✓ Computer
- ✓ Video Projector
- ✓ Speakers
- ✓ Video/audio: Frozen story
- ✓ Script
- ✓ Worksheet

Script

- **Kristoff:** Ice?

- **Kristoff:** Faster, Sven!

- **King:** Please, help. My daughter!

- **Grand Pabbie:** It's the king.

- **Kristoff:** sure!

- **Bulda:** Shush. I'm trying to listen.

- **Bulda:** Cuties. I'm gonna keep you.

- **Grand Pabbie:** Your majesty. Born with the powers or cursed?

- **King:** Born. And they're getting stronger.

- **Grand Pabbie:** You are lucky it wasn't her heart. The heart is not so easily changed, but the head can be persuaded.

- **King:** Do what you must.

- **Grand Pabbie:** I recommend we remove all magic, even memories of magic to be safe.... But don't worry, I'll leave the fun.

- **Grand Pabbie:** She will be okay.

- **Young Elsa:** But she won't remember I have powers?

- **King:** It's for the best.

- **Grand Pabbie:** Listen to me, Elsa, your power will only grow.

- **Grand Pabbie:** There is beauty in it.... But also great danger. You must learn to control it. Fear will be your enemy.

- **King:** No. We'll protect her. She can learn to control it. I'm sure.

- **King:** Until then, we'll lock the gates. We'll reduce the staff. We will limit her contact with people and keep her powers hidden from everyone... including Anna.

4.1 Procedure

4.1.1 Understanding new words.

4.1.1.1 Teacher shares the script glossary.

GLOSSARY

Majesty: used when you are speaking about or to a king or queen.

Cursed: experiencing bad luck caused by a magic curse.

Lucky: having good things happen to you by chance.

Persuade: to make someone do or believe something by giving them a good reason to do it.

Safe: not in danger or likely to be harmed.

Grow: to increase in size or amount, or to become more advanced or developed.

Beauty: the quality of being pleasing, especially to look at, or someone or something that gives great pleasure, especially when you look at it.

Gate: a part of a fence or outside wall that is fixed at one side and opens and closes like a door, usually made of metal or wooden strips.

Staff: all the people who work for a particular company or organization, or in a particular place.

Hidden: not easy to find.

4.1.2 Teacher reads the script loudly, and students listen carefully.

4.1.3 Teacher shows the video twice.

Link: https://www.youtube.com/watch?v=Q0gShnHFl20

4.1.4 Students complete the worksheet about the script.

4.1.5 Students practice the pronunciation of the script.

4.1.6 Speaking task

> **4.1.6.1 Teacher forms groups and assigns roles to each student.**
>
> **4.1.6.2 Students practice the assigned character.**
>
> **4.1.6.3 Students practice in the assigned group in order to present a role play through puppets.**
>
> **4.1.6.4 Teacher asks the groups to present the scene.**
>
> **4.1.6.5 Students give conclusions of the activity.**

SCRIPT WORKSHEET

Unit 4: Using role-playing in my English classes

Topic: Representing my favorite character

1. Understanding new words: fill in the gaps with the correct word.

majesty	gates	lucky	hidden	safe
persuaded	staff	cursed	grow	beauty

- Kristoff: Ice?
- Kristoff: Faster, Sven!
- King: Please, help. My daughter!
- Grand Pabbie: It's the king.
- Kristoff: sure!
- Bulda: Shush. I'm trying to listen.
- Bulda: Cuties. I'm gonna keep you.
- Grand Pabbie: Your (1) _____. Born with the powers or (2) _____?
- King: Born. And they're getting stronger.
- Grand Pabbie: You are (3) _____ it wasn't her heart. The heart is not so easily changed, but the head can be (4) _____.
- King: Do what you must.
- Grand Pabbie: I recommend we remove all magic, even memories of magic to be (5) _____....

But don't worry. I'll leave the fun.
- Grand Pabbie: She will be okay.
- Young Elsa: But she won't remember I have powers?
- King: It's for the best.
- Grand Pabbie: Listen to me, Elsa, your power will only (6) _____.
- Grand Pabbie: There is (7) _____ in it.... But also great danger. You must learn to control it. Fear will be your enemy.
- King: No. We'll protect her. She can learn to control it. I'm sure.
- King: Until then, we'll lock the (8) _____. We'll reduce the (9) _____. We will limit her contact with people and keep her powers (10) _____ from everyone... including Anna.

Activity 2: Role playing "Up" scenes

Objective: To improve confidence through using role-playing in classes.

Time: 120 minutes

Material required:

- ✓ Computer
- ✓ Projector
- ✓ Speakers
- ✓ Video/audio: Up story
- ✓ Script
- ✓ Worksheet

Up script

The main characters

Carl	Russell	Dug

- Dug: Oh please oh please oh please be my prisoner!

- Russell: Dug, stop bothering Kevin!

- Dug: That man there says I can take the bird and I love that man there like he is my master.

- Carl: I am not your master!

- Dug: I am warning you, once again, bird!

- Russell: Hey! Quit it!

- Dug: I am jumping on you now, bird.

- Carl: Russell! At this rate we'll never get to the falls!

- Carl: I am nobody's master, got it? (points to bird) … I don't want you here, (points to Dug) …and I don't want you here (points to

Russell) I'm stuck with you. And if you two don't clear out of here by the time I count to three-

- Dug: A ball!   Oh boy oh boy!   A ball!

- Carl: Ball? You want it boy?   Huh?   Huh?   Yeah?

- Dug: Oh oh oh! Yes, I do.   I do ever so want the ball!

- Carl: Go get it!!

- Dug: Oh boy, oh boy! I will get it and then bring it back!

- Carl: Quick Russell, give me some chocolate.

- Russell: Why?

- Carl: Just give it to me!   Bird.   Bird!

- Carl: Come on Russell!

- Russell: Wait.   Wait, Mr. Fredricksen.

- Russell: What are we doing?

- Russell: Hey, uh, we're pretty far now. Kevin's gonna miss me.

- Carl: I think that did the trick.

- Dug: Hi, Master.

- Carl: afternoon.

4.2 Procedure

   4.2.1 Understanding new words.

   4.2.2 Teacher reads the script loudly, and students listen carefully.

   4.2.3 Teacher shows the video twice.

Link: https://www.youtube.com/watch?v=zmt7D9BH3sE

4.2.4 Students complete the crossword of the script.

4.2.6 Speaking task

     4.2.6.1 Teacher forms groups of three students.

     4.2.6.2 Students choose the character they want to role-play.

     4.2.6.2 Students practice the chosen character.

     4.2.6.3 Students practice the scene from the script in order to make the dubbing of their characters.

     4.2.6.4 Teacher gives determined time to role play their character (dubbing).

     4.2.6.5 Teacher's feedback.

Crossword of the script

Up vocabulary
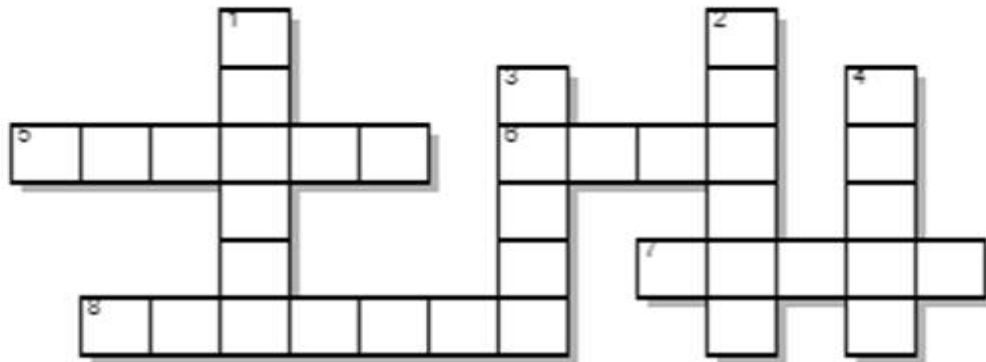
ACROSS

5 The person who owns, cares for, and controls an animal

6 The speed at which something happens or changes

7 To have to deal with someone or something unpleasant because you have no choice or because no one else wants to

8 Notice of a possible danger or problem, so that it can be prevented or avoided

DOWN

1 To annoy or cause problems for someone

2 Quite, but not extremely

3 To take or carry someone or something to a place or a person

4 An action that is intended to deceive, either as a way of cheating someone

Activity 3: What do I want to be in the future?

Objective: To monitor and give feedback to students after a role-playing activity that helps them to develop and builds their confidence.

Time: 120 minutes

Material required:

- ✓ Flash cards
- ✓ Role-play character card
- ✓ Role play dialogue copies
- ✓ Puzzles
- ✓ Blackboard

  Markers
- ✓ Pens
- ✓ Notebooks

4.3. Procedure

4.3.1 Teacher forms groups of 4 students.

4.3.2 Teacher gives a puzzle about a profession.

4.3.3. Students solves the puzzle.

4.3.4 Teacher shows flash cards to review the vocabulary about the professions.

4.3.5 Speaking task: What would you like to be in the future?

4.3.5.1 Pair group

4.3.5.2 Students talk about what they want to be in the future.

4.3.5.3 Teacher gives students a role-play character card.

Name: Mike (male)

Ayshane (female)

Job: Architect

4.3.5.4 "Party Guests" the teacher assigns students' situation to role-lay.

Students will role play being at a party with assigned character names and job titles. Several role-play parties occur in the classroom at the same time. Party guests must introduce themselves and ask one another about their jobs.

4.3.5.5 Teacher gives students a pattern to create a dialogue.

4.3.5.6 Students create the dialogue using phrases from the Small-Talk Function chart.

Greetings – Start the conversation	Keep the conversation going	End the conversation
-Hello!	-That's great.	-I enjoyed talking to you.
-My name is: _____.	-That sound exciting.	-It was nice to meet you.
-I am _____ years.	-Oh, really?	-It was nice to talking to you.
I live in_____.	-How interesting.	
-How are you?	-That's interesting.	-See you later.
-How old are you?	-I see.	-Have a good time/day.
-Where are you from?		-Bye/Good bye.
-Nice to meet you.		

4.3.5.7 Teacher's feedback to some students.

4.3.5.8 Teacher's conclusions

4.4 Impacts

This research project focuses on three main impacts: linguistic, educational and affective. These impacts are presented on the proposal in the different units. To analyze the results of each impact it is applied the table below:

Table 10 *Impacts levels*

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

It is built a table in which the horizontal side shows the level of impacts, while the vertical side shows the indicators for each impact.

To each indicator it is assigned a level of impact either positive or negative. At the end of the table it is the total and this result is divided to the numbers of indicators presented in the table, in this way, it is obtained the result the level of impact.

Under the table, it is writing a short analysis in which describes the result of the table.

Table 11

Linguistic impact

Linguistic impact						
Levels of impacts **Indicators**	-3	-2	-1	1	2	3
Confidence while singing					2	
Building confidence through poems						3
Dealing with oral presentations						3
Reducing anxiety through role-playing						3
Taking oral exams						3
TOTAL					2	12

Level of linguistic impact = 14/5

Level of impact = 2,8

Level of linguistic impact = Positive medium

Analysis:

In regard to the linguistic impact of this research project, we can see 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 students' level of engagement while socializing unit 1 of our proposal. This medium positive impact contributes to face positively oral production activities.

Table 12

Educational impact

Educational impact						
Levels of impacts Indicators	-3	-2	-1	1	2	3
Confidence while performing in front of the class						3
Getting familiar with basic writing aspects of a poem					2	
Ability to prepare presentations						3
Getting familiar with basic writing aspects of role-playing						3
Dealing with oral quizzes						3
TOTAL					2	12

Level of educational impact = 14/5

Level of impact = 2,8

Level of educational impact = Positive medium

Analysis:

In regard to the educational impact of this research project, we can see that almost all indicators were assigned the maximum score, except for the second indicator (getting familiar with basic writing aspects of a poem). This project tries to minimize anxiety levels, through the application and use of active and innovators strategies. Furthermore, it is intended to encourage students and teachers to develop abilities and skills to oral production.

Table 13

Affective impact

Affective impact						
Levels of impacts Indicators	-3	-2	-1	1	2	3
Confidence while performing in front of the class						3
Getting familiar with basic writing aspects of a poem						3
Ability to prepare presentations						3
Getting familiar with basic writing aspects of role-playing						3
Dealing with oral quizzes						3
TOTAL						15

Level of affective impact = 15/5

Level of impact = 3

Level of affective impact = High positive

Analysis:

The level of affective impact that this project gives is 3 which is high positive impact. All the indicators were assigned the maximum score. This result shows that affective factor can highly benefit to the interaction with teachers-students and students-students. This interaction will help students to manage anxiety and confidence correctly so they can express orally in foreign language with people around them.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

After collecting the data and analyzing the information gathered of 8th level students at Mariano Suarez Veintimilla High School, the conclusions are:

1. Anxiety is an affective factor that affects the quality of oral production.
2. Adolescences prefer topics related to this stage of their lives.
3. Students experience anxiety, which affects their language learning especially in individual oral production activities.
4. Students experience anxiety when they are not familiar with the oral activity assessment standards.
5. Self-esteem can be built through active, collaborative, and aesthetic activities.
6. Communicative Language Teaching (CLT), Competency-Based Language Teaching (CBLT), Cooperative Language Learning (CLL), and Task-Based Language Teaching (TBLT), all promote the development of oral production skills in friendly environment.
7. Students experience confidence and reduced anxiety levels when performing the tasks found in the guide.
8. Teachers in charge of carrying out the activities presented in our methodological guide should be able to manage, and be willing to change some activities according to students' needs.

5.2 Recommendations

After giving the conclusions, it is important to point out the following recommendations:

1. To create a friendly-confidence environment at the time of oral production.
2. To continue applying activities that involve the student's daily life experience and, encourage them to learn.
3. To adapt collaborative activities in order to minimize students' anxiety.
4. To grade according to the aspects of oral production which are suggested by the European Common Framework.
5. To use dynamic, interactive and meaningful activities that helps students to improve the foreign language learning.
6. To analyze different strategies and determine which one are the appropriate to 8th level students.
7. To recognize the different learning styles that every student has as well as every context must be different ones from others.
8. To guide students during all their learning process in a systematic and pedagogical way.

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APPENDIXES

Appendix 1: Presentation letter – Mariano Suarez Veintimilla High School

UNIVERSIDAD TECNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 042-D
18 de febrero de 2019

Magíster
Ligia Gudiño
RECTORA DE LA UNIDAD EDUCATIVA "MARIANO SUÁREZ VEINTIMILLA"

Señora Rectora:

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

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias a la señorita CINTHYA PAOLA CHURUCHUMBI ALMACHI, estudiante de octavo semestre de la carrera de Inglés, para que obtenga información y realice las actividades para el desarrollo del trabajo de grado "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE OCTAVO AÑO EGB DE LA UNIDAD EDUCATIVA "MARIANO SUAREZ VEINTIMILLA" DEL CANTÓN IBARRA"

Por su favorable atención, le agradezco

Atentamente
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. Raimundo López
DECANO DE LA FECYT

Appendix 2: Acceptance letter from Mariano Suarez Veintimilla High School

UNIDAD EDUCATIVA "MARIANO SUÁREZ VEINTIMILLA"
ESPECIALIDAD- APLICACIONES INFORMATICAS Y BACHILLERATO GENERAL UNIFICADO
Dirección- El Ejido de Ibarra- calle Guallupe 3-25
Telefax: 062630616 Rectorado 062-632841- Insp.062630663
Correo electrónico.- uetmsv@gmail.com

Ibarra, 28 de febrero del 2019

Oficio Nº 058-R-UEMSV

Magister
Raimundo López
DECANO DE LA FECYT DE LA UNIVERSIDAD TECNICA DEL NORTE
Presente.

De mi consideración:

A nombre de quienes formamos parte de la Unidad Educativa "Mariano Suárez Veintimilla", de la ciudad de Ibarra, tengo a bien dirigirme a usted para presentarle un atento y cordial saludo junto al ferviente deseo de éxito en sus acertadas acciones en beneficio de la sociedad.

En atención a su oficio Nº042-D del 18 del presente, me permito comunicarle que este rectorado autoriza a la Señorita CINTHYA PAOLA CHURUCHUMBI ALMACHI, estudiante de octavo semestre de la carrera de Ingles, para que realice las actividades para el desarrollo del trabajo de grado con el tema "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLES EN LOS ESTUDIANTES DE OCTAVO ANO DE EGB DE LA UNIDAD EDUCATIVA MARIANO SUAREZ VEINTIMILLA"

Particular que comunico a usted para los fines consiguientes.

Atentamente

Msc. Leonardo Flores
RECTOR E

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Appendix 3: Office to socialize the proposal of the research project at Mariano Suarez Veintimilla High School

UNIVERSIDAD TECNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 149-D
11 de junio de 2019

Magíster
Ligia Gudiño
RECTORA DE LA UNIDAD EDUCATIVA MARIANO SUÁREZ VEINTIMILLA

Señora Rectora:

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 CHURUCHUMBI ALMACHI CINTHYA PAOLA, estudiante de octavo semestre de la carrera de Inglés, para socializar 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 MARIANO SUÁREZ VEINTIMILLA".

Por su favorable atención, le agradezco

Atentamente,
CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO

MSc. Raimundo López
DECANO FECYT

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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 DEL CANTÓN IBARRA

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

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

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

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

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

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

**Appendix 5: Observation sheet applied 8th level students at Mariano Suarez Veintimilla High School**

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

FICHA DE OBSERVACIÓN DE CLASE DE LENGUA EXTRANJERA

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

Institución Educativa:
Fecha:
Año y paralelo:

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

Appendix 6: Photographs

8th level students' survey

8th level students' survey

Guide socialization

Guide socialization

Final students' work

Final students' work