UNIVERSIDAD TÉCNICA DEL NORTE

FACULTY OF EDUCATION, SCIENCE AND TECHNOLOGY

ENGLISH MAJOR

TOPIC:

Affective Factors that Influence the Oral Production in English in the 8th Level Students of Basic General Education at "Rafael Suárez Meneses" High School, Canton Ibarra.

Undergraduate work prior to obtaining the degree of Bachelor Degree, English specialty.

AUTOR:

Trujillo Males Karen Julisa

DIRECTORA:

PhD. Lorena Toro

Ibarra, 2020

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

BIBLIOTECA UNIVERSITARIA

IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD	1723974018		
APELLIDOS Y NOMBRES	Trujillo Males Karen Julisa		
DIRECCIÓN	La "Y" de Tabacundo – Panamericana Norte		
EMAIL	karenjtm-1997@hotmail.com		
TELÉFONO MÓVIL	0988965806	**TELÉFONO FIJO**	2365169

DATOS DE LA OBRA	
TÍTULO	Affective Factors that Influence the Oral Production in English in the 8th Level Students of Basic General Education at "Rafael Suárez Meneses" High School, Canton Ibarra
AUTOR	Trujillo Males Karen Julisa
FECHA	26/08/2020
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA	PREGRADO ■ POSGRADO ☐
TITULO POR EL QUE OPTA	Licenciada en Ciencias de la Educación, especialidad Inglés.
ASESOR /DIRECTOR	PhD. Lorena Toro M.

CONSTANCIAS

El autor manifiesta que la presente obra es original y se la desarrolló sin violar derechos de autor de terceros, consecuentemente, la obra es original y es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamo por parte de terceros.

Ibarra, a los 26 días, del mes de agosto del 2020

Trujillo Males Karen Julisa
C.I: 1723974018

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 26 de agosto del 2020

PhD. Lorena Toro Mayorga

DIRECTOR DEL TRABAJO DE TITULACIÓN

CERTIFICA:

Haber revisado el presente informe final del trabajo de titulación, el mismo que se ajusta a las normas vigentes de la Facultad de Educación, Ciencia y Tecnología (FECYT) de la Universidad Técnica del Norte; en consecuencia, autorizo su presentación para los fines legales pertinentes.
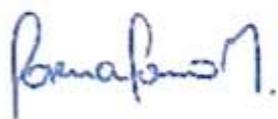
PhD. Lorena Toro Mayorga
C.I: 1802569705

APROBACIÓN DEL TRIBUNAL

Los miembros del tribunal examinador aprueban el informe de investigación sobre el tema: Affective Factors that Influece the Oral Production in English in the 8th Level Students of Basic General Education at "Rafael Suárez Meneses" High School, Canton Ibarra, de la señorita Karen Julisa Trujillo Males previo a la obtención del título de Licenciada en Ciencias de la Educación especialidad Inglés.

Ibarra, 26 de agosto del 2020

PhD. Lorena Toro M
DIRECTORA DE TESIS

Msc. Rubén Congo
MIEMBRO DEL TRIBUNAL

Msc. Christian Andrade
MIEMBRO DEL TRIBUNAL

DEDICATION

This undergraduate work is dedicated to my family for having been my support throughout my career and throughout my life. To all the special people who accompanied me at this stage, contributing to my training both as professional and as human being.

Karen

GRATEFULNESS

ABSTRACT

The purpose of this research project was to identify affective factors in EFL (English as a Foreign Language), finding that anxiety and confidence are affective factors interfering negatively in student´s oral production. This descriptive research was conducted with 95 students from the 8th grade of Basic General Education. Information was collected through surveys, interviews, checklists, and observation sheets to characterize confidence in students. The main findings show that anxiety levels in students increase when they face large groups or when they are in direct conversation with the teacher. On the other hand, there is a lack of knowledge on the part of teachers regarding methodologies and strategies to cope with anxiety and with development of confidence in students. As a final product, this project presents a didactic guide of activities, based on strategies to minimize the negative effect of anxiety and develop confidence in students and to improve oral production at the time of performing activities within the classroom.

Keywords: anxiety, confidence, affective factors, oral production, didactic guide

RESUMEN

El propósito de este proyecto se centró en identificar los factores afectivos dentro del aprendizaje del idioma inglés como lengua extranjera, encontrando que la ansiedad y la confianza son factores afectivos inciden en la producción oral de manera negativa en los estudiantes. Esta investigación, de carácter descriptivo incluyó estudiantes de octavos años de Educación Básica. Se recopiló información mediante encuestas, entrevistas, listas de cotejo y fichas de observación, con el propósito de caracterizar los niveles de confianza en los alumnos. Como hallazgos principales se encontró que los niveles de ansiedad en los estudiantes son mayores cuando afrontan a un grupo grande o en una conversación directa con el docente. De otro lado, se evidencia un desconocimiento por parte de los docentes en cuanto a las metodologías y estrategias para sobrellevar la ansiedad y desarrollar la confianza en los estudiantes. Como producto final, este trabajo presenta una guía didáctica de actividades, basada en estrategias para minimizar el efecto negativo de la ansiedad y desarrollar confianza en los estudiantes e incidir en la producción oral al momento de realizar actividades dentro del aula de clase.

Palabras claves: ansiedad, confianza, factores afectivos, producción oral, guía didáctica

CONTENT INDEX

TABLE INDEX

FIGURE INDEX

SIGLAS Y ACRÓNIMOS

BGE: Basic General Education

CBI: Content-Based Instruction

CBLT: Competency-Based Language Teaching

CEFR: Common European Framework of Reference for Languages

CLIL: Content and Language Integrated Learning

CLL: Cooperative Language Learning

CLT: Communicative Language Teaching

EFL: English as Foreign Language

L2: Second Language

MINEDUC: Ministerio de Educación

TBLT: Task-Based Language Teaching

INTRODUCTION

The following research concerns to affective factors affecting oral production in English in students of the 8th grade of Basic General Education; these factors are anxiety and confidence which influence students' performance activities in the classroom. Problems related to affective factors are an obstacle to learn. According to the Affective Filter Theory of Krashen (1982), there is a relationship between affective factors and the acquisition of a second language, in which anxiety, confidence, and motivation, are the factors that delve into learning a new language. Students must develop high confidence in their educational environment to be able to function in any activity; therefore, it is also necessary to have a low level of anxiety to carry out the class activities

Learning the English language involves some branches such as grammar, writing, reading, listening and speaking, within these branches, students must learn to communicate fluently in this language. Therefore, speaking skills are fundamental in learning EFL. Students should feel comfortable to speak fluently, much more in a foreign language.

The teacher has the responsibility to transform the educational environment into a place that generates confidence for students, so they can develop activities in the classroom without difficulty. The role of the teacher is fundamental in teaching a foreign language. According to some methods and approaches, Rodger and Richards (2014) conceive teachers as part of the design, an indispensable component of a method. In this way, the teacher is considered as a facilitator of knowledge. In other words, the role of teachers will describe the following: facilitator, independent participant, needs analyst, counselor, group processing manager. It is not easy to learn a new language, and almost impossible to develop oral production overnight; therefore, students need the motivation to perform activities of speaking successfully.

The contents are presented as Chapter I contains the theoretical framework, which provides detailed information on previous investigations and theoretical considerations underlying the proposal. Chapter II includes the methodology for obtaining information, used during the process of investigation, it also contains the tools used to collect the information, interview, survey, checklist and observation sheet, through all this it addresses the approach to the direct beneficiaries of the project. Chapter III covers the data collected within the investigation, figures of the information organized and tabulated with the respective analysis. Chapter IV contains the proposal, which was socialized with the 8th school year of Basic General Education (BGE) of the "Rafael Suárez Meneses" Educational Unit. Chapter V contains conclusions derived from the research work and present a link of the topics discussed. Finally, Chapter VI presents conclusions and recommendations.

JUSTIFICATION

It is important to recognize that the main actors in the teaching-learning process are students and teachers and their duly fulfilled roles lead to the completion of that process successfully. From this point of view, each student has different characteristics at the time of learning, and these are known as affective factors, which determine students´ attitudes towards learning the foreign language. On the other hand, there are teachers performing a role of teaching, so that the students need to receive the information necessary to function successfully in the academic environment in which they are.

This investigation was important because its approach is directed towards two main elements in education. First, teachers, who should know their students in a panoramic way to recognize their strengths and thus enhance their learning, with the help of different strategies duly applied. Second, students, who have certain difficulties when carrying out speaking activities in the classroom. Due to the problem encountered, it is necessary to promote strategies that help improve oral production in students.

Consequently, 8th grader students of BGE Educational Unit "Rafael Suárez Meneses", in Ibarra city are the main characters that will provide the necessary information to know how affective factors influence the oral production of the foreign language, being the main beneficiaries of this research work .The research also includes teachers, who will beneficiate from a series of strategies through which we will try to counter the potential negative effects of management inadequate affective factors. These recommendations are addressed to teachers and students to improve the teaching-learning process of the English language and especially in speaking skills.

OBJECTIVES

General objective

Identify characteristics related to anxiety and confidence in speaking skills from the perspective of teachers and students.

Specific objectives

• Identify from the experiences of teachers and authorities, factors and strategies linked to anxiety and confidence.

• Measure students' perceptions with regard to anxiety and confidence in oral production.

•Develop recommendations based on findings, for teachers and students in order to improve oral production of 8th grade students at "Rafael Suarez Meneses" High School.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 Affective filters in second language acquisition.

Behavioral symptoms that are related to the acquisition of the foreign language are the adverse attitudes that in one way or another hinder the process, and are known as affective filters:

The affective filter is a theoretical construct in second language acquisition that attempts to explain the emotional variables associated with the success or failure of acquiring a second language. The affective filter is an invisible psychological filter that can either facilitate or hinder language production in a second language. (Vasquez, 2020, p.2)

Sometimes young language learners feel bored, angry, frustrated, nervous, anxious, unmotivated, or stressed in the English classes when they have to speak in front of their classmates or in front of their teacher. Moreover, they may not be receptive to language input and then they do not assimilate the input given. This difficulty is referred to as the affective filter. According to Krashen the learners who have high motivation, self-confidence, and a low level of anxiety are prepared for acquiring the second language successfully. In other words, the author expressed that is necessary to obtain all these affective filters for having a better development in the process of acquiring a second language (Krashen, 1982).

1.2 Anxiety

Anxiety is part of the teaching-learning process because this factor can hinder the process when the student's mind becomes blocked. The term anxiety is considered a momentary emotion that can affect the learner's mind when he/she is in an uncomfortable situation. This event may trigger other reactions such as worry, nervous fear, and impact on memory and learning process. The most frequent uncomfortable situations for students are tests, exams, and presentation of a topic in front of the class (Hashempour & Mehrad, 2014).

Academic anxiety can present a negative effect on academic performance, a low level of anxiety is normal, but severe anxiety can be detrimental. As the academic performance of the students is affected students can feel anxiety in relation to academic tasks and even with activities of social order, as to speak with classmates (Hooda & Saini, 2017).

1.3 Confidence as a recurring element in the teaching-learning process

Confidence is an internal factor that helps the individual to face various situations, so this factor is immersed in the teaching-learning process because students need this confidence to be firm in their actions or even performing difficult tasks. It is important to know that "confidence refers to a self-perceived sense of competence and/or skill to deal with various situations effectively"(Boyle, Saklofske, & Matthews, 2015, p.161).Therefore, it is necessary to encourage confidence in the educational environment, teacher and student to better development could exist inside the classroom and even outside.

The teacher-student relationship is important regarding the educational environment because the teacher is called to build confidence in each student and thus develop a pleasant environment for learning, confidence to teach subject matter influences the teaching outcomes (Bandura, 1997). The teacher is the main actor called to develop the proper confidence in the student in the academic environment, "when the teachers show enthusiasm, and there is interaction in the classroom, the work of learning process is turned into a pleasure. In addition, teachers who are enthusiastic about their subjects and learning, motivate students and therefore increase achievement" (Moreno Rubio, 2009, p.40).

On the other hand, self-confidence is considered an essential factor for human beings to successfully develop activities of any order. Therefore, this factor is relevant in the educational field:

Self-confidence is defined in believing in a person's ability to perform a successful activity or task, regardless of whether they have not previously succeeded. However, there are actually two aspects of self-confidence. The first is competence, whether you have the necessary skills and abilities to complete a task. The second is self-assurance and whether or not you believe that you can complete the task. (Kostenlose, Auf, & De, 2010, p.14)

1.4 Anxiety in English as a Foreign Language

Over time, anxiety has been characterized as a factor influencing the learning process, much more so regarding learning a foreign language. Students at the time of speaking in the class feel anxiety and other symptoms related to this factor because anxiety causes an instantaneous tension. "Anxiety is a term used to describe a normal feeling people experience when faced with threat, danger, or when stressed. When people become anxious, they typically feel upset, uncomfortable, and tense" (Craske et al., 2011, p. 2)

Anxiety is considered a natural reaction of the human being, according to psychology it is a mechanism that possesses everyone regardless of age. Anxiety is set to an alarm that is triggered in the face of an adverse or uncomfortable situation. Accordingly, reference is made to the fear of expressing themselves verbally in another language, learners feel anxiety at different levels, until they get to the point of blocking their mind and skipping participation in front of the group. All of this leads to the greatest fear of embarrassment to make mistakes in front of their classmates or teachers (Hashempour & Mehrad, 2014).

The teaching-learning process is immersed in various situations, which may benefit or affect the students in their academic development. Anxiety is considered as an affective factor for students because foreign language students feel difficulty in speaking. In other words, learners have difficulty understanding another language outside the mother's tongue, consequently, this situation is considered as the negative factor that can block the mind of students. It is natural for humans to feel anxiety in certain situations, so it is very important to control these negative emotions so as not to affect life, learning, and performance. Because an anxious student represents a less effective student in learning (Kráľová, 2016).

Learning a foreign language involves certain difficulties and among them, there may be vicious circles that hinder better cognitive development. Foreign language anxiety is considered a stable feature that presents the student while learning another language. Language learning is a process that is exposed to anxiety- success. The expectation of feelings of anxiety goes into the minds of students and leads them to make very common mistakes. Mistake correction becomes a fundamental part of learning but is also considered a key source of anxiety. Therefore, it is ironic that anxiety success tends to increase the number of mistakes the student normally makes (Dewaele & Macintyre, 2014).

1.5 Self-confidence in English as a Foreign Language

Self-confidence is an important factor in the learning of any second language, and it is important that this factor prevails in students because with the help of this one there may be better development. Sometimes students consider learning a new language as a difficult process, it is necessary to master certain emotions or attitudes to be able to feel confident about their skills, and thus fulfill the role within the classroom, as a collaborative learner and participant in the learning process.

According to Lenney (1981) "self-confidence is defined as individuals' performance expectancies and their self-evaluations of ability and completed performances"(Uludag, 2015, p. 2). Human beings have a certain level of self-confidence to carry out various activities, however, in the learning process, self-confidence plays a necessary role because students must surround themselves with an appropriate environment to achieve their safety and thus extract self-confidence. Indeed, students need to develop excellent self-confidence to perform successful tasks. Foreign language may cause certain disturbances, but with the necessary self-confidence, the student may perform the activities in the English class.

Speaking skill demands much more self-confidence development, the simple fact that the students speak in front of the class leads to having the necessary tools to have a successful presentation, otherwise, the students repel this action. "Self-confidence has a key characteristic to start any action especially for speaking in L2. Among all other language skills, speaking is of an exclusive place to have effective communication, and self-confidence is one of the facilitators to start a conversation"(Gürler, 2015, p. 14). In this way, self-confidence is considered as a help to improve the student's skills in the foreign language class, especially regarding the ability to speak.

The difference with respect to having a high or low self-confidence is evident in the classroom, as the following table shows:

Table 1
Difference between self-confident and low self-confidence.

Self-Confident	Low Self-Confidence
Doing what you believe to be right, even if others criticize you for it.	Governing your behavior based on what other people think.
Being willing to take risks and go the extra mile to achieve better things.	Staying in your comfort zone, fearing failure and so avoid taking a risk.
Admitting your mistakes and learning from them.	Working hard to cover up mistakes and hoping that you can fix the problem before anyone notices.
Waiting for others to congratulate you on your accomplishments.	Extolling your virtues as often as possible to as many people as possible.
Accepting compliments graciously. "Thanks. I really worked hard on that prospectus. I´m pleased you recognize my efforts."	Dismissing compliments offhandedly. "On that prospectus was nothing really, anyone could have done it."

Source: Psychological Problems and Challenge in EFL Speaking Classroom
Author: Listyaningrum Arifin (2017)

According to Kanza (2015), self-confidence becomes one of the key factors in improving the ability to speak through the presentation because with the help of this factor the speaker can express his or her opinions or ideas clearly. For students to speak fluently in the foreign language class, they need to hold a high level of self-confidence. If their self-confidence is good, they can do any activity without any problem. because their self-esteem is ready to assimilate their mistakes and learn from them. Jamila (2014) states that students with a lack of motivation lack self-confidence, resulting in a high level of anxiety and thus an obstacle to the achievement of objectives. Self-confidence is considered the key to achieving the goal of promoting the speaking skill (Christie, 2018).

1.6 References to learn English as a Foreign Language in Ecuador.

The Common European Framework established that, in order to know what levels students need to reach according to their age, and also to know what the objectives are to reach of students in the English language.

The Common European Framework of Reference for Languages (CEFR) is an international standard for describing language ability. It describes language ability on a six-point scale, from A1 for beginners, up to C2 for those who have mastered a language. This makes it easy for anyo9ik9-ne involved in language teaching and testing, such as teachers or learners, to see the level of different qualifications. It also means that employers and educational institutions can easily compare our qualifications to other exams in their country. ("International language standards | Cambridge English," n.d., p.1)

This framework gives a common basis for the elaboration of a language syllabus for language learning, thus there are curricular guidelines, examinations, textbooks, etc. to achieve the required level of a language. This system states that learners first need to know or learn to do regarding the use of language to communicate, it is necessary to understand the knowledge and skills to develop in order to be able to act in an efficient and timely manner (*Marco Común Europeo de Referencias para las Lenguas: Aprendizaje, Enseñanza, Evaluación*, 2002).

Table 2
Common Reference Levels according to CEFR: self-assessment grid (Speaking)

Level	Spoken Interaction	Spoken Production
Basic User		
A1	Can interact in a simple way, as long as the other person is willing to repeat or rephrase things at a slower speaking rate and help me formulate what I am trying to say. In areas	Can explain where I live and people I know in simple phrases and sentences.

	of immediate need or on common topics. Be able to ask and answer basic questions.	
A2	Can interact in simple and repetitive activities, which involve a quick and direct knowledge exchange on familiar subjects. Although, cannot usually understand enough to keep the conversation going. Can handle very small conversations	Can identify my family and others, living conditions, employment, and my present or most recent job with a variety of phrases and phrases in simple terms.
Independent User		
B1	While driving in an environment where language is spoken, can interact with most situations. Can enter into a discussion without planning on subjects which are familiar, personal or of daily interest (e.g. family, hobbies, work, tourism, world events).	Can link phrases to explain events, activities, expectations, hopes and goals in a simple way. Can give ideas for the views and plans briefly. Can tell a story or relate a book or a movie plot and describe my answer.
B2	Can communicate with a degree of fluency and fluidity that makes it possible to connect frequently with natives. In familiar contexts, can play a more active role in expressing my opinion and taking them into account.	On a broad range of subjects relating to my field of interest, can provide simple, detailed explanations. Can clarify a view on a topical problem which gives you different options advantages and disadvantages.
Proficient User		
C1	Without much apparent speech analysis, can express myself fluently and spontaneously. For social and technical interests, can use terminology accurately. Can articulate views and experiences in depth and make a strong link with other speakers' contributions.	Can provide simple, detailed explanations of complex subjects which integrate sub-themes, develop certain things and end with a proper conclusion.
C2	Can easily engage and have experience with language expressions and panel discussions in any conversation or debate. Can speak fluently and accurately convey finer shades of language. When have a problem, can manage the issue quite well and restructure it so well that someone who does not learn.	In a discussion-friendly and efficient logical structure, can provide a straightforward, smoothly flowing explanation or argument to the recipient to identifies and recalls significant points.

Source: Common European Framework of Reference for Languages (CEFR)

Author: Europe Council

As indicated by the Ministry of Education guidelines, eighth grade understudies must get A1.1, viewed as the most reduced degree of generative language use, where the student can associate words in a basic way, can comprehend and utilize well-known regular articulations and fundamental expressions focused on the fulfillment of necessities of a solid kind. Can present him/herself as well as other people and can ask and answer inquiries about close to home subtleties, is able to communicate in a straightforward

manner gave the other individual talks gradually and plainly and is set up to help (*Marco Común Europeo de Referencias para las Lenguas: Aprendizaje, Enseñanza, Evaluación*, 2002).
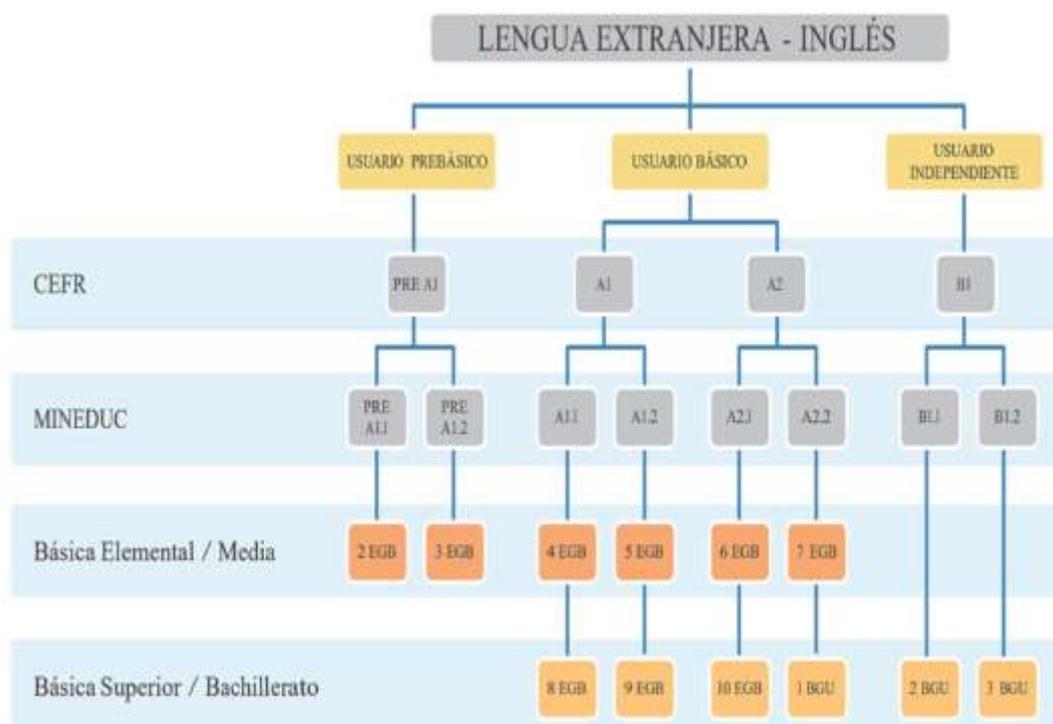
Figure 1. L2 learning outcome for high schools in Ecuador. Source: Ecuador Ministry of Education.

1.7 Methods and approaches for teaching and learning English as Foreign Language.

Over the years, some theories have been developed about learning a foreign language, these theories have proposed different points of view and in them the need for the use of methods for successful learning.

A method is a plan for presenting the language material to be learned and should be based upon a selected approach. In order for an approach to be translated into a method, an instructional system must be designed con-side ring the objectives of the teaching/learning, how the content is to be selected and organized, the types of tasks to be performed, the roles of students, and the roles of teachers. An approach is a set of assumptions about the nature of language and language learning but does not involve procedure or provide any details about how such assumptions should be implemented into the classroom setting. Such can be related to second language acquisition theory (Waheed, n.d., p.3).

Methods are considered as a necessary tool to obtain excellent results, in this case good learning result, the teacher needs to apply some methods for the topic to be treated better, students must collaborate with the teacher to develop the applied method and thus achieve the learning goals.

Table 3. Methods and approaches comparative table

1. Grammar translation method	
General characteristics	**Approach**
Focuses on the teaching of foreign language grammar through the presentation of rules together with some exceptions and lists of vocabulary translated into the mother tongue. The translation is considered to be the most important classroom activity.	The basic approach is to analyze and study the grammatical rules of the language, usually in an order roughly matching the traditional order of the grammar of Latin, and then to practice manipulating grammatical structures through the means of translation both into and from the mother tongue.
Learner roles	**Teacher roles**
- Translates	- Being a supervisor
- Acts or imitates mistakes	- Actives the most part of the time
- Uses sentences	- Answers questions
-Speaks with single words.	- Gives a unique meaning of words.
2. The oral approach and situational language teaching	
General characteristics	**Approach**
Based on a structural view of language. Speech, structures, and a focus on a set of basic vocabulary items are seen as the basis of language teaching.	The theory of language underlying Situational Language Teaching can be characterized as a type of British structural model or "structuralism."
Learner roles:	**Teacher roles:**
-Listens and repeats what the teacher says and to respond to questions and comments.	-To be a skillful manipulator, using questions, commands, and other cues to elicit correct sentences from the learners.
3. Audio-lingual method	

General characteristics	Approach
Emphasizes the teaching of listening and speaking before reading and writing. It uses dialogues as the main form of language presentation and drills as the main training techniques. Mother's tongue is discouraged in the classroom.	Particular emphasis was laid on mastering the building blocks of language and learning the rules for combining them.
Learner roles	**Teacher roles**
- They can be directed by skilled training techniques. - External displays - Reactive role - They do not initiate interaction	-Central and active - Model of the target language -Controls the process of learning - Monitors and controls the learner´s performance

4. Communicative language teaching

General characteristics	Approach
It aims to make learners to attain communicative competence, use language accurately and appropriately. The syllabus emphasizes the functional use of language.	Provides opportunity to the learners to communicate in the target language. They use of functional aspects of language makes them able to communicate in their target language in their day to day life.
Learner roles:	**Teacher roles:**
-Are communicators - Greater degree of responsibility.	- Facilitates the communication in the classroom -Acts like an adviser and a guide

5. Content – based instruction and content and language integrated learning (CBI) (CLIL)

General characteristics	Approach
(CBI) refers to an approach to second language teaching in which teaching organized (CLIL) is commonly used to describe programs of kids. Both are part of a growing trend in many parts of the world to use English as a medium of instruction.	CBI and CLIL have some principles as: - People learn a language successfully when they use language as a means of understanding. - Reflects learners´ needs for learning a second language. - Provides the basis for activating both the cognitive and the international processes in the second language learning process.
Learner roles	**Teacher roles**
- Becomes autonomous. - Supports collaborative modes of learning. - Learns by doing. - Actives learning.	- Changes in the design of courses and materials. - Keeps context and comprehension - Selects and adapt authentic materials

| | - Uses group works |
| | - Facilitates dialogic and scaffolding instructions. |

6. Whole language

General characteristics	Approach
It is a method of teaching reading in which reading is combined with listening, speaking. People learn by emphasizing the recognition of words in everyday contexts and the use of books.	Whole language is said to be authentic, personalized, self-directed, collaborative and pluralistic.
Learner roles	**Teacher roles**
-Learners are collaborators and also evaluators of their own and others' learning with the help of the teacher.	-Teachers are facilitators or active participants in the learning process rather than experts sharing knowledge.

7. Competency-based language teaching

General characteristics	Approach
Language is seen as a medium of interaction and communication between people. Systematic. Focuses on outcomes and outputs.	Functional and interactional perspective on the nature of language which means that language learning always needs to be connected to the social context it is used in. Communicative competence
Learner roles	
-Active in the classroom	**Teacher roles**
- Performs the skill taught	-Corrects the students immediately
- Judge the relevancy and usefulness the activities	- Gives positive feedback
	- Aware of the learner needs
- Should demonstrated the learnt behavior	- Adjusts the activities and the syllabus
- Integrate, produce, and extend knowledge	according to learner needs

8. Task – based language teaching

General characteristics	Approach
It provides both input and output processing necessary for language acquisition. Language learned by interacting communicatively and purposefully.	It offers students opportunities to actively engage in communication in order to achieve a goal or complete a task. TBLT seeks to develop students' interlanguage through providing a task and then using language to solve it.
Learner roles:	**Teacher roles:**
-Active participants.	-Facilitator
- Has to work with others and be collaborative	- Sets up the tasks and help students to complete them

- Risk taker and innovator	-Supervises the reporting of the task. - Provides vocabulary needed - Gives feedback and suggestions

9. Text – based instruction

General characteristics	**Approach**
TBI is an approach that is based on teaching explicitly about the structures and grammatical features of spoken and written texts. Linking spoken and written texts to the social and cultural contexts. Designing units of work that focus on developing skills in relation to whole texts. Providing students with guided practice as they develop language skills for meaningful communication.	Texts occur in relation to different genres of discourse and have distinctive patterns of organization and distinctive linguistic features. Language use reflects the contexts in which it occurs.
	Teacher roles: - Develops a syllabus based on learners' needs. - Selects suitable texts as the basis for the course.
Learner roles: - Uses rules and patterns to create texts related to their needs. - Learns through a process of collaboration and guidance.	- Sequences elements of the course. - Models processes of deconstructing and constructing appropriate texts. - Evaluates students' progress.

10. The lexical approach

General characteristics	**Approach**
The lexical approach is a way of analyzing and teaching language based on the idea that it is made up of lexical units rather than grammatical structures. The units are words and chunks formed by collocations and fixes phrases.	The lexical approach reflects on what we have termed a structural view of language. This views language as a system of structurally related elements for the coding of meaning.
Learner roles - Assumes an active role in chunk – based on learning. - Assumes the role of data analyst in constructing his or her own linguistic generalization.	**Teacher roles** - Language analyst, capable of recognizing multi-words units in texts. - Maintains the attention of learners in the class.

11. Multiple intelligences

General characteristics

It refers to a learn-based philosophy that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education.

Approach

Language is held to be integrated with, mental models, music, bodily activity, interpersonal relationship, intrapersonal relationship, nature, and language. Language is not seen as limited to a linguistics perspective but encompasses all aspects of communication.

Learner roles

- Sees themselves engaged in a process of personality development.
- Becomes more successful learners in general.
- Knows how to use multiple intelligences and access the necessary information.

Teacher roles:

- Does not think of themselves merely as language teachers.
- Improves the language activities of their learners.
- Becomes major contributors to the development of student's intelligence.

12. Cooperative language learning

General characteristics

Raise the achievement of all students, including those who are gifted or academically handicapped. Help the teacher build positive relationships among students. Give students the experiences they need for healthy social, psychological, and cognitive development. Replace the competitive organizational structure of most classrooms and schools with a team-based, high performance organizational structure

Approach

It is an approach that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom. To provide opportunities for naturalistic second language acquisition using interactive pair and group activities. To provide teachers with a methodology to enable them to achieve this goal and one that can be applied in a variety of curriculum settings

Learner roles

- Work collaboratively on tasks with other group members.
- Must learn teamwork skills.
- Be directors of their learning (plan, monitor, and evaluate their own learning)
- Learning requires student's direct and active involvement and participation.
- Alternate roles involve partners in the role of tutors, checkers, recorders, and information sharers.

Teacher roles

- Create a highly structured and well-organized learning environment
- Setting goal, planning, and structuring the tasks
- Facilitator of learning
- Teacher speaks less than in teacher fronted class. Post question to challenge critical thinking

13. The natural approach

General characteristics

It is based on observation and interpretation of how learners acquire both first and second languages in non-formal settings

Learner roles

-Pre-production stage: participate in the language activity without having respond
- Early-production stage: answer questions, with single words and short phrases
- Speech-emergent stage: involve themselves in interactive activities

In the classroom natural approach, learners have four forms of responsibilities:
- Share details about their particular interests so that acquisition research will concentrate on their needs-related topics and situations.
- Take an active part in ensuring the feedback is understandable. To regulate your input, you should learn and use conversational management techniques.
- Decide when to start speaking and update it.
- In cases where training activities (i.e. grammar study) are to be included in the curriculum, you will discuss with the instructor how many days it will spend on them.

Approach

It is a language teaching approach which claims that language is a reproduction of the way humans naturally acquire their native language. It is based on the use of language in communicative situations without recourse to the native language

Teacher roles

-Generator of a constant flow of language input (source)
- Creates a classroom atmosphere that is interesting, friendly, and in which there is a low affective filter learning (create environment)
- Responsible for collecting materials and designing their use, elicited students needs and interests (director)

14. Total physical response

General characteristics	Approach
Language teaching method built around the coordination of speech and actions.	Emphasize active learning through actions, using verbal communication accompany by physical actions. Approach to teaching a second language (reading-writing-vocabulary-, based on physical activities which are designed to reinforce comprehension.
Learner roles	**Teacher roles**
- Becomes listener and performer. - Monitors and evaluate their own progress. - Responds physically to commands	- Has an active and direct role. - Controls the language input. - Decides what to teach models and present new material. - Provides opportunities for learning.

15. The silent way

General characteristics	Approach
It is the name of a language teaching method which the main point is the usage of Cuisenaire rods to approach the language in which sounds are coded by specific colors and silence is used as a tool for learning	The method focuses on the learner´s autonomy and active participation. The teacher uses a wide variety of gestures and expressions in order to elicit responses from the students. It only teaches a small number of functional and versatile words.
Learner roles	**Teacher roles**
Learners are expected to develop independence, autonomy, and responsibility while also improving their pronunciation skills while cooperating with classmates rather than competing with them.	- Focuses on how students learn rather than on how to teach. - Authority figure that gives instructions and provides exercises to help them develop language facility.

16. Community language learning

General characteristics	Approach
Humanistic approach. It deals with the emotions and feelings as well as with linguistic knowledge and behavioral skills.	The goal of this method is attaining near-native mastery of the target language. Specific goals include developing a whole person learning process and a trusting relationship among the members of the class.
Learner roles	
-Plays the role of client	**Teacher roles**
- Becomes members of a community	-Plays the role of counselor
- Be assertive to have conversation	- Responds calmly and nonjudgmentally
- Take more and more responsibility	- Having a supportive manner
- Interact with each other	- Helps the client to understand the problems better
	- Provides a safe environment

17. Suggestopedia

General characteristics	Approach
Method of language learning to develop speaking skill. It uses music (baroque) to calm students, structure and make linguistic content presentable.	Students will experience the sensation of controlled relaxation while learn. Through the use of background music and softly spoken information at a much higher rate than is otherwise possible.
Learner roles	**Teacher roles**
- Students volunteer for a suggestopedia course	- Teacher should create situations in which learners are most suggestible and then to present linguistic material in a way most likely to encourage positive reception and retention by learners.
- Learners must not try to figure out, manipulate, or study the material presented but must maintain a pseudo-passive state.	- Show absolute confidence in the method
	- Maintain a modest enthusiasm

1.8 Strategies for improving oral production

Methods and approaches contain defined roles that are performed by students to assume a contribution to language learning, these activities that may be considered "appropriate" can help improve learning in a certain field and are more known as strategies.

Strategy is a plan, action or series of actions designed and aimed to achieve a particular purpose, in the case of teaching-learning to improve an activity or topic and this is learned successfully, "it is used to create appropriate teaching learning environment which helps the students in attaining teaching learning objectives" (Gill & Kusum, 2017, p. 6696).

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

Table 4
Strategies and activities to improve oral production according to methods and approaches

Communicative Language Teaching (CLT)	
• Jig-saw activities • Task-completion activities: puzzles, games, map-reading • Information-gathering activities: surveys, interviews	• Opinion-sharing activities: values, opinions, beliefs • Information-transfer activities • Reasoning gap activities: inference, practical reasoning • Role plays

Competency – Based Language Teaching (CBLT)	
• Real work tasks: activity linked to field of work and to social survival • Systematically designed activities	• Work schedule: job application, job interview

Task – Based Language Teaching (TBLT)	
• Ordering and sorting: sequencing, categorizing • Comparing: matching, finding similarities • Problem solving: reasoning and decision making	• Sharing personal experiences: describing, exploring, and explaining opinions • Create tasks: brainstorming, fact finding, problem solving

Cooperative Language Learning (CLL)	
• Formal cooperative learning group: group assignment, group project	• Cooperative projects • Three step interview: 1. Students are in pairs (interviewer and

• Informal cooperative learning group: role play, group discussion	interviewee) 2. Students reverse roles. 3. Share what was learned of interview
• Cooperative base group: support each other to achieve academic goal	• Roundtable
	• Think-pair share
• Team practice from common input	• Solve-pair share
• Jigsaw	• Numbered heads

The Natural Approach

• Acquisition activities: meaningful communication, pair or group work, whole-class discussion led by the teacher	• Group-work activities: sharing information in order to complete a task
• Direct method activities: mime, gesture, and context are used to elicit questions and answers	• Visual aids and games are used to facilitate acquisition and to promote comprehension and real communication

Community Language Learning

• Translation: repetition	• Recording: conversations
• Group work: small-group discussion of a topic, conversation, summary of a topic for presentation, share a story in front of the class	• Transcription: utterances and conversation, record, and analysis of linguistic forms
	• Analysis: target language sentences

Suggestopedia

• Dramatized texts	• Games
• Fine arts: music, active participant in songs	• Choosing a new identity
	• Positive suggestion

Source: Approaches and Methods in Language Teaching. Richards & Rodgers (2014)
Authors: 8th Level Students - English Major 2019

The suggested strategies correspond to the 8th graders in basic education.

Strategies play an important role as they promote and facilitate language learning, and act as 'problem-solving mechanisms' that aid the complex learning processes. Allowing students to reflect on their own learning process to be aware of what criteria influence their learning is important (Palacios, 1996).

CHAPTER II

METHODOLOGY

For the achievement of this research work, the decision was made to choose an educational unit in Ibarra city. It is necessary that there is an agreement between Universidad Técnica del Norte and the school to investigate. Therefore,"Rafael Suárez Meneses" High School is considered an option for such fieldwork. On the other hand, there is an obvious need with regard to foreign language, where students of 8th grade of Basic General Education evidence a main difficulty in oral production of English language.

Fieldwork was carried out from April to June thanks to the collaboration of authorities, teachers, and students from the "Rafael Suárez Meneses" High School, Ibarra city. The direct collaborators of the investigation were: Vice-Principal, English Area Coordinator; English Area Teachers, 8th Year Teachers, and, of course, the 8th grade students.

With the collection of data a low performance of the students in the field could be found, because there is an obvious demotivation in the students and therefore a rejection of the foreign language, considering it necessary to implement strategies and the motivation by teachers.

2.1 Methods

Deductive

This method of research contributed to the obtaining of general data about the phenomenon studied, in order to obtain a particular knowledge about how affective factors, anxiety and confidence, influence in oral production in EFL of 8th graders students of BGE "Rafael Suárez Meneses" High School. Deductive approach begins from a hypothesis, which goes from the most general point to the most specific point of the investigation, its sequencing is theory, hypothesis, observation and confirmation (Gabriel, 2013).

Inductive

Through the investigation particular facts were obtained which led to general conclusions of this phenomenon, so it is considered to use the inductive method within this investigation. This implies the search for patterns of observation and also the development of explanations to theories through a series of hypothesis (Bernard, 2012). Therefore, the

results of this method contributed to the adaptation of strategies that help to counteract the negative effects of affective factors (anxiety and confidence).

Descriptive

Using this method helps to evaluate the characteristics of the situation of the investigation (problem), obtaining in-depth data on a phenomenon. Descriptive method aims at evaluating the characteristics of the population or the phenomenon to be investigated, in other words it describes the topic of research without investigating why (QuestionPro, 2015).

2.2. Population identification

Table 5
Research units

Educational Unit	Position	Informant N°
	Authority	1
	Area Coordinator	2
"Rafael Suárez Meneses"	English Teacher	3
	English Teacher	4
	English Teacher	5
	Teacher of 8th years BGE	6
Total		**6**

Source: Educational Unit "Rafael Suárez Meneses"

Table 6 Research units

Educational Unit	Year	Class	Number of Students
		A	31
"Rafael Suárez Meneses"	8th	B	32
		C	32
Total			**95**

Source: Educational Unit "Rafael Suárez Meneses"

2.3 Sample identification

All 8th grade students of "Rafael Suárez Meneses" High School were involved in the investigation, therefore it was not necessary to stablish a sample of the existing population.

2.4 Research techniques

2.4.1 Interview

This technique was directed to the authorities and teachers of the institution to gather the views on the investigation. Using a structured interview, following a conversation, the adults interviewed argued about the positive or negative influence of anxiety and confidence in students during oral production activities.

2.4.2 Survey

Surveys were applied to students of 8th grade of Basic General Education at "Rafael Suárez Meneses" High School, The direct beneficiaries of research work, with respect to the effect of anxiety and confidence in oral production in EFL. The survey addressed to 8th grade of BGE students was elaborated by students of the 7th semester of English Major taking into account the problem regarding oral production in EFL, this survey seeks to identify affective factors (anxiety and confidence) can develop in daily academic activities of students. This technique provided the necessary information for the design and adaptation of strategies that help within the institution.

2.4.3 Scientific observation

This research technique has been of great help because the reactions of students in oral production activities demonstrate the existence of the affective factors mentioned above. Based on this information different levels of anxiety and confidence have been identified in students of 8th grade of BGE at "Rafael Suárez Meneses" High School, in Ibarra city, while carrying out oral production activities in EFL.

CHAPTER III

ANALYSIS AND INTERPRETATION OF RESULTS

3.1. Analysis of qualitative information from teachers

3.1.1. Relationship between the use of foreign language in public and affective factors.

Teachers interviewed acknowledged two different things, that some students have difficulty to use the foreign language in public, while other students do so without any difficulty. From the data, two key factors were identified within the teaching-learning process of oral production of EFL. These factors are anxiety and low confidence, which show a clear relation. Because lack of confidence or low confidence increases the level of anxiety, if the student does not have confidence tends to get nervous or be afraid when speaking (anxiety symptoms).

Using the foreign language in public for some students can generate anxiety fear or insecurity and makes this activity a little more difficult than normal, "If you don't master a subject, worse still a language, it will always cause a little nervousness in the student" (Teacher interviewed 1, personal communication, 24 April 2019). On the other hand, the lack of confidence of the students also causes insecurity in order to be able to perform in oral production in public. "The lack of self-confidence and the lack of habit of speaking in front of their classmates adversely affected the development of the students" (Teacher interviewed 2, personal communication, 25 April 2019).

Obviously, there are several factors that one way or another hinders the oral production of the language abroad in students, therefore, students do not feel capable of carrying out such activity with security. Teachers say it is necessary to promote an interest in the topic to overcome fear or, in this case, to promote the interest in EFL, and in this way make students become more involved to generate a successful oral production. From another point of view, the lack of orality in front of the public is included in these factors; consequently, it is very important to promote a better development of speaking skills

3.1.2. Main difficulties that interfere with the oral production of the foreign language.

Public speaking can lead to a certain dissatisfaction in people much more so in students. The fact of working orally in another language can trigger certain emotional states such as insecurity or frustration of themselves. Students tend to feel nervous when expressing themselves, and much more if they are not confident with those around them. If this usually occurs in the mother tongue the degree of difficulty is greater when it comes to a foreign language.

Regarding the questions directed to teachers, they have stated that students have difficulties at the moment of speaking in English, being the fear and shyness the main factors that reduce the participation of students. "Fear of speaking and making mistakes in front of your classmates is the worst factor limiting the educating you to have a better development" (Teacher interviewed 6, personal communication, 25 April 2019). "The shyness and the fear of getting it wrong" (Teacher interviewed 3, personal communication, 25 April 2019). On the other hand, the lack of practice is also assumed as an obstacle to the oral production of the language. "The lack of vocabulary practice, in addition to shyness affects students" (Teacher interviewed 5, personal communication, 25 April 2019).

There are several factors that affect oral production, but the main ones that appear in the students are anxiety and low confidence. Within these factors are certain emotions that invade the student when performing orally, it should be emphasized that students need to feel confident to perform any activity much more the activity of expressing themselves orally and in another language.

3.1.3. Strengths of the students regarding the oral production of the foreign language.

Feeling motivated is a factor that allows a better development, so it is possible to give also a successful orality. Self-confidence drives to do any activity with greater satisfaction than possible outcomes. Even negative features pulses at the moment of speaking in public, there are also positive impulses to develop oral production that have been identified by teachers within the classroom.

The teacher must play an important role in strengthening each student's skills, so the teacher is considered as a counsellor, model or guide to help within education. The simple fact of helping students emotionally is helpful, "When students feel motivated, they like to participate, especially with topics that are of interest to them" (Teacher interviewed 3, personal communication, 25 April 2019). When the student feels in a trusted environment it is clear the results that can be obtained, in the case of oral production of the foreign language is obtained in a certain way a fluency in the language, "The strength is that some students have the fluidity to speak" (Teacher interviewed 5, personal communication, 25 April 2019). The fact of feeling immersed in a new topic and of its interest it does also that the student feels motivated inside the class classroom, "Another strength is the interest and the predisposition of acquiring the knowledge of a new language" (Teacher interviewed 6, personal communication, 25 April 2019). All this presents us to motivation like a fundamental factor for the successful oral production of the foreign language.

Another important factor identified is that teachers are not able to identify strengths in students themselves. They identify external factors are the motor for oral production,

however, it is necessary to determine very clearly what are the factors that are immersed in order to obtain a successful production by students, and this way to find strategies to improve the orality with regard to the foreign language.

3.1.4. Strategies for the oral production of the foreign language.

Teachers are aware of what "should be done" but their description present about the use of strategies within education has played a very important role because, with the help of them, students manage to develop a better potential in learning. Therefore, the use of strategies within a foreign language is essential for the student to be able to acquire new knowledge in a dynamic way. With the help of appropriate strategies, it is possible that students can develop without any difficulty the oral production of the foreign language, and thus feel immersed in this topic.

Teachers considered necessary to implement strategies to facilitate the performance of students in the oral production of the foreign language. They also stated that the curriculum of the ministry is very limited, so what a change is necessary for best results, "The area of English has to be interactive with materials such as audiovisuals, cartoons or real-life texts, not only framed in the curriculum of the Ministry of Education" (Teacher interviewed 1, personal communication, 24 April 2019). Other person interviewed also considers the teacher is an agent who helps in the implementation of strategies successfully, and in this way be an entity that motivates students to improve, "The teacher should serve as an example for the students and encourage them to learn another language" (Teacher interviewed 2, personal communication, 25 April 2019).

According to the above, it is necessary to improve strategies in such a way that they are helpful in improving the oral production of the foreign language within the classroom, this means that they help to minimize anxiety and encourage better confidence in students.

3.2. Analysis of quantitative information from students

3.2.1. Anxiety levels of students when performing activities in the class.
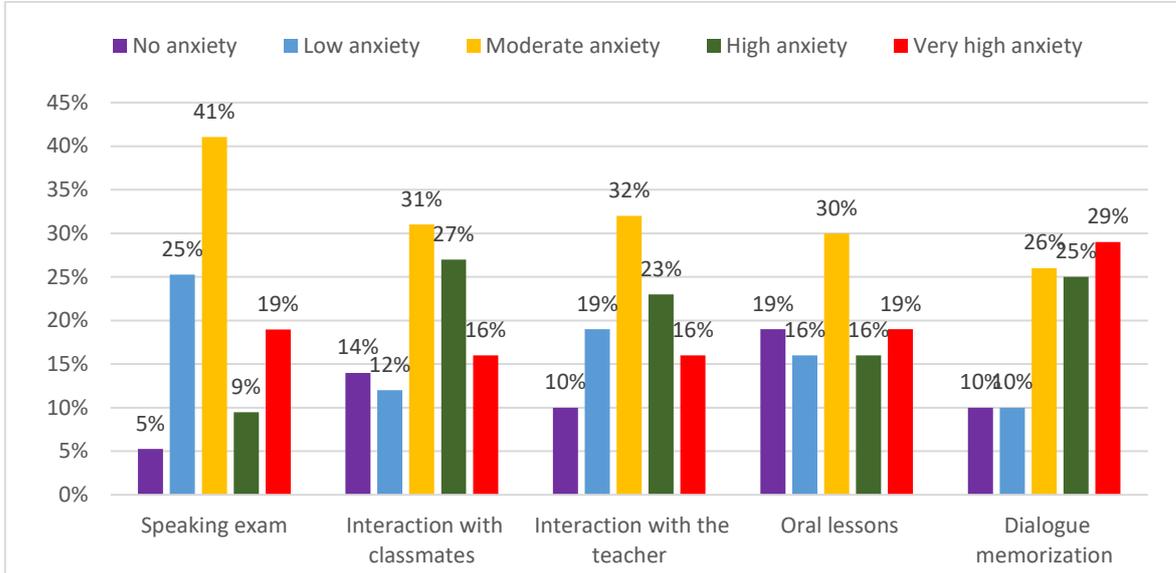
Figure 2 Anxiety levels of students when performing activities in the class.
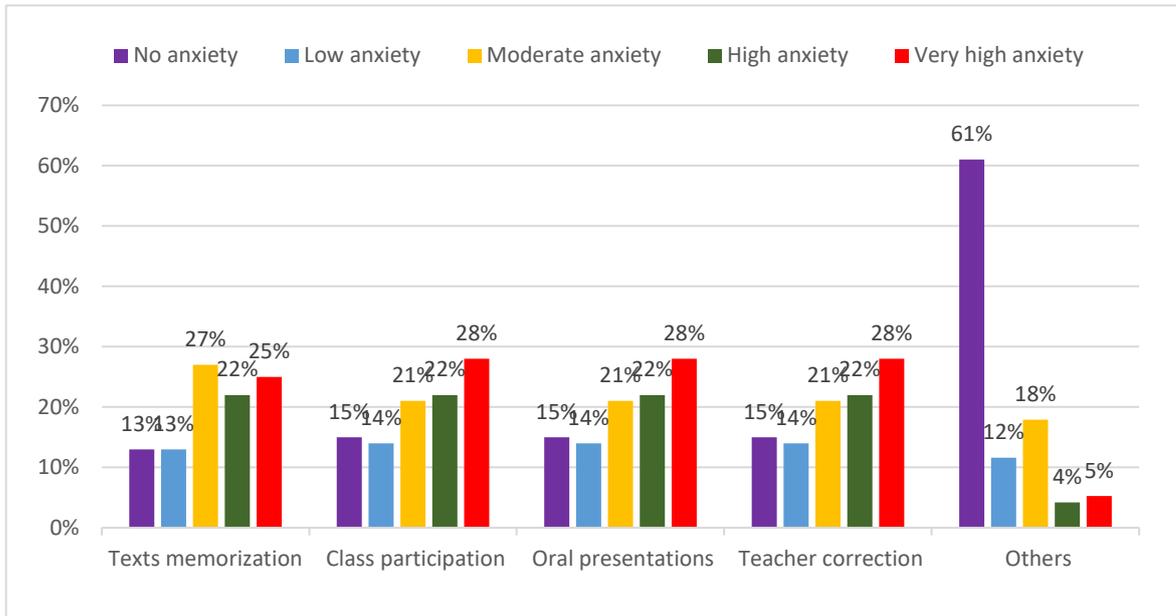
Figure 3. Anxiety levels of students when performing activities in the class.

Figures 2 and 3 show the anxiety levels of students when performing activities in the class. According to the data presented in the graph, there is 41% of students that feel anxious while they are taking an oral exam. On the other hand, only a minority do not feel anxiety at all while performing this activity (5%). Furthermore, the bar charts give information about students who feel anxious while interacting with their classmates in the classroom, it is clear that 31% of participants researched do feel anxious when interacting with their partners. In contrast, 12% of them feel low anxiety.

The graphs also show, 32% of participants feeling anxious while interacting with the teacher. Nevertheless, 10% of the students surveyed do not feel anxious. These figures also show the anxiety generated during oral lessons. Learners with anxiety account for around 30% of the total while the level of students researched who feel low anxiety and high anxiety is 16%. From the bar charts are clear that the percentage of learners surveyed feel anxious at the moment to memorize a dialogue for a presentation it is 27%. On the other hand, exactly 10% of students do not feel anxious at all and also feel low anxiety.

There is a 27% of students that feel anxious during text memorization. On the other hand, a minority do not feel anxiety at all and feel low anxiety while performing this activity (13%). Additionally, the data collected gives information about students who feel very high anxious while participating in class; it is clear that 28% of participants researched feel very high anxiety and 4% feel low anxiety. Furthermore, the survey's results show nearly a third of participants that feel very anxious during an oral presentation while 14% said feel low anxious developing this activity. Finally, learners feel very high anxiety account for around 28% of the total during a correction by the teacher. Nonetheless, the percentage of students researched who feel low anxiety is 14%.

In conclusion, from all activities that involve speaking. Those that show higher values are speaking exam, interaction with classmates, oral lessons and others, it is evident that almost a third of learners in each English activity feel anxiety and high anxiety, while a minor number of them experience low anxiety performing these activities. In the case of the option others (62%) does not show anxiety because students propose more relaxing activities for them.

3.2.2. Analysis of levels of confidence when students carrying out activities in the English class.
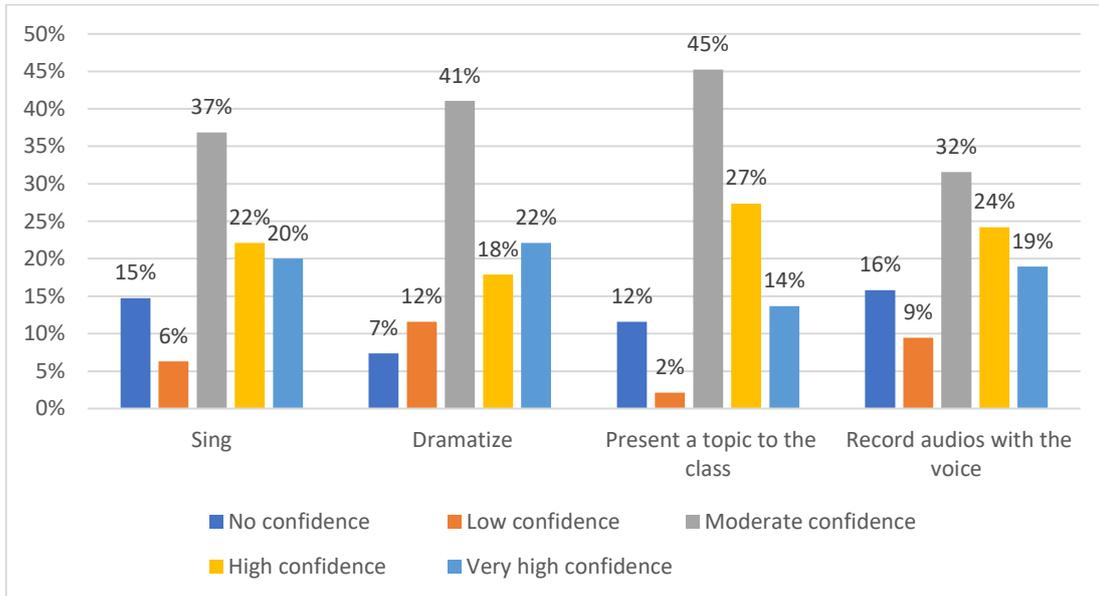
*Figure 4.*Levels *of confidence during activities in the English class.*
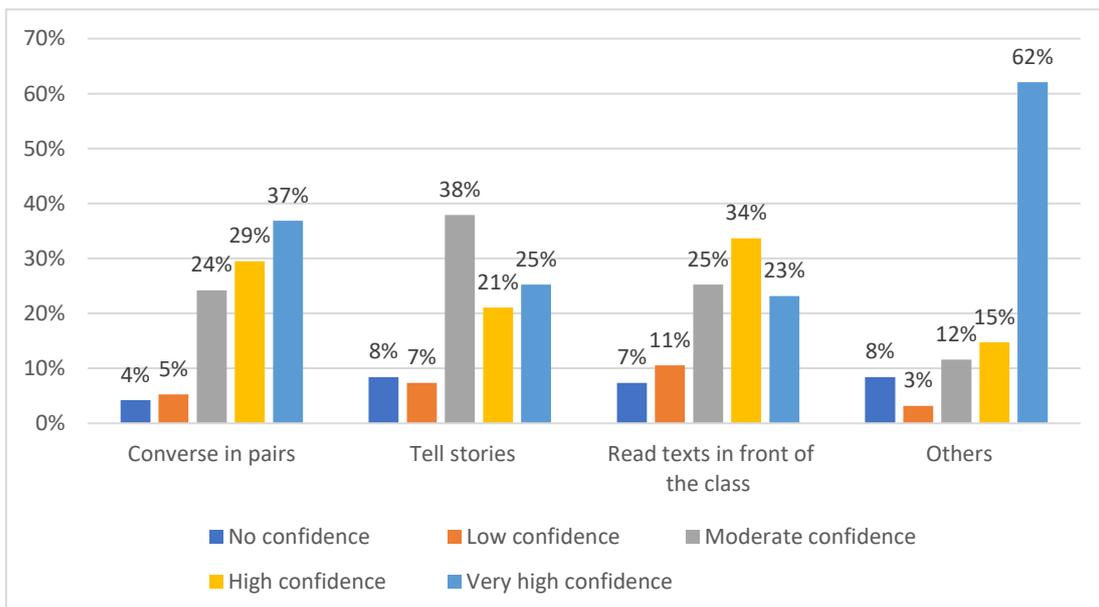
Figure 5. Levels of confidence during activities in the English class.

Figures 4 and 5 show the levels of confidence when students carrying out activities in the English class. According to the data collected, there is 37% of students that feel confident while they are singing. On the other hand, only the minority feel low confidence while performing this activity (6%). Furthermore, the bar charts give information about students

who feel confident while dramatizing in the classroom, it is clear that 41% of participants researched feel confident. In contrast, 7% of them do not feel confident.

Following the graphs, 45% of participants feel confidence while presenting a topic in front of the class. Nevertheless, 2% of the students surveyed feel low confidence. These figures also show the confidence generated during record audios with the voice. Learners with confidence account for around 32% of the total while the level of students researched who feel low confidence is 9%. From the bar charts are clear that the percentage of learners surveyed feel very high confidence at the moment to converse in pairs is 37%. On the other hand, exactly 4% of students do not feel confident at all.

There is a 38% of students that feel confident during tell stories. On the other hand, a minority feel low confidence while performing this activity (7%). Additionally, the data collected gives information about students who feel highly confident while reading texts in front of the class; it is clear that 34% of participants researched feel high confidence and a 7% do not feel confidence at all. Finally, the majority of students surveyed purpose other activities to feel very high confidence.

In conclusion, it is evident that almost a third part of learners in each English activity feel confident, while a minor number of them experience low confidence performing these activities that involve speaking. On the other hand, within the option other, students propose to carry out easier and more dynamic activities to enhance their strengths in speaking skills.

3.2.3. Analysis of aspects of the oral exam in the foreign language that generates greater states of anxiety.
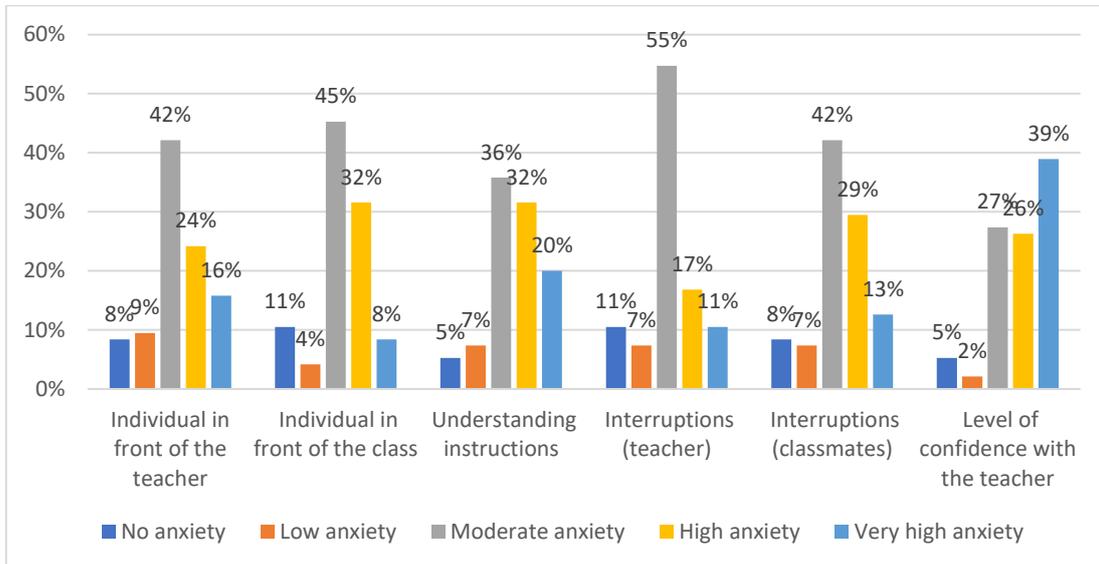
Figure 6. Levels of greater states of anxiety during an oral exam in English.
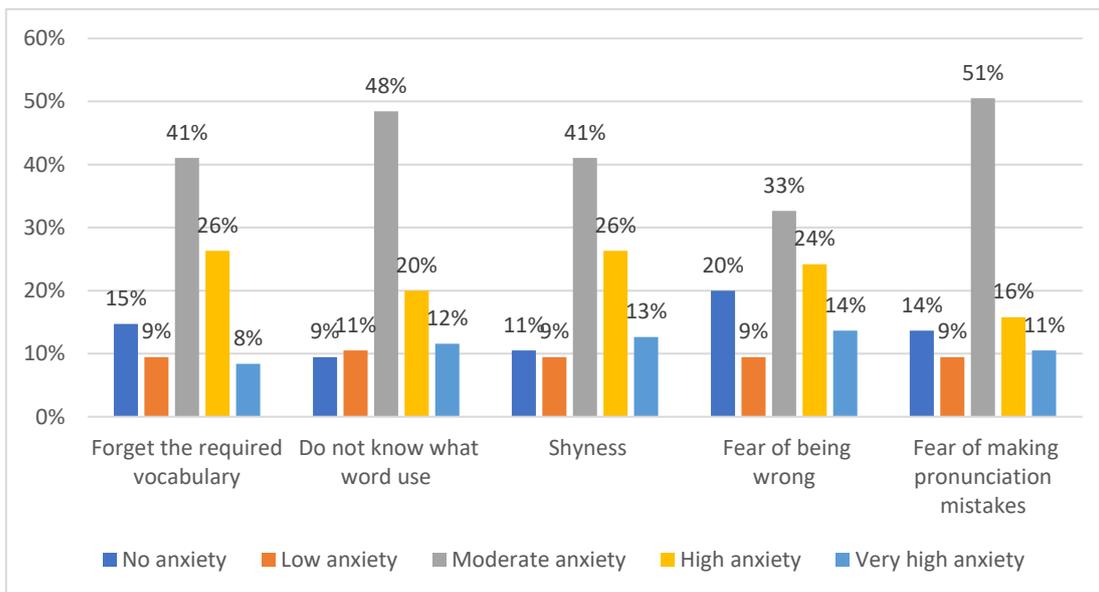
Figure 7. Levels of greater states of anxiety during an oral exam in English.

As shown in figures 6 and 7, the greater states of anxiety during an oral exam in English. According to the data collected, 42% of students that feel anxious while they are taking an individual oral exam in front of the teacher. On the other hand, only a minor percentage do not feel anxiety at all while performing this activity (8%). Furthermore, the bar charts give information about students who feel anxious while they are taking an

individual oral exam in front of the class, it is clear that 45% of participants feel moderate anxiety. In contrast, 4% of them feel low anxiety.

The figures 6 and 7 also show a 36% of participants who feel anxious while understanding the instructions of the teacher. Nevertheless, 5% of the students surveyed do not feel anxious. These graphs also show the anxiety generated by the interruption of the teacher during an oral exam. Learners with anxiety account for around 55% of the total while the level of students researched who feel low anxiety is 7%. From the bar charts, the percentage of learners surveyed feel anxious at the moment of receiving interruptions of classmates is 42%. On the other hand, exactly 7% of students do not feel anxious at all.

There is a 39% of students that feel very high anxiety during an oral exam depending on the levels of confidence with the teacher. On the other hand, a minority do not feel anxiety while performing this activity (2%). Additionally, the data collected gives information about students who feel anxious while they are taking an oral exam and forget the required vocabulary; it is clear that 41% of participants researched feel anxiety and 8% feel very high anxiety. Furthermore, the survey's results show nearly half of participants that feel anxious during an oral exam do not know what word use, while 9% said do not feel anxious developing this activity. According to the results, 41% of participants feel anxious while taking an oral exam and feel shy. Nevertheless, 9% of the students surveyed feel low anxious.

These graphs also show the anxiety generated by fear of being wrong during the oral exam. Learners with anxiety account for around 33% of the total while the level of students researched who feel low anxiety is 9%. Finally, learners feel anxiety account for around 51% of the total during an oral exam and fear of making pronunciation mistakes. Nonetheless, the percentage of students researched who feel low anxiety is 9%.

In conclusion, it is evident that almost a third of learners feel anxiety during an oral exam in English that is considered as a greater state of anxiety, while a minor number of them experience low anxiety performing this activity. Nevertheless, the neutral results of data collected show students are not able to differentiate what causes them anxiety and what causes them confidence.

3.3. Findings Contrast

From teachers' perspectives:
While teachers are aware of problems within the students in regard to anxiety, they also report to self-confidence among them, and the main difficulties are fear and shyness. The research also resulted, teachers, are not able to distinguish the strengths of their students to focus on each of them and their different way of learning. In this way improve the development of oral production in a foreign language. But on the other hand, teachers are unable to identify the strengths and the strategies they use in their own classes.

Based on the results, there is a need of teachers to know how each student learns, to assist and help them with the implementation of new strategies that are useful to their development. It is necessary that teachers perform an auto-analysis and self-evaluation to know what they are doing well and what can be improved within their way of teaching. Self-awareness of teaching performance is part if professional development of all teaching fields and are likely to attain good results in the students´ learning.

From students' perspective:

According to the results of the investigation students present evident difficulties when speaking, due to there is a moderate level of anxiety during a speaking exam, also a very high level of anxiety in the dialogue memorization. However, there is a high percentage of no anxiety when implementing other activities such as practicing pronunciation or talking about other topics, this can be considered as a viable access to improve oral production in students.

On the other hand, it was shown that students have a medium level of confidence with respect to class activities. It is stated that the levels of confidence are moderate when performing activities in the class especially when presenting a topic to the class or when conversing in pairs. The second option is considered moderate level of confidence because students perform the activity with close classmates, therefore they feel confident. Nevertheless, it is necessary to improve levels of confidence so that students may develop their potential in oral production without the need to inhibit themselves from carrying out the proposed activities in the class.

As a summary from the data, students feel less anxious when they experience new activities or even unknown activities. To overcome a situation like that, it is necessary to find helpful activities to develop oral production within the classroom. On the other hand, students show a good level of confidence in some activities performed in class, so it should be taken into account to benefit students for a better learning.

In regard to the English language, the data collected reveal a certain lack of interest of the student because they find the subject as somehow boring, and students suggest in some way the implementation of activities, it is necessary that teachers, based on the appropriate methodologies and strategies to develop oral production, adapt some activities in the classroom and thus cultivate in the students the interest by the subject. and as a result, an improvement of oral production. However, with the help of teachers and the employment of new strategies according to what is required (see tables 3 and 4), the students' vision may change.

CHAPTER IV

PROPOSAL

4.1 Proposal title

¡HELLO ENGLISH! A DIDACTIC GUIDE TO IMPROVE ORAL PRODUCTION

Introduction

This is a didactic guide aimed at improving the oral production of the English language, the guide is directed to students of 8th grade BGE, ages ranging from 11 to 13 years. In this guide are activities of different kinds, that go consecutively, from basic activities to fill in the blanks to presentation of topics in front of the class, to minimize the anxiety that students feel when speaking.

The guide consists of three units, which include different topics focused on the daily living, this way to attract students' attention and to be motivated to learn the language, but above all to encourage the confidence to speak in the second language.

Unit 1 contains activities based on songs, to generate a good level of confidence in students. Unit 2 is based on creating presentations of topics related to everyday life, thus losing the fear of speaking in class or in front of classmates. Unit 3 is a combination of the previous units, students will be able to create content to present in class, will also perform role play activities and eventually show security and fluency when speaking in English.

Justification

Within the research of this undergraduate work, it was observed that there are affective factors, anxiety and confidence, which harm students in the process of learning the foreign language. The reasons why this guide was designed focuses on the anxiety and confidence that exists in students when speaking in English. Students are the center of education, playing the most important role in this process, learning. Therefore, it is necessary to minimize the negative effects of anxiety and develop confidence so that there is a good learning outcome.

This guide is intended to help students develop and improve the oral production of the foreign language in the classroom, with easy, dynamic and strategic activities, which takes a consecutive order so that the student can finally lose the fear of speaking and doing it naturally in front of the class and in front of the classmates.

Objectives

- Design a didactic guide to encourage English language learning in 8th grade BGE students, based on methodological strategies for the minimization of affective factors and the development of oral production.
- Apply productive and viable activities to improve oral production of the foreign language in the classroom.
- Justify the use of methods and strategies that benefit students in minimizing affective factors in oral English language production.

Authorship

The guide was developed by English Major 8th semester students in 2019, with the assistance of Professor Marcia Mantilla in the subject of Thesis Work II, the activities of the guide are based on methods and strategies for developing oral production. The design illustration was made with images available on the internet.

4.1.1 Characteristics

- The following work is a didactic guide to improve oral production through some activities in class.
- This guide is directed to students in the 8th grade of Basic General Education, ages between 11 to 13 years old, to improve English language skills.
- The guide will help improve the proficiency of oral production in students, with respect to EFL, the use of new activities will encourage students to produce orality successfully.
- Each of the activities of the guide is based on methodologies and strategies to improve oral production in the classroom, such as Communicative Language Teaching, Competency – Based Language Teaching, Task – Based Language Teaching, Cooperative Language Learning, The Natural Approach, Community Language Learning, Suggestopedia.
- The guide is focused on enhancing the ability to speak, however, the activities within the guide can serve as the help of other branches of the foreign language such as grammar, listening, reading and writing.
- According to the analyses of the results obtained from the student surveys, it is necessary to implement creative activities and develop them in the class to promote confidence and in this way also minimize anxiety.

4.1.2 Contents

The guide contains 3 units, which present a sequence to achieve what is required, improve oral production in students, start with basic activities to complete and repeat, and then students may be able to create and speak in front of the class.

- Unit 1: Sing freely and show your feelings
  In this unit students will develop activities based on three songs, creating a level of confidence within the classroom while singing the songs and performing the assigned activities (see annex 1 – proposal socialization).
- Unit 2: Creating my successful presentations
  In this unit students will develop step by step the idea of making a presentation of a topic in front of the class or with a group of classmates, so they may lose the fear of speaking. First, the teacher will give tips to have a successful presentation with this, students will be able to develop their presentation.
- Unit 3: Creative and funny use of role-playing to develop oral production
  In this unit students will be exposed to new activities where they can demonstrate their potential to dramatize or interpret the voice of a character with whom they feel identified, the activities within this unit try to lead the student to have fluency in the foreign language and finally enhance oral production.
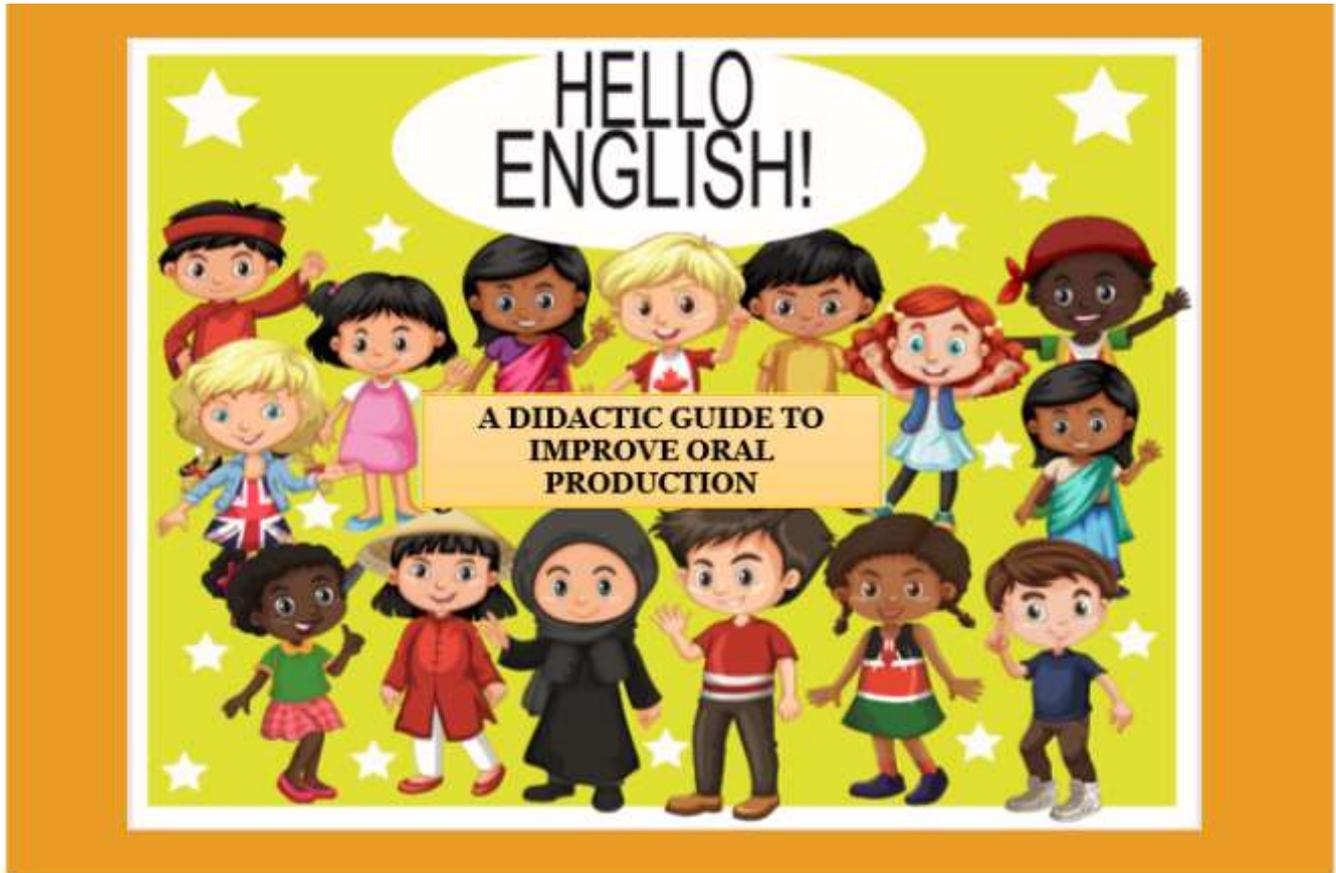
The guide was developed by English Major 8th semester students in 2019, with the assistance of Professor Marcia Mantilla in the subject of Thesis Work II, the activities of the guide are based on methods and strategies for developing oral production. The design illustration was made with images available on the internet.

UNIT I

SING FREELY AND SHOW YOUR FEELINGS

¡BEYOND THE SONG!

UNIT OBJECTIVE

To develop self - confidence in students by employing different activities with songs.

CONTENTS:

-Feeling good – Nina Simone
-God only knows – For king and country
-Let it go - Idina Menzel

3
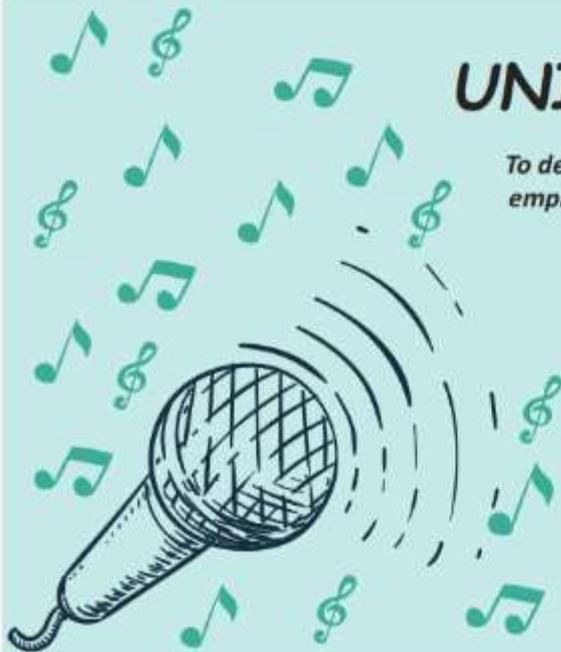
ACTIVITY 1

Sharing our feelings to feel better

MATERIALS
- Song
- Song lyrics
- Magazines / newspapers
- Cardboard
- Scissors
- Glue

Time required:

120 minutes

PRACTICE TASK

1. Vocabulary Review
2. Teacher reads lyrics aloud while students listen carefully.
3. Students listen to the song twice
4. Pronunciation Practice.
5. Play and sing the song.
6. Oral Guide Practice: What are your feelings?
   6.1 Students make My Feelings collage.
   6.2 Students share the collage with another classmates.
   6.3 Students share the collage with the hole class.
7. Teacher elicit conclusions from students.

PRACTICE

Listen to the song and practice the pronunciation.

"Feeling Good" - Nina Simone

Birds flying high, you know how I feel
Sun in the sky, you know how I feel
Breeze driftin' on by, you know how I feel

It's a new dawn
It's a new day
It's a new life
For me
And I'm feeling good

Fish in the sea, you know how I feel
River running free, you know how I feel
Blossom on the tree, you know how I feel

It's a new dawn
It's a new day
It's a new lif
For me

And I'm feeling good

Dragon fly out in the Sun
You know what I mean, don't you know
Butterflies all havin' fun, you know what
I mean
Sleep in peace when day is done
That's what I mean

And this old world
Is a new world
And a bold world
For me

Stars when you shine you know how I
feel
Scent of the pine you know how I feel
Oh, freedom is mine
And I know how I feel

GLOSSARY

blossom: (noun) a small flower, or the small flowers on a tree or plant.
bold: (adjective) strong in color or shape.
breeze: (noun) a gentle wind

dawn: (noun) the early morning when light first appears in the sky.
drift: (verb) to be moved slowly somewhere by wind or water.

pine: (noun) a tall tree with long, thin leaves shaped like needles

scent: (noun) a nice smell.
shine: (verb) to make bright light.

ACTIVITY 2

Talking care of our hearts

Materials:
- Song
- Song lyrics
- Flash cards

Time required:

120 minutes

PRACTICE TASK

1. Vocabulary review
2. Teachers reads lyrics aloud while students listen carefully
3. Students listen to the song twice
4. Students pronunciation practice
5. Play and sing the song
6. Guided oral practice: How do you feel now?
7. Role playing
   7.1. Divide students into groups of four
   7.2. Assign classroom situation to role-playing
   a) Feeling sad about low grades.
   b) Feeling depressed about bullying.
   c) Feeling anxious about teacher´s correction.
   d) Feeling angry/ sad about family problems.
   e) Feeling sick and unable to participate.
   f) Feeling disappointed after a breakup.
   g) Feeling regret an argument with classmate/ friend.
   7.3. Students identify ways to deal with situations like those roleplayed.
8. Teacher´s conclusions.

PRACTICE

Listen to the song and practice the pronunciation

"God Only Knows" - For king and country

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GLOSSARY

afraid: (adjective) feeling fear or feeling worry about the possible results of a particular situation.

kind: (noun) a group with similar characteristics, or a particular type.

nobody: (pronoun) not anyone; no person.

through: (preposition) from one end or side of something to the other.

wide: (adjective) having a larger distance from one side to the other than is usual or expected.

ASSIGN CLASSROOM SITUATION TO RO-LE-PLAYING (FLASH CARDS)

Feeling sick and unable to participate

Feeling anxious about teacher's correction.

Feeling disappointed after a breakup.

Feeling regret an argument with classmate/ friend

Feeling depressed about bullying.

Feeling angry/ sad about family problems.

Feeling sad about low grades.

ACTIVITY 3

Losing the fear to speak in front of the class.

Materials:
- Song
- Song lyrics
- Paper

Time required:

120 minutes

PRACTICE TASK

1. Vocabulary review
2. Teacher reads lyrics aloud while students listen carefully
3. Students listen to the song twice
4. Pronunciation practice
5. Play and sing the song
6. Guided oral practice: What are the fears that control me?
   6.1 Pair work

   Both students write four sentences about your fears. They take turn sharing their sentences and feelings about the previous tasks. Students build sentences like this:

   "I felt (anxiety, sadness, shame, fear) to (speak in front of the class, speak with my teacher, speak with my classmates, oral exams, presentations) because.. And the fears that once controlled me. Can't get to me at all!"

7. Teacher provides feedback to some individual students
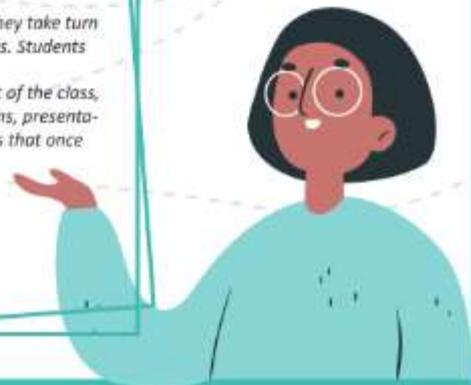
Practice

Listen to the song and practice the pronunciation.

The snow glows white on the
mountain tonight
Not a footprint to be seen
A kingdom of isolation
And it looks like I'm the queen

The wind is howling like this
swirling storm inside
Couldn't keep it in, heaven
knows I tried!

Don't let them in, don't let
them see
Be the good girl you always
have to be
Conceal, don't feel, don't let
them know
Well, now they know!

Let it go, let it go
Can't hold it back anymore
Let it go, let it go
Turn away and slam the door!

I don't care
What they're going to say
Let the storm rage on
The cold never bothered me an-
yway!

It's funny how some distance
Makes everything seem small
And the fears that once controlled
me

Can't get to me at all!
It's time to see what I can do
To test the limits and break throu-
gh
No right, no wrong, no rules for
me I'm free!

Let it go, let it go
I am one with the wind and sky
Let it go, let it go
You'll never see me cry!

Here I stand
And here I'll stay
Let the storm rage on!
My power flurries through the air
into the ground

My soul is spiraling in frozen frac-
tals all around
And one thought crystallizes like an
icy blast
I'm never going back
The past is in the past!

Let it go, let it go
And I'll rise like the break of dawn
Let it go, let it go
That perfect girl is gone!

Here I stand
In the light of day
Let the storm rage on
The cold never bothered me an-
yway!

GLOSSARY

bothered: (adjective) if you are bothered
about something, it is important to you and
you are worried about it

fear: (noun) a strong emotion caused by
great worry about something dangerous,
painful, or unknown that is happening or
might happen

glow: (verb) to shine with a continuous light

heaven: (noun) a situation that gives you
great pleasure

hold: (verb) to take and keep something in
your hand or arms

howl: (verb) to make a long, high, crying
sound, like that of a dog

isolation: (noun) the condition of being alone,
especially when this makes you feel unhappy

rise: (verb) to move up

soul: (noun) the part of a person that is not his
or her body

storm: (noun) a strong expression of feeling

swirl: (verb) to move quickly with a twisting
circular movement, or to cause something to
move this way

UNIT 2

CREATING MY SUCCESSFUL PRESENTATIONS

¡SHOWING ME TO THE CLASS!

UNIT OBJECTIVE

To minimize students' anxiety while doing presentations

CONTENTS:
- *Tips and materials*
- *Mock presentation*
- *The actual presentation*

ACTIVITY 1

Making our presentation fun, engaging, and enjoyable.

Material required:

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

Time required:

120 minutes

PRACTICE TASK

1. Vocabulary Review
1.1 Teacher reads the words with their corresponding meaning while students listen carefully.
2. Vocabulary practice
2.1 Students internalize the new vocabulary.
3. Teacher presentation
3.1 Teacher shows the tips (do's and don'ts) to do a power point and a cardboard presentation.
4. Do's:
a) Organize your information.
b) Catch your audience's attention with an interesting topic.
c) Include important points only.
d) Follow a similar design in all slides: the same header, colors, background, the fonts, and the format.
e) Use a readable font (size not less than 30).
f) Write black-colored letters on a white background, or bright yellow on black or dark blue give the best result
g) Write no more than 4-8 lines per slide.
h) Use pictures, images, with a title, a short, clear caption.
i) Remember you have 3 minutes to present the topic.
5. Don'ts:
a) Do not include too much information   b)   Do not read your presentation.
6. Oral Guided Practice
6.1 Students complete the pattern according to the topic:
a) Introducing myself   b)   The most important person in my life
c) Describing a typical day   d)   My favorite spot at home
7. Students design the power point presentations or cardboards.
8. Teacher's feedback.

INTRODUCING MYSELF

KAREN TRUJILLO

- Good morning/afternoon teacher and class-mates.
- My name is Karen.
- My last name is Trujillo.
- I am 21 years old.
- I was born in Quito.
- I live in Ibarra.
- I have 3 brother(s) and 2 sister(s).
- My favorite subject is English.

SPORTS

Football
Basketball
Cycling
Running

SUBJECTS

English
Physical education
Science
History
Math
Music
Literature

HOBBIES

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

GLOSSARY

classmate: (noun) someone who is in the same class as you at school.
cycling: (noun) the sport of riding a bicycle.
hobby: (noun) an activity that you do for pleasure when you are not working.

last name: (noun) your family name.
running: (noun) the activity of going somewhere quickly on foot, as a sport or for pleasure.
subject: (noun) an area of knowledge that is studied in school, college, or university.
physical education: (noun) classes at school in which children do exercise and learn to play sport, or the area of study relating to such classes.

THE MOST IMPORTANT PERSON IN MY LIFE

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

HOBBIES

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

ADJECTIVES

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

NOUNS

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

GLOSSARY

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

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

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

both: (determiner) two people or things together.

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

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

brother: (noun) a man or boy with the same parents as another person.

cousin: (noun) a member of a group of people with similar origins.

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

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

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

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

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

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

humility: (noun) the quality of being humid.

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

kindness: (noun) the quality of being kind.

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

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

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

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

sister: (noun) a girl or woman who has the same parents as another person.

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

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

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

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

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

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

woman: (noun) an adult female human being

DESCRIBING A TYPICAL DAY

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

CONNECTORS	ADVERBS OF FREQUENCY	FOOD AND DRINKS
-First	-always	-rice
-Second	-usually	-potatoes
-Third	-often	-cheese
-After that	-sometimes	-bread
-Then	-never	-apple
-Next		-banana
-Finally		-coffee
		-milk
		-chocola-

GLOSSARY

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

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

apple: (noun) a round fruit with firm, white flesh and a green, red, or yellow skin.

bed: (noun) a large piece of furniture with a flat surface that a person can lie on to sleep or rest.

before: (preposition) at or during a time earlier than (the thing mentioned).

bread: (noun) a basic food made from flour, water, and yeast mixed together and baked.

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

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

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

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

do: (verb) to act or take action.

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

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

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

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

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

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

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

get up: (phrasal verb) to stand up.

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

go back: (phrasal verb) to return.

have: (verb) to own or possess something.

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

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

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

often: (adverb) many times.

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

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

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

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

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

teeth: (noun) plural of tooth.

then: (adverb) next or after that.

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

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

wash: (verb) to clean something using water.

MY FAVORITE SPOT AT HOME

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

PARTS OF THE HOUSE

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

ADJECTIVES

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

GLOSSARY

spot: (noun) a particular place.
home: (noun) the house or apartment where you live, especially with your family.
bedroom: (noun) a room with a bed or beds for sleeping.
everything: (pronoun) all things.
want: (verb) to need something.
wall: (noun) a vertical structure that divides or encloses something.
room: (noun) an area within a building that has its own walls, floor, ceiling, and door.
feel: (verb) to experience something physical or emotional.
freedom: (noun) the condition or right of being able or allowed to do, say, think, whatever you want to.

calm: (adjective) peaceful, quiet, and without worry.
own: (adjective) belonging to or done by a particular person or thing.
always: (adverb) every time or all the time.
clean: (verb) to remove dirt from something.

organized: (adjective) able to plan things carefully and keep things neat.
comfortable: (comfortable) producing a relaxing feeling of physical comfort.
picture: (noun) a drawing, painting, or photograph.
interesting: (adjective) holding one's attention.
place: (noun) an area, town or building.
where: (conjunction) to, at, or in what place.
do: (verb) to perform, take part in, or achieve something.
living room: (noun) the room in a house or apartment where people sit or relax together.
dining room: (noun) a room in which meals are eaten.

bathroom: (noun) a room with a toilet in it.
kitchen: (noun) a room where food is prepared and cooked.
study: (noun) a room, especially in a house, used for quiet work such as reading or writing.

garden: (noun) a piece of land, usually near a home, where flowers and other plants are grown

INT RODUCING MYSELF

SPORTS

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

SUBJECTS

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

HOBBIES

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

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

THE MOST IMPORTANT PERSON IN MY LIFE

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

PEOPLES

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

ADJECTIVES

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

DESCRIBING A TYPICAL DAY

First, I _____ at _____ am every morning. Second, I _____ the alarm and _____. Third, I like to have a shower before having breakfast. I usually _____ bread with _____ and a cup of _____. It is important to _____ my teeth. After that, I _____, _____ and _____ to high school. I _____ classes at 13:00 pm. Then, I _____ home to _____ at _____ pm. I always _____ the dishes. I _____ for one hour and do my homework. Next, I _____ at _____ pm. Finally, at night I _____ and _____.

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

ADVERBS OF FREQUENCY
- always
- usually
- often
- sometimes
- never

FOOD AND DRINKS
- rice
- potatoes
- cheese
- bread
- apple
- banana
- coffee
- milk
- chocola-

MY FAVORITE SPOT AT HOME

My favorite spot in my home is my _____. It is _____ and has everything I want. The walls in my room are _____. When I am in my room I can feel _____ and _____ because it is my own space. My room is always _____ and _____. My bed is _____. It has many pictures of my _____ and other interesting places. My room is the place where I do my homework and I can _____.

PARTS OF THE HOUSE
- bedroom
- living room
- dining room
- bathroom
- kitchen
- study
- garden

ADJECTIVES
- favorite
- big
- yellow
- white
- calm
- clean
- comforta-ble
- organized

ACTIVITY 2

Rehearsing to keep control and knowledge

Material required:
- Teacher's power point presentation
- Teacher's cardboard
- Computer
- Projector
- Worksheets

Time required:

120 minutes

PRACTICE TASK

1. Vocabulary Review
1.1 Teacher reads the words with their corresponding meaning while students listen carefully.
2. Tips to do a successful presentation
3. Teacher presentation
4. Teacher shows a power point and a cardboard presentation.
5. Oral Guided Practice
6. Student's presentation (power point or cardboard) according to the topics.
7. Teacher's feedback

TIPS TO DO A SUCCESSFUL PRE-SENTATION. (STUDENT)

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

TIPS TO DO A SUCCESSFUL PRESENTATION (FOR THE TEACHER)

1. Show your Passion and Connect with your Audience: It's hard to be relaxed and be yourself when you're nervous. Be honest with the audience about what is important to you and why it matters.

2. Focus on your Audience's Needs: Your presentation needs to be built around what your audience is going to get out of the presentation. You need to make it easy for your audience to understand and respond.

3. Keep it Simple: Concentrate on your Core Message: When planning your presentation, you should always keep in mind the question: What is the key message (or three key points) for my audience to take away?

the lights so that only the slide screen is visible. Your audience needs to see you as well as your slides.

---

4. Smile and Make Eye Contact with your Audience: If you smile and make eye contact, you are building rapport, which helps the audience to connect with you and yor subject. It also helps you to feel less nervous, because you are talking to individuals, not to a great mass of unknown people. To help you with this, make sure that you don't turn down all

5. Start Strongly: The beginning of your presentation is crucial. You need to grab your audience's attention and hold it.

6. As a general rule, slides or cardboard should be the sideshow to you, the presenter: A good set of materials should be no use without the presenter, and they should definitely contain less, rather than more, information, expressed simply. You should be able to communicate that key message very briefly.

8. Use your Voice Effectively: Varying the speed at which you talk and emphasizing changes in pitch and tone all help to make your voice more interesting and hold your audience's attention.

9. Use your Body Too: Make your gestures open and confident, and move naturally around the stage, and among the audience too, if possible.

10. Relax, Breathe and Enjoy: If you find presenting difficult, it can be hard to be calm and relaxed about doing it. One option is to start by concentrating on your breathing. Slow it down, and make sure that you're breathing fully. Make sure that you continue to pause for breath occasionally during your presentation too. If you can bring yourself to relax, you will almost certainly present better. Your presentations will improve exponentially, and so will your confidence.

GLOSSARY

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

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

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

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

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

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

enjoy: (verb) to get pleasure from something.

favorite: (adjective) best liked or most enjoyed.

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

important: (adjective) necessary or of great value.

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

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

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

moment: (noun) a very short period of time

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

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

relax: (verb) to become or cause someone to become calm and comfortable, and not worried or nervous, or to become or cause a muscle or the body to become less tight.

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

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

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

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

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

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

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

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

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

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

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

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

ACTIVITY 3

My presentation day

Material required:
- Rubric
- Colored pencils
- Computer
- Projector
- Video

Time required:

120 minutes

PRACTICE TASK

1. Vocabulary review
2. Teacher explains the criteria to present the topic.
3. Teacher explains what the rubric is.
3.1 Teacher gives the students the rubric.
4. Students personalize the rubric provided by the teacher
5. Students divided into groups of five.
5.1 Student's presentation
5.2 Students develop confidence with classmates while presenting the topic for them.
6. Oral Guided Practice
7. Video presentation https://www.youtube.com/watch?v=PHCBOO-qu11M
8. Students show something representative, such as photograph or pet to feel confident during the oral presentation.
8.1 Individual presentation in front of the class.
8.2 Students choose two questions to the presenter.
8.3 Students answer the questions of classmates
9. Teacher elicits conclusions from students.

INTRODUCE MYSELF

Excuse me what's your name?

My name is Jane

What's your first last name?

My first last name is Smith

How do you spell Smith?

It's S-m-i-t-h

Where are you from?

I'm from Canada

What's your telephone number?

It's 555-668-877

THE MOST IMPORTANT PERSON IN MY LIFE

1.-Why do you consider_____ as the most important person for you?

2.-She/he is the most important person in my life because_____
_____

1.-What are the best moments you remember with that person?

2.-I remember when
_____ We_____
_____

MY FAVORITE SPOT AT HOME

1.-Why is that your favorite spot?

2.-It´s my favorite spot because_____
_____
_____

1.-Who do you like to share that spot with?

2.-I prefer to share my favorite spot with_____ because_____
_____
_____
_____

ORAL PRESENTATION RUBRIC

NAME: NAME:

TEACHER: CLASS

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

Total

ORAL PRESENTATION RUBRIC

NAME:

NAME:

TEACHER:

CLASS

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

Total

GLOSSARY

appearance: (noun) the way a person or thing looks to other people.

comfort: (noun) a pleasant feeling of being relaxed and free from pain.

confidence: (noun) the quality of being certain of your abilities or of having trust in people, plans, or the future.

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

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

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

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

lack: (verb) to not have or not have enough of something that is needed or wanted.

mistake: (noun) an action, decision, or judgment that produces an unwanted or unintentional result.

poor: (adjective)

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

UNIT 3

CREATIVE AND FUNNY USE OF ROLE-PLAYING TO DEVELOP ORAL PRODUCTION

¡A BIG CHARACTER EXISTS BEHIND YOU!

UNIT OBJECTIVE

To improve the level of confidence through role- playing

Contents:

• Role-playing pu-
ppets
• Dubbing
• Role-playing

Acting out our favorite character.

ACTIVITY 1

Material required:

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

120 minutes

PRACTICE TASK

1. Vocabulary Review.
   1.1 Teacher shares the glossary about the script
2. Teacher reads the script aloud while students listen carefully.
3. Students watch and listen to the video twice.
   https://youtu.be/T1SBjAuMN6A
4. Students filling the gaps in the worksheet about the script.
5. Pronunciation Practice.
6. Oral Guide Practice:
   6.1 Teacher groups and assigns the roles to each student.
   6.2 Students practice their own character.
   6.3 Students practice the dialogue from the script to present a role play through puppets.
7. Students present the scene.
8. Teacher elicits conclusions from students.

SCRIPT

-Queen Elinor: In accordance with our laws, only the first born may compete for the hand of the fair maiden.

-Queen Elinor: Archers! To you mark!

-King Fergus: aye! Archers! do your marks!

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

-King Fergus: Get on with it!

-Public: ooooooh!

-Queen Elinor: I bet he wishes he was tossing cabers

-King Fergus: or long top bridges

-NOOOOO!

-Someone from public: I got it!

-Queen Elinor: Good arm!

-King Fergus: and such lovely flowing locks

-Fergus!

-King Fergus: What?!

-Queen Elinor: OH, wee lamb

-King Fergus: Oh, COME ON! SHOOT BOY!

-Some from public: Feast your eyes!

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

-Merida: I am Merida and I'll be shooting' for my own hand

-Queen Elinor: what are you doing

-Queen Elinor: Merida!

-Merida: Curs this Dress!

-Queen Elinor: Merida! Stop this!

-Queen Elinor: Don't you dare lose another arrow!

-Queen Elinor: Merida! I forbid it!

GLOSSARY

maiden: (noun) a girl or a young woman.
archer: (noun) a person who shoots arrows from a bow for sport or as a weapon.
tossing: (verb) to throw something carelessly.
cabers: (noun) a long, heavy wooden pole that is thrown as a test of strength in traditional sports competitions in Scotland.
locks: (noun) a small group of hairs.

shooting: (noun) the act of firing a gun or other weapon
arrow: (noun) a long, thin piece of wood bent into a curve by a piece of string.
feast: (noun) a special meal with very good food or a large meal for many people.
forbid: (verb) to refuse to allow something, especially officially, or to prevent a particular plan of action by making it impossible

Fill the gaps with the correct word

| CABERS | FORBID | MAIDEN | LOCKS | ARROW | SHOOTING | TOSSING | FEAST | ARCHER |

-Queen Elinor: In accordance with our laws, only the first born may compete for the hand of the fair
1._____

-Queen Elinor: 2._____! To you mark!

-King Fergus: aye! 3._____! to your marks!

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

-King Fergus: Get on with it!

-Public: ooooooh!

-Queen Elinor: I bet he wishes he was 4._____
5._____

-King Fergus: or long top bridges

-NOOOOO!

-Someone from public: I got it!

-Queen Elinor: Good arm!

-King Fergus: and such lovely flowing 6._____

-Fergus!

-King Fergus: What?!

-Queen Elinor: OH, wee lamb

-King Fergus: Oh, COME ON! SHOOT BOY!

-Some from public: 7._____ your eyes!

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

-Merida: I am Merida and I'll be 8._____for my own hand

-Queen Elinor: what are you doing

-Queen Elinor: Merida!

-Merida: Curs this Dress!

-Queen Elinor: Merida! Stop this!

-Queen Elinor: Don't you dare lose another 9._____!

-Queen Elinor: Merida! I 10._____ it!

Role-playing "Inside out" scenes

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

Time required:

120 minutes

PRACTICE TASK

1. Vocabulary Review.
2. Students watch and listen to the video.
https://www.youtube.com/watch?v=-fNXZQTyLTU&feature=share
3. Teacher reads the script aloud while students listen carefully.
4. Students choose the character they want to roleplay.
5. Students complete the crossword from the vocabulary.
6. Oral Guide Practice:
6.1 Teacher groups and gives the roles to each student.
6.2 Students practice the chosen character.
6.3 Students practice the scene from the script to make the dubbing of their characters.
6.4 Students role play their characters (dubbing) in a determined time.
7. Students write down situations which make them feel angry, sad, scared, disgusted, happy.
8. Teacher elicit conclusions from students.
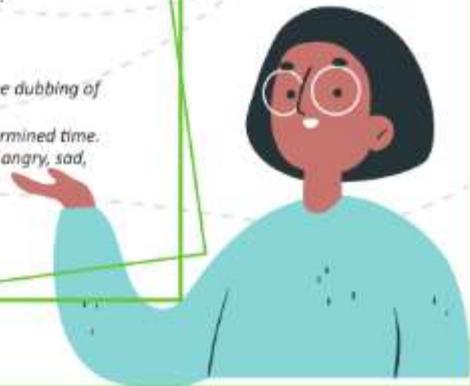
INSIDE OUT SCRIPT
The main characters

FEAR

DISGUST

HAPPINESS

THE POLICE

ANGER

SADNESS

- That is terrible wait! Somebody is walking forward us Yes! let`s cross the street ohhh! Its mom discovered us!
- What we do the bag?
- Riley needs central thoughts That's moving on
- Sadness sadness! Come on sadness! where are you? Well! Okay if I were sadness, where I would be? Auchhhhh! Everything is awful and my legs don't work and I have to drag me while I touch them all
- No! No! It's Mom again we do?
- This is crazy! she shouldn't run away
- Let's get this idea out of her head
- Sadness sadness!
- Happiness
- Wait sadness
- Please let me go! Are better without me
- Come back
- Well, she said that his husband went flying by an elephant . Was she with someone?
- Yes! she is there

- Eyyyy Come back here! Forget this Jake! this is nuberia
- That sadness just I am made things worse
- Wait sadness! we must do that come back her
- something`s stuck
- Great!
- What do you mean blocked?
- And now what?
- No no no! What is that? How do she stop? I know it
- If she gets scared that'll help her change her mind
- Shiny!
- Nothing works
- Let me see what`s up!
- Welll you broke it
- No no no! I did not break it
- Do not touch that move Guys we cannot make Riley feel anything
- What did we?
- Hey! Look at me what have you said before, it was serious?

INSIDE OUT VOCABULARY
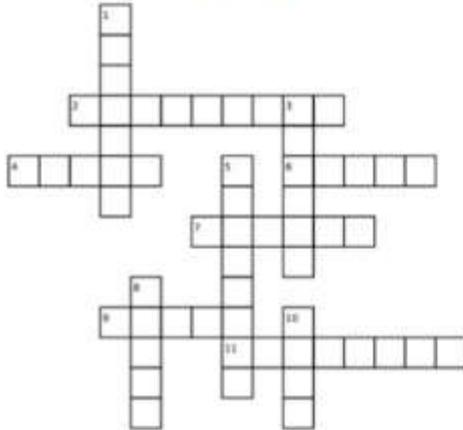
DOWN
1.- Leave or escape from a place, person, or situation of danger.
3.- Thrown into or begin in a state of fear, fright, or panic.
5.- An idea or opinion produced by thinking, or occurring suddenly in the mind.
8.-Of poorer quality or lower standard: less good or desirable, more ill or unhappy.
10.-Pull (someone or something) along forcefully, roughly, or with difficulty.

ACROSS
2.- Is a sense of well-being, joy, or contentment. When people are successful, or safe, or lucky, they feel happiness
4.-Separate or cause to separate into pieces as a result of a blow, shock, or strain.
6.- Used to emphasize the extent of something, especially something unpleasant or negative.
7.- Make progress; develop in a particular manner or direction.
9.- Handle in order to manipulate, alter, or otherwise affect, especially in an adverse way.
11.- Extremely or distressingly bad or serious.

WHAT MAKES YOU FEEL?

ANGRY

SAD

SCARED

DISGUSTED

HAPPY

ACTIVITY 3

When I grow up, I want to be

Material required:

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

Time required

120 minutes

PRACTICE TASK

1. Teacher divides students into groups of four.
2. Teacher provides students a puzzle about a profession.
3. Vocabulary review.
3.1 Teacher uses flash cards to review vocabulary about professions.
4. Guided oral practice: What do you want to be in the future?
4.1 Students take turns sharing their answers.
5. Pair work
5.1 Teacher asks students to work in pairs.
5.2 Both students talk about their aspirations for the future.
5.3 Teacher provides students a role-play character card.
5.4 "Party Guests" Teacher assigns students' situations to role-play.
5.5 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.
5.6 Party guests must introduce themselves and ask one another about their jobs.
6. Teacher provides students a pattern to create a dialogue.
6.1 Students build a dialogue using phrases from de Small-Talk
6.2 Teacher provides feedback to some individual students.
7. Teacher's conclusions.

SMALL-TALK FUNCTION CHART

SAMPLE CHARACTER CARD

Name: James(male)

Kelly (female)

Job: Doctor

IntroductionsGreetings Starting the Conversation	• Hi, my name is _____. • I'm _____. • Nice to meet you, _____. / Nice to meet you, too.
Acknowledgement Statements Keeping the Conversation Going	• I see. / Oh, I see. • That's interesting. / • How interesting! • Oh, really? • That's great. • That sounds fun / exciting /difficult, etc.
Taking Leave Ending the Conversation	• It was nice talking to you. • I enjoyed talking to you. • It was nice to meet you. • I'll see you later. •See you later. • Have a good time. • Bye. / Good-bye.

Frank: Hello. My name is Frank.
Paul: Nice to meet you, Frank. I'm Paul.
Frank: Nice to meet you, too. Paul, what do you do?
Paul: I work in a school. I'm a teacher.
Frank: Oh, that's interesting! what is your job?
Frank: I'm a doctor.
Paul: That sounds exciting.
Frank: Yes, I like to help people.
Paul: That's great! Have a good time at the party, Frank.
Frank: You, too, Paul.

TEACHER	DRIVER	PAINTER
NURSE	HAIRDRESSER	RECEPTIONIST

SOLDIER	POLICEMAN	ENGINEER
HOUSEMAID	DIRECTOR	REPAIRMAN

SCIENTIST

POLICEWOMAN

EXPLORER

JUDGE

PHOTOGRAPHER

SAILOR

WAITER

CLEANER

FARMER

LAWYER

PILOT

TOUR GUIDE
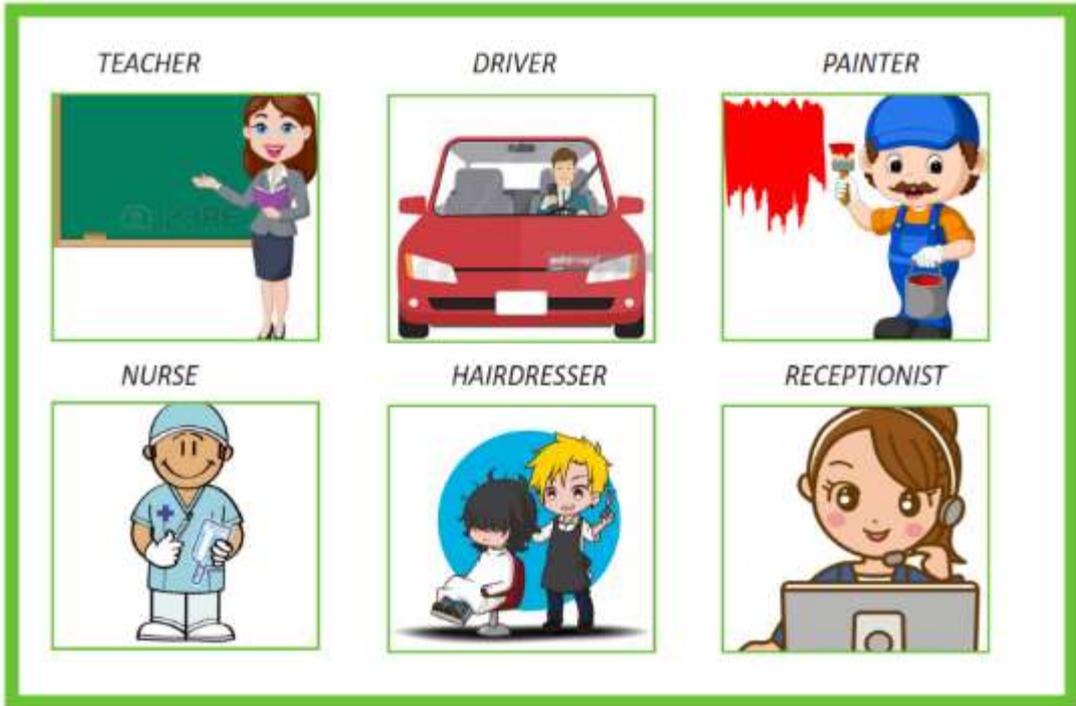
COOK

FIREMAN

MUSICIAN

POLITICIAN

VOTE

WORKER

DOCTOR

CHAPTER V

CONCLUSIONS

5. Conclusions

- Anxiety is an emotional factor that affects the oral production of the English language in 8th graders.
- Confidence is a fundamental factor in learning a foreign language, much more in developing speaking skill.
- All methods help to learn EFL, however there are methods that specifically contribute to oral production, these are: CLT, CBLT, TBLT, CLL, Natural Approach, Community Language Learning and Suggestopedia.
- Teachers tend to focus more on lack of abilities rather that in strengths of students, therefore, it is the teacher's responsibility is to look in a different direction to facilitate knowledge and create an appropriate environment for learning a foreign language.
- Highly motivated students adopt a positive attitude towards teaching and learning, as a result of the practice of a series of particular strategies different from those of low motivated learners.
- Students prefer to associate the English language with creative activities and related to their lives (see annex 1).
- The guide has contents which have decreased the levels of anxiety in the students, because the activities are based on the strategies and methodologies to promote oral production, these activities have also increased confidence levels for their dynamic content and class interaction.
- Activities during the English class such as class participation, oral presentations, dialogue memorization and teacher correction are those that cause a very high level of anxiety, while the possible implementation of activities makes students feel no anxiety.
- Interruption by the teacher or by classmates, the fear of making pronunciation mistakes and do not know what word use are the situations that make students feel moderate anxiety and thus interrupt or shorten the time of speaking during an Oral exam in English.
- While teachers claim that students create barriers to speaking in English, based on the results obtained, students have some external factors in the classroom that do not allow a good development of oral production.
- Teachers consider the implementation of strategies to be a good idea and necessary for successful learning, however that does not manifest in the classroom, because, students propose adapting or implementing other activities to create an environment of confidence and thus be able to participate without any problem.

CHAPTER VI

RECOMMENDATIONS

6. Recommendations

- To create a relaxed and confident learning environment, avoiding pressing moments in students (interruption by teacher or by classmates), through the use of innovative activities.
- To implement useful activities like creation of stories, interaction in groups, giving ideas, etc., that build confidence in students with respect to oral production.
- To adapt the methods and approaches according to student needs and obtain a class that encourages the oral production of the foreign language.
- To adapt strategies to develop confidence and minimize anxiety levels to the curriculum of 8th grades of Basic General Education students.
- To value the effort and the predisposition of the students when they realize activities of oral production.
- To flip roles in which students are only listeners with others that help to improve L2.
- The didactic guide is developed based on the methodologies and strategies aimed at promoting the speaking skill, in this way the activities it contains are considered reinforcements to encourage the student to speak during the English class.
- The didactic guide is oriented for students of 8th grade of Basic General Education, nevertheless with due adaptations it can be useful for students of lower or higher grades.

REFERENCES

6.2 References

Bernard, H. . (2012). Inductive Approach (Inductive Reasoning) - Research-Methodology. Retrieved April 28, 2020, from https://research-methodology.net/research-methodology/research-approach/inductive-approach-2/

Boyle, G. J., Saklofske, D. H., & Matthews, G. (2015). *Measures of Personality and Social Psychological Constructs. Measures of Personality and Social Psychological Constructs*. https://doi.org/10.1016/C2010-0-68427-6

Christie, L. S. and L. (2018). Teachers ' Strategies to Improve Students ' Self -Confidence in Speaking. *REGISTER Journal*, *11*(2), 121–138.

Craske, M. G., Rauch, S. L., Ursano, R., Prenoveau, J., Pine, D. S., & Zinbarg, R. E. (2011). What Is an Anxiety Disorder? *Focus*, *9*(3), 369–388. https://doi.org/10.1176/foc.9.3.foc369

Dewaele, J.-M., & Macintyre, P. D. (2014). Studies in Second Language Learning and Teaching The two faces of Janus? Anxiety and enjoyment in the foreign language classroom. *SSLLT*, *4*(2), 237–274. https://doi.org/10.14746/ssllt.2014.4.2.5

Gabriel, D. (2013). Dr Deborah Gabriel Inductive and deductive approaches to research, 1–32. Retrieved from https://deborahgabriel.com/2013/03/17/inductive-and-deductive-approaches-to-research/

Gill, A. K., & Kusum, &. (2017). TEACHING APPROACHES, METHODS AND STRATEGY. *UGC Approved Sr. No*, *45269*. https://doi.org/10.21922/srjis.v4i36.10014

Gürler, İ. (2015). *Correlation between Self-confidence and Speaking Skill of English Language Teaching and English Language and Literature Preparatory Students. Curr Res Soc Sci* (Vol. 1).

Hashempour, S., & Mehrad, A. (2014). *The Effect of Anxiety and Emotional Intelligence on Students' Learning Process. Journal of Education & Social Policy* (Vol. 1). Retrieved from www.jespnet.com

Hooda, M., & Saini, A. (2017). Academic Anxiety: An Overview. *Educational Quest: An Int. J. of Education and Applied Social Science*, *8*(3), 807–810. https://doi.org/10.5958/2230-7311.2017.00139.8

International language standards | Cambridge English. (n.d.). Retrieved July 14, 2020, from https://www.cambridgeenglish.org/exams-and-tests/cefr/

Kostenlose, L., Auf, S., & De, S. (2010). *PERSONAL CONFIDENCE & MOTIVATION*.

Kráľová, Z. (2016). *Foreign Language Anxiety. Z. Kráľová Foreign Language Anxiety*.

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*.

Listyaningrum Arifin, W. (2017). Psychological Problems and Challenge In EFL Speaking

Classroom. *Register Journal*, *10*(1), 29. https://doi.org/10.18326/rgt.v10i1.874

Marco Común Europeo de Referencias para las Lenguas: Aprendizaje, Enseñanza, Evaluación. (2002). Retrieved from http://cvc.cervantes.es/obref/marco

Moreno Rubio, C. (2009). Efective teachers-profesional and personal skills. *Ensayos: Revista de La Facultad de Educación de Albacete*, (24), 35–46. Retrieved from http://dialnet.unirioja.es/servlet/extart?codigo=3282843%5Cnhttp://dialnet.unirioja.es/descarga/articulo/3282843.pdf

Palacios, I. (1996). The importance of language learning strategies in foreign language teaching. *Cuadernos de Filología Inglesa*, *5*(1), 103.

QuestionPro. (2015). Descriptive Research: Definition, Characteristics, Methods, Examples and Advantages | QuestionPro. Retrieved April 28, 2020, from https://www.questionpro.com/blog/descriptive-research/

Richards, J. C. &, & Rodgers, T. S. (2014). *Approaches and Methods in Language Teaching* (Third Edit).

Uludag, O. (2015). Classification of self-confidence : Is general self-confidence an aggregate of specific self-confidences ? Classification of self-confidence : Is general self-confidence an aggregate of specific self- Emrah Oney , Ph . D . Faculty of Business Administrati, (June).

Vasquez, V. (2020). Lowering the Affective Filter for English Language Learners Facilitates Successful Language Acquisition | Center for the Collaborative Classroom. Retrieved February 9, 2020, from https://www.collaborativeclassroom.org/blog/lowering-the-affective-filter-for-english-language-learners-facilitates-successful-language-acquisition/

Waheed, M. (n.d.). Teaching English Language Methods and approaches.

ANNEXES

Annex 1. Survey applied to students

<div align="center">

ENCUESTA DIRIGIDA A LOS ESTUDIANTES

</div>

Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo año EGB de la Unidad Educativa "Rafael Suárez Meneses", del Cantón Ibarra.

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

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

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

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

3. ¿Qué aspectos del examen de producción oral en la lengua extranjera generan mayores estados de ansiedad en usted? En la siguiente tabla, ponga un visto en el número que

corresponda a los aspectos que generan ansiedad. Para los casos en los que usted haya escogido los numerales 4 y 5, indique la razón.

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

Annex 2. Checklist applied to students

LISTA DE COTEJO DENTRO EL AULA DE CLASE
Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo año EGB de la Unidad Educativa "Rafael Suárez Meneses", del Cantón Ibarra.

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

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

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

Annex 3. Observation sheet applied to students

FICHA DE OBSERVACION DE LA CLASE

Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo año EGB de la Unidad Educativa "Rafael Suárez Meneses", 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						

"FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA RAFAEL SUÁREZ MENESES, DEL CANTÓN IBARRA."

Entrevistado: **Fecha de entrevista:**

Cargo: Vicerrector/a

 Objetivo

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

Preguntas:

P1. ¿Conoce usted si procesos de investigación similares a este se han implementado anteriormente en su Institución?

P2. ¿En qué medida se ha logrado alcanzar los objetivos curriculares en cuanto se refiere a la producción oral del idioma inglés establecidos por el Ministerio de Educación?

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

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

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

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

GRACIAS POR SU COLABORACIÓN

"FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA RAFAEL SUÁREZ MENESES, DEL CANTÓN IBARRA."

Entrevistado: **Fecha de entrevista:**

Cargo: Coordinador/a

Preguntas:

P1. ¿Conoce usted si procesos de investigación similares a este se han implementado anteriormente en su Institución?

P2. ¿Qué estándar se tiene previsto alcanzar con los estudiantes de 8vo en la producción oral de la lengua extranjera?

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

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

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

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

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

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

GRACIAS POR SU COLABORACIÓN

"FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA RAFAEL SUÁREZ MENESES, DEL CANTÓN IBARRA."

Entrevistado: **Fecha de entrevista:**

Cargo: Docentes del Área de inglés

Preguntas:

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

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

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

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

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

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

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

GRACIAS POR SU COLABORACIÓN

"FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA RAFAEL SUÁREZ MENESES, DEL CANTÓN IBARRA."

Entrevistado: **Fecha de entrevista:**

Cargo: Docentes de aula – 8vos años EGB

Preguntas:

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

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

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

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

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

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

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

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

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

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

GRACIAS POR SU COLABORACIÓN

Annex 8. Photographs

Source: Proposal socialization
Author: Karen Trujillo