



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTY OF EDUCATION, SCIENCE AND TECHNOLOGY**  
**ENGLISH MAJOR**

**THEME:**

“AFFECTIVE FACTORS INFLUENCING ORAL PRODUCTION IN ENGLISH IN THE 8TH LEVEL EGB OF THE EDUCATIONAL UNIT “VÍCTOR MANUEL PEÑAHERRERA”. IBARRA CANTON. SCHOOL YEAR 2018-2019”

Undergraduate Work Prior to Obtaining the Bachelor Degree in Educational Sciences, English Specialty.

Author: Pozo Villota Eleana Madelaynne

Director: MSc. José Miguel Obando Arroyo

**Ibarra- Ecuador**

**2020**

## ACEPTACIÓN DEL DIRECTOR

Luego de haber sido designado, por el Honorable Consejo Directivo de la Facultad de Educación, Ciencia y Tecnología de la Universidad Técnica del Norte, de la ciudad de Ibarra, he aceptado participar como director del Trabajo de Grado titulado: AFFECTIVE FACTORS INFLUENCING ORAL PRODUCTION IN ENGLISH IN THE 8TH LEVEL BGE OF THE EDUCATIONAL UNIT "VÍCTOR MANUEL PEÑAHERRERA". IBARRA CANTON. SCHOOL YEAR 2018-2019.

Trabajo realizado por la señorita Pozo Villota Eleana Madelaynne, previo a la obtención del Título de Licenciada en Inglés.

Como testigo presencial y corresponsable directo del desarrollo del presente trabajo de investigación, afirmo que reúne los requisitos y méritos suficientes para ser sustentado públicamente ante el tribunal que sea designado oportunamente.

Es todo cuando puedo indicar en honor a la verdad.

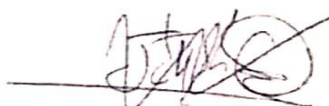


Msc. José Obando  
**DIRECTOR DEL TRABAJO DE GRADO**

## APROBACIÓN DEL TRIBUNAL

Los miembros del tribunal examinador aprueban el informe de investigación sobre el tema: **AFFECTIVE FACTORS INFLUENCING ORAL PRODUCTION IN ENGLISH IN THE 8TH LEVEL BGE OF THE EDUCATIONAL UNIT "VÍCTOR MANUEL PEÑAHERRERA". IBARRA CANTON. SCHOOL YEAR 2018-2019**, de la señorita **Pozo Villota Eleana Madelaynne** previo a la obtención del título de Licenciada en Ciencias de la Educación especialidad Inglés.

Ibarra, 01 de Julio del 2020



Msc. José Obando  
DIRECTORA DE TESIS



Msc. Rubén Congo  
MIEMBRO DEL TRIBUNAL



Msc. Christian Andrade  
MIEMBRO DEL TRIBUNAL



UNIVERSIDAD TÉCNICA DEL NORTE  
BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN  
A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. 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:	0402018808		
APELLIDOS Y NOMBRES:	Pozo Villota Eleana Madelaynne		
DIRECCIÓN:	Av. Jorge Guzmán Rueda y Av. Padre Aurelio Espinosa		
EMAIL:	empozov@utn.edu.ec		
TELÉFONO FIJO:	2615432	TELÉFONO MÓVIL:	0939242928

DATOS DE LA OBRA	
TÍTULO:	"Affective factors influencing oral production in English in the 8th level EGB of the educational unit "Víctor Manuel Peñaherrera". Ibarra canton. School Year 2018-2019"
AUTOR (ES):	Eleana Madelaynne Pozo Villota.
FECHA: DD/MM/AAAA	11 de Mayo del 2020
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO
TÍTULO POR EL QUE OPTA:	Licenciada en Ciencias de la Educación, especialidad Inglés
ASESOR /DIRECTOR:	MSc. José Obando

2. CONSTANCIAS

El autor (es) manifiesta (n) que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto la obra es original y que es (son) el (los) titular (es) de los derechos patrimoniales, por lo que asume (n) la responsabilidad sobre el contenido de la misma y saldrá (n) en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 11 días del mes de Mayo del 2020.

EL AUTOR:

(Firma).....

Nombre: Pozo Villota Eleana Madelaynne

## **DEDICATION**

This undergraduate work is dedicated to my parents for being a support and guide during my whole life, and rise me with love and values for life.

## **GREATFULNESS**

My greatest thank goes to “Universidad Técnica Del Norte”, English major. To my family, parents and siblings to be a support and help me unconditionally. To my directors MSc. Juan Carlos Salas and MSc. José Obando for being a guide during the research process. And to all the teachers involved in my learning process during the whole career.

## **ABSTRACT**

The present investigation deals with minimize the effects of that affective factors like: anxiety and self-esteem students may experience while carrying out oral production activities in I2. By applying a methodological guide with actual strategies and actives. This thesis research was carried out during the 2018-2019 school year, with students from the 8<sup>th</sup> school year of Basic General Education (BGE) of the "Victor Manuel Peñaherrera" Educational Unit, Ibarra Canton, and Province of Imbabura. The direct beneficiaries of this research are the 63 students surveyed. Information was collected using different techniques such as the survey, checklist and observation sheet to characterize the effects of anxiety and self-esteem on students, and then I have designed implemented extra material and design some strategies that will contribute to the solution of the previous identified problem.

**Keywords:** anxiety, self-esteem, oral production, foreign language.

## RESUMEN

La presente investigación trata de minimizar los efectos de factores afectivos como: ansiedad y autoestima que los estudiantes pueden experimentar mientras realizan actividades de producción oral en I2. Aplicando una guía metodológica con estrategias y actividades. Esta investigación de tesis se llevó a cabo durante el año escolar 2018-2019, con estudiantes del octavo año escolar de educación general básica (EGB) de la unidad educativa "Víctor Manuel Peñaherrera", cantón Ibarra y provincia de Imbabura. Los beneficiarios directos de esta investigación son los 63 estudiantes encuestados. La información se recopiló utilizando diferentes técnicas, como la encuesta, la lista de verificación y la hoja de observación para caracterizar los efectos de la ansiedad y la autoestima en los estudiantes, y luego el posterior diseño de material adicional implementado en la guía cuyas estrategias contribuirán a la solución de lo identificado previamente problema.

**Palabras clave:** ansiedad, autoestima, producción oral, lengua extranjera.



## CONTENT INDEX

ACEPTACIÓN DEL DIRECTOR.....	ii
APROBACIÓN DEL TRIBUNAL.....	iii
AUTORIZACIÓN DE USO Y PUBLICACIÓN.....	iv
DEDICATION .....	v
GRATEFULNESS .....	vi
ABSTRACT .....	vii
RESUMEN.....	viii
CONTENT INDEX.....	ix
TABLE INDEX.....	x
GRAPHIC INDEX .....	xiii
Introduction .....	1
The problem of the research.....	3
Justification .....	5
Objectives. ....	6
General Objective.....	6
Specific Objectives.....	6
CHAPTER I .....	7
1. THEORETICAL FRAMEWORK .....	7
1.1 Cognitive development in adolescence .....	7
1.2 Affective development in adolescence.....	8
1.3 Anxiety as a recurring element in the teaching–learning process .....	9
1.4 Methods and approaches .....	9
1.4.1 Communicative Language Teaching.....	10
1.4.2 Competency - Based Language Teaching.....	11
1.4.3 Task - Based Language Teaching .....	11
1.4.4 Cooperative Language Learning .....	12
1.4.5 The Natural Approach.....	13
1.4.6 Community Language Learning.....	14
1.4.7 Suggestopedia.....	14

1.4.8 Grammar Translation Method.....	15
1.4.9 The Oral Approach and Situational Language Teaching.....	15
1.4.10 Audio-Lingual Method.....	15
1.4.11 Content and Language Integrated Learning (CLIL).....	15
1.4.12 Whole Language.....	15
1.4.13 Text-Based Instruction.....	15
1.4.14 The Lexical Approach.....	15
1.4.15 Multiple Intelligences.....	15
1.4.16 Total Physical Response.....	15
1.4.17 The Silent Way.....	15
1.5 Strategies.....	16
1.5.1 Communicative Language Teaching.....	16
1.5.2 Competency - Based Language Teaching.....	16
1.5.3 Task - Based Language Teaching.....	16
1.5.4 Cooperative Language Learning.....	17
1.5.5 The Natural Approach.....	17
1.5.6 Community Language Learning.....	17
1.5.7 Suggestopedia.....	17
1.6 Common European Framework of Reference (CEFR) for languages.....	18
1.7 Spoken interaction with interactive activities.....	21
CHAPTER II.....	24
2. RESEARCH METHODOLOGY.....	24
2.1 Types of research.....	24
2.1.1 Applied research.....	24
2.1.2 Bibliographic research.....	24
2.1.3 Descriptive research.....	24
2.2 Methodological Organization.....	25
2.2.1 Methods.....	25
2.2.1.1 Deductive.....	25
2.2.1.2 Inductive.....	25

2.2.1.3 Scientific.....	25
2.2.1.4 Descriptive.....	26
2.3 Techniques and instruments .....	26
2.3.1 Interview .....	26
2.3.2 Scientific observation .....	26
2.3.3 Survey.....	26
2.4 Population identification.....	27
2.5 Sample identification.....	27
CHAPTER III.....	28
3. ANALYSIS AND INTERPRETATION OF THE RESULTS .....	28
3.1 Levels of anxiety students experiment while doing activities in class.....	28
3.2 Levels of confidence when students carrying out activities.....	31
3.3 Aspects of the oral exam that generates anxiety .....	33
3.4 Observation sheet of foreign language class .....	37
CHAPTER IV .....	39
4. PROPOSAL .....	39
4.1 Proposal title.....	39
4.1.1 Importance of the proposal.....	39
4.1.2 Location.....	39
4.2.3 Proposal cover .....	40
4.3.4 Proposal index .....	41
4.3.5 Unit 1 .....	42
4.3.6 Unit 2.....	63
4.3.7 Unit 3.....	77
4.2 Impacts .....	84
4.2.1 Linguistic impact.....	85
4.2.2 Educational impact.....	86
4.2.3 Affective impact.....	87
4.3 Conclusions .....	89
4.4 Recommendations .....	89

4.5 References .....	90
Appendix .....	93
Appendix 1. Presentation letter .....	94
Appendix 2. Office to socialize the proposal .....	95
Appendix 3: Survey for 8th level students .....	96
Appendix 4: Observation sheet .....	98
Appendix 5. Checklist .....	99
Appendix 6. Photographs .....	100

**TABLE INDEX**

Table 1. Piaget’s Stages of Cognitive Development.....	7
Table 2. Methods and Approaches.....	10
Table 3. Common Reference Levels.....	18
Table 4. Activities and strategies according to CEFR.....	21
Table 5. Research units.....	27
Table 6. Levels of anxiety with foreign language classroom activities.....	28
Table 7. Levels of confidence during activities in the English class.....	31
Table 8. Levels of anxiety with speaking exams.....	33
Table 9. Anxiety levels with foreign language classroom activities.....	37
Table 10. Numerical Impact Levels.....	84
Table 11. Linguistic impact indicators.....	85
Table 12. Educational impact indicators.....	86
Table 13. Affective impact indicators.....	87

**GRAPHIC INDEX**

Graphic 1. L2 learning outcome for high schools in Ecuador.....	20
Graphic 2. Levels of anxiety with foreign language classroom activities.....	29
Graphic 3. Levels of confidence during activities in the English class.....	31
Graphic 4. Levels of anxiety with speaking exams.....	33
Graphic 5. Anxiety levels with foreign language classroom activities .....	37
Graphic 6. Educational Unit “Victor Manuel Peñaherrera” Ibarra .....	39

## Introduction

This thesis work has considered anxiety and self-esteem as key and common affective factors people experiment during oral production in the L2. (MacIntyre & Garner, 1994, pág. 284)

State anxiety is “The feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning”.

Self-esteem can be defined as the perception we have of ourselves of being capable, competent, and successful.

So, anxiety and self-esteem sometimes negatively influence students when they are not guided by well-prepared teachers, new methodologies and approaches, as well as the importance of strategies that are focused on the humanistic development.

Those who are learning a new language must not only focus their learning in grammar or vocabulary, their main purpose must be the communicative way of learning interacting with their peers, teachers, and people around, that is not comfortable for many students. Therefore, to get a student motivated to speak fluently, the student must feel confident, motivated and interested on the topics to talk about. It must be a friendly environment where students are familiar with the vocabulary presented. It is the teacher's role that the classroom becomes a communication place to learn by exposure. But the real situation is that there exist many teachers who still develop their classes as a one-way process in which the teacher has a communicative role and the students just receive the information and, in this way, will hardly encourage and improve oral expression.

Actually people is not being conscious about the importance of learning a second language as a fundamental aspect to open roads for people, it goes over the borders, promotes empathy, knowledge, and understanding of other cultures and points of view, it help people to become a world citizen. Therefore, learning a foreign language is not something that is achieved overnight,

not even in a short period, it takes time and this is something that would depend of the exposure to the language to learn.

This thesis Work is divided into chapters as follows:

Chapter I contains the theoretical framework, which provides a detailed description of the essential elements of the proposal, specific concepts and all relevant information to validate the research.

Chapter II covers the diagnostics, which establishes direct contact with the object of study (students) through information gathering techniques such as surveying, interviewing and observation.

Chapter III presents the organized data; presented in statistical tables and graphs with the analysis of each one.

Chapter IV contains the development of the proposal, which was socialized with 8<sup>th</sup> school year of Basic General Education (BGE) of the "V́ctor Manuel Peñaherrera" Educational Unit. In addition, it contains the main impacts, conclusions and recommendations.



### **The problem of the research**

The Political Constitution of Ecuador (2018) in the Art. 26 has argued that “Education is a right for people’s whole life, and an inescapable y inexcusable obligation of the government”. The Art. 27 mentioned that education has to be of quality. Therefore, Ecuadorian educational system has to have a good quality where each citizen receive the same opportunities as well as the offered services contribute to achieve the objectives for the society’s benefit. Organic Law of Intercultural Education (Educación, 2017) in the Art. 42 supports that General Basic Education develops skills, abilities, and competences of each child and teenager from five years old and onward to participate critically, responsibly, and in solidarity in citizen life and to continue high school studies (Educación, 2017) . The pedagogical hour is defined by a minimum period of forty minutes, as specified in the article 149 of LOEI Regulation. The educational institutions, based on their organizational and pedagogical autonomy, they are able to redistribute the academic hours of foreign language area in General Basic Education, depending on students’ needs, and interests. For 8th level students, the academic hours for foreign language are five hours a week. The English language learning standards are based on the Common European Framework of References for Languages (CEFR, 2018) which provides a basis for the explicit description of objectives, contents, and methods; consequently, at the end of ninth level of General Basic Education, students will acquire an A1 understanding level of English (Educación, 2017).

Affective factors are present during the teaching-learning process especially in learning a foreign language due to its influence in students’ performance; it is important to analyze some of them: Anxiety is an emotional reaction to the perception of a danger or threat, manifesting itself through a set of responses grouped in two systems: cognitive, and physiological ones. It can act

with some independence; this reaction is a result of stress level caused by exams, low grades, and comparison with other students (Tobal, 2007).

Therefore, the educational process must include a good quality of teacher- student interaction accompanied by harmonic, pleasant, and participative environment. In this way, learners are able to acquire their knowledge accomplishing a meaningful learning, and to develop the sense of belonging for themselves for an effective teaching-learning process. In the last decades, researchers are concerned about studies to know how a certain anxiety level can influence in learning a foreign language. Depending on the anxiety level that a person develops, this process can be efficient or unproductive that means that higher anxiety levels when speaking in the foreign language are associated with lower levels of performance (MacIntyre & Gregersen, 2012).

The learning process is directly linked to the student who were motivated by both the family and social environment; the quality of the teacher-student interaction is fundamental, since it is the medium where the student acquires his knowledge is harmonious, enjoyable, pleasant, participatory; so that the adolescent develops a sense of belonging for himself, which leads to an effective teaching process. There are extremely sensitive people whose self-esteem can drop due to an unpleasant gesture, a phrase, a small family incident or a criticism in the group. Children are very susceptible and are affected by small events that occur in classrooms or schools. Attrition and repetition levels, previous educational experiences and fear of academic failure affect self-esteem. (Maslow, 1962) Argues that "self-esteem is feeling able to dominate something of the environment, knowing competent and independent."

Arnold and Brown mentioned that the process of acquiring a foreign language or second language is strongly influenced by individual traits of the student's personality (Arnold & Brown, 1999).

The acquisition of a foreign language is achieved with an effective learning process where the class enjoys a relaxed atmosphere and learners are not under pressure because all information coming from the new language goes through the affective filter before moving on to cognitive levels (Krashen, 1983).

### **Justification**

It is important to say that each learner has certain characteristics that makes a difference for the rest of learners, this plays a key role in the learning process, and those individual differences are determinate by affective factors, the ones that determine our attitude toward the second language learning process. Thus, this research work is justified, since the dynamics of interaction in the classroom has made it possible to show that there is a direct link between affective factors and the results of the learning process.

Consequently, it is important to point out that the direct beneficiaries of this project will be the 8th year EGB students of the Canton Ibarra, since it is they who will have the opportunity to provide information through data collection techniques, about how anxiety and self-esteem affect oral production in the foreign language class. In addition, it should be mentioned that the indirect beneficiaries will be the teachers, parents and educational institutions of Ibarra, who will have a series of strategies through which they will try to counteract the potential negative effects of inappropriate management of affective factors.

## **OBJECTIVES**

### **General Objective**

- Apply strategies to minimize the effect of the affective factors in oral production in foreign language in order to minimize language anxiety and enhance self- esteem with 8th level students at Educational Unit “V́ctor Manuel Peñaherrera”, school year 2018-2019.

### **Specific Objectives**

- To characterize the affective factors in the oral production in foreign language in 8th level of EGB.
- To design strategies to manage the affective factor in oral production.
- To implement strategies to develop activities of classroom oral production activities in 8th level EGB.

## CHAPTER I

### 1. THEORETICAL FRAMEWORK

#### 1.1 Cognitive development in adolescence

Adolescence is the period when a big transition occurs from childhood into adulthood and is the beginning of a serie of changes involving sexual maturity in terms of hormones and physical development of the body (Choudhury, Jayne, & Charman, 2006).

The most significant development during adolescence overlap with those that have been linked to the ability to take other people's perspectives and infer mental states (Choudhury, Jayne, & Charman, 2006). But it is important to mention that the development is also characterized in cognitive, psychosocial, and emotional development.

**Table 1**  
*Piaget's Stages of Cognitive Development*

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

Taken from: Piaget's theory  
Author: Piaget (1983)

“All human infants are born with the capacity to develop patterned rules for appropriate language use from whatever input is provided within their native speech community” (Zhan, 2010). Since children were born they start to play a role of being an observer to the environment and noticed the huge necessity that exists of communication, and every single signal of communication learning and thanks to that children develop the rules of their speech community through processes of observation and then this observation process finishes in interaction.

As children grow up, their brain matures in terms of progressing their global way of understanding the world. Eye-hand coordination is developed in the sensorimotor stage by young children. The growth of symbolic thought occurs in the preoperational stage, as evidence by the improvement in the use of language. In the concrete operational stage, children are able to perform basic operations such as serial ordering and classification. In the last stage, formal operations, students develop the ability to think in an abstract and metacognitive way, as well as reason hypothetically (Ojose, 2015).

## **1.2 Affective development in adolescence**

According to (Mahripah, 2014), EFL learners’ speaking skill is affected by some linguistic components of language and psychological. English is not a phonetic language that means the pronunciation of English words are not similar to their spellings so that phonology is a difficult aspect of language learning for EFL learners. This can cause a lot of problems for non-native speakers of English and they sometimes get confused in producing the English words.

Although language acquisition is generally considered to be primarily a cognitive process, it is a social process as well and must take place within the context of social interaction (Zhan, 2010).

Affective factors are all those that deal with the emotional field and learner's motivation which have a direct effect on learning itself. In recent years, the correlation between affective factors and oral English acquisition has been extensively investigated as well. Some researchers found that personalities also have some effect on learners' achievement in oral English in the second language learning process (Larsen, 2000).

Other resources of foreign language speaking anxiety are derived from affective factors. Unlike cognitive factors which deal students to develop their thinking processes, affective factors belong to the feelings and personality of the learner (Hanifa, 2018).

### **1.3 Anxiety as a recurring element in the teaching–learning process**

Anxiety is present when we experiment the feeling of tension, apprehension, nervousness, and worry because this directly linked to our autonomic nervous system. But not only the negative art of anxiety influences language learning, it is logical because anxiety has been found to interfere with many types of learning and has been one of the most highly examined variables in all of psychological and educational fields.

Cognitive factors can possibly trigger students' anxiety when speaking a foreign language. Such factors deal with certain areas which cover topic, genre, interlocutors, and processing demands. The first important thing that EFL learners should do before communicating with others is to be familiar with their topic. Basically, cognitive factors focus on students' background knowledge as it influences students' speaking performance. EFL students are highly likely to face problems in generating ideas if they are required to talk about unfamiliar topics.

### **1.4 Methods and approaches**

The following table will present the most effective methods to develop L2 fluency:

**Table 2**  
*Methods and Approaches Comparative Table*

GENERAL CHARACTERISTICS	APPROACH	TEACHER AND STUDENT ROLE	Usefulness to oral English production	CONTRIBUTION TO ORAL ENGLISH PRODUCTION
<b>COMMUNICATIVE LANGUAGE TEACHING</b>				
It explains how a relationship with the entire text and the sincerity of every learner has meaning.	The needs of the learner and the selection of adequate activities this approach is based on unit – credit system with the development of communicative language teaching syllabuses. It is likewise a functional language theory.	<p><b>Learner roles:</b></p> <ul style="list-style-type: none"> <li>- Insists on the communication process.</li> <li>- Becoming a negotiator (between learning process and learning object);</li> <li>- Positive and cooperative participation</li> <li>- Greater accountability</li> </ul> <p><b>Teacher roles:</b></p> <ul style="list-style-type: none"> <li>- Being facilitator and overseer</li> <li>- Makes communication process easier</li> <li>- Holds resources</li> <li>- Becoming a mentor and a motivator.</li> </ul>	Yes	<ul style="list-style-type: none"> <li>- Using speech movements or communicative roles.</li> <li>- Enables contact and interaction;</li> <li>- Offers learners the opportunity to develop both accuracy and fluidity.</li> <li>- Learner allows for social interaction.</li> </ul>



<b>COMPETENCY – BASED LANGUAGE TEACHING</b>				
<p>It focuses on what learners are expected to do, in some way in evaluates the students’ quality of being capable.</p>	<p>It's focused on the essence of language from a practical and interactional perspective. It aims at teaching language in relation to the social context it is being used in.</p>	<p><b>Learner roles:</b>                      In CBLT, the learners are active participants in the learning process. They track their own voice, and others' expression.  <b>Teacher roles:</b>                      Teachers immediately correct the students and give a positive feedback. They tailor the tasks and the syllabus according to the needs of the learners.</p>	<p>Yes</p>	<p>Students are able to prove their abilities monitoring their own speech. They give their best to improve their skills, realizing about their progress and failures.</p>
<b>TASK – BASED LANGUAGE TEACHING</b>				
<p>It was described as an approach to language education in which students are given functional tasks which invite them to focus primarily on the exchange of</p>	<p>Language is primarily a means for making meaning and attaining goals in the real world.                      Lexical units are fundamental to language learning and language use.</p>	<p><b>Learner roles:</b>                      - Creates and interprets messages for which full linguistic resources and prior experience are lacking.  <b>Teacher roles:</b>                      Motivates the students to invest mental energy in the performance of tasks.</p>	<p>Yes</p>	<p>Interaction and collaboration through tasks provide incentives for learning how to scaffold. Scaffolding in the classroom is the process of interaction between two or more people as they conduct a task in the classroom and where one person (e.g., the teacher or</p>

meanings and to use language for actual, non-linguistic purposes.		<ul style="list-style-type: none"> <li>- Organizes the task-based activity efficiently.</li> <li>- Assists the students when carrying out the mission.</li> </ul>		another learner) has more advanced knowledge than the other (the learner).
<b>COOPERATIVE LANGUAGE LEARNING</b>				
Group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.	Communicative competence depends on being able to express and understand functions or acts of speech. In addition, learners need to interact by using both the spoken and written languages.	<p><b>Learner roles:</b></p> <ul style="list-style-type: none"> <li>- Works collaboratively on tasks with other group members.</li> <li>- Has to learn teamwork skills.</li> <li>- Thinks how to plan, monitor, and evaluate their own learning.</li> </ul> <p><b>Teacher roles:</b></p> <p>Has to create a highly structured and well- organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.</p>	Yes	CLL provides students with an appropriate oral experience intended to promote collaboration rather than competitiveness in activities such as group debate, role play and the monitoring of turn-takers.

<b>THE NATURAL APPROACH</b>				
<p>The foreign language teaching approach aims at extending the concepts of natural language learning to classrooms. Stressing the essential task of knowing communicative skills.</p>	<p>Focus on: helping beginners to become intermediate. Enhancing communications skills. (reading-writing-listening or speaking). The primacy of meaning.</p>	<p><b>Learner roles:</b></p> <ul style="list-style-type: none"> <li>-Active role in ensuring comprehensible input.</li> <li>-Provides information about specific goals.</li> <li>-Decides when to start producing speech and when to upgrade it.</li> <li>-Learner to learner interaction encourage in pairs or groups.</li> </ul> <p><b>Teacher roles:</b></p> <ul style="list-style-type: none"> <li>-Primary source of comprehensive input, creates a better classroom atmosphere.</li> <li>- Facilitator – orchestrate classroom activities.</li> <li>- Responsible for collecting material and design their use.</li> </ul>	<p>Yes</p>	<p>Promotes understanding, and meaningful communication.</p> <ul style="list-style-type: none"> <li>- It sees communication as the primary feature of the communicative language skills.</li> <li>- Basic communication skills: oral.</li> <li>- Academic know-how: oral.</li> </ul>

<b>COMMUNITY LANGUAGE LEARNING</b>				
It is an approach to language teaching in which students select what aspects of language they want or need to know from as a group. It also considers the emotions of students as a learning element, and also promotes engagement and collaboration	Five stages include contact between the learners and the teacher. Starts from being fully dependent and ultimately ends up being totally independent. CLL involves translation, group work, documentation, interpretation, study, contemplation and observation, and free communication and listening.	<p><b>Learner roles:</b></p> <p>Participates as a member of a group, expressing his / her perspective and also benefiting from the experiences of others.</p> <p><b>Teacher roles:</b></p> <p>Acts as a counselor, providing emotional feedback and encouraging students to learn. The teacher should also grant a safe environment for his/her students to be in.</p>	Yes	As it offers a healthy learning atmosphere, the risk of feeling nervous or depressed within the classroom is greatly reduced, which makes students more comfortable when using English in oral development.
<b>SUGGESTOPEDIA</b>				
As it offers a healthy learning atmosphere, the risk of feeling nervous or depressed within the classroom is greatly reduced,	To be successful, the students must fully commit to the method. During the process, their mental state is important which is why baroque music is used during the lessons to	<p><b>Teacher roles:</b></p> <p>Provides an atmosphere of relaxation and introduces information in a way that facilitates understanding and reception.</p> <p><b>Student roles:</b></p>	Yes	While being a very lengthy process, it has proven useful in the creation of skills. It has been criticized for its various activities which are not so straightforward, but it has also been

which makes students more comfortable when using English in oral development.	calm and improve their focus. It uses textbooks to derive the content and then continues to turn the process into a tool that enhances speaking.	To be able to know and give the method's approach to language learning its full attention.		recognized as being very successful in teaching oral development.
<b>Grammar Translation Method</b>			The methods mentioned on the left are not the most useful for oral production in English because they have not enough relevance to the subject inquired.	
<b>The Oral Approach and Situational Language Teaching</b>				
<b>Audio-Lingual Method</b>				
<b>Content – Based Instruction and Content and Language Integrated Learning (CLIL)</b>				
<b>Whole Language</b>				
<b>Text – Based Instruction</b>				
<b>The Lexical Approach</b>				
<b>Multiple Intelligences</b>				
<b>Total Physical Response</b>				
<b>The Silent Way</b>				

Taken from: Approaches and Methods in Language Teaching  
 Authors: 8th Level Students - English Major 2019

In the comparative table that is before there is as summary of most of the commonly methods used to learn and practice the foreign language and some of them are focused on the development of theoretical of the linguistic capacity of oral production.

With the information previously compared those are the methodologies that may contribute to oral production, each one suggesting the following strategies:

## **1.5 Strategies**

### **1.5.1 Communicative Language Teaching**

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

### **1.5.2 Competency - Based Language Teaching**

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

### **1.5.3 Task – Based Language Teaching**

- Dialogues in pairs
- Dramatizations
- Presentations about daily life activities
- Create stories
- Opinion gap activities

- Interaction in groups
- Giving ideas

#### **1.5.4 Cooperative Language Learning**

- Team work
- Puzzle by team
- Discussion groups
- Pair work

#### **1.5.5 The Natural Approach**

- Pair or group work.
- Whole-class discussion led by the teacher.
- Use charts, pictures, advertisements, questions.
- Fixed conversational patterns.
- Participate in group problem solving.
- Participate in communication activities with other learners.
- Use language with a focus on meaning.
- Built up of fluency through practice.
- Learners gradually build up their knowledge of language through exposure.

#### **1.5.6 Community Language Learning**

- Pair work
- Autonomous work
- Group work

#### **1.5.7 Suggestopedia**

- Reading comprehension
- Debates
- Discussion circles
- Baroque music

The 8<sup>th</sup> year of Educación General Básica (EGB) has the level of cognitive and affective development of age to uses all the previous strategies mentioned.

### 1.6 Common European Framework of Reference (CEFR) for languages

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

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

Language learning and teaching is one of the global interests that involves all countries, it has become necessary in the sense of mobility, more effective international communication combined with respect for identity and cultural, diversity, better access to information, more intensive personal interaction, improved working relations and a deeper mutual understanding (Council of Europe, 2001, pág. 4)

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

**Table 3**

*Common Reference Levels: global scale*

<b>PROFICIENT USER</b>	<b>C2</b>	Can understand with ease virtually everything heard or read. Can summaries information from different spoken and written sources, reconstructing arguments and accounts in coherent presentations. Can express him herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even more in complex situations.
----------------------------	-----------	---



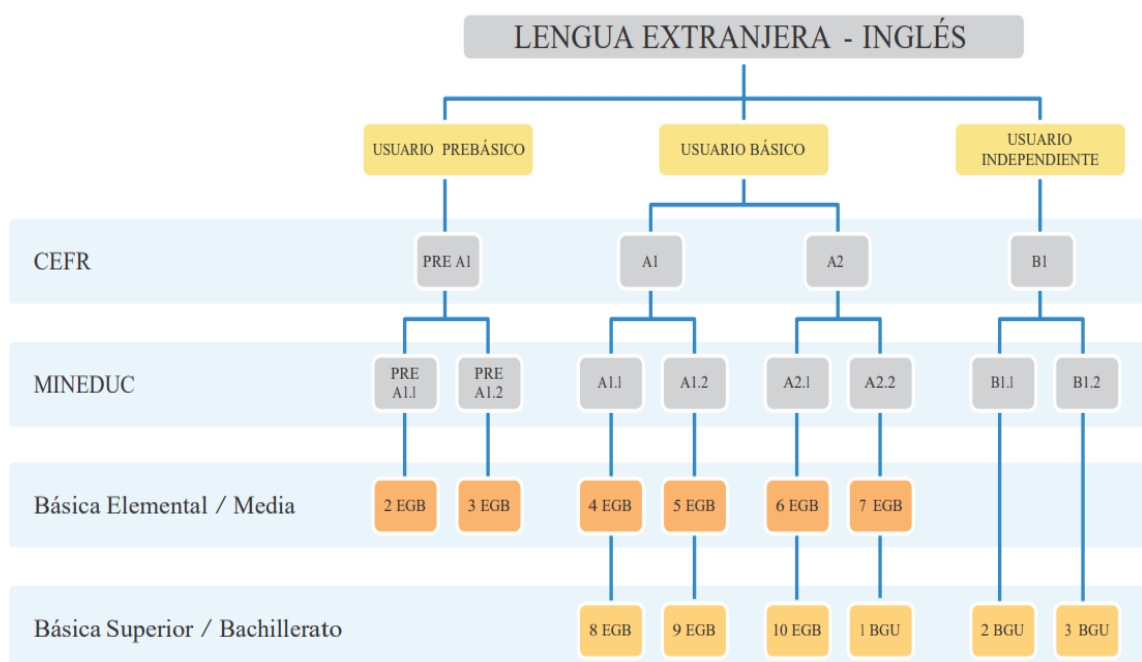
	<b>C1</b>	<p>Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions.</p> <p>Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.</p>
<b>INDEPENDENT USER</b>	<b>B2</b>	<p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on wide ranges of subjects and explain a viewpoint on a typical issue giving the advantages and disadvantages of various options.</p>
	<b>B1</b>	<p>Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinion and plans.</p>
<b>BASIC USER</b>	<b>A2</b>	<p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local, geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of <i>his/her</i> background, immediate environment and matters in areas of immediate need.</p>
		<p>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type.</p>

	<b>A1</b>	Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.
--	-----------	--

Taken from: Common European Framework of Reference for Languages (CEFR)  
 Authors: 8th Level Students - English Major 2019

## Graphic 1

*L2 learning outcome for high schools in Ecuador*



Taken from: Ecuador Ministry of Education

According to the regulations of the Ministry of Education, 8th grade students must acquire A1.1 of the Common European Framework of Reference for Languages (CEFR), which means that students can understand and use familiar phrases and very basic phrases to meet specific needs. Can introduce yourself and others, and answer basic and well-structured questions concerning personal information such as where he / she lives, people he / she knows

and things he / she has. Can interact with each other in a simple way provided the other person speaks slowly and clearly. (Council of Europe, 2001, pág. 24)

### 1.7 Spoken interaction with interactive activities

In interactive activities, the learner assumes two roles, one as a speaker and the other as a listener with one or more interlocutors, so that the conversational discourse can be constructed jointly through meaning negotiation and understanding to achieve the cooperative principle.

**Table 4**

*Activities and strategies according to CEFR*

Illustrative scales	Can do statement - A1.1	Interactive strategies
<b>Overall spoken interaction</b>	Can interact in a simple way but communication depends entirely on repetition at a slower rate of rephrasing and repairing speech. May answer simple questions, initiate and answer simple statements in areas of urgent need or on subjects that are very familiar.	<ul style="list-style-type: none"> <li>• Learner has basic interactions with the spoken.</li> <li>• Learner provides basic personal information.</li> </ul>
<b>Understanding a native speaker interlocutor</b>	<ul style="list-style-type: none"> <li>• Can understand the daily phrases aimed at meeting the needs of a specific individual, conveyed directly to him / her by a sympathetic speaker in simple, demonstrative and repeated voice.</li> <li>• Can understand questions and instructions that are addressed to him / her carefully and slowly, and follow easy, quick directions.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner keeps discussions short and simple.</li> <li>• Learner follows simple and concrete instructions</li> </ul>

<b>Conversation</b>	<ul style="list-style-type: none"> <li>• Can make an introduction and use simple expressions of greetings and leave-. Can ask people how they are, and respond to news.</li> <li>• Can understand everyday expressions aimed at satisfying simple needs of a concrete kind, delivered directly to him / her by a sympathetic speaker in clear, slow and repeated speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner begins and retains central informal contact.</li> <li>• Learner asks for items required to satisfy personal needs.</li> </ul>
<b>Goal-oriented co-operation</b>	Can understand questions and instructions that are addressed to him / her carefully and slowly, and follow short, clear directions. Can ask people for things, and can give stuff to people.	<ul style="list-style-type: none"> <li>• Answers to requests for information and follows specific commands and Asks for items required to satisfy personal needs.</li> </ul>
<b>Transitions to obtain goods services</b>	Can ask people for things, and can give stuff to people. Can handle the numbers, amounts, costs, and time.	<ul style="list-style-type: none"> <li>• Asks for and fetches items.</li> <li>• Deals with basic numerical data.</li> </ul>
<b>Information exchange</b>	Can understand the questions and instructions that are carefully and gradually addressed to him / her, in short, clear directions. Can ask and answer simple questions, take initiative and respond to simple statements in areas of urgent need or subjects that are very familiar. Can ask and answer questions about yourself and others, where they live, people they know, stuff they have.	<ul style="list-style-type: none"> <li>• Gives and follows careful and slow directions.</li> <li>• Requires and provides personal information.</li> <li>• Uses time expressions.</li> </ul>

<p><b>Interviewing and being interviewed</b></p>	<p>Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non-idiomatic speech about personal details.</p>	<ul style="list-style-type: none"> <li>• Carries out basic interview.</li> </ul>
--	---	--

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

Legal regulations and strategies corresponding to eighth level students (12-13 years old) belong to the strategies described above. The following instructional guide provides learners with effective classroom activities aimed at increasing oral performance by reducing language anxiety and enhancing their self-esteem.

## CHAPTER II

### 2. RESEARCH METHODOLOGY

#### 2.1 Types of research

(Posso M. , Proyectos, tesis y marco lógico: planes e informes de investigación, 2013) Points out some different types of research that are considered for this study:

##### 2.1.1 Applied research

This type of research involves improving a process, a product or solving a problem that is based on the information gathered. The key data in this research leads to the creation of a guide for 8th-level students with strategies for handling affective factors in the foreign language during oral development activities.

##### 2.1.2 Bibliographic research

It is characterized as the type of research that collects information from specialized records, which can be used independently or as part of other research. This in the analysis helps to collect and evaluate critical knowledge for the theoretical structure from different sources.

##### 2.1.3 Descriptive research

This allows determining how the research object presents itself to determine the key characteristics of the persons, classes, cultures that can be studied. In this study, the affective factors are determined and evaluated at "Víctor Manuel Peñaherrera" Educational Unit, based on the situation of 8th level students. That sort of work is widely used in the area of education.

## **2.2 Methodological Organization**

### **2.2.1 Methods**

#### ***2.2.1.1 Deductive***

This type of investigation will obtain general data about how does the affective factors, anxiety and self-esteem influencing oral production in English in the 8th level EGB in Ibarra canton. With the propose of obtain particular data about the phenomenon to be studied. (Posso, 2013)

#### ***2.2.1.2 Inductive***

The Project will be developed through inductive method, because it let consider a serie of particular data that will be obtained by the investigation having a direct access to the general conclusions that appear after the analysis of various causes and generated effects by the investigation problem. (Newman, 2006) .

#### ***2.2.1.3 Scientific***

This method will be applied in order to directly perceive the object of investigation, thus knowing its reality more fully (Pievi & Bravin, 2008). Regarding the previously raised problem, the object of study is the 8th grade EGB students from the Ibarra canton, and the way in which affective factors influence their oral production of the foreign language. Finally, said method will help to have a logical and particular follow-up of each student in the investigation, in addition to establishing relationships between the facts to be investigated, for the development and application of strategies to minimize the effect of affective factors before production. Oral of the foreign language.

#### ***2.2.1.4 Descriptive***

Through the descriptive method, a characterization of the situations and events of how the research object manifests itself can be developed, specifying the characteristics that define the problem. Through this method, what is stated in the problem statement will be confirmed.

### **2.3 Techniques and instruments**

#### **2.3.1 Interview**

This strategy would help to obtain specific information addressed to the institution's direct beneficiaries, both authorities and teachers as well as students. Using this tool, the effect of anxiety and self-esteem that might influence students at the time of oral production was previously characterized through a conversation based on a structured questionnaire.

#### **2.3.2 Scientific observation**

This method helps to classify the research object's most significant characteristics, so an observation sheet is used to collect data on how anxiety and self-esteem affect oral English development in 8th-level students during classroom activities at "V́ctor Manuel Peñaherrera" Educational Unit.

#### **2.3.3 Survey**

Data collection is carried out by means of a survey aimed at direct beneficiaries who are students at the 8th level; it is done to examine the impact of anxiety and low self-esteem in oral EFL development. This technique offers knowledge for the techniques to develop.



## 2.4 Population identification

**Table 5**

*Research units*

<b>Educational Unit</b>	<b>Year</b>	<b>Class</b>	<b>Students</b>
"V́ctor Manuel Peñaherrera"	8th	A	31
		B	32
<b>TOTAL</b>			<b>63</b>

Taken from: Secretariat Educational Unit "V́ctor Manuel Peñaherrera". 2019

## 2.5 Sample identification

All 8<sup>th</sup> EGB courses were surveyed so it was not necessary to extract a sample to perform a statistical calculation.

## CHAPTER III



### 3. ANALYSIS AND INTERPRETATION OF THE RESULTS

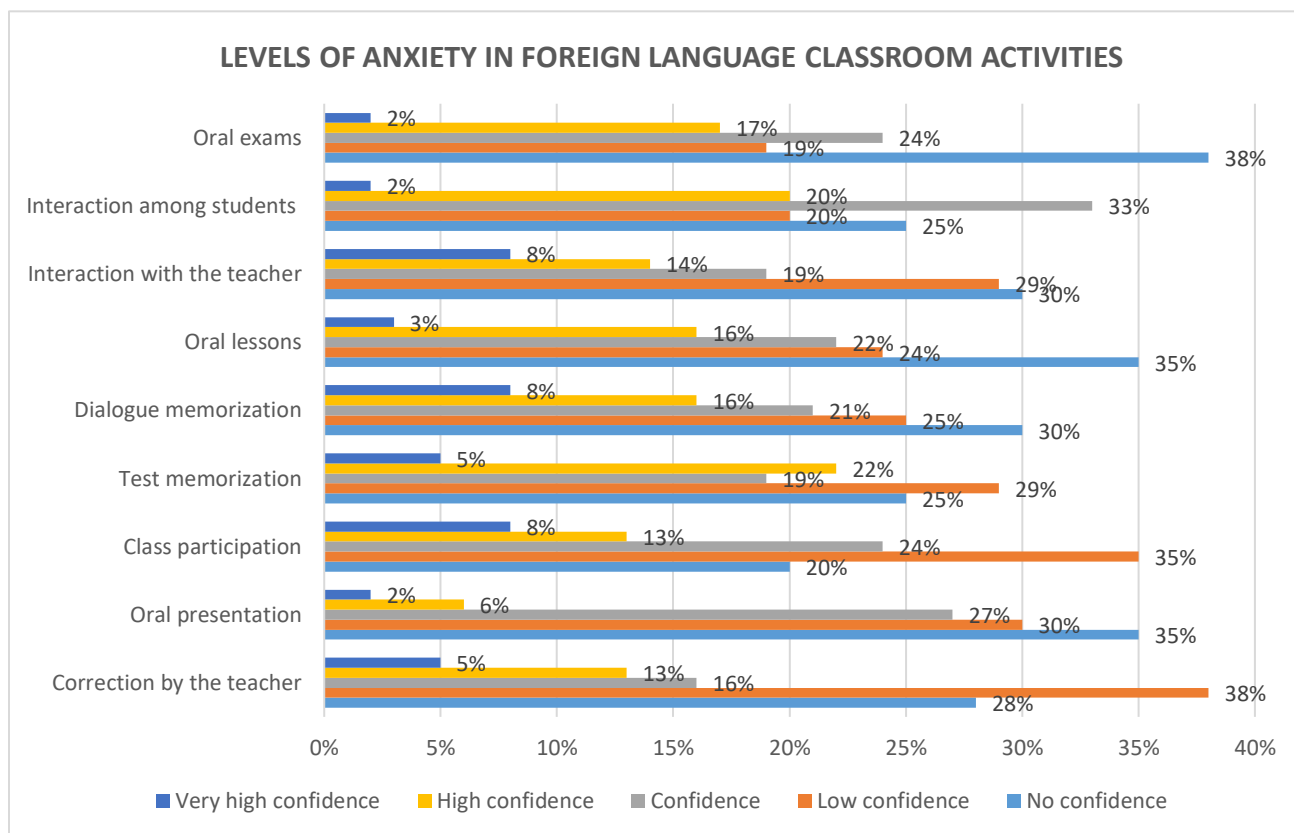
These are the results of the survey applied to 8th school year students of the “Victor Manuel Peñaherrera” Educational Unit, Ibarra Canton.

The aim of the survey was to gather important information for the design of strategies, knowing about the levels of anxiety and trust that students encounter when orally participating in the foreign language classroom. The questionnaires used for the survey provided important information on behaviors and interest that enabled these learners to speak English during classes, to work in groups or to participate.

#### 3.1 Levels of anxiety students experiment while doing activities in class

**Table 6. Levels of anxiety with foreign language classroom activities**

FOREIGN LANGUAGE CLASSROOM ACTIVITIES									
<b>ANXIETY LEVELS</b>  Fluency (F)  Percentage %	Correction by the teacher	Oral presentation	Class participation	Test memorization	Dialogue memorization	Oral lessons	Interaction with the teacher	Interaction among students	Oral exams
	No confidence	18F; 28%	22F; 35%	13F; 20%	16F; 25%	19F; 30%	22F; 35%	19F; 30%	16F; 25%
Low confidence	24F; 38%	19F; 30%	22F; 35%	18F; 29%	16F; 25%	15F; 24%	18F; 29%	13F; 20%	12F; 19%
Confidence	10F; 16%	17F; 27%	15F; 24%	12F; 19%	13F; 21%	14F; 22%	12F; 19%	20F; 33%	15F; 24%
High confidence	8F; 13%	4F; 6%	8F; 13%	14F; 22%	10F; 16%	10F; 16%	9F; 14%	13F; 20%	11F; 17%
Very high confidence	3F; 5%	1F; 2%	5F; 8%	3F; 5%	5F; 8%	2F; 3%	5F; 8%	1F; 2%	1F; 2%

**Graphic 2. Levels of anxiety with foreign language classroom activities**

Taken from: Inquest

Author: 8th Level Students - English Major 2019

### Analysis

This bar chart shows the levels of anxiety that students experience while they do specific activities in class. According to the data collected, the majority (62%) of the learners surveyed experience low confidence and no confidence during and oral exam. On the other hand, a small minority of them feel very high confidence in the previous statement. As can be seen in the second activity, there is a 57% of learners who feel confidence, very confidence and very high confidence while interacting with their classmates. They describe that they are very comfortable with each other. Nevertheless, just less half of them concluded that they experience low anxiety and normal anxiety during the above-mentioned task. In regard to the interaction with the teacher, the learners surveyed

estimated that there is a good friendship. In fact, there is only an 8% of them who think that the teacher creates normal anxiety during an interaction with teacher.

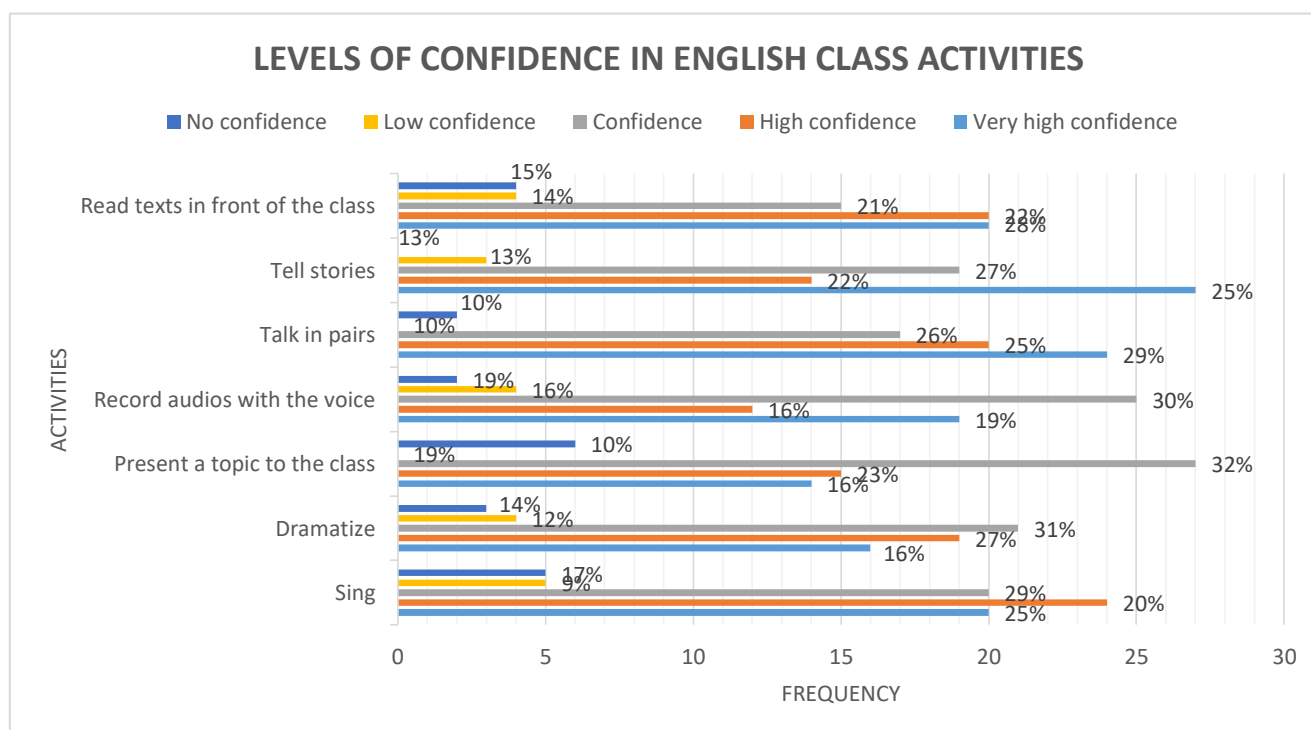
According to the next task that is the oral lesson, the vast majority of the learners concluded that they experience anxiety. Nevertheless, 35% and 24% of them are anxious and feel low confidence and no confidence while taking oral lessons. It shows that only a few of the learners feel very high confidence and high confidence. As can be seen in the next part learners feel confidence when participating in class with a total of 45%. In the case of dialogue memorization learners feel, low confidence and no confidence with 25% and 30%. The next activity shows the text memorization, and dialogue memorization, there result is 30% and 25% no confidence. The last two activities are correction by the teacher and oral presentation with 42% and 31% of low confidence and no confidence. The learners surveyed concluded that they feel normal anxiety while doing some of those previous tasks which is critical due to that we can suggest activities based on that observation.

### 3.2 Levels of confidence when students carrying out activities in the English class

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

ENGLISH CLASS ACTIVITIES							
CONFIDENCE LEVELS	Correction by the teacher	Dramatize	Present a topic to the class	Record audios with the voice	Converse in pairs	Tell stories	Read texts in front of the class
No confidence	5F ; 17%	3F ; 12%	6F ; 10%	2F ; 19%	2F ; 10%	0F ; 0%	4F ; 15%
Low confidence	5F ; 17%	4F ; 14%	0F ; 0%	4F ; 16%	0F ; 0%	3F ; 13%	4F ; 14%
Confidence	19F ; 29%	21F ; 31%	27F ; 32%	25F ; 30%	17F ; 26%	19F ; 27%	15F ; 21%
High confidence	24F ; 20%	19F ; 27%	15F ; 23%	12F ; 16%	20F ; 25%	14F ; 22%	20F ; 22%
Very high confidence	20F ; 25%	16F ; 16%	14F ; 16%	19F ; 19%	24F ; 29%	27F ; 25%	20F ; 28%

**Graphic 3. Levels of confidence during activities in the English class**



Taken from: Inquest

Author: 8th Level Students - English Major 2019

## Analysis

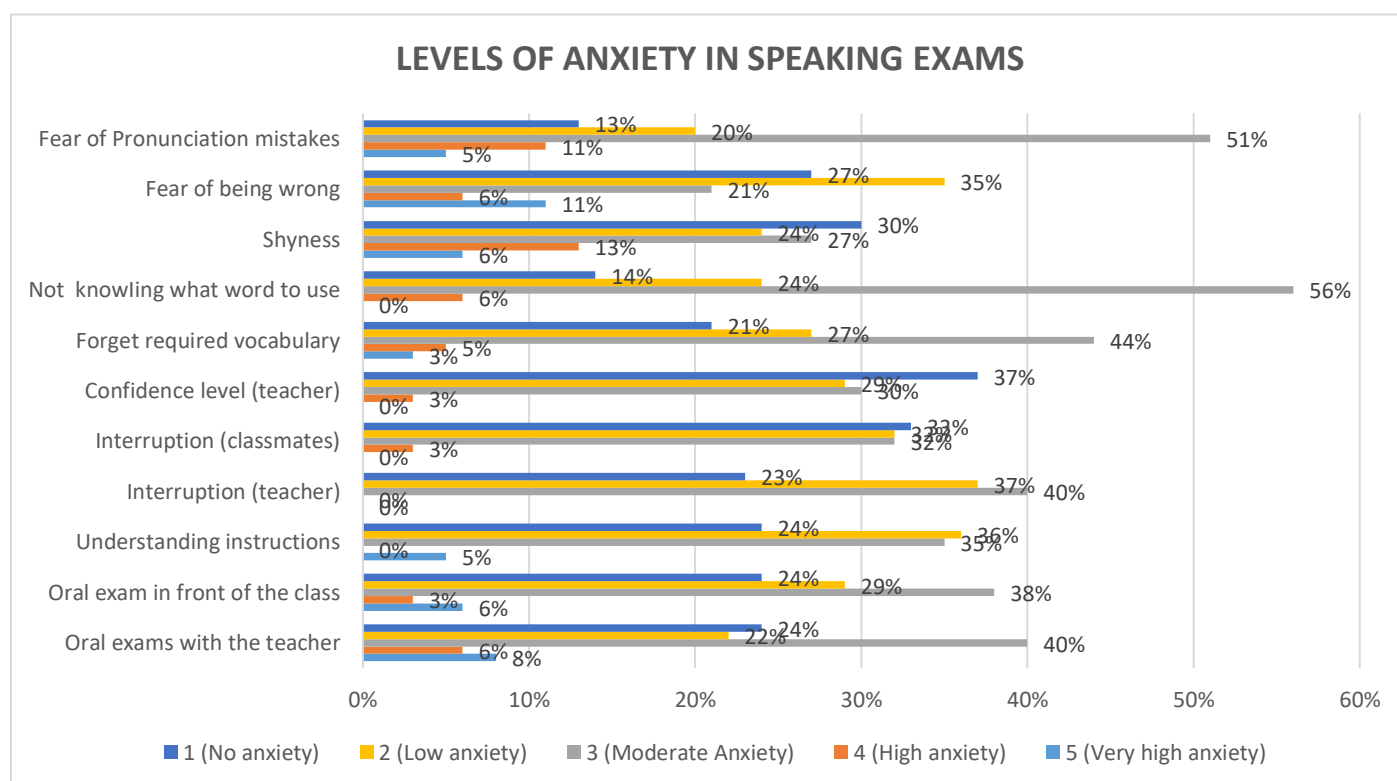
This bar chart shows the levels of confidence that learners experience while they perform specific activities in English classes. Based on the data collected, a vast majority of learners feel comfortable while singing in the class whereas a small minority of them feel uncomfortable due to they do not like to sing in front of the class. As can be seen in the next activity, a significant number of the learners surveyed concluded that they feel confident while dramatizing. Nevertheless, 14% of learners feel no confidence. On the other hand, quite a lot of the learners surveyed feel confident during a presentation of a topic. Half of them feel normal confidence when doing the previous task. Nonetheless, a small minority feels no confidence. Thirty percent of the learners estimated that recording their voices make them feel confident. Additionally, over half (16%) (19%) feel high confidence and very high confidence while doing the mentioned activity. The next activity points out that a big majority of the learners surveyed experience high confidence and very high confidence while talking in pairs whereas a small minority (10%) points out that they experience no confidence when doing the mentioned activity. Twenty-five percent of the learners surveyed affirm that they experience confidence while telling a story. Furthermore, only a few of them (13%) experience low confidence. Additionally, a vast majority of the learners (22%) (28%) said that they experience high and very high experience when reading texts in front of the class whereas a small minority (15%) said that they experience no confidence in the mentioned activity. Also, a significant number of the learners experience confidence when doing most of the activities that were mentioned previously such as singing, dramatizing, presenting a topic, recording audios with their voices, talking in pairs, telling stories and reading texts in front of the class. Furthermore, only a few feel no confidence when doing those mentioned activities.

### 3.3 Aspects of the oral exam in the foreign language that generates greater states of anxiety

**Table 8. Levels of anxiety with speaking exams**

SPEAKING EXAM											
ANXIETY LEVELS ■ Fluency (F) □ Percentage %	Individual oral exam with the	Individual oral exam in front of the class	Understanding instructions	Interruption (teacher)	Interruption (classmates)	Confidence level (teacher)	Forget required	Not knowing what word to	Shyness	Fear of being wrong	Fear of making pronunciation mistakes
	5 (Very high anxiety)	5F; 8%	4F; 6%	3F; 5%	0F; 0%	0F; 0%	0F; 0%	2F; 3%	0F; 0%	4F; 6%	7F; 11%
4 (High anxiety)	4F; 6%	2F; 3%	0F; 0%	0F; 0%	2F; 3%	2F; 3%	3F; 5%	4F; 6%	8F; 13%	4F; 6%	7F; 11%
3 (Moderate Anxiety)	25F; 40%	24F; 38%	22F; 35%	26F; 40%	20F; 32%	19F; 30%	28F; 44%	35F; 56%	17F; 27%	13F; 21%	32F; 51%
2 (Low anxiety)	14F; 22%	18F; 29%	23F; 36%	24F; 37%	20F; 32%	18F; 29%	17F; 27%	15F; 24%	15F; 24%	22F; 35%	13F; 20%
1 (No anxiety)	15F; 24%	15F; 24%	15F; 24%	15F; 23%	21F; 33%	24F; 37%	13F; 21%	9F; 14%	19F; 30%	17F; 27%	8F; 13%

**Graphic 4. Levels of anxiety with speaking exams**



Taken from: Inquest

Author: 8th Level Students - English Major 2019

**Analysis:**

This bar chart describes the different levels of anxiety students have when taking an oral exam, more specifically when speaking just with the teacher. As demonstrated in the chart, there is 40% of the participants who affirm to experience moderate anxiety while speaking with the teacher individually. On the other hand, only a few participants experience high anxiety and very high anxiety while doing the mentioned aspect. Besides, a vast majority of the participants experience normal anxiety whereas a small minority of them experience high and very high anxiety. The next activity states the levels of anxiety when speaking in front of the class individually. It can be inferred that the half of the learners feel no anxious and low anxious in an oral exam in front of the class. Nonetheless, a small minority (3%) (6%) feel high anxious and very high anxious in the above aspect. In the next activity is shown the levels of anxiety that learners experience while understanding instructions. It can be concluded that a vast majority of the participants experience low anxiety and moderate anxiety in almost the same number. None of the participants affirm that they experience high anxiety while understanding an instruction. In the next activity illustrates the levels of anxiety that the learner experience when he/she is interrupted by the teacher. From the chart, it can be concluded that none of the participants affirm to experience very high and high anxiety when being interrupted. However, a vast majority (37%) (40%) responded that they experience normal anxiety and low anxiety respectively. In addition, the levels with more anxiety have not been taken into account. A significant number of participants experience anxiety in low terms. The next activity gives some information when learners are interrupted by their classmates. As can be seen in the chart, there are two equal percentages (32%) that show normal anxiety and low anxiety and a similar percentage that shows no anxiety whereas just 3% of the participants affirm to experience high anxiety. To sum up, the three levels that have the lowest levels of anxiety in the chart are mostly taken into account by the participants.



The other activity presents the levels of anxiety that the learners have with regard to the level of confidence with the teacher. From the chart, it can be inferred that there is a vast majority of participants who affirm not to experience high anxiety levels with the teacher (confidence). In addition, the three levels that have the lowest levels of anxiety in the chart are mostly taken into account by the participants whereas the highest ones are not taken at all.

The next activity shows the levels of anxiety that learners have when they forget required vocabulary in an oral exam. A vast majority of the participants (44%) affirm that they feel moderate anxious, 27% of them feel lowly anxious, and 21% of them feel no anxious.

In addition, there is a decrease in the levels of anxiety from anxiety which is the normal to no anxiety. Only a few of them feel highly anxious and very highly anxious.

The following activity describes the levels of anxiety that a learner can have when not knowing what word to use. The majority of the learners (56%) said that they experience moderate anxiety whereas a small minority said that they experience high anxiety and no one very high anxiety.

The following activity describes the levels of anxiety that a learner can have when being shy. A vast majority (24%) (30%) said that they experience low anxiety and no anxiety whereas a small minority said that they experience high anxiety and very high anxiety. From the chart, it can be concluded that a significant number of participants experience from normal anxiety to low anxiety when being shy.

In the next activity is illustrated the levels of anxiety that the learner experience when feeling fear of being wrong. A vast majority (35%) (27%) responded that they experience no anxiety and low anxiety respectively. And a small minority said that they experience high anxiety and very high anxiety. In the last activity the majority of learners 51% feel moderate anxiety when they feel fear

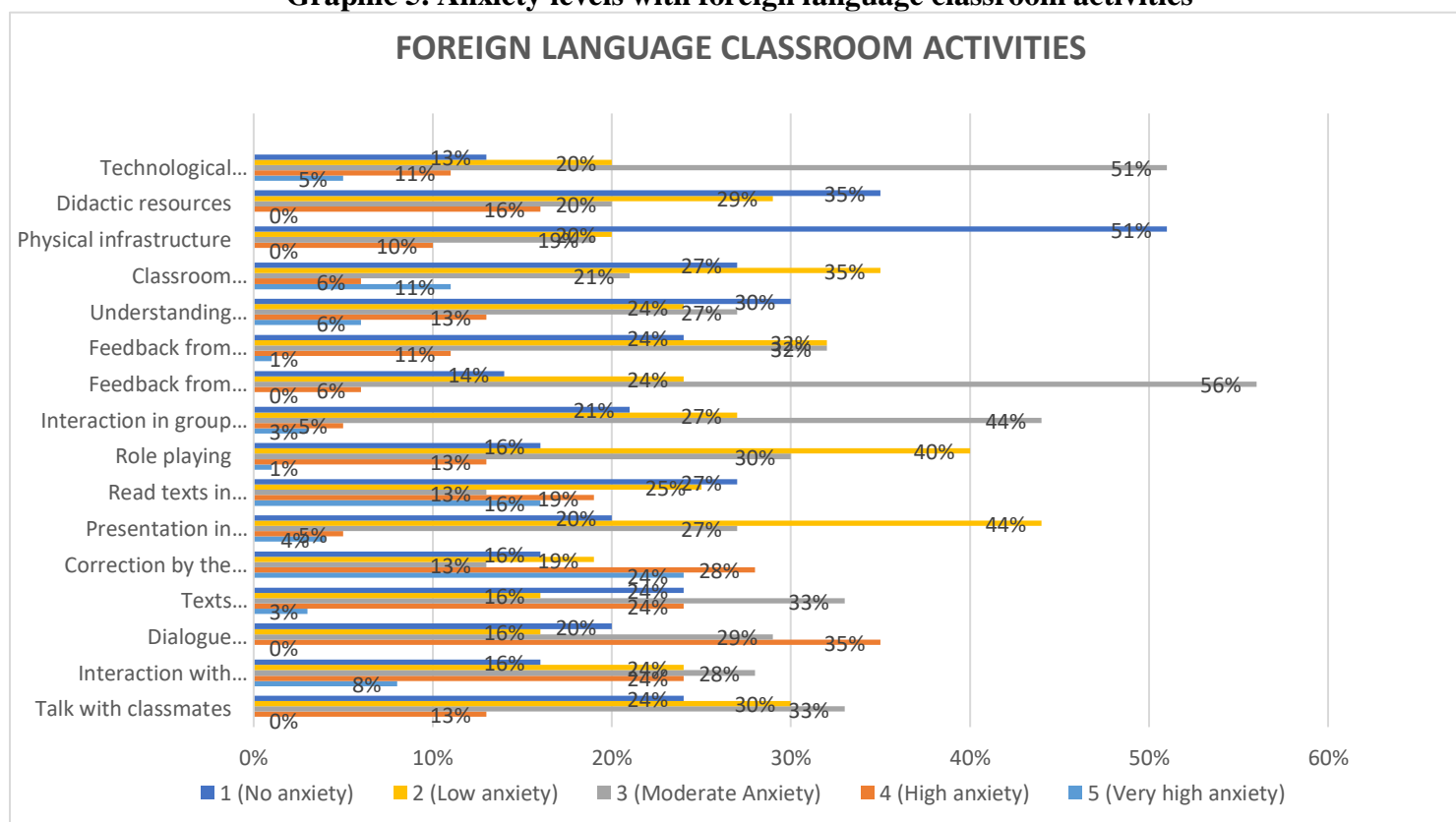
of making pronunciation mistakes, 20% and 30% in low anxiety and no anxiety and a vast minority feel high and very high anxiety feeling fear of making pronunciation mistakes.

### 3.4 Observation sheet of foreign language class

**Table 9. Anxiety levels with foreign language classroom activities**

FOREIGN LANGUAGE CLASSROOM ACTIVITIES																
ANXIETY LEVELS Fluency (F) Percentage %	Talk with classmates	Interaction – Teacher/ – Student	Dialogues memorization	Texts memorization	Correction by the	Presentation in	Read texts in front of the	Role playing	Interaction in group work	Feedback from	Feedback from	Understanding	Classroom management	Physical infrastructure	Didactic Resources	Technologica
	5 (Very high anxiety)	0F; 0%	5F; 8%	0F; 0%	2F; 3%	15F; 24%	2F; 4%	10F; 16%	1F; 1%	2F; 3%	0F; 0%	1F; 1%	4F; 6%	7F; 11%	0F; 0%	0F; 0%
4 (High anxiety)	8F; 13%	15F; 24%	22F; 35%	15F; 24%	18F; 28%	3F; 5%	12F; 19%	8F; 13%	3F; 5%	4F; 6%	7F; 11%	8F; 13%	4F; 6%	6F; 10%	10F; 16%	7F; 11%
3 (Moderate Anxiety)	21F; 33%	18F; 28%	18F; 29%	21F; 33%	8F; 13%	17F; 27%	8F; 13%	19F; 30%	28F; 44%	35F; 56%	20F; 32%	17F; 27%	13F; 21%	12F; 19%	13F; 20%	32F; 51%
2 (Low anxiety)	19F; 30%	15F; 24%	10F; 16%	10F; 16%	12F; 19%	28F; 44%	16F; 25%	25F; 40%	17F; 27%	15F; 24%	20F; 32%	15F; 24%	22F; 35%	13F; 20%	18F; 29%	13F; 20%
1 (No anxiety)	15F; 24%	10F; 16%	13F; 20%	15F; 24%	10F; 16%	13F; 20%	17F; 27%	10F; 16%	13F; 21%	9F; 14%	15F; 24%	19F; 30%	17F; 27%	32F; 51%	22F; 35%	8F; 13%

**Graphic 5. Anxiety levels with foreign language classroom activities**



Taken from: Inquest

Author: 8th Level Students - English Major 2019

**Analysis:**

The bar chart gives the results of proportions of 8th level students who experience different anxiety levels in oral production exercises in the foreign language class.

As shown in the Bar chart, 33% of students feel anxious when talking with classmates. 52% of surveyed students experiment moderate anxiety and high anxiety when interacting with the teacher. 46% of learners feel a moderate anxiety and high anxiety when memorizing dialogues. 57% of participants feel a moderate anxiety and high anxiety when memorizing texts. On the other hand one of the activities with 52% of high anxiety and very high anxiety is the corrections by the teacher. 44% of students feel low anxiety when making a presentation in front of the class. 52% of the learners feel low anxiety and no anxiety when reading texts in front of the class. 70% of the students feel moderate anxiety and low anxiety when role playing. Only an 8% of the learners feel high anxiety and very high anxiety when interacting with a group work. 56% of the learners feel moderate anxiety by the feedback from the teacher. 56% of the Learners feel low anxiety and no anxiety by their classmate's feedback. 51% of the students experiment moderate anxiety and low anxiety when misunderstanding instruction in an English class. 62% of the interviewed people experiment low anxiety and no anxiety in regard to classroom management. 51% of the learners feel no anxiety in regard to physical infrastructure. 64% of the learners feel low anxiety and no anxiety in regard to didactic resources. 51% of the participants feel moderate anxiety in regard to technological resources. These results demonstrates that new ways to manage the different levels of anxiety could be implemented.

## CHAPTER IV

### 4. PROPOSAL

#### 4.1 Proposal title

JOYFUL LEARNING

##### 4.1.1 Importance of the proposal

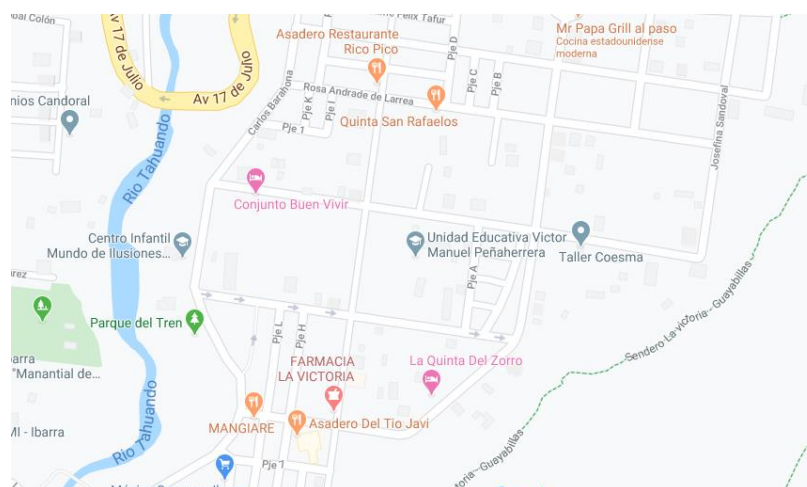
"JOYFUL LEARNING" is a guide provided for 8<sup>th</sup> level students at Educational Unit “Victor Manuel Peñaherrera”, designed with interesting topics and useful activities in order to practice oral production exercises.

This guide was developed with the intention of helping students reduce the effects of anxiety while developing English-class activities. In addition, it is important to improve the self-esteem of the students in order to have good oral performance in the different activities carried out in the English classes.

##### 4.1.2 Location

This project, which was approved by institutional authorities, was built at Educational Unit “Victor Manuel Peñaherrera” in the city of Ibarra during the 2018-2019 school year.

**Graphic 6. Educational Unit “Victor Manuel Peñaherrera” Ibarra**



Taken from: Google Maps, 2019

Author: Google Maps, 2019

# JOYFUL LEARNING

*Let's Learn and Increase your Self Esteem*

---



# Unit 1



## I SING, I LEARN

- God Only Know
- Wonderwall
- Diamonds
- Beat it

# Unit 2



## GET YOUR BRAIN WORKING

- Story telling
- Broken phone
- Tongue twister
- I have, Who has?

# Unit 3



## ROLE PLAY !!

- Acting Out your favorite character
- Roles Playing "Inside Out" scene

**JOYFUL LEARNING**



# Unit 1

## I SING, I LEARN

Let's start singing.

### Unit objective:

To develop fluency through songs in English.

### Contents:

- Song lyrics
  - God only knows
  - Wanderwall
  - Diamonds
  - Beat it.
- Name and description of the activity.
- Materials required in each activity.
- Process or development of the activity.
- Activity.
- Vocabulary review
- Extra material.
- Time required.





**ACTIVITY #1.****NAME. LEAVE THE ART ASIDE****DESCRIPTION:** Act out different situations**PROCESS:**

- Teacher reads lyrics aloud while Ss listen carefully
- Students listen to the song. (Twice)
- Students practice their pronunciation while listening the song.
- Play and sing the song
- Guided oral practice: How do you feel now?

**ROLE PLAY:**

- Divide students into groups of 4
- Assign classroom situation to roleplay (a – g)
- Students talk about their feelings while role playing.
- Teacher`s conclusions.

**MATERIALS:**

- Video (code QR)
- QR codes reader (smartphone app)
- Material required
- Worksheet

**TIME REQUIRED:**

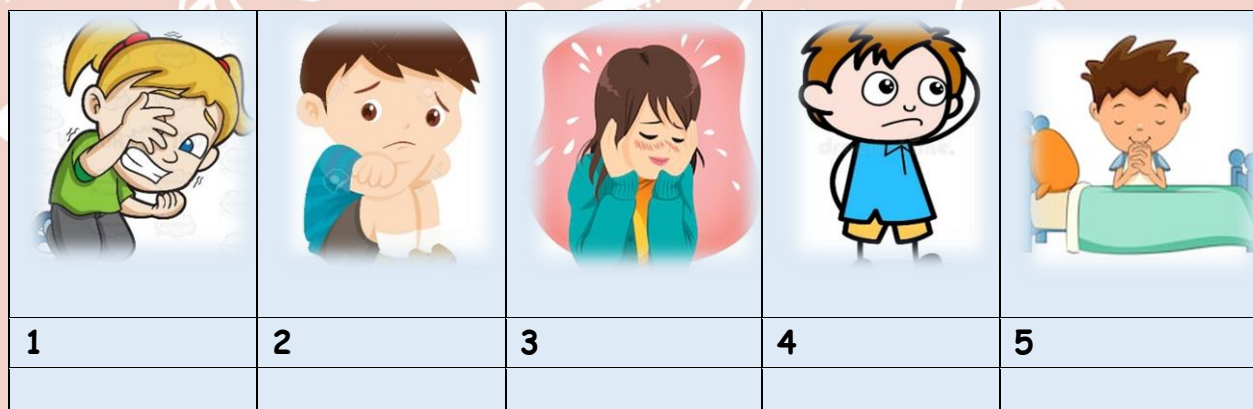
(2 academic hours 130 min)

**VOCABULARY REVIEW (Answer key)**

1= AFRAID, 2= LONELY, 3= ASHAMED, 4= BLAME, 5=BELIEVE.

## VOCABULARY REVIEW

1. Label the pictures with the words from the vocabulary. (Time required 10 minutes)



- **AFRAID:** to feel fear or worry
- **BELIEVE:** to think that something is true, or that what someone says is true
- **LONELY:** sad because you are not with other people.
- **ASHAMED:** feeling angry and disappointed about someone or something, or because you have done something wrong.
- **BLAME:** to say or think that someone or something has done something bad

Those definitions were taken from Cambridge dictionary.

2. Find the words from the vocabulary in the alphabet soup.

Z S D J G A A E L N L E E F K	BLAME
D U V B R K F X R U I B E E K	AFRAID
J I O W E M R Z Z X L K E G O	BELIEVE
Z T W R X L A R X A Y D Q X L	LONELY
M M P A P L I Z M N L H F R J	ASHAMED
Z G T Z P V D E F L E C H N U	
G I I J O S R T V Y N G M B N	
J V U W W R H Q D E O E H H N	
D L C I D T N J I E L D S F B	
L A Z D H P M O W Y M M N K G	
X A J N Q E E P E Z N A Y K B	
Q D B P U C J P I H Y X H P L	
R D O B R K W P D S M O C S H	
T T F N K A V H P O T S Z T A	
P H B P L D T N H A C B A A V	

This alphabet soup was created by “word search generator” online app

Código QR letra



Código QR video



### SITUATION TO ROLEPLAY (a - g)



- |   |
|---|
| 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 break up.             |
| g) Feeling regret an argument with classmate/ friend. |

**ACTIVITY #2.****NAME. LET'A SHOW IT THROUGH PICTURES****DESCRIPTION:** Make a colorful collage.**PROCESS:**

- Teachers reads lyrics aloud while Ss listen carefully
- Students listen to the song. (Twice)
- Students practice their pronunciation while listening the song.
- Play and sing the song
- Guided oral practice: How do you feel now?

**COLLAGE:**

- Divide students into groups of 4
- Give them a cardboard sheet.
- Students use their magazines to cut some pictures related to the topic.
- Students talk about the collage using key words. (presentation)
- Teacher`s conclusions.

**MATERIALS:**

- Video (code QR)
- Material required
- Worksheet
- Magazines

**TIME REQUIRED:**

(2 academic hours 130 min)

**VOCABULARY REVIEW (Answer key)**

1= save, 2= walk, 3= Like, 4= blinding, 5= lead, 6= throw, 7= have, 8= feel, 9= Realize.

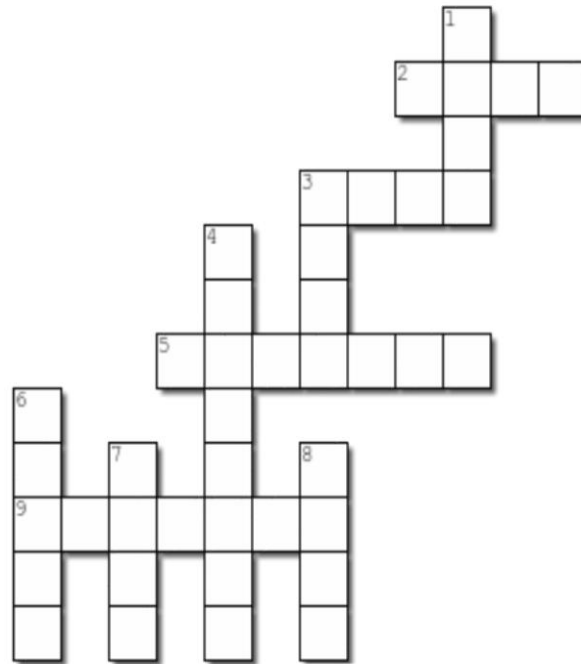
Fill in the missing vowels.

Name: \_\_\_\_\_

## VOCABULARY REVIEW

## Wonderwall

Complete the crossword



Created using the Crossword Maker on TheTeachersCorner.net

### Horizontal

2. to move forward by putting one foot in front of the other and then repeating the action
3. to enjoy something or think that someone or something is nice
5. describes a path, road, river, etc. that turns a lot and is not straight
9. to notice or understand something that you did not notice or understand before

### Vertical

1. to keep money so that you can buy something with it in the future
3. to show someone where to go, usually by taking them to a place
4. extremely bright
6. to make something move through the air by pushing it out of your hand
7. used for saying what or who is yours
8. to experience happiness, sadness, fear, etc.

S \_ V \_



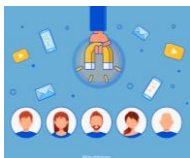
W \_ L K



L \_ K \_



L \_ \_ D



F \_ \_ L



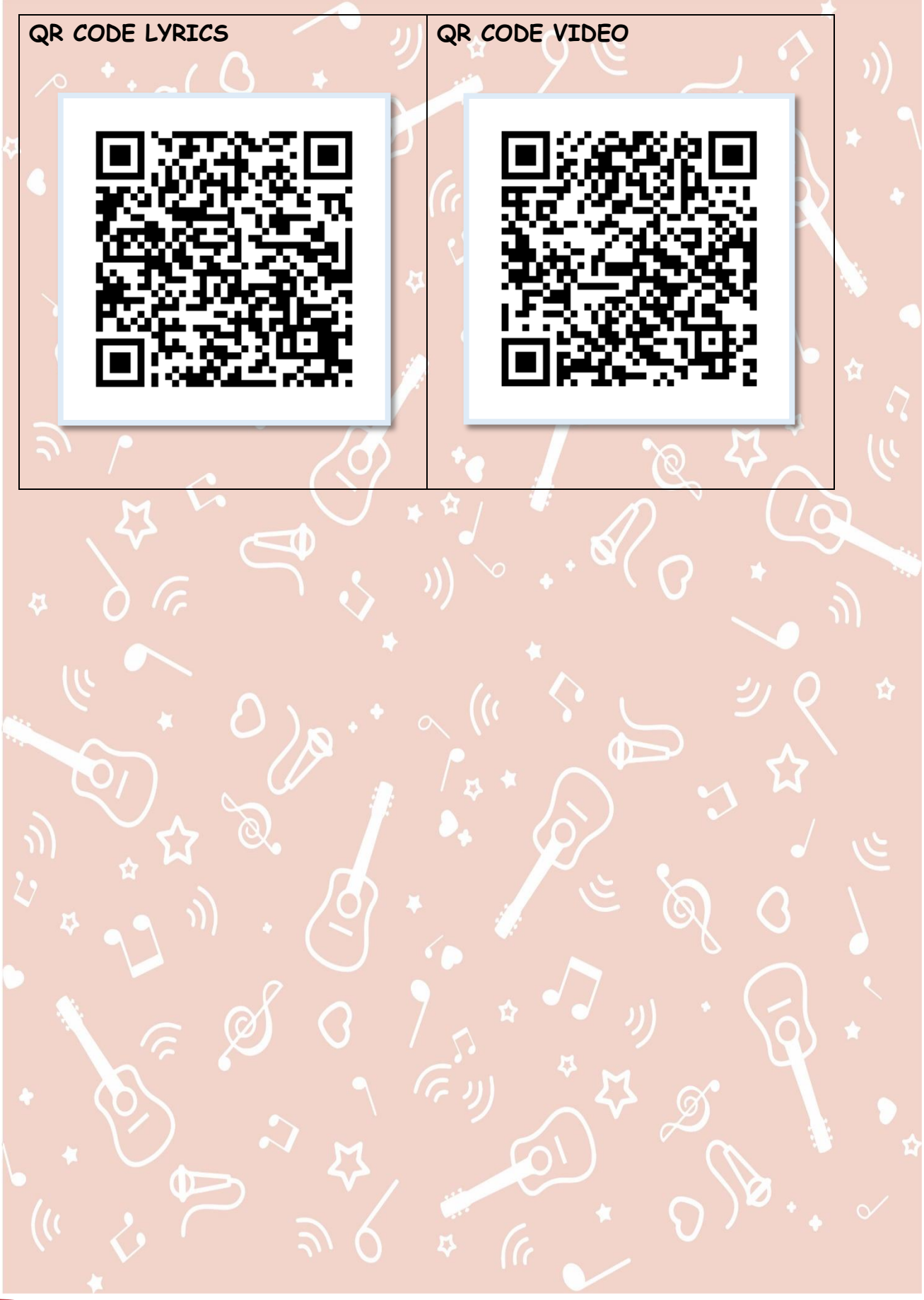
H \_ V \_



QR CODE LYRICS



QR CODE VIDEO



**ACTIVITY #3.****NAME. REORDER TO FIND IT****DESCRIPTION:** Find the hidden message.**PROCESS:**

- Teachers reads lyrics aloud while Ss listen carefully
- Students listen to the song. (Twice)
- Students practice their pronunciation while listening the song.
- Play and sing the song
- Guided oral practice: How do you feel now?

**PUZZLE:**

- Divide the class into 5 groups.
- Give them the pieces of a puzzle.
- Students find the hidden messages in their puzzles.
- Students read their puzzle message to the class.
- Teacher`s conclusions.

**MATERIALS:**

- Video (code QR)
- Material required
- Worksheet
- Puzzles

**TIME REQUIRED:**

(2 academic hours 130 min)

**VOCABULARY REVIEW (Answer key)**

Answers may vary.

### VOCABULARY REVIEW

Make acrostics to the following words. You should use words related to the main one.

D \_\_\_\_\_  
 I \_\_\_\_\_  
 A \_\_\_\_\_  
 M \_\_\_\_\_  
 O \_\_\_\_\_  
 N \_\_\_\_\_  
 D \_\_\_\_\_



B \_\_\_\_\_  
 E \_\_\_\_\_  
 A \_\_\_\_\_  
 U \_\_\_\_\_  
 T \_\_\_\_\_  
 I \_\_\_\_\_  
 F \_\_\_\_\_  
 U \_\_\_\_\_  
 L \_\_\_\_\_



H \_\_\_\_\_  
 A \_\_\_\_\_  
 P \_\_\_\_\_  
 P \_\_\_\_\_  
 Y \_\_\_\_\_



B \_\_\_\_\_  
 R \_\_\_\_\_  
 I \_\_\_\_\_  
 G \_\_\_\_\_  
 H \_\_\_\_\_  
 T \_\_\_\_\_



A \_\_\_\_\_  
 L \_\_\_\_\_  
 I \_\_\_\_\_  
 V \_\_\_\_\_  
 E \_\_\_\_\_





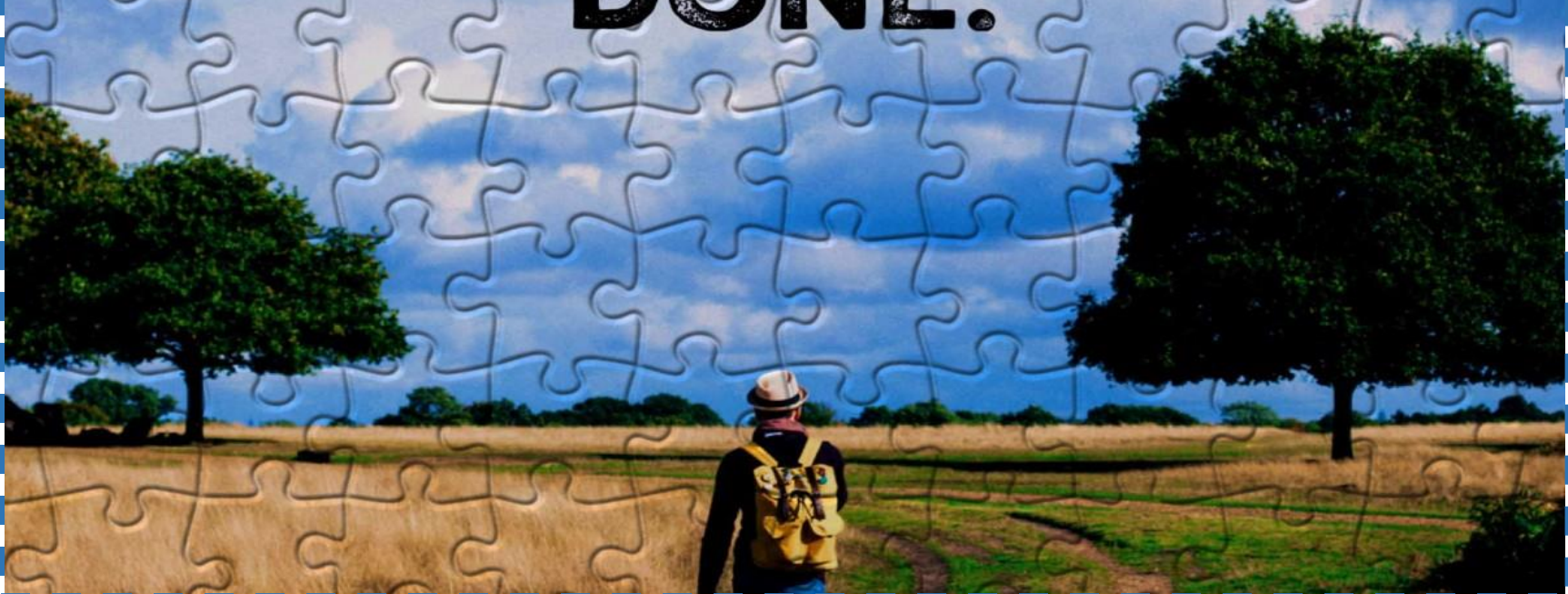
1

A graphic featuring a puzzle pattern over a landscape. The landscape includes a white house with a dark roof, green shutters, and a person in an orange jacket in the foreground. The background shows rolling green hills and a blue sky with light clouds. The text is centered and reads: 

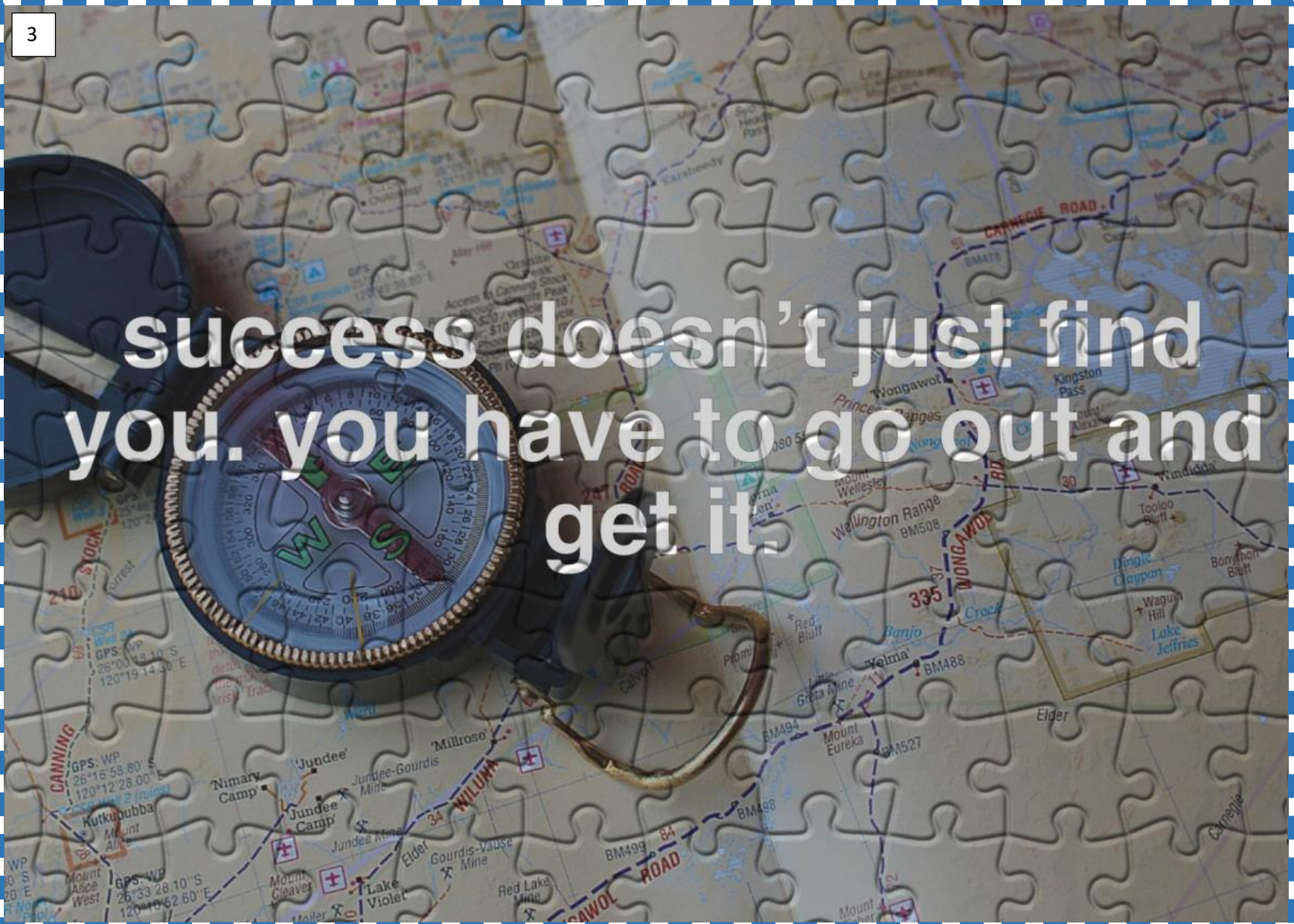
**YOUR LIMITATION – IT'S ONLY  
YOUR IMAGINATION.**

2

**DON'T STOP WHEN  
YOU'RE TIRED.  
STOP WHEN YOU'RE  
DONE.**



3

A puzzle map with a compass and the text "success doesn't just find you. you have to go out and get it." The puzzle pieces are arranged in a grid pattern, and the map shows various geographical features and roads. A compass is placed over the puzzle, pointing towards the top right. The text is overlaid in a large, white, sans-serif font.

success doesn't just find  
you. you have to go out and  
get it.

4

**SOMETIMES LATER  
BECOMES NEVER.  
DO IT NOW.**

The image features a motivational quote centered on a background of interlocking puzzle pieces. The puzzle pieces are arranged in a grid, with a vibrant sunset or sunrise scene visible through the center. The sky transitions from a bright yellow at the horizon to a deep orange and red at the top. The foreground shows dark, rocky terrain. The quote is written in a bold, white, sans-serif font with a slight 3D effect, making it stand out against the colorful background.

5



**DON'T WAIT FOR  
OPPORTUNITY.  
CREATE IT.**

6

***PUSH YOURSELF,  
BECAUSE NO ONE ELSE  
IS GOING TO DO IT  
FOR YOU.***



QR CODE LYRICS



QR CODE VIDEO



QR CODE PUZZLE #1



QR CODE PUZZLE #2



QR CODE PUZZLE #3



QR CODE PUZZLE #4



QR CODE PUZZLE #5



QR CODE PUZZLE #6



Those images were taken from 17 motivational quotes, and the puzzles were created by "picture to people" online app.

**ACTIVITY #3.****NAME. GET INTO THE NOTE.****DESCRIPTION:** Continue singing without the track.**PROCESS:**

- Teachers reads lyrics aloud while Ss listen carefully
- Students listen to the song. (Twice)
- Students practice their pronunciation while listening the song.
- Play and sing the song
- Guided oral practice: How do you feel now?

**LISTEN, STOP AND CONTINUE SINGING:**

- Students take turns to sing.
- Teacher plays the track and during the track and put it lower the volume to let student sing without listening the track.
- Students sing and continue singing when the track stops listening to get into the note when it is played again.
- Teacher's conclusions.

**MATERIALS:**

- Video (code QR)
- Material required
- Worksheet

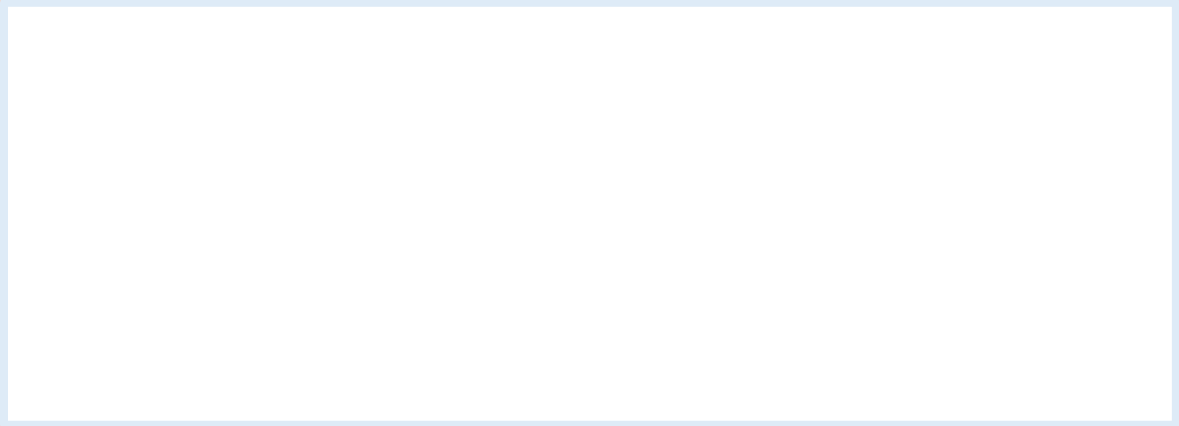
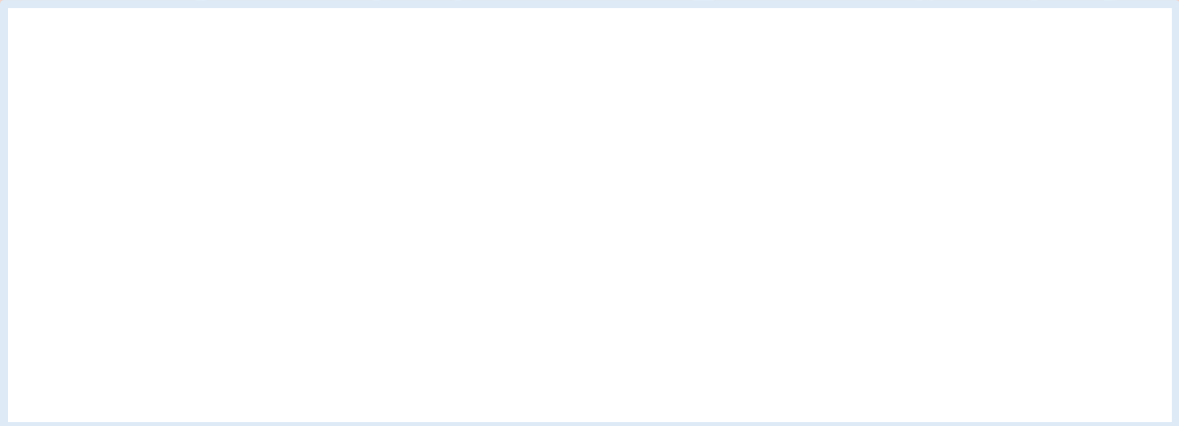
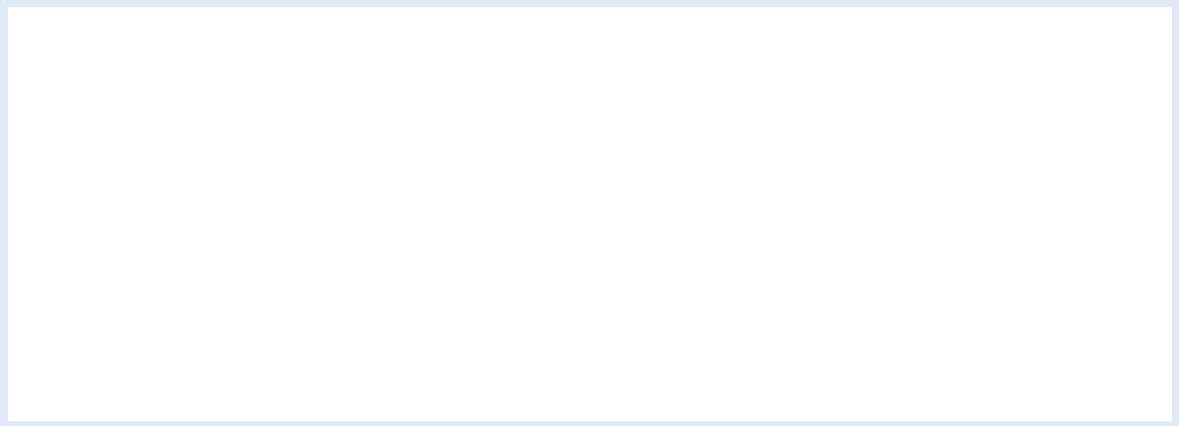
**EQUIPMENT**

- Computer- speaker- projector.

**TIME REQUIRED:**(2 academic hours 130 min) **VOCABULARY****REVIEW (Answer key)** Answers may vary.



1. Draw the three main scenes from your life that come to your mind while listening the song.



QR CODE LYRICS



QR CODE VIDEO LYRICS



# Unit 2

## GET YOUR BRAIN WORKING

Play it, win it,  
and get it.

### Unit objective:

To develop self-esteem in oral production through little warm ups.

### Contents:

- Warm ups.
  - Say it in your way
  - Broken Phone
  - Tongue Twister
  - I have, who has?
- Name and description of the activity.
- Materials required in each activity.
- Process or development of the activity.
- Activity.
- Time required.



**ACTIVITY #1****NAME:** SAY IT IN YOUR WAY.**DESCRIPTION:**

Storytelling is an ancient and valuable art that extends around the globe, students develop their own storytelling talents, apply the techniques of storytelling, create storytelling guides, and perform a story for an audience. This unit can be taught to an entire classroom or given as a self-directed extension activity.

**PROCESS:**

- Teachers divides the class into groups, and gives them a worksheet that contains a graphic story.
- Students use the key words to make their own story in the group.
- Students read their short story to the class.
- Each group should participate with their own short story.
- Teacher`s conclusions.

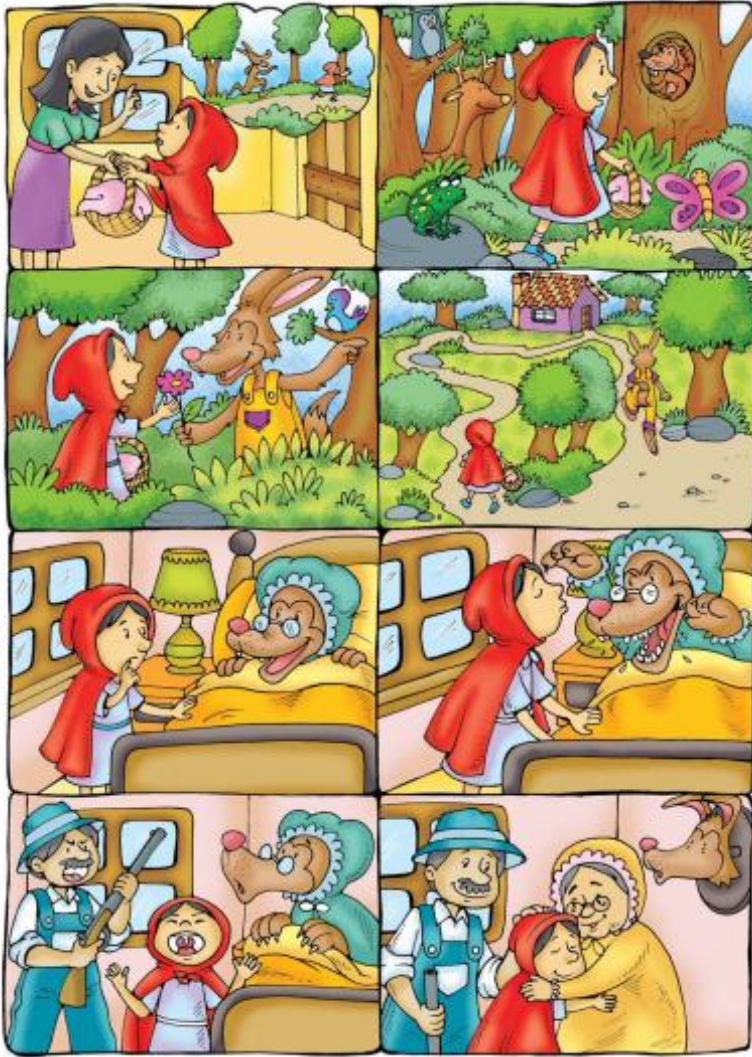
**MATERIALS:**

- Worksheet

**TIME REQUIRED:**

(45 min 1 academic hour)

STORY #1



KEY WORDS

- Walk= caminar
- Food = comida
- Long path = camino largo
- Short path = camino corto
- Get scare = asustarse
- Big mouth = boca grande
- Big eyes = ojos grandes

CHARACTERS

- Snow White = Blancavieives
- Wolf = lobo
- Mother = mamá
- Grandmother= abuela
- Woodcutter = leñador

---



---



---



---



---



---



---



---



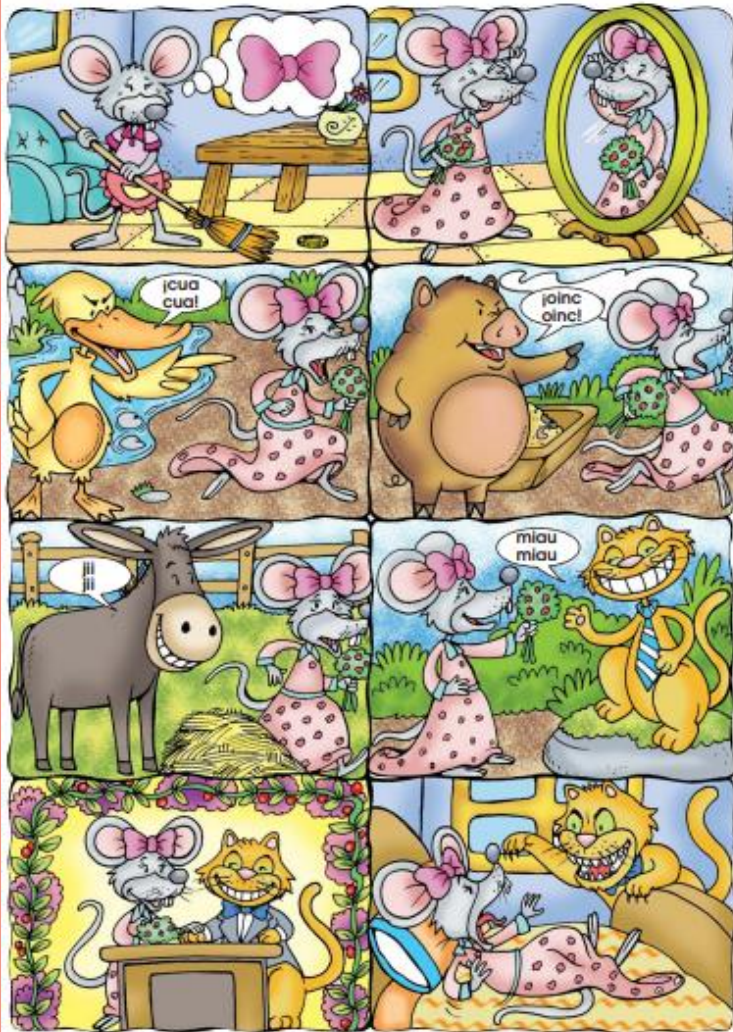
---



---

THE END

## STORY #2



## KEY WORDS

- mirror = espejo
- hair tie = lazo
- want to marry = quiere casarse
- conquer = conquistar
- run away = escapar

## CHARACTERS

- little mouse = rartoncita
- duck = pato
- pig = cerdo
- donkey = burro
- cat = gato

---



---



---



---



---



---



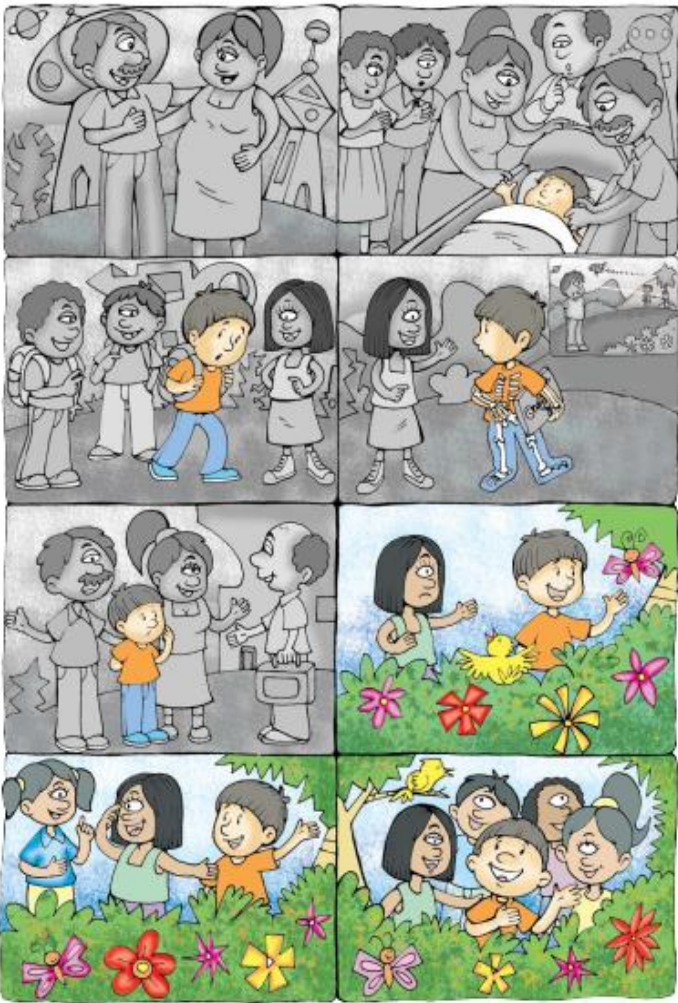
---

THE END

ABCD

12345

## STORY #3



## Key Words

- Cyclops = Cíclopes
- Parents love = amor de padres
- Difference = diferencia
- Colorful = colorido
- No color = sin color

## Characters

- Parents = padres
- Family = familia
- Friends = amigos
- Classmates = compañeros
- Animals = animales

---



---



---



---



---



---



---



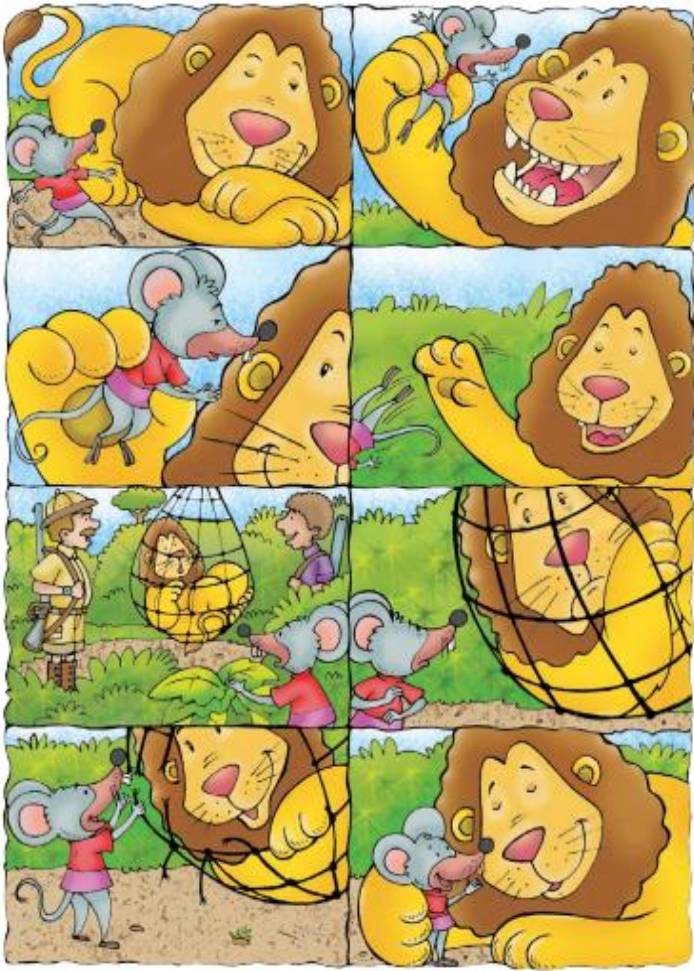
---



---

THE END

## STORY# 4



## Key words

- Catch = atrapar
- Eat = comer
- Talk = hablar
- Help = ayudar
- Friends = amigos

## Characters

- Mouse = ratón
- Lion = león
- Hunter = cazador

THE END



**ACTIVITY #2****NAME: BROKEN PHONE.****DESCRIPTION:**

In English there is a children's game (broken telephone) in which each child whispers a message to a neighbor, and as it passes down a line of children a very different message emerges.

**PROCESS:**

- First the class is divided into a few groups, with about ten in each group.
- Then choose one person in the group to tell him or her a sentence, which he or she must memorize and pass on to the next person, by whispering.
- The next person will pass the sentence down the line to the next and so on until it finally gets to the last person in the group. That person in the group has to stand up and say what the sentence is.

**MATERIALS:**

No material needed

**TIME REQUIRED:**

(15 min)

## HARD PHRASES FOR THE BROKEN TELEPHONE GAME



Roger racketed seventeen balls against Sylvester alone.

Bob the builder rented Oswald's apartment and borrowed Noddy's car.

A pink pig and a pesky donkey flew a kite at night.

Rabbits rumble, giants grumble, dogs bark in the dark, and wolves woo in the blue.

Wednesday is the hump day, but is the camel happy about it.

The Martians invested in shares when the NASDAQ dropped several feet.

Alex the Alsatian ate eleven Éclairs in the evening with an Espresso.

The angry birds ate candy and crushed the subway surfer.

I'd love eating toasted cheese and tuna sandwiches.

The quick brown fox jumps over the lazy dog and says hello to the cat.

**ACTIVITY #3****NAME:****TONGUE TWISTER.****DESCRIPTION:**

Tongue twisters are a great way to practice and improve pronunciation and fluency. They can also help to improve accents by using alliteration, which is the repetition of one sound. They're not just for kids, but are also used by actors, politicians, and public speakers who want to sound clear when speaking.

**PROCESS:**

- First the class is divided into a few groups, with about ten in each group.
- Teacher projects the video about tongue twisters for students to practice.
- Pronunciation practice guided.
- Then choose one person in the group to practice the tongue twister in the front of the class.
- Teacher conclusions.

**MATERIALS:**

Worksheet

Video (QR CODE)

**TIME REQUIRED:**

(15 min)

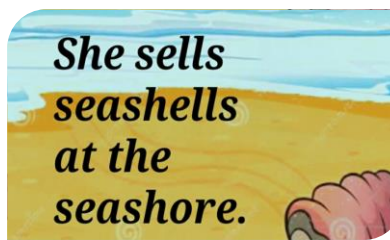
QR CODE 10 TONGUE TWISTER



The big fat cat  
sat on the  
rat.



She sells  
seashells  
at the  
seashore.



Double bubble  
gum bubbles  
double.



Lucy loves  
lemon and  
lime.



Give papa a  
proper cup of  
coffee in a  
copper coffee  
cup.



Billy blows  
big blue  
bubbles.



Flies fly but  
a fly flies.



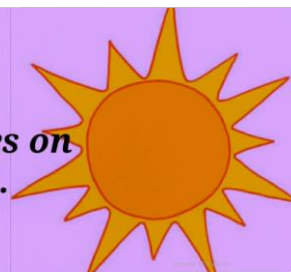
I scream you scream  
we all scream for ice  
cream.



Six slippery  
snails slid  
slowly.



The sun shines on  
shop signs.





I HAVE



WHO HAS



I HAVE



WHO HAS



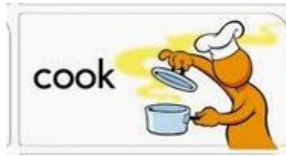
I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



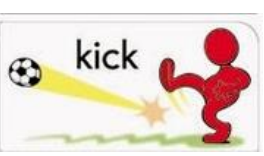
I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



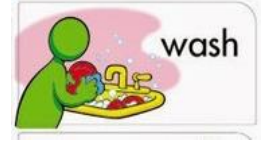
WHO HAS



I HAVE



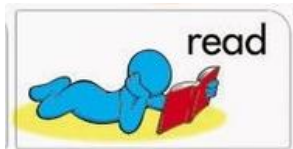
WHO HAS



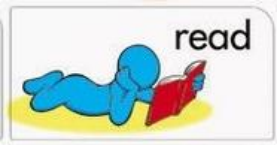
I HAVE



WHO HAS



I HAVE



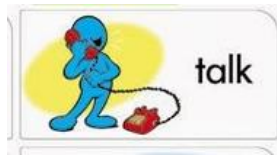
WHO HAS



I HAVE



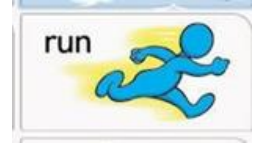
WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS



I HAVE



WHO HAS





# Unit 3

## ROLE PLAY !!

Act out

### Unit objective:

To develop confidence through role-playing.

### Contents:

- Acting out your favorite character
- Role playing "Inside Out" scene



**ACTIVITY# 1****NAME: ACTING OUT YOUR FAVORITE CHARACTER.****DESCRIPTION:**

Acting on learning moves beyond investigation of an issue to identifying solutions and working towards a desired change in personal lifestyle, in school, in the community and on the planet.

**PROCESS:**

- Vocabulary Review.
- Teacher shares the glossary about the script.
- Teacher reads the script aloud while students listen carefully.
- Students watch and listen to the video twice.
- Students filling the gaps in the worksheet about the script.


**MATERIAL REQUIRED:**


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


**TIME REQUIRED:**


(45 min 1 academic hour)


1. Fill in the blanks the missing words from the box.


  
Cabers


  
Forbid


  
Maiden


  
Locks

  
Arrow

  
Tossing

  
Feast

  
Archer

  
Shooting

---

- 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\_\_\_\_\_! 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 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!



### GLOSSARY

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

Those definitions were taken from Cambridge dictionary.

QR CODE BRAVE VIDEO



QR BRAVE SCRIPT



**ACTIVITY#2****NAME:** ROLE-PLAYING "INSIDE OUT" SCENE.**DESCRIPTION:**

Acting on learning moves beyond investigation of an issue to identifying solutions and working towards a desired change in personal lifestyle, in school, in the community and on the planet.

**PROCESS:**

- Vocabulary Review.
- Students watch and listen to the video.
- Teacher reads the script aloud while students listen carefully.
- Students pick up the character they want to roleplay.
- Students complete the crossword from the vocabulary. Vocabulary Review.

**MATERIAL REQUIRED:**

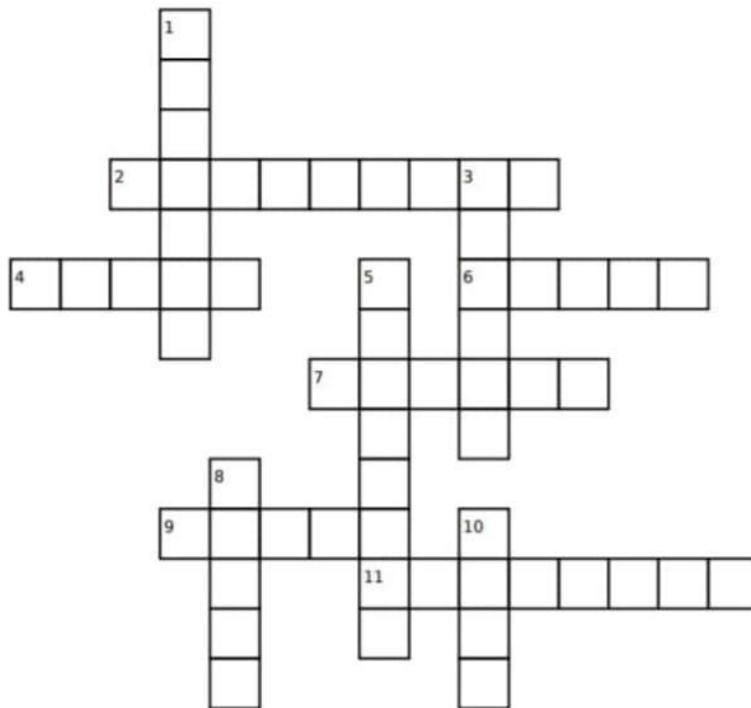
- Computer
- Speakers
- Worksheet
- Video /audio: Inside out story.
- Script
- Projector

**TIME REQUIRED:**

120 minutes

➤ Complete the crossword

## INSIDE OUT VOCABULARY



### Down:

1. Leave or escape from a place, person, or situation of danger.
3. Thrown into or being 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.



Joy / Happy

QR CODE INSIDE OUT VIDEO



QR CODE INSIDE OUT SCRIPT



## 4.2 Impacts

This thesis project presents three impacts which are shown in the proposal units.

- Linguistic impact
- Educational impact
- Social impact

It is very important to make a real analysis of the impacts we have previously consider in our project, taking account the matrix of impacts where the indicators are specified in the left part and the impact levels are shown in the right part. Next, assign the score to each indicator. (Posso M. , 2011, pág. 235)

**Table 10**  
*Numerical Impact Levels*

<b>-3 High negative impact</b>
<b>-2 Medium negative impact</b>
<b>-1 Low negative impact</b>
<b>0 No impact</b>
<b>1 Low positive impact</b>
<b>2 Medium positive impact</b>
<b>3 High positive impact</b>

Finally, divide the total of the score  $\sum$  for the number of indicators. Additionally, include an analysis under the matrix



### 4.2.1 Linguistic impact

**Table 11**

*Linguistic impact indicators*

INDICATOR	IMPACT LEVELS						
	-3	-2	-1	0	1	2	3
Get confidence while singing							X
Building confidence through warm ups							X
Increasing confidence through role-playing							X
Reducing anxiety through familiar vocabulary							X
<b>TOTAL</b>							<b>12</b>

$\Sigma = 12$

Level of linguistic impact = 12/4

Level of impact = 3

Level of linguistic impact = High positive impact

---

Author: 8th Level Students - English Major 2019

### Analysis

Talking about the linguistic field of our project it gives us a result of high positive impact, because all the indicators were assigned with the maximum score 3 over 3 the students demonstrated confidence while singing, and working with little games or warmers gives students the opportunity to build a self- confidence participating in an active way in the class from the beginning, that information is based on the applied unit of the proposal, Unit 1. Also, the 3<sup>rd</sup> indicator (Increasing confidence through role-playing) and 4<sup>th</sup> indicator (Reducing anxiety through familiar vocabulary) were assigned with the maximum score and this high positive impact contributes to face positively oral production activities.

### 4.2.2 Educational impact

**Table 12**

*Educational impact indicators*

INDICATOR	IMPACT LEVELS						
	-3	-2	-1	0	1	2	3
Confidence while performing in front of the class							X
Confidence while communicating with classmates						X	
Getting familiar with basic aspects of role-playing							X
Using basic vocabulary in real context							X
<b>TOTAL</b>						<b>2</b>	<b>9</b>
							<b>Σ= 11</b>

Level of linguistic impact = 11/4

Level of impact = 2.75

Level of linguistic impact = Medium positive impact

---

Author: 8th Level Students - English Major 2019

### Analysis

In regard to the educational impact of this research project, most of the indicators were assigned the maximum score, except the second one (Confidence while communicating with classmates) because to develop this indicator we need more time to see the real advance of students interacting with classmates. It gives us a result of medium positive impact, contributing to oral production activities in the educational field.

### 4.2.3 Affective impact

**Table 13**

*Affective impact indicators*

INDICATOR	IMPACT LEVELS						
	-3	-2	-1	0	1	2	3
Managing anxiety to perform in front of the class							X
Building self-esteem to participate in the class							X
Strengthen self-esteem while role playing							X
Getting familiar with basic vocabulary to speak							X
<b>TOTAL</b>							<b>12</b>
							<b>Σ= 12</b>

Level of affective impact = 12/4

Level of impact = 3

Level of affective impact = High positive impact

---

Author: 8th Level Students - English Major 2019

### Analysis

In the affective field, all the indicators were assigned with the maximum score, giving as a result of a high positive impact. This result shows that affective factors can highly benefit to the interaction with teachers-students and students-students in oral production result shown in the previously applied unit 1, helping students to manage anxiety and get confidence while developing oral production activities.

### 4.3 Conclusions

- Self-esteem and anxiety are factors that influence oral production in 12 in 8th level students.
- Learners experiment a higher level of anxiety when the oral activities are being graded rather than the oral activities they are practicing in the classroom without grades.
- Students experiment high levels of anxiety when they are not familiar with the parameters to be evaluated.
- Students in adolescence prefer to work on topics related to the environment they are.
- To build self-esteem in our students it is important to identify the actions that negatively influence them.
- Students get confidence when participating in the class using the activities from the guide.
- Learners demonstrate confidence when using familiar vocabulary.
- Methods such as Communicative Language Teaching (CLT), Competency-based Language Teaching (CBLT), Task-based Language Teaching (TBLT), Cooperative Language Learning (CLL), Foster the growth of oral production skills in a student-friendly environment.

#### **4.4 Recommendations**

- To share the guide author's responsibility carrying out the tasks set out in this methodological guide to inspire learners and be ready to respond to new educational challenges.
- To adapt collaborative exercises to reduce anxiety in students.
- To Use dynamic, engaging, and meaningful exercises that help students develop their learning of foreign language.
- To recognize the various learning styles each student has and each background must be various from others.
- To continue introducing the desires of students, such as their favorite songs, activities, food or locations, and their daily experiences.
- To adapt pair and group work techniques to practice oral performance before engaging individually in front of the class.
- To Grade according to the oral development aspects that indicate the European Common Framework.
- To modify the way students are taught by inspiring them and integrating new technologies.

#### 4.5 References

- Aronen, E., Vuontela, V., Steenari, M., Salmi, J., and Carlson, S. (2005). *Working Memory, Psychiatric Symptoms, and Academic Performance at School*. Neurobiological of Learning and Memory.
- Arnold, J. (1999). *The whole story: Holistic language teaching*. Cambridge: Cambridge University Press.
- Arnold, J., and Brown, D. (1999). *A map of the terrain*. In J. Arnold, (Ed.), *Affect in Language Learning*. Cambridge: Cambridge University Press.
- Brown, D. (2000). *Teaching By Principles An Interactive Approach to Language Pedagogy*. San Francisco , California, USA.
- Brett, A., Smith, M., and Huitt, W. (2003). *Affective Domain*. Overview of the Affective Domain.
- Cambridge Assessment English. (2002). *Levels of proficiency in the ALTE Framework*. Cambridge University Press. Retrieved: 22/08/2018 from <https://www.cambridgeenglish.org/exams-and-tests/cefr/>
- Coopersmith, S. (1967). *The antecedents of self-esteem*. San Francisco: W. H. Freeman and Company.
- Demirdag, S. (2015). *Classroom Management and Students' Self-Esteem: Creating Positive Classrooms*. Education Resources Information Center.
- Dewaele, J., and MacIntyre, P. (2014). *The two faces of Janus? Anxiety and enjoyment in the foreign language classroom*. Department of English Studies, Faculty of Pedagogy and Fine Arts, Adam Mickiewicz University, Kalisz.
- Hashempour, S., and Mehrad, A. (2014). *The Effect of Anxiety and Emotional Intelligence on Students' Learning Process*. Journal of Education & Social Policy. Faculty of Human Ecology. University Putra Malaysia.
- Huberty, T. (2009). *Test and Performance Anxiety*. Education Resources Information Center.
- Král'ová, Z. (2016). *Foreign Language Anxiety*. Slovakia
- Krashen. (1983). *The Natural Approach: Language acquisition in the classroom 1983*. . Oxford: Pergamon.

- pKoosha, M. (2015). *The Relationship among EFL Learners' Self-esteem, Autonomy, and Oral Comprehension*. *Theory and Practice in Language Studies*, Vol. 6, No. 1, pp. 68-78.
- Lazarus, R., and Folkman, S. (1986). *Estrés y procesos cognitivos*. Barcelona: Martínez Roca.
- Lawrence, D. (2006). *Enhancing self-esteem in the classroom*. Pine Forge Press. Third edition. London. United Kingdom.
- MacIntyre, P. D., and Gardner, R. C. (1991). *Methods and results in the study of anxiety and language learning: A review of the literature*. *Language Learning*.
- MacIntyre, P., and Gregersen, T. (2012). *Affect: The role of language anxiety and other emotions in language learning*. Basingstoke: Palgrave.: S. Mercer, S. Ryan, & M. Williams.
- Mandokhail, S., Rehman, F., and Malghani, M. (2017). *Impact of ESL Learners' Self-Esteem on Their Oral Proficiency*. *International Journal of English Linguistics*; Vol. 8, No. 3. Canadian Center of Science and Education.
- Mantilla, M., and Guevara-Betancourt, S. (Diciembre 2018). *The incidence of anxiety in the development of the speaking skill in the foreign language classroom*. *Revista Sarance* N° 42, p. 29-42.
- Maslow, A. (1962). *Toward a Psychology of being*. Princeton: Van.
- Meihua, L. (2009). *Reticence and Anxiety in Oral English Lessons*. Peter Lang Editorial.
- Ministerio de Educación. (2016). *Currículo Lengua Extranjera*. Consultado 22 de Octubre del 2018 de <https://educacion.gob.ec/curriculo-lengua-extranjera/>
- Ministerio de Educación. (2016). *Ley Orgánica de Educación Intercultural*. Consultado 22 de Octubre del 2018 de <https://educacion.gob.ec/LOEI>
- Montes De Oca, R. ( 2005). *Autoestima e Idioma Inglés, una primera discusión*. *Revista educación*.
- Newman, G. (2006). *El razonamiento inductivo y deductivo dentro del proceso investigativo en ciencias experimentales y sociales*. Recuperado el 21 de 11 de 2018, de <http://redalyc.org/pdf/761/76109911.pdf>
- Ojose, B. (2015). *Applying Piaget's Theory of Cognitive Development to Mathematics Instruction*. California. Academic Press.

- Pievi, N., and Bravin, C. (2008). *Documento metodológico orientador para la investigación educativa*. Retrieved: 12/11/2018 from <http://bnm.me.gov.ar/giga1/documentos/el002541.pdf>
- Posso, M. (2011). *Proyectos, tesis y marco lógico: Planes e informes de investigación*. Ibarra: Imprenta Noción .
- Richards, J. (2014). *Approaches and methods in Language Teaching*. Cambridge University Press.
- Sánchez, I. (2013). *Aspectos Psicológicos que pueden influir en la adquisición de una lengua extranjera*. Madrid. España.
- Simmons, A. (2017). *Positive psychology based coaching*. Core Education. Christchurch. New Zealand.
- Tobal, J. (2007). *Hiperventilación y experiencia de ansiedad*. Madrid.
- Valle, E. G. (2013). *UNIVERSIDAD NACIONAL DE EDUCACION*. Obtenido de [http://repositorio.une.edu.pe/bitstream/handle/UNE/707/T025\\_10722928\\_T.pdf?sequence=1&isAllowed](http://repositorio.une.edu.pe/bitstream/handle/UNE/707/T025_10722928_T.pdf?sequence=1&isAllowed)
- Wulandari, W. (2015). *The correlation between students' self – esteem and their english speaking competencies*. Journal of English and Education. Vol 3. N° 2. Department of English Education, Indonesia University of Education.



# APPENDIX

## Appendix 1. Presentation letter – Educational Unit “Victor Manuel Peñaherrera”



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

Oficio 042-D  
 14 de febrero de 2019

Doctor  
 Pepe Yandún  
 RECTOR DE LA UNIDAD VÍCTOR MANUEL PEÑAHERRERA

Señor Rector:

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

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias a la señorita ELEANA MADELAYNE POZO VILLOTA, estudiante de octavo semestre de la carrera de Inglés, para que obtenga información y realice las actividades para el desarrollo del trabajo de grado: "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE OCTAVO AÑO EGB DE LA UNIDAD EDUCATIVA VÍCTOR MANUEL PEÑAHERRERA".

Por su favorable atención, le agradezco

Atentamente,  
 CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. Raimundo López  
 DECANO DE LA FECYT



**Appendix 2. Office to socialize the proposal of the research project at Educational Unit  
“Victor Manuel Peñaherrera”**



**UNIVERSIDAD TECNICA DEL NORTE  
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA  
DECANATO**

Oficio 146-D  
11 de junio de 2019

Doctor  
Pepe Yandún  
RECTOR DE LA UNIDAD EDUCATIVA VÍCTOR MANUEL PEÑAHERRERA

Señor Rector:

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

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias a la señorita POZO VILLOTA ELEANA MADELAYNNE, estudiante de octavo semestre de la carrera de Inglés, para socializar el trabajo de grado: "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE SVO. AÑO EGB EN LA UNIDAD EDUCATIVA VÍCTOR MANUEL PEÑAHERRERA".

Por su favorable atención, le agradezco

Atentamente,  
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

  
MSc. Raimundo López  
DECANO FECYT



*Recibido*  
13-06-2019  
*Raimundo López*  
VICERECTORIA  
AMBIENTE

**Appendix 3: Survey for 8th level students at Educational Unit “Victor Manuel Peñaherrera”**








**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**LICENCIATURA EN INGLÉS**  
**TRABAJO DE GRADO PREVIO A LA OBTENCIÓN DEL TÍTULO DE**  
**LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN**  
**INGLÉS**

**Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo año EGB de la Unidad Educativa “Victor Manuel Peñaherrera” 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						

**Appendix 4: Observation sheet for foreign language class at Educational Unit “Victor Manuel Peñaherrera”**



**UNIVERSIDAD TÉCNICA DEL NORTE**  
**FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA**  
**LICENCIATURA EN INGLÉS**  
**TRABAJO DE GRADO PREVIO A LA OBTENCIÓN DEL TÍTULO DE**  
**LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN ESPECIALIZACIÓN**  
**INGLÉS**

**FICHA DE OBSERVACIÓN DE CLASE DE LENGUA EXTRANJERA**

**Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo año EGB de la Unidad Educativa “V́ctor Manuel Peñaherrera” del Cantón Ibarra.**

**Institución Educativa:**

**Fecha:**

**Año y paralelo:**

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

**Appendix 5. Checklist applied to students of Educational Unit “Victor Manuel Peñaherrera”**



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

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

**Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo año EGB de la Unidad Educativa “Victor Manuel Peñaherrera”, 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.

<b>CRITERIOS DE EVALUACIÓN</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>¿Por qué?</b>
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						

<b>1= Ninguno</b>
<b>2= Bajo</b>
<b>3= Medio</b>
<b>4= Alto</b>
<b>5= Muy Alto</b>

**Appendix 6. Photographs**



Taken from: Proposal socialization  
Author: Pozo Eleana