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“AFFECTIVE FACTORS THAT INFLUENCE ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL BASIC GENERAL EDUCATION STUDENTS OF THE UNIDAD EDUCATIVA PARTICULAR “OVIEDO”, IBARRA CANTON, SCHOOL YEAR 2018-2019”

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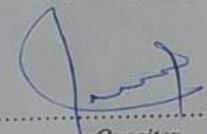
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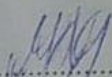
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DEDICATION

The present degree work is dedicated to my family who is the main reason and support to continue working in my academic training, especially to my parents Fabiola and René because they have been with me in every step that I take, taking care of myself, and both of them are the fundamental pillars in my life.

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SUMMARY

The present research project was carried out in the Unidad Educativa Particular “Oviedo in Ibarra City, Imbabura Province during the year 2018-2019 with the respective collaboration of administrative staff, teachers and students of the 8th level of Basic General Education (Educación General Básica, EGB), parallel “A” and “B”. The main purpose of the research was to determine the affective factors that influence oral production of English, in the same way, as a result of this study, to elaborate a didactic guide with methodological strategies that use a series of innovative activities which are useful to the correct development of oral production skills. The present study was carried out in a feasible way thanks to the necessary help and collaboration of all the academic and administrative staff that work in the institution. Therefore, this research emphasizes in highlighting and contributing 8th-grade students in the acquisition of the necessary skills to develop and improve their oral production, using a dynamic way, allowing them to communicate in a foreign language, reducing their level of anxiety and developing their confidence and self-esteem.

Keywords: anxiety, self-motivation, affective factors, confidence, oral production.

ABSTRACT

El presente proyecto de investigación se realizó en la Unidad Educativa Particular “Oviedo” en la ciudad de Ibarra, Provincia de Imbabura en el año lectivo 2018-2019 con la respectiva colaboración del personal administrativo, docentes y estudiantes del octavo año de educación general básica, paralelo “A” y “B”. El propósito de esta investigación fue determinar los factores afectivos que inciden en la producción oral en inglés, de la misma manera como resultado de esta investigación, elaborar una guía didáctica de estrategias metodológicas con una serie de actividades innovadoras que faciliten el correcto desarrollo de la destreza de producción oral en los estudiantes de dicha institución. El presente estudio se desarrolló de manera factible ya que se contó con la ayuda y colaboración necesaria de todo el personal docente y administrativo que labora en la institución. Por lo tanto, esta investigación enfatiza en destacar y contribuir en la adquisición de habilidades necesarias a los estudiantes de octavo nivel para desarrollar y mejorar su producción oral, utilizando una manera dinámica, permitiéndoles comunicarse en el idioma extranjero, reduciendo su nivel de ansiedad y desarrollando su confianza y autoestima.

Palabras claves: ansiedad, automotivación, factores afectivos, confianza, producción oral.

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INTRODUCTION

English as a universal language is considered one of the most important languages around the world, for this reason, good and effective communication is an essential tool that people need to develop through their academic and professional life. According to the Common European Framework of Reference (CEFR) for Languages, English has become a major necessity particularly for education, the standardization of academic communication, mobility, business, and travel, for these reasons, the current trends English teaching focus on communicative purpose and make for a very practical approach, which looks at what people can improve, develop, and communicate on specific linguistic knowledge.

The present research work tries to play an important role in the learning process of oral production of 8th grade Basic General Education (Educación General Básica, EGB) students of the Unidad Educativa Particular “Oviedo”, Ibarra Canton. In this study, affective factors refer to the emotional behaviours that students experience while they perform oral production activities, and how these behaviours affect the student’s achievement positively or not during English classes. Some of these factors may be anxiety, shyness, self-confidence, and self-esteem.

The main reason for studying affective factors in the teaching-learning process of English as a Foreign Language is to find useful strategies to help students with their feelings and show them a positive attitude headed for oral production activities. Also, these affective variables are important in influencing the learning environment in the classroom. Therefore, teachers are an essential factor associated with the student’s behaviour or attitudes towards learning English, in this way the teachers’ actions tend to be more positive in classrooms where students perceive greater leadership and help in a friendly way to reduce their communication problem.

This study draws from affective factors as, anxiety and self-esteem since it is concerned with examining strategies and spoken methodologies across different activities of oral production. It also aims to see how learners can improve the factors that influence their learning process. More detailed explanations of each field and further references are offered in the following chapters of this research project.

Edwards, J (2014) explains that anxiety is a natural human state and a vital part of our lives because it helps us to identify and respond to real emotions that better our performance and adaptation to the academic, social and personal environment. Anxiety can have an important impact on our physical and mental health. Therefore, anxiety is a part of our bodies and minds because it is a vital and necessary emotional reaction, it becomes like a problem when interferes with the activities especially when performing oral production in front of people. For this reason, teachers must recognize when students are experiencing high or low levels of anxiety during academic and personal life events and circumstances. Therefore, the main research problem of this thesis is that several factors affect oral production activities during the

class as anxiety, nervousness, shyness, etc. Throughout the entire educational process, oral activities and evaluations are always present to assess the progress made.

BACKGROUND

Speaking a Foreign language is a challenging task for most people, this difficulty may occur due to many reasons, one of them is that in the foreign language learning there are a series of affective factors that influence oral production. It is also important to take into account that even in a globalized world, and with the facilities technology gives, there are fewer opportunities to communicate in a foreign language so, it can be harder for learners to use and develop oral communication skills.

Khan, S (2010) claims that communicating in a foreign language is a complex multi-faceted skill. The kind of spoken output a learner produces may be determined by many factors. Individual learner factors, such as L2 proficiency, age, gender, personality, culture, affective state or motivation can affect spoken competence. Furthermore, as speech is essentially a communicative act, the nature of the interaction between interlocutors is another crucial consideration, as it can be determined by factors such as the powerful relationship between interlocutors or their relative L2 proficiency levels. The type of task that a learner undertakes, such as giving a speech or chatting with friends, is yet another determiner that influences the nature of the oral communication that takes place. For this reason, it is clear that oral production is a recurring element between the communication of people to express ideas, feelings and opinions.

On the other hand to develop this work, it is also important to consider that the Political Constitution of Ecuador establishes in its article N° 26 that “education is a right of people throughout their lives and it is an inescapable and inexcusable obligation of the State, besides in the article N° 27 adds that “education is indispensable for knowledge, the exercise of rights and the construction of a sovereign country, and constitutes a strategic axis”. Political Constitution of Ecuador (2008). In the same way, the Organic Law of Intercultural Education, in Spanish Ley Orgánica de Educación Intercultural (LOEI) in its article N° 42, states that “basic general education develops the capacities, abilities, skills, and competences of girls, boys, and adolescents from five years of age onwards, to participate in a critical, responsible and supportive way in citizen life and continue high school studies” (Ministerio de Educación 2018).

Besides, the Ecuadorian Ministry of Education, 2012 presented the regulatory guidelines of the National English Curriculum, which is aligned with the Common European Framework of Reference (CEFR), on which the English language learning standards are based on, providing objectives, methods, and content, according to the different levels of language proficiency in primary and secondary schools in Ecuador (2001). Also, this legal sources can help students of 8th grade EGB to acquire an A1 scale pertinent develop communication competence, level, domain proficiencies per skill to learn and understand a Foreign Language and describes the profile learners need to be able to reach the next level in the teaching-learning process of English in the country. (Common European Framework of References).

RESEARCH PROBLEM

The main research problem of this present work is to determine the several factors that affect oral production activities during the class as anxiety, nervousness, shyness, etc. Throughout the entire educational process, oral activities and evaluations are always present to assess the progress made. Some activities as exams, grades, comparison with other students or the loss of a scholarship, may be the factors that may exert a greater influence on stress in the academic environment such stress conditions cause an emotional reaction, which is known as anxiety.

Is important to mention that, students' self-esteem in an academic area can be positive or negative depending on how students perceive themselves and what is around them. Learners with high self-esteem, usually feel pleasant, not just about themselves but also about people around themselves. In contrast, students with low self-esteem are exposed to distrust of their abilities, importance, productivity, skills, and dignity, implying an unpleasant personal judgment expressed in attitudes towards themselves. According to D'Mello, Monteiro & Pinto (2018) during childhood, self-esteem generally brings strong emotional reactions, if an individual's feelings are respected, thoughts valued and abilities recognized, then self-esteem strengthens. When feelings are trampled upon, thoughts belittled and abilities criticized then the individual's self-esteem remains at a low point of development and is therefore weak.

JUSTIFICATION FOR THE STUDY

In this study is essential to point out that each learner has own features when learning English as a Foreign Language, so their individuality plays an important role in their learning. Some of these differences are the affective factors, which interferes in oral production activities performed during the classes, therefore is important to study the connection between these factors

Whereas this research has examined methods and approaches using strategies and compared them on the different teacher and student roles, this fact has tended to focus on specific methodological strategies that help students to manage their mood, anxiety, shyness, motivation, and self-esteem.

Consequently, it is important to mention that the direct beneficiaries of this project will be students of the 8th grade Basic General Education (Educación General Básica, EGB) Unidad Educativa Particular “Oviedo”, Ibarra Canton because they provided the opportunity and information to collect data and performed the oral activities proposed in the methodological guide to minimize anxiety and enhanced self-esteem while developing speaking skills in the foreign language class. Also, it should be mentioned that the direct beneficiaries will be teachers, parents and other educational institutions of Ibarra city, who now will have a series of strategies through which they will try to counteract the possible negative effects of affective factors.

SIGNIFICANCE OF THE STUDY

The realization of this research project based on three relevant linguistic, educational and affective impacts.

Linguistic impact.

The present investigation contributed to the eighth-grade students of Basic General Education (Educación General Básica, EGB) of the Unidad Educativa Particular "Oviedo" of the Canton Ibarra, minimizing their levels of anxiety and improving self-confidence while performing oral activities.

Educational impact.

Through the development of methodological strategies to improve the oral production of the foreign language, the 8th-grade students of the Unidad Educativa Particular "Oviedo" were able to improve their learning performance in the academic process to obtain better grades and acquiring the knowledge according the level of CEFR, avoiding high levels of anxiety and enhancing their self-esteem.

Affective impact.

It is important to know that teachers need to manage different levels of learners' anxiety, besides, it is essential to be aware of how teachers can help learners to develop their self-esteem, making the 8th-grade Basic General Education (Educación General Básica, EGB) students of the Unidad Educativa Particular "Oviedo", become more self-confident and thus, they can express orally with the security their feelings, ideas and opinions using a foreign language.

This work will be very important for both students and teachers, as it will contribute to improving the way to consolidate the teaching-learning process, considering each student's learning context. This type of research on affective factors is necessary to find different strategies to help students improve their learning.

OBJECTIVES OF THE STUDY

General Objective

- Apply methodological strategies to minimize the effect of affective factors on the oral production of the foreign language.

Specific Objectives

- Characterize the affective factors in the oral production of the foreign language in the 8th EGB (Basic General Education) grade students of the Unidad Educativa Particular “Oviedo”, of the Ibarra Canton.
- Design methodological strategies to develop the current management of affective factors in oral production activities.
- Implement strategies to improve oral production activities in the 8th EGB (Basic General Education) grade students of the Unidad Educativa Particular “Oviedo”, of the Ibarra Canton.

CHAPTER I: THEORETICAL FRAMEWORK

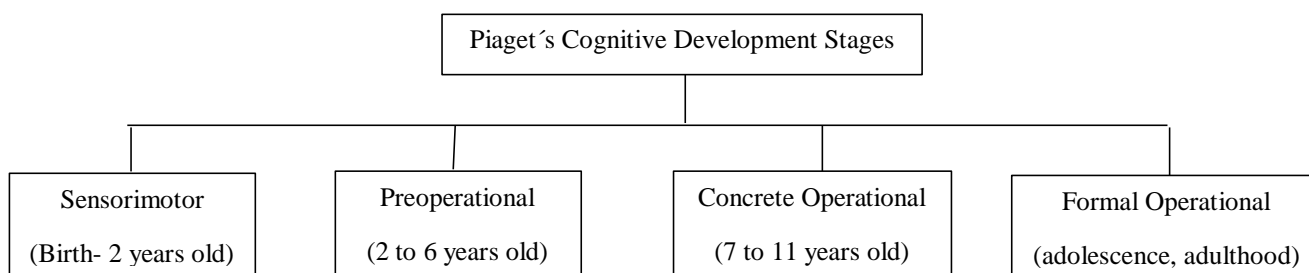
This chapter presents the bibliographic, legal and reference resources applicable for the study in response to the statement of how affective factors affect oral production in the 8th grade Educación General Básica (Basic General Education, EGB) students of the Particular Educational Unit “Oviedo”, of Ibarra Canton.

Thus, this part specified the crucial role that affective factors like anxiety, and self-esteem play in the learning process, especially while students and perform oral activities to identify previous sources and studies information needed on the research.

1.1 Cognitive and affective development in adolescence

To begin with this research, it is necessary to analyze the most important factors about cognitive and affective development in adolescence, according to Piaget’s theory (1896-1980). Piaget considered that children get through four stages in cognitive development. (Fig.1)

Figure 1. Jean Piaget. Stages in Cognitive Development.



As children improve their progress through this stages that represent a qualitatively different way of thinking and understanding the world. According to Mishra & Singh (2019), during the sensorimotor stage, children think as a result of coordination of sensory input and motor responses. Preoperational thinkers can now symbolize or mentally represent their world. They can now think about objects that they are not interacting with at the present time. Concrete operational children, can decenter their attention and understand reversibility and final stage, formal operations, thinkers can handle hypothetical problems. They are, for instance, able to project themselves into the future and think about long-term goals.

On the other hand, Allen & Sheeber (2008) claim that the affective development in the adolescence is characterized by significant aspects as emotions, maturation skills, social cognition, and hypothetical thinking during the whole life. Notably, adolescences may be vulnerable as a function of being motivated toward increasingly rewarding activities.

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

Firstly, it is important to focus in what anxiety means: this serious fact may be considered as a mental condition or emotional state persuading people to have different feelings as tension, shyness, and nervousness affecting behavioral and cognitive state.

On the other hand, anxiety, is considered as one of the affective factors and necessary human warning response, but academic anxiety may be a serious problem that affects students, experiencing high levels of uncomfortable feelings. According to Robin's (2013) studies, anxiety and stress can negatively affect the physical and emotional state of children and adolescents and can develop into many challenging issues such as deficiencies in academic performance, behavioral problems and decreased levels of concentration and attention.

Understanding the effect of anxiety on student's activities, children and adolescences may increase stress, mental, and emotional illnesses.

It is frequently seen that high school students feel nervous and worried especially when they perform some oral production activities during the class, and the consequences of this problem impact on their self-esteem, reducing confidence levels of effort and motivation, among others.

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

It is important to know that "Self-esteem is the way a person interprets himself: what he is worth, what others value in him, what he is capable of doing. That interpretation is a product of the intellect, one that often is produced unconsciously, as a result of what a person discovers about himself from the information he receives, the observations he makes, and his own experience" Cardona & García (2005).

Besides, self-esteem plays a crucial role as recurring element in the teaching and learning process and remain to open the acquisition of new knowledge Cardona & Garcia (2005) assert "self-esteem is critically important to competency development for two reasons: on the one hand, it affects a person's capacity to seek and accept feedback; on the other hand, it affects a person's commitment to personal improvement". That is particularly the case when each person knows the importance of own self-esteem in our personalities. A person who has a high level of self-esteem possess a positive overall of himself.

1.4 Anxiety in Foreign Language (L2)

According to Soler (2008), the Foreign Language or L2, refers to the use or study of English by speakers of other languages. These terms are most commonly used in relation to teaching and learning English, but they may also indicate that the use of English in a non-English-speaking region may be used in relation to demographic information.

Anxiety is a big issue when using L2 in oral production because this negative emotional reaction affects foreign language acquisition. When learners are communicating through L2, they may report strong speaking anxiety and may be troubled about making mistakes in pronunciation, forgetting their previous vocabulary, having a mental block, misusing grammar structures or they may be afraid of making errors in front of their peers or teachers.

Most of foreign language learners, develop other negative feelings when dealing with the L2 production, as inadequate oral production, embarrassment while they perform oral activities and need to express their thoughts, disgust or inability to expose their ideas clearly, lack of preparation, and worry or fear to participate during the English classes acquiring several negative experiences for their whole life.

Foreign language anxiety (FLA) is also divided into three categories as: 1) communication apprehension, 2) test anxiety, and 3) fear of negative evaluation Horwitz, et al., (1986). Communication apprehension is a feeling that people experience while trying to communicate in the target language, whereas test anxiety is feeling nervous while taking a test because of the fearing of failure the test itself. The last type which is fear of negative evaluation is feeling of shyness because of the people around and the teacher's evaluations and expectations Tercan & Dikilitaş, (2015). These types of FLA can affect any person who learns a foreign language. However, there are also some factors that affect the level of experiencing anxiety such as classroom atmosphere, gender, age, and teacher-student relationship Karaman, (2016).

1.5 Self-esteem and Oral Production in EFL Learners.

In the process of learning any foreign language, students' perceptions and their self-esteem is a determinative factor for all language learners. According to Zhang & Zhong (2012), learners in many countries have a perception that learning another language is a tough task and it is impossible for them to be successful on this path. Moreover, they sometimes could have high expectation to achieve this when they receive the correct motivation from the teacher. Some researchers have conducted many studies on this issue and their results indicate that students show great interest over to learn a new language when the teacher tries to help to minimize affective factors that feeling during oral activities.

Self-esteem plays a necessary role in the learning process of a foreign language because, learners with higher levels of self-esteem take more responsibilities while they perform any oral activity during the class, so they are more sociable; consequently, this factor helps the teacher to provide warm and respectful classroom atmosphere and respect each student's different learning style. As a result, learners should take the risk to use the target language to communicate with others, regardless of grammatical mistakes or lexical structures of the language that they make.

1.6 Methods and approaches in Oral Production.

The emphasis on methods and approaches in oral production is an important fact to analyze different strategies and theories regarding the acquisition of a foreign language. Besides, all of these methods and approaches increase the perspectives to better the class activities through teachers and student's collaboration. It is necessary to know that all of them follow a theory, steps involved in the teaching-learning process of L2 especially in oral production, for this reason, is necessary to analyze them in detail.

The following tables will present the most important methods and approaches to develop the accuracy, learning, proficiency and fluency of a second language L2; all of which are necessary in order to interact effectively in the foreign language classroom, in the same way, each one contributes to oral production with the suggested following strategies:

Table 1
Methods in Oral Language Teaching

METHODS	CHARACTERISTICS	FOCUS	STUDENT'S ROLE	TEACHER'S ROLE	STRATEGIES OR TECHNIQUES
Audio- Lingual	-Emphasizes the teaching of listening and speaking of a Foreign Language.	-Sentence and sound patterns focus on pronunciation.	-Reactive role by skilled training techniques. -Central and active	-Monitors and controls the learner's performance. -Model of target language.	-Repetition drill. -Substitution drill. -Questions and Answers drill. -Self correction. -Repeat statements.
Direct Method (also called Natural Method)	-Students learn by associating meaning directly in English.	-Everyday spoken language. -Classroom activities instruction is conducted in target language.	-Central and active -Emphasizes the oral production skills.	-Directs class activities. -Encourages the learner's participation. -Corrects their mistakes.	-Reading aloud. -Oral dictation. -Dialogues -Conversation practice. -Fill-in the blank exercises

Note: Taken from: Techniques and principles in language teaching (Oxford University Press)

Table 2

Approaches in Oral Language Teaching

APPROACHES	CHARACTERISTICS	FOCUS	STUDENT'S ROLE	TEACHER'S ROLE	STRATEGIES OR TECHNIQUES
Community Language Learning. CLL	-Meaningful communication not structured	-Learners interaction. -Fluency in early stages and learner empowerment.	-Interaction with the group's activities and classroom procedures,	-Facilitator during the activities. -Makes the class a real community.	-Stage 1. Reflection. -Stage 2. Recorded conversation. -Stage 3. Discussion. -Stage 4. Transcription. -Stage 5. Language analysis.
Communicative Language Teaching CLT	-Development of student's communicative competence in a meaningful cultural context.	-Interaction, authentic communication and negotiation meaning.	-Learners assume a responsibility for their own knowledge.	-Monitors to correct student's speech. -Helps students to understand better the problems and find a real solution.	-Information gaps. -Free and real conversations. -Counseling-learning. -Accuracy/fluency. -Autonomous work and encourage cooperation.
Comprehension Approach (Natural Approach, the Learnables, and Total Physical Response (TPR))	-Learning a new language through the process of understanding the meaning of words and expressions. -Use many listening activities, and students respond with TPR style	-Listening comprehension. -Helping make meaning clear and support learners gain confidence.	-Practice the correct pronunciation, before attempting to speak that language	-Resource person and a language model. -Supports learning environment. -Acts as moderator or facilitator.	-Pair and group work. -Role play. -Recording. -Debates. -
Competency-based Language Teaching, Task-based, and Participatory Approaches	-Content based on relevance to problem-solving.	-What is being used to communicate, not English structure.	-Students learn the target language through the acquisition of sophisticated vocabulary.	-Adaptive to the changing needs of students. -Prepares students for further academic, personal language use in class.	-Work schedules. -Job interview. -Job application. -Puzzles by teams. -Random works.

<p>Cooperative Language Learning CLL</p>	<p>-Organize a real environment classroom to organize social learning activities.</p>	<p>-Simultaneous interaction</p>	<p>Acquire new knowledge while they interact with others</p>	<p>-Develops a highly structured and well-organized learning environment in the classroom. Establishes goals, plans and structures tasks. Creates the physical disposition of the classroom.</p>	<p>-Collaborative Work. -Teamwork skills. -Debates. -Jigsaw learning. -Presentation</p>
<p>Suggestopedia</p>	<p>-Relaxed environment, with music; encourages subliminal learning of English.</p>	<p>-Meaningful texts and vocabulary.</p>	<p>-Active and participative. - Be willing to learn and pay attention to the method's approach to language learning</p>	<p>-Facilitator of a relaxing environment and presents material in a way that encourages perception and reception.</p>	<p>-Discussion circles -Peripheral learning environment. -Imitation. -Questions and answers. -Debates.</p>

Note: Taken from: Techniques and principles in language teaching (Oxford University Press)

Table 3
Methods and Approaches which are not in Oral Language Teaching

The Silent Way.

Grammar Translation.

Audio- Lingual Method.

The Oral Approach and Situational Language Teaching.

Multiple Intelligences.

The Lexical Approach.

Whole Language

Text- Based Instructions.

Content-Based Instructions and Content and Language

Integrated Learning. (CLIL)

The Methods and Approaches mentioned on the left side are not related to English oral production because these do not have relevance to the study inquired.

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

1.6 Common European Framework of Reference (CEFR) for languages

The Common European Framework of Reference (CEFR) defines and promotes specific functions of plurilingualism in response to European linguistic and cultural diversity. When learning a foreign language is important to consider the Common European Framework to assess the levels of proficiency and progress in each stage of this process.

The scales in the CEFR describe the theoretical model, elements, and processes that are interconnected in language learning scales.

Table 4

Common Reference Level. Global scale

Proficient user	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organizational patterns, connectors and cohesive devices.
Independent User	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.

Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Note: Taken from. Common European framework of references for languages. (CEFR)

The Common European Framework of References for Languages (CEFR), describes in a useful and comprehensive way of what languages' learners have to use language levels for communication. In the same way, CEFR describes the skills, proficiency and knowledge progress that students need to develop through each level of study.

Following these standards, as a referent of students learning progress in Ecuador, teachers use the proposed demands and regulations by the Ministry of Education. Ecuadorian English standards are based on the document developed by the Teachers of English to Speakers Other Languages (TESOL). The progression of the levels is the following:

Educación General Básica (sublevel Elemental and Medio)

- Level PREA1: at the end of 3rd year
- Level A1: At the end of 5th year
- Level A2: at the end of 7th year

Educación General Básica (sublevel Superior and Bachillerato General Unificado)

- Level A1: At the end of 9th year
- Level A2: At the end of 1st year
- Level B1: At the end of 3rd year

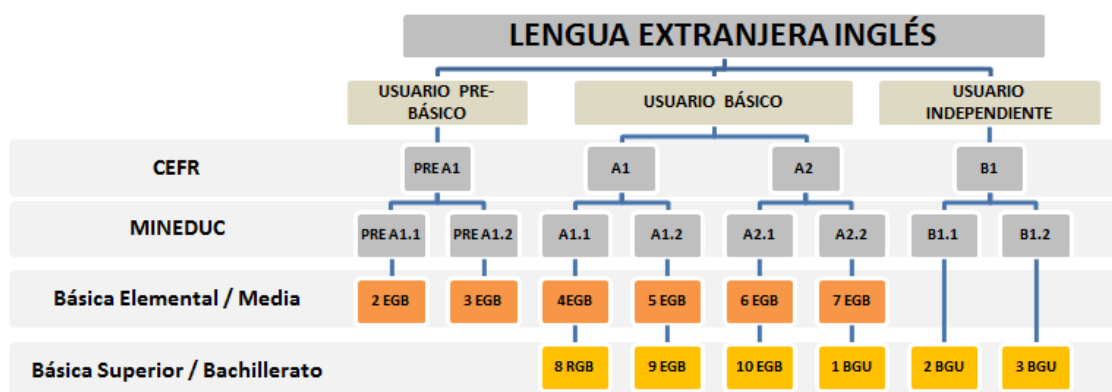


Figure 2. Ministry of Education L2 learning outcome for high schools in Ecuador

1.7 Spoken acquisition with interactive activities.

It is evident that in all the academic activities teachers need to be responsible and use dynamic methods to the correct progress of learner's knowledge especially when referring to the teaching and learning of languages, specifically in the ones used in classrooms to foster interaction. The following table describes interactive activities and strategies according to the CEFR, which respond to legal regulations and strategies corresponding to eighth level students (12-13 years old which will help students' acquisition and performance as the basic user of the target language.

Table 5

Interactive activities and strategies according to CEFR.

	Illustrative scales	Can do statement - A1.1	Interactive ACTIVITIES
Overall spoken interaction		Can interact in a simple way, but communication is totally dependent on repetition at a slower rate of speech rephrasing and repairing. Can answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics.	-Learner holds basic spoken interactions. -Learner provides basic personal information.
Understanding a native speaker interlocutor		-Can understand everyday expressions aimed at the satisfaction of needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	-Learner maintains short and basic conversations -Learner follows simple and concrete instructions

	-Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions.	
Conversation	-Can make an introduction and use basic greetings and leave-taking expression. Can ask how people are and react to news. -Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker.	-Learner starts and maintains basic informal interaction. -Learner asks for items required to satisfy personal needs.
Informal discussion	-No descriptor available.	-No descriptor available.
Formal discussion and meetings	-No descriptor available.	-No descriptor available.
Goal-oriented co-operation	-Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things and give people things.	-Answers to information requirements and follows specific commands. -Asks for items required to satisfy personal needs.
Transitions to obtain goods services	-Can ask people for things and give people things. Can handle numbers, quantities, cost, and time.	-Asks for and fetches items. -Deals with basic numerical data.
Information exchange	-Can understand questions and instructions addressed carefully and slowly to him/her follow short, simple directions. Can ask and answer simple questions, initiative and respond to simple statements in areas of immediate need or very familiar topics. Can ask and answer questions about themselves and other people, where they live,	-Gives and follows careful and slow directions. -Maintains basic conversations. -Requires and provides personal information. -Uses time expressions.

	<p>people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November three o`clock.</p>
<p>Interviewing and being interviewed</p>	<p>Can reply in an interview to simple direct questions -Carries out basic interview. spoken very slowly and clearly in direct non-idiomatic speech about personal details.</p>

Note: Taken from. Common European framework of references for languages. (CEFR)

CHAPTER II: RESEARCH METHODOLOGY

This chapter presents the research methods applicable for the study in response to the statement of the research problem which is to improve oral production by minimizing anxiety factors and enhancing self-esteem in the 8th grade of Basic General Education (Educación General Básica, EGB) students of the Unidad Educativa Particular “Oviedo”, of the Ibarra Canton.

Thus, this part specified the different procedures, methods, strategies, data collection techniques and instruments to identify sources for information needed on the analysis of the results about the level of anxiety and self-confidence when students carry out English oral activities.

2.1 Investigation Type.

The present study used a mixed methods research integrating qualitative and quantitative methods which involves more than one kind of technique for gathering, analyzing, and representing human phenomena. In order to collect data from learners and teachers the qualitative descriptive approach was used to ask “what” and “how” questions about the phenomenon, considering that it includes different methods such as interviews, and checklist because pick up non-numerical data and interpret points of view from other research participants as authorities, area coordinator, and English teachers. According to Seixas, Smith, & Mitton (2017), the use of a qualitative descriptive approach as a methodological tool can help to obtain data and describe results to expand the analysis of the research study.

Therefore, it is also a quantitative investigation because it was used to find out facts or causes of the phenomenon. It associates quantifiable parameters as documents that help the collection of real and systematic data from current and potential respondents, in this case from the 8th level students of Basic General Education (Educación General Básica, EGB) students of the Unidad Educativa Particular “Oviedo”, of the Ibarra Canton, through a structured survey, and observation sheet that contribute with quantifiable results which can be represented in numerical data

The research process is deductive, inductive and scientific in this way the researcher interacts directly with the participants finding answers according to the topic of study through the data provided and making suggestions according to social and professional experience.

2.2 Research Methods used

2.2.1 Deductive.

This type of research will obtain general knowledge of how affective factors, anxiety and self-esteem influence in the oral production of the foreign language in the 8th Basic General Education (Educación General Básica, EGB) level students of the Unidad Educativa Particular

“Oviedo”, Imbabura Province, and “obtain particular knowledge about the phenomenon to be studied” Posso, (2013).

2.2.2 Inductive.

Burney, S; Saleem, H., (2008) claim induction is usually described as moving from the specific to the general, while deduction begins with the general and ends with specific, in this case, the teacher’s role is to develop the opportunities and create the perfect environment in which learners though their experiences and develop their hypotheses.

2.2.3 Scientific.

This method is used to inquire about the subject of the topic, regarding the problem previously observed, the study was aimed at primary education, especially the object of study was the eighth levels "A" and "B" of Basic General Education, with a number of 48 students for data collection and how affective factors influence their oral production of the foreign language, of the Unidad Educativa Particular “Oviedo”, Ibarra city. In summary, this method answers the working hypothesis to predict future events or solutions to the problem.

2.2.4 Descriptive.

According to Posso, (2013) the descriptive method helps to determine different situations of how the object of study is manifested, specifying features to the problem. This method focus on what is indicated in the problem statement.

2.3 Data Collection Techniques and Instruments.

2.3.1 Interview.

A structured interview was used to determine the different perceptions of the participants. It intend to collect relevant information from the main authorities, Area Coordinator, and English teachers of the institution. Furthermore, this technique can give real results about the effect of affective factors as anxiety and self-esteem play during students perform oral production activities. According to Sajjad, S (2016) “Interviews involve asking questions and getting answers from participants in a study. Interviewing has a variety of forms including individual, or face-to-face interviews”.

2.3.2 Survey.

Avedian A, (2014) claims that survey is a systematic method to collect data or to gather the information that reflects population opinions, behaviours, and beliefs that cannot be observed directly, surveys research depends on how closely the answers survey questions match how people think and act in reality. Therefore, a structured survey applied consisted on a sequence of questions and items to ask about the level of anxiety and self-esteem that students of the 8th grade EGB of the Particular Educational Unit “Oviedo”, of the Ibarra Canton while they carry out oral production activities in a foreign language.

2.3.3 Observation sheet.

This technique was useful to identify the most important facts of the research. In this case, observation sheet was used to identify how anxiety and self-esteem play a relevant effect during oral production activities of the foreign language in the 8th level EGB of the Particular Educational Unit “Oviedo”, Ibarra Canton.

2.3.4 Checklist.

A structured checklist was used to collect information that researcher needs to find and make a correct verification with a comparison with 8th-gradelearners ‘surveys. Thus, the results can be clearer to minimize the anxiety and enhance self-esteem while students perform oral production activities.

2.4. Study Site.

For this study, the Unidad Educativa Particular “Oviedo”, of Ibarra city, located in Oviedo 2-18 and Juan Montalvo Streets was selected. Institution’s data is presented in the next table.

Table 6
Unidad Educativa Particular “Oviedo” data

Sector	Educational Unit	8° “A” students	8° “B” students	Total of students
Urban	“Oviedo”	24	24	48

Note: “Personal elaboration”.

CHAPTER III: RESULTS ANALYSIS

To complete this research, it is necessary to examine the data collected to provide suggestions which can help to find a real solution to the research problem. This chapter includes the analysis, presentation and interpretation of the finding outcomes from this investigation, so data is interpreted descriptively and graphically. The analysis and interpretation of results are carried out in five segments

Firstly, it was necessary to visit the Educational Institution authorities and English area teacher´s to have a dialogue about the objectives and purpose of the project. For this reason, an acceptance letter was issued (Annexe.1). All of these resources were ethically elaborated and presented to the respective authorities and teachers to the Educational Institution to have the necessary help and permission.

Secondly, it was necessary to administer two main questionnaires: one for authorities, of English area coordinator, and English teachers; and another one for 8th grade of Basic General Education (Educación General Básica, EGB) learners of the Unidad Educativa Particular “Oviedo”, Ibarra Canton, due to, questionnaires are easy to administer and take less time to resolve. In this case, Authorities and teachers´ interview consists of a questionnaire from six to ten questions (Annex.2) directed to the administrative staff and teachers of the institution. It was presented to the vice principal and to three English teachers including English area coordinator. Furthermore, learners´ questionnaire survey consists of three multiple choice questions (Annex.3). It was given to (48) students of eight-level, as the total number of the whole population.

In order to continue with the study process, it was necessary to carry out an observation sheet with sixteen items (Annex.4), it was used to contribute with a qualitative interpretation by the researcher through the observation of a real class to determine what the most important issues are, as well as finding out which of them should be a priority. Finally, the information of a checklist (Annex.5), carried out by researcher to certify information and compare with the one gotten from the surveys answers. Some information about how the learning process and the teacher and learner relationship is, is also presented a matrix. It is important mention that these results are shown in a better way, using the information in consolidated tables and graphics.

3.1 Qualitative interpretation of interviews.

Vice principal interview.

Dr. Raúl Fuentes, vice-principal of the Unidad Educativa Particular "Oviedo", Ibarra Canton, affirms that there have not been previous investigations like this one within the institution because in the institution has only had informal conversations about the study of affective factors. However, it should be noted that in the institution many students have difficulties to express themselves correctly when using the foreign language, in contrast, it does not happen

when students use their mother tongue. Another difficulty that must be considered is the level of confidence that each student has while presenting themselves in front of a group of people, classmates or teachers.

English Coordinator interview.

According to Marilyn Arcos, the English Coordinator, any work similar to this has not been previously implemented in this institution. She points out that, as educators, we have met 90% of the objectives assigned by the Ministry of Education, and in the remaining 10% the institution intervenes when it organizes events in a foreign language, such as spelling contests, which help students to reduce anxiety levels and increase their self-esteem. In this case, 8th grade students are affected by several difficulties. For example, many students have not received English classes in the schools they use to attend before coming to this school. And another important factor is that student's experience nervousness and fear of making mistakes in front of the teacher and their classmates since the teacher speaks English all the time in the classroom. For these reasons, to avoid these cases, she makes her students practice as much as possible to strengthen their self-esteem and confidence.

English Teachers interview.

According to English teachers of the Unidad Educativa Particular "Oviedo", Ibarra Canton, there are several difficulties when students perform activities of oral production because learners have scenic panic and do not participate because they feel fear or may making grammar or pronunciation mistakes in front of the teacher or their classmates. The greatest difficulties are on an emotional level because students often suffer a certain level of stress in class. On the other hand, teachers affirm that it is very important to implement new strategies so that the teacher is in constant preparation so teaching process is not so technical, becoming practical teaching using personal, methodological, and technological sources to create a good environment and transmit confidence, and motivation, so that students can produce the language in an effective way.

8th level English Teachers interview.

According to Sandra Lucia Ipiales, the English teacher of the 8th level, claims that it is necessary to consider the use of technology in the classroom, images, videos, songs, games or any type of teaching material to get the students' attention. Furthermore, try to motivate the students to perform oral production activities without feeling invaded by anxiety, nerves or even block when they are in front of the class and classmates. The teacher has to be an essential means of support to help students to avoid these problems. As teachers, is important to use awards, motivations such as grades or small incentives. So that, during oral evaluation is important to consider simple questions, in order to confirm of each student's knowledge, On an affective

level, students feel nervous and anxious while they perform oral production activities, affecting their self-esteem and confidence avoiding to participate during the class. For this reason, it is necessary to implement new strategies that help all students to have better communication and development in the foreign language oral production.

3.2 Quantitative interpretation and analysis of the 8th level students' survey.

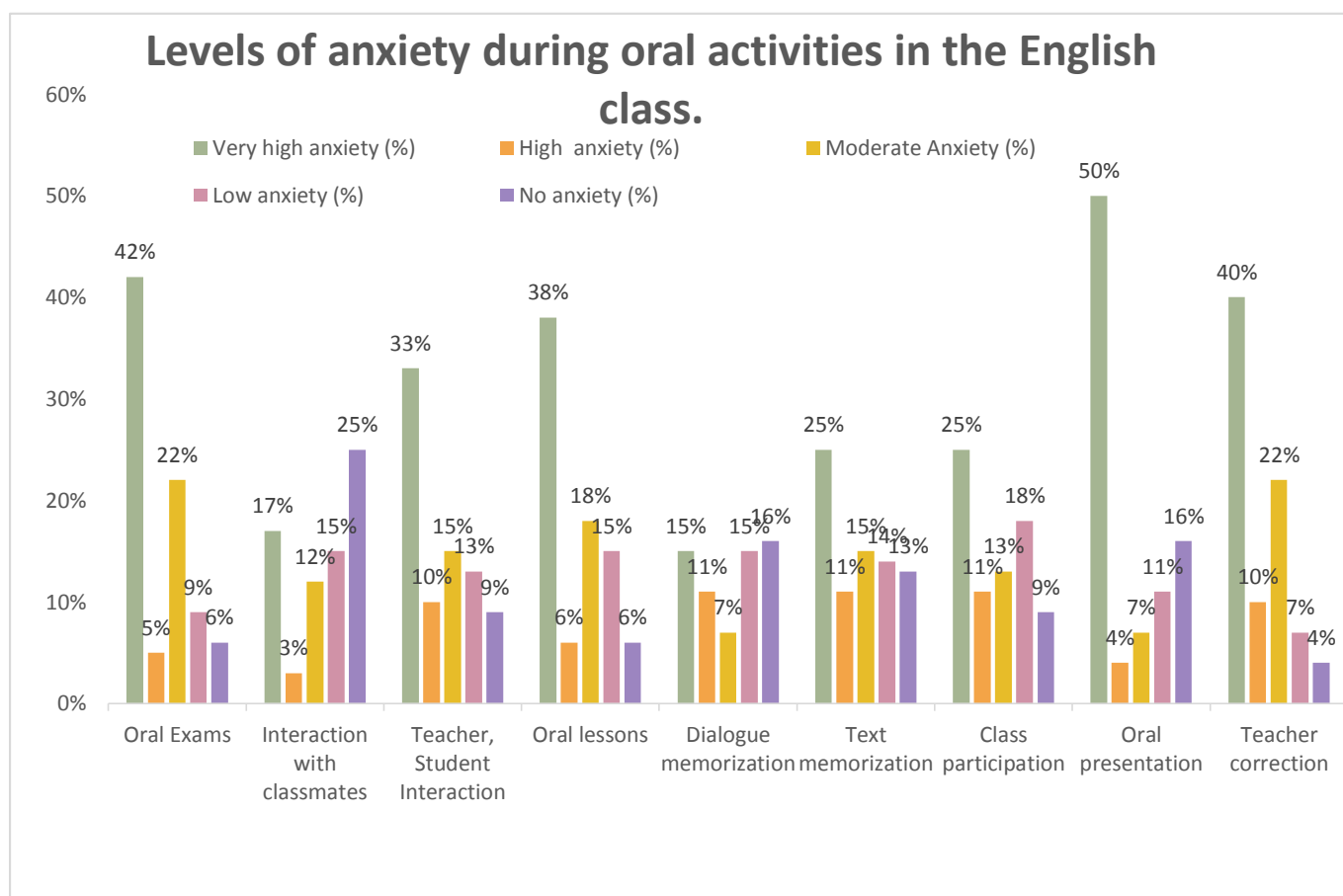


Figure 3. Levels of anxiety during oral activities in the English class.

Analysis

The bar chart illustrates the levels of anxiety that students experience while they perform different activities which involve oral production in English class. According to the data collected there is a 42% of students that feel very high level of anxiety during oral exams. On the other hand, 6% of learners surveyed feel no anxiety while participating in this activity. Regarding the interaction with classmates in English classes, it is evident that the majority of participants represented by 25% present no anxiety. In contrast, 3% experience a high level of anxiety during this activity. Furthermore, it can be seen that nearly a 33% of surveyed learners feel a very high level of anxiety when having interaction with the teacher. Nevertheless, 9% of

students do not feel anxiety during this activity. Learners that experience a very high level of anxiety during oral lessons account 38%, and just a small amount represented by 6% feel high and no anxiety through this activity. Nonetheless, 16% of learners feel no anxiety when memorizing dialogues and when students doing this activity present a similar percentage on two levels a high and low level of anxiety represented by 15%. On the other hand, when students memorize a text the majority of learners, 25% present a very high level of anxiety, and just an 11% of learners feel high anxiety during this activity. A 25% of the surveyed feel a very high anxiety during class participation. In contrast, 9% of learners present no anxiety level; however, there is an important percentage represented by 50% of students that feel very high anxiety during oral presentations and only 7% of learners feel a moderate level of anxiety in the same activity. There is a 40% of learners that feel a very high anxiety when teacher correct them while 4% of students feel no anxiety when teacher do the same activity above mentioned.

Overall, it is evident that an amount of students that experience anxiety doing the above activities mentioned on the bar chart. On the other hand, is important to pay attention on the students that present a very high level of anxiety because this can affect on academic performance.

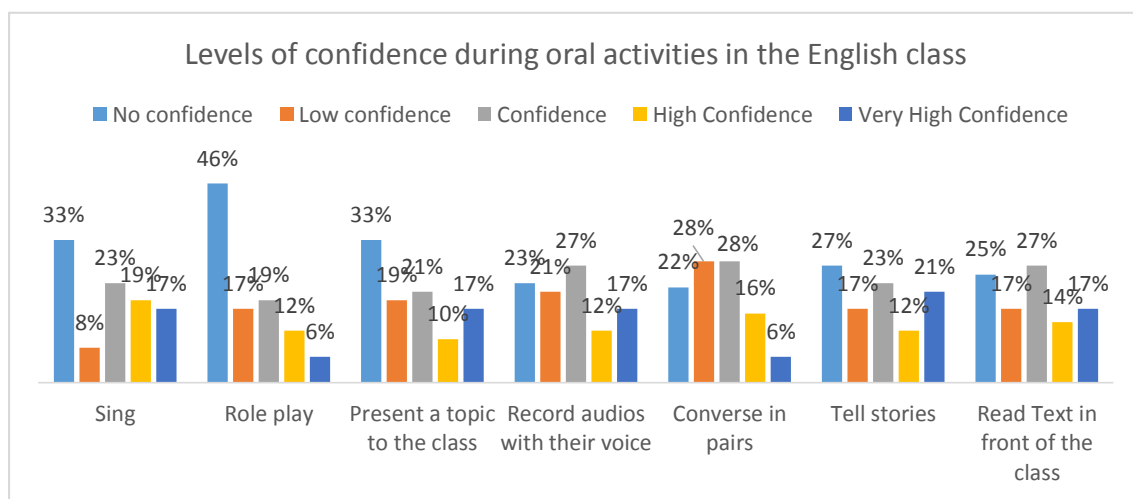


Figure 4. Levels of confidence during oral activities in the English class.

Analysis

The bar chart illustrates the levels of confidence that students experience while they perform specific activities in class. From the data collected, there is a 17% of students that feel a very high level of confidence while singing and a small percentage of students, 33% feel no confidence doing this activity. On the other hand, 17% of learners feel low confidence when performing role play and a 6% of students surveyed feel a very high level of confidence while performing the activity above mentioned. Furthermore, there is a 21% learners that experience confidence when presenting a topic to the class and 33% present no confidence while they participate on the same activity.

It can be seen that 23% of students surveyed experience no confidence when recording audios with their voice and just a 17% of student's feel a high level of confidence while doing this activity. According to the data collected, more than third percentage of students' surveyed shows that experience between confidence and very high level of confidence when conversing in pairs. On the other hand, 27% percent of learners feel no confidence and 21% of learner's experience high level while telling stories. It can be seen that 14% of students feel high confidence when they read a text in front of the class. However, 25% of the students that feel no confidence and low confidence doing other activities.

In conclusion, it is evident that a high level of confidence is shown in activities as, singing, role playing, presenting a topic to the class, recording audios with their voice, telling stories, reading text in front of the class, and doing others activities.

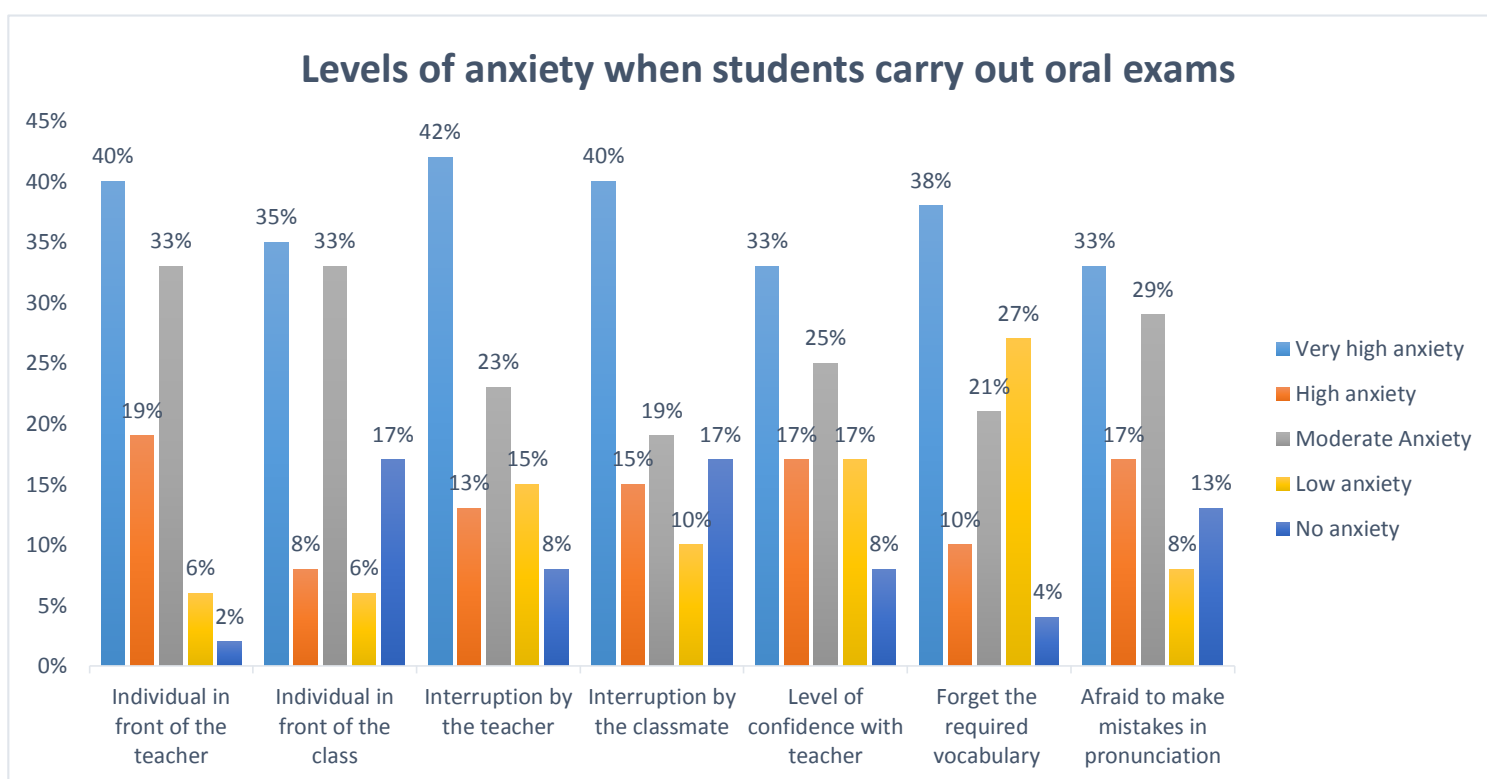


Figure 5. Levels of anxiety when students carry out oral exams

Analysis

The bar chart illustrates the levels of anxiety during oral exams. According to the data collected, 40% of the students surveyed experience a high level of anxiety when they give an oral lesson in front of the teacher, and the 2% of learners feel no anxiety during this activity. In contrast,

6% of students feel low anxiety when giving an individual lesson in front of the class, and 17% of them experience no anxiety when doing the same activity. On the other hand, it can be evident that the 13% of learners' experience anxiety when they are interrupted by the teacher or their classmates and 8% of students feel no anxious when those interruptions are present.

Students that feel very anxious when forget the required vocabulary account exactly 38% of the total. Nonetheless, 4% feel no anxious when this situation happens. Learners that experience low anxiety when making mistakes during oral lessons account 13%, in contrast, between 33% of surveyed said that feel high levels of anxiety of making pronunciation mistakes during oral exams.

In conclusion, is evident that the high level of anxiety is determinated by the activities above mentioned. Is important to pay attention to each level of anxiety because this can be a problem to the students' performance in oral exams.

3.3 Qualitative interpretation of observation sheet.

Table 7
Results prioritization matrix of observation sheet

	Oral Activity			
	Dialogue memorization	Conversation between classmates	Interaction in work groups	Teacher interaction
First prioritization	X			X
Second prioritization		X		X
Final prioritization			X	X

Note: "Personal elaboration".

Table 8
Results prioritization matrix of observation sheet.

	Oral Activity			
	Correction by the teacher	Dramatizations	Reading texts face to the class	Teacher feedback
First prioritization	X			X
Second prioritization			X	X
Final prioritization		X		X

Note: "Personal elaboration".

Table 9
Results prioritization matrix of observation sheet

Note: "Personal elaboration".

These charts of results based on a prioritization matrix of the observation sheet allowed the researcher to find out what the most important activities are, to be solved immediately. In this

	Oral Activity			
	Feedback from classmates	Understanding instructions	Oral Lessons	Oral exams
First prioritization		X	X	X
Second prioritization	X	X		
Final prioritization		X	X	X

way, teacher interaction, teacher feedback, correction by the teacher, and understanding instructions are the principal issues that cause high levels of anxiety in the 8th level students during class participation. Therefore, it is necessary to work on these topics to minimize the levels of anxiety and help enhance self-esteem at the same time, through new methodological strategies. This information taken from the observation sheet validates the information gotten from the surveys answers, which coincides in the results.

3.4 Qualitative interpretation of checklist.

Table 10

Results prioritization matrix of checklist.

	Oral Activity		
	Classmates interaction	Dialogue memorization	Teacher interaction
First prioritization		X	X
Second prioritization			X
Final prioritization	X		X

Note: "Personal elaboration".

Table 11

Results prioritization matrix of checklist.

	Oral Activity		
	Correction by the teacher	Students do not remember the required vocabulary	Students do not know what word to use
First prioritization	X	X	X
Second prioritization	X		X
Final prioritization	X		

Note: "Personal elaboration".

These charts of results based on the prioritization matrix of checklist allowed the researcher to find out what the most significant activities are, to be solved immediately. In this way, teacher interaction, correction by the teacher, and students who do not know what word to use are the

main problems that cause high levels of anxiety in the 8th level students during class participation. Therefore, it is a priority to work on these topics to minimize the levels of anxiety and help to enhance self-esteem through new methodological strategies. This information taken from the checklist validates the information gotten from the surveys answers, which coincides in the results.

To conclude this chapter, it is necessary to add that each instruments and techniques documents for the data collection has been elaborated specifically to the object of the study, taking into account that it was addressed to teaching authorities and 8th Basic General Education (Educación General Básica, EGB) students of the Unidad Educativa Particular “Oviedo”, Ibarra Canton.

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

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

- Anxiety is an important factor that influences one's level of achievement of oral production, it can occur at a high level if students are exposed to several negative experiences in a foreign language context. Moreover, it can make learners get discouraged, lose faith in their abilities, minimize their participation in classroom activities, and even give up the effort to learn a language well.
- Learners feel high level of anxiety especially when the activities are not associated with their reality or their cultural context.
- Self-esteem plays an important factor to acquire new knowledge in foreign language and perform successfully oral production activities.
- Learners directly feel a decrease of self-esteem when they experience at a very high level of anxiety, having as a result low grades and reduction in their academic performance.
- Teachers' and classmates' correction are the main factors to consider when students perform oral lessons or exams.
- Community Language Learning (CLL), Communicative Language Teaching (CLT), Comprehension Approach, and Content-based Language Teaching (CBLT) all promote effective learning and oral interaction between learners and teacher to develop learner's communicative competence in a meaningful cultural context.

4.2 Recommendations

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

- Most English teachers should focus on using new methodological strategies to help students minimize anxiety during oral production activities and feel self-confident to perform successfully all the time.
- Oral English topics should be associated with the learners' cultural context or reality, in this way, they would have prior knowledge about the topic and they would feel self-motivation to deal with oral activities of their interest, an advantage of this is that anxiety level will be decreased.
- Self-esteem can be built through a correct teacher and classmates' interaction trying to keep good environmental learning not to alter learners' confidence and motivation.
- Dynamic, and alternative methodological strategies should be applied to help students to minimize anxiety and enhancing self-esteem to get better academic performance.
- English teachers should be a guide to learners, for this reason, it is necessary to provide a positive correction to the learners 'while they perform oral activities, in the same way, students need to know that a negative interaction could be playing a crucial role in the acquisition of learning. Being more, respectful, patient and empathetic with others.
- Community Language Learning (CLL), Communicative Language Teaching (CLT), Comprehension Approach, and Content-based Language Teaching (CBLT) should be taken into account to design methodological strategies that could help to minimize anxiety and enhance self-esteem in the oral production of the foreign language.

CHAPTER V: METHODOLOGICAL GUIDE

5.1 Title of the proposal

“Let´s Talk in English Together”, methodological guide that provide 8th level learners of the Unidad Educativa Particular "Oviedo", Ibarra Canton, with suitable classroom activities oriented to improve oral production by minimizing language anxiety and enhancing their self- esteem.

5.2 Proposal support

This guide has been developed taking into account the affective factors that influence on the oral production of the foreign language. According to (UNESCO) United Nations Educational, Scientific and Cultural Organization, (2010) a methodological guide is useful to permit the analysis of different dimensions of possible issues in the area of the learning process. The work that it aims to support is thus not descriptive but rather analytical. In essence, the goal is not to describe how this or that aspect of the system functions, but rather to analyze existing situations and the results obtained and to attempt to identify the range of options to improve the learning process.

Besides, it is essential to point out that each student has different ways to acquire new knowledge and express themselves in the learning process. Therefore, the present methodological guide was designed to promote the use of new strategies and sustainable activities to help students develop and enhance the quality and coherence of oral production performance minimizing their anxiety and enhancing their self-esteem. Finally, it is important to focus that the direct beneficiaries of this research will be students of the Particular Educational Unit “Oviedo”, Ibarra Canton. Furthermore, the indirect beneficiaries will also be the English teachers, parents and other educational institution of Ibarra city, whom will have extra support that can help to apply different strategies to reduce the negative effects of affective factors in oral production acquisition.

5.3 Proposal objectives

Proposal general objective.

- Design a methodological guide with strategies to minimize the effect of affective factors like anxiety and enhance self-esteem while students perform oral production activities of the foreign language.

Proposal specific objectives.

- Categorize methodological strategies that help students to improve their knowledge and develop their oral production on the foreign language.

- Elaborate activities to develop oral production in the 8th grade of General Basic Education (Educación General Básica, EGB) of the Unidad Educativa Particular “Oviedo”, Ibarra Canton

5.4 Importance of the proposal.

The elaboration of this guide is the essential importance because it will have a linguistic, educational and affective impact. Firstly, it is relevant to minimize levels of anxiety and improving self-confidence while students perform oral activities in a foreign language. Secondly, it is necessary to take into account that students need to acquire a good educational and academic performance in their formative process. Finally, in the affective impact learners become more confident so that students can express their feelings, ideas and opinions with the security of expressing themselves orally in the foreign language.

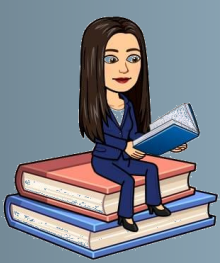
5.5 Proposal development.

METHODOLOGICAL GUIDE

LET'S TALK IN ENGLISH TOGETHER



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].



Introduction

Enríquez, N. (2020). Personal-Bitmoji. [Illustration]

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CONTENTS

1. Enjoying English through songs.

2. Telling amazing stories.

3. Once upon an inspiring picture.

4. Role-playing

5. Let's get our brains working!



Enríquez, N. (2020). Personal-Bitmoji. [Illustration]

Proposal general objective.

- Design a methodological guide with strategies to minimize the effect of affective factors like anxiety and enhance self-esteem while students perform oral production activities of the foreign language.

Proposal specific objectives.

- Categorize methodological strategies that help students to improve their knowledge and develop their oral production on the foreign language.
- Elaborate activities to develop oral production in the 8th grade of General Basic Education (Educación General Básica, EGB) of the Unidad Educativa Particular "Oviedo", Ibarra Canton



Unit Objective:

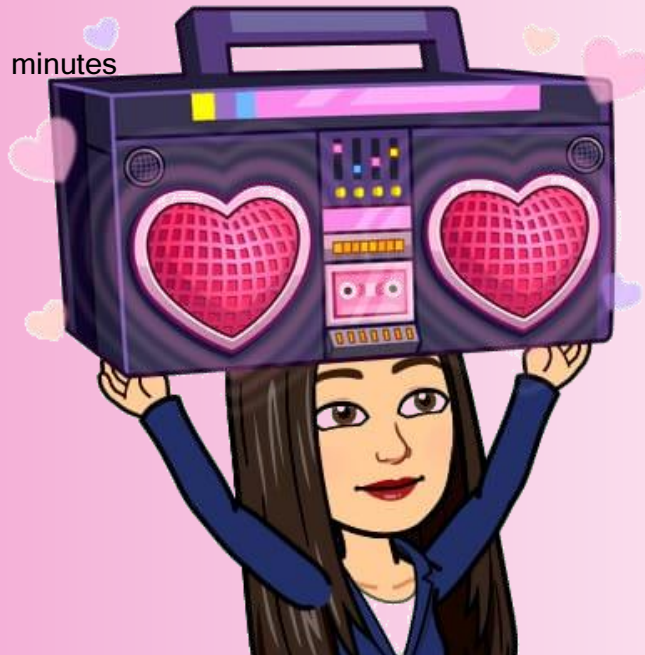
Develop fluency and pronunciation through English songs.

Activity 1.1 Sharing our dreams.

Materials required:

- Magazines.
- Cardboard.
- Scissors.
- Glue.
- Song lyrics copies.
- Song video.

Time required: 120 minutes



YELLOW By. Coldplay

Look at the stars
Look how they shine for you
And everything you do
Yeah, they were all yellow

I came along
I wrote a song for you
And all the things you do
And it was called "Yellow"

So then I took my turn
Oh what a thing to have done
And it was all yellow

Your skin
Oh yeah your skin and bones
Turn into something beautiful
Do you know
You know I love you so
You know I love you so

I swam across
I jumped across for you
Oh what a thing to do
'Cause you were all yellow

I drew a line
I drew a line for you
Oh what a thing to do
And it was all yellow

Your skin
Oh yeah your skin and bones
Turn into something beautiful
Do you know
For you I'd bleed myself dry
For you I'd bleed myself dry

It's true
Look how they shine for you
Look how they shine for you
Look how they shine for
Look how they shine for you
Look how they shine for you
Look how they shine

Look at the stars
Look how they shine for you
And all the things that you do

Coldplay. (2011, 30th, may) Yellow. [song]. Coldplay.

Glossary:

Across: (adverb, preposition) from one side to other.

Along: (preposition) from one part of a road, river, etc, to other.

Bleed: (verb) to have blood coming out from a cut in your body.

Bones: (noun) one of the hard, white pieces inside the body of a person or animal.

Come: (verb) to move or travel towards a person who is speaking.

Drew: (verb, past tense of draw) to make a picture with a pen or pencil.

Know: (verb) to have information about something in your mind.

Look: (verb) to turn your eyes in the direction of something or someone that you can see it or them.

Shine: (verb) to make bright light.

Skin: (noun) the outer layer of a person or animal's body.

Swam: (verb, past tense of swim) to move through by moving your body.

Things: (noun plural) especially clothes, that belong to someone.

Took: (verb, past tense of take) to get and carry something with you when you go somewhere

Practice Task

	Vocabulary review. Read and explain the meaning of each word. Read the lyric song aloud while students listen carefully. Classmate bingo. Learners choose six or nine words of the “Yellow” song and put them in a bingo grid. Randomly choose the words using the glossary. Learners cross off the words mentioned on their bingo card. The first person to cross off names on their card is the winner. Note: Change the theme from any topic.
Preparation	
	Students listen to the song twice. Practice the pronunciation. Play and sing the song. Oral Guide Practice: What are your dreams through life? Students work individually making a collage about their dreams to the future.
Practice	
	Students sit or stand in a circle with the teacher in the centre. Indicate the first students to start the activity. This student steps into the circle and either mime the meaning of his/her collage with body/hands movements. After the first player mimes, invite the other students to guess what the students at the front want to say, for example: He/She wants to say that in the future, (could be a doctor). The other student confirms the expectations. Continue around the circle, continuing with other student collage.
Production	
	Elicit conclusions from student's activity.
Feedback	



ACTIVITY RESOURCES

Practice

BINGO GRID

BINGO GRID		
Took	Things	Know
Swam	Shine	Come
Look	Bones	Skin

BINGO GRID

BINGO GRID		
Bleed	Come	Along
Skin	Bones	Know
Across	Shine	Took

BINGO GRID

BINGO GRID		
Skin	Come	Along
Swim	Look	Bleed
Across	Know	Bone

BINGO GRID

BINGO GRID		
Along	Things	Know
Took	Across	Come
Bleed	Come	Bleed



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Activity 1.2 Taking care of our hearts

Materials required:

- Song or Video
- Flash cards
- Song lyrics worksheets
- Students' materials (pencil, eraser, colours)

Time required: 120 minutes



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

"God Only Knows" Lyrics

By: For King & Country

Wide awake while the world is sound
asleepin'

Too afraid of what might show up
while you're dreamin'

Nobody, nobody, nobody sees you

Nobody, nobody would believe you

Every day you try to pick up all the
pieces

All the memories, they somehow
never leave you

Nobody, nobody, nobody sees you

Nobody, nobody would believe you

God only knows what you've been
through

God only knows what they say about
you

God only knows that it's killing you

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

God only knows what you've been
through

God only knows what they say about
you

God only knows the real you

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

There's a kind of love that

There's a kind of love

You keep a cover over every
single secret

So afraid if someone saw them
they would leave

Somebody, somebody, somebody
sees you

Somebody, somebody will never
leave you

God only knows what you've been
through

God only knows what they say
about you

God only knows how it's killing
you

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

God only knows what you've been
through

God only knows what they say
about you

God only knows the real you

There's a kind of love that God
only knows

There's a kind of love that

There's a kind of love

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

'Cause there's a kind of **love** that God only knows

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

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

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



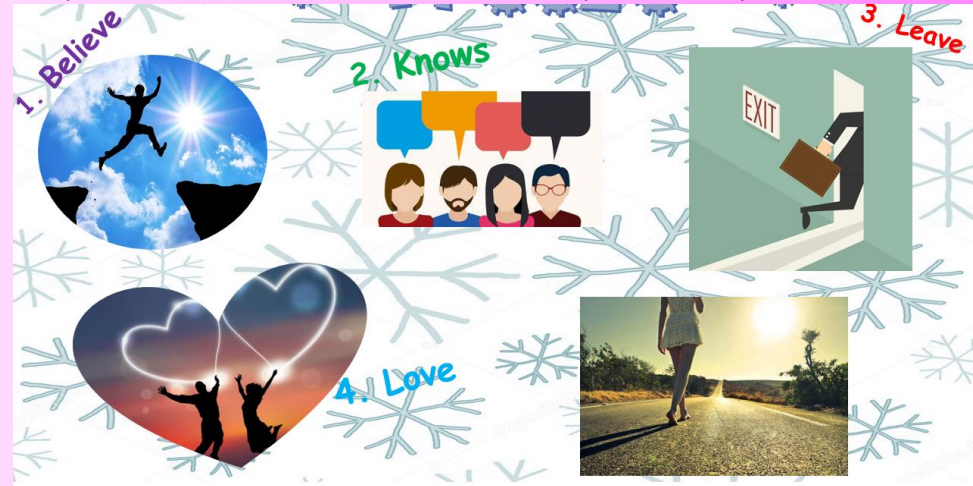
Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Practice Task

<p>Preparation</p>	<p>Vocabulary review. Ask students to form a big circle. Put five or six pictures on the board about “God only knows” lyrics’, for example: believe, knows, live, love, and go. Ask students to pay attention to the pictures on the board. Learners have 20 seconds to try to guess the word. The first person to guess the word is the winner. Ask students to write a sentence with the previous vocabulary. Ask students to share their sentences and paste on the board. Note: Change the theme from any topic.</p>
<p>Practice</p>	<p>Provide a worksheet with the lyrics of the song “God only knows”. Ask students to listen carefully to the lyrics Ask students to identify the previous vocabulary on the lyrics. Ask students to fill in the blanks with the missing word and complete the worksheet. Ask students to listen carefully to the pronunciation of the lyrics Ask students to follow the reading in silence. Ask students to repeat the lyrics after the teacher.</p> <p>Oral Guide Practice: How do you feel now? Ask students to identify the song situation. Ask students some questions about: How they feel after the activity?</p>
<p>Production</p>	<p>Divide students into groups of 4. Assign classroom situation to role-play Ask students to create a short role-play using the previous vocabulary.</p> <ol style="list-style-type: none"> Feeling sad about low grades. Feeling depressed about bullying. Feeling anxious about teacher`s correction. Feeling angry/ sad about family problems. Feeling sick and unable to participate. Feeling disappointed after a breakup.
<p>Feedback</p>	<p>Elicit conclusions from students.</p>

ACTIVITY RESOURCES

Preparation. Pictures about "God only knows" lyrics



Production. Classroom situation to role-play

1. Feeling sad about low grades.



2. Feeling depressed about bullying.



3. Feeling anxious about teacher's correction.



4. Feeling angry/ sad about family problems.



5. Feeling sick and unable to participate.



6. Feeling disappointed after a break up.



Activity 1.3 Drawing my own comic story.

Materials required:

- Song or Video
- Song lyrics worksheets
- Comic strip.
- Students' materials (pencil, eraser, colours)
- Rubric Evaluation

Time required: 120 minutes

YOU CAN DO
IT..!



"Secrets" Lyrics

By: One Republic

Something to get off my chest
My life gets kinda boring
Need something that I can
confess

'Til all my sleeves are stained
red
From all the truth that I've said
Come by it honestly I swear
Thought you saw me wink, no
I've been on the brink, so

Tell me what you want to hear
Something that will light those
ears
Sick of all the insincere
So I'm gonna give all my secrets
away

This time don't need another
perfect lie
Don't care if critics ever jump
in line
I'm gonna give all my secrets
away

My God, amazing how we got
this far
It's like we're chasing all those
stars
Who's driving shiny big black
cars
And everyday I see the news

All the problems that we could
solve
And when a situation rises
Just write it into an album
Send it straight to gold
But I don't really like my flow,
no, so

Tell me what you want to hear
Something that will light those
ears
Sick of all the insincere
So I'm gonna give all my secrets
away

This time, don't need another
perfect lie
Don't care if critics ever jump
in line
I'm gonna give all my secrets
away

Oh, got no reason, got no shame
Got no family I can blame
Just don't let me disappear
I'ma tell you everything

So tell me what you want to
hear
Something that will light those
ears
Sick of all the insincere
So I'm gonna give all my secrets
away

This time, don't need another perfect lie
Don't care if critics ever jump in line
I'm gonna give all my secrets away

So tell me what you want to hear
Something that will light those ears
Sick of all the insincere
So I'm gonna give all my secrets away

This time, don't need another perfect lie
Don't care if critics ever jump in line
I'm gonna give all my secrets away
All my secrets away, all my secrets away

OneRepublic. (2010). OneRepublic. [song]. *Secrets*. VEVO.



Practice Task

Preparation	Vocabulary review. Ask students to form a big circle. Ask students to pay attention to the lyrics about “Secrets” song. Learners have 4 minutes to listen to the video song and internalize some words. Ask students to listen to the video again and try to put all the words into categories. Note: Change the theme from any topic.
Practice	Make the comic strip Make an information gap using photocopied comic strip https://www.storyboardthat.com/es/comic-maker . Oral Guide Practice: Being the protagonist of the comic story. Ask students to reduce the Secrets’ video song in a comic story, using one sentence for each frame. Ask students to share their comic and the whole class. Ask students to compare their efforts to the original video. Note: With higher levels, the teacher can discuss techniques for summarizing your message.
Production	Ask students to write a paragraph using the vocabulary and song expressions.
Feedback	Elicit conclusions from student’s activity.

ACTIVITY RESOURCES

Preparation. Put all the words into categories.

CATEGORIZATION WORKSHEET			
NOUNS	VERBS	ADJECTIVES	PREPOSITIONS
Ex. history	Ex. need	Ex. boring	Ex. of
1.	1.	1.	1.
2.	2.	2.	2.
3.	3.	3.	3.
4.	4.	4.	4.
5.	5.	5.	5.
6.	6.	6.	6.
7.	7.	7.	7.
8.	8.	8.	8.
9.	9.	9.	9.
10.	10.	10.	10.
TOTAL: __/10	TOTAL: __/10	TOTAL: __/10	TOTAL: __/10

Practice, Being the protagonist of the comic story. Students may use the link to create their comic story

<https://www.storyboardthat.com/es/creador-de-guiones-gr%a1ficos>

Example.



Enriquez, N. (2020). Example of Comic strip. [Illustration].

Rubric Evaluation

Student's name:				
Date:				
ITEMS	3 EXCELLENT	2 VERY GOOD	1 GOOD	Score
Confidence				
	Student presents self-motivation, minimal tension.	Student presents motivated, some tension noted.	Student presents motivation while teacher helps, tension in his/her body.	
Corporal expression				
	Student presents an excellent body posture, frequent eye contact with the whole class, and correct voice intonation.	Student presents a very good body posture, eye contact with teacher, and very voice intonation.	Student presents good body posture, little eye contact, and lack voice intonation.	
Pronunciation				
	Student presents an excellent pronunciation	Student presents a very good pronunciation	Student presents an excellent pronunciation	
Presentation				
	Student uses the new vocabulary and it is evident that understand the content about the topic.	Student uses the previous vocabulary and he/she demonstrates an understanding in pars about the topic.	Student needs to help to understand the topic.	
TOTAL				

Enriquez, N. (2020). Oral Rubric evaluation.

UNIT 2



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Telling amazing stories

Unit Objective:

Improve the level of confidence sharing own stories in English.

Activity 2.1 The best day I had.

Material required:

- Story worksheets
- Dictionary
- Vocabulary cards.

Time required: 120 minutes








Practice Task

Preparation	Ask students to form pairs. Provide some pictures that are divided equally between them. Student needs to work collaboratively to put the story together in the right order.
Practice	Write the dialogue Elicit ideas from students about what is happening in the picture. Who are in the picture? What happens here? What are they doing? What happens next? Ask students to work in the same pairs. Tell them to work together and write the dialogue for the pictures. Ask students to practice their dialogues and present their version out to the whole class.
Production	Oral Guide Practice: The best day I had. Provide students with a story worksheet. Vocabulary review. Give the correct pronunciation. Explain the activity. Students try to complete the story with their previous knowledge. Students share their stories with the whole class
Feedback	Teacher feedback.

ACTIVITY RESOURCES

Preparation

 <p>Jack & Jill went up the hill,</p> <input type="checkbox"/>	 <p>And Jill came tumbling after.</p> <input type="checkbox"/>	 <p>Jack fell down,</p> <input type="checkbox"/>
 <p>And broke his crown,</p> <input type="checkbox"/>	 <p>To fetch a pail of water,</p> <input type="checkbox"/>	

Pinterest. <https://www.pinterest.es/pin/706361522775854469/>. [Illustration]

The best day I had

One day I got up and felt extremely 😊 _____,
and I knew the day was going to be special.

Emotion

The sky was 🌈 _____ and the weather was very

Color

☀️ _____, so, I got out of bed,

Time/Season

I put on 👕 _____ and my _____

Garment of Clothes

Adjective

👟 _____, and was ready to _____.

Type of footwear

Verb

I went out and took the first 🚌 _____, that

Vehicle Type

drove me directly to 🏠 _____. After five minutes

Place/ city

I was on 📍 _____ a good place that I used to visit

Address

then I came to a sales store _____, and

Adjective

Plural Noun

I bought the _____ perfect, _____.

Adjective

Noun

Then I had the pleasure of eating an 🍷 _____

Food type

appetizer in a 🍴 _____ restaurant.

Noun

It was very 🌡️ _____, but it was good enough to

Temperature

_____ my best friend Cristian.

verb

Finally, I returned home. I fed the _____ called Max

Animal

then I sat on the 🛋️ _____, and I thought: "I had an

Piece of furniture

_____ day".

Adjective



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Activity 2.2 The case of..... missing

Materials required:

- Worksheets
- Dictionary.
- Students' materials (pencil, eraser, color pencils)

Time required: 120 minutes

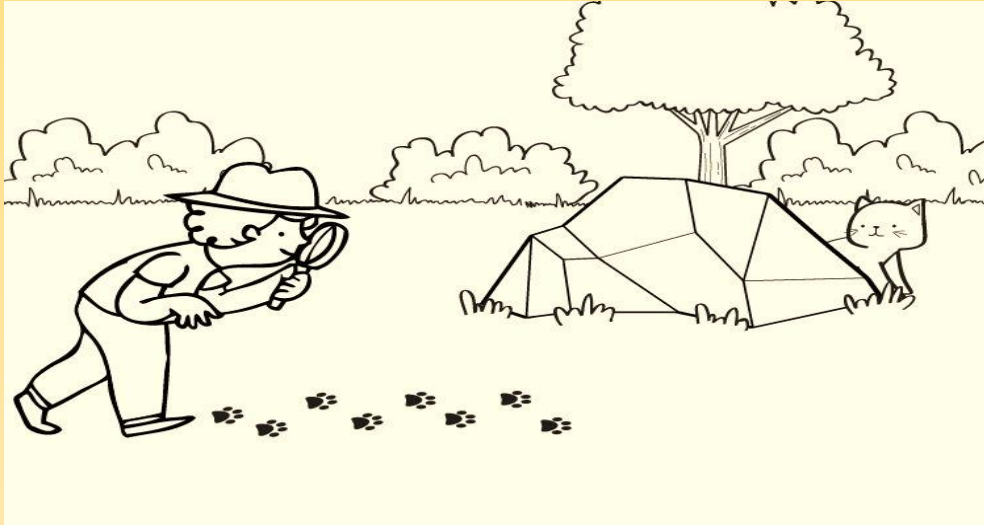


Practice Task

Preparation	Provide a picture of a detective scene. Ask students to brainstorm the English words they know for the picture. The words may be adjectives, verbs, nouns, etc. Ask students to work in pairs comparing their brainstorms and write a short paragraph about their pictures.
Practice	Oral Guide Practice: The case of.....missing Provide students with a story worksheet. Vocabulary review. Model the correct pronunciation. Explain the activity. Students work in the same pairs and they try to complete the story with their previous knowledge.
Production	Two minutes to talk Individually, ask students to prepare their story worksheets to talk about The case of missing..! Ask students if possible to can make a graphical representation to help them to present the story. Students share their stories with the whole class
Feedback	Teacher's feedback.

ACTIVITY RESOURCES

Preparation.



Recovered from <https://www.colorearjunior.com/dibujos-para-colorear-de-detective.html>.
[Illustration].



Recovered from <http://www.supercoloring.com/es/dibujos-para-colorear/sherlock-holmes>.
Sherlock Holmes. [Illustration].

Practice

The case of _____ missing

Abstract Name

Once upon the time, there was a detective called _____.
Name
One day, the detective's neighbor
knocked on the door...

"I'm very _____", said the neighbor. "I can't find
Adjective

my _____ anywhere and I can't remember. I saw it

Adjective

* Abstract name *

before I went to _____ to the disco, but then
Verb

it disappeared.

The detective took a pencil and a _____
Noun

and asked: «¿May you describe it?»

«Yes, give a minute, please», said the neighbor. «It is _____,
Color _____, _____ and never _____."
Adjective Compound verb

The detective searched _____ the _____,
Adverb Place

around each _____ and behind each _____.
Noun Noun

«¡_____! », commented the detective, « I've
found it ».

Exclamation

It was just below his _____ all this time».

Noun

Both started to _____ and the detective thought.

Verb

«Another case _____ resolved».

Adverb



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Activity 2.3 Being the writer of my poem.

Materials required:

- Wordsearch puzzle worksheets
- Dictionary
- Poem worksheets.
- Students' materials (pencil, eraser, colours)
- Oral presentation rubric.

Time required: 120 minutes

Practice Task

Preparation	<p>Review vocabulary. Provide a Wordsearch puzzle with adjectives and nouns. Ask students to find the words and classify them. Ask students to write a short paragraph with the words and present it in front of the class. Teachers may use the following link to help them to create wordsearch puzzles https://www.educima.com/wordsearch.php</p>
Practice	<p>Provide a poem worksheet and explains the activity. Ask students to complete the poem worksheet with their ideas using the previous vocabulary. Ask students to practice the pronunciation. Randomly choose some volunteers to present their activity progress.</p>
Production	<p>Challenging students Ask students to create their own poem using ideas from previous activities. Students may use the following link to help them to create a poem https://oakdome.com/k5/lesson-plans/word/i-am-poem.php Ask students to prepare their presentation using materials outside of the class, for example, wardrobe, screenplay, music, etc.</p>
Feedback	<p>Evaluate the activity with an oral presentation rubric.</p>

ACTIVITY RESOURCES

Preparation

Nouns VS Adjectives

Find the words. Then classify them.

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

www.educima.com

amazing	anne
bad	beautiful
book	caring
computer	friend
good	none
phone	poem
poet	shopia
smart	some

Practice.

A Good Moment in my memory.

I am Nathaly but my _____ called me Nathyko and this is
my friend's poem.

I wonder to know about _____ places

I hear that there is a _____ place called The moon

I see _____ friends here, that I haven't seen in a long
time

I want to have a _____ time and give them a big hug

I am happy with my friends because they are the best in
the world

We pretend to walk in a _____ forest near us

We continue with our walk. I feel grateful to live these
wonderful moments with my _____

We touch coloured flowers and their pleasant smells lift us
up to the clouds.

I am worried that the moment may end and my friends and
I will have to leave

I cry a lot because I will miss my friends again

I am Nathaly but my _____ called me Nathyko and this is
my friend's poem.

Practice.

I understand this _____ time

But I say that my _____ always stay in my heart

Then I dream that we have a picnic near a warm
bonfire

We try to read stories from a book called the
adventures of _____ and _____..

I hope we keep this moment in our hearts

I am Nathaly but my _____ called me Nathyko and
this is my friend's poem.



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

ORAL PRESENTATION RUBRIC: POETRY

Title of Poem: _____ (1 mark)

Type of Poem: _____ (1 mark)

ITEMS	3	2	1	SCORE
PREPARATION	Student is completely prepared with the knowledge and all required materials.	Student presents lack of preparation with the knowledge and all required materials	Student does not seem prepared at all to present his/her work.	
CLARITY AND PRONUNCIATION	Student speaks clear and he/she has a very good pronunciation and intonation of words.	Student speaks clearly and he/she has a good pronunciation and intonation of words.	Student does not speak clear and he/she needs to practice the pronunciation and intonation of words.	
VOLUME	Volume is loud enough all the audience can hear in an 80-100%.	Volume is loud, the 50-70% of the audience can heard.	Volume is often too soft. Difficult to be heard by the audience.	
ENTHUSIASM	Student shows interest and enthusiasm to present his/ her poem.	Student presents lack interest and enthusiasm to present his/ her poem	Student did not generate much interest and enthusiasm to present his/ her poem on the topic being presented.	
POSTURE AND EYE CONTACT	Student looks relaxed, confident and establishes permanent eye contact with the audience.	Student looks a little nervous and he/she has little eye contact with the audience.	Student is completely afraid and nervousness. Student does not look at the audience.	
TOTAL				<u> </u> /17

UNIT



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Once upon an inspiring picture

Unit Objective:

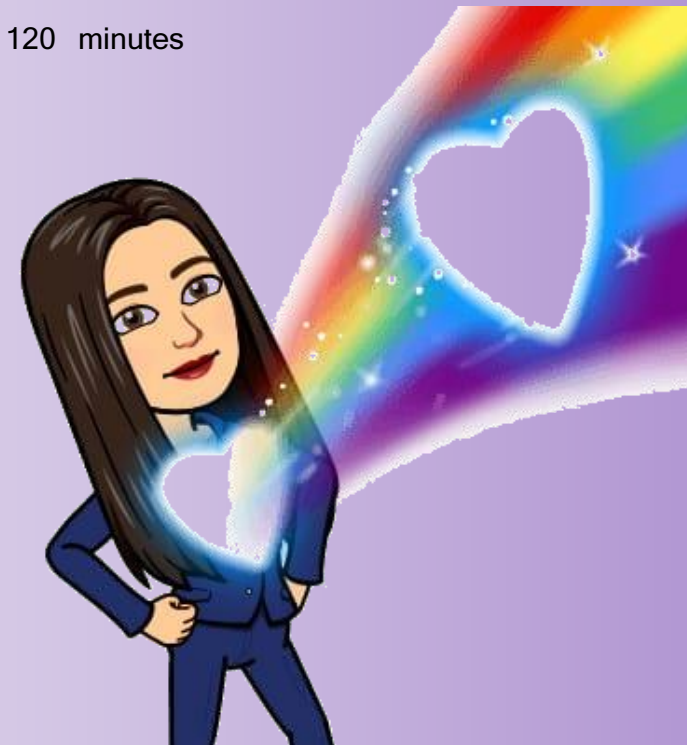
Develop fluency and vocabulary through pictures.

Activity 3.1 Let your imagination grow.

Material required:

- Inspiring pictures
- Activities cards.
- Dictionary
- Students' materials.

Time required: 120 minutes



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Practice Task

	Language Focus: Wh. Questions Words Who? / Where? / When? What happened? / Why is it important?
Preparation	Use these 5 simple questions as prompts to initiate speaking. Provide a short explanation about Wh. Words using examples.
	Provide students inspiring pictures. Students try to describe pictures and share their ideas with the whole class.
Practice	Oral Guide Practice: Group students into groups of 4. Use the activity cards provided by the teacher. Students in the same groups answer the questions about the pictures. Randomly choose some students to present their answers.
	Ask learners to choose a portrait photo of people or an important picture for them. Ask students that imagine that are news presenter and explain the picture doing something extraordinary or even an amazing experience. For example. Today in the local news, I would like to present an amazing story about my family...
Production	Ask students to do their presentation based on the following Wh questions words as Who? / Where? / When? What happened? / Why is it important?
	To help your students begin, you can add objects on the class.
Feedback	Teacher's feedback.

ACTIVITY RESOURCES

Preparation.

Wh- Question words.		Usage	Example
Who?	Quién/ Quiénes?	Use to talk about people	Who is in the picture?
Where?	Dónde?	Use to talk about places	Where is your favorite place?
When?	Cuándo?	Use to talk about time.	When is your birthday?
What?	Cuál/ Qué?	Use to talk about things.	What is your favorite school subject?
Why?	Por qué?	Use to talk about reasons/ causes.	Why are you angry?

Practice.

Inspiring Pictures



1. The sky is the limit.

2. Sinking



3. Above the sky



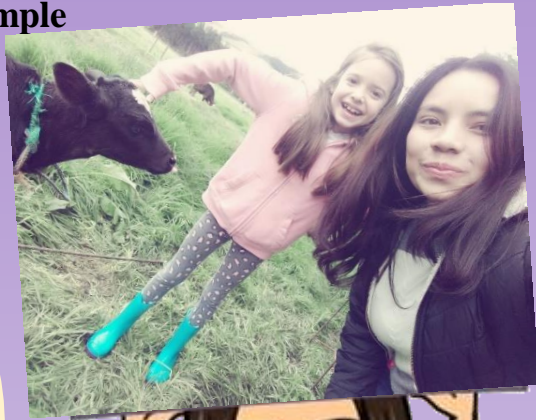
Activities cards

1. What do you think about the title "The Sky is the limit"?
2. What do you think is happening here?
3. Does this picture have a message? Why? Why not?
4. What is the girl doing? Why is the girl drawing in the constellation?
5. Why are they standing on piles of books?
6. Is the girl touching the stars? Why? Why not?
7. Write a short paragraph about the picture?

1. What happened here?
2. Why is the boat sinking?
3. List the animals you can see.
4. How many animals can you see on the water? How many animals can you see on the ark?
5. How could the boat be stopped from sinking? What do you think is going to happen?
6. Do you think this picture is showing the story of Noah's Ark?
7. In an acrostic, write a funny end for this picture.

1. What do you think about the title "Above the sky"?
2. What can you see?
3. Why is the woman holding a bag and an umbrella?
4. Where is she going? Where did the woman come from?
5. How can the woman survive above the sky?
6. Imagine you could go "above the sky". How would you describe the situation?
7. Write a poem describing the view from above the sky

Production. Activity example



Today in the local news, I would like to present an amazing story about my "family"....



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Who are they?	They are Olivia and Nathaly the best friends in the world.
Where are they?	They are on a beautiful farm called San Antonio, in the Carchi Province
When did they visit that place?	During Olivia's birthday, May 31st
What happened?	They walked to a big mountain. Then they observed farm animals such as cows, chickens, dogs, and horses. Finally, they doing a picnic.
Why is it important?	It is important because it forms a special memory in their lives

Activity 3.2 Tell us your own story.

Material required:

- Glossary table
- Picture worksheets.
- Dictionary
- Students' materials (pencil, eraser, notebook)

Time required: 120 minutes



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Practice Task

Vocabulary review.

Provide a table glossary with a brief classification of some words such as adjectives, nouns, colours, animals, fruits, and weather seasons.

Preparation

Ask students to read the table and find the meaning of words that they do not know.

Ask students to choose one word of each category from the glossary table and write a sentence for each one.

Randomly choose some students as volunteers to read their sentences.

Practice

Provide a series of pictures from the worksheet
Ask students some questions about the pictures, for example

- What do you see?
- What happens here?
- How many people can you see?
- What are they doing?

Production

Students sit in a circle with the teacher in the centre.

Ask students to make a story describing the pictures using the glossary table.

Indicate that each student has 5 minutes to complete the activity.

Randomly chose the students to start oral activity presentation

Feedback

Teacher conclusion's

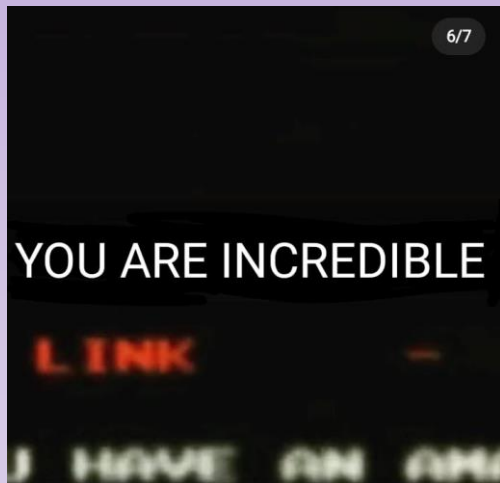
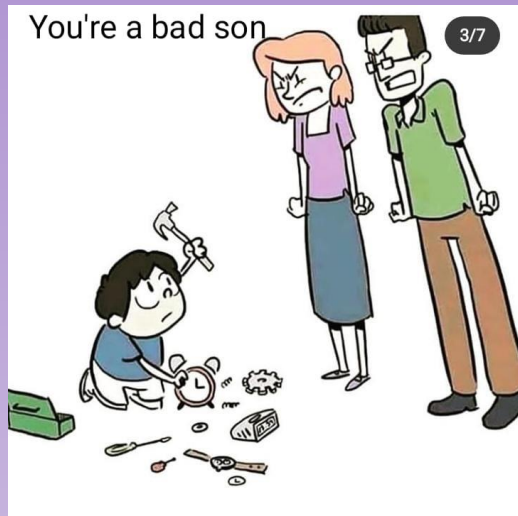
ACTIVITY RESOURCES

Preparation.

Adjectives	Nouns	Colours	Animals	Fruits	Weather seasons
Beautiful	Car	Red	Dog	Apple	Cloudy
Amazing	Mary	Black	Cat	Watermelon	Rain
Quiet	Park	Yellow	Lion	Pineapple	Sunny
Big	Mountain	Blue	Cow	Lemon	Wind
Modern	Phone	Green	Parrot	Orange	Warm
Other...	Other...	Other...	Other...	Other...	Other...

Practice





Activity 3.3. Talking about famous quotes..!

Material required:

- Pictures about famous quotes.
- Brainstorm worksheets.
- OREO worksheets.
- Oreo cookies. (optional)
- Cardboard posters.
- Dictionary
- Students' materials (pencil, eraser, notebook, markers)

Time required: 120 minutes



Practice Task

Preparation

Vocabulary review.
Divide the class into groups of four students.
Provide some pictures of famous quotes.
Read each quote and asks students to pay attention to the pronunciation.
Randomly choose a student to read the designed quote to the group.
In the same groups, provide a brainstorm worksheet for each group, and ask students to complete the worksheet

Practice

Provide an OREO writing worksheet and explains the use of this writing technique.

O= Opinion 1(draft)

R= Reason

E= Examples

O= Opinion 2 (restated)

Teacher can use the following link to perform this activity in his/her class.

<https://www.raniaeng.com/writing/writing-an-opinion>

Ask student to pay attention about some “Expressions of opinion”.

Production

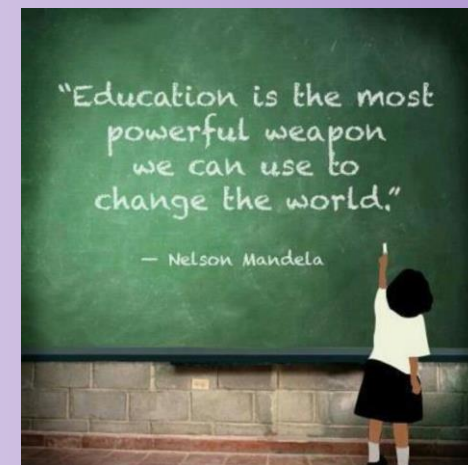
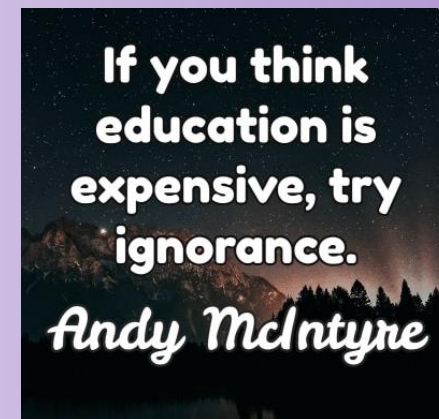
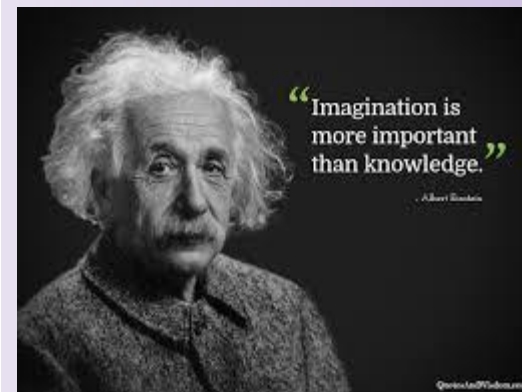
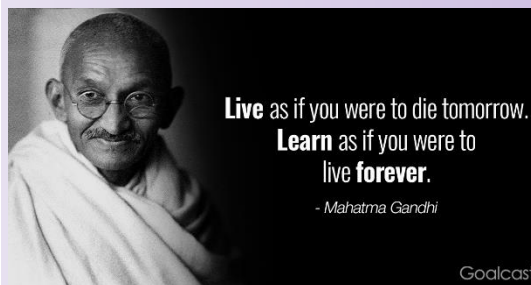
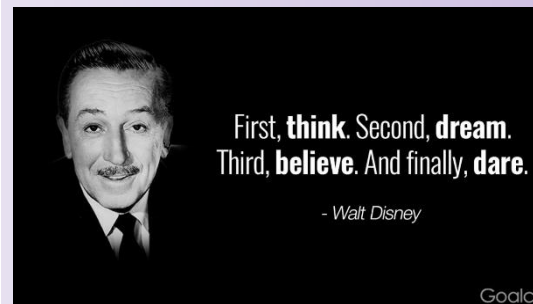
Provide cardboard posters for each group.
In the same groups, ask students to follow OREO instructions and write their group opinions about the quote.

Ask students to present their cardboard posters about the quote opinion in front of the class.

Feedback

Teacher conclusion’s

Preparation



Brainstorm

TOPIC:

Pinterest.(2010). Brainstorm organizer. <https://www.pinterest.de/pin/420382946470110036/>
[Illustration]

Don't forget to buy some OREO cookies for your students...!



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Practice

OREO



When you write about your opinion, think **OREO!**

O- Start with expressing your **opinion** on the topic.

R- Offer **reasons** for having your opinion.

E- Give **examples** that support your opinion.

O- restate your **opinion**.



Rania English. (2016, 06th, may). OREO- How to write your opinion
<https://www.raniaeng.com/writing/writing-an-opinion>



UNIT 4



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

ROLE-PLAYING

Unit Objective:

Enhance self-esteem through role-playing.

Activity 4.1 Believe in yourself.

Material required:

- Video/ audio: Zootopia (Zootrópolis) Story.
- Cardboard.
- Actress / actor roles worksheet.
- Computer
- Speaker
- Projector
- Students' materials (pencil, colour, eraser, notebook)

Time required: 120 minutes



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Practice Task

Review vocabulary.
Provide a Wordsearch puzzle with values.
Ask students to find the words.

Provide students with a short explanation about values,

Preparation Teachers may use the following link to help them to create word search puzzles:

<https://www.educima.com/wordsearch.php>

Ask students to write a paragraph using the personal values that identify them.

Students watch and listen to the short video- scenes about ZOOTOPIA film twice.

Link: Personality0001 (2018, 13th, march). Zootopia – Young Judy (Intro) [video]. YouTube.

Practice https://www.youtube.com/watch?v=rNCDpTd_j3Y&list=PL-vnSbqHul8aaoHaNqeE-gSeHd4Cv5rFJ&index=1

Zootopia (2016), is a film produced by Walt Disney Animation and directed by Byron Howard and Rich Moore. Students give their opinion about the movie scene.

Provide different students roles about Zootopia Movie.

Give the correct pronunciation.

Students practice pronunciation.

Production Explain the movie meaning.

Oral Guide Practice: Assign students roles to role-play using worksheet roles.

Students present their role-playing in groups.

Feedback Teacher´s feedback.

ACTIVITY RESOURCES

Preparation

Personal Values

Find the following personal values

A D C R G F F M Y T S T O R
M A O N E B R W E N E R F E
T C N B N W I D A A N E B S
R H F R E Z E M C M S F O P
E I I E R H N G C B I L L O
C E D S O O D O E I T E D N
O V E P S N S O P T I C N S
G E N E I E H D T I V T E I
N M C C T S I N A O I I S B
I E E T Y T P E N N T V S I
T N T G X Y N S C J Y E M L
I T V C X P S S E L U L E I
O A D A P T A B I L I T Y T
N T E F R E E D O M L V Z Y

www.educima.com

Acceptance	Achievement
Adaptability	Ambition
Boldness	Confidence
Freedom	Friendship
Generosity	Goodness
Honesty	Recognition
Reflective	Respect
Responsibility	Sensitivity

Follow your dreams

SCENE I

Judy: Now, predator and prey live in harmony and every young mammal has multitudinous opportunities

Sharla: Yeah, I don't have to cower in a herd anymore instead I can be an astronaut

Music

Jaguar: I don't have to be a lonely hunter anymore today I can hunt for tax exemptions. I'm gonna be an actuary

Music

Judy: And I can make the world a better place I am going to be a police officer

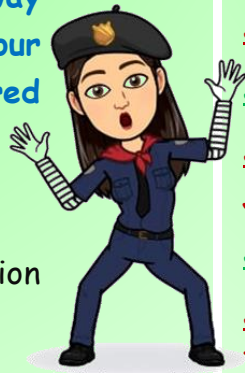
Claps

Gideon: (Laughs) well honey god that is the most stupid thing I ever heard

Judy: It may seem impossible to smell mine. I'm looking at you Gideon Grey but just 211 miles away stands the great city of Zoo-topia where our ancestors first joined together in peace in declared anyone can be anything.

Music

Howard, B. Zootopia [movie]. Walk Disney Animation Studios.



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

SCENE II

Judy's dad: Judy ever wonders how your mom and I got to be so darn happy.

Judy: Nope

Judy's dad: Well, we gave up on our dreams and we settled right bond.

Judy's mom: Oh yes, that's right Stu, we settled hard

Judy's dad: See, that's the beauty of complacency. Jud, if you don't try anything new, you'll never fail.

Judy: I like trying actually

Judy's mom: What your father means honey, is that it's gonna be difficult, impossible even for you to become a police officer.

Judy's dad: Right, there's never been a bunny cop

Judy's mom: No

Judy's dad: Bunnies don't do that never

Judy's mom: Never

Judy: I guess, I'll have to be the first one because I'm gonna make the world a better place

Judy's dad: Or, You know, you want to talk about making the world a better place. No better way to do it than becoming a carrot farmer.

Judy's mom: Yes, Your dad, me and your 275 brothers and sisters we're changing the world.

Judy's dad: Yeah..!

Judy's mom: One carrot at a time

Judy's dad: Amen to that carrot farmer is a noble profession, one with the soil just getting covered in dirt you get

Judy's mom: It's great to have dreams

Judy's dad: Yeah, just as long as you don't believe in them too much. Where'd the heck's she go..!

SCENE III

Gideon: Give me your tickets right now, I'm gonna kick your little sheep back

Judy's friends: You are very bad Gideon.

Gideon: What are you gonna do, cry?

Judy: Hey, you heard her cut it out.

Gideon: Nice costume loser. What crazy world are you living in where you think a bunny could be a cop?

Judy: Kindly return my friends tickets.

Gideon: Come and get him but watch out because I'm a fox and like you said your dumb little stage play as printers used to eat prey and I killer instinct stealing our DANA.

Travis: Uh, I'm pretty much sure it's pronounced DNA.

Gideon: Don't tell me what I know of us.

Judy: You don't scare me, Gideon. (Gideon hits Judy)

Gideon: Scared now... Look at her nose switch,

Travis: She is scared.

Gideon: Cry a little baby bunny, cry (Judy hits Gideon).

Ah, you don't know when to quit, do you? (Gideon hits Judy). I want you to remember this moment the next time you think you will ever be anything more than just a stupid carrot farm and dumb bunny.

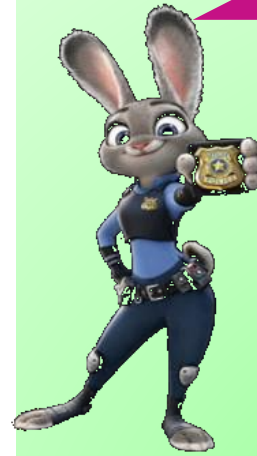
Judy's friends: That looks bad. Are you okay Judy?

Judy: Yeah, yeah. I'm okay. Here you go. (Judy returns tickets to her friends)

Judy's friends: Oh, You got our tickets. You are awesome Judy. Yeah, that's Katie and Gray doesn't know what he's talking about.

Judy: Well, He was right about one thing. I DON'T KNOW WHEN TO QUIT.

CHARACTERS



Judy Hopps



Jaguar



Sharla



Gideon Grey



Bonnie Hopps



Stu Hopps



Gareth



Travis

Activity 4.2 Movie Time.! Which Kung Fu Panda character are you?

Materials required:

- Movie Video/ Kung Fu Panda Story.
- Computer
- Speaker
- Projector
- Students' materials (pencil, eraser, notebook)

Time required: 120 minutes

Practice Task

Preparation

Present a short movie introduction
Teacher can use the trailer of movie following the link:

TrailersPlaygroundHD (2013, 2nd, august). Kung Fu Panda – Official Trailer 1HD [video]. YouTube.
<https://www.youtube.com/watch?v=PXi3Mv6KMzY>

Ask students sit in a big circle and pay attention to the movie.

Practice

Provide a worksheet about Kung Fu Panda Movie
<http://english4good.com.br/wpcontent/uploads/2019/08/KUNG-FU-PANDA-.png>

Explain the questions about the movie.

Ask students to complete the activity.

Randomly choose some students to present their

Explain What is a debate? and some typical rules, for example;

Listen attentively.

Be respectful and support your arguments.

Students speak only when the moderator mention his/her participation.

Speak slowly, clearly, and loud sufficiently to be heard.

Students may have some brief notes, but they not may read them.

Keep eye contact and a good body posture.

Feedback

Teacher's feedback.

Preparation

Kung Fu Panda I, is a movie created and produced by DreamWorks Animation studio in 2008. It is about the life story of a funny and humble panda who tried to discover his potential and personal skills that he didn't even know.

This is a fantastic story to discover people learning, some values as perseverance, humility, generosity, confidence, and personal development.

The best of all is practice oral production with this movie, you can watch the movie with audio and English subtitles.

Osborne, M. and Wayne, J. *Kung Fu Panda I* [movie]. DreamWorks Animation Studios.



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Practice

KUNG FU PANDA

Watch the movie with the subtitles and audio in English and answer the questions:

- At the beginning of the movie the Panda is.
 dreaming eating studying
- What is the Panda's name? _____
- What animal is Po's dad? _____
- Where does Po work? _____
- What does he do? _____
- Who is Master Shifu? _____
- Who is Master Oogway? _____
- Who is Tai Lung? _____
- What is Po's dream?
 to be one of the Furious five.
 to cook needles for the rest of his life.
 to be the Emperor of China.
- What are the Furious Five name's? _____
- When Po was chosen to be the Dragon Warrior he...
 got happy got sad got disappointed
- What does "upset" mean?
 crazy sad happy
- What object helped Tai Lung escape from prison?
 a feather a ball a key
- What is Tai Lung's background?
 Shifu raised him as a son.
 Tai Lung was an Emperor of China.
 He was Oogway's nephew.
- "Joke" means something...
 funny serious sad
- Zeng the messenger is...
 a lion a goose a bear
- Why is everybody leaving the city?
- Where is Kung Fu from?

english4good.com.br

English4Good. <https://english4good.com.br/ingles-com-filme-kung-fu-panda/> Worksheet. [Illustration]

Production

Roles and organization of the debate.

Ask students to form groups of 3 participants.

The topic to debate is: Do you think Kung Fu Panda is an inspiring movie? Why? Why not?

Randomly choose 2 teams, one in favour and one against. Students are seated one in front of the other, in front of the classroom.

There should also be another desk for the timekeeper announcing the end of time (6 minutes) for each team presentation.

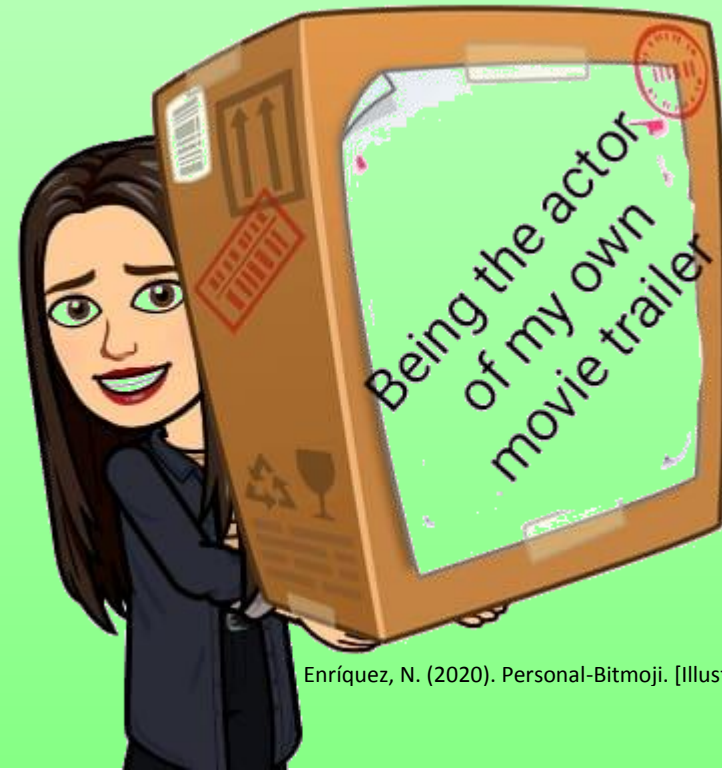
The debate begins with the team in favour of the topic, they support the topic and present their arguments, is the same situation with the other time. Students need to be respectful with classmate's opinions.

Activity 4.3. Making a movie trailer

Materials required:

- Active verbs crossword puzzle.
- Hamburger paragraph worksheet
- Computer
- Speaker
- Projector
- Students' materials (pencil, eraser, notebook)

Time required: 120 minutes



Practice Task

Preparation

Practice

Production

Feedback

Review vocabulary.
Explain about action verbs
<https://englishgrammarhere.com/verbs/action-verbs-list-of-common-action-verbs-definition-and-examples/>
Teacher provides a crossword wordsearch about some actions verbs.
Ask students to complete the activity.
Ask students choose five action verbs and write one sentence for each one.

Explain the paragraph. organization
Provide a Hamburger paragraph worksheet and explains the activity.
Ask students to complete the worksheet with their ideas using the previous vocabulary.
Ask students to practice the pronunciation.
Randomly choose some volunteers to present their activity progress.

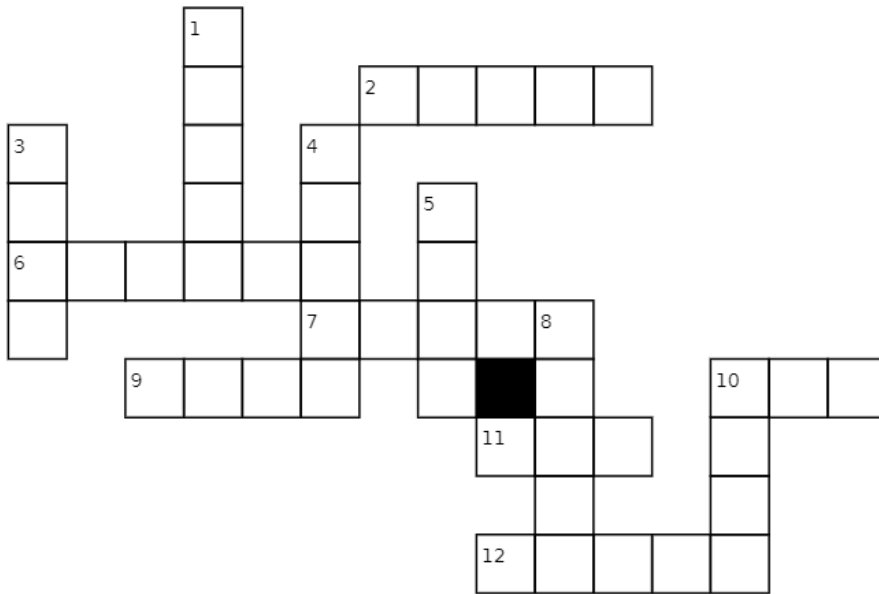
Challenging students
Divide the students in groups of 4 students.
Ask students to create their own trailer using ideas from previous activities.
Students may use the following link to have an example about trailer <https://oakdome.com/k5/lesson-plans/word/i-am-poem.php>
Ask students to prepare their presentation using materials outside of the class, for example, other videos, wardrobe, screenplay, music, etc.

Teacher's conclusions.

ACTIVITY RESOURCES



Action Verbs Crossword Puzzle



Down:

1. to try to hurt someone using your body or weapons.
3. to move forward by putting one foot in front of the other and then repeating the action.
4. to move your feet and body to the rhythm of music
5. to look at words and understand what they mean.
8. to smile and make sounds with your voice because something is funny.
10. to make food ready to eat

Across:

2. to make words, letters, or numbers on a surface using a pen or pencil.
6. to give attention to someone or something in order to hear them.
7. to move on your hands and knees.
9. to travel by sitting on a horse, bicycle, or motorcycle and controlling it.
10. to produce tears from your eyes because you are not happy.
11. to move on your feet at a faster speed than walking.
12. to believe that something is true, or to expect that something will happen, although you are not sure.

Enríquez, N. (2020). Worksheet Action Verbs Crossword Puzzle. [Illustration].

Paragraph Organization

Introduction

- **Magnetic minds**
- Novosibirsk, 3030. The Russian Government has developed "Magnetic Minds", a human reprogramming project to reintegrate into society high-risk criminals, such as serial killers, rapists, psychopaths

Body

- among others, through "NeuroSky", a nanotechnology microchip that works with fiber optic combined with the laws of neuroscience and computing.

Conclusion

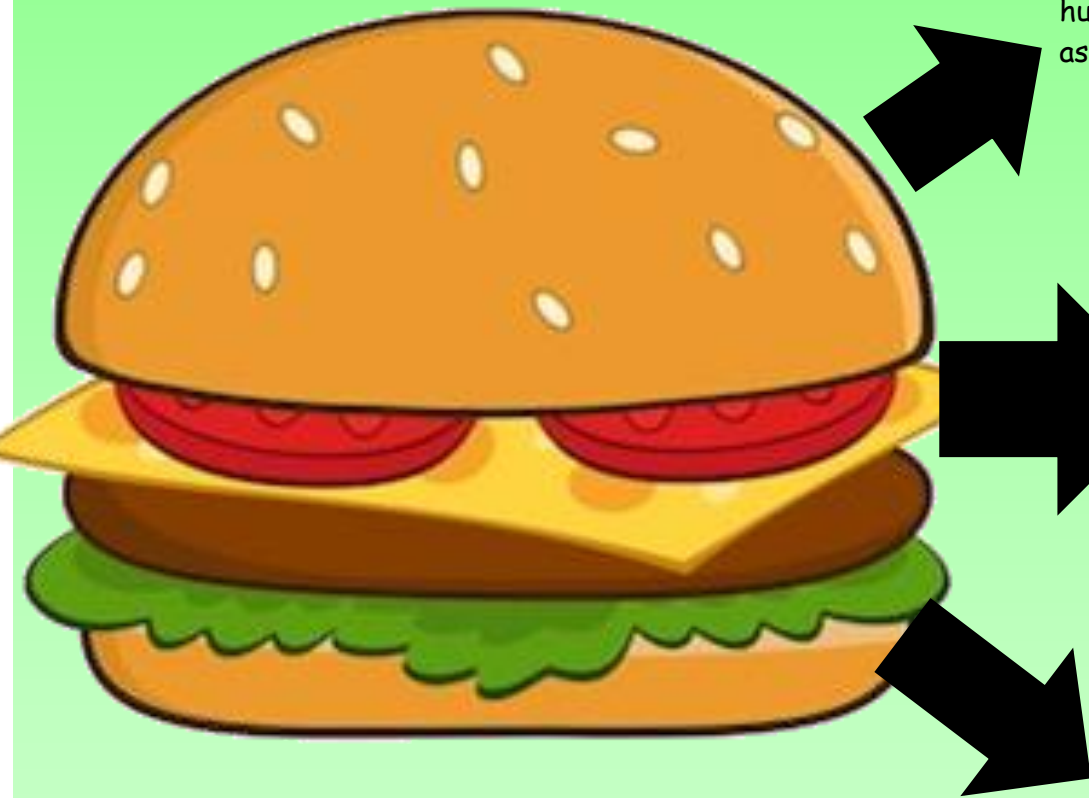
- This will eliminate their past lives by embedding an alternative reality; process in which the subject will suffer several episodes of anxiety, depression, paranoia, panic attacks accompanied by mental gaps and personality disorders.

Ascanta, S. Enríquez, N, Naranjo, M. & Morales, Y. (2019) *Trailer scrip*.



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Hamburger Paragraph



Top bun: Topic sentence- Stage your topic and introduce the BIG IDEA..!

Example: *Magnetic minds*

Novosibirsk, 3030. The Russian Government has developed "Magnetic Minds", a human reprogramming project to reintegrate into society high-risk criminals, such as serial killers, rapists, psychopaths,

Meat and vegetables: The facts or details that give more information about the topic.

among others, through "NeuroSky", a nanotechnology microchip that works with fiber optic combined with the laws of neuroscience and computing.

Bottom bun: Concluding sentence- Restate your topic in a different way and close your paragraph.

This will eliminate their past lives by embedding an alternative reality; process in which the subject will suffer several episodes of anxiety, depression, paranoia, panic attacks accompanied by mental gaps and personality disorders.

Example of final trailer:

Nathaly Enríquez (2020, 13th, may). *Magnetic Minds Trailer Final 2.0* (Example of trailer) [video]. YouTube.

<https://www.youtube.com/watch?v=7eAfGkMUpto>

Your Turn!



Top bun: Topic sentence- Stage your topic and introduce the BIG IDEA..!

Meat and vegetables: The facts or details that give more information about the topic.

Bottom bun: Concluding sentence- Restate your topic in a different way and close your paragraph.

Rania English (2015, 15th, august). Writing a paragraph [video]. YouTube.
<https://www.youtube.com/watch?v=AFCqmKmPMIU>

UNIT 5

Let's get our

brains working!



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Unit Objective:

Reinforce vocabulary through fun brain teasers.

Activity 5.1 Fun oral brain teasers.

Materials required:

- Brain teaser cards.
- My fun brain teaser journal.
- Classroom Timers. (<https://www.online-stopwatch.com/classroom-timers/>)
- Student's materials.

Time required: 120 minutes



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

Practice Task.

Turn your classroom into a gallery and allow students to be actively engaged as they walk around the classroom to complete the task.

Review vocabulary.
Give the correct pronunciation.
Students practice pronunciation.
Explain the activity.

Oral Guide Practice: First group your students into pairs or teams depending on the size of the class and each pair or group starts at a different station.
Each group begins by answering the riddles together at the station that they are assigned to.
Ask each pair or group to rotate to the next station writing their answers. You can also set a timer.

Divide students into groups of 4.
Ask students to share their answers. You can use a short debate to complete the activity.

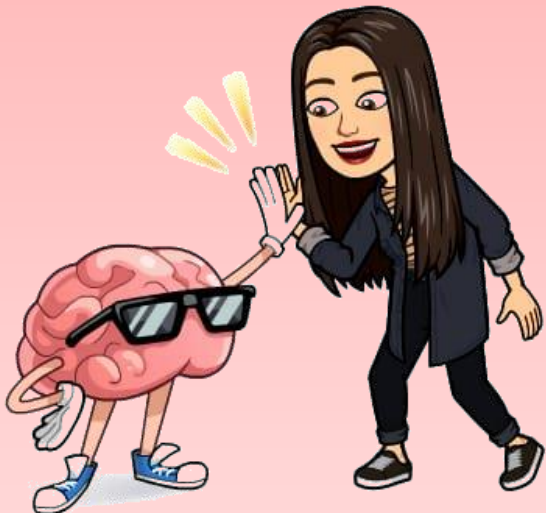
Elicit conclusions from students.

Preparation

Practice

Production

Feedback



Enriquez, N. (2020). Personal-Bitmoji. [Illustration].

Brain teaser cards

Rania English (2020, 11th, april). 10 Fun Brain Teasers [video]. YouTube.

<https://www.youtube.com/watch?v=Ext0uHDhHAg>

8. What is the plant that does not need water?

Answer: foot's sole

7. What has to be broken before you can use it?

Answer: an egg

6. What goes up and never comes down?

Answer: our age

5. People buy me to eat, but never eat me. What am I?

Answer: a plate

4. Give me water, and I will live. Give me food, and I will die. What am I?

Answer: a plant

3. What belongs to you but is used more by others?

Answer: your name

2. What occurs once in a minute, twice in a moment, and never in one thousand years?

Answer: the letter M

1. Green sky, red earth, and black inhabitants. What is it?

Answer: a watermelon

9. What colour is the paper?
What colour are the clouds?
What colour is the snow?
What colour is the cotton?
What do the cows drink?

Answer: water

10. How many animals of each species did Noah carry on the Ark???

Answer: two

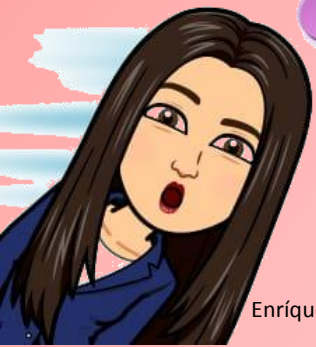
My fun brain teaser
Journal.

Walk around the
classroom and
answer the
riddles.



ANSWER SHEET

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



Activity 5.2. Talking about your favorite hobby

Materials required:

- Hobbies crossword worksheet.
- My hobby survey worksheet.
- Computer
- Students' materials (pencil, eraser, notebook)

Time required: 120 minutes



Practice Task.

Preparation

Review vocabulary.
Explain What is a hobby?
Provide a crossword about hobbies and explains the activity.
Ask students to complete the activity.
Check the crossword activity using the projector.

Practice

STEP 1
Oral practice survey. A class survey.
Give a brief explanation about What a survey is.
The survey has been designed for A1 learners and it is based about hobbies.
Ask students to think in their favorite hobby or hobbies.
Ask students to organize their ideas in the following chart, and compare their ideas with others in the class.

Production

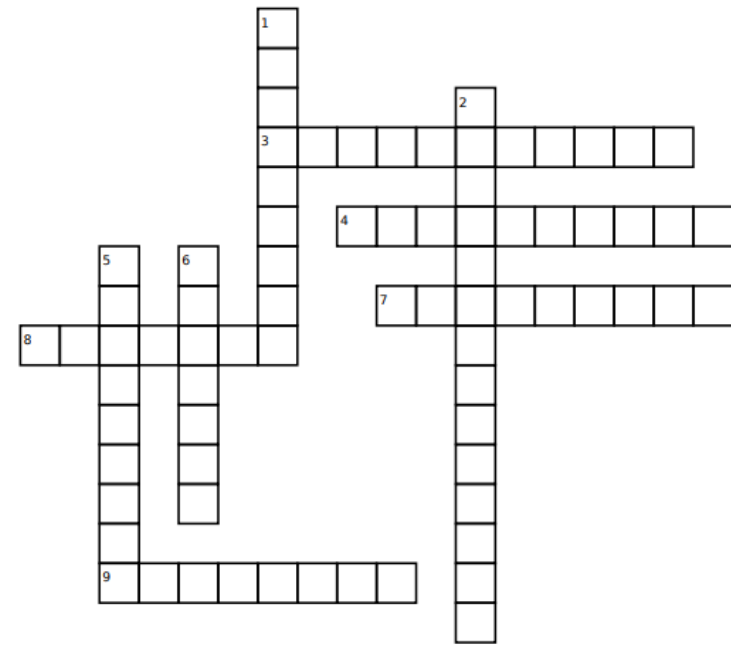
STEP 2
Provide the survey worksheet.
Read through the questions and check the pronunciation

Feedback

Elicit conclusions from students.

Preparation

My favorite hobby.



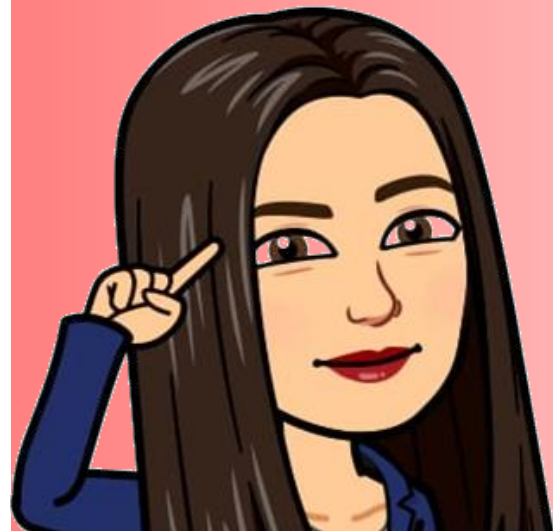
Down:

1. Is technical-minded and good with technology, may also be introverted.
2. Has excellent problem-solving and analytical skills and likes to overcome challenges.
5. Is intelligent, a strategist and deliberates before taking action.
6. Is creative, artistic and passionate to create stories.

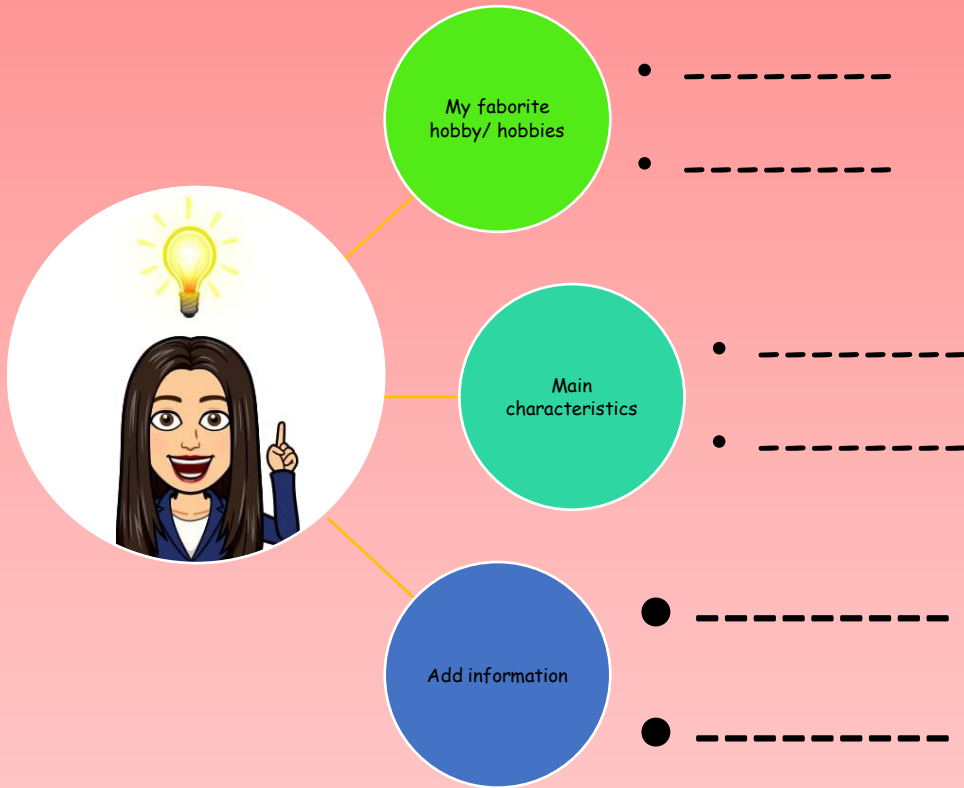
Across:

3. Has team-working skills; enjoys the company of other people.
4. Is outgoing, social and adventurous.
7. Is a team player, has good communication and interpersonal skills.
8. Is intelligent, likes learning new things, is open-minded and analytical.
9. Keeps fit and healthy under the water.

Enríquez, N. (2020). Worksheet my favorite hobby Crossword Puzzle. [Illustration].



Practice



Production

CLASS SURVEY

Topic _____

Interviewer name _____ Date _____

1. Hello. What's your name? _____

2. How are you today? 😊 😐 😞 (Circle the answer)

3. In your words, What is a hobby? _____

4. What's your favorite hobby? _____

5. How many hours a week do you spend on your hobby? _____

6. Is your hobby safe or dangerous? _____

7. Does your hobby interfere with your study or personal life?
Why/Why not? _____

Thank you so much, goodbye!

ANSWER KEY.

Unit 2. Activity 2.1. The best day I had

1. Preparation answers: 1/5/3/4/2.

Unit 2. Activity 2.3. Being the writer of my poem.

1. Preparation answers:

Nouns VS Adjectives
Find the words. Then classify them.

The word search grid contains the following words highlighted:

- SMART (horizontal, row 1, columns 4-9)
- MAN (horizontal, row 2, columns 4-7)
- GOODY (horizontal, row 3, columns 2-7)
- POET (horizontal, row 4, columns 4-8)
- COMPUTER (horizontal, row 8, columns 1-10)
- BEAUTIFUL (horizontal, row 13, columns 1-10)
- FREEDOM (horizontal, row 15, columns 2-8)
- WISDOM (vertical, column 10, rows 1-6)
- KNOWLEDGE (vertical, column 11, rows 1-7)
- WISDOM (vertical, column 12, rows 1-6)
- KNOWLEDGE (vertical, column 13, rows 1-7)
- WISDOM (vertical, column 14, rows 1-6)
- KNOWLEDGE (vertical, column 15, rows 1-7)

Unit 4. Activity 4.1. Believe in yourself.

1. Preparation answers:

Personal Values
Find the following personal values

The word search grid contains the following words highlighted:

- ADAPTABILITY (horizontal, row 10, columns 1-14)
- FREEDOM (horizontal, row 15, columns 2-8)

Unit 4. Activity 4.3. Making a movie trailer.

1. Action Verbs crossword answers:

DOWN	ACROSS
1. Fight	2. Write
3. Walk	6. Listen
4. Dance	7. Crawl
5. Read	9. Cry
8. Laugh	11. Run
10. Cook.	12. Think

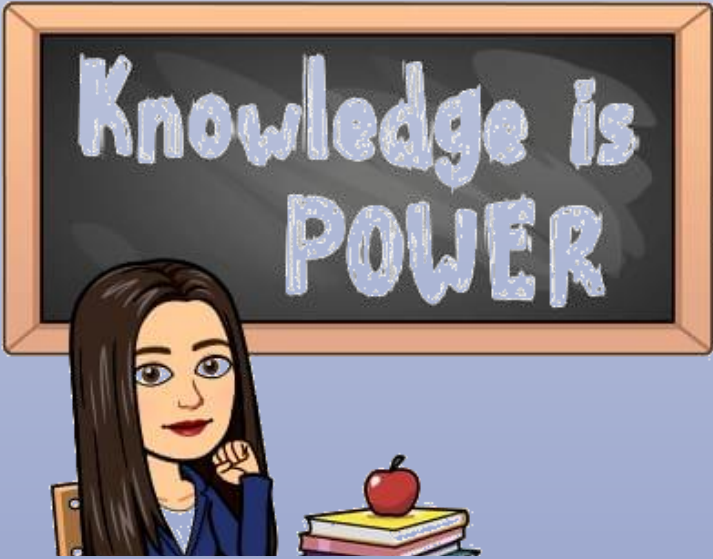
Unit 4. Activity 4.3. Making a movie trailer.

1. My favorite hobby crossword answers:



Proposal Conclusion.

The present guide, by containing methodological strategies, will contribute to develop oral activities, especially in the English language, it is aimed to help teachers to improve their students' self-esteem and, in the same way, to reduce anxiety levels. It is important to emphasize that each of the activities can be modified for any subject of study that the teacher plans.



Enríquez, N. (2020). Personal-Bitmoji. [Illustration].

5.6 Proposal Conclusion.

This present methodological guide was socialized and applied in order to contribute to the students of 8th grade of EGB of the Particular Educational Unit “Oviedo”, Ibarra Canton. It has helped them to minimize their anxiety and enhancing self-esteem to face classroom oral activities in the foreign language successfully by applying different methodological strategies. Therefore, students develop their oral performance and play an active role during the class. Also, it is important that teacher helped learners to the management of different levels of anxiety, in addition, it is necessary that students improve their self-esteem, and become more self-confident while they perform oral language activities.

The main impacts found were:

Table 12
Linguistic Impact.

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

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

In regard to the linguistic impact of this methodological guide, it can be analyzed that almost of indicators were assigned the maximum score, except for the second indicator (building confidence through stories), which was assigned two out of three because of student’s level of engagement while socializing Unit 1- Activity 1.2 of this methodological guide.

Table 13
Educational Impact.

Educational Impact						
Indicators	-3	-2	-1	1	2	3
1. Confidence while performing activities in front of the class.						3
2. Getting familiar with a basic vocabulary aspects about stories.						3
3. Ability to prepare oral presentations.					2	

4. Getting familiar with basic writing aspects of role-playing.	3
5. Dealing with oral tasks.	3

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

In regard to the educational impact of this methodological guide, it can be analyzed that almost of indicators were assigned the maximum score, except for the third indicator (ability to prepare oral presentations), which was assigned two out of three because of student's level of engagement while socializing Unit 1- Activity 1.2 of this proposal.

Table 14
Affective Impact.

Affective Impact						
Indicators	-3	-2	-1	1	2	3
1. Reflecting on each other affective needs.						3
2. Building self-confidence.						3
3. Reflecting on of self-esteem.						3
4. Reducing anxiety during oral activities.						3
5. Enhance self-esteem in oral production.						3

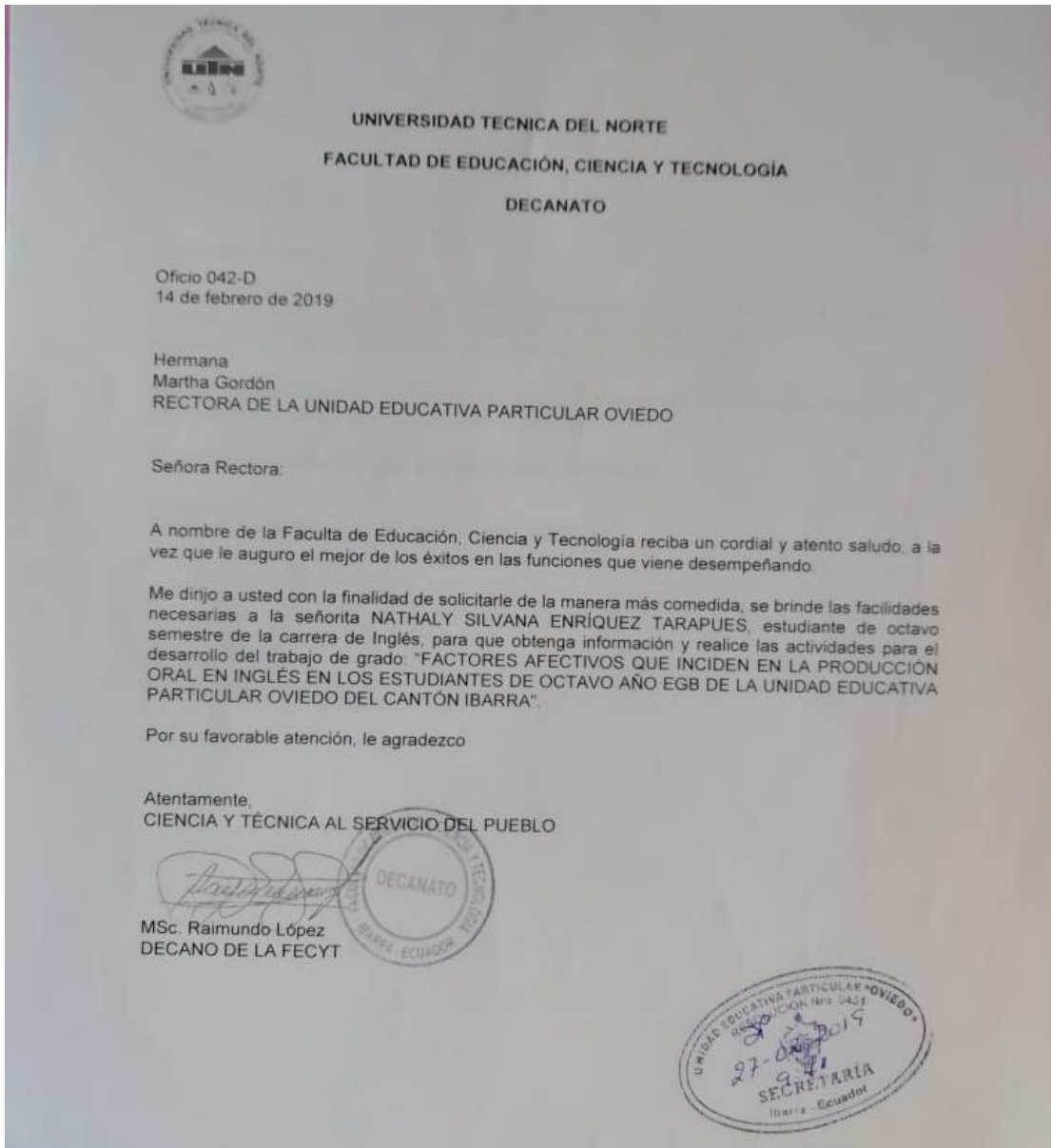
$$\frac{\Sigma}{\text{Total de indicadores}} \frac{15}{5} = 3$$

In regard to the affective impact of this methodological guide, it can be analyzed that almost of indicators were assigned the maximum score that was because of student's level of engagement while socializing Unit 1- Activity 1.2 of this guide.

ANNEXES

Annex 1. Legal Documents.

Acceptance Letter




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

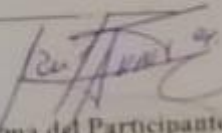
Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

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

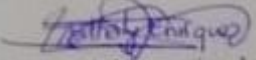
Entiendo que una copia de esta ficha de consentimiento me será entregada, y que puedo pedir información sobre los resultados de este estudio cuando éste haya concluido.

Lic. Hamlin Arcos
Dl. Raúl Fuentes
Nombre del Participante
(en letras de imprenta)


Firma del Participante


Firma del Participante

Nombre del Investigador: Nathaly Enriquez


Firma del Investigador

Vice-principal's and English Coordinator's acceptance to participate in research.

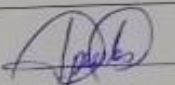
Acepto participar voluntariamente en esta investigación, conducida por Nathaly Silvana Enriquez Tarapués estudiante de la Carrera de Inglés de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es aplicar estrategias para minimizar el efecto de los factores afectivos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

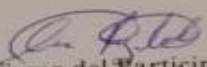
Me han indicado también que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 10 a 15 minutos.

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

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

Lic. Sandra Lucía Ipiates
Lic. Gabriela Regalado
Nombre del Participante
(en letras de imprenta)


Firma del Participante


Firma del Participante

Nombre del Investigador: Nathaly Enriquez

Firma del investigador

English Teacher's acceptance to participate in research.



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

Oficio 141-D
 07 de junio de 2019

Hermana
 Martha Gordón
 RECTORA UNIDAD EDUCATIVA PARTICULAR OVIEDO

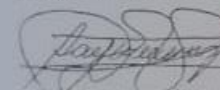
Hermana Rectora:

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

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias a la señorita NATHALY SILVANA ENRÍQUEZ TARAPUÉS, estudiante de octavo semestre de la carrera de Inglés, para socializar el trabajo de grado: "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO. AÑO EGB EN LA UNIDAD EDUCATIVA PARTICULAR OVIEDO DEL CANTÓN IBARRA".

Por su favorable atención, le agradezco

Atentamente,
 CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO


 MSc. Raimundo López
 DECANO FECYT



*Vicerectorado
 Coordinadora del
 area de Inglés*



UNIDAD EDUCATIVA PARTICULAR "OVIEDO"
 RESOLUCIÓN N°: 7457
RECEPCION
 ASUNTO: *Solicitud de socialización de trabajo de grado*
 FECHA DE RECEPCION: *14/06/19* HORA: *15:10*
 FIRMA: *[Signature]*
 CARGO: *[Signature]*

Socialation Letter to Unidad Educativa Particular “Oviedo”



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA
Y TECNOLOGÍA



ENGLISH MAJOR
“AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE
8TH LEVEL EGB STUDENTS OF THE UNIDAD EDUCATIVA PARTICULAR “OVIEDO”,
IBARRA CANTON, SCHOOL YEAR 2018-2019”

Interview Date:

Interviewed:

Position: Vice-principal interview

Objective: The purpose of this interview is to collect data to identify the affective factors that affect oral production in English, in the 8th EGB (Educación General Básica) grade students of Ibarra Canton; by students of English Major from Técnica del Norte University, with the aim of applying strategies to minimize the effect of affective factors on the oral production of the foreign language.

Questions:

Q1. Do you know if similar research processes have been previously implemented in the Institution?

Q2. Have the curricular objectives achieved in terms of oral English Language production established by the Education Ministry been expanded?

Q3. What is the percentage of repetition in the subject of English?

Q4. In your perception, what are the main difficulties in the implementation of the English curriculum?
Why?

Q5. To some students, using the Foreign Language in public may generate anxiety, fear, and insecurity. What is your perception about it?

Q6. Do you consider it necessary to implement strategies that facilitate the performance of students in the oral production of a Foreign language? Why?

THANK YOU FOR YOUR COOPERATION



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



**ENGLISH MAJOR
“AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH
LEVEL EGB STUDENTS OF THE UNIDAD EDUCATIVA PARTICULAR “OVIEDO”, IBARRA
CANTON, SCHOOL YEAR 2018-2019”**

Interview Date:

Interviewed:

Position: English Area Coordinator interview

Objective: The purpose of this interview is to collect data to identify the affective factors that affect oral production in English, in the 8th EGB (Educación General Básica) grade students of Ibarra Canton; by students of English Major from Técnica del Norte University, with the aim of applying strategies to minimize the effect of affective factors on the oral production of the foreign language.

Questions:

- Q1.** Do you know if similar research processes have been previously implemented in the Institution?
- Q2.** What standard is planned to be achieved with 8th grade students in the oral production of the foreign language?
- Q3.** In your perception, what are the main difficulties in the implementation of the English curriculum? Why?
- Q4.** To some students, using the Foreign Language in public may generate anxiety, fear, and insecurity. What is your perception about it?
- Q5.** How may you minimize the effects of anxiety on oral English production in 8th level students?
- Q6.** How can the self-esteem of 8th level students be strengthened in the oral production of the foreign language?
- Q7.** What strategies for the oral production of the foreign language have not obtained the expected learning outcomes? Why?
- Q8.** Do you consider it necessary to implement strategies that facilitate the performance of students in the oral production of a Foreign language? Why?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA
Y TECNOLOGÍA



ENGLISH MAJOR
“AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE
8TH LEVEL EGB STUDENTS OF THE UNIDAD EDUCATIVA PARTICULAR “OVIEDO”,
IBARRA CANTON, SCHOOL YEAR 2018-2019”

Interview Date:

Interviewed:

Position: English Teachers Area interview

Objective: The purpose of this interview is to collect data to identify the affective factors that affect oral production in English, in the 8th EGB (Educación General Básica) grade students of Ibarra Canton; by students of English Major from Técnica del Norte University, with the aim of applying strategies to minimize the effect of affective factors on the oral production of the foreign language.

Questions:

- Q1.** In your perception, what are the main difficulties in the implementation of the English curriculum? Why?
- Q2.** In your perception, what are the main problems that your students present during the oral production of the foreign language (affective and linguistic)?
- Q3.** What are the strengths that students present in the oral production of the foreign language (an affective and linguistic level)?
- Q4.** What are the methodological strategies that you apply to promote self-esteem in the oral production of the foreign language?
- Q5.** What are the strategies that you apply when evaluate oral production in the foreign language?
- Q6.** What are the instruments that apply when assessing oral production in the foreign language?
- Q7.** Do you consider it necessary to implement strategies that facilitate the performance of students in the oral production of a Foreign language? Why?

THANK YOU FOR YOUR COOPERATION



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA
Y TECNOLOGÍA



ENGLISH MAJOR
“AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE
8TH LEVEL EGB STUDENTS OF THE UNIDAD EDUCATIVA PARTICULAR “OVIEDO”,
IBARRA CANTON, SCHOOL YEAR 2018-2019”

Interview Date:

Interviewed:

Position: Classroom English Teachers – 8th Grade EGB (Educación General Básica) interview

Objective: The purpose of this interview is to collect data to identify the affective factors that affect oral production in English, in the 8th EGB grade students of Ibarra Canton; by students of English Major from Técnica del Norte University, with the aim of applying strategies to minimize the effect of affective factors on the oral production of the foreign language.

Questions:

- Q1.** In your perception, what are the main difficulties in the implementation of the English curriculum?
Why?
- Q2.** In your perception, what are the main problems that your students present during the oral production of the foreign language (affective and linguistic)?
- Q3.** What are the strengths that students present in the oral production of the foreign language (an affective and linguistic level)?
- Q4.** What are the methodological strategies that you apply to promote self-esteem in the oral production of the foreign language?
- Q5.** What are the strategies that you apply when evaluate oral production in the foreign language?
- Q6.** What are the instruments that apply when assessing oral production in the foreign language?
- Q7.** What are the affective factors that affect the oral production of the foreign language in the classroom?
- Q8.** What are the affective factors that affect the administration of oral exams in the foreign language?

Q9. How do these factors affect the quality of oral production in the foreign language, (in the classroom and during the evaluation processes)?

Q10. Do you consider it necessary to implement strategies that facilitate the performance of students in the oral production of a Foreign language? Why?

THANK YOU FOR YOUR COOPERATION








UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
ENGLISH MAJOR






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

“AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL EGB STUDENTS OF THE UNIDAD EDUCATIVA PARTICULAR “OVIEDO”, IBARRA CANTON, SCHOOL YEAR 2018-2019”






1. In the following table, check the number that corresponds to anxiety levels (how nervous you feel) when doing the following activities in English class. For cases in which you have chosen numerals 4 and 5, indicate the reason.

FOREIGN LANGUAGE CLASS ACTIVITY	5 	4 	3 	2 	1 	I ASSIGNED THIS ASSESSMENT TO THE ACTIVITY BECAUSE...
a. Oral exams						
b. Interaction with classmates						
c. Teacher, student interaction						
d. Oral lessons						
e. Dialogue memorization						
f. Text memorization						
g. Class participation						
h. Class presentation						
i. Teacher correction						
j. Other:						

2. In the following table, check the number that corresponds to the confidence levels (how comfortable you feel) when perform the following activities during English class. For cases in which you have chosen numerals’ 4 and 5 indicate the reason.

FOREIGN LANGUAGE CLASS ACTIVITY	5 	4 	3 	2 	1 	I ASSIGNED THIS ASSESSMENT TO THE ACTIVITY BECAUSE...
a. Sing						
b. Role play						
c. Present a topic to the class						
d. Record audios with their voice						
e. Converse in pairs						
f. Tell stories						
g. Read text in front of the class						
h. Otros :						

3. What aspects of the oral production test in the foreign language are major anxiety states in you? In the following table, check the number that corresponds to the aspects that have anxiety. For cases in which you have chosen numbers 4 and 5, indicate the reason.

FOREIGN LANGUAGE CLASS ACTIVITY	5 	4 	3 	2 	1 	I ASSIGNED THIS ASSESSMENT TO THE ACTIVITY BECAUSE...
a. Individual in front of the teacher						
b. Individual in front of the class						
c. Understand the instructions						
d. Interruption by the teacher						
e. Interruption by their classmates						
f. Confidence with the teacher						
g. Forget the required vocabulary						
h. Do not know what word to use						
i. Shyness						
j. Afraid to make mistakes						
k. Afraid to make pronunciation mistakes						



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ENGLISH MAJOR
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DE LICENCIATURA EN CIENCIAS DE LA EDUCACIÓN
ESPECIALIZACIÓN INGLÉS

FOREIGN LANGUAGE CLASS OBSERVATION SHEET

“AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL EGB STUDENTS OF THE UNIDAD EDUCATIVA PARTICULAR “OVIEDO”, IBARRA CANTON, SCHOOL YEAR 2018-2019”

Educational Institution:

Date:

Year and parallel:

Classroom:

CLASS PARTICIPATION Indicator/Criteria/Item	5	4	3	2	1	OBSERVATIONS
Learners:						
a) Conversation with classmates						
b) Teacher Interaction						
c) Dialogue memorization						
d) Text memorization						
e) Teacher correction						
f) Presentation of a topic to the class						
g) Read texts in front of the class						
h) Role plays						
i) Interaction in work groups						
j) Teacher feedback						
k) Classmates feedback						
l) Understanding instructions						
m) Classroom management						
n) Physical infrastructure						
o) Teaching resources						
p) Technological resources						



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**“AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL
 PRODUCTION IN THE 8TH LEVEL EGB STUDENTS OF THE UNIDAD
 EDUCATIVA PARTICULAR “OVIEDO”, IBARRA CANTON, SCHOOL YEAR
 2018-2019”**

ORAL PRODUCTION EVALUATION CHECKLIST

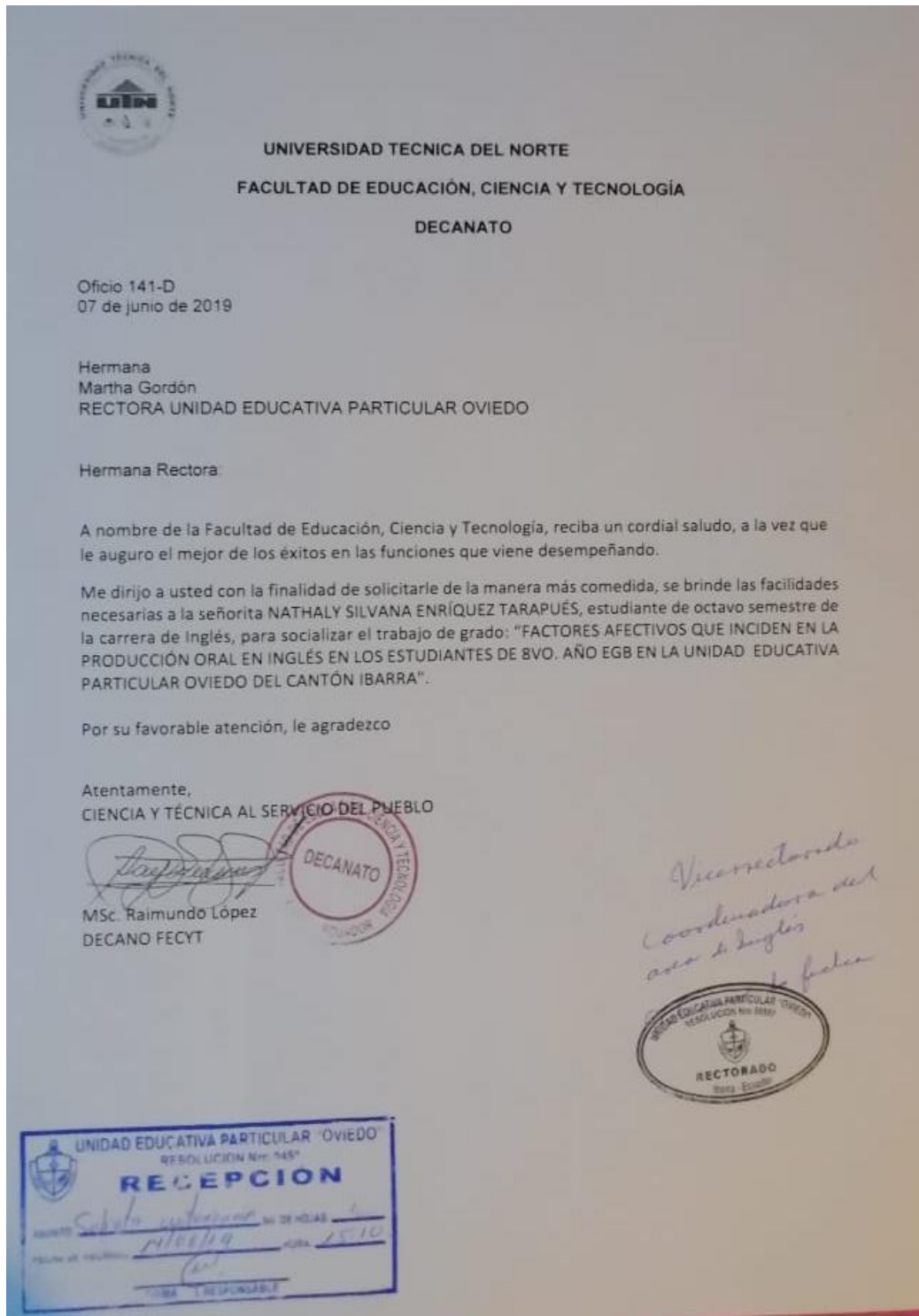
1. Checklist to be administered by the researcher. In the following table, put a check in the appropriate box, according to the level of anxiety generated by the students during the administration of an oral evaluation in the foreign language.

EVALUATION CRITERIA	5	4	3	2	1	Why?
a) Interaction with classmates						
b) Interaction with teacher						
c) Dialogue memorization						
d) Text memorization						
e) Correction by the teacher						
f) Do not remember the required vocabulary						
g) Do not know what word to use						

1= None
2= Low
3= Medium
4= High
5= Very high

Annexe 6. Socialization's documents

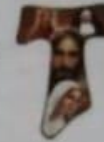
Permit office



Lesson plan



UNIDAD EDUCATIVA PARTICULAR "OVIEDO"
 Hermanas Franciscanas de María Inmaculada
 Ibarra - Ecuador
 2018-2019



A. INFORMATIVE DATA:

AREA: FOREIGN LANGUAGE

SUBJECT: English Language

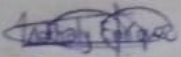

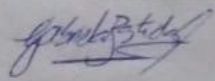
SCHOOL YEAR: 2018 - 2019

GUIDE TEACHER: Lic. Sandra Ipiales

TEACHER STUDENT: Nathaly Enriquez.


Course: 8 th "A" "B"	Date: From June, 18 th to 19 th , 2019	Time: 120 min -3 hours	N° Ss: 24	
Unit: 1 Let's sing together.		Topic: Activity 3. Taking care of our hearts		
Unit objective: <ul style="list-style-type: none"> Students will be able to develop fluency through songs in English. 				
Specific objectives: <ul style="list-style-type: none"> Students will be able to use a list of five new words. Students will be able to describe how to feel or deal different situations. 				
TIME	TEACHER ACTIVITY	STUDENT ACTIVITIES	RESOURCES	EVALUATION INDICATORS
15 minutes	WARM UP <ul style="list-style-type: none"> Asks Ss to participate in a FREEZE contest. Asks Ss to pay attention to the rules of the game. Asks Ss to form a big circle. Asks for some volunteers to the activity. Asks Ss to pay attention when an action appears on the blackboard. Asks Ss to have 5 seconds to look like to the action that appears on the blackboard. Asks Ss to choose the person who is least like the object that was shown. Monitors the activity 	WARM UP <ul style="list-style-type: none"> Participate in a contest. Pay attention to the rules of the game. Form a big circle. Volunteers use their body to look like to the object shown. Claps to winner. 	<ul style="list-style-type: none"> Students Board Data projector Images of objects related to songs. 	<ul style="list-style-type: none"> Students participation.

25 minutes	<p style="text-align: center;">PRESENTATION</p> <ul style="list-style-type: none"> • Presents vocabulary • Asks Ss to write a sentence with previous vocabulary. • Asks Ss to share their sentences and paste on the board. • Provides a worksheet with a lyrics of the song "God only knows" • Asks Ss to listen carefully to the lyrics • Asks Ss to identify the previous vocabulary on the lyrics. • Asks Ss to fill in the blanks with the missing word and complete the worksheet. 	<p style="text-align: center;">PRESENTATION</p> <ul style="list-style-type: none"> • Pay attention to vocabulary. • Write a sentence with previous vocabulary. • Share their sentences and paste on the board • Listen the instruction • Listen the lyrics • Write the missing word. • Identify the vocabulary on the lyrics song. • Complete the worksheet. 	<ul style="list-style-type: none"> • Board. • Song worksheet • Student's materials • Speaker. • Computer 	<ul style="list-style-type: none"> • Ss identify words. • Student's participation.
30 minutes	<p style="text-align: center;">PRACTICE</p> <ul style="list-style-type: none"> • Asks Ss to listen carefully to the pronunciation of the lyrics • Asks Ss to follow the reading in silence. • Asks Ss to repeat the lyrics after the teacher. • Monitors the activity. • Asks Ss to watch the video carefully. • Asks Ss to listen to the song and following the lyrics with their worksheets. • Asks Ss to sing and practice the pronunciation. • Monitors Ss. Activities. • Asks Ss to identify the song situation. • Asks Ss some questions about: How they feel after the activity? 	<p style="text-align: center;">PRACTICE</p> <ul style="list-style-type: none"> • Listen the pronunciation of lyrics. • Read the lyrics in silence and try to understand it. • Repeat after the teacher • Watch the video carefully. • Listen to the song and follow the lyrics. • Sing and practice the pronunciation. • Identify the song situation. • Answers the questions that teacher said. 	<ul style="list-style-type: none"> • Video • Song worksheet. • Speaker • Computer. • Projector 	<ul style="list-style-type: none"> • Read the lyrics. • Identify the situation • Teacher students interaction.

25 minutes	PRODUCTION <ul style="list-style-type: none"> • Divide students into groups of 4. • Assign classroom situation to role-play • Asks Ss to create a short role play using previous vocabulary. 	PRODUCTION <ul style="list-style-type: none"> • Make groups • Create a short role- play 	<ul style="list-style-type: none"> • Sheet of paper with real and difficult situations • Students 	<ul style="list-style-type: none"> • Student's participation. 	
25 minutes	EVALUATION <ul style="list-style-type: none"> • Asks Ss to present their role plays. • Monitor the activity. • Gives feedback 	EVALUATION <ul style="list-style-type: none"> • Present their role plays • Pay attention to the role plays of their classmates. 	<ul style="list-style-type: none"> • Students • Video song • Speaker 	<ul style="list-style-type: none"> • Student's participation. 	
PREPARED BY:		REVISED BY:		APPROVED BY:	
Teacher Student:	Nathaly Enríquez	Teacher Guide:	Lic. Sandra Ipiates	Teaching Supervisor:	MSc. Gabriela Bastidas
Signature: 		Signature: 		Signature: 	
Date: 06-11-2019		Date: 06-14-2019		Date: 06-14-2019	




Socializations Rubric


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

UNIDAD EDUCATIVA PARTICULAR “OVIEDO”
FICHA DE OBSERVACIÓN DE CLASE DEMOSTRATIVA
“SOCIALIZACIÓN”



Docente: Sandra Lucía Ipiñales
 Área: Lengua Extranjera Inglés
 Estudiante investigador: _____
 Fecha: 19 de Junio del 2019

ASPECTOS A OBSERVAR

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

Aspectos a tener en cuenta en la observación del profesor.	Valoración	
	SI	NO
1. Presentación Personal es apropiada	X	
2. Modulación, tono de voz son adecuados.	X	
3. Demuestra un adecuado manejo del idioma	X	
4. Demuestra el dominio en el uso de los contenidos.	X	
5. Muestra creatividad en la elaboración de las actividades.	X	

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

Tutora de Tesis: MSc. Gabriela Bastidas

Docente 8vo EGB: Lic. Sandra Ipiales



Teacher's presentation



Team work of Unidad Educativa Particular "Oviedo" students



Pair work of Unidad Educativa Particular "Oviedo" students



Individual work of Unidad Educativa Particular "Oviedo" students



Practice tasks



Team work of Unidad Educativa Particular "Oviedo" students

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