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**Affective factors that influence oral production in junior students at
“Colegio Universitario”, school year 2021-2022**

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Autora: Brithany Dayana Castro Jaramillo

Directora: MSc. Marcia Lucia Mantilla Guerra

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DATOS DE CONTACTO			
CÉDULA DE CIUDADANÍA:	1004467823		
APELLIDOS Y NOMBRES:	CASTRO JARAMILLO BRITHANY DAYANA		
DIRECCIÓN:	Brasil 3-26 y Colombia		
EMAIL:	bdcastroj@utn.edu.ec		
TELÉFONO FIJO:	-	TEL. MÓVIL:	099 039 9347
DATOS DE LA OBRA			
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AUTOR (A):	Castro Jaramillo Brithany Dayana		
FECHA:	Miércoles, 13 de Abril de 2022		
SOLO PARA TRABAJOS DE GRADO			
PROGRAMA:	<input checked="" type="checkbox"/> PREGRADO <input type="checkbox"/> POSGRADO		
TITULO POR EL QUE OPTAN:	Licenciada en Inglés		
ASESOR /DIRECTOR:	MSc. Marcia Lucia Mantilla Guerra		



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LA AUTORA:

A handwritten signature in black ink, appearing to read "Castro Jaramillo".

Brithany Dayana Castro Jaramillo



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CERTIFICACIÓN DEL DIRECTOR

Ibarra, 09 de Marzo de 2022

MSc. Marcia Mantilla Guerra

DIRECTORA DEL TRABAJO DE TITULACIÓN: “Affective factors that influence oral production in junior students at Colegio Universitario, school year 2021-2022”.

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.....
MSc. Marcia Mantilla Guerra
C.C.: 1711539690

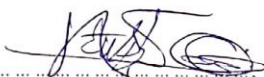



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APROBACIÓN DEL TRIBUNAL

El Tribunal Examinador del trabajo de titulación "Affective factors that influence oral production in junior students at Colegio Universitario, school year 2021-2022". elaborado por Brithany Dayana Castro Jaramillo, previo a la obtención del título de licenciada en Pedagogía de los Idiomas Nacionales y Extranjeros, aprueba el presente informe de investigación en nombre de la Universidad Técnica del Norte:


().....
MSc. Marcia Lucía Mantilla Guerra
C.C.: 1711539690


().....
MSc. José Miguel Obando Arroyo
C.C.: 1001512043


().....
MSc. Darwin Fernando Flores Albuja
C.C.: 1002188470

DEDICATION

This undergraduate work is mainly dedicated to God, for allowing me to live and study to make my dream come true.

To my sister in heaven, because everything I am and everything I do is to make her proud.

GRATEFULNESS

I want to thank my mom, for pushing me to choose the career of my dreams. My sisters, for their support and company in times of frustration.

To my friend, Jennifer, because she has always been by my side and she has cared for me. To my boyfriend, Andres, for being my emotional support, and for his company in difficult times. To both of them, for encouraging me to move forward and insist despite the obstacles.

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ABSTRACT

This research sought to determine teaching strategies that minimize the influence of affective factors in the oral production of the English language through a methodological guide with activities and material to use in class. This research was carried out with junior students at “Colegio Universitario” high school, Ibarra, Imbabura province, in the school year 2021-2022. The direct beneficiaries of this research were the students and teachers of the high school. The data collection was carried out through interviews directed to teachers, and surveys applied to junior students, which were analyzed quantitatively and qualitatively. Finally, it was designed a guide with teaching strategies focused on promoting students’ oral production and dealing with affective factors, and turning them into strengths for students.

Keywords: oral production, foreign language, anxiety, motivation, self-esteem

RESUMEN

La presente investigación buscó determinar estrategias de enseñanza que permitan minimizar la influencia de los factores afectivos en la producción oral de la lengua extranjera a través de una guía metodológica con actividades y materiales para aplicar en clase. Esta investigación se llevó a cabo con los estudiantes de Segundo año de Bachillerato y los docentes de inglés del “Colegio Universitario”, de la ciudad de Ibarra, provincia de Imbabura, en el periodo académico 2021-2022. Los beneficiarios directos de esta investigación fueron los estudiantes y docentes de la institución. La recolección de datos fue realizada a través de entrevistas dirigidas a los docentes, y encuestas aplicadas a los estudiantes de segundo de bachillerato; mismas que fueron analizadas cuantitativa y cualitativamente. Finalmente, se redactó una guía con estrategias de enseñanza enfocadas en promover la producción oral de los estudiantes, así como afrontar los factores afectivos y convertirlos en fortalezas para los estudiantes.

Palabras claves: producción oral, lengua extranjera, ansiedad, motivación, autoestima.

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INTRODUCTION

Motivation

This project was created based on the desire of every student to learn according to their needs. It is valuable that every human being can have the opportunity to learn and acquire as much knowledge as they can. Consequently, teachers must try to understand that students have different abilities and needs, that they learn differently, and live in different situations. Besides, it is valuable to consider that not only academic factors influence the teaching-learning process, but also the affective factors.

Problem description

Ecuador is a country that tries to improve its English level, but the programs directed to it are relatively new; for that reason, the country does not have a good English level. According to Education First (2020), Ecuadorian English skills are very low based on the analysis of the tests applied to many people, and the country is ranked 93 out of 100 countries. And, even though these values are obtained from the people who seek to acquire the language with this company, it does not differ from the reality that many Ecuadorians live, in due to the teaching continues being traditional, and based on repetition and memorization.

Some Ecuadorian school and high school teachers are not yet sufficiently trained in new teaching approaches and methods, which makes them keep on applying the same strategies and activities to all the students expecting to have the same results however, it does not work in that way. Considering that each student is a different world and learns differently is not fully contemplated and understood in our society, therefore, aspects such as emotions, thoughts, and feelings are not taken into account when deciding the way how is going to be taught. Considering the fact that this problem occurs throughout the country, it is easy to see it in the educational institutions of the different provinces. In this case, junior students from “Colegio Universitario” high school have a low English level, and their skills are not correctly developed.

It is assumed that academic development is closely related to cognitive abilities, nevertheless, feelings and emotions also play an important role in the teaching-learning process. Some teachers consider that their only job is to teach what is in the book, and not to pay attention to the feelings, emotions, or internal problems of students; but the job of teachers should go beyond. For this reason, as teachers, it is important to think What are the factors that affect oral production in students? How do their thoughts and emotions affect their ability to participate? How useful is it to pay attention to the affective factors of students? What academic strategies can teachers use to improve oral production in students?

Justification

The aspects that affect the correct development of students in the classroom may vary according to each student. However, when talking about learning a foreign language, students do not feel completely safe to participate in the classroom due to as the language is a totally different world for them, their fear of being wrong increases. Therefore, it is considered pertinent to investigate the emotions and feelings of students when interacting with their teacher or classmates and when developing activities focused on acquiring the language and producing it. These aspects influence their learning and are a barrier for them to demonstrate their knowledge, it makes them think again and again about whether to give their point of view or answer, and many times they end up saving their ideas and doubting whether what they have learned is right or wrong.

This investigation was aimed at providing benefits for oral production. Therefore, it focused on both students and teachers knowing the appropriate strategies to improve their learning process and making it more comfortable for both. In this way, the direct beneficiaries were the junior students and the teachers from "Colegio Universitario" High School. Likewise, these strategies can be used as a guide for what can be applied in students of different ages, since it was sought to improve oral production, and adjustments should simply be made considering the ages of the learners. Because of this, it can be beneficial for both older and younger students, which makes other students and society such indirect beneficiaries.

Impacts

This research was expected to generate academic and social impacts. First, academic impacts, because it was developed in an academic context, and it gave ideas of activities that teachers can do in class, and also strategies of how teachers can address the needs that students have. Second, social aspects, because as it helped to understand the influence of affective factors on students, it was also useful for them to deal with their emotions and feelings inside and outside the classroom.

In this way, it was intended to propose the pertinent academic strategies to address and overcome these problems within the classroom, to give students tools so they could deal with and control their fear of speaking in class, and to help them understand that learning is a process where mistakes are allowed because they help us to learn, so we must be respectful when a classmate makes a mistake.

Objectives

General Objective:

-To determine strategies to minimize affective factors that influence oral production in junior students at “Colegio Universitario” school year 2021-2022.

Specific objectives:

-To identify the influence of affective factors in oral production in junior students at “Colegio Universitario”.

-To describe the strategies used in class to deal with affective factors in junior students.

-To design strategies to reduce the effect of affective factors in oral production in junior students.

Structure of the research report

Some theories and explanations were necessary to understand this thesis work. For that reason, it was divided into four different chapters. Chapter I contains the theoretical framework, which gave a detailed description of the essential concepts, specific elements, and all relevant information necessary to understand what the project is about. Chapter II, which contains the methodology, where everything regarding methods, instruments, and population is described. Chapter III contains the analysis and the discussion, in this section, you will find the results of the applied instruments and their analysis. And Chapter IV, where the proposal and all its characteristics are presented.

CHAPTER I: THEORETICAL FRAMEWORK

1. Theoretical framework

1.1. Affective factors in language learning

Successful acquisition of a foreign language depends on a set of factors. One of those factors includes affective factors, which become more relevant and important with the passage of time and the appearance of new evidence and studies. But what precisely do these factors refer to? Well, they are about the needs and desires of the person who learns the foreign language. Behind the students' desire to learn another language, there is a goal that they wish to achieve. The allusion to the students' will express their impulse, their love for what they set out to do: their motivations and their attitudes (Henter, 2014). As well as the impediments to fully develop in the learning process: lack of confidence and lack of self-esteem.

The ambivalence of affective factors in the same person throughout his/her life, as well as the enormous variety, found when analyzing groups of people make research in this field difficult as it is not possible to establish a defined pattern to apply as a method in the field. of feelings and teaching (Hamayan, Genesee, & Tucker, 1977). However, the studies carried out show that there is a clear link between affective factors and learning success since these factors determine the interaction that students have within the class.

When talking about affective factors, there can be highlighted self-esteem, anxiety, and motivation. All of these factors are directly related to them and influence second language acquisition. For example, students who have high self-esteem, feel confident with themselves, and that allows them to feel motivated for what they are learning, so they have an optimal and useful attitude towards the teaching-learning process (Ni, 2012). In this way, all the learning process has an affective foundation, and it is the job of teachers to consider and study them.

1.1.1 How to deal with affective factors in Second Language Acquisition?

As affective factors are an important part of second language acquisition, teachers must look for ways to manage them. The first thing to do is study them, and be aware of their importance and influence in the class. After that, teachers can start to talk and socialize with students about their feelings and emotions and explain how normal it is. Consequently, teachers can approach the situation in a better way, and develop the necessary activities for students to feel comfortable while learning.

In this way, when teachers try to reduce affective factors in the classroom, they encourage students to master a language and become more empathic and assertive, helping them to create more opportunities for success in educational institutions and other aspects of their lives. It is not likely to happen overnight but, by practicing these techniques regularly, students will slowly build up confidence and self-esteem in SLA. It may also contribute

greatly to students' productivity, efficiency, and self-regard. These valuable skills deserve our further attention.

1.1.2. Self-esteem

Self-esteem is a self-appreciation, that is, it refers to a set of feelings, perceptions, and thoughts that every person has about himself or herself which will determine the way how every person acts in different contexts. Self-esteem is not something that every human being is born with, but something that is built over the years with the experiences and interactions that each person faces (Cast & Burke, 2002). Consequently, it is a factor that must be strengthened and to which attention must be paid, as it influences our decisions and actions.

1.1.2.1 Self-esteem in learning English as a foreign language.

Self-esteem is one of the biggest factors that influence people's attitudes. When the level of self-esteem is low, it creates insecurity, distance, fear, and other negative reactions. In the teaching-learning process, self-esteem determines how risky students can become in order to develop their communication skills and produce new knowledge (Rubio, 2001).

The pedagogical practice shows that the permanent process of diagnosis identifies the knowledge and skills that the student possesses as well as their characteristics and social factors in their environment. However, very few diagnoses conceive the study of students' self-esteem, mainly due to the lack of theoretical knowledge in this regard and the lack of instruments to measure the level of development of an internal process such as self-esteem (Zare & Riasati, 2012).

1.1.2.2 How to increase self-esteem in learning.

There are some strategies for improving self-esteem, and dealing with the difficult situations that make people wonder about themselves. First, it is important to use positive affirmations in the right way, positive affirmations are a method of practicing "you are what you think." The idea is people fill their minds with positive thoughts until they start to believe them. Second, identifying what each person is good at since self-esteem increases when people demonstrate real ability and achievements in the areas of their lives that matter to them; the key is to figure out the most significant skills of each person, and work based on them (Plummer, 2014). Third, do not criticize yourself, since as people like to support their friends or relatives, they should give the same support to themselves, and do not be so tough.

1.1.3 Anxiety

Anxiety is the emotion that helps the body to be prepared for a hard or exciting situation. Anxiety produces a psychophysiological reaction in which the central nervous system and the whole organism are activated intensely. It appears when it is necessary to act in a situation that demands an intense effort and serves to activate and face a threat or danger that is occurring in the present or that may happen in the future (Tuma & Maser, 2010). Therefore, anxiety causes changes in different body systems, by activating them, which prepare us to act and help us respond quickly.

1.1.3.1 Anxiety in learning English as a foreign language

Anxiety is one important factor that interferes with many types of learning. When studying a foreign language, students may experience this anxiety by feeling uncomfortable with their abilities in the performance of the language in question, even though their objective skills are good (MacIntyre & Gardner, 1991). Anxiety is generally related to various aspects in terms of two dimensions: the personal one, and the one that is located between the procedures within the classroom. Well, it may be the case of anxiety outside the classroom that causes the student to feel anxious in class, or it may be that it is caused in class and the student only presents it at that time.

1.1.4 Motivation

Motivation refers to the impulse that provokes the will to carry out a certain activity and maintain a positive attitude towards it, in order to achieve goals or purposes (Usher & Kober, 2012). Motivation can be given by an external or internal influence, so it is important to be within a conducive environment that allows developing the will to carry out these activities.

1.1.4.1 Motivation in learning English as a foreign language

Motivation is one of the most important factors in the teaching-learning process since it is what determines how much involved the students will be in class. The influence of motivation when learning a second language is reflected in the confidence that students have in themselves, and the willingness to participate in the class. The relationship to the learning situation includes motivational components of the specific course (materials, tasks, etc.) specific motivational components of the teacher (personality, behavior, style, and teaching practice), and specific motivational components of the group, which are those related to their characteristics (Woodrow, 2017).

1.2. English skills

These skills refer to the basic abilities regarding L2 that students must develop in the class. These are reading, writing, listening, and speaking.

1.2.1 Oral production

Also known as “speaking”, is one of the skills that people learn through their lives or while learning a new language. It is about producing an oral text for other people, this text can be about giving some information, reading a written text, having a conversation, acting, or taking roles (Altman, 1997). This skill can be developed over time, and every human being can improve it every day.

1.2.1 Factors that affect oral production.

Students’ speaking performance could be affected by factors that come from performance conditions (time pressure, planning, standard of performance, and amount of support), affective factors (such as motivation, confidence, and anxiety), listening ability, topical knowledge, and feedback during speaking activities.

Talking about performance conditions, according to Nation & Newton (2020), performance conditions (time pressure, planning, standard of performance, and amount of support) can affect students speaking performance. Regarding affective factors, it is known that a variety of affective variables have been confirmed to be related to the success in second language acquisition in research over the last decade but most of those studies examined three categories: motivation, self-confidence, and anxiety (Afebri & Muhsin 2019). Finally, feedback during speaking class. Most students want and expect their teachers to give them feedback on their performance. They suggest that the teachers should always correct the students’ mistakes positively and with encouragement (Baker & Westrup, 2003 as cited in Tuan & Mai, 2015).

Shumin (2017) states that learning to speak English as a foreign language is more than knowing its grammatical and semantic rules. The learners must get knowledge of how native speakers use the language in every context. Therefore, English teachers should provide a good source of how native speakers use the language in a communication context for teaching in an EFL classroom. Al-Seghayer (2014) who examined the most common difficulties of EFL learners found that they are low exposure to communicative situations, in turn, lead to poor results of the overall teaching-learning activities. Speaking is not easy for all EFL learners. Not all language learners who studied English after many years can communicate fluently and accurately because they lack language exposure and knowledge of language use.

1.2.2 Strategies for improving oral production

One of the biggest reasons why people struggle to speak fluent English without hesitation is because they feel conscious of their words. People worry about others judging them and as a result, they prefer not to talk. Thus, people should keep training, to practice some sentences in their minds, and to try to talk to people they feel comfortable with. Likewise, some people have trouble speaking in a flow, they tend to rush through the sentences because of insecurity. But speaking at a faster pace makes it all the more difficult to gather the right words. It is better if people try to calm down, and slow down their pace. It will help them to feel their brain undergoing stress when speaking slower than usual, but it will get better.

1.3 Methods and approaches to develop English fluency

Table 1 Methods and approaches for teaching English as a foreign language.
Source: Richard, & Rogers (2014).

	Characteristics	Objective	Teacher role	Student Role	Relation with oral production
Communicative language teaching	It explains how a relationship with the entire text and the sincerity of every learner has meaning.	To enable students to communicate in the target language. To do this, students need knowledge of the linguistic forms, meanings, and functions.	-Being facilitator and overseer. -Makes the communication process easier. -Holds resources. -Becoming a mentor and a motivator.	-Insists on the communication process. -Becoming a negotiator (between the learning process and learning object). -Positive and cooperative participation. -Greater accountability.	-Using speech movements or communicative roles. -Enables contact and interaction. -Offers learners the opportunity to develop both accuracy and fluidity. -Learner allows for social interaction.
Competency-based Language Teaching	It focuses on what learners are expected	To ensure that students are	Teachers immediately correct the students and	In CBLT, the learners are active participants	Students are able to prove their abilities

<p>to do, in some way in evaluates the students' quality of being capable</p>	<p>acquiring the knowledge and skills that are deemed to be essential to success in school, higher education, careers, and adult life.</p>	<p>give positive feedback. They tailor the tasks and the syllabus according to the needs of the learners.</p>	<p>in the learning process. They track their voice and others' expression.</p>	<p>by monitoring their speech. They give their best to improve their skills, realizing their progress and failures.</p>
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Task-Based Language Teaching

<p>It was described as an approach to language education in which students are given functional tasks which invite them to focus primarily on the exchange of meanings and to use language for actual, non-linguistic purposes.</p>	<p>To facilitate students' language learning by engaging them in a variety of tasks that have a clear outcome.</p>	<p>- Motivates the students to invest mental energy in the performance of tasks. - Organizes the task-based activity efficiently. - Assists the students when carrying out the mission.</p>	<p>- Creates and interprets messages for which full linguistic resources and prior experience are lacking.</p>	<p>Interaction and collaboration through tasks provide incentives for learning how to scaffold. Scaffolding in the classroom is the process of interaction between two or more people as they conduct a task in the classroom and where one person (e.g., the teacher or another learner) has more advanced</p>
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					knowledge than the other (the learner).
Cooperative Language Learning	Group learning activity is organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her learning and is motivated to increase the learning of others.	To make each group member a stronger individual. There is considerable group-to-individual transfer. Students learn together so that they can subsequently perform higher as individuals.	-Works collaboratively on tasks with other group members. -Has to learn teamwork skills. -Thinks how to plan, monitor, and evaluate their learning	Has to create a highly structured and well-organized learning environment in the classroom, setting goals, planning and structuring tasks, establishing the physical arrangement of the classroom, assigning students to groups and roles, and selecting materials and time.	CLL provides students with an appropriate oral experience intended to promote collaboration rather than competitiveness in activities such as group debate, role play, and the monitoring of turn-takers.
The Natural Approach	The foreign language teaching approach aims at extending the concepts of natural language learning to classrooms. Stressing	To develop communicative skills, and to be used with beginning learners. To apply the set of	-Primary source of comprehensive input, creates a better classroom atmosphere. - Facilitator – orchestrate classroom	-Active role in ensuring comprehensible input. -Provides information about specific goals.	-Promotes understanding and meaningful communication. -It sees communication as the

the essential task of knowing communicative skills.

principles to a wide range of learners and teaching situations, and concrete objectives depending on the specific context in which it is used.

activities.
- Responsible for collecting material and designing their use.

-Decide when to start producing speech and when to upgrade it.
-Learner-to-learner interaction is encouraged in pairs or groups.

primary feature of communicative language skills.
-Basic communication skills: oral.
-Academic know-how: oral.

Community Language Learning

It is an approach to language teaching in which students select what aspects of language they want or need to know from as a group. It also considers the emotions of students as a learning element, and also promotes engagement and collaboration.

For students to learn how to use the target language communicatively. To enhance students to learn about their learning, to take increasing responsibility for it, and to learn how to learn from one to another.

Acts as a counselor, providing emotional feedback and encouraging students to learn. The teacher should also grant a safe environment for his/her students to be in.

Participates as a member of a group, expressing his / her perspective and also benefiting from the experiences of others.

As it offers a healthy learning atmosphere, the risk of feeling nervous or depressed within the classroom is greatly reduced, which makes students more comfortable when using English in oral development.

Suggestopedia

As it offers a healthy learning atmosphere, the risk of feeling nervous or depressed within the classroom is greatly reduced, which makes students more comfortable when using English in oral development.

To accelerate the process by which students learn to use another language for everyday communication. Students' mental powers must be tapped.

Provides an atmosphere of relaxation and introduces information in a way that facilitates understanding and reception.

To be able to know and give the method's approach to language learning its full attention.

While being a very lengthy process, it has proven useful in the creation of skills. It has been criticized for its various activities which are not so straightforward, but it has also been recognized as being very successful in teaching oral development.

1.4 Teaching strategies

These strategies are the resources used by the teacher to impart knowledge so that meaningful learning occurs in which students are involved in a participatory, active, and cooperative environment. The teacher must choose these strategies according to the topic, as well as the abilities of the students, considering the learning purposes of the content to be developed.

1.4.1 Group work

By using this strategy, students work together to build something meaningful. The main objective of this strategy is that every student has an important role, and each of them helps to develop the task in the best way (Pica, & Doughty, 1985). Besides, this technique helps students to feel comfortable because they are not afraid of asking questions or making mistakes when they are working with their classmates.

1.4.2 Class lead by student

It is also called a “Flipped classroom”. In this strategy, students must prepare the lesson for the class and all the materials they could need. In this way, students are the main characters of the class, and they have everybody’s attention. (Akçayir, G. & Akçayir, M. 2018) With this technique, the student is the one in charge of dealing with the class and explaining everything necessary for understanding the topic.

1.4.3 Role-plays

This strategy is a method of acting in which forms of behavior must be recreated, or the person must pretend to be other people. Also, it uses different communication techniques and helps to develop fluency because it promotes class interaction (Stevens, 2015). Moreover, being a fun technique, students feel motivated to do it and enjoy learning in that way.

1.4.4 Debate

This technique is used by the teacher to evaluate how each of them has understood the knowledge acquired, and how they can defend what they know or defend what they have done (Zare, & Othman, 2013). This technique also helps to develop their critical thinking, which allows them to increase their knowledge and to help their classmates to clarify theirs.

CHAPTER II: METHODOLOGY

2. Methodology

2.1. Type of research

The research was based on the mixed paradigm, because they represent a set of systematic, empirical, and critical research processes and involve the collection and analysis of quantitative and qualitative data, with the purpose of diagnosing the situation in which students are in their way of learning. This method was used because as Brannen (2005) says: “Mixed method implies the application of several different research strategies related to a complex range of research questions and a complex research design”. And for this research, it was necessary to collect opinions and points of view from teachers and students, but it was also necessary to do a statistical analysis of the behavior of students and their quality of learning.

2.2. Method, technique, and instrument.

2.2.1 Method.

Based on a mixed approach, this research used deductive, inductive, and scientific methods.

The deductive method was used because this type of research obtains general knowledge of how affective factors like anxiety and self-esteem influence the oral production of the foreign language in junior students of Colegio Universitario High School, school year 2021-2022, and “obtain particular knowledge about the phenomenon to be studied” Posso, (2013).

On the other hand, this project was developed with an inductive method because it helped to consider a series of the particular information that was obtained by the investigation having direct access to the general conclusions that appeared after the analysis of various causes and generated effects by the investigation problem. (Newman, 2006)

Finally, the scientific method was used to inquire about the subject of the topic. Regarding the problem previously observed, the study was aimed at high school education, especially the object of study was the junior students, for data collection and how affective factors influence their oral production of the foreign language of Colegio Universitario High School. In summary, this method answered the working hypothesis to predict future events or solutions to the problem.

2.2.2 Technique.

Two techniques were used for data collection: a survey and an interview. A survey, to collect data for statistical analysis of the behavior of students, their quality of learning, opinions, feelings, experiences, and background about how they feel in the class, what the teacher asks them to do in class, and the teacher's attitude towards their feelings and drawbacks. And an interview, to collect the opinion of teachers of how important affective factors are for them, how students work in class, and their weaknesses and strengths.

2.2.3 Instruments.

A structured interview was used to determine the different perceptions of the participants. It was intended to collect relevant information from the English teachers of the institution. Furthermore, this technique gave real results about the effect that affective factors like motivation, anxiety, and self-esteem play during students perform oral production activities.

2.3 Research questions.

What are the factors that affect oral production in students?

How do their thoughts and emotions affect their ability to participate?

How useful is it to pay attention to the affective factors of students?

2.4 Population and sample.

The present research was carried out at Colegio Universitario school, which is located in Ibarra from Imbabura province.

Junior students from this high school were part of this process. There are three junior-level courses, of which there are between 25 to 28 students per course. In this way, the total sample was 78 students in ages 15 to 17 years. Likewise, three English teachers from this high school were interviewed about the methods they use in class, their perception of affective factors' influence, and the techniques to deal with them.

CHAPTER III RESULTS AND DISCUSSIONS

3.1 Results.

In the section below the results of the data collection instruments are detailed. It will be found the analysis of surveys applied to students regarding the activities they do in the class and how they feel, and the analysis of the interviews applied to the teachers regarding their perception about English skills and the techniques they use in the class.

3.1.1 Analysis of the interviews applied to the teachers

Question 1. In your perception, what are the greatest difficulties in the implementation of the English curriculum? Why?

Teacher 1: In this time of emergency, we are working with the curriculum for the English subject and with the prioritized curriculum. Difficulties in themselves, we have not had, but rather we have adapted the topics that exist to the classes that are given virtually. We have prioritized the contents of the ministry modules, but a flexible curriculum can be adapted and the different activities can be completed.

Teacher 2: For me, the biggest difficulties are that the students do not have prior knowledge about the language; that is, they do not have direct contact with the language. So, this makes it difficult, since the Ministry or the Institutions set objectives, but do not care about the previous knowledge of the students. We know that for language acquisition to exist, the L1 must exist to produce the L2, if we do not find a relationship between these two, it is a bit complicated to make students have these bases. So, for schools to be able to teach the language, we need the school to have previously worked with the students on skills that have been directly related to the language, so that they can learn new topics.

Teacher 3: Basically in the current system, it is the fact of not having the students present, since virtual education has brought many difficulties, especially because some students do not have access to the internet. In this way, we as teachers have had to limit certain activities that are more of an exchange of communication, as well as interactive activities that can help develop language skills. On the other hand, regarding face-to-face classes, we also had certain problems of concentration or participation, but it is necessary to apply the correct methodology to overcome the barriers.

Analysis: Currently, there are two aspects that impede teachers to implement the English curriculum: virtuality, and lack of prior knowledge. Virtuality, due to the fact that it is more difficult for teachers to get students' attention when they are not in the

classroom, and teachers cannot control what students are doing at their homes. And lack of prior knowledge, considering that when students do not have solid foundations, teachers must repeat contents, and as they take the time to teach what is supposed to have already been taught, this takes away their time to teach the new content.

Question 2. In your perception, what are the greatest difficulties that your students present in the oral production of the foreign language (at an affective and linguistic level)?

Teacher 1: The greatest difficulty is the expression in public, the fear of speaking is the first barrier that the boys have, their concern if they are wrong, or if we do not understand them. But, that is the challenge for us as teachers, to motivate them and give them the necessary tools so that they can produce and organize their ideas. We must understand that it is not our language and we are going to have certain difficulties when structuring the grammar, or the contents.

Teacher 2: It is very complicated in the affective part to say that students are self-confident, since we have several students who do not want to talk due to problems with their self-esteem, or family problems, and this influences school activities and the development of skills. from language. Regarding the ability to speak, we found that students are afraid or embarrassed to speak, not even in Spanish, much less in English. Regarding the linguistic part, as I mentioned, it is important that the students acquire the knowledge in all their years of study, in this way they will be able to relate more to the language.

Teacher 3: On an affective level, there is a lack of long-term motivation, they do not see the need to learn a language. There are few students who learn or are interested for personal taste, or by their own will. So, lack of motivation is one of the main factors. Also, the fear of being wrong, of being mocked by classmates, makes students present a level of anxiety that does not allow them to communicate freely or spontaneously. As for the linguistic part, pronunciation, fluency, the difference from a phonetic alphabet are difficult for them. In addition, the difference between the vowel sounds of their mother tongue and that of the second language is very pronounced, and this causes confusion.

Analysis: There are some difficulties in oral production, both at an affective and linguistic level. Talking about the affective part, students are not motivated to participate in class but are afraid to do so. This causes students to not have the predisposition to speak in class and that it is necessary to ask them personally. Regarding the linguistic part, pronunciation is the hardest part for them. As it is not their first language, it is harder to produce different sounds.

Question 3. What are the strengths that students present in the oral production of the foreign language (at an affective and linguistic level)?

Teacher 1: Just as there are difficulties there are strengths because they are young people that use different tools such as music or videos in English, and that helps them to produce their own ideas and opinions. Another strength is that there is a good percentage that has already overcome this fear of communicating. Although they cannot structure large paragraphs, they are capable of giving answers or establishing communications, so I think that is their strength, being able to communicate and receive information.

Teacher 2: Students have many sources where they can find English resources. For example, a word that they find on the internet, a song that they know, or a movie, they remember those words and can associate them with the knowledge that occurs in the class. So, the positive thing is the contact they have with different sources that serve as additional help to relate to the language. They also have the facility to access different media and look up the pronunciation of these new words. So, the English language has many facilities, since even though there is no prior knowledge, through the networks they have that contact with the language.

Teacher 3: All of these weaknesses can become strengths when handled appropriately in the classroom. The control of discipline, maintaining due respect among students, makes students gradually lower their anxiety levels, and they have less fear when expressing themselves in the foreign language. Likewise, keeping them motivated in the short and long term helps students become more confident, and weaknesses become strengths.

Analysis: Nowadays, students have different sources where they can get different knowledge, this is the biggest strength they have because it allows them to be more exposed to the target language, and acquire vocabulary in that way. Also, it is considered that all the weaknesses students present towards the class, can become strengths if teachers apply the right methodologies or activities in the class.

Question 4. What are the methodological strategies that you apply to promote self-esteem in the oral production of the foreign language? How do you do it, and why?

Teacher 1: I always tell them that we are in a learning process, but that we must produce our own results. Therefore, the way in which I promote self-esteem is by not correcting errors immediately, but waiting for them to finish their intervention, and at the end giving feedback on all the errors that have been seen in the group, and thus we can identify the parts they did not understand. I consider that allowing them to express

themselves is something they like, they like to talk about topics that interest them and are within the subject, as well as topics of general interest that we consider important.

Teacher 2: Answer: One of the ones I like to use is called "Personal Quilt". For example, at the beginning of the year, I ask them to make a collage with pictures of themselves, their family, their dog, the things they like, etc. And I tell them that they must make a presentation of said collage, where pronunciation, body language, content, and the written part are graded. Well, they must do writing first, so that they know what they are going to say, and have better preparation for what they are going to say.

Teacher 3: There are different ones that we apply in the classroom depending on the content that we are studying in class. We use brainstorming, games, role plays, storytelling, recording videos on specific topics. This has been something that has helped us to improve students' self-esteem and produce better speaking results.

Analysis: Teachers consider that the most effective way to promote students' self-esteem is by paying attention to students' tastes or interests. When students have the opportunity to talk about something they like, they have lots of things to say, and they have the need to express and explain as much as they can, so this helps them to feel more comfortable, and to feel that they are doing something good. In this way, when students are listened to and given the opportunity to talk about a topic they enjoy, they build their self-esteem because they feel they are being shown the interest they deserve.

Question 5. What are the instruments applied when evaluating oral production in a foreign language? In what way do you do it? What was the basis for choosing them?

Teacher 1: Within the instruments to evaluate, we use rubrics, always taking into account that speaking is a macro-skill. So, the rubrics are focused on pronunciation, fluency, intonation, important aspects of oral production. However, we are always taking into account the rubrics so that the student knows how they are going to be evaluated, what parameters and what grade they have, that way they are already used to being evaluated using these tools in the activities we carry out, such as interviews, questionnaires, exhibitions, among others.

Teacher 2: We use the rubrics, within these, we specify each of the strategies. There is the main skill and the supporting skills. For example, in the rubric, I specify that I want the student to speak a speech, or to answer a question that must have a certain number of words at a minimum. Thus, we motivate the student to express everything they want regarding the subject, for example, if we are going to talk about their favorite book or movie, to express the reasons, what they like, and in this way, they develop

not only their communicative skills but also the affective part, since we give them the opportunity to talk about what they like.

Teacher 3: When we evaluate the oral part, we use qualification rubrics where the parameters where students must demonstrate their ability are clearly marked. These rubrics are based on the national curriculum since it specifies what we as teachers can and must do.

Analysis: Although every teacher prepares different techniques or activities to evaluate students' performance, all of them apply the same methodology to do it. Teachers use a rubric, so they can assign a grade based on what students do, and have different parameters to consider. In this way, also students can know how they are being graded, and which aspects they must do better.

Question 6. The affective factors are the feelings or emotions that the students present in front of the class, they can be motivation, self-esteem, and/or anxiety. Which of these factors have you evidenced that affect the oral production of the foreign language in your classroom? How?

Teacher 1: Obviously, when a young person is motivated, he will express what he feels, then his production will be positive since he will give his messages, or express everything he wants. But, also the anxiety factor, since it is very difficult to work on this aspect since students do not feel comfortable expressing their emotions, much less using a foreign language. So, these factors greatly affect each of our students.

Teacher 2: All the students have their personal life, and when I involve the activities in which their personal tastes are, like their favorite song or movie, I give importance to the students, I make them understand that their opinion, their tastes, his/her ideas, and his/her environment are important and that he/she is free to express these ideas to the class.

Teacher 3: All of them. Definitely, these aspects can influence both positively and negatively. Regarding motivation, if the student is motivated, it influences her performance in the class. As for anxiety levels, if students are able to lower these levels, that means they have a good output. In the same way, self-esteem, because we live in a culture in which we have not been taught the importance of motivation, and this has caused students not to have a very high level of self-esteem, also considering the age of the students, since they tend to be difficult to deal with, and they don't have a very good self-image.

Analysis: All these affective factors are present in the class and influence the activities that teachers carry out. For there to be meaningful learning, students need to

be involved in the class and have their full attention on it. Therefore, their level of anxiety, motivation, or self-esteem influences how prepared and predisposed students are for the class.

Question 7. Do you consider it necessary to implement strategies with an affective approach that facilitate the performance of students in the oral production of a foreign language? Why?

Teacher 1: I consider this very interesting, it seems something that I have not heard. We are human, and the affective part is what moves us the most, so seeking and using strategies for this aspect is essential, since we are with young people who need this support. In this case, with the two years of forced confinement that we had, it seems that the students were very affected since it causes desertion and that the students participate less and less in the class. Therefore, finding these strategies would be very good because, although we are not going to fulfill one hundred percent of the expectations, we are going to support these young people looking for a part that perhaps is not so close at hand.

Teacher 2: Of course, this is very necessary since the affective part of learning cannot be disconnected. Who is emotionally well, is predisposed to learn; and if he/she is emotionally bad, something must be done to improve. And, through many activities, students can be motivated and feel more involved in the class.

Teacher 3: It's definitely something important. The more instruments and more methodological strategies both at the linguistic level and at the affective level, would be very useful for us to apply and obtain better results with our students. Any new material or technique that can be applied with the students is always welcome since it is sometimes necessary to give a different approach to the class and help them get out of the routine.

Analysis: When seeking to teach, it must be taken into account that before learners, students are human beings. Therefore, it is important to consider the affective factors that influence their learning and obtain the strategies to deal with them in a better way. In this way, it is considered very useful to implement a handbook with strategies with an affective approach that facilitate the performance of students in the oral production, so that teachers have more tools that allow them to help students feel more comfortable in class, and build their knowledge in a way that they enjoy the activities they are doing.

3.1.2 Analysis of the surveys applied to students.

3.1.2.1 Levels of anxiety students present while doing activities in English class.

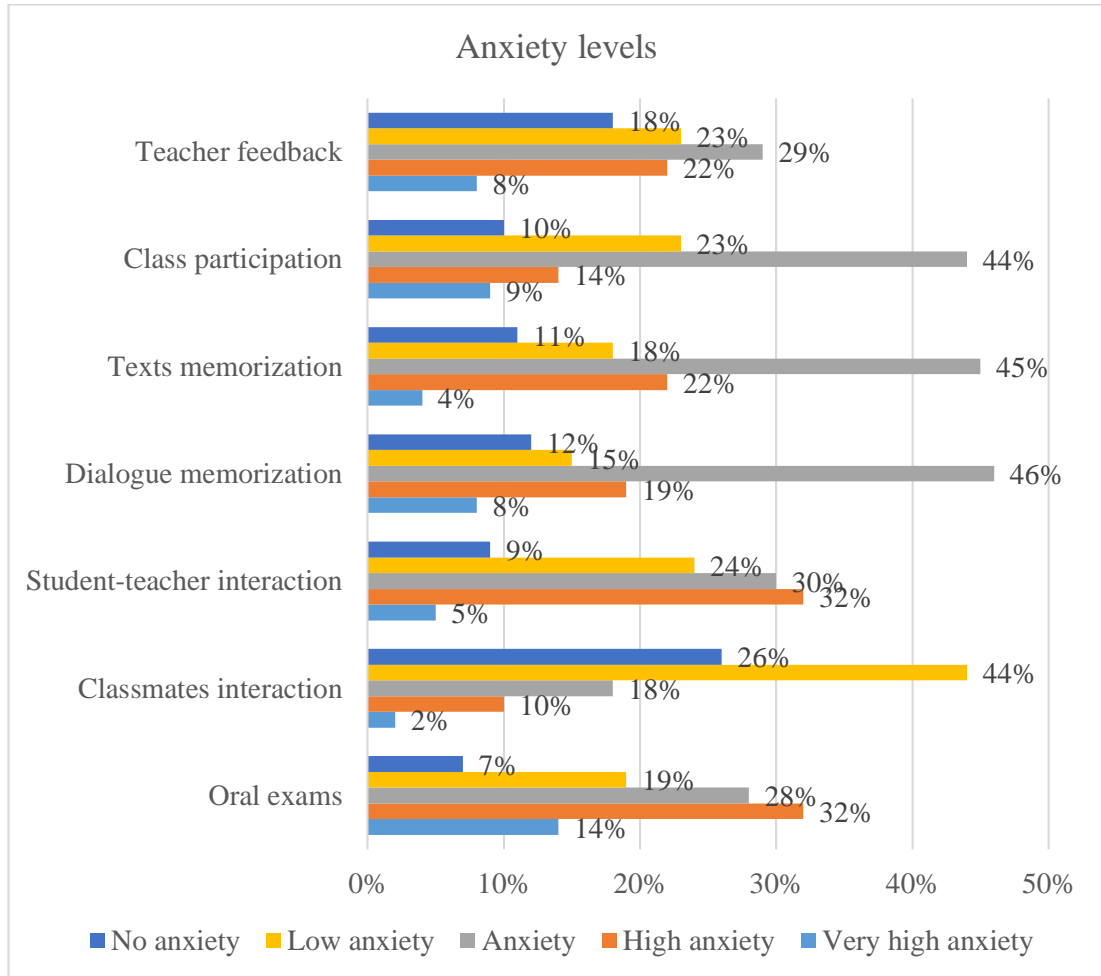


Figure 1 Levels of anxiety students present in the English class.

Analysis

The above bar chart shows the levels of anxiety that junior students present while doing seven different activities in the English class. In the first activity, nearly a third of the students feel anxiety when receiving the teacher’s feedback; nearly a quarter of students feel low anxiety. On the other hand, a minority of students feel very high anxiety, and nearly a third feel high anxiety. This is because of their fear of being wrong. In the second activity, nearly half of the students feel anxiety when participating in class, while just a few feel high anxiety, this is caused by their fear of being criticized. In the third activity, almost half of the students feel anxiety when they have to memorize something, while 29 % of them feel low and no anxiety. Likewise, just 4 % feel high anxiety because it is hard for them to remember things in another language. Regarding the fourth activity, nearly half of the students feel anxiety towards

dialogue memorization, and 27 % feel high and very high anxiety, they say it is because it is hard for them to remember things in a different language. In the fifth activity, more than a third of students feel high anxiety when interacting with the teacher, a quarter feels low anxiety, and a little percentage feel high anxiety, it is caused because they think that every mistake can affect their grades. Talking about interaction with classmates, the majority of them feel a low and no level of anxiety, and just two of them feel very high anxiety because they do not like to interact with other people. Finally, more than a third feel high anxiety when they have oral exams, and 14 % feel very high anxiety, while 26 % feel low and no anxiety. The surveyed learners explained that their level of anxiety is related to the lack of knowledge they have about the language. But, based on those activities that they feel a normal or low level of anxiety, activities focused on learning can be suggested.

3.1.2.2 Levels of anxiety students present in oral production activities

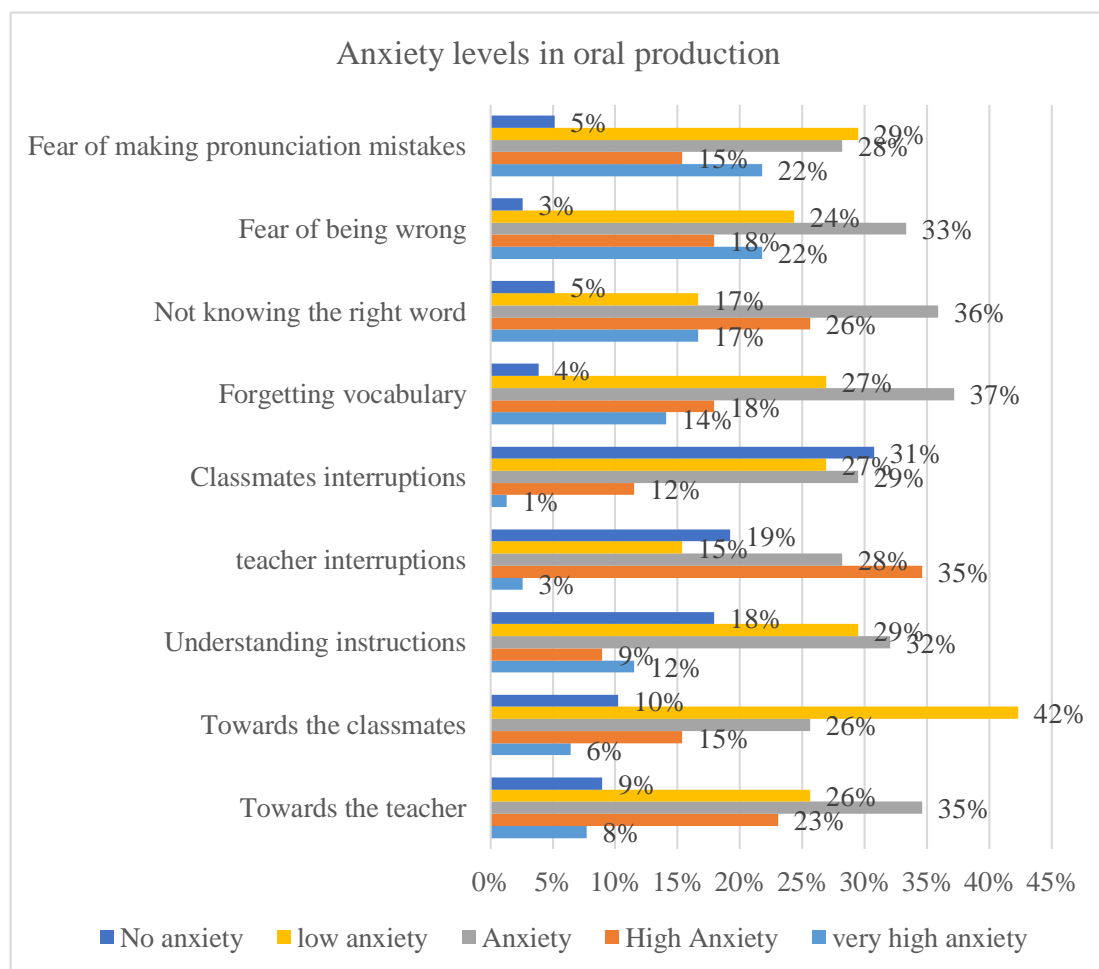


Figure 2 Levels of anxiety students present in oral production.

Analysis

The above bar chart shows the level of anxiety that students present while doing oral production activities. First, it is evidenced that most of the students have low anxiety and anxiety about making pronunciation mistakes, and nearly a quarter of them have very high anxiety, they mentioned it is because they are worried about their grades, and they are afraid of being criticized or made fun of. Second, a third of the students have anxiety about being wrong, while near a quarter have very high anxiety, and just a few of them have no anxiety, this is caused because they feel they are going to be judged for not knowing the answers. In the same way, more than a third of students have anxiety about not knowing the right word, a quarter of them have high anxiety levels, and in equal percentages of 17 %, they have low and very high anxiety levels. Students mention this occurs because new words are hard for them to remember, and it is difficult to know which word they can use in every context. This is related to forgetting vocabulary, where more than a third have anxiety levels, more than a quarter have low anxiety levels, and nearly a third have high and very high levels of anxiety. The next aspect in the chart is classmates' interruption, where even though more than a third of students present no anxiety levels, and only a few present high anxiety levels, they stated it is uncomfortable for them to be interrupted since they lose their concentration. On the other hand, the situation changes when it is about teacher interruption, it is shown that nearly two-thirds of the students have anxiety and high anxiety levels, and nearly a third present low and no anxiety levels. This happens because they know that when the teacher interrupts it is because they are doing something wrong, and it makes them feel nervous and embarrassed. Another activity is understanding instructions, and nearly a third of students present anxiety levels, while nearly half present low and no anxiety levels. Finally, there is a contrast regarding oral production towards the teacher and the classmates, while near half of students have low anxiety levels when talking to a classmate, more than half present anxiety and high anxiety levels, which demonstrates that it is easier for students to talk to their classmates, and it can be used as a useful tool.

3.1.2.3 Levels of self-esteem students present in English class activities.

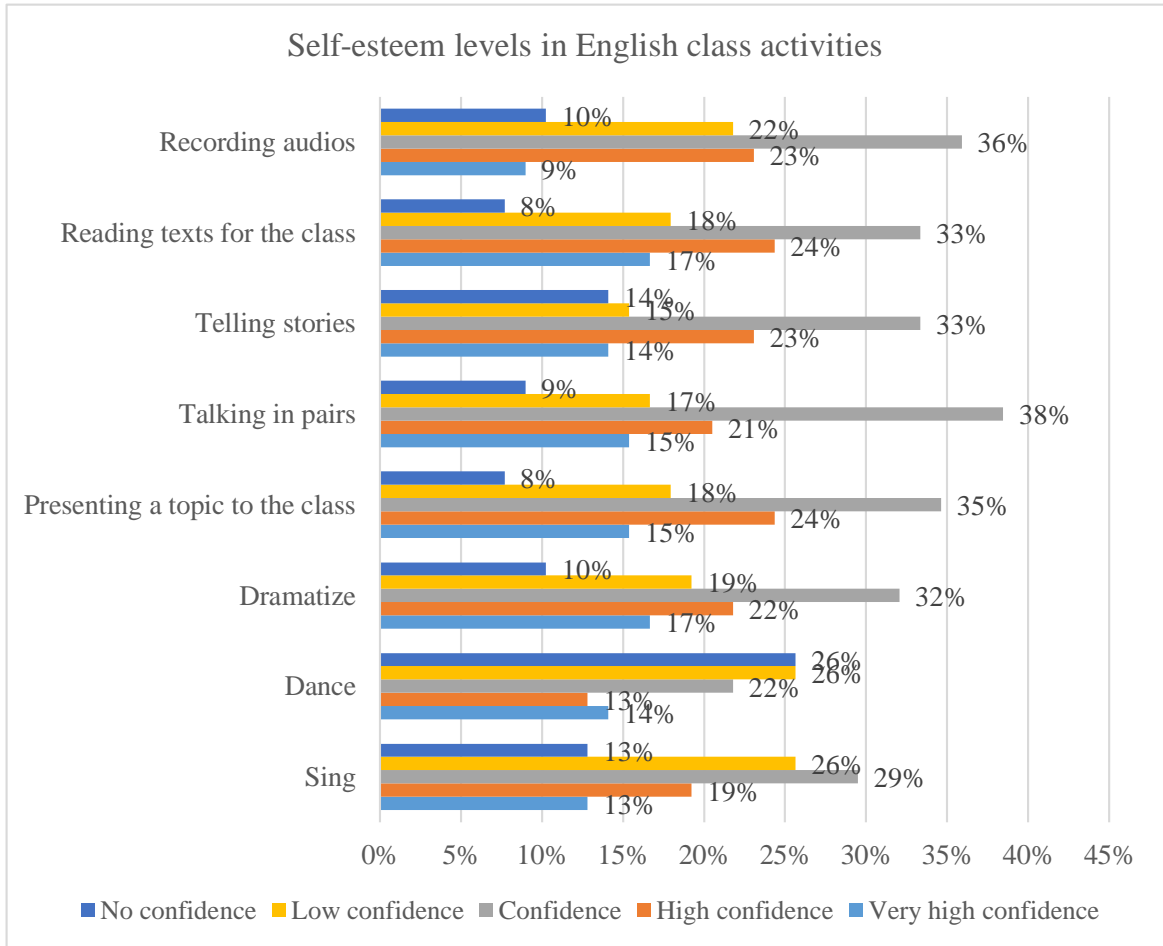


Figure 3 Levels of self-esteem students present in the English class activities.

Analysis

The above bar chart shows the levels of self-esteem that students present while performing English activities in the class. First, more than a third of students presents confidence when recording audios, nearly a quarter present high confidence, however, some of them present no confidence, and this is because they do not like to record their voices, and they feel nervous about other people listening to them. Second, reading texts for the class, although it is a very common activity, nearly a quarter present low and no confidence levels because they think they are not pronouncing correctly. Telling stories is an activity where they feel comfortable, a third of students present confidence levels, more than a third feel high and very high levels of confidence, and the remaining third present low and no confidence. In the same way, talking in pairs is an activity they enjoy, two-thirds of students present confidence, high, and very high confidence when talking with their classmates, they explained that it helps them not only to learn but also to socialize and lose the fear of talking. Presenting a topic to the class is an activity where more than half of students have confidence, high, and very

high levels of confidence, while a third of them present low or no confidence levels. Finally, dramatizing, dancing, and singing are activities that can be analyzed as a whole since these activities depend on the capabilities that every student has. The majority of them present confidence, high, and very high levels in these activities, and a third of them feel low confidence.

3.2 Discussion

From the information above, it is evident that there can be some difficulties regarding the English curriculum since students have not had adequate exposure to English, but these difficulties can be overcome by using the appropriate methodologies. Talking about oral production, the main obstacle is students' fear to participate in class, they are not predisposed to express their feelings, and prefer to remain silent and only participate when requested, but not voluntarily. It is caused because students are afraid of what happens after they make a mistake in front of the class, they do not want the teacher or their classmates to criticize them. According to MacIntyre & Gardner (1991), one of the factors that most influences students' anxiety is criticism and jeer since the fear makes them feel more worried when they have to speak.

On the other hand, the opportunity to relate to the language through different media is something fruitful for students since nowadays languages are very easy to access, and they can listen to or read about a new language in any part. Regarding methodologies to promote self-esteem, teachers agreed that the best way to do it is by being interested in the students' tastes, and allowing them to express themselves freely without interrupting their answers or presentations to correct mistakes. In the same way, Branden & Archibald (1982) state that the attention and importance that teachers show to students, help them to realize that they are doing a good job and that what they say is worth it. Also, Woodrow (2017) considers that it is important to motivate students using activities they enjoy and paying attention to their tastes.

Another important aspect is the influence of affective factors, and teachers emphasize the importance of these in class because knowing how to deal with these factors will help students to be more predisposed to participate in class, or to be involved actively. Likewise, students mentioned that they feel nervous when they have to do certain things in class and that there are some affective aspects that impede them to be involved in the activities. Finally, teachers consider it is very important to implement strategies with an affective approach that facilitate the performance of students in oral production because it is valuable to remember that learning is not achieved only at the linguistic level, but that the affective part plays a very important role, and this is which determines the success of learning.

CHAPTER IV: PROPOSAL

4. Proposal.

4.1 Introduction.

This proposal is presented as a tool to deal with affective factors, and develop oral production. These aspects are very important in the English class, and it is valuable for teachers to have different activities to apply in class when necessary. The proposal is made up of three units, the first one is based on activities for warm-ups, the second focuses on reducing students' anxiety through group work, and the third one is to encourage students to be the main character of the class. These units have been designed for students to feel more comfortable in class while doing activities they enjoy and having the opportunity to practice their skills. In this way, three different moments of the class have been chosen. The first one, warm-up, because it allows students to start the class funnily or interestingly. The second one is group work because data demonstrated that students feel more comfortable when working with their partners, and they can give each other feedback. And role plays because students mentioned that they enjoy activities where they have to tell stories, and act.

4.2 Proposal's name

Fun and learning.

4.3 Objective

To develop oral production in students through activities that help to deal with affective factors.

FUN

AND

LEARNING





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Unit 1

Let's wake up

-Tongue twister

-Karaoke

-Simon says

-I say what I see



Unit 2

Better in group.

-What was the reason?

-I help you, you help me.

-Our dream place.



Unit 3

I am who I want to be.

-I am the teacher.

-I am a superhero.

-I am in my favorite movie.



Introduction

This proposal is presented as a tool to deal with affective factors, and develop oral production. These aspects are very important in the English class, and it is valuable for teachers to have different activities to apply in class when necessary. The proposal is made up of three units, the first one is based on activities for warm-ups, the second focuses on reducing students' anxiety through group work, and the third one is to encourage students to be the main character of the class. These units have been designed for students to feel more comfortable in class while doing activities they enjoy and having the opportunity to practice their skills. In this way, three different moments of the class have been chosen. The first one, warm-up, because it allows students to start the class in a funny or interesting way. The second one is group work because data demonstrated that students feel more comfortable when working with their partners, and they can give each other feedback. And role plays because students mentioned that they enjoy activities where they have to tell stories, and act.

Justification

Speaking is the ability in which students make the greatest effort, and in which they feel more nervous than in others. Activities teachers do in class for oral production often involve asking students to create dialogues, or answer questions, and that causes the class to be monotonous. For that reason, it is useful for teachers to consider different activities for the class, especially activities that can be adaptable for different topics. This proposal gives teachers the tools for students to have fun when participating, and to express their ideas in a less stressful space.

Theoretical Foundation

Teaching strategies

These strategies are the resources used by the teacher to impart knowledge so that meaningful learning occurs in which students are involved in a participatory, active, and cooperative environment. The teacher must choose these strategies according to the topic, as well as the abilities of the students, considering the learning purposes of the content to be developed.

Oral production

Is one of the skills that people learn through their lives or while learning a new language. It is about producing an oral text for other people, this text can be about giving some information, reading a text, having a conversation, acting, or taking roles.

Anxiety

Anxiety is the emotion that helps the body be prepared for a hard or exciting situation. Anxiety produces a psychophysiological reaction in which the central nervous system and the whole organism are activated in an intense way. It appears when it is necessary to act in a situation that demands an intense effort and serves to activate and face a threat or danger that is occurring in the present or that may happen in the future

Motivation

Motivation refers to the impulse that provokes the will to carry out a certain activity and maintain a positive attitude towards it, to achieve goals or purposes (Usher & Kober, 2012). Motivation can be given by an

external or internal influence, so it is important to be within a conducive environment that allows developing the will to carry out these activities.

Self-esteem

Self-esteem is a self-appreciation, that is, it refers to a set of feelings, perceptions, and thoughts that every person has about himself or herself, which will determine the way every person acts in different contexts. Self-esteem is not something that every human being is born with, but something that is built over the years with the experiences and interactions that each person faces

Objective

-To develop oral production in students through activities that help to deal with affective factors.

Unit 1

Let's wake up!

Unit objective:

To enhance students with the class through fun activities.

Affective factor to be addressed:

Motivation, since this unit will help students to be awakened before starting the class, and feel interested.

Contents:

- Warm-ups.**
- Name and description of the activity.**
- Materials for each activity.**
- Instructions.**



Activity 1.

Name: Tongue twister

Description:

The tongue twister is an oral game made up of very similar words, placed in a way that is difficult to pronounce. This game always has the same objectives, to help the person who says it to have better fluency in the language and to pronounce in a better way. Besides, it creates an environment in which mistakes are something fun. The tongue twister presented in this Unit has been taken from the British council.

Process:

- Teacher displays some tongue twister on the board/screen.
- Teacher reads the tongue twister twice.
- Students practice reading the tongue twisters for themselves.
- Students participate by saying the tongue twister out loud.

Materials:


- Flashcards.

Time required:


- 10 minutes.



Sam shaved seven
shy sheep.




Nat's knapsack strap
snapped.



Fred's friend Fran flips
fine flapjacks fast.




A proper copper
coffeepot.



She sells seashells
by the seashore.



If Peter Piper picked a peck of
pickled peppers,
How many pickled peppers would
Peter Piper pick?



Activity 2.

Name: Karaoke

Description:

This is a game that consists of interpreting a song on a recorded musical background while following the lyrics that appear on a screen or a worksheet. This game allows students to practice their pronunciation fun and rhythmically. Also, songs of their liking can be selected, so they will have fun playing this game. The songs presented in this Unit have been taken from different singers, but the teacher can choose any other song if he/she wants.

Process:

- Teacher will give students a worksheet of a song.
- Teacher will play the song twice.
- Students must complete the lyrics and become familiar with pronunciation.
- Students will sing the song as a whole class.

Materials:

- Worksheets
- Link of the song
- Speakers

Time required

- 10 minutes.



WORKSHEET

My Heart Will Go On

Céline Dion

Every night in my _____
I see you, I feel you
That is how I know you go on

Far across the _____
And spaces between us
You have come to show you go on

Near, _____, wherever you are
I believe that the heart does go on
Once more, you open the _____
And you're here in my heart
And my heart will go on and on

Love can touch us one _____
And last for a lifetime
And never let go 'til we're gone

Love was when I loved you
One true time I'd hold to
In my life, we'll _____ go on

Near, _____, wherever you are
I believe that the heart does go on (why does the heart go on?)
Once more, you open the _____
And you're here in my heart
And my heart will go on and on

You're here, there's nothing I fear
And I know that my heart will go on
We'll stay forever this way
You are _____ in my heart and
My heart will go on and on

Link of the song:

<https://www.youtube.com/watch?v=zmbw8OycJrE>



Happy

Pharrell Williams

It might seem _____ what I am 'bout to say
Sunshine she's here, you can take a break
I'm a hot air balloon that could go to _____
With the air, like I don't care, baby by the way

Huh (Because I'm happy)
Clap along if you feel like a room without a roof
(Because I'm happy)
Clap along if you feel like _____ is the truth
(Because I'm happy)
Clap along if you know what happiness is to _____
(Because I'm happy)
Clap along if you feel like that's what you wanna do

Here come _____ news talking this and that (Yeah)
Well give me all you got, don't hold back (Yeah)
Well I should probably warn you I'll be just _____ (Yeah)
No offence to you don't waste your _____
Here's why

Clap along if you feel like a room without a roof
(Because I'm happy)
Clap along if you feel like _____ is the truth
(Because I'm happy)
Clap along if you know what happiness is to _____
(Because I'm happy)
Clap along if you feel like that's what you wanna do

Uh, bring me down
Can't _____, bring me down
My level's too high to bring me down
Can't nothing, bring me down, I said
Bring me down, can't _____
Bring me down
My level's too high to bring me down
Can't nothing, bring me down, I said

Link of the song:

https://www.youtube.com/watch?v=ZbZSe6N_BXs



Last Christmas

Wham!

Last _____, I gave you my heart
But the very next day, you gave it away
This year, to save me from _____
I'll give it to someone special (x2)

Once bitten and twice shy
I keep my distance, but you still catch my eye
_____ me, baby, do you recognize me?
Well, it's been a year, it doesn't surprise me

"Merry Christmas, " I wrapped it up and _____ it
With a note saying, "I love you, " I meant it
Now I know what a fool I've been
But if you kissed me now, I know you'd fool me _____

Last Christmas, I gave you my heart
_____ the very next day, you gave it away
This year, to save me from tears
I'll give it to someone _____ (x2)

A crowded room, friends with tired eyes
I'm hiding from you, and your soul of _____
My God, I thought you were someone to rely on
Me? I guess I was a shoulder to cry on

A face on a lover with a fire in his heart
A man undercover, but you tore me apart
Now I've found a real _____, you'll never fool me again

Last Christmas, I gave you my heart
_____ the very next day, you gave it away
This year, to save me from tears
I'll give it to someone _____ (x2)

A face on a lover with a fire in his _____
A man undercover, but you tore him apart
Maybe next year, I'll give it to someone
I'll give it to someone _____
So long!

Link of the song:

<https://www.youtube.com/watch?v=E8gmARGvPII>



Activity 3.

Name: Simon says

Description:

This is a game where students must follow the teacher's instructions after he/she says the phrase "Simon says". It can be helpful for students to develop their listening skills, and to understand instructions more easily. Furthermore, the teacher can ask students to do something related to the topic they are studying or to introduce some new vocabulary. There are some sentences or instructions proposed for this unit, but the teacher can adapt them as he/she prefers.

Process:

- Teacher will explain to students the game. He/she must remember that they have to follow the instructions just when they hear the phrase "Simon says".
- Teacher will give orders to students.
- Students must follow the orders as soon as possible.

Time required:

- 8 minutes.



Suggested sentences:

- Simon says jump twice.
- Simon says bring your English book.
- Simon says bring your favorite sweater.
- Simon says to write a negative sentence.
- Simon says turn off the lights.
- Simon says to bring fruit.
- Simon says touch your ears.
- Simon says open the window.
- Simon says to bring a black shoe.
- Simon says sing your favorite song.
- Simon says draw a rabbit.
- Simon says say the numbers in English from ten to zero.
- Simon says to tell the past of eat.

Activity 4.

Name: I say what I see.

Description:

In this activity, students must say what they are looking at on the screen or the board, but not what they are reading. This activity helps students to get concentrated before starting the class and to awaken all their senses. Likewise, as all of them must participate at the same time, they will not be worried about making mistakes, and they are going to enjoy it. These images and videos were taken from an online website.

Process:

- Teacher will explain to students that they must say the color they see on the board/screen, not the word.
- Teacher will play a video (or show some flashcards) where many words will appear in different colors.
- Students must say the color they see on the screen (or the board).
- Students must be concentrated because words appear faster every second.
- Teacher can play it twice if he/she wants to.

Materials:

- Link of the video.
- Projector.
- Flashcards

Time required:

- 4 minutes.



Link of the video:

<https://www.youtube.com/watch?v=gjesfzWozo4>

Flashcards for the activity:

YELLOW BLUE ORANGE
BLACK RED GREEN
PURPLE YELLOW RED
ORANGE GREEN BLACK
BLUE RED PURPLE
GREEN BLUE ORANGE

RED YELLOW ORANGE
BLACK GREEN WHITE
PURPLE BLUE GREEN
ORANGE RED BLACK
WHITE PURPLE RED
YELLOW BLUE GREEN

Unit 2

Better in a group!

Unit objective:

To make students work in a comfortable space.

Affective factor to be addressed:

Anxiety, since this unit will help students to practice with their classmates, and they will not have the pressure that the teacher is grading them.

Contents:

- Name and description of the activity.
- Materials for each activity.
- Instructions.



Activity 1.

Name: What was the reason?

Description:

In this activity, students have to solve a fictitious situation. This activity helps students to develop their ability to work in groups and to feel more comfortable by working with their classmates and helping each other.

Process:

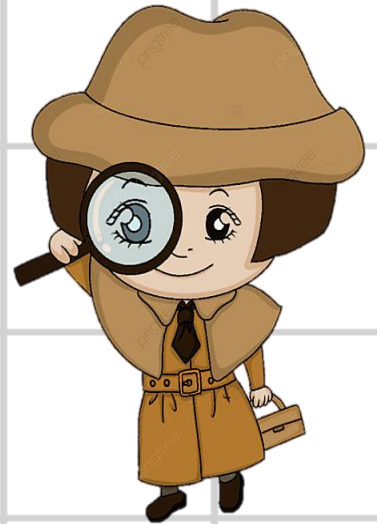
- The teacher will choose three students to be the suspects.
- The teacher will divide the class into groups of three or four.
- The teacher will explain to students that someone broke a window.
- The teacher will provide clues in different places of the class.
- Students must look for the clues, and these will have descriptions of the culprit.
- Students must work in groups to find the culprit.

Materials:

- Flashcards with clues.

Time required:

- 15 minutes.



Example of clues:

The person who you are looking for does not like to participate in class.

⊗⊗

Let's look for your next clue where your teacher writes examples (the board).

The person who you are looking for does not like to get up early. ⊗⊗

Let's look for your next clue where you put the things you do not use (the trash).

The person who you are looking for does not like to eat vegetables. ⊗⊗

Let's look for your next clue where you can see what there is outside (the window).

The person who you are looking for has curly hair. ⊗⊗

Let's look for your next clue where you put the important things and dates (the mural news).

The person who you are looking for uses glasses.

⊗⊗

Let's look for your next clue where you go to present your homework (the teacher's desk).

Activity 2

Name: I help you, you help me.

Description:

Students will work with a partner to prepare a story. Each of them will choose what they want to tell to the class, and they will first tell it to each other so they can give feedback, and feel more prepared to tell the story to the class or the teacher. This activity will help students to practice and correct some mistakes with someone they do not feel nervous with so this helps them to feel less anxious when talking in front of the class.

Process:

- Students will choose a pair.
- Each student must prepare a story to tell.
- Teacher will provide students with a checklist so they can check what their partners say.
- One student will tell his/her story and the classmate will give feedback.
- The other student will tell his/her story and the classmate will give feedback.
- Students can practice their stories twice.
- Students will present their stories in front of the class.

Materials:

- Checklist.

Time required:

- 5 minutes for pair work.
- 1 minute for every student to tell his/her story in front of the class.



Checklist:

	Yes/No
My classmate pronounces well.	
I can understand what my partner says.	
My partner makes pauses.	
My partner uses the appropriate vocabulary.	
My partner is coherent.	
My partner's ideas are related to the topic.	



Activity 3

Name: Our dream place

Description:

Students will be asked to bring images of places and things they like, and the things they would like their dream place to have. They will be organized in pairs and must create a collage of the place of their dreams. They have to combine their ideas and design something that both of them like and enjoy a lot.

Process:

- Teacher will divide the class into pairs.
- Each student must take out his/her images.
- Students must create a brainstorm of the things they like.
- Students must check what both of them like, and see the way of combining the rest of the images.
- Students must create their collage, and explain it to the class.

Materials:

- Images.
- Glue.
- Scissors.
- Paper.

Time required:

- 7 minutes for working in pairs.
- 2 minutes for each pair to present.



Examples:



Unit 3

I am who I want to be!

Unit objective:

To give students the opportunity to talk about what they like the most.

Affective factor to be addressed:

Self-esteem, since this unit will let students express themselves and feel that what they want to share is valued.

Contents:

- Name and description of the activity.
- Materials for each activity.
- Instructions.



Activity 1

Name: I'm the teacher.

Description:

Students will have to explain a topic they know very well. They will explain it to the class and the teacher, and all of them will ask questions. This activity is helpful because it will allow students to talk about something they know a lot about, in this way they will feel that they are sharing their knowledge and that it is something valuable, which will give them confidence in themselves.

Process:

- One student will be chosen randomly.
- The student must explain any topic he/she knows very well (a recipe/a movie/a game/a theory/ etc.).
- The rest of the students and the teacher can ask questions.

Materials:

- Anything students want to use to explain.

Time required:

- 5 minutes for the student to explain.
- 3 minutes to answer students and teacher questions.



Activity 2

Name: I'm a superhero!

Description:

Students must think about their favorite superhero/superheroine, or they can create their own. They must pretend they are those superheroes and describe them in the first person (as if they were the superheroes). Students have to talk about their physical characteristics, qualities, personality, and the reason why they like him/her. This activity will help students to take ownership of a character and feel with those great qualities, as well as to express their likes towards their classmates, which will allow them to feel confident in front of the class.

Process:

- Students will be asked to think about their favorite superhero/superheroine. If they do not have one, they can create it.
- Students must draw the superhero/superheroine. They can also bring a costume if they want to.
- A student will be chosen randomly.
- He/she must describe everything they feel interesting or amazing about his/her superhero/superheroine.

Materials:

- Costumes (if students want).
- Drawing of superheroes/superheroines.

Time required:

- 3 minutes per student.



Activity 3

Name: I'm in my favorite movie.

Description:

Students must think about their favorite movie and the scene they like the most. They have to get ready to present the scene in front of the class. They can dress up if they want, and they have to be creative to play the rest of the people in the scene (if there are more people). As the favorite movie is something they really like and maybe they watched it many times, it is something they know well, so they will have the confidence of knowing they are doing it right, and it will help their self-esteem. The teacher can decide how many students will present per class.

Process:

- Students will be asked to think about the scene they liked the most from their favorite movie.
- They will be asked in advance to get ready to present that scene in front of the class.
- Students can bring anything they consider necessary to act out the scene.

Materials:

- Anything students need.
- A curtain to create suspense.

Time required:

- Each student will have a maximum of 6 minutes.



CONCLUSIONS:

- The theoretical investigation was the first step to identify and realize the different factors that influence the way every student learns, and how this affects the teaching-learning process. It was important to have quality information to be able to carry out meaningful research.
- It is important to choose effectively the methods and techniques necessary for data collection and to design them considering the aspects that are useful for the research. In this way, there are real data that allow elaborating a quality project.
- Affective factors directly influence the oral production of students. It is these factors that impede them from being fully involved in the class, and what prevents them from interacting with their teacher or classmates.
- New and different techniques are needed to implement in class for students to be attracted to the new material. Even more so when it focuses on discovering what they like, and expressing themselves as much as they can.

RECOMMENDATIONS

- It is important to investigate as much as possible because the more information you have, the more aware you can be about the reality of the teaching-learning process and you can expand it as much as you can.
- To design as many data collection instruments as you need. Every research is different, especially regarding the sample. For this reason, specific instruments must be designed according to the scenario of the project.
- Speaking activities should be based on real context. Students prefer to talk about something they know a lot, so it is better if activities focused on real communication are carried on in the class.
- To use different methods and techniques in the class considering the profile of students. It is important to adapt the activities according to the English level of students, the topic they are learning, and the activities they like to do.

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ANNEXES









Annex 1. URKUND analysis.



Document Information

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Submitted	2022-03-15T13:49:00.0000000
Submitted by	MARCIA LUCIA MANTILLA GUERRA
Submitter email	mimantilla@utn.edu.ec
Similarity	8%
Analysis address	mimantilla.utn@analysis.orkund.com

Sources included in the report

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Annex 2. Presentation letter to the institution.



COLEGIO DE BACHILLERATO UNIVERSITARIO UTN

ANEXO A LA FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA DE LA UNIVERSIDAD TÉCNICA DEL NORTE

Ibarra, febrero 08 del 2022
Oficio 053-Col.UTN-Rect

Srta.
CASTRO JARAMILLO BRITHANY DAYANA

Presente

De mi consideración:



Me permito informar que está autorizada la petición realizada con oficio 030- D de fecha 13 de enero del 2022 y solicito coordinar con la Msc. Chamorro Sandra docente del área de inglés de los 2dos años de bachillerato al correo sjchamorro@utn.edu.ec.
Agradezco su atención.

Atentamente
POR UNA EDUCACION CIENTIFICA Y DEMOCRATICA AL SERVICIO DEL
PUEBLO



Dra. Diana Flores B.
RECTORA

Móvil: 1.

Annex 3. Interview for teachers.

 <p style="text-align: center;">UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p> 
Affective factors that influence oral production in junior students of “Colegio Universitario”, school year 2021-2022
Date: Position: English teacher.
Objective: The objective of this interview is to collect information that allows identifying the affective factors that influence oral production in junior students.
Preguntas: Q1. In your perception, what are the greatest difficulties in the implementation of the English curriculum? Why? Q2. In your perception, what are the greatest difficulties that your students present in the oral production of foreign language (at an affective and linguistic level)? Q3 What are the strengths that students present in the oral production of the foreign language (at 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? How do you do it, and why? Q5. What are the instruments applied when evaluating oral production in a foreign language? In what way do you do it? What was the basis for choosing them? Q6. The affective factors are the feelings or emotions that the students present in front of the class, these can be motivation, self-esteem, and/or anxiety. Which of these factors have you evidenced that affect the oral production of the foreign language in your classroom? Q7. Do you consider it necessary to implement strategies with an affective approach that facilitate the performance of students in the oral production of a foreign language? Why? <p style="text-align: center;">Thank you.</p>

Annex 4. Survey for students.

 <div style="display: inline-block; text-align: center; margin-left: 20px;"> <p>UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS- INGLÉS</p> </div> 																																																								
<p>Affective factors that influence oral production in junior students of “Colegio Universitario”, school year 2021-2022.</p>																																																								
<p>Date: Class:</p>																																																								
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<p>1. In the following table, mark the number that corresponds to the levels of anxiety (how nervous you feel) when doing the following activities in the English class. For the cases in which you have chosen 4 and 5, indicate the reason. <u>5: Very high anxiety / 4: High anxiety / 3: Anxiety / 2: Low anxiety / 1: No anxiety</u></p>																																																								
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 45%;">Activities in the foreign language class.</th> <th style="width: 5%;">5</th> <th style="width: 5%;">4</th> <th style="width: 5%;">3</th> <th style="width: 5%;">2</th> <th style="width: 5%;">1</th> <th style="width: 20%;">Why?</th> </tr> </thead> <tbody> <tr> <td style="text-align: left;">Oral exams.</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: left;">Classmates interaction.</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: left;">Student-teacher interaction.</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: left;">Dialaogue memorization.</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: left;">Texts memorization.</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: left;">Class participation.</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td style="text-align: left;">Teacher feedback.</td> <td></td><td></td><td></td><td></td><td></td><td></td> </tr> </tbody> </table>	Activities in the foreign language class.	5	4	3	2	1	Why?	Oral exams.							Classmates interaction.							Student-teacher interaction.							Dialaogue memorization.							Texts memorization.							Class participation.							Teacher feedback.						
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Class participation.																																																								
Teacher feedback.																																																								

2. What aspects of oral production in a foreign language are the main states of anxiety in you? In the following table, mark the number that corresponds to the aspects when you have anxiety. For the cases in which you have chosen 4 and 5, indicate the reason.

5: Very high anxiety / 4: High anxiety / 3: Anxiety / 2: Low anxiety / 1: No anxiety

Oral production activities:	5	4	3	2	1	Why?
Towards the teacher.						
Towards the class.						
Understanding instructions.						
Teacher interruptions.						
Classmates interruptions.						
Forgetting vocabulary.						
Not knowing the right word.						
Fear of being wrong.						
Fear of making pronunciation mistakes.						

3. In the following table, mark the number that corresponds to the levels of confidence (how comfortable you feel) when doing the following activities in the English class. For the cases in which you have chosen 4 and 5, indicate the reason.

5: Very high confidence / 4: High confidence / 3: Confidence / 2: Low confidence / 1: No confidence

Activities in the English class:	5	4	3	2	1	Why?
Sing.						
Dance.						
Dramatize.						
Presenting a topic for the class.						
Talking in pairs.						
Telling stories.						
Reading texts for the class.						
Recording audios.						

Annex 5. Evidence of data collection.



Image 1 Teacher interview.



Image 2 Teacher interview.

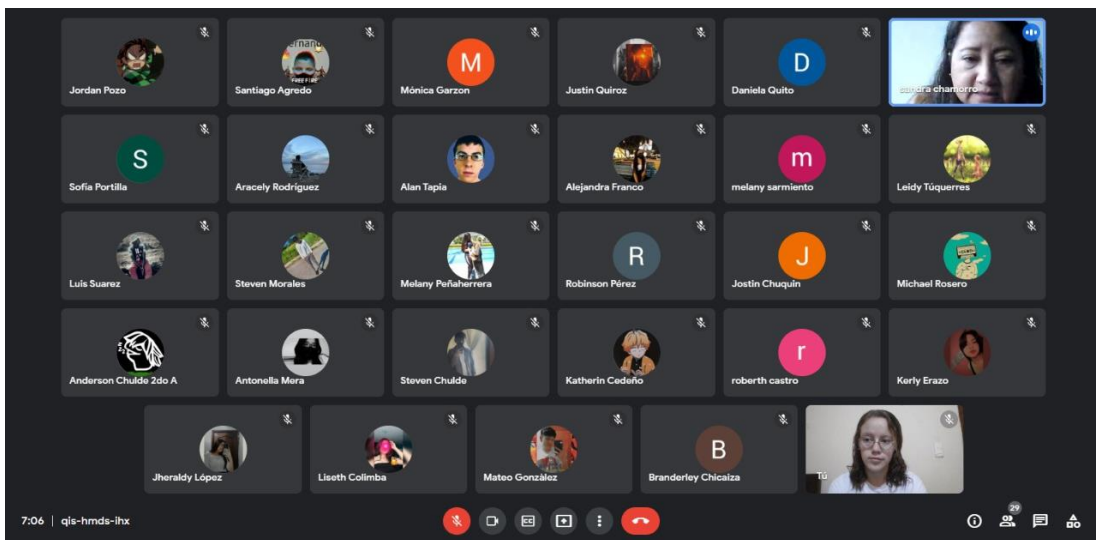


Image 3 Application of surveys to students.

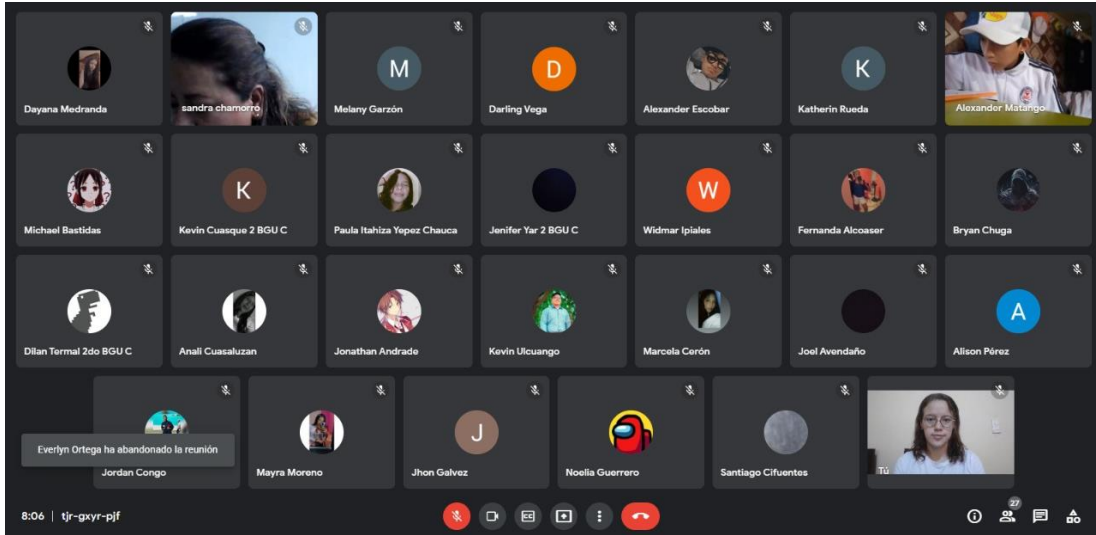


Image 4 Application of surveys to students.

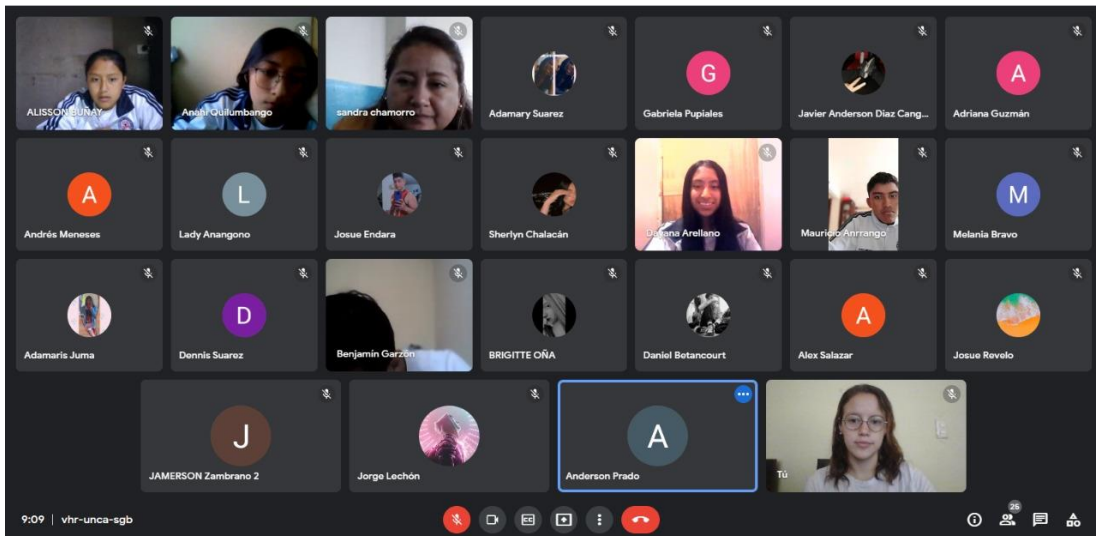


Image 5 Application of surveys to students.