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FACULTY OF EDUCATION, SCIENCE AND TECHNOLOGY
ENGLISH MAJOR

THEME:

AFFECTIVE FACTORS INFLUENCING THE ORAL PRODUCTION IN ENGLISH STUDENTS FROM 8TH SCHOOL YEAR OF BASIC GENERAL EDUCATION OF THE “TEODORO GÓMEZ DE LA TORRE” EDUCATIONAL UNIT, IBARRA CANTON.

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

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Ibarra, 2023

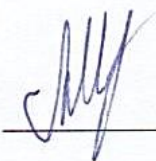
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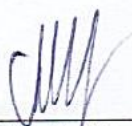
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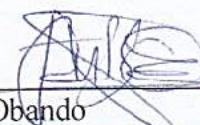
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DEDICATION

I want to dedicate this research project to God because He gave me the strength and wisdom to do it. I would also like to dedicate it to my husband who has been my support in difficult times and finally, to my daughter, who is my motivation, to be a better person in life.

GRATEFULNESS

My genuine thank to my thesis director MSc. Marcia Mantilla for her professionalism, patience, motivation, dedication and support in this project. I also thank to my teachers MSc. Sandra Guevara and MSc. Rubén Congo.

ABSTRACT

This project was carried out at the “Teodoro Gómez de la Torre” High school in the city of Ibarra during the school year 2018-2019, with 8th-grade students. This investigative work has fulfilled important and significant points of different authors and their proposals that have potentially influenced over the years in the develop processes of foreign language learning. The main objective of this project was to development a methodological guide to strengthen and to increase self-esteem and confidence during the development of oral production activities in class and minimize anxiety levels in students during the learning process. In this research project, one hundred and fifty-five students participated; the information was collected through different techniques such as the survey, checklist, and observation sheet the same that was analyzing determined high levels of anxiety in the students during the oral production activities. During of this project research, we introduce methods such as deductive, inductive, scientific, and descriptive research methods, which contributed to the development of activities that the observation, analysis, and diagnosis of the problem and to the research, for favorable solutions to achieve significant advances in learning the foreign language. It then becomes indispensable to present a proposal that will serve as a pedagogical-practical instrument to support the teacher in teaching and learning the understanding of the English language.

Keywords: anxiety, self-esteem, oral production, methodological guide.

RESUMEN

El presente proyecto de investigación se llevó a cabo en el Colegio “Teodoro Gómez de la Torre” de la ciudad de Ibarra durante el año escolar 2018-2019, con los estudiantes de octavo año de educación básica. Este trabajo de investigación ha recopilado puntos importantes y significativos de diferentes autores y sus propuestas que han influenciado potencialmente a través de los años en los procesos del desarrollo del aprendizaje de una lengua extranjera. El objetivo principal de este proyecto fue proponer una guía metodológica la cual fortalecerá en la autoestima y confianza en los estudiantes durante el desarrollo de las actividades de producción oral en clase y minimizar los niveles de ansiedad en los estudiantes durante el proceso del aprendizaje. En este proyecto de investigación participaron ciento cincuenta y cinco estudiantes; la información fue recolectada a través de diferentes técnicas como la encuesta, lista de cotejo y ficha de observación, las mismas que fueron analizadas determinando altos índices de ansiedad en el proceso de aprendizaje en los estudiantes durante actividades de producción oral en clase. En el transcurso de la investigación de este proyecto se utilizaron los métodos de investigación deductivo, inductivo, descriptivo y científico, que contribuyeron al desarrollo en las actividades sujetas a la observación, análisis y diagnóstico del problema y a la búsqueda investigativa de soluciones favorables para lograr avances significativos en el aprendizaje del idioma extranjero. Fue indispensable presentar esta propuesta que servirá como instrumento pedagógico-práctico para apoyar al docente en la enseñanza y aprendizaje de la comprensión del idioma Inglés en los estudiantes.

Palabras claves: ansiedad, autoestima, producción oral, guía metodológica.

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Introduction

Learning a foreign language requires a process in the development of the cognitive skills that are fulfilled in the mental functioning of each person and among which are abilities such as memorizing and remembering, inhibit and focus attention, information processing speed, and spatial and causal reasoning (Robinson, 2012).

It is possible to identify and classify the affective factors that influence in the student's performance through classroom activities to develop language acquisition as emphatically mentioned (Pawlak, 2012). Proper handling of students in class improves behavior among them and becomes a strategic environment for learning, in addition to feedback significantly influences their self-esteem (Downing, 2005).

The vision as a student and as a future English's teacher is the needs and interests of each student in learning and developing cognitive affects skills, each student is different about the internal factors such as anxiety, insecurity, and low self-esteem in every situation (Alcalá, 2004).

When humans feel comfortable in any academic or social environment will be able to excel remarkably before any task or challenge in a focused way because they have their self-esteem at a high level (Emmerling, 2008). According to the Ministry of Government, a student of 8th can acquire level A1, the same can help the student to foment basic and familiarizes sentences to use in an eventual situation (Council of Europe, 2001).

Background

Since 2016, the Ministry of Education has made several curricular adjustments to contribute to the development of learning capacities in students of a foreign language, increasing academic performance. This research project was carried out thank to the participation of the 8th grade students of the “Teodoro Gómez de la Torre” school.

The main difficulty the emotional factors influence the students during the teaching-learning processes and collecting relevant data that allowed us to find solutions to problems that negatively affect academic performance (Routledge, 2000). It was observed that anxiety dramatically influences students when carrying out oral production activities and motivation is an affective variable positively influences the learning of a foreign language (Datta, 2000).

Garner’s models of social and educational learning have been applied in the educational system as they have a close connection in the process of learning a foreign language. On the other hand, it is important to note that motivation is a significant factor in obtaining results during class activities.

Problem background

The quality of our English language educational system for students has followed the learning levels required by the Ministry of Education (LOEI, 2018). Nowadays, the Ministry of Education has standardized levels of acquisition of English as foreign language that students at all school levels must achieve to develop the language skills necessary to communicate in a foreign language proficiently.

While some students develop an advanced level of English proficiency in universities, others are not clear why they need to learn the foreign language; Also, various factors such as the anxiety that felt when interacting with the teacher or classmates influence self-esteem and confidence for academic performance in class; Students do not progress-in cognitive skills, so it is necessary to motivate them. It will be essential that students be interested in learning and be successful in mastering L2 (Dornyei, 2007).

Justification

It is vital to know the affective factors that influence oral production activities because it will be really helpful in order to identify the negative effects that anxiety could cause in students' performance when trying to expose their ideas, thoughts, and feelings in a foreign language. Furthermore, to recognize these factors will allow the students to increase their confidence at the moment of developing classroom activities that involve oral production, and at the same time this will help them to improve their self-esteem in all the academic activities they have to do, since learning a foreign language is a process where students learn through activities applied in daily life. Consequently, this guide will provide strategies to

benefit the 8th students from “Teodoro Gómez de la Torre” school in their oral production activities, improving confidence, and minimize anxiety levels.

OBJECTIVES

General Objective

- To apply methodological strategies to minimize the effect of affective factors in the oral production activities in the students from the 8th level of “Teodoro Gómez de la Torre” school.

Specific Objectives

- To determine the levels of anxiety in the students during the English class.
- To define the management of strategies used by the teacher in oral production activities.
- To identify methodological strategies to reduce the levels of anxiety and increase the levels of confidence.
- To prepare a didactic guide that contributes to methodological and innovative strategies to improve the learning process in the students.

CHAPTER I

1. THEORETICAL FRAMEWORK

1.1 Cognitive and affective developments in adolescents

Jean Piaget believes that cognitive training and development in children occurs at an early age, the psychological, economic, and social environment have progression in the functions and structure of their thinking and logical reasoning. Piaget mentions that children can create their own knowledge based on their experiences, they learn naturally, by their own, their learning is not influenced by other children nor adult people (Piaget, 1977).

Table 1
Piaget's Stages of Cognitive Development

Stages	Age Range	Description's stage
Sensorimotor	From birth to years	Use senses and actions experiencing the world
Pre-operational	2 to 6 years	Representing images or words
Concrete operational	7 to 11 years	Analyzing concrete events with logic
Formal operational	11 years and onward	Analyzing hypothetical scenarios and processing abstract thoughts

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

Each student is a different world, each one develops their abilities at different levels, and it is then that they need the motivation to explore their inner potential. The adolescent is considered as a being capable of reasoning for cognitive development since he assimilates the processes of the age in transition and appropriation. Thought followed by a higher intellectual, logical, and scientific activity (Vygotsky, 1931).

1.2 Anxiety as an element in the teaching-learning processes

Anxiety is a determining factor in learners; since it can partially or temporarily block the brain during the actions carried out by a student. Emotional factors such as anxiety interfere with the development of learning skills in students.

Within the analysis, anxiety stands out as brief and ephemeral emotion that intervenes in the processes of cognition; that can alter their personality, leading the students to feel distressed, inflexible, neurasthenic, and influence in the process of learning. From the perspective of a child, lack of concentration is a negative factor in the academic performance of students. Therefore, anxiety affects the memory influenced educational performance and learning (Richards & Lockhart, 1998).

On the other hand, anxiety levels in students can be minimized through methodological and strategic actions.

1.3 Self-esteem as an element in the teaching-learning process

It is important to note that self-esteem determines emotions, actions, and behavior as stages. The skills required by the teachers in students are not as positive because the teacher

has not motivated and increased the levels of self-esteem. It has two variables: global self-esteem and specific self-esteem which are feelings, actions, and behaviors.

The development of the educational process in students is based on meeting their expectations, thus having a significant impact on the interest in learning (Menter & Murray, 2011).

From the perspective, the life of a child goes through different cognitive processes until reaching adolescence, where he finds innumerable changes and personal challenges in the stages from child to adolescent. Finding evolution in anatomical structure and personal development, emotions, interactions around the child in school performance can be affected. Therefore, teens develop a positive environment concerning their peers and teachers in their learning environment. The adolescent student's self-esteem has a high impact on their autonomy and peer interaction. For these reasons, if self-esteem is positive, it will be essential to face all kinds of challenges (Vygotsky, 1934).

1.4 Anxiety and oral production activities in EFL learners

It should be noted that anxiety is an affective and emotional determining factor in the educational structural anatomy. On the other hand, anxiety is considered a highly threatening factor in student learning, directly and indirectly, influences self-esteem and the functionality of skills, since it blocks their identity in academic development. Therefore, it is not only possible to reduce student anxiety with methodological strategies in the linguistic and cognitive process (Kadosk & Dowker, 2015).

1.5 Self-esteem and oral production activities in EFL learners

It is important to highlight that self-esteem plays a very important role in learning L2, providing high levels of educational achievement development of knowledge in the foreign language (Williams & Burden, 1999). On the other hand, self-esteem helps to put into practice the confidence and interest in acting in public. The students can express their thoughts. For this reason, not focusing on this factor can significantly affect education. Many experts agree that students with high levels of confidence development may suffer erroneous impacts of communication in a different language, either in the grammatical or lexical rules. Self-esteem in the students helps them to relate to others: therefore, they can improve their ideas in another language and will be able to communicate fluently and reach their expectations faster than those with low levels of self-esteem (Nekvapil & Sherman, 2009).

1.6 Methods, Approaches and Strategies in EFL learners develop in the class.

Theories discuss learning a foreign language, and over the years, many theories have evolved, and several authors have emerged, on how to manage the learning relationship of teaching in classrooms. Therefore, these investigations provide different points of view about which is the best option for the teacher to execute a coherent curriculum planning; that meets all expectations in the development of student learning in the foreign language. From the perspective, it is pointed out that, even all the authors do not have a process of development of skills in oral production activities.

On the other hand, it is affirmed in its entirety that the analytical diagnosis of the methodologies has been fundamental; because it complies with the bases and relies on oral production activities. The following table will show the most relevant methodological

strategies for the eloquent performance of oral communication and the fluency of the students in the English language classes.

Table 2
Methods and Approaches Comparative Table

Communicative Language Teaching (CLT)		
Main Characteristics	Roles	Contribution to Oral English Production
An approach of EFL teaching in which language is used to express meaning through interaction and communication.	<p>Learners:</p> <ul style="list-style-type: none"> - Communication is necessary and important. - Active and cooperative roll. - Have a degree of responsibility. <p>Teacher:</p> <ul style="list-style-type: none"> - Guides students during the process. - Helps the communication process. - Uses didactic materials. - Motivates and gives advice. 	<ul style="list-style-type: none"> -The communicative purpose is using speech acts or functions. - Permits communication through interaction. - Learners can develop accuracy and fluency. - Social interaction activities.
Competency-Based Language Teaching (CBLT)		
This approach teaches language as a function of communication about specific tasks in which learners and teachers can have a clear perspective	<p>Learners:</p> <ul style="list-style-type: none"> - Active participants in the learning process. - Help each other to improve their speech. <p>Teacher:</p>	<p>Students develop their skills controlling their own speech and are motivated to improve them learning from their failures.</p>

about the process because objectives are broken in chunks.	<ul style="list-style-type: none"> - Corrects students immediately. - Provides positive feedback. - Considers students' needs.
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Task-based Language Teaching

This approach consists in functional tasks that encourage learners to emphasize in sharing meaning and to use language for real context (nonlinguistic purposes).	Learners:	- Scaffolding learning can be achieved through interactive and communicative tasks.
	<ul style="list-style-type: none"> - Able to build and describe messages when they do not have enough linguistics resources and previous experiences. 	- Scaffolding into the classroom means the interaction between teacher and learners while doing a task where some of learners have more advanced knowledge.
	Teacher:	
	<ul style="list-style-type: none"> - Motivates learners to use their energy in task performance. - Organizes the task-based activity efficiently. - Guides learners while performing the task. 	

Cooperative Language Learning (CLL)

A learner-centered approach that gives opportunities for learners to exchange knowledge each other through interactive pair and group activities to control their own learning and to support their peers.	Learners:	CLL provides learners an effective oral interaction that is design to foster cooperation rather than competition in activities like group discussion, role play, and turn-taker monitor.
	<ul style="list-style-type: none"> - Group work in a collaborative way. - Learn teamwork skills. - Control and evaluate their own learning. 	
	Teacher:	
	<ul style="list-style-type: none"> - Create a friendly, well-designed, organized classroom environment. 	

- Must establish goals, to plan and to structure tasks with correct physical arrangement.

The Natural Approach

<p>- A method of EFL teaching that claims to implement natural language acquisition in the EFL classroom.</p> <p>- Its focus is on the comprehension of communicative skills.</p>	<p>Learners:</p> <ul style="list-style-type: none"> -They have active role. -Have the chance to start and to improve their speech. - Interact between learners to support each other in pairs or groups. <p>Teacher:</p> <ul style="list-style-type: none"> -Provides comprehensive input. -Creates adequate classroom atmosphere. - Being a guide. - Collects materials and designs their use. 	<p>-The main goal is to provide meaningful communication with a suitable level of comprehension.</p> <p>- Key individual communication abilities: oral</p> <p>- EFL learning skills: oral</p>
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Community Language Learning

<p>-This language teaching approach consists of group decisions made by students about what aspects of language they desire or need to learn from.</p> <p>- Learners' emotions are considered as part of learning process, so</p>	<p>Learner:</p> <p>Participants as a member of a community, sharing from his/her experience and learning from others' experiences too.</p> <p>Teacher:</p> <ul style="list-style-type: none"> - Acts as a counselor, providing emotional 	<p>It provides a safe learning environment as well as it significantly reduces the risk of feeling anxious or stressed inside the classroom to help students to be more relaxed when using English orally.</p>
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interaction and teamwork are important.	feedback and encouraging students to learn. - The teacher should also grant a safe environment for his/her students to be in.
Suggestopedia	
-This method aims to develop proficiency in speaking. -Independent participation of learners and guidance of teacher are mixed in this long-term method. - Music as baroque music is essential to enhance concentration and to relax during lessons.	<p>Learners:</p> <ul style="list-style-type: none"> - Desire to know more about the foreign language. - Being concentrated in their learning process. <p>Teacher:</p> <ul style="list-style-type: none"> - Motivates students with relaxing activities before presenting linguistic materials to encourage positive reception and retention.
	It is a very lengthy method that has been useful when it comes to proficiency development. It has been criticized for its indirect activities, but it has also been recognized as effective in oral production teaching

Taken from: Approaches and methods in Language Teaching, 2014.
Authors: 8th Level Students - English Major 2019

The descriptive table of methods and strategies is an educational approach to teaching a foreign language. On the other hand, it should be noted that the methods below do not apply to the use of oral production activities and do not have significant support for the investigation of this topic:

- ❖ Grammar Translation Method
- ❖ The Oral Approach and Situational Language Teaching
- ❖ Audio-Lingual Method
- ❖ Content-Based Instruction and Content and Language Integrated Learning (CLIL)

- ❖ Whole Language
- ❖ Text-Based Instruction
- ❖ The Lexical Approach
- ❖ Multiple Intelligences
- ❖ Total Physical Response
- ❖ The Silent Way

1.7 Strategies

The methodologies mentioned above that contribute to oral production suggest the following strategies:

1.7.1 Communicative Language Teaching

- Interaction in pairs as the objective of the study.
- Students exchange roles in the dialogue with their classmates.
- Language skills in all kinds of situations.
- Surveys
- Games
- Communication in the target language.
- The teacher is a facilitator, rather than an instructor.
- Development of strong oral and verbal skills before reading and writing.

1.7.2 Competency-Based Language Teaching

- Specific language communication skills.
- Orientation focused on tasks or performance.

- Determining skill assessment.
- Individualized training in the student.
- Provide positive and useful feedback.
- The student has an active protagonist in the classroom.
- Familiarize and assignment knowledge from one environment to another.
- The real performance of a real-world task or activity.
- Grouping based on your in-progress level of language proficiency.
- Increase learning skills and aptitudes.

1.7.3 Task-Based Language Teaching

- Dialogues clear context to convey its meaning.
- Develop skills to complete a practice stage.
- Role-play and are expected to produce the target language.
- Use of recording to perform tasks and improve performance.
- Work in pairs or groups using language resources.
- The teacher monitors and offers encouragement.
- Practices based on the need of the students.
- Practice activities to build your confidence and take note of helpful language.
- Development of the natural context from the experiences of the students.
- Effective interaction between students.

1.7.4 Cooperative Language Learning

- Motivates students to communication and dialogue.

- Performance and developing your skills in a debate.
- Dramatizations.
- The students prepare proposals and their points of view on controversial topics.

1.7.5 Natural Approach

- Teamwork.
- Debates with controversial topics.
- Audiovisual music, videos with their lyrics.
- Presentations and info graphics.
- Recreation of plays, series television programs.
- Workgroup resolving problems.
- Engaging interaction with other students.
- Productive oral development through participatory practice.
- Improve their communicative performance through oral presentations.
- Feedback during clears doubt in language learning.

1.7.6 Community Language Learning

- Solve tasks in pairs.
- Free conversation.
- Workgroup.
- Autonomous work.
- Advisor role.
- Transcription.

- Recording activities.
- Topic Analysis.
- Reflection and observation.

1.7.7 Suggestopedia

- Active participation in song and games.
- Debate circles.
- Baroque music.
- Holistic learning.
- State of concentration and relaxation.

The techniques mentioned above are relevant in the cognitive and affective levels of the groups between 11 and 13 years old corresponding to the eight years old Basic General Education (EGB) of our educational system in Ecuador.

1.8 Common European Framework of References to Language (CEFR)

The Council of Europe put the Common European Framework for learners into consideration; therefore, emphasizing the importance of knowing which are the standards that the learner should use. It diagnoses the level of comprehension, oral expression, and writing of a language at an international level. Therefore, the CEFR assesses the levels of competence and progress at the stage of the learning process. Also, the CEFR provides support for the elaboration of language systems, programs, curricular guidelines, textbooks, exam levels, performance learning, etc.

The evaluation phases of the learning process are described below of the apprentices to communicate and what knowledge and skills they must develop to be able to act effectively.

The CEFR detail the practical model theoretical and its different scales of development in the educational process of language learning.

Table 3

Common Reference Levels: global scale

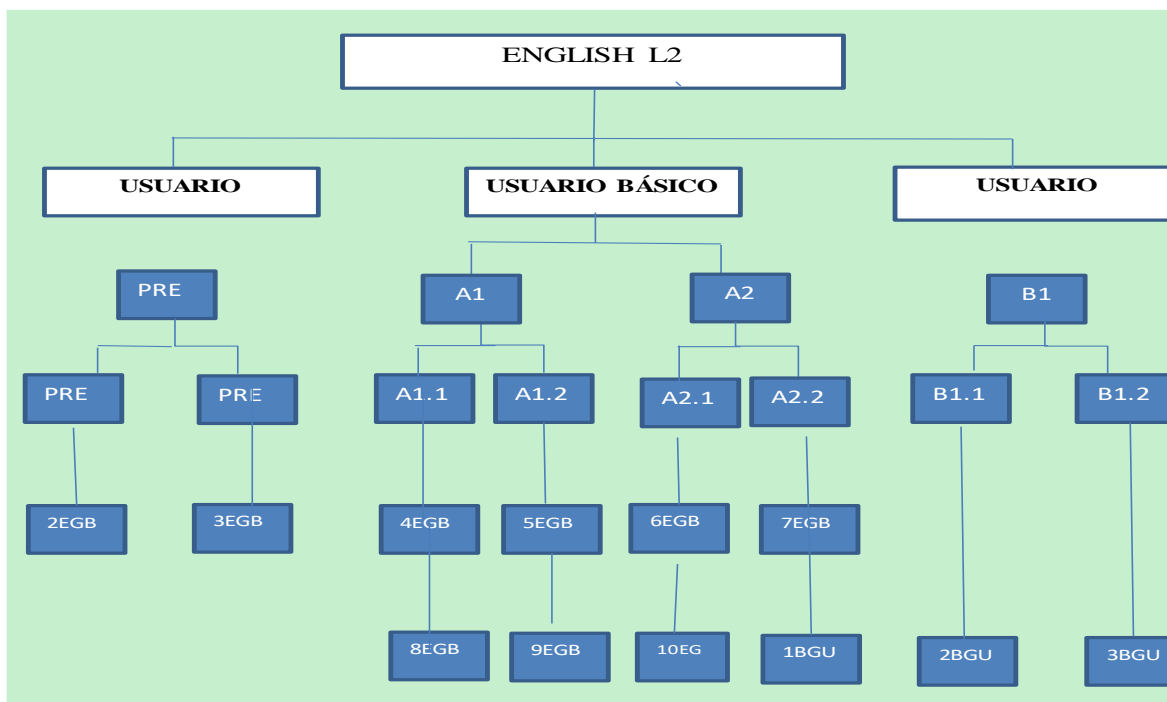
Taken from: Common European Framework of Reference for Languages (CEFR)

Basic User A	Independent User B	Proficient C
<p>A2</p> <p>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local, geography, employment).</p>	<p>B2</p> <p>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.</p>	<p>C2</p> <p>Can understand with ease virtually everything heard or read. Can summarize information from different spoken and written sources, reconstructing arguments and accounts incoherent presentations.</p>
<p>A1</p> <p>Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of <i>his/her</i> background, immediate environment and matters in areas of immediate need.</p>	<p>B1</p> <p>Can produce clear, detailed text on wide ranges of subjects and explain a viewpoint on an issue giving the advantages and disadvantages of various options.</p>	<p>C1</p> <p>Can express him herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even more in complex situations.</p>

Authors: 8th Level Students - English Major 2019

Graphic 1

L2 learning outcome for high schools in Ecuador



Taken from: Ecuador Ministry of Education

In Ecuador, the Ministry of Education refers to the Common European Framework as a reference in new learning languages, establishing that students can understand and get familiar with everyday expressions, basic phrases for the performance of the needs that arise in their environment.

Besides, it can be developed with basic presentations to answer questions and answers, for example: Where do you live? Where do you work? Whom do you know? Thus

being able to create an interaction with another individual as long as they express themselves clearly and slowly (Council of Europe, 2001).

1.9 Spoken interaction with interactive activities

Students participate in interactive activities between one or more learners, generally through the negotiation of meaning in conversational discourse.

Table 4

Activities and strategies according to CEFR

Descriptive levels	Can do statement - A1.1	Interactive activities
Overall spoken interaction	<ul style="list-style-type: none"> • Can interact easily, but communication is dependent on repetition at a slower rate of speech rephrasing and repair. Can answer simple questions, initiate and respond to simple statements in areas of immediate need or on very familiar topics. 	<ul style="list-style-type: none"> • Learner holds basic spoken interactions. • Learner provides basic personal information.

Understanding a native speaker interlocutor	<ul style="list-style-type: none"> • Can understand everyday expressions aimed at the satisfaction of needs of a concrete type, delivered directly to him/her in clear, slow and repeated speech by a sympathetic speaker. • Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. 	<ul style="list-style-type: none"> • Learner maintains short and basic conversations. • Learner follows simple and concrete instructions.
Conversation	<p>Can make an introduction and use basic greetings and leave-taking expression. Can ask how people are and react to the news.</p> <p>Can understand everyday expressions aimed at the satisfaction of simple needs of a concrete type, delivered directly to him/her in a clear, slow and repeated speech by a sympathetic speaker.</p>	<ul style="list-style-type: none"> • Learner starts and maintains basic informal interaction. • Learner asks for items required to satisfy personal needs.
Informal discussion	No descriptor available	No descriptor available
Formal discussion and meetings	No descriptor available	No descriptor available

<p>Goal-oriented co-operation</p>	<p>Can understand questions and instructions addressed carefully and slowly to him/her and follow short, simple directions. Can ask people for things and give people things.</p>	<ul style="list-style-type: none"> • Answers to information requirements and follows specific commands. • Asks for items required to satisfy personal needs.
<p>Transitions to obtain goods services</p>	<p>Can ask people for things and give people things. Can handle numbers, quantities, cost, and time.</p>	<ul style="list-style-type: none"> • Asks for and fetches items. • Deals with basic numerical data.
<p>Information exchange</p>	<ul style="list-style-type: none"> • Can understand questions and instructions addressed carefully and slowly to him/her follow short, simple directions. • Can ask and answer simple questions, initiative and respond to simple statements in areas of immediate need or very familiar topics. • Can ask and answer questions about themselves and other people, where they live, people they know, things they have. Can indicate time by such phrases as next week, last Friday, in November three o'clock. 	<ul style="list-style-type: none"> • Gives and follows careful and slow directions. • Maintains basic conversations. • Requires and provides personal information. • Uses time expressions.

<p style="text-align: center;">Interviewing and being interviewed</p>	<p>Can reply in an interview to simple direct questions spoken very slowly and clearly in direct non- idiomatic speech about personal details.</p>	<p>Carries out a basic interview.</p>
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Taken from: Common European Framework of Reference for Languages (CEFR)

The activities and strategies described above show the legal regulations that must be approved by students in the 8th grade of the “Teodoro Gómez de la Torre” school, ranging from 12 to years.

This guide details academic strategies to support learning and developmental performance to improve self-esteem, confidence, and significantly reduces anxiety when performing oral production activities.

CHAPTER II

2. RESEARCH METHODOLOGY

Communication plays an important role in the learning processes of a foreign language. The high levels of anxiety were evident in most of the students the skills to oral production activities; whereas lessons, dialogues, and role-plays require more practice before acting in front of the public; within, the teachers must be effective to help students to minimize anxiety and increase self-confidence also, feel them safe when going to say or do an activity in a foreign language. However, students who feel comfortable in the class perform is better in school compared to their peers who feel anxious. “As the architects of positive experiences, designers should respect that we can all be less than perfect” (Allanwood, 2014, p. 58).

2.1 Methodological organization applied

This research project is to improve the learning process and find the deficits and propose solutions significant in the data that was collected through surveys. The present investigation was analyzed the most relevant data; to contribute to the elaboration of a practical and strategic methodological guide to reduce anxiety levels in oral production activities in a foreign language in the 8th level students of Basic General Education.

2.2 Research methods

2.2.1 Deductive

This research is an analytical source to obtain general information, and to investigate the emotional factors that affect the English language learning process and the impact it has

on the communication and oral expression activities of 8th grade students of the “Teodoro Gómez de la Torre” school in Imbabura Province.

This method contains procedures to know and deduce what is the reality of the aspects and what is the specific information collected through surveys that were viable, additionally, checklists, and observation cards, among others.

2.2.2 Inductive

For the elaboration of the methodological guide in this research project, this method was used, which goes from the particular to the general through the collected information, analyzed, and based on these data, the proposal for this guide is supported.

2.2.3 Scientific

This methodology has the purpose of deepening and developing objectively and logically which are the methodological strategies to apply to the 8th level students of the “Teodoro Gómez de la Torre” school and contribute to improving language learning.

2.2.4 Descriptive

The present methodology is based on detailing, classifying the aspects, and specific characteristics of the investigation of a problem about why students do not develop their oral expression skills in L2 learning activities and then theoretically support.

2.3 Techniques and instruments

2.3.1 Survey

Data collection was done through a survey of direct beneficiaries to analyze the effect of anxiety and self-esteem in the oral production of the foreign language. This technique provided research data from which strategies were designed.

2.3.2 Interview

This technique served for gathering relevant information addressed to direct beneficiaries, both authorities and teachers and students of the institution. Using this tool, the effect of anxiety and self-esteem that could influence students at the time of oral production through a conversation based on a structured questionnaire was characterized previously.

2.3.3 Scientific observation

This technique was useful for identifying the most relevant characteristics of the investigation. Based on this information, it was defined how anxiety and self-esteem influence the production of oral English language in the 8th school year of BGE of the "Teodoro Gómez de la Torre" school, Ibarra Canton.

2.3.4 Population

This research project was carried out with the collaboration of 155 students from "Teodoro Gómez de la Torre" Educational Unit, the 8th year of classroom A, B, C, and D.

CHAPTER III

3. ANALYSIS AND INTERPRETATION OF RESULTS

The development of this research project was carried out in Ibarra city, at the “Teodoro Gómez de la Torre” school, 155 students from four courses of the eighth level participated in this project; during the academic period 2018-2019.

The informative data collected was very useful for the analysis and elaboration of a methodological guide that could become a support to overcome the affective factors that impact on the languages learning process, promoting self-esteem and confidence in the learning environment, participating in various oral production activities.

The surveys used in the students provided the necessary help to know which are the most relevant difficulties and give adequate academic support, improve their level of learning, and, above all, promote in students the significant importance of learning this language and effective integration, among students and teachers.

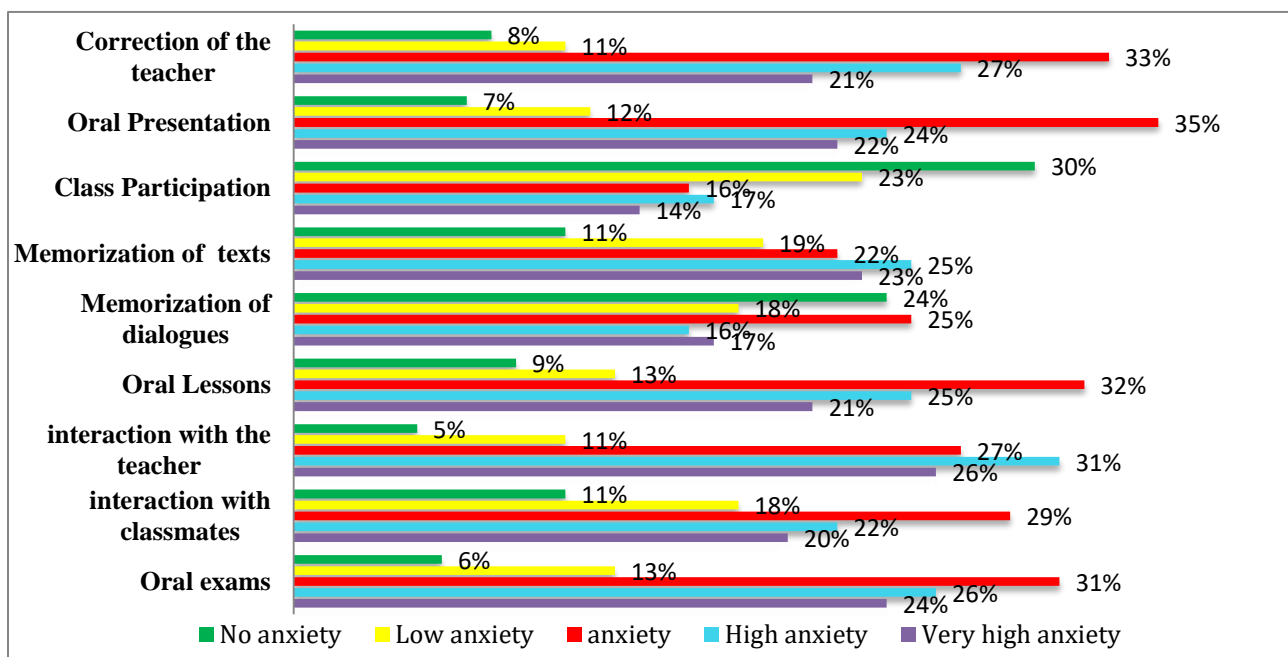
On the other hand, the observation sheet was used by students during the learning of the English language. They carried out oral production activities, in groups or presentations in front of their classmates; the most relevant needs of the students were recognized.

3.1 Levels of anxiety students experiment while doing activities in class

Table 5. Levels of anxiety in oral production activities

Activity class	Very high anxiety		High anxiety		Anxiety		Low anxiety		No anxiety		F	%
	F	%	F	%	F	%	F	%	F	%		
Oral exams	37	24%	41	26%	48	31%	20	13%	9	6%	155	100%
Interaction with classmates	31	20%	34	22%	45	29%	28	18%	17	11%	155	100%
Interaction with the teacher	41	26%	48	31%	42	27%	16	11%	8	5%	155	100%
Oral Lessons	33	21%	39	25%	50	32%	19	13%	14	9%	155	100%
Memorization of dialogues	27	17%	25	16%	39	25%	28	18%	36	24%	155	100%
Memorization of texts	36	23%	39	25%	34	22%	29	19%	17	11%	155	100%
Class Participation	22	14%	27	17%	25	16%	36	23%	45	30%	155	100%
Oral Presentation	34	22%	37	24%	55	35%	18	12%	11	7%	155	100%
Correction of the teacher	33	21%	42	27%	51	33%	17	11%	12	8%	155	100%

Graphic 1. Levels of anxiety in oral production activities



Taken from: Inquest

Author: 8th Level Students - English Major 2019

Analysis

The bar graph shows the most relevant percentages in the levels of anxiety experienced in the students of 8th-grade of the students of the “Teodoro Gómez de la Torre” school, while they carried out oral production activities during English class. According to the figure, it shows us that 35% of the students feel anxiety when making oral presentations in front of their classmates. Around the majority of the students, when they do group activities and have to interact, feel anxious about not being able to express their ideas in English.

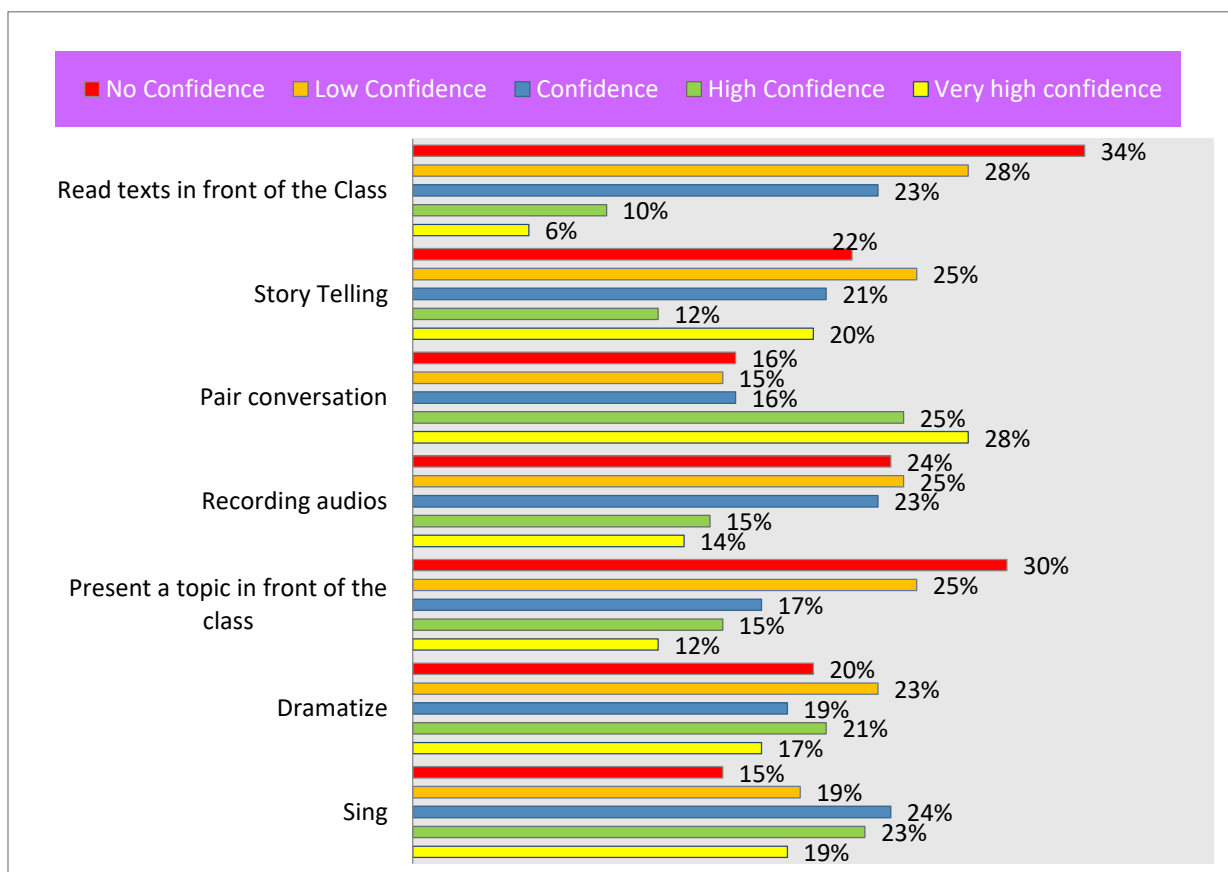
When interacting with classmates, almost a third part of the students who were surveyed feel anxiety while doing this kind of activity. On the other hand, a small percentage of students have a low level of confidence when interacting with the teacher and when being corrected. In conclusion, the table of percentages on levels of high anxiety and low confidence in students emphatically details the need to minimize these affective factors.

3.2 Levels of confidence students experience while doing activities in class

Table 6. Levels of confidence in oral production activities

Activity class	Very high confidence		High Confidence		Confidence		Low Confidence		No Confidence		F	%
	F	%	F	%	F	%	F	%	F	%		
Sing	29	19%	35	23%	37	24%	30	19%	24	15%	155	100%
Dramatize	27	17%	32	21%	29	19%	36	23%	31	20%	155	100%
Present a topic in front of the class	19	12%	24	15%	27	17%	39	25%	46	30%	155	100%
Recording audios	21	14%	23	15%	36	23%	38	25%	37	24%	155	100%
Pair conversation	43	28%	38	25%	25	16%	24	15%	25	16%	155	100%
Story Telling	31	20%	19	12%	32	21%	39	25%	34	22%	155	100%
Read texts in front of the Class	9	6%	15	10%	36	23%	43	28%	52	34%	155	100%

Graphic 3. Levels of confidence in oral production activities



Taken from: Inquest

Author: 8th Level Students - English Major 2019

Analysis

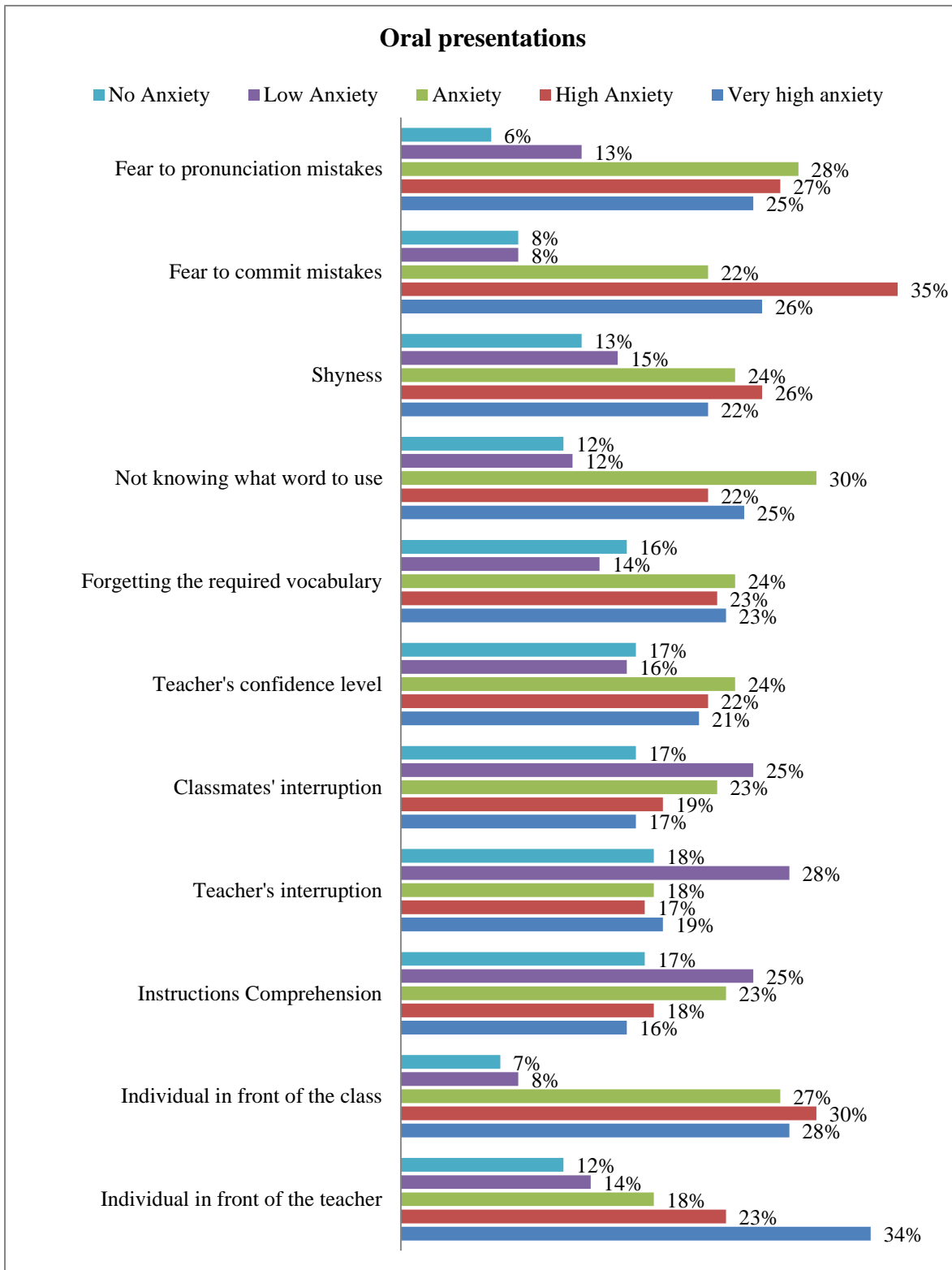
The bar graph indicates information about the most relevant percentages of confidence, in eighth-level students. Table 4 shows that 34% of students do not feel confident when reading a text in front of the class. On the other hand, 30% of students also feel anxiety when they are going to do a presentation in class, while 23% feel confident when performing dramatizations. In these cases, it can be observed the low levels of confidence that students experience when they carry out activities in front of the class, they feel ashamed of making a mistake, or mispronouncing a word, due to lack of prior training, in addition to fear of doing the same ridiculous; After analyzing these results, a strategic guide is presented to increase confidence and significantly reduce anxiety in students while learning a foreign language.

3.3 Levels of anxiety while students doing activities in class

Table 7. Levels of anxiety in the class activities

Activity Class	Very high anxiety		High Anxiety		Anxiety		Low Anxiety		No Anxiety		F	%
Individual in front of the teacher	52	34%	36	23%	28	18%	21	14%	18	12%	155	100%
Individual in front of the class	43	28%	46	30%	42	27%	13	8%	11	7%	155	100%
Instructions Comprehension	25	16%	28	18%	36	23%	39	25%	27	17%	155	100%
Teacher's interruption	29	19%	27	17%	28	18%	43	28%	28	18%	155	100%
Classmates' interruption	26	17%	29	19%	35	23%	39	25%	26	17%	155	100%
Teacher's confidence level	33	21%	34	22%	37	24%	25	16%	26	17%	155	100%
Forgetting the required vocabulary	36	23%	35	23%	36	24%	23	14%	25	16%	155	100%
Not knowing what word to use	38	25%	34	22%	46	30%	19	12%	18	12%	155	100%
Shyness	34	22%	40	26%	37	24%	24	15%	20	13%	155	100%
Fear to commit mistakes	40	26%	55	35%	34	22%	13	8%	13	8%	155	100%
Fear to pronunciation mistakes	39	25%	42	27%	44	28%	20	13%	10	6%	155	100%

Graphic 4. Levels of anxiety in the class activities



Taken from: Inquest

Author: 8th Level Students - English Major 2019

Analysis

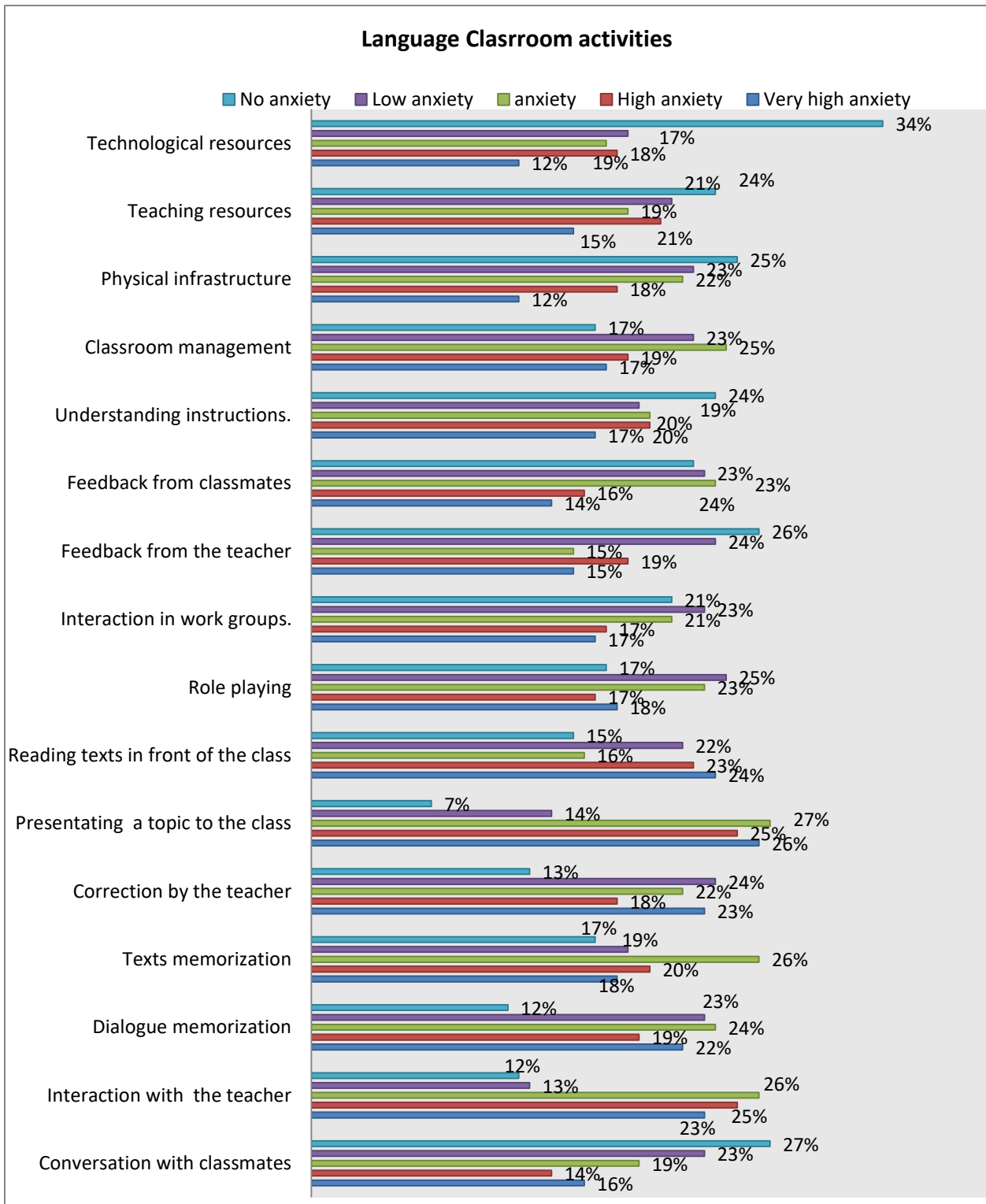
The bar chart illustrates the most relevant information about confidence in oral production activities. As can be seen in Table 7, 34% of participants feel very high anxiety while doing individual activities. In contrast, 30% of the participants in this research experience high anxiety when participating in class in front of the teacher. In contrast, 35% of the students feel high anxiety when they perform oral production activities. The results of the data collected on confidence during oral production activities influence English learning performance.

3.4 Observation sheet of foreign language class

Table 8. Anxiety levels with foreign language classroom activities

Activities in English Class	Very high anxiety		High anxiety		anxiety		Low anxiety		No anxiety		F	%
Conversation with classmates	25	16%	22	14%	30	19%	36	23%	42	27%	155	100%
Interaction with the teacher	36	23%	39	25%	41	26%	20	13%	19	12%	155	100%
Dialogue memorization	34	22%	30	19%	37	24%	36	23%	18	12%	155	100%
Texts memorization	28	18%	31	20%	41	26%	29	19%	26	17%	155	100%
Correction by the teacher	36	23%	28	18%	34	22%	37	24%	20	13%	155	100%
Presentation of the topic in the class	41	26%	39	25%	42	27%	22	14%	11	7%	155	100%
Reading texts in front of the class	37	24%	35	23%	25	16%	34	22%	24	15%	155	100%
Role playing	28	18%	26	17%	36	23%	38	25%	27	17%	155	100%
Interaction in work groups.	26	17%	27	17%	33	21%	36	23%	33	21%	155	100%
Feedback from the teacher	24	15%	29	19%	24	15%	37	24%	41	26%	155	100%
Feedback from classmates	22	14%	25	16%	37	24%	36	23%	35	23%	155	100%
Understanding instructions.	26	17%	31	20%	31	20%	30	19%	37	24%	155	100%
Classroom management	27	17%	29	19%	38	25%	35	23%	26	17%	155	100%
Physical infrastructure	19	12%	28	18%	34	22%	35	23%	39	25%	155	100%
Teaching resources	24	15%	32	21%	29	19%	33	21%	37	24%	155	100%
Technological resources	19	12%	28	18%	27	17%	29	19%	26	34%	155	100%

Graphic 5. Anxiety levels with foreign language classroom activities



Taken from: Inquest

Author: 8th Level Students - English Major 2019

Analysis

The bar graph shows the most significant percentages that influence foreign language learning activities. In Table 8, 26% of students felt moderate anxiety when interacting with the teacher and another 26% of participants surveyed in the text memorization activities. On the other hand, 24% of participants feel very high anxiety when they read a text in front of the class. While in role-play they only experience 23% moderate anxiety. In the participation of group activities, 21%, of the participants feel anxiety when they carry out activities accompanied by interaction, responsibility, and working group in-class activities. On the other hand, these activities play an important role among students, such as classroom management and positive feedback from peers with 25% versus 24% moderate anxiety.

As the results have shown a negative trend in anxiety levels, a motivational didactic guide will be developed that reduces the emotional factors that influence student learning and increases self-esteem and confidence.

CHAPTER IV

4. PROPOSAL

4.1 Proposal's name

METHODOLOGICAL GUIDE FOR ORAL PRODUCTION ACTIVITIES

“FUN INTERACTION TO LEARN ENGLISH”

4.2 Introduction of Proposal

This methodological guide has been designed to support the daily work that teachers do in the classroom with their students. This guide provides teachers many useful methodological strategies to improve the students' performance in the teaching-learning process of English as a foreign language. This guide contains a series of innovative activities to increase the confidence in the students when they are doing oral production activities in the class, while interacting with their classmates, their teacher or simply in front of the class. These activities tend to reduce the levels of anxiety that students might experience while interacting with others in the English class. The activities proposed here could be easily applied by teachers and try to make the students feel comfortable and that they can find the language learning process a pleasant environment without fears and, above all, they could increase their self-esteem and confidence.

4.2 Justification of Proposal

Currently, English plays a very important role in the academic life of students since this language opens doors around the world, so knowing this language adds beneficial points to students in their academic profile for future work and educational beginnings. That is why learning a foreign language should be a priority in the academic training of each student, but

it does not have to be a forced learning or something difficult to do, instead, this learning process should be a pleasant activity for students. Our educational system ruled through standards of the Common European Framework implemented stages of knowledge by levels for our students, for which a plan has been designed as a methodological guide to contributing to the 8th-grade students of the “Teodoro Gómez de la Torre” High School, and significantly reduce anxiety levels and increase self-esteem and confidence when performing oral production activities in class. With regard to these requirements, it is very important to bear in mind that students need to acquire important knowledge but it is also necessary to find the appropriate way in which they can internalize the content that is taught in class.

For all the reasons mentioned above, this guide has been created and now set out to support teachers in integrating the humanistic needs of the students interactively in their lesson plans, through the use of useful strategies that will aid in teaching and foreign language learning process.

4.3 Objectives of the proposal

This guide has been created mainly to support the work of the teachers in the teaching-learning process of English as a foreign language, especially focused on oral production activities in the classroom.

The activities proposed in this guide intend to lower the levels of anxiety in students when they perform oral production activities and at the same time increase their self-confidence and self-esteem during the learning process.

"Fun interaction to learn English"



**MOTIVATION GUIDE FOR THE
LEARNING OF THE ENGLISH
LANGUAGE**

WELCOME TO THE GUIDE

"Fun interaction to learn English"

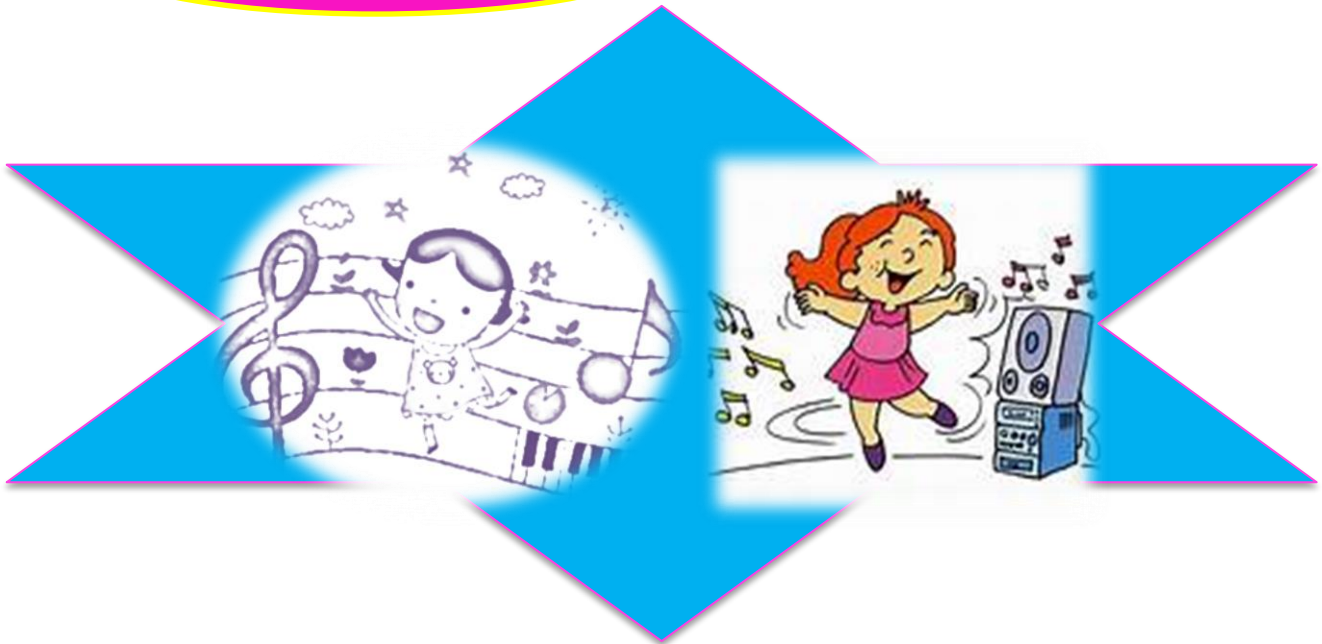
This guide contains the different strategies which can be applied in every single activity of the four units of this guide.

The main objective is to increase self-confidence and self-esteem and minimize the levels of anxiety, through songs, warm up, motivation, description of images, audio script, inferential, repetition, pair work, dialogues, opinion- sharing activities, role plays, creation of social learning environment, create stories, interaction in groups, giving ideas, team work, built up of fluency through practice, correct feedback during interaction.

All the previous strategies are consistent with the 8th level students.

Unit 1

**Learn English together with
songs**



Music is a favorable element of learning; its receptive waves that emit to the brain produce a feeling of motivation and improve its emotional.

Restak and O'Donnell

Unit 1

Strategy: Analyze how to compensate our own deficiencies when faced with task.

(Inductive -Inference)

Unit objective: to develop their pronunciation and improve their learning and vocabulary in EFL in oral production activities through English songs.

Content: English songs

 I just need

 Angel

 Another birthday

Activity 1: sharpening my listening comprehension and my speaking pronunciation.

Objective: To promote opinion sharing activities in ELF learners.

Material required:

- Projector
- Cd player
- Flash memory songs
- All magazines
- Cardboard
- Scissors
- Glue
- Song lyrics copies
- Song video/ cd song
- Microphone

Time required 1 hour

"I just need you"



I just need U

Last night put the heavy on me
 Woke up, and I'm feeling lonely
 This world got to a way of showing me
 Some days it'll lift you up
 Some days it'll call your bluff Man,
 Most of my days I am not got enough

And all I know
 Is you're my only hope

When I'm up, when I'm down
 When the wolves come around
 When my feet hit the ground
 I just need, I just need U
 On my darkest days,
 When I'm losing faith
 No, it am not gonna change
 I just need, I just need U
 Lord, I need U
 Yeah, I just need U

Yea, though I walk through the valley of the shadow of death
 I will fear no evil for thou art with me
 Thy rod and thy staff ...
 They comfort me when I'm beat down broken
 Hold my heart when it's split wide-open
 Turn these eyes to my sole protector
 And break the will of this born defector

When you pull me closer I come to life
 Am not no way this thing gone' change, it's U
 I need on my darkest days, when I'm losing faith
 I need U every single day, every breath I take
 I need U

(Music video by TobyMac performing I just need U.. © 2018 Capitol

Christian Music Group, n.d.)

1. Activity practice:

- 1.1. Vocabulary Review.
- 1.2. Teacher asks: What are your fears in life?
School or family.
- 1.3. Teacher introduces the song.
- 1.4. Teacher pronounces the lyrics clearly, while students pay attention.
- 1.5. Students listen to the song twice.
- 1.6. Students practice the pronunciation.
- 1.7. Play and sing the song.
- 1.8. Choose in groups of six students.
- 1.9. Organize the lyrics of the song and put in order the little verses when listening to the song.
 - 1.9.1. Expose to whom the team has in order the lyrics of the song.

1.9.2. Tell the classmates the correct order of the lyrics.

1.9.2.1.1. The teacher gives feedback from students.

- Vocabulary practice

New word	Meaning
Need U	When you cannot live without someone.
Heavy	Weighing a lot.
Woke up	Open your eyes
Feeling lonely	Feel alone
Showing me	To indicate
Lift you up	To become
Only hope	Unique confidence
I'm down	I'm anxious
Wolves	Animal- like a dog
Losing faith	Left believed
Shadow_of death	Place where you dead
Wide-open	To open
Pull me	Closer
I'm up	I'm confidence

• Annexes: I just need U (Put the song in order)

When I'm up, when I'm down
 When the wolves come around
 When my feet hit the ground
 I just need, I just need U
 On my darkest days,
 When I'm losing faith
 No, it am not gonna change
 I just need, I just need U
 Lord, I need U
 Yeah, I just need U

Last night put the heavy on me
 Woke up, and I'm feeling lonely
 This world got to a way of showing me
 Some days it'll lift you up
 Some days it'll call your bluff Man,
 Most of my days I isn't got enough

And all I know
 Is you're my only hope

-When you pull me closer I come to life
 Am not no way this thing gone' change, it's U
 I need on my darkest days, when I'm losing faith
 I need U every single day, every breath I take
 I need U-

Yea, though I walk through the valley of the shadow of death
 I will fear no evil for thou art with me
 Thy rod and thy staff ...
 They comfort me when I'm beat down broken
 Hold my heart when it's split wide-open
 Turn these eyes to my sole protector
 And break the will of this born defector

Activity 2: "My dreams in the life"

Strategy: Make diagrams or drawings related to the material.

Materials required: "Angel"

- Sheet lyrics songs
- Song video/CD
- Notebook
- Markers
- Pencil

Time required:

- 1 hour

Angel

Casting Crowns

It was a day

Just like any other day

I was a boy

Just like every other boy

But when the girl

Unlike any I had seen

It's like she stepped out of a dream

And into my world

Could have been the summer wind

Playing with her hair



As the sun danced in her eyes
We were standing there
She smiled I forgot my name
'Cause all I was thinking
Maybe I'm crazy but I'm praying
That an angel will love me
An angel will love me
Maybe I'm a fool but I'm still falling
Asking heaven above me
For an angel to love me
The rest of my life
You're the proof that the Father answers prayers
'Cause somehow someway
You and I are standing here
With the sacred promise
And a ring that says it all
I've just begun to fall
From the deepest part of me I say I do
Maybe I'm crazy but I'm praying
That an angel...
(Crowns, 2012)

2. Activity practice

- 2.1. Vocabulary review
- 2.2. Teacher asks: What are your dreams and your hopes in life?
- 2.3. Teacher plays the song two times
- 2.4. Students sing the song and repeat after the teacher.
- 2.5. Students watch the video with the subtitle to memorize the lyrics of the song.
- 2.6. Then sing following the activity worksheet with the lyrics.
- 2.7. Students come together in pairs and describe what they liked most about the video and discuss about the motivational message they got from the video.
- 2.8. Students draw a picture with their dreams and hopes.
- 2.9. Teacher asks the students what the classmates said so choose who will speak.
- 2.10. Teacher monitors the class.
- 2.11. Students mention which dream they would like to achieve in life.
- 2.12. The teacher suggests that if we have a dream we do not have to give up.

Activity: Creation of social learning environment.

Drawing "My dreams and my hopes"

Dreams	Hopes
	

Activity 3: "We are not alone in life"

Strategy: Form a mental image

Materials: "Just another Birthday"

- Video
- Flashcards

Time required: 1 hour

Just another Birthday Casting Crowns

Sixteen finds me
Blowing out candles and making wishes
And all around me
Is everyone but the one I'm wishing for
And he sent me flowers
And gift-wrapped excuses
From a daddy whose daughter
Wants to see him again

And I know, I know
It's just another birthday
But I guess I thought
This would be the one
When he would call me, see me
Hold me and free me

But it's just another birthday

And I'll be fine
I'll be fine

Nineteen finds me
And I'm wild-eyed and wide open
I gave myself away to love
But backseat promises fade like a mist
I'm screaming at the midnight air
Everyone hears me but I don't care
My heart's clenched just like a fist
'Cause, people, I didn't ask for any of this
And I'm not fine
I'm not fine

In the company of strangers
In a cold and sterile room
All alone with a child inside me
And I don't know what to do
Jesus, can You hear me
Come and heal my brokenness
Put the pieces back together
And be a Father to the fatherless

Twenty-one finds me
Blowing out candles and making wishes
And all around me
My barefoot princess twirls and sings
It's so amazing
Looking back at all God's brought us through
You are my happy birthday
And you were born to break the chains

Now I know, I know
It's not just another birthday
'Cause I'm here, she's here
And look how far we've come
Since you've called me, saw me
Held me and freed me
Thank you, Lord, for another birthday
And we'll be fine
We'll be fine

(Angel Casting Crowns subtulado ingles español, 2011)

3. Activity Practice

- 3.1. Vocabulary review
- 3.2. Teacher asks: what the title of the song comes to mind?
- 3.3. Teacher reads the song slowly so that the students can understand.
- 3.4. Students observe the video of the song twice.
- 3.5. Students form groups of six and make a collage of what they liked most about the video.
- 3.6. Students draw or paste images to create a collage.

3.7. Teacher plays the song while the students make the collage.

3.8. It is time to expose their collages to each group of the students.

3.9. Each student of the groups responds to a question:

a) Do you feel lonely?

b) Do you feel sad?

c) Have you felt that you are not heard?

3.10. The teacher gives feedback.

Vocabulary:

Blowing out

Wishes

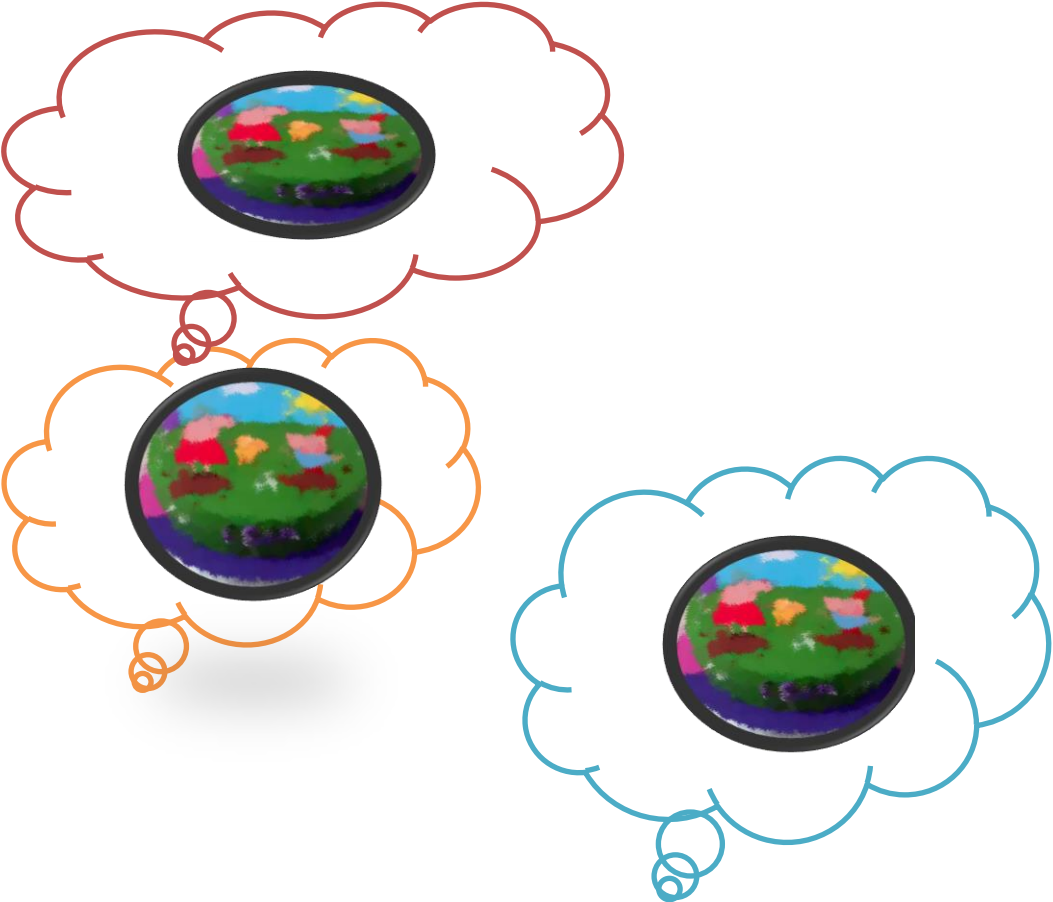
Gift- wrapped

Guess

Backseat

Activity: Groups based learning

Draw or paste a collage

My collages
 <p>The image shows three thought bubbles arranged in a triangular pattern. Each bubble contains a collage of a globe with various colored patches (red, yellow, green, blue, purple) on its surface. The bubbles are outlined in red, orange, and blue respectively. The red bubble is at the top, the orange one is at the bottom left, and the blue one is at the bottom right. Each bubble has a small spiral tail at the bottom.</p>

Unit 2



**I want to tell you
my poem**



Unit 2

Activity 1

Strategy: use charts, pictures advertisements, and other elements that the serve as the focal point for questions.

Objective: The fundamental objective is to boost confidence levels through the verses to form poems in the foreign language and expose in class.

Content:

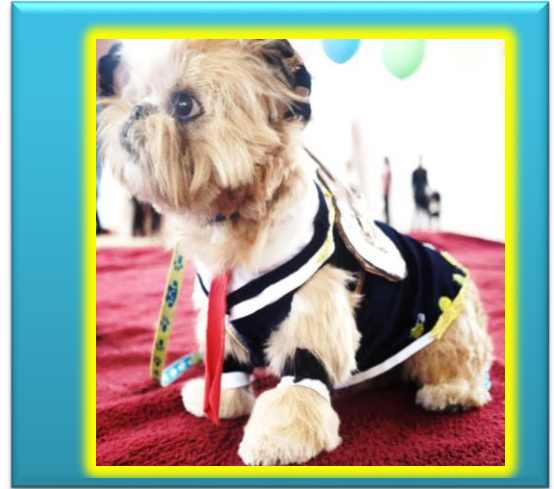
 My loved pet

 My extraordinary character

 Remembering a special day

Materials required "My loved pet"

- Example of video poem
- Sheet of paper
- Instrumental song
- Notebook
- Markers
- Pencil
- Scissors
- Glue
- Colors
- Magazines
- Photo



Time required:

- 1 hour

Practice task: Step-Step

1.1 It is time to describe my poem.

1.1.1.1 Teacher asks the students about their favorite pet and writes down the qualities that make it special.

1.1.1.2 Teacher shares a poem video for example.

1.1.1.3 Teacher plays an instrumental song to improve their creativity.

1.1.1.4 Students draw or paste the photo of their favorite pet and write the details about them.

1.1.1.5 Students use adjectives.

1.1.1.6 Teacher monitors to the class.

1.1.1.7 Students form small sentences with their descriptions about the pet.

1.1.1.8 Students are placing the sentences to start rhyming and forming limericks.

1.1.1.9 Students exchange their work class with other students.

1.1.1.10 Students share their poems in class.

1.1.1.11 Teacher congratulates by giving amazing poems.

Activity work sheet: My loved pet

It is beautiful

It is small

It is

small

Activity 2

Objective "To describe and create short story"

Strategy: Create stories

Materials required: "My extraordinary character"

- Worksheet
- Instrumental song
- Notebook
- Markers
- Pencil
- Scissors
- Glue
- Colors
- Magazines
- Photo

1.1. Time required:

- 1 hour

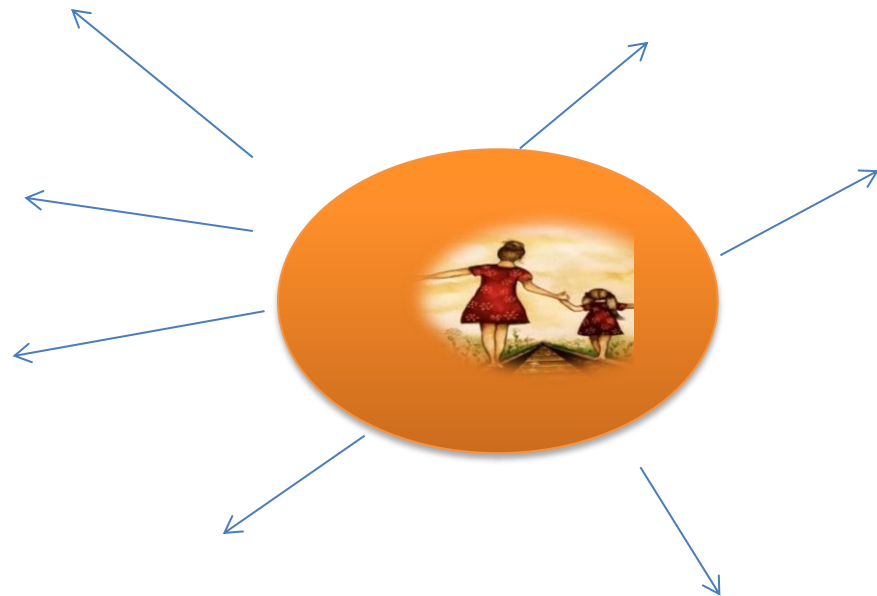


Practice task: Step-Step

- 2.1 Teacher asks to be creative and use the imagination to perform the following activities.**
- 2.2 Teacher asks which character they admire.**
- 2.3 Students work in pairs to exchange their ideas**
- 2.4 The teacher plays a slow an instrumental song.**
- 2.5 Students draw or paste images to make a story with their character that they admire.**
- 2.6 Teacher monitors students and guides their work.**
- 2.7 Students form groups of six and after that discuss their poem in front of the class using their notes and images created.**
- 2.8 Teacher congratulates and gives the conclusions and recommendations.**

Activity work sheet: I admire to my

Because....!!



Activity 3 "Remember a special day"



Objective: Students built up their knowledge

Strategy: Presentations about daily life.

Materials required:

- Sheet of paper
- Instrumental song
- Notebook
- Video of a poem
- Markers
- Pencil
- Scissors
- Glue
- Colors
- Magazines
- Photo

Time required:

- 1 hour

3 Practice task: Step by Step

- 3.1 It is time to remember information about a special day.**
- 3.2 Teacher plays a poem video to introduce the topic.**
- 3.3 Teacher provides a poem to the students.**
- 3.4 Teacher reads slowly the poem.**
- 3.5 Students read the poem alone to practice what they heard from the teacher.**
- 3.6 Students make their poems with the ideas that the teacher gave them.**
- 3.7 Students share their poems.**
- 3.8 Students interpret the characters in the poem adapting their ideas and creativity.**
- 3.9 Teacher gives positive feedback.**

Activity example poem:**What is a pink?**

What is pink? A rose is pink
by the fountain's brink.

What is red? A poppy's red
in its barley bed.

What is blue? The sky is blue
where the clouds float through.

What is white? A swan is white
sailing in the light.

What is yellow? Pears are yellow,
Rich and ripe and mellow.

What is green? The grass is green,
With small flowers between.

What is violet? Clouds are violet
in the summer twilight.

What is orange? Why, an orange,
Just an orange!
(Rossetti, n.d.)

Wind on the hill

No one can tell me,
Nobody knows,
Where the wind comes from,
Where the wind goes.
It's flying from somewhere
As fast as it can,
I couldn't keep up with it,
Not if I ran.
But if I stopped holding
The string of my kite,
It would blow with the wind
For a day and a night.
And then when I found it,
Wherever it blew,
I should know that the wind
Had been going there too.
So then, I could tell them
where the wind goes...
But where the wind comes from
nobody knows.
(Milne, n.d.)

Activity class:

My Poem

My special Day

I love you mom





--	--

Unit 3



Role –playing “like a movie actor”



Unit 3

Activity 1

Strategy: Role plays

Objective: To represent characters from stories, movies make students learn in a natural and self-confidence way.

Content:

 My favorite actor movie

 Like a fairy-tale

🎬 Representing my music artist

Materials: "My favorite movie actor"

- Video scene from movie
- script
- Markers
- Pencil
- Scissors
- Glue
- Colors
- Magazines
- Photo
- Customs for acting



Time required:

- 1 hour

Practice task: Step by Step

1.2 It is time to act.

1.2.1.1 Teacher gives the instruction and plays the scene movie.

1.2.1.2 Teacher shares movie activity in a sheet of paper.

1.2.1.3 Students watch the scene of the movie twice.

1.2.1.4 Students internalize the pronunciation with the script of the scene.

1.2.1.5 Students form groups of five and practice the character.

1.2.1.6 Teacher explains the movie scene.

1.2.1.7 Students form fictional scenery for acting in the class.

1.2.1.8 Students change the cloth for costumes to interpret a movie actor.

1.2.1.9 Students present the movie scene in front of the class.

1.2.1.10 Teacher gives feedback.

Script despicable me 1

Agnes: Can I hold your hand?

Gru: No.

Edith: When we got adopted by a bald guy,
I thought this'd be more like Annie.

Gru: No, hey!

Gru: Kyle, these are not treats. These are guests.

Girls, this is Kyle, my dog.

Agnes: Fluffy doggy!

Margot: What kind of dog is that?

Gru: He is a... I don't know.

Margot: Do you really think that this is
An appropriate place for little kids?
Cause it's not.

Gru: No! No! Stay away from there!

It's fragile.

Gru: Well, I suppose the plan will work with two.



Edith: Hey! It's dark in here.

Edith: It poked a hole in my juice box.

Gru: As you can see,

I have provided everything

A child might need.

Gru: All right.

Gru: Okay. As I was saying... Hey!

Edith: Somebody broke that.

Gru: Okay, okay.

Gru: Clearly, we need to set some rules.

Gru: Rule number one.

Gru: You will not touch anything.

Margot: What about the floor?

Gru: Yes, you may touch the floor.

Margot: What about the air?

Gru: Yes, you may touch the air!

Edith: What about this?

Gru: - Where did you get that?

Edith: - Found it.

Gru: Okay. Rule number two.

Gru: You will not bother me while I'm working.

Gru: Rule number three.

Gru: You will not cry or whine or laugh or giggle

Or sneeze or burp or fart!

So, no, no, no annoying sounds. All right?

Agnes: Does this count as annoying?

Gru: Very!

(Steve Carell, n.d.)

<https://www.youtube.com/watch?v=x8HjCP3LqHo>

Activity 2

Strategy: Fixed conversational patterns

Objective: To increase the self-confidence while represent characters from favorite tales.

Materials: "like a fairytale"

- Video scene from tale
- Puppets
- script
- Markers
- Pencil
- Scissors
- Glue
- Colors
- Magazines
- Photo



Time required:

- 1 hour

Practice task: Step by Step

1.3 It is time for the role-play.

1.3.1.1 Teacher gives the instruction and plays the scene.

1.3.1.2 Teacher shares script activity in a sheet of paper.

1.3.1.3 Students watch the scene of the tale twice that wants to role-play.

1.3.1.4 Students internalize the pronunciation with the scrip of the scene.

1.3.1.5 Students form groups of five and practice the character.

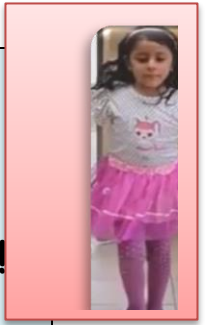
1.3.1.6 Teacher explains the scene.

1.3.1.7 Students form fictional scenery for acting in the class.

1.3.1.8 Students prepare the puppets to interpret the scene.

1.3.1.9 Students present the role play about the scene in front of the class

1.3.1.10 The teacher gives feedback.



Activity

Script Activity Cinderella

King: I really want our boy to marry a nice girl!

Queen: A nice RICH girl, remember. We haven't got any money!

King: Oh yes, of course.

Prince: I haven't seen you before. Are you a princess?

Cinderella: No sr. I mean yes!

Prince: Where do you come from?

Cinderella: A country far away.

Prince: Who's your father, must be very rich!

Cinderella: Oh yes

Ugly Sister 1: Who is dancing with the prince?

Ugly sister 2: I do not know, she is very beautiful

Activity 3

Strategy: Participate in communication activities with other learners.

Objective: make students interpret in a natural and self-confidence way.

Materials required: “representing my music artist”

- Musical video
- Lyrics
- Markers
- Pencil
- Scissors
- Glue
- Colors
- Magazines
- Photo
- Microphone
- Projector



Time required:

- 1 hour

Practice task: Step by Step

1.4 It is time for imitation.

- 1.4.1.1 Teacher gives the instruction and plays the music video.
- 1.4.1.2 Teacher shares lyrics for the mimic activity.
- 1.4.1.3 Students watch the musical video twice.
- 1.4.1.4 Students internalize the pronunciation of the lyrics.
- 1.4.1.5 Students form groups of five and practice the imitation to music artist.
- 1.4.1.6 Teacher explains the musical video.
- 1.4.1.7 Students form fictional scenery for acting in the class.
- 1.4.1.8 Students change the cloth for costumes to interpret a musical artist.
- 1.4.1.9 Students present the music video in front of the class.
- 1.4.1.10 Teacher gives feedbacks.

Activity song Lyrics

**Changed
Jordan Feliz**

Let me tell you, all my friends
About this joy I'm living in

Let me take the mic, go on and testify
How I was, dead and then I came to life
No more living in the dark of night
Now everything's alright

I've been changed, I've been saved
Brand new day
I've been changed, I've been changed
Tell me why would I turn back now?
There's no end to the love I've found
Future's bright and there am not no doubt
I've been changed, I've been changed

All my heartbreak fades away
Like a book when you turn the page

Let me take the mic, go on and testify
How I was dead and then I came to life
No more living in the dark of night
Now everything's alright

I've been changed, I've been saved
Brand new day
I've been changed, I've been changed
Tell me why would I turn back now?
There's no end to the love I've found

Future's bright and there am not doubt
I've been changed, I've been changed

Woo-oh, woo-oh
Woo-oh, I've been changed
Woo-oh, woo-oh
Woo-oh

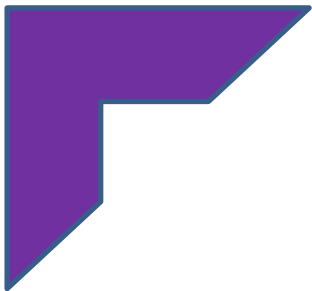
I put my hands in the air
'Cause I know you're there (your love, it's something
magical)
I put my hands in the air
'Cause you heard my prayer (a transformation radical)
I put my hands in the air
'Cause I know you're there (I know it's supernatural)
I put my hands in the air
'Cause you heard my prayer (wooh wooh)

I've been changed, I've been saved (I can feel it now)
Brand new day (I believe it)
I've been changed, I've been changed (oh, I believe)
Tell me why would I turn back now? (I can feel it now)
There's no end to the love I've found (wooh wooh)
Future's bright and there am not doubt
I've been changed, I've been changed

Let me tell you now
Woo-oh, woo-oh
Woo-oh, I've been changed

Woo-oh, woo-oh
Woo-oh
(Feliz, n.d.)

<https://www.youtube.com/watch?v=BGPMX4zU9jc>

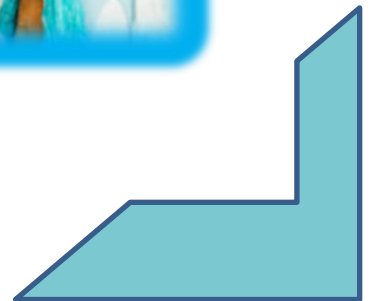


Unit 4

My best presentation!



Unit 4



Activity 1

Strategy: Conversational interaction is essential

Objective: To enhance confidence in students to improve their performance when making oral presentations in the classroom.

Content:

- 📖 Instruction for oral presentation, evaluation, and criteria.
- 📖 Speech on myself.
- 📖 Presenting my interest topic.

Activity 1

Strategy: Built up of fluency through practice

Materials required: "instructions for my presentation criteria and evaluation"



- Rubric
- Video example of presentation
- Instrumental song
- Notebook
- Markers
- Pencil
- Scissors
- Glue
- Colors
- Magazines
- Photo

<https://www.teteducation.com/poemas-en-ingles-para-ninos/>

Time required:

- 1 hour

Practice task: Step by Step

1.5 It is time to learn criteria and evaluation

1.5.1.1 The teacher gives the instructions for the use of PowerPoint or posters.

1.5.1.2 Teacher plays an instrumental song to motivate the students.

1.5.1.3 Teacher shares the students a rubric for analysis.

1.5.1.4 Students personalize their own rubric.

1.5.1.5 Vocabulary review.




1.5.1.6 Teacher monitors to the students.

1.5.1.7 Students tell the pros and cons of the topic.

1.5.1.8 Students can search for information from the internet, magazines, and books.

1.5.1.9 Students present their topic in front of the class.

1.5.1.10 Teacher gives feedback.

Name: _____ Course: _____ Date: _____					Rubric of criteria and evaluation for oral presenting		score
	 5	 4	 3	 2	1		
Topic: Clear							
Content: Make a sense							
Internalize: Fluency the words							
Confidence: Language appropriate							
Body language: Good posture and eye contact							

Tips for oral presentation:

- Students should act naturally
- Maintain eye contact
- Be confident
- Speak aloud
- Internalize correctly the words
- Recording the voice
- Use the body language
- Present correct uniform
- Keep calm and relax

Activity 2

Strategy: Use language with a focus on meaning

Materials: "speech myself"

- Rubric
- Video about how to introduce myself
- Instrumental song
- Notebook
- Markers
- Pencil
- Scissors
- Glue
- Colors
- Magazines
- Photo



Time required:

- 1 hour

Practice task: Step by Step

1.6 It is time for reporting my speech.

1.6.1.1 Teacher explains the instructions in the class.

1.6.1.2 The teacher plays an instrumental song to motivate the students.

1.6.1.3 Teacher shares with the students a rubric.

1.6.1.4 Students personalize their rubric.

1.6.1.5 Teacher gives tips for oral presentations.

1.6.1.6 Students write about their family using ideas, graphic or photos.

1.6.1.7 Teacher monitors to the students.

1.6.1.8 Students can search information from the internet, magazines, and books.

1.6.1.9 Students can make a poster or Power Point if they prefer.

1.6.1.10 Students present their topic in front of the class.

1.6.1.11 Teacher gives feedbacks.

Activity task:**Myself**

Hello,

My name is : _____

I live in : _____

I'm from: _____

I study in : _____

I'm: _____

My favorite sport is : _____

My hobby is: _____

My Family _____

Activity 3

Strategy: Correct feedback during interaction

Materials: "Presenting my interesting topic"

- Rubric
- Project
- Instrumental song
- Notebook
- Markers
- Pencil
- Scissors
- Glue
- Colors
- Magazines
- Photo
- microphone



Time required:

- 1 hour

Practice task: Step by Step

1.7 It is time to talk in public.

1.7.1.1 Teacher explains the instructions about the use of PowerPoint.

1.7.1.2 The teacher plays an instrumental song if the students prefer.

1.7.1.3 Teacher shares a rubric with students to evaluate students' presentations.

1.7.1.4 Students present their topic in front of the class.

1.7.1.5 Teacher gives feedback.

Activity : "presenting my topic"

Good morning classmates:



I'm going to talk about _____

First, _____

Second, _____

Finally, _____

In conclusion, _____

Thank you for your attention!!

Does somebody have a question?

4.2 Impacts

The execution of this project research is to carry out linguistic, academic, and affective impacts that are adapted in the development units of this proposal. This project will significantly improve the levels of anxiety in the 8th grade of the “Teodoro Gómez de la Torre” school of Ibarra canton.

4.2.1 Linguistic impact

Table 9

Linguistic impact indicators

Indicator	Impact Levels	- 3	- 2	- 1	1	2	3
Confidence while internalize the song						2	
Development fluency to interpret poems							3
Guidance in oral production activities							3
Minimizing anxiety during role-playing activities							3
Successful oral exams							3
Total						$\Sigma =$	14

$$\text{Linguistic Impact indicator} = \frac{\Sigma}{\text{number of indicators}} = \frac{14}{5} = 2,8$$

Analysis

As can be seen in the analysis of the linguistic impact, the indicators reach maximum scores, except for indicator number 1, since it reached punctuation of 2 out of 3 (the internalization of lyrics of the songs) is because they need to become more familiar with the pronunciation. However, the

impact it is positive for the progress in the guide on Unit 1 of the Proposal. This analysis is based on the Proposal which was already socialized and applied on the students of eighth levels.

4.2.2 Academic impact

Table 10

Academic impact indicators

	Impact levels	-3	-2	-1	1	2	3
Indicator							
Learning the language naturally							3
Development reading and writing skills							3
Capacity to create own ideas							3
Interpreting spontaneously role- playing activities							3
Knowing the key point for oral presentations							3
Total							$\Sigma = 15$

$$\text{Academic Impact indicator} = \frac{\Sigma}{\text{number of indicators}} = \frac{15}{5} = 3$$

Analysis

The impact of this research project is feasible since the indicators have a high score, indicating that the didactic proposal based on methodological strategies has benefited students, maximizing their confidence and self- esteem in a significant way, and at the same time developing skills and abilities for oral production in unit 2.

4.2.3 Affective impact

Table 11

Affective impact indicators

Indicator	Impact levels	-3	-2	-1	1	2	3
Confidence in oral presentations							3
Better communication in group work							3
Reduced anxiety when playing the role of a character							3
The best approach with the teacher to ask in class							3
Expose their oral tasks with confidence and good self-esteem							3
Total							$\Sigma = 15$

$$\text{Affective impact indicator} = \frac{\Sigma}{\text{number of indicators}} = \frac{15}{5} = 3$$

Analysis

Regarding the indicators of affective impacts, they have a highly favorable score in students thanks to unit 4 of the methodological and strategic guide, since they have significantly improved their confidence and self-esteem, reducing anxiety during oral production activities, demonstrating that the role of the teacher is not only based on theories and practices but also the humanistic side. All the information here exposed is based on the previous application of the proposal.

4.3 Conclusions

- This research project has been helpful for the students to identify the anxiety levels in 8th grade from “Teodoro Gómez de la Torre” school when carrying out oral production activities in a foreign language.
- With this research project, it is shown that methodological strategies help in learning, and the educational materials have a relatively influence of students and thus achieve the learning of foreign languages.
- With the present methodological guide, through different activities, the development of critical and analytical thinking skills is promoted, obtaining the expected results.
- In 8th level, students arose a high degree of interest in learning the foreign language, carrying out the proposed activities in a positive, voluntary, and spontaneous way.
- The results show that the majority of the surveyed students present high levels of anxiety and low levels of confidence in activities developed in the classroom.
- The methods and strategies applied by the teacher in school activities should promote in students a favorable connection with the methodological strategies during the English lessons.
- Students can expand their learning capabilities and go further in terms of knowledge. Meanwhile, teachers have to implement new alternatives, methodological updates, and be at the vanguard of teaching to promote a better learning environment.
- Through the application of the activities proposed on this guide, students were motivated to learn English in the classroom, contributing to significantly reduce anxiety levels and increase self-esteem and confidence when performing in class.

4.4 Recommendations

- It is highly important to encourage students to learn a foreign language in a learning environment where they feel comfortable and motivated.
- Teachers should try to promote in their students the enthusiasm and joy of learning a foreign language.
- Teachers must find interesting, encouraging, and challenging teaching didactic material to use in the classroom and capture the attention and interest of students in learning the subject.
- Teachers should pay particular attention to the different educational needs of students and present them with the proper material and activities.
- Teachers must constantly update their knowledge on how to better develop the abilities and skills their students.
- Teachers and students must be aware that learning a foreign language is a complex process and requires patience, practice, and effort, and most importantly, self-confidence and self-esteem to persevere until reaching academic goals.
- Teachers should include innovative technical lessons, songs, games, and role-play activities in their lesson plans to promote meaningful learning in their students.

4.5 References

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Annexes

Annex 1. Letter Presentation – Educational Unit “Teodoro Gómez de la Torre”

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

Oficio 108-D
10 de mayo de 2019

Licenciado
Juan Vásquez
RECTOR DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE

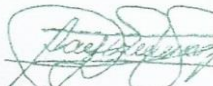
Señor Rector:

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

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias a la señorita DIANA JESSICA SEGOVIA, estudiante de octavo semestre de la carrera de Inglés, para que obtenga información y realice todas las actividades referentes al trabajo de grado: "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO. AÑO EGB DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE DEL CANTÓN IBARRA".

Por su favorable atención, le agradezco

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO


MSc. Raimundo López
DECANO FECYT



Annex 2. Office to socialize the Methodological Guide Proposal of the Investigate project



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

Oficio 152-D
 11 de junio de 2019

Magíster
 Carlos Verdezoto
 RECTOR DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE

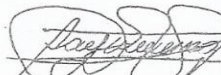
Señor Rector:

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

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias a la señorita DIANA JESSICA SEGOVIA RUIZ, estudiante de octavo semestre de la carrera de Inglés, para socializar el trabajo de grado: "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO. AÑO EGB EN LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE".

Por su favorable atención, le agradezco

Atentamente,
 CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO


 MSc. Raimundo López
 DECANO FECYT



Annex 3. Survey for 8th grade students of the “Teodoro Gómez de la Torre” School



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






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

Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo año EGB de la Unidad Educativa “Teodoro Gómez de la Torre” del Cantón Ibarra.






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

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

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

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

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

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

Annex 4. Observation sheet for foreign language class at Educational Unit “Teodoro Gómez de la Torre”



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

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

FICHA DE OBSERVACIÓN DE CLASE DE LENGUA EXTRANJERA

Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo año EGB de la Unidad Educativa “Teodoro Gómez de la Torre” del Cantón Ibarra.

Institución Educativa:

Fecha:

Año y paralelo:

PARTICIPACIÓN EN CLASE Indicador/Criterio/Ítem							OBSERVACIONES
Estudiantes:							
a) Conversación con compañeros de clase							
b) Interacción con el docente							
c) Memorización de diálogos							
d) Memorización de textos							
e) Corrección por parte del docente							
f) Presentación de un tema ante la clase							
g) Lectura de textos ante la clase							
h) Dramatizaciones							
i) Interacción en grupos de trabajo.							
j) Retroalimentación por parte del docente							
k) Retroalimentación por parte de los compañeros de clase							
l) Comprensión de instrucciones.							

m) Manejo de aula						
n) Infraestructura física						
o) Recursos didácticos						
p) Recursos tecnológicos						

Annex 5. Checklist applied to students of “Teodoro Gómez de la Torre” High school.



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

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

Factores afectivos que inciden en la producción oral en inglés en los estudiantes de 8vo año EGB de la Unidad Educativa “Teodoro Gómez de la Torre”, del Cantón Ibarra.

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

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

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

Annex 6. Photographs



Taken from: Proposal socialization
Author: Segovia Jéssica