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TEMA:

"TOTAL PHYSICAL RESPONSE DIDACTIC STRATEGIES TO IMPROVE ORAL PRODUCTION IN TENTH YEAR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL IN THE ACADEMIC PERIOD 2022-2023"

Trabajo de titulación previo a la obtención del título de Licenciado en Pedagogía de los Idiomas Nacionales y Extranjeros.

Línea de investigación: Gestión, calidad de la educación, procesos pedagógicos e idiomas

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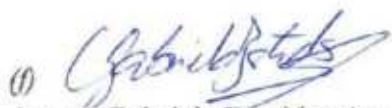Nombre: Guzmán Carpio Raúl Alexander

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DEDICATORY

This research project is dedicated to God and my parents. They were always by my side, providing me with their support, advice, and teaching me excellent values such as being united as a family and fighting for our goals and dreams. I also want to thank my brothers, not only for being present in the good moments of my life but also for sharing emotions and values reflected as good children with our parents.

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ABSTRACT

The objective of this research was to create a guide for teaching strategies with activities focused on the Total Physical Response (TPR) method to enhance the speaking ability of tenth-year students at Victor Manuel Guzman School during the 2022-2023 academic period. In the course of the research, a mixed approach was applied to gather data through a survey for students and interviews with English teachers, the coordinator of the English area, and the vice rector. Furthermore, this research enabled us to identify the specific needs of each student, aiming to enhance oral production and ensure the proper development of communicative expressions through vocabulary and grammar. The information collected contributed to the creation of a guide for teaching strategies with activities centered on Total Physical Response, including activities such as Simon says, board games, spelling, among others. It is noteworthy that this research focused on TPR teaching strategies, allowing teachers to adapt and address the challenges and difficulties students faced when expressing themselves orally with effectiveness and accuracy. Creating a guide to enhance and develop oral production was deemed important. By advocating for this method, it facilitated the establishment of a friendly environment within the classroom, allowing young people to enrich their knowledge in pedagogical practices

Key words: Total Physical Response, oral production, speaking skills, didactic strategies

RESUMEN

El objetivo de esta investigación fue crear una guía de estrategias de enseñanza con actividades centradas en el método de Respuesta Física Total (RFT) para mejorar la habilidad de expresión oral de los estudiantes de décimo año en la escuela Víctor Manuel Guzmán durante el período académico 2022-2023. En el transcurso de la investigación, se aplicó un enfoque mixto para recopilar datos a través de una encuesta a los estudiantes y entrevistas a los profesores de inglés, al coordinador del área de inglés y al vicerrector. Además, esta investigación nos permitió identificar las necesidades específicas de cada estudiante, con el objetivo de mejorar la producción oral y garantizar un buen desarrollo de las expresiones comunicativas a través del vocabulario y la gramática. La información recopilada contribuyó a la creación de una guía de estrategias de enseñanza con actividades centradas en la Respuesta Física Total, incluyendo actividades como "Simón dice", juegos de mesa, ortografía, entre otras. Se puede destacar que esta investigación se centró en estrategias de enseñanza basadas en la RFT, permitiendo que los profesores se adapten y aborden los desafíos y dificultades que enfrentan los estudiantes al expresarse oralmente de manera efectiva y precisa. La creación de una guía para mejorar y desarrollar la producción oral fue considerada fundamental. Al promover este método, se facilitó el establecimiento de un ambiente amigable dentro del aula, permitiendo que los jóvenes enriquecieran sus conocimientos en prácticas pedagógicas.

Palabras clave: Total Physical Response, producción oral, actividades de habla, estrategias didácticas.

CONTENT INDEX

LIST OF TABLES

LIST OF FIGURES

LIST OF ABREVIATIONS

CEFR: Common European Framework of Reference for Languages

EFL: English as a Foreign Language

ESL: English as a second language

ICT: Information Communication Technology

TEFL: Teaching English as a Foreign Language

TPR: Total Physical Response

INTRODUCTION

Motivation of study

The proficiency of speaking and oral production skills within contemporary educational institutions exhibits certain deficiencies. Evident issues persist within classrooms, with primary concerns in English classes revolving around the inadequate academic preparation of teachers and the suboptimal engagement levels of students, highlighted by research in Ecuador ((Bravo et al., 2017). This research endeavors to address these deficiencies and contribute to the enhancement of English language education, which has suffered from unsatisfactory outcomes regarding class participation and oral production over time. By exploring and implementing effective communicative didactic strategies, this study aims to provide insights into fostering improved oral production among students.

Background

Classroom challenges necessitate proactive teacher preparedness, particularly in addressing issues related to oral production and student participation, which significantly impact English language learning. The contemporary relevance of English proficiency is underscored in Ecuador, where mastery of the language is increasingly vital for business and international communication, thereby influencing economic competitiveness and growth in the global economy (Cronquist et al., 2017). Despite the evolving nature of the education system in Ecuador, the prevailing traditionalist teaching method falls short in catering to the cognitive development of students, leading to confusion and errors in their academic work.

Furthermore, the lack of technological resources in Ecuadorian education poses a

substantial challenge, particularly in rural areas and institutions with limited economic resources. According to Ruiz (2010), Information and Communication Technologies (ICT) have entered classrooms, yet their potential remains underexploited due to teachers' insufficient knowledge of their didactic possibilities. The dearth of technological proficiency among educators impedes the effective development and application of didactic content, hindering creativity and impeding student learning.

In the realm of English education, a myopic focus on passing exams prevails among students, while teachers exhibit limited interest in professional development through workshops or certification courses. This neglect is reflected in Ecuador's precipitous decline from the 35th position in 2014 to the 93rd position in 2020 in global English proficiency rankings. The imperative for attractive methodologies to enhance the four basic skills—listening, speaking, reading, and writing—is underscored, signaling a need for a paradigm shift in English language education (Universo, 2020). Ecuador's persistently low index in the Education First tests positions it among the least proficient countries, echoing the urgent requirement for innovative and effective strategies to elevate English language proficiency.

Research problem

In Ibarra, a province in Imbabura, Ecuador, tenth-year students at Víctor Manuel Guzman encounter a significant challenge marked by a decreased rate of class participation. This issue stems from several factors, including a lack of interest in engaging in activities, projects, and classwork, as well as the utilization of a traditionalist teaching method that hinders the establishment of an interactive environment between teachers and students. According to Hernández Muñoz and Arturo (2019), the development of oral production skills proves challenging for students learning English as a foreign language (EFL), primarily because

teachers tend to dominate oral interventions in English, leaving students with passive roles of merely following instructions without engaging in any form of oral production in the classroom.

The deficiency in oral production among students is directly correlated with the lack of interest in classes, where instructors often adopt a traditionalist teaching approach. Consequently, these traditional strategies fail to address the evolving needs of students. As noted by Yu (2019), the predicament of English language instruction, specifically in spoken English, has persisted over an extended period. However, this issue has not garnered sufficient attention to prompt English teachers to undertake self-improvement initiatives.

In order to address the identified challenges, this study aims to explore effective pedagogical strategies that can enhance oral production skills among tenth-year students at Víctor Manuel Guzman. By incorporating innovative teaching methods and fostering an interactive learning environment, this research seeks to contribute to the broader discourse on English language education, with a specific focus on improving oral proficiency.

Problem formulation

- What positive points would Total physical response didactic strategies may bring to academic performance during English classes?

- What benefits would bring the adaption of activity guide focused on the Total Physical Response method for teachers of the English area?

- What difficulties would present teachers during the application of activities focused on TPR?

Justification

English stands out as one of the most widely spoken languages globally, serving as a crucial means of communication across various fields of knowledge, particularly in education.

Recognizing its significance, this research report aims to advance teaching strategies that enhance the oral proficiency of English, fostering increased student participation. In alignment with Nishanthi (2018), the acquisition of English is deemed essential as it facilitates seamless communication among global citizens.

The proposed didactic strategies aim to empower English teachers in structuring their classes more effectively. This approach not only enables instructors to exert greater control over their classes but also allows them to cater to individual student needs and the learning process more attentively. Moreover, the implementation of these strategies creates additional avenues for interactive activities, thereby rendering the learning environment more dynamic and motivational, as suggested by Nishanthi (2018).

The primary objective of this research report is to advocate for the implementation of Total Physical Response (TPR) didactic strategies to reinforce oral production. This approach encompasses positive aspects that manifest in enhanced language fluency and the facilitation of meaningful interactions between students and teachers. As highlighted by Durán Patiño (2015), oral production fosters a continuous flow and exchange of knowledge, contributing to the development of cognitive skills both within and beyond the confines of the classroom. By prioritizing strategies that encourage participation, the ultimate beneficiaries are the students, with the teacher assuming the pivotal role of ensuring their active involvement.

The significance of this issue extends to the local level, addressing students who exhibit disinterest or dissatisfaction with their participation in class activities. This pervasive lack of engagement is observable in various educational institutions, where students, rather than adhering to teacher instructions, prefer recreational pursuits. This lack of integration and participation precipitates challenges in assessments, coursework, and presentations.

The justification for this research is further underscored by its contemporaneity, impacting not only students but also educators who function as guides, supervisors, and facilitators of the learning process. The educational environment plays a crucial role, requiring a conducive atmosphere that nurtures autonomy and cognitive skill development. Regrettably, the existing classroom dynamics often lack the necessary elements, with teachers displaying limited interest in forming collaborative work groups, leading to deficiencies and a diminished level of autonomy that contributes to disintegration and reduced participation.

Anticipated outcomes of this project revolve around the use of participation-encouraging strategies, intending to cultivate an environment where educators deploy didactic materials that stimulate student interest. Positive factors such as coexistence, acceptance, respect, fairness, and assertive behavior are integral to fostering effective participation in the classroom.

In conclusion, this research report is poised to benefit not only the immediate stakeholders, including English teachers, students, and educators from diverse fields, but also indirect beneficiaries such as families and societies at large. Teachers, armed with effective teaching strategies, can actively manage student participation and enhance oral skills in the classroom, ultimately contributing to an improved learning environment.

Impacts

Social

The guide of didactic strategies will empower students to enhance their speaking proficiency, facilitating a more effective language learning experience. Conversely, English teachers will experience professional and personal growth through the sharing of knowledge, interactive engagement with students, and the acquisition of proficiency in a new language.

Academic

The didactic strategies under consideration bear both social and academic significance as they are geared towards fortifying students' speaking proficiency, thereby mitigating low participation rates. Furthermore, this research endeavor empowers educators to effectively structure their classes by incorporating didactic elements that contribute to shaping and enhancing student behavior during class participation.

Linguistic

Within the linguistic realm, the instructor gains the capacity to assess students' speaking proficiency utilizing didactic strategies, thereby fostering oral production during classroom sessions. This evaluation serves as a tool to discern both strengths and weaknesses in the process of instructing and acquiring the English language. Additionally, this research report exerts a substantial linguistic impact, aligning with Piaget's assertion that All knowledge acquisition relies on prior experiences (1969). Consequently, when a child lacks exposure to stimuli and experiences from birth, it prompts the creation of circumstances that encourage the learning process.

Objectives

General objective

To propose TPR didactic strategies to enhance verbal expression in tenth-year students at Victor Manuel Guzman high school from the period 2022-2023.

Specific objectives

- To stablish theoretical foundations together with the design of the guide to enhance oral communicative skills in tenth- year students of the Víctor Manuel Guzmán High School.

- To investigate which methodological strategies help to improve and develop oral production.

- To design a didactic guide through activities focused on the TPR for the improvement the oral production.

CHAPTER I: THEORICAL FRAMEWORK

1.1 English as a foreign language (EFL)

English as a foreign language (EFL) can be delineated as the acquisition of English in a context where it is not the native language of the learner, undertaken for various objectives such as tourism, communication, or reading foreign texts (Hanifa, 2018). Distinguishing itself from English as a second language (ESL), where the latter shares equivalent significance with the mother tongue and may be employed for survival, as observed in immigration scenarios (Si, 2019).

Furthermore, EFL instruction involves unique challenges related to cultural and linguistic disparities, necessitating tailored pedagogical approaches. In this context, educators play a pivotal role in facilitating language acquisition, adapting strategies to meet the diverse needs of learners from distinct linguistic backgrounds (Nation & Macalister, 2020). Understanding these distinctions is essential for formulating effective teaching methodologies and promoting comprehensive language development among EFL learners.

1.1.1 English as a foreign language in secondary school.

According to the Ministry of Education (Mine Educ) (2016), students in higher secondary education are required to exhibit a minimum proficiency level of A2.2, indicative of a fundamental grasp of the English language. This proficiency level denotes a foundational understanding of English, necessitating students to achieve specific competencies. Firstly, students are expected to master the fundamental elements of the language, encompassing essential grammar rules, vocabulary, and syntactical structures. Furthermore, they should demonstrate the ability to effectively communicate basic and uncomplicated needs, reflecting

their competence in employing English for practical and everyday purposes. In essence, the A2.2 proficiency level serves as a benchmark for students to not only navigate rudimentary linguistic constructs but also to engage in basic communication, thereby fostering a solid foundation for further language development and academic success.

Figure 1.

Levels of proficiency. Taken from: Ministerio de Educación (2016).
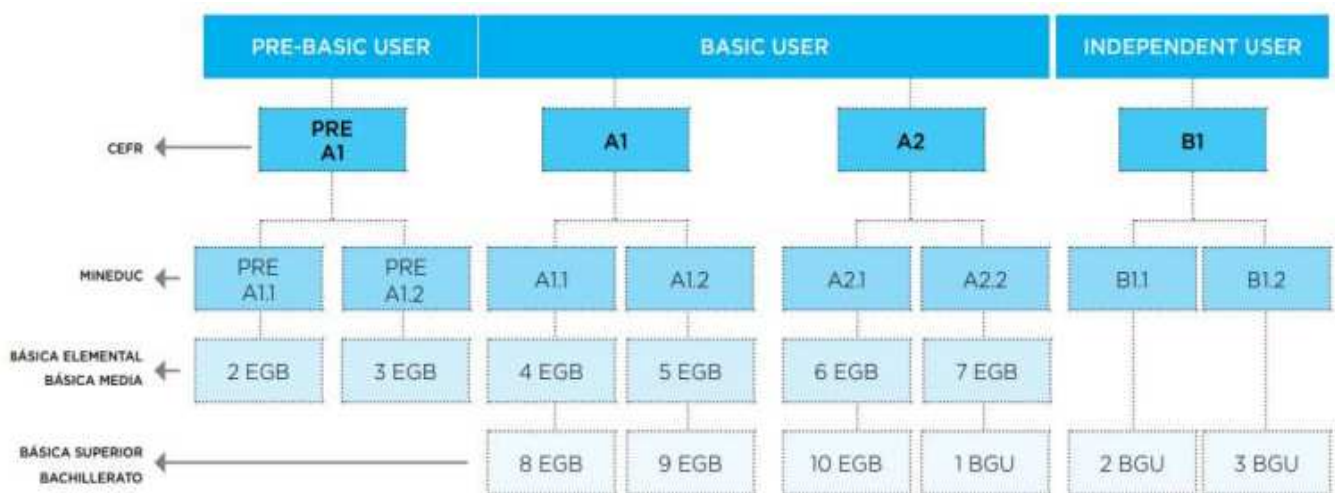
Levels of Proficiency: Branching Approach.

Note: Foreign Language chart, by Ministerio de Educación, 2016

(https://educacion.gob.ec/wp-content/uploads/downloads/2016/08/0-EFL_v2.pdf)

1.1.2 English as a foreign language teaching.

In the realm of Teaching English as a Foreign Language (TEFL), which pertains to the instruction of English in countries where it is not the official language, such as Ecuador, educators encounter formidable challenges in delivering effective English language instruction within educational institutions. The task of teaching English is intricate due to the emergence of difficulties that students confront in their pursuit of mastering the language. Notably, scholars

like Congo Maldonado et al. (2018) have underscored certain key impediments faced by instructors engaged in this pedagogical endeavor. These challenges encompass the insufficient command over didactic and audiovisual resources, coupled with the pervasive issue of students' diminished motivation for independent study. Additionally, there is the imperative need to guide students in adapting to the novel educational requirements characteristic of contemporary educational settings. The multifaceted nature of these challenges underscores the complexity of the teaching landscape, necessitating educators to navigate diverse obstacles to foster effective English language acquisition.

1.1.3 EFL in Ecuadorian Education

In her article, Balcazar (2018) posited that "Ecuador has a low level of performance in English, and this could be the result of some problems such as large class sizes, lack of space, and poorly trained teachers." Consequently, recognizing the significance of the English language in the international arena, numerous English learning centers have been established in the country. It is noteworthy, however, to acknowledge that recent governmental initiatives have been undertaken to ameliorate English education in Ecuador. Consequently, the issue of low academic achievement emerges as a pervasive concern across various educational levels. Students face an array of risk factors, encompassing cognitive deficits in language, attentional constraints, inadequate social skills, and emotional and behavioral challenges (Espinosa & Soto, 2015). This confluence of factors underscores the multifaceted nature of the challenges associated with English language education in Ecuador, necessitating a comprehensive approach to address these issues and enhance educational outcomes.

1.1.4   Learning environment in EFL

Saglam and Sali (2013) have delineated the learning environment as "a broad and multifaceted phenomenon that includes socio-psychological, socio-cultural, pedagogical, and physical domains." This characterization underscores that while the teacher is the primary provider of education within the classroom, there exist influential factors that impact the oral production of students in their acquisition of a second language. Concurrently, the physical and pedagogical dimensions of the environment further elucidate the nature of the classroom setting for the students. It is within this intricate amalgamation of various domains that the dynamics of language acquisition unfold, emphasizing the need for educators to recognize and address the multifaceted aspects that contribute to the language learning experience.

1.1.5   **The Common European Framework of Reference (CEFR)**

Students are required to acquire proficiency in English to effectively communicate using developed skills and knowledge. The Council of Europe (2001) expounds that the Common European Framework of Reference (CEFR) necessitates a consideration of changes in the nature of students' needs within their living, studying, and working contexts (Council of Europe, 2001). This framework provides a comprehensive structure for language learning, emphasizing adaptability to evolving student requirements and the broader sociocultural landscape.

1.2   **Languages learning theories**

1.2.1   **Definition of the learning**

Learning is defined as the augmentation of memories contributing to the imaginative extension of experience toward a goal and other internal aids, representing resistance to the organism's goal achievement (Samaniego & Esteve, 2015). This conceptualization underscores

the dynamic and multifaceted nature of the learning process, encompassing cognitive, emotional, and experiential dimensions. It highlights that effective teaching approaches should address these diverse facets, fostering a comprehensive and holistic educational experience for learners.

1.2.2 Behaviorism theory of Skinner

Total Physical Response, rooted in behaviorism developed by Skinner, perceives learning as a product of imitation, practice, reinforcement, and habit formation. Brau et al. (2018) assert that behaviorism focuses on observing and analyzing how controlled changes affect behavior. In this context, students acquire a foreign language through imitation of the language presented in their teacher's class. This approach highlights the role of repetition and reinforcement in language acquisition.

1.3 Methods and approaches to teach English as a foreign language.

Within English language instruction, various methods and approaches facilitate learning, aiming to acquire knowledge in cultural, social, and professional domains. Additionally, their fundamental objective includes integrating class contents and fostering a meaningful relationship between the student and English. These methods and approaches also empower teachers to create spaces for interaction, communication, participation, and engagement by the students. By embracing diverse instructional strategies, educators can cater to the varied needs and learning styles of their students, promoting a more inclusive and effective learning environment (Richards & Rodgers, 2014).

Table 1

Methods and approaches for Teaching English

Methods and approaches	Objectives	Advantages	Disadvantages	Learner roles	Teacher roles
Grammar Translation	- The grammar translation aims to involve tasks, jobs that are related to reading and writing. - Also, as an objective is to promote the learning of the English language with the use of the Reading ability, in order to learn new vocabulary.	- Development of grammar through the rules, structures, and grammatical functions. - Study of reading and writing exercises and workshops. - Use of books in this case stories, stories, stories, among others to encourage reading.	- One of its main disadvantages is the lack of skill or oral production. - Students only learn to read and write the language and this can affect the way they learn to speak English. - The teacher simply focuses on reading and doesn't consider the development of oral production.	- The students within this method have a less participative role because there is less revision and production of the vocabulary, also it is limited to knowing and learning the vocabulary and its rules.	- The role of the teacher is to provide corrections to students and promote linguistic knowledge through reading books. - It also has the role of authority to see if students make mistakes in each writing assignment.
Direct Method	The fundamental objective of this method is to improve the communication and pronunciation of the students so that they achieve the ability	- Maintain a good interaction through gestures and expressions. - Show interest in practicing the	- Doesn't consider written assignments and all writing skills. - Doesn't develop collaborative work between students.	- Students have the role of memorizing the pronunciation of the words.	- The teacher has the role of directing the class activities through conversations, debates, oral presentations, songs, and videos

	to associate and interpret the words in their native language.	language. - Involve a group of people in debates, discussions or conversations using the native language.	- The transmission of the contents of the classes are unsatisfactory. - Students memorize information causing fatigue and stress.		
Audiolingual Method	- Develop oral communication between students and teacher. - Improve the level of pronunciation of the English language.	- A very broad learning process is created that facilitates contact with other English-speaking people.	- Students focus on pronunciation and not grammar or vocabulary. - The interaction is through mimic, and the writing ability is neglected, such as written expressions and comprehensions.	Students learn a new form of verbal behavior through repetition and imitation; therefore, they are immersed in the foreign language, but this can lead to grammatical errors.	The role of the teacher is fundamental, his/her role is to control the pace of student learning, here he/she must also provide essential activities for memorization through audios or conversations.
Communicative Language Teaching	The objective is to enable students to learn a foreign language, that is, to promote both oral and written communication. - This approach also allows promoting activities in order to achieve student interaction and the development of communicative activities.	- Within the activities the teacher can give feedback to the students. - Promotes communicative activities to improve oral production. - Create spaces where students feel motivated during classes.	- If the teacher doesn't plan his class well, there will be some problems such as lack of guidance and problems learning the content of the class. - It is not acceptable to use this approach with a large workgroup.	- Students have the role of integrating work groups, in order to maintain open communication and promote debates and discussions.	- The role of the teacher is to support students, not only is he responsible for transmitting knowledge, but also for being a mediator in learning.

Lexical Approach	- Its main objective is to achieve fluency in communication through the acquisition of lexical segments and linguistic statements used by native English speakers.	- Allows to improve the teaching of grammar. - Allows the student to communicate in a more feasible way.	- Students don't reach the level of a native speaker. - Students have difficulties and are afraid of not being able to speak with a person who knows the vocabulary.	- Students have the role of enhancing their vocabulary and expanding their knowledge of certain words, in addition a space is created where they can participate and interact.	- The teacher has the role of promoting vocabulary based on the acquisition of the foreign language and thus helping students with didactic strategies to strengthen and promote communication skills.
Cooperative language teaching	- The approach focuses on developing cooperation and interaction skills, rather than competition, resulting in the cultivation of communication skills through interaction activities.	- Create new forms of responsibility for students. - Increases the level of class participation. - Increases self-esteem in students.	- Create a qualification system that could be considered unfair to each student. - Put the teacher's responsibility on his students. - Create a dependency system within class hours.	- The role of the student is that of a member of a group who must work in collaboration in jobs or tasks. - Students have to learn teamwork skills. - Students are also directors of their own learning.	- The teacher has to create a well-organized learning environment in class. - The teacher has the role of facilitator of learning. - Teachers speak less than in face-to-face classes and prepare students for homework.
Natural Approach	This approach offers as a general set of principles applicable in a wide variety of situations, such as the Communicative Teaching of Languages.	- Students acquire the language from easy to difficult, simple to complex, and from concrete to abstract. - Students interact in significant situations at their own learning level.	- Students can speak fluently, but not always accurately. - This method doesn't seem so effective for the more advanced students.	- Students should not try to learn a language in the usual sense. - The acquirer of the language is seen as an understandable information processor.	- The teacher is the main source of understandable information in the target language. - The teacher creates an atmosphere in the classroom that is interesting and friendly.

Suggestopedia	Suggestopedia aims to offer an advanced conversational domain and is based on its statements of learning in the domain of students in vocabulary.	- Suggestopedia accelerates the acquisition process, this means that students learn much faster and the acquisition is deeper. - The acquisition process is a flow of pleasant and playful activities, such as language games, music-based activities, dances and theatre.	- Suggestopedia is highly structured, it can be difficult to involve all students in the learning process. - Suggestopedia is a very intensive method of instruction, which requires more time than other methods.	- Students must be committed to the classes and their activities. - Students should avoid distractions and immerse themselves in the procedures of the method.	- The teacher must create situations in which the student is more suggestable and then must present the linguistic material - The teacher must properly organize and strictly observe the initial stages of the teaching process.

Note: This table is focused on Methods and approaches related to teaching English. Source JC Richards, & Rodgers 2014. Adapted by

Raúl Guzmán

1.4   Total Physical Response (TPR)

Total Physical Response (TPR) stands as an intricate approach to language learning, weaving the connection between language and its physical manifestation. Rooted in the coordination of speech and action, TPR places a significant emphasis on the importance of physical (motor) activity as a means to teach language, fostering vocabulary development, fluency, and pronunciation (Abata et al., 2021). This method not only prioritizes cognitive aspects but also recognizes the vital role of physical engagement in the holistic language acquisition process, ensuring a well-rounded and effective learning experience for students.

1.4.1   Theory of language

The theory posits that children learn language out of a desire to communicate with their surrounding environment, emphasizing the dependency of language on social interaction (Richards & Rodgers, 2014). TPR, incorporating principles from developmental psychology and humanistic pedagogy, centers on the establishment of psychomotor associations, facilitating a holistic language learning experience (Richards & Rodgers, 2014). This perspective underscores the significance of aligning language acquisition with the natural inclination for social communication, enhancing the overall effectiveness of the TPR method in fostering linguistic development.

1.4.2   The psychological theory of the trace.

Aligned with the psychological theory of the trace, TPR asserts that memory retention is more profound with intense and frequent traces left by memory associations (Sanchez, 1997). This theoretical foundation underscores the method's focus on linguistic approaches and oral production, ensuring that language learning is facilitated without hindrance or impediment.

Recognizing the significance of the trace in memory processes highlights the method's commitment to creating lasting linguistic imprints, contributing to a robust foundation for language acquisition.

1.4.3 The physical aspect of TPR learning process.

The TPR learning process extends beyond traditional language instruction by integrating students into a family-like environment. Within this setting, the use of videos, songs, audiobooks, storytelling, and role plays becomes integral, allowing students to engage in activities that enhance linguistic learning through teacher-guided instructions and physical actions (Astutik et al., 2019). This comprehensive approach not only enriches language acquisition but also fosters a dynamic and immersive educational experience that transcends conventional teaching methods.

1.4.4 Total Physical Response within the classrooms.

The implementation of TPR in English classrooms transforms the learning environment into a familial nucleus, with the teacher assuming the role of a parent or guardian and students resembling children or siblings. This approach cultivates an atmosphere characterized by interaction, trust, and affinity, fostering a conducive space for the acquisition of a new language, specifically English (Hounhanou, 2020). By creating this familial dynamic, the method not only facilitates language learning but also nurtures a supportive and engaging context for students to comfortably explore and develop their English proficiency.

1.4.5 Advantages and Disadvantages

Total Physical Response (TPR) presents both advantages and disadvantages within the realm of language education. On the positive side, TPR offers various benefits, including the

facilitation of improved interaction between teachers and students. Additionally, it serves as a valuable tool for initiating essential warm-up activities before classes, creating enjoyable learning spaces that contribute to a positive classroom atmosphere (Xie, 2021). Another advantage lies in its capability to prevent students from experiencing stress or boredom during the language acquisition process (Xie, 2021). However, it is crucial to consider certain drawbacks associated with TPR. These include its limited applicability to young students, as well as the potential for repetitive activities that may lead to student boredom (Hwang et al., 2014). Furthermore, shyness among students during participation and occasional low engagement from those who do not adhere to the teacher's rules are important factors to acknowledge when considering the implementation of TPR in language instruction (Hwang et al., 2014).

1.4.6   Teacher roles

In the realm of Total Physical Response, the teacher plays a pivotal role as a guide responsible for teaching, guiding, and utilizing essential resources for English language learning. The teacher's organizational skills and preparedness within the classroom contribute significantly to creating a dynamic and engaging atmosphere, ensuring that students remain motivated and avoid boredom or stress during the learning process. TPR not only facilitates language acquisition but also aids in building trust within the class, with the teacher initiating interactions with students (Abata et al., 2021).According to (Abata, Suárez, Portilla, & Vayas, 2021) state that:

1.4.7   Student roles

On the other hand, students assume a crucial role as listeners and interpreters in the TPR method, responding physically to the teacher's instructions. This approach fosters a familial

environment where each student is actively involved in monitoring and evaluating their progress through activities presented by the teacher (Savic, 2014). By actively participating in the learning process, students not only enhance their linguistic skills but also contribute to the collaborative and interactive nature of the TPR classroom environment, reinforcing the familial dynamics crucial for effective language acquisition.

1.4.8 Activities

- **Storytelling sessions.**

Students engage in telling various types of stories, including adventures, horrors, or comedies. Movement is encouraged through gestures and actions during storytelling, allowing the incorporation of essential elements such as characters, plot, location, and time. Storytelling with TPR not only promotes language learning but also facilitates familiarity with the native language through the repetition of phrases and movements.

- **Simon says with movements.**

This activity focuses on teaching oral production and vocabulary. Students, guided by the teacher's instructions, learn new words by performing actions such as picking up their backpack, taking out a book, or raising their hands. Simon says with movements is instrumental in promoting the learning of the target language through interactive and engaging participation.

- **Theater with TPR.**

Tailored for individuals with limited English proficiency, this activity involves the teacher narrating a story while students improvise the play. Students follow the teacher's rules to advance the play, fostering confidence and reducing fear for better fluency. Dramatization within the TPR method is essential for encouraging young learners to effectively use English in a fluent

manner.

1.4.9 Songs with movement actions.

The incorporation of music and movement actions in TPR adds harmony, melody, and enjoyment to the learning process. This combination enhances memory retention and effectively integrates the English language with TPR movements, contributing to long-term memory development. According to Andrade-Molina et al. (2018) "exposure to music in a foreign language helps improve the development of skills, in this case, speaking within the learning of English" (p. 42). Additionally, singing during class serves as a valuable tool for improving memory, with teachers strategically selecting important words in the song to maintain class engagement and prevent monotony.

1.4.10 Strategies

In the dynamic landscape of English as a Foreign Language (EFL) instruction, the incorporation of effective strategies is pivotal for fostering a vibrant and engaging learning environment. This exploration delves into the utilization of strategies within the Total Physical Response (TPR) approach, a methodology renowned for its interactive and experiential nature. The following paragraphs dissect key strategies, ranging from ludic activities that infuse playfulness into the learning process to immersing students in real-life context situations. Additionally, the discussion unfolds around the implementation of TPR activities, specifically tailored to enhance oral production skills. By investigating these strategies, educators can glean insights into transforming traditional language instruction into a dynamic and effective pedagogical experience.

- **Teaching through ludic activities.**

Within educational institutions, some educators still rely on traditional teaching methods, which may not consistently yield positive results in establishing a comfortable and conducive learning environment. To address this, incorporating recreational activities becomes imperative, with games emerging as one of the most effective ways to facilitate learning and inspire intellectual engagement. These essential ludic activities encompass debates, discussions, word games, spelling exercises, flashcards, among others. According to Smith and Johnson (2022), such interactive games not only make the learning process enjoyable but also contribute significantly to language acquisition by enhancing students' motivation and participation in class.

- **Involve students in context situations.**

Students should be immersed in the process of learning the English language by exploring topics related to everyday life situations, including cultures, customs, gastronomy, or current global affairs. Moreover, it is crucial for teachers to cultivate an emotional classroom environment, providing a conducive atmosphere for optimal learning. As emphasized by Bastidas-Amador et al. (2023), "affective education is crucial in the educational field because it helps students develop emotional and social skills that are essential for their emotional and social well-being" (p. 19). Integrating real-world scenarios not only enhances language comprehension but also nurtures cultural sensitivity and global awareness.

- **Implement TPR activities to improve oral production.**

The integration of Total Physical Response (TPR) activities stands as a transformative strategy within the realm of English language instruction, specifically designed to elevate oral production skills. TPR, initially developed by Dr. James Asher, capitalizes on the connection

between physical movement and language learning. One notable application of this approach is observed in spelling exercises, where students actively engage their bodies to represent letters or words, reinforcing vocabulary retention through a multisensory experience.

In the context of TPR-based spelling exercises, students are encouraged to physically act out each letter or word as it is spoken, infusing a kinesthetic dimension into the learning process. This innovative approach not only provides a dynamic alternative to traditional rote memorization but also creates a unique, family-like learning environment within the classroom (Apolo Pacaya et al., 2019). The incorporation of movement into language learning has been shown to enhance memory recall and deepen comprehension, making TPR spelling exercises an effective tool for reinforcing language concepts.

Moreover, these rhythmic TPR activities serve as more than just a pedagogical tool—they become a compelling option for sustaining student interest in English classes. The interactive and engaging nature of TPR activities captivates learners, fostering a positive attitude towards language acquisition (Apolo Pacaya et al., 2019). As students actively participate through movement, the classroom dynamic transforms into an energetic space where language learning becomes an enjoyable and memorable experience.

Beyond student engagement, TPR activities also function as a strategic platform for teachers to deliver instructions effectively. By leveraging physical actions and gestures, educators enhance their communication, ensuring clarity and understanding among students with diverse learning styles. This aligns with the findings of Hounhanou (2020) who emphasize that the integration of TPR activities significantly contributes to the enhancement of oral production skills, catering to the varied needs and preferences of learners within the classroom.

In conclusion, the incorporation of TPR activities, particularly in the context of spelling

exercises, emerges as a powerful methodology to cultivate a dynamic and inclusive language learning environment. Through movement and multisensory experiences, educators can not only enrich the oral production skills of their students but also create an atmosphere that celebrates diversity in learning styles, ultimately fostering a more profound and enjoyable language learning journey.

1.5   Skills

In the domain of English language instruction, four fundamental skills play a pivotal role in shaping classroom pedagogy. These skills bear immense significance for the comprehensive development of foreign language proficiency, offering crucial support to students across diverse educational institutions, ranging from schools and colleges to universities. Mastery of these skills not only facilitates linguistic competence but also creates pathways for future professionals to immerse themselves fully in the English language, thereby enhancing their communicative abilities. Furthermore, the application of these language skills not only nurtures effective communication but also instills confidence in students, especially when engaging in conversations with native speakers. The four essential skills integral to the comprehensive learning of English include reading, writing, listening, and speaking.

1.5.1   Reading

Reading is a skill focused on discovering knowledge, when each person reads a book, novel, story, or tale, they learn much more and also improve their linguistic ability. However, there are students who do not take the reading habit seriously, in other words their reading level is low, because young people prefer to spend time watching television or reviewing social

networks or other forms of entertainment, people have lost his ability and passion for reading.

Reading has declined among every group of people in today's world of technology and entertainment. There are many other exciting and thrilling options available, aside from books. And that is a shame because reading offers a productive approach to improving language-vocabulary and word power for example (Sadiku, 2015). This skill is very important, and it's highly recommended to spend time reading, because it allows you to improve your writing skills and learn new vocabulary, in order to develop an adequate reading habit.

1.5.2   Writing

Writing assumes a fundamental role in the pedagogical framework of schools and high schools, serving as a crucial skill that enables the articulation of ideas through the construction of sentences and paragraphs, thereby facilitating the expression of thoughts. During the initial drafting phase, the writer, typically a student, is prompted to contemplate the formation of sentences and paragraphs, guided by predetermined ideas. Additionally, the writing process necessitates careful review and scrutiny of grammatical structures, a responsibility shared by both the student and the teacher. The teacher's role extends beyond mere guidance, encompassing the provision of constructive feedback to prevent grammatical errors in written compositions.

According to Sharma and Rachna Puri (2021), writing constitutes a demonstrative classroom method, equipping students with the ability to articulate ideas with cohesion and coherence, fostering a gradual refinement of their expression. This process not only enhances the writer's command over vocabulary and form but also contributes to the honing of other language

skills. In practical terms, educators often implement various activities, exemplified by the creation of diaries, wherein students can articulate their thoughts from class through writing, thereby fortifying their grammatical acumen.

1.5.3 Listening

The ability to listen, when a person is immersed with this ability is more efficient because it allows understanding the pronunciation of words, this also promotes student participation in the communication process. Additionally, it is important that students are involved with this ability because it generates an ability to integrate sounds in order to relate words with their meaning. A person who is a good listener practices with audio conversations in English, including songs, improves your ability in the ears, in the academic part, students must learn to improve this ability in order to better understand vocabulary and the production of words in English.

According to Abbas (2019) states that:

Listening is the first language skill we acquire in our native language. It is what is known as a receptive skill, or a passive skill, as it requires us to use our ears and our brains to comprehend language as it is being spoken to us. It is the first of two natural language skills, which are required by all-natural spoken languages. Listening Skills could be enhanced by focusing on making the students listen to the sounds of that language. This would help them with the right pronunciation of words (p. 78).

1.5.4 Speaking

This segment will underscore the significance of the speaking proficiency, which, akin to the other three language skills, holds paramount importance in the context of generating oral

production. Proficiency in spoken communication not only captivates the attention of native speakers but is also crucial for mastering a foreign language. A student endowed with adept comprehension and interpretation skills in verbal expression stands poised to excel in the acquisition of the foreign language. Conversely, a deficiency in this skill poses challenges in understanding English and compromises effective communication and word interpretation. Consequently, students must be immersed in activities that cultivate proficiency in speaking, thereby fostering articulate pronunciation and enriching vocabulary, especially in collaborative settings such as pairs or group.

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➢ **Speaking skills significance**

The significance of speaking skills resides in their capacity to establish a trustful rapport

between educators and learners, fostering fluency and ensuring the complete immersion of each student in the English language. These competencies contribute to sustaining effective verbal communication, enabling individuals to interact verbally with native speakers. Moreover, the cultivation of speaking skills is imperative for the younger demographic, as it equips them with the ability to articulate themselves within the context of daily life, underscoring the indispensable role of listening in facilitating nuanced and contextually appropriate communication. Sudarmo (2021) underscores that proficiency in speaking a foreign language necessitates both linguistic competence and mindfulness, ensuring that the content of the speech is accessible and comprehensible to the interlocutor.

➢ **Elements of speaking skill**

Figure 1

This figure shows the four elements of the speaking ability.

Note: this figure was obtained from the page https://english.binus.ac.id/2018/10/11/the-four-speaking-skills/ (2018)

- **Vocabulary:** The acquisition of vocabulary serves as a foundational aspect in language learning, encompassing the correct spelling and pronunciation of words.

Students typically focus on comprehending the meaning and pronunciation of words with the objective of grasping the significance of a word or sentence. This emphasis on vocabulary enrichment contributes to the enhancement of oral production during conversations, playing an essential role in fostering effective communication. Text Inspector (2022) underscores the importance of vocabulary by noting that it forms the fundamental building blocks for language expression, facilitating the conveyance of thoughts, ideas, information sharing, comprehension, and the cultivation of interpersonal relationships.

- **Grammar:** In the realm of grammar, students are encouraged to concentrate on both written and spoken language, involving an exploration of grammatical functions, tenses, and the structural dynamics of sentences or paragraphs. Proficiency in grammar aids oral production, enabling students to effectively convey information to their peers and instructors. School (2022) emphasizes the significance of learning grammar, elucidating that it enhances learners' understanding of the English language, assists in comprehending sentence formation, and facilitates the creation of well-structured essays and articles accessible to individuals with varied levels of grammatical knowledge.

- **Pronunciation:** Proficiency in pronunciation necessitates students to articulate words accurately, a skill crucial for effective communication within an English language environment or classroom setting. Teachers employ various strategies, such as incorporating oral production games like songs, poems, and proverbs, to enhance students' pronunciation. This instructional approach fosters the repetition and rhythmic aspects of phrase pronunciation, aiding students in establishing

connections between sounds, letters, and the written representation of words. ASC English (2020) supports the idea that pronunciation plays a vital role in achieving clarity and ease of understanding during real conversations, emphasizing the importance of correct sound usage for effective communication.

- **Fluency:** Fluency development involves students practicing both speaking and reading skills, offering a valuable avenue for improving fluency and reinforcing oral language proficiency. This element also contributes to the refinement of listening skills. Reading activities, as advocated by educators, serve as a means to assess and enhance fluency levels, thus nurturing a sense of trust between teachers and students. Sanako (s.f.) highlights the significance of fluency, defining it as the ability to produce and engage with language seamlessly and effortlessly. While acknowledging the potential for occasional mistakes, individuals with good fluency can effectively communicate their thoughts and ideas in both spoken and written forms.

1.6   EFL in Ecuador.

As indicated by the English Proficiency Index (EF EPI 2023), Latin America stands out as the region exhibiting the least robust English language proficiency. This observation underscores the predominant influence of the Spanish language across the entire region, serving as the primary means of communication among the majority of countries in the Americas. This linguistic dominance inevitably dampens the incentive for individuals to engage in English discourse. Notably, Ecuador took a significant step toward acknowledging the importance of the English language as a foreign entity by incorporating it into the national curriculum of both public and private educational institutions in 1992. The Ecuadorian National Government,

operating under the Ministry of Education (MinEduc), introduced measures to facilitate the teaching and learning of English throughout the country's educational system (Ministerio de Educación del Ecuador – MinEduc, 2020).

In the same year, Ecuador witnessed pivotal advancements in its language education framework with the establishment of the Foreign Language Department. Simultaneously, a crucial overhaul of the English language instructional approach was set in motion through a strategic agreement between the Ministry of Education (MinEduc) and the British Council. This reform aimed to elevate the quality of English language education in educational institutions nationwide, placing a significant emphasis on international collaboration as an integral component of its implementation (Ministerio de Educación del Ecuador – MinEduc, 2020).

Fast forward to 2016, the Ministry of Education (MinEduc) launched the "Strengthening English Teaching" project, a comprehensive initiative designed to enhance English language competencies and pedagogical practices among educators. This ambitious undertaking encompasses the introduction of a new English curriculum aligned with the Common European Framework of Reference for Languages (CEFR), the provision of free English textbooks, the implementation of an innovative evaluation system for English teachers, and the facilitation of professional development opportunities such as the Go Teacher program (MinEduc, 2020). Despite these commendable efforts, Ecuador encounters challenges, evident in its comparatively low standing in the English First English Proficiency Index (EF EPI) within Latin America and globally. Research by Ortega and Minchala (2019) and Bravo et al. (2017) underscores persistent hurdles in achieving desired language proficiency levels among Ecuadorian students upon completion of compulsory high school education. These findings underscore the imperative for continual assessment and enhancement in the English language education system to fortify

students' language skills and better equip them for subsequent academic and professional pursuits.

1.6.1   The Common European Framework of Reference (CEFR)

As per the insights provided by the Ministry of Education in 2013, it is highlighted that the Common European Framework of Reference for Languages (CEFR) serves as a valuable planning tool offering guidance to various stakeholders in the education sector. These include teachers, examiners, textbook authors, teacher trainers, and educational administrators. Additionally, the CEFR holds significant importance in shaping language and education policies globally. It accomplishes this by providing a comprehensive description of (1) the tasks language learners should be capable of performing at different stages of the learning process and (2) the knowledge and skills required to communicate effectively in the target language.

The Common European Framework specifically emphasizes a six-level scale of English language proficiency ranging from A1 to C2. This poses a challenge for educational institutions, as students are expected to attain at least a B1.1 level. However, current challenges exist as students often fall short of reaching this proficiency level due to a reduction in the number of hours allocated to English classes by the Ministry of Education. To address this, not only is there a need to bolster English classes, but it is also imperative to introduce learning materials that align with the content requirements for English language education.

1.6.2   Standards of English

As per the assertions outlined by the Ministry of Education (Ministerio de Educación, 2013), it is emphasized that the Ecuadorian In-Service English Teacher Standards draw inspiration from a document crafted by the Teachers of English to Speakers of Other Languages (TESOL) in 2009. This particular document, recognized for its applicability in diverse nations, including Albania,

Paraguay, and the United States, serves as the foundation for the Ecuadorian standards. Notably, the TESOL document is structured around five domains, aligning with those specified in the broader curriculum. These domains encompass aspects that pertain to general education as well as those intricately linked to the domain of English language teaching and learning.

Table 2

The five domains that fit with the general curriculum and some are related to the teaching and learning of the English language.

Source: https://educacion.gob.ec/estandares-de-ingles/

THE FIRST DOMAIN	THE SECOND DOMAIN	THE THIRD DOMAIN	THE FOURTH DOMAIN	THE FIFTH DOMAIN
Language includes specific domains for language structure and communication, language acquisition and development and language fluency.	Culture Therefore, Ecuadorian English teachers need to have knowledge of other cultures and know how culture may affect their learning of English in Ecuador.	Curriculum Development Particularly aspects related to planning for standards-based English, implementing and managing standards, and using resources and technology effectively.	Assessment Includes the issues involved for learners as well as those related to language proficiency and classroom-based assessment.	Professionalism and Ethical commitment To keep teachers, current with new instructional techniques, research results, and advances in the English teaching field for professional development.

Note: This table is focused on the five domains of the general curriculum on learning English. Adapted from The English Language Learning Standards, from Ministerio de Educacion, 2015 (https://educacion.gob.ec/wp-content/uploads/downloads/2012/09/estandares_2012_ingles_opt.pdf).

CHAPTER II: METHODOLOGY

2.1   Type of research

2.1.1   Mixed approach

The type of research used in this research report is mixed, that is, it combines qualitative and quantitative data, in that sense, we work with numerical and non-numerical data to project clear and accurate results within the research work to know the factors that modify student participation and oral production of tenth grade students of the Victor Manuel Guzman Educational Unit in the academic period 2022-2023. According to Pacheco and Blanc (2015) "mixed methodology is a research design (or methodology) in which researchers collect, analyze and combine (integrate or connect) quantitative and qualitative data in a single study or in a multiphase research programmer" (p. 9).

Mixed research combines elements of qualitative and quantitative research in a single study. This entails the collection and analysis of both qualitative data, which pertains to the quality, meanings, and interpretations of the phenomena under study, and quantitative data, which is based on numerical measurements and statistical analysis (Salas Ocampo, 2019).

➢ **Qualitative approach**

In the context of this research, the qualitative component is characterized by a methodological approach that seeks to gain nuanced insights into the intricacies of oral production within the domain of tenth-grade English language education. Specifically, the qualitative inquiry involves the administration of interviews to educators specializing in the English discipline. This deliberate choice is grounded in the intention to elicit comprehensive perspectives from these educators, thereby illuminating the nature of classroom dynamics, the

pedagogical strategies employed, and the level of student engagement with oral production activities. The interview protocol is designed to explore the extent to which students exhibit interest and participation in English language classes, with a particular focus on their experiences and challenges related to oral communication. Through this qualitative method, the study aspires to discern patterns, uncover latent factors, and glean valuable qualitative data that will contribute substantively to the overarching goal of enhancing oral proficiency among tenth-grade students in the English academic context.

➢ **Quantitative approach**

Quantitative approach focuses on investigating specific methodological strategies that aid in improving and developing oral production. This is achieved through data collection by applying various strategies in the educational context of Víctor Manuel Guzmán and measuring the obtained results. This will provide numerical information that can be statistically analyzed to evaluate the effectiveness of the strategies employed.

2.2 Method, technique, and instrument.

2.2.1 Inductive Method

This method allows to consider the actions that are within the classroom and could give general conclusions that go from the analysis of the causes and effects that will be generated during the participation and oral production of the foreign language in the tenth- year students. Also, this method allows to establish strategies to minimize the possible factors that are influenced by the environment and the strategies not in accordance with the classes. Referring to Abreu, (2014) "the inductive method raises an ascending reasoning that flows from the particular or individual to the general" (p. 6).

2.2.2 Descriptive Method

The application of this descriptive method serves as a valuable tool to outline the various issues related to limited class participation and insufficient oral production during class activities. It also facilitates a thorough characterization of the distinctive features associated with these challenges within the classroom environment. According to the insights offered by Díaz Narváez and Calzadilla Núñez (2015), descriptive research proves effective in articulating specific features discovered through exploratory investigations.

2.3 Instruments

2.3.1 Interview

This interview protocol will be administered to English language teachers with the aim of gaining insights into the classroom dynamics, assessing student engagement, and identifying any challenges related to oral production that may impede effective communication and interaction in English. As asserted by Díaz Bravo et al. (2013), interviews serve as a crucial and versatile methodological tool in qualitative research, specifically facilitating a comprehensive exploration of English language teachers' perspectives on classroom dynamics, student engagement, and challenges in oral production. The deliberate application of this qualitative method aligns with the acknowledgment of its utility in eliciting rich and nuanced information, contributing to a comprehensive understanding of the experiences and perceptions of teachers regarding oral production in English language classrooms.

2.3.2 Surveys

The quantitative facet of this study is centered on a methodological investigation aimed at discerning specific strategies for the enhancement and development of oral production skills

among tenth-grade students. In this pursuit, a survey instrument will be administered to the participants, specifically targeting students enrolled in the daytime section of the tenth grade. The survey instrument has been meticulously designed to incorporate closed-ended questions, strategically crafted to gauge the quantitative dimensions of oral production. The inquiries within the survey focus on systematically ascertaining the current level of oral production proficiency among students, while concurrently assessing the extent to which teachers are implementing efficacious methodologies within the classroom setting. Through the systematic analysis of the quantitative data gathered from the survey, the study endeavors to quantify and delineate patterns and correlations that will contribute empirically grounded insights into the efficacy of instructional approaches in fostering improved oral production skills among tenth-grade students. Casas-Anguita (2002) states that "the survey technique is widely used as a research procedure, since it allows obtaining and processing data quickly and efficiently.".

2.3.3 Research questions.

- How can didactic strategies improve the needs of students during class practice?
- Why do students have problems in speaking skills when participating in class?
- What are the benefits of applying the TPR method in class to promote students' oral production?

2.3.4 Population and sample.

This research will focus on the tenth grade of Víctor Manuel Guzmán, where the study will be conducted with an approximate population of 133 individuals, including both males and females. For this study, a sample of 100 individuals will be employed, selected from this population.

The selection of a sample within the population is done with the aim of obtaining

representative and generalizable results in a more efficient and practical manner. In this case, a sample of 100 individuals was chosen, involving the selection of a specific subset from the total population. The choice of a sample size of 100 individuals is based on practical considerations, such as the availability of resources and the time required to collect and analyze the data. Additionally, a sample of this size can provide meaningful results and offer an adequate understanding of the characteristics and behaviors of the target population.

Table 3

Victor Manuel Guzmán High School Population

High School	Parallel A, B, C, D and E	English Area Coordinator	Teachers	Viceprincipal of afternoon	Total
Victor Manuel Guzman	123	1	8	1	133

Note: The total number of students, teachers, area coordinator and vice-rector to whom the surveys and interviews were applied are 133 people.

This final research report was conducted at the Víctor Manuel Guzmán Educational Unit in the city of Ibarra. The participants in this research study included 133 individuals, comprising students in the tenth year of basic education, English teachers, the coordinator of the English department, and the vice rector of the afternoon session.

In terms of the student population, there were approximately 123 tenth-grade students to whom the survey was administered, and 8 English teachers who participated in the interview process. The determination of the student sample for the survey was guided by a confidence level of 95% and a margin of error of 0.02. The calculation was performed using the following formula:

n = Sample size searched

N = Universe Size

Z = Confidence level 90%

E = Maximum estimation error accepted

σ = Standard deviation

Data:

n	123
N	133
Z	1,65
E	0,02
σ	0,5

$$n = \frac{N * Z^2 * \sigma^2}{(N-1) * E^2 + Z^2 * \sigma^2}$$

$$n = \frac{133 * (1,65)^2 * (0,5)^2}{(133 - 1) * (0,02)^2 + (1,65)^2 * (0,5)^2}$$

$$n = \frac{133 * 2,7225 * 0,25}{132 * 0,0004 + 2,7225 * 0,25}$$

$$n = \frac{90,523125}{0,0528 + 0,680625}$$

$$n = \frac{90,523125}{0,733425}$$

$$n = 123,43$$

$$n = 123$$

This result was taken into consideration for the application of the survey among the students. For this reason, five courses from the 10th grade were selected, including students from sections "A" to "E".

On the other hand, in order to conduct the interviews, the sample size for English area teachers was calculated. This calculation was based on the presence of 123 students enrolled in

five specific courses. The calculation utilized the same formula, with a margin of error set at 0.27, aiming to ensure the representativeness and precision of the results.

The following parameters were employed to calculate the sample size (n):

n = Sample size searched

N = Universe Size

Z = Confidence level 90%

E = Maximum estimation error accepted

σ = Standard deviation

Data:

n	8
N	133
Z	1,65
E	0,27
σ	0,5

The following formula was employed to calculate the sample size (n):

$$n = \frac{N * Z^2 * \sigma^2}{(N-1) * E^2 + Z^2 * \sigma^2}$$

$$n = \frac{133 * (1,65)^2 * (0,5)^2}{(133-1) * (0,27)^2 + (1,65)^2 * (0,65)^2}$$

$$n = \frac{133 * 2,7225 * 0,25}{132 * 0,0729 + 2,7225 * 0,25}$$

$$n = \frac{90{,}523125}{10{,}303425 \ + \ 0{,}680625}$$

$$n = \frac{90{,}523125}{10{,}98405}$$

$$n = 8{,}2413$$

$$n = 8$$

Given that the sample size should be an integer and not a fraction, the result was approximated to 8. This leads to the conclusion that it would be necessary to conduct interviews with 8 English area teachers in order to ensure a confidence level of 90% and a margin of error of 0.27 in the obtained results.

Data analysis

The quantitative data obtained from the survey administered to students in the English area will be subjected to analysis through descriptive statistics. Specifically, percentage tables will be constructed to represent responses on the Likert scale, providing a detailed breakdown of the frequency of students and teachers selecting each response option. Additionally, a pie chart will be generated to visually depict the percentage distribution of responses on the Likert scale.

The percentage tables will offer a comprehensive overview of the distribution of opinions and attitudes, allowing for a nuanced examination of the participants' perspectives. These tables will be organized in a clear and concise format, facilitating a systematic understanding of the trends and patterns in the data. The pie chart, as a visual representation, will enhance the communicative impact of the data, offering a quick and intuitive grasp of the overall distribution of responses.

The presentation of the data will be followed by a concise interpretation that delves into the key findings, drawing attention to notable trends and insights derived from the quantitative analysis. This approach aims to provide a thorough and accessible understanding of the survey results, contributing to the overall objectives of the study in applied linguistics.

The data analysis for this study involves both qualitative and quantitative approaches tailored to the survey administered to students and the interviews conducted with English teachers and school authorities. Specifically, the survey responses from students and teachers in the English department will be analyzed through the creation of percentage tables, employing the Likert scale, and providing the frequency distribution for each response option. Additionally, a pie chart illustrating the percentage distribution of responses on the Likert scale will be generated. Subsequently, a concise interpretation of the data analysis will be presented beneath the graphical representations.

In terms of the qualitative aspect, the interviews with English teachers, the English department coordinator, and the vice rector were aimed at gathering in-depth information on the employed didactic strategies for oral production. These interviews were conducted following a structured procedure, including the preparation and acquisition of necessary permissions, instrument review and approval, and coordination of interview schedules with school authorities. The information gathered from these interviews will be subjected to qualitative analysis, emphasizing thematic content analysis to identify patterns and insights related to the pedagogical approaches employed in enhancing oral production skills. Overall, the study adopts a comprehensive mixed-methods approach to capture a holistic understanding of oral production dynamics in the tenth-grade English classrooms at Víctor Manuel Guzmán Educational Unit.

3.1   Analysis of the results of the survey applied to students.

After applying the data collection instruments to the selected students, the following results were obtained.

1. Mark with an X your gender:
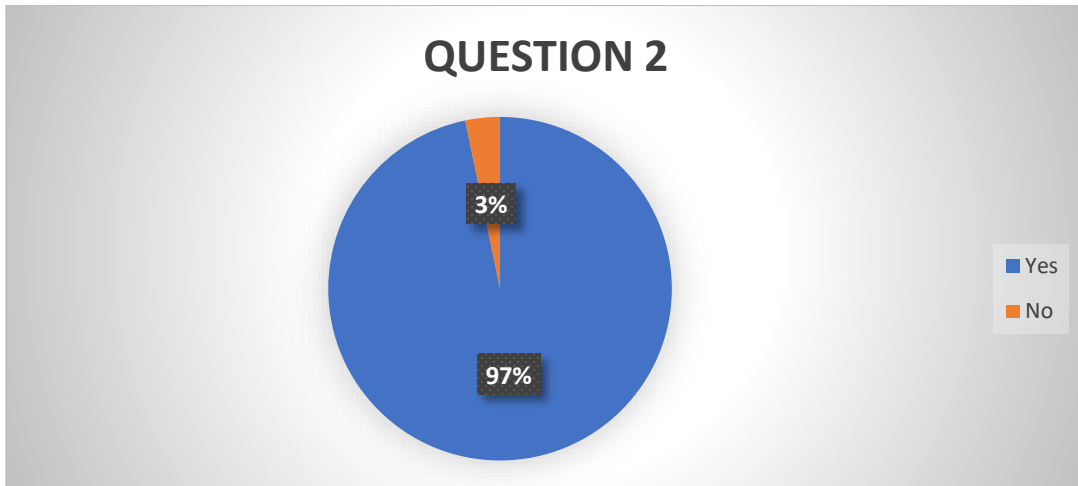
Figure 2

Results question 1
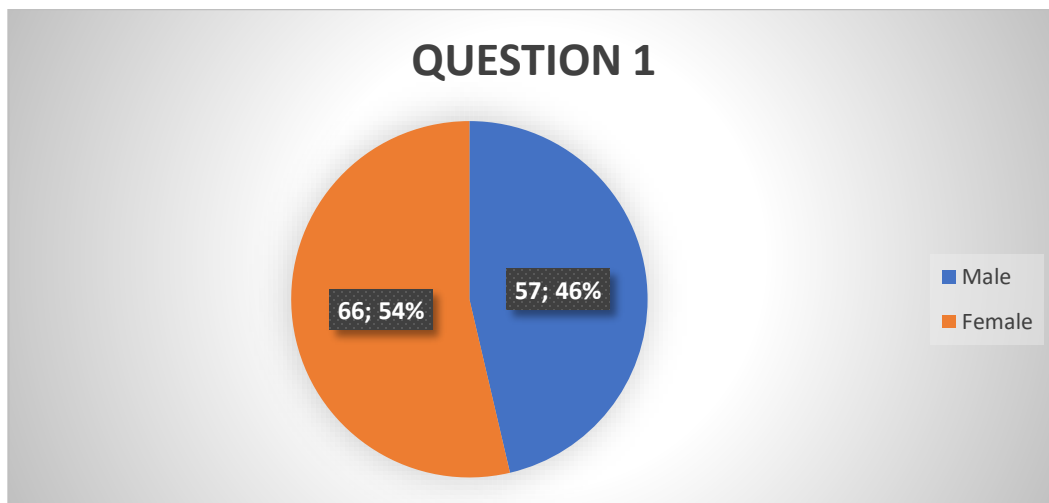
Taken from: The survey applied to tenth year students

Elaborated by: Raúl Guzmán

2. Do you consider English classes to be important for your future?

Figure 3

Results question 2

QUESTION 2

3%

97%

Yes
No

Taken from: The survey applied to tenth year students

Elaborated by: Raúl Guzmán

The survey results indicate a strong consensus among students regarding the perceived importance of English classes for their future. The overwhelmingly positive response, with 97% affirming the significance of English classes, underscores the widely held belief in the utility and relevance of English language skills in various aspects of life.

The high percentage of students recognizing the importance of English classes aligns with the global trend where English serves as a lingua franca in academic, professional, and international communication. Proficiency in English is often considered a valuable asset, opening doors to educational and employment opportunities on a global scale.

The 3% of respondents who expressed a negative view may represent a minority with differing perspectives on the relevance of English classes. Further exploration into the reasons behind this minority opinion could provide insights into potential areas for improvement in language education programs or reveal specific contexts in which students perceive limited applicability.

3. What percentage of time do you spend sitting down during English classes?

Figure 4

Results question 3
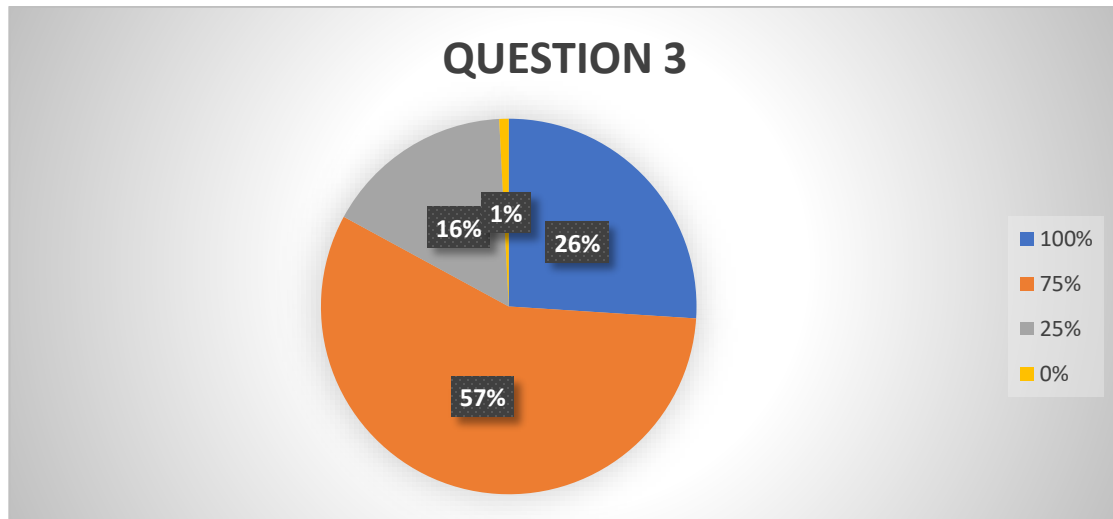
Taken from: The survey applied to tenth year students

Elaborated by: Raúl Guzmán

The survey outcomes present a comprehensive overview of the distribution of students' sitting time during English classes. A notable 57% of respondents reported spending a significant portion, specifically 75%, of their total class time seated. This observation suggests that the majority of students experience a substantial amount of sedentary behavior during their English classes, potentially contributing to prolonged periods of physical inactivity.

Moreover, a noteworthy 26% of participants indicated that they spend the entirety of their English class time seated. This finding raises concerns about the potential health implications associated with prolonged sitting, given the emerging body of research linking sedentary behavior to various health risks, including musculoskeletal issues and cardiovascular problems.

Conversely, 16% of respondents reported spending only 25% of their total class time seated, suggesting a more varied and dynamic classroom environment for this subset of students. The 1% who claimed not to spend any time seated during the entire class may represent an outlier group or could indicate an active learning approach characterized by movement and engagement.

4. Do you enjoy the English classes taught in the classroom?

Figure 5

Results question 4
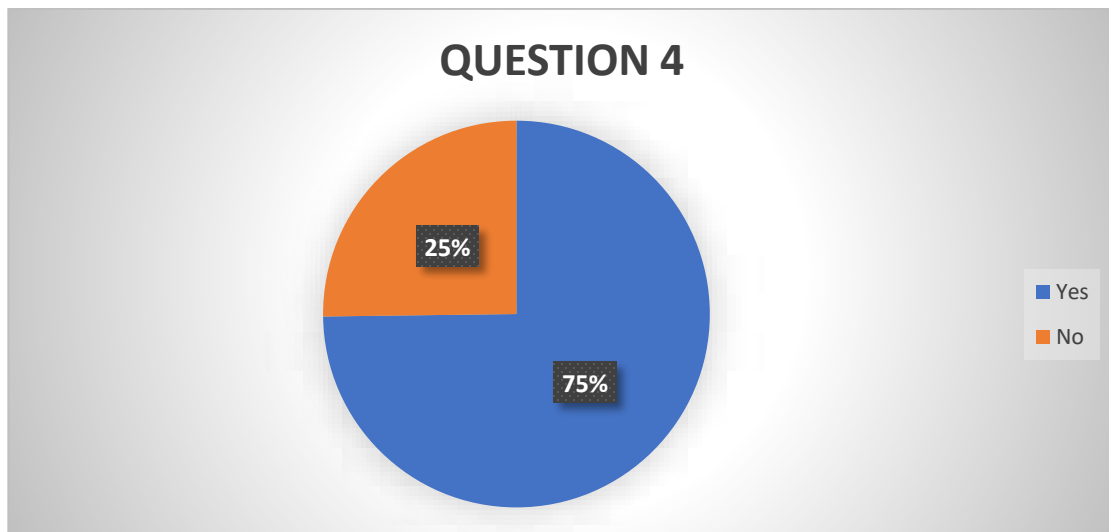
Taken from: The survey applied to tenth year students

Elaborated by: Raúl Guzmán

The survey results on students' enjoyment of English classes indicate a notable majority, with 75% expressing a positive sentiment towards the content delivered during these classes. This suggests a generally favorable perception of the instructional materials, teaching methods, or subject matter presented in the English classroom setting.

Conversely, the remaining 25% of students reported not enjoying the contents addressed in English classes. While the reasons for this dissatisfaction were not specified in the survey, it raises important questions about potential areas for improvement in the curriculum, instructional methods, or the alignment of content with student interests and needs.

Understanding the factors influencing student enjoyment is crucial for educators and curriculum developers. Further investigation, through qualitative research or follow-up surveys, could uncover specific aspects of the English classes that contribute to positive experiences for the majority and identify potential areas of dissatisfaction for the minority.

5. Are you afraid of speaking in front of your classmates or teachers during English class?

Figure 6

Results question 5
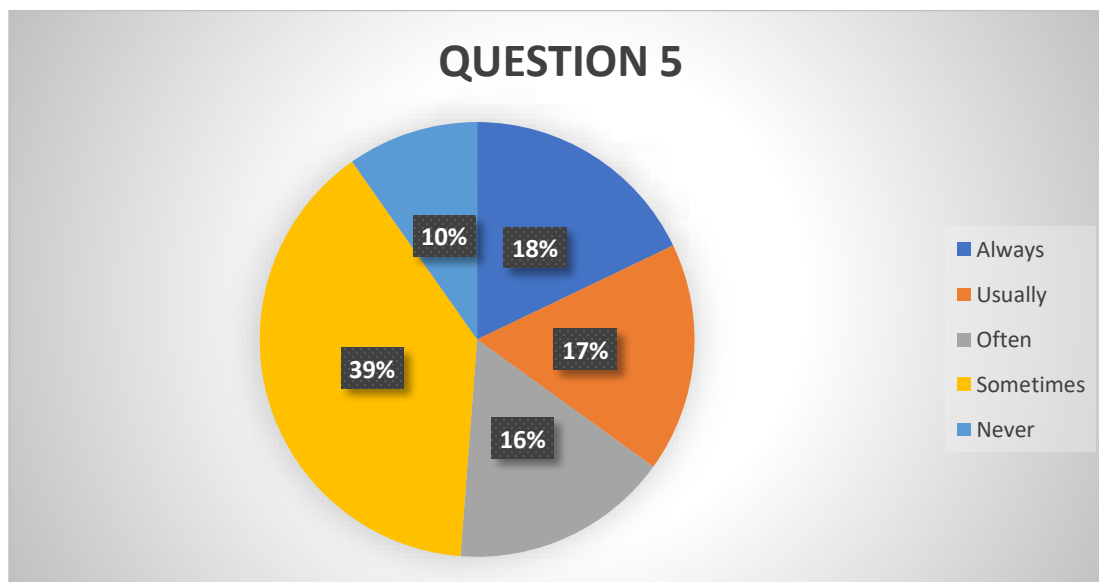
Taken from: The survey applied to tenth year students

Elaborated by: Raúl Guzmán

The survey results on students' feelings about speaking in front of classmates or teachers during English classes reveal a range of responses, reflecting varying comfort levels within the learning environment.

A significant portion, 39%, reported feeling scared to speak sometimes, indicating a fluctuating sense of unease that might be influenced by specific situations or class dynamics. The 18% who mentioned always feeling scared suggest a consistent discomfort with public speaking in the English class context. This finding raises concerns about potential barriers to effective participation and communication that may impact the learning experience for these students.

Another 17% indicated feeling scared usually, while 16% reported rarely experiencing fear in such situations. These responses highlight the nuanced nature of students' anxiety, suggesting that a substantial proportion experiences fear to varying degrees during English class interactions.

Encouragingly, 10% mentioned never feeling afraid to speak in front of their classmates or teachers during English classes. This indicates a subset of students who have developed a level of comfort or confidence in verbal participation, potentially due to positive experiences or effective support mechanisms in place. Given the widespread fear of speaking in English classes, our study advocates for an alternative approach, specifically the Total Physical Response (TPR) methodology. TPR, emphasizing kinesthetic learning and active participation, offers a promising solution to address student anxiety. This approach, integrating physical movement into language instruction, aims to reduce fear, enhance understanding, and create a more engaging learning experience. The identified need for such innovation reflects the urgency to prioritize student comfort and foster a positive language learning environment.

6. During English classes, does your teacher use activities focused on reinforcing

oral production?

Figure 7

Results question 6
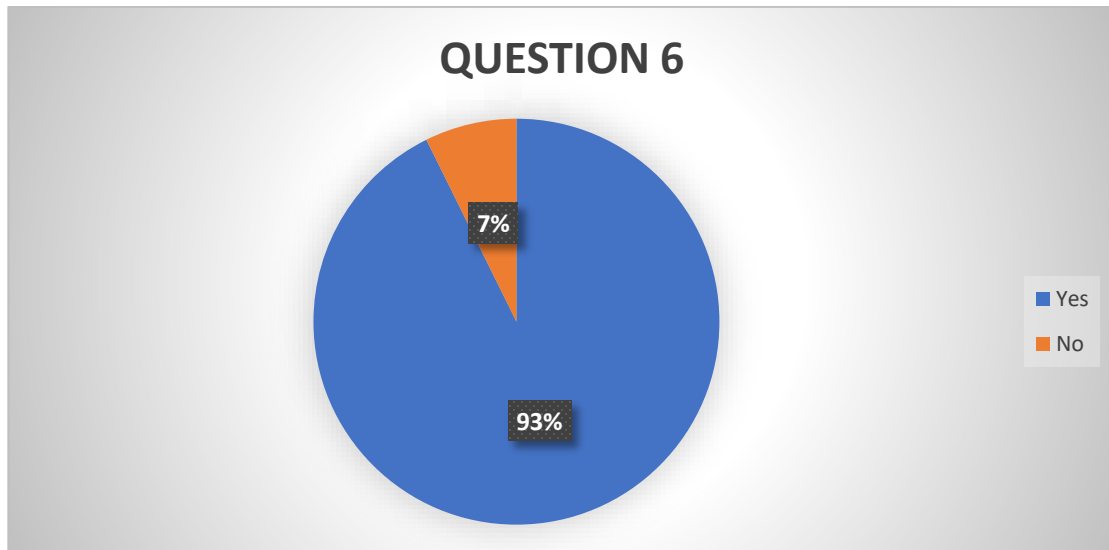
Taken from: The survey applied to tenth year students

Elaborated by: Raúl Guzmán

The survey results reveal a strong consensus among students regarding the incorporation of activities aimed at reinforcing oral production during English classes. An overwhelming majority, constituting 93% of respondents, reported that their teachers do utilize such activities. This high percentage underscores a positive alignment between pedagogical practices and the recognized importance of oral proficiency development in language education.

On the other hand, the 7% of students who indicated that their teachers do not use activities focused on reinforcing oral production may point to a potential area for improvement. The limited implementation of such activities might impact students' opportunities to enhance their spoken language skills, which are vital for effective communication and language acquisition. Another important aspect that is of great help for the development of the proposed

methodology is the direct application of strategies that help reinforce oral production, always taking into consideration that oral production is an important part of English language development.

7. Mark with an (X) if these activities are applied by your teacher during English classes.

Figure 8

Results question 7
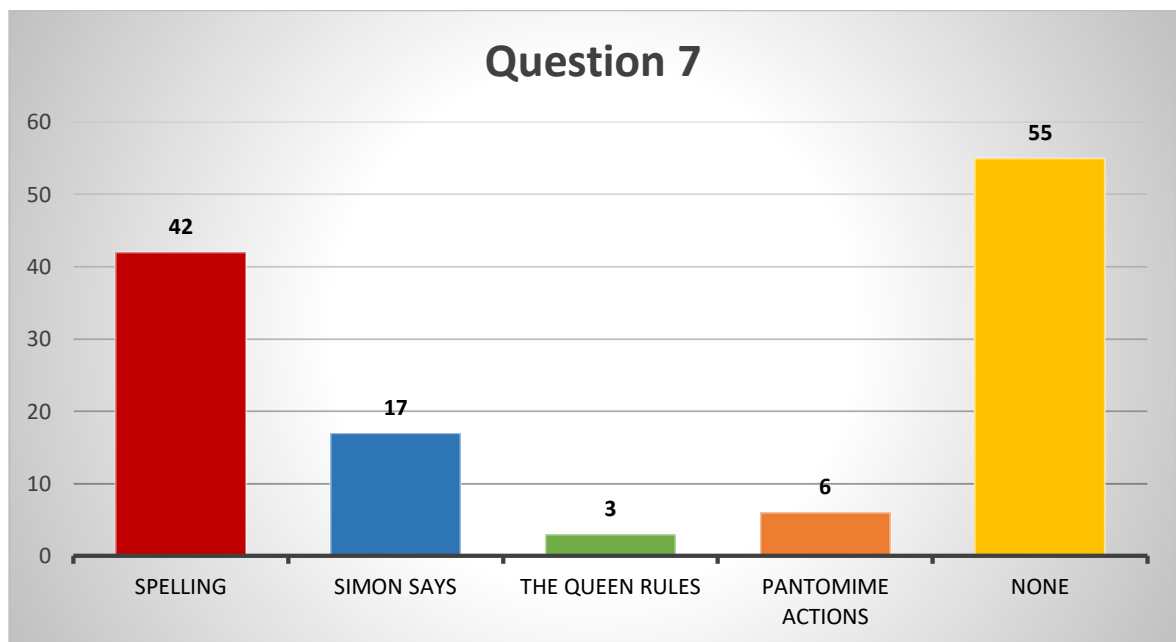
Taken from: The survey applied to tenth year students

Elaborated by: Raúl Guzmán

The survey results shed light on the diverse range of activities applied by teachers during English classes, as reported by students. Notably, a substantial number of students, 55 in total, indicated that no specific activity is applied in their English classes. This finding suggests a potential gap or missed opportunity for incorporating instructional strategies that actively engage students in language learning.

Conversely, spelling activities were reported by 42 students, signaling a relatively common practice. While spelling exercises can contribute to language proficiency, the prevalence of this activity may prompt consideration of a more diversified set of strategies to address various language skills.

The "Simon" game, mentioned by 17 students, represents a less commonly applied activity. Given its potential for enhancing listening and memory skills, further exploration into its efficacy and potential expansion within the curriculum could be considered.

Pantomimic activities, reported by 6 students, offer an interactive and kinesthetic approach to language learning. This lower frequency suggests an opportunity for educators to explore and potentially expand the use of such activities, recognizing their potential to foster oral production and comprehension.

Lastly, the game "The queen rules," mentioned by 3 students, represents a less frequently employed strategy. Its lower prevalence prompts consideration of its effectiveness in achieving language learning objectives and whether its incorporation aligns with the overall pedagogical goals of the English classes.

In summary, the analysis emphasizes the need for a more varied and comprehensive approach to instructional activities in English classes. The high number of students reporting the absence of specific activities warrants attention, urging educators to explore a diverse range of strategies to cater to different learning styles and enhance the overall language learning experience in the context of this study. As can be seen in the results, a large percentage of students directly consider that the teacher does not apply any type of activity for the development and reinforcement of oral production within the class. A high percentage of students, on the contrary, mention that other activities are applied, among which the spelling of words stands out.

Although it is true that the spelling of words can help significantly to improve oral production in students, it is not considered an adequate tool for this purpose; contrary to other activities or games.

8. Mark with an X which of the following materials your teacher uses for the development of oral production.

Figure 9

Results question 8
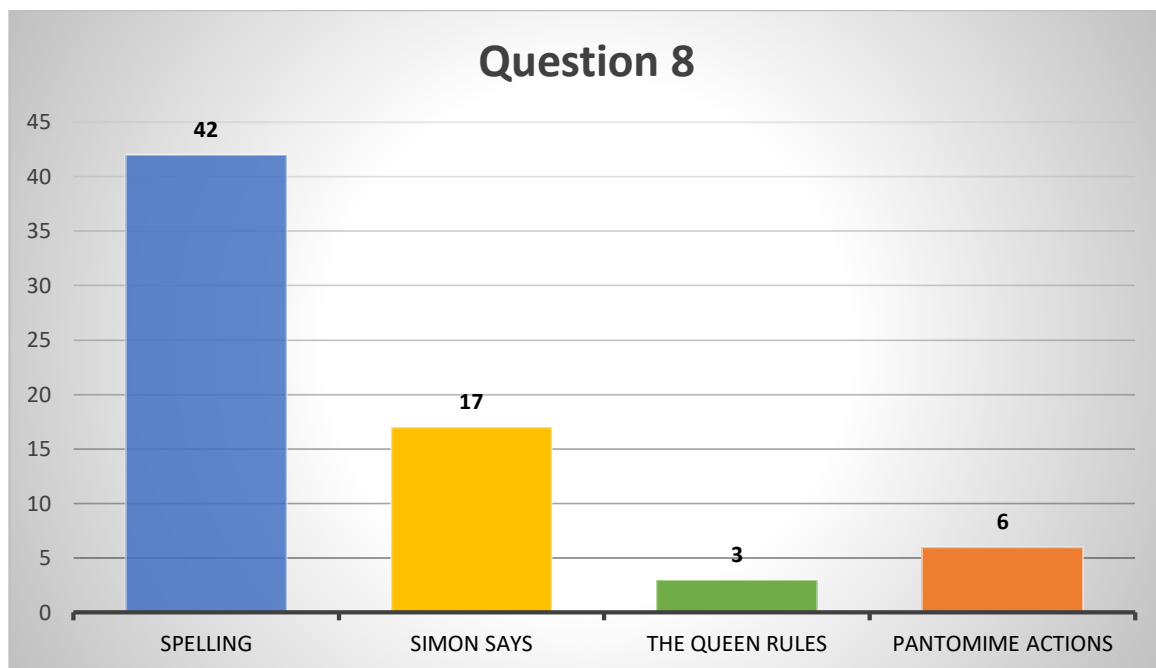
Taken from: The survey applied to tenth year students

Elaborated by: Raúl Guzmán

The survey results offer insights into the materials employed by teachers for the development of oral production during English classes. The most widely reported material is worksheets, with 96 students acknowledging their use. While worksheets can be effective for certain aspects of language learning, the exclusive reliance on this material raises questions about

the breadth of instructional resources and their alignment with oral proficiency development.

Audios were cited by 16 students, indicating a less common but still notable inclusion in the instructional repertoire. Exploring the integration of audio materials suggests an avenue for diversifying oral production activities and potentially enhancing listening and speaking skills.

Books were mentioned by 6 students, representing a more traditional resource for language learning. Given the evolving landscape of language education, considering the balance between traditional and contemporary materials is crucial for meeting the diverse needs of students.

The use of videos was reported by 5 students, suggesting a relatively lower prevalence. Incorporating videos into language instruction can offer visual and auditory stimuli, potentially enriching oral production activities. Further exploration into the optimal integration of videos within the curriculum could enhance language learning experiences.

In summary, the analysis underscores the need for a well-rounded and diverse selection of materials for the development of oral production. While worksheets dominate, the inclusion of audios, books, and videos signifies a potential opportunity to enhance the effectiveness and engagement of oral proficiency activities. Educators may benefit from a balanced integration of various materials to cater to different learning styles and promote comprehensive language skill development within the context of this study.

9. Mark with an X the activities they would like to do in English classes.

Figure 10

Results question 9
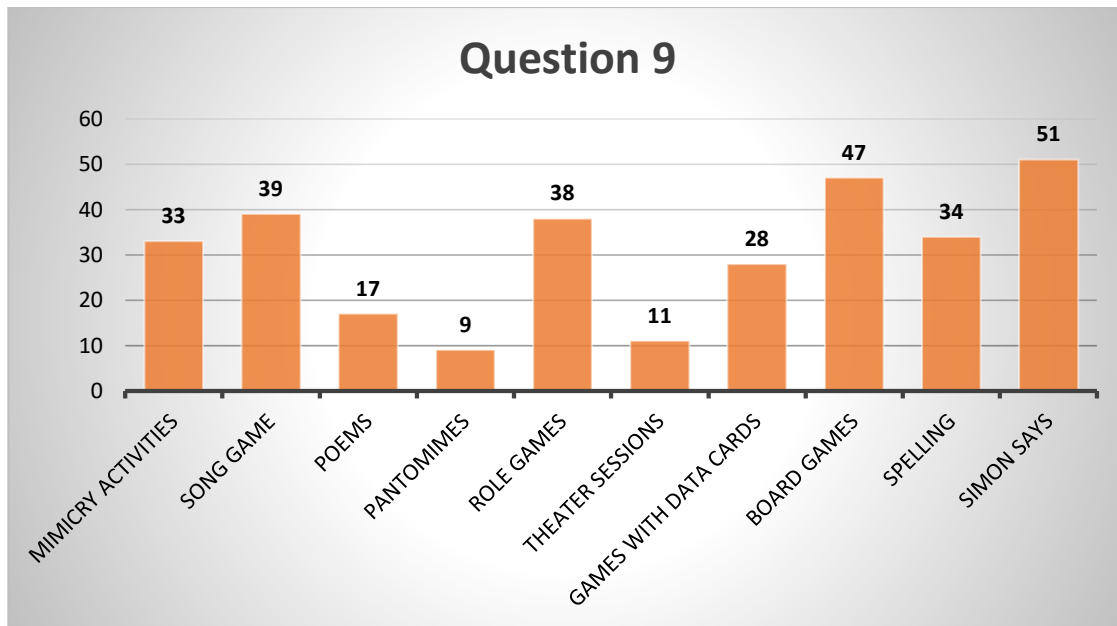
Question 9

Bar chart values: MIMICRY ACTIVITIES 33, SONG GAME 39, POEMS 17, PANTOMIMES 9, ROLE GAMES 38, THEATER SESSIONS 11, GAMES WITH DATA CARDS 28, BOARD GAMES 47, SPELLING 34, SIMON SAYS 51

Taken from: The survey applied to tenth year students

Elaborated by: Raúl Guzmán

The survey results reveal a balanced distribution of preferences among students regarding activities they would like to engage in during English classes. Notably, the game "Simon says" stands out as a clear preference, suggesting a strong inclination toward interactive and engaging instructional approaches. Board games, role-playing games, and games involving songs also emerged prominently, indicating a collective preference for activities that blend enjoyment with learning.

The overarching trend toward game-based and movement-oriented activities underscores the importance of incorporating dynamic and participatory elements in language instruction. This aligns with contemporary pedagogical approaches that recognize the efficacy of experiential and interactive learning in fostering language acquisition and oral proficiency.

Understanding students' preferences for these types of activities can inform instructional strategies, promoting a more engaging and effective language learning experience. This preference for games and movement-related activities within the context of English classes suggests an opportunity for educators to explore and integrate innovative and kinesthetic approaches, catering to the expressed preferences of students and potentially enhancing overall language learning outcomes.

10. Do you consider that the teacher should apply movement dynamics focused on the development of oral production?

Figure 11

Results question 10
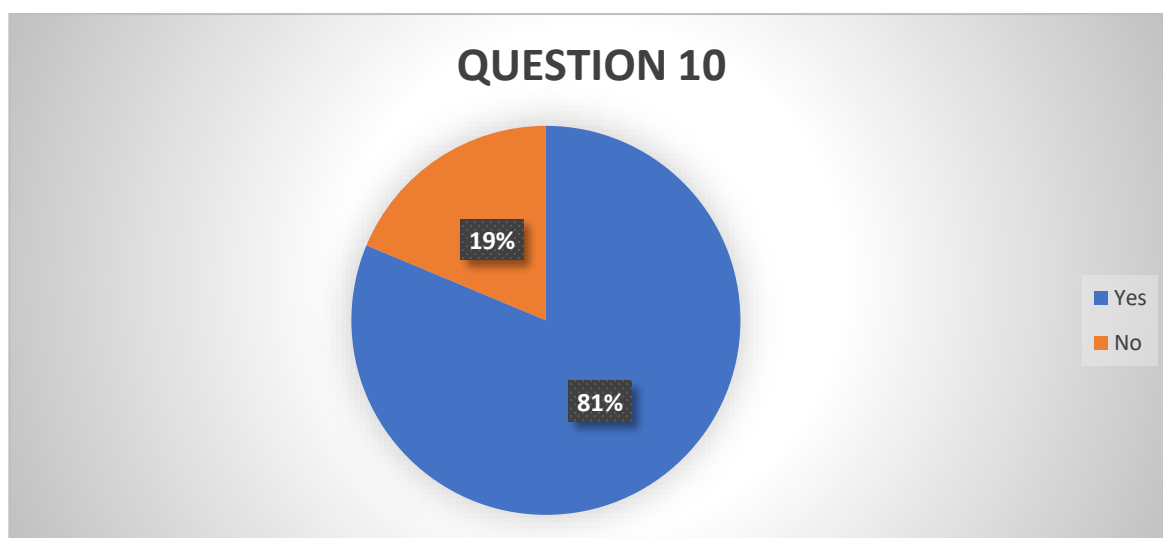
Taken from: The survey applied to tenth year students

Elaborated by: Raúl Guzmán

The survey results indicating that 81% of students believe it is necessary to incorporate dynamic activities for oral production in the English class, with 19% holding a contrary view, offer valuable insights for the study. The overwhelming majority in favor of dynamic activities

suggests a recognition among students of the importance of interactive and engaging methods for enhancing oral proficiency. This aligns with contemporary language acquisition theories emphasizing the significance of communicative and experiential learning.

The positive response from 81% of students implies a desire for a pedagogical shift towards more interactive and dynamic approaches in the English classroom. Educators should consider leveraging this enthusiasm to implement innovative teaching strategies that foster oral communication skills. Incorporating diverse and engaging activities, such as role-playing, debates, and group discussions, may prove beneficial in addressing the expressed need and aligning with student preferences.

Conversely, the 19% of students who expressed a contrary opinion may represent a subset with different learning preferences or concerns. Investigating their reasons for resistance could provide valuable insights into potential barriers to effective implementation. It may be worthwhile to explore whether these students perceive challenges in participating in dynamic activities or if there are specific aspects of traditional methods that they find more conducive to their learning styles.

In conclusion, the study's findings underscore the importance of considering student perspectives when designing language teaching methodologies. The overwhelming support for dynamic activities suggests an opportunity to enhance oral production skills through innovative pedagogical approaches, while the dissenting minority warrants further investigation to ensure a

comprehensive understanding of the factors influencing their preferences. This nuanced analysis can guide educators in creating a balanced and effective language learning environment that caters to the diverse needs and preferences of students. Based on all the previously analyzed results, it can be seen that the vast majority of students directly prefer the application of teaching methodologies that focus directly on the use of games or activities in motion. This situation is also considered as a favorable point for the development of the methodological proposal, which will be mentioned later in this document.

Discussion of the survey

In terms of the significance of English classes for their future, nearly all surveyed students assert that English classes play a pivotal role in their future development. This assertion is grounded in the recognition of the profound importance of acquiring proficiency in multiple languages, thereby enhancing their prospects for superior employment opportunities.

With respect to the proportion of time students devote to seated activities during English classes, a predominant majority of students allocate a substantial portion of their class time to sedentary pursuits. It is imperative to acknowledge that the age of the students (10 years old) necessitates the implementation of teaching methodologies that integrate dynamic elements, thereby fostering a more engaging and meaningful learning experience.

Regarding the enjoyment of English classes, students exhibit a heightened level of interest in the content disseminated during the class sessions. Nevertheless, a noteworthy percentage of students express a lack of affinity with the content, attributing it in part to the

instructional methodologies employed in the classroom.

An additional critical facet bolstering the viability of the proposed methodology is the direct application of strategies aimed at fortifying oral production. This recognition stems from the understanding that oral proficiency assumes a pivotal role in the comprehensive development of English language skills.

Concerning the types of activities students express a desire to engage in during English classes, there is a discernible preference for interactive games such as "Simon says," board games, role-playing activities, and exercises involving songs. Evidently, students exhibit a predilection for activities that incorporate a gaming component or necessitate physical movement.

In the conclusive query regarding the perceived necessity for teachers to integrate dynamic activities focused on oral production development in English classes, an overwhelming majority of student's advocate for teaching methodologies that seamlessly incorporate games or activities involving movement. This predilection is deemed advantageous for the implementation and success of the proposed methodology, a subject that will be expounded upon in subsequent sections of this document.

In conclusion, the survey results emphasize the significant role that students attribute to English classes in shaping their future prospects. The acknowledgment of language proficiency as a critical factor for improved employment opportunities underscores the importance of effective language education. The prevailing sedentary nature of English classes, indicated by the majority of students engaging in seated activities, calls for a shift in teaching methodologies. Recognizing the age factor, particularly with 10-year-old students, underscores the necessity for incorporating dynamic approaches.

While students generally express interest in class content, a considerable percentage voices discontent linked to instructional approaches. Notably, the proposed Total Physical Response (TPR) methodology gains support from students' explicit preference for interactive and movement-based activities. This aligns with the understanding that oral proficiency plays a pivotal role in comprehensive language development. The overwhelming endorsement for dynamic activities focused on oral production highlights the potential effectiveness of TPR in addressing both student preferences and the broader goal of enhancing English language skills. Subsequent sections of this document will delve deeper into the implementation and anticipated benefits of the TPR methodology in fostering a more engaging and effective EFL classroom environment.

3.2   Analysis of the interviews

- **Analysis of the interview with the teacher**

The following questions were posed to the teacher to gain insights into effective didactic strategies for enhancing students' oral production in English, their familiarity with the Total Physical Response (TPR) method, perspectives on its impact on teacher-student dynamics, concerns about students achieving language proficiency levels according to the national curriculum, and the teacher's willingness to incorporate TPR activities. The teacher's responses provide a comprehensive understanding of the challenges and potential solutions related to English language education, setting the stage for a detailed analysis of the interview. The questions were as follows:

1. What didactic strategies do you think should be applied to strengthen students' oral production in English?

2. Do you know about the Total Physical Response method to improve students' oral production in English?

3. Do you think that the Total Physical Response method allows students to gain more confidence with the teacher?

4. Do you think that students, upon finishing their high school studies, leave with a B 1.1 level, according to what is established in the national curriculum by the Ministry of Education?

5. What do you consider to be the main problems that cause students not to reach the intermediate level in English language established by the Ministry of Education?

6. Would you as a teacher be willing to use a Total Physical Response activity guide for students to improve oral production?

The interview with the teacher provides valuable insights into didactic strategies for strengthening students' oral production in English. The teacher emphasizes the importance of adopting modernized approaches that mirror children's natural behavior at home. Activities such as debates, board games, songs, karaoke, and word games are highlighted as effective in capturing children's attention and fostering essential skills like listening and speaking.

Regarding the Total Physical Response (TPR) method, the teacher acknowledges its family-like teaching approach, where language learning is integrated into daily activities. While expressing some reservations about its applicability in a school setting due to students being already accustomed to their mother tongue, she recognizes its potential effectiveness in the classroom.

The teacher believes that the TPR method contributes to building trust and familiarity

between the teacher and students, simulating a familial learning environment. This, in turn, is seen as conducive to language acquisition.

On the issue of students achieving the prescribed B1.1 level according to the national curriculum, the teacher expresses skepticism, attributing the challenge to factors such as limited English-speaking environments, disparities between urban and rural education, lack of parental reinforcement, and a reduction in weekly English class hours.

Identified problems hindering students from reaching an intermediate English level include the dominance of the Spanish language, insufficient class hours, lack of home reinforcement, and a deficient educational system lacking necessary resources and guidelines.

Despite these challenges, the teacher expresses willingness to use a Total Physical Response activity guide, considering it a friendly, cost-effective method that aligns with the teacher-student relationship and the optimization of learning time. The teacher currently incorporates TPR elements in various activities and sees its potential for meaningful English language learning.

The interviewee is also familiar with the Total Physical Response method, which she finds challenging to implement in school due to students already having an established mother tongue and education. However, she believes that this method can be applied in the classroom to improve oral production in English. The teacher is willing to use a guide with Total Physical Response activities to improve students' oral production, as she considers it a friendly and cost-effective method that allows for active interaction between teachers and students.

- Analysis of the Interview with the Vice Principal

This interview with the Vice Principal provides a comprehensive perspective on the state

of English language education within the institution. As a key administrative figure, the Vice Principal's insights shed light on the significance of teaching English, challenges related to curriculum alignment, the effectiveness of current classroom strategies, and the institution's openness to innovative methodologies. The interview delves into crucial aspects of language education, offering valuable observations and reflections from a leadership standpoint. he inquiries were formulated as:

1. How important is the teaching of the English language for the students of the institution?

2. Do you consider that the students of the institution reach the level of understanding of English in accordance with what is required according to the curriculum established by the Ministry of Education?

3. Do you consider that the strategies applied in the classrooms are sufficient to increase the teaching of the English language?

4. Do you think it is important for students to maintain interaction and communication during English classes?

5. Would you allow or agree that teachers use an activity guide based on the Total Physical Response method to develop oral communication in tenth-grade students?

The interview with the Vice Principal offers valuable insights into the dynamics of English language education within the institution. Emphasizing the importance of teaching English, the Vice Principal notes its global significance, particularly for students aspiring to pursue further studies or future professions that require proficiency in the language.

Concerns are raised regarding the alignment of student understanding with the Ministry

of Education's curriculum. The interviewee acknowledges the complexity of the curriculum, compounded by the challenges introduced by the pandemic. Ongoing restructuring efforts are directed toward addressing basic and medium achievement indicators, indicating a commitment to adapting to the evolving educational landscape.

In evaluating classroom strategies, the Vice Principal acknowledges the implementation of interesting and playful tools, such as the flipped classroom and other innovative methodologies. Despite these efforts, there is recognition that the institution is still in the process of reaching the desired level of language proficiency as outlined by the Ministry of Education.

The emphasis on maintaining interaction and communication in English classes is notable, considering English as a second language. The interviewee suggests that conducting all interactions in English contributes to language familiarity and desired learning outcomes.

Regarding the potential use of the Total Physical Response (TPR) method, the Vice Principal expresses openness to new strategies and methodologies. Recognizing the importance of oral communication, especially in English, the interviewee views the adoption of the TPR method as appropriate and beneficial for tenth-grade students.

In conclusion, the interview with the Vice Principal sheds light on the institution's commitment to navigating the challenges of English language education. The ongoing restructuring, innovative teaching methodologies, and the openness to new strategies like the TPR method underscore a proactive approach to meet the Ministry's expectations and enhance language learning for students within the institution.

- **Analysis of the interview with the English Area Coordinator**

This interview with the English Area Coordinator provides a detailed exploration of the

English language education landscape within the institution. From proficiency expectations for tenth-year students to the challenges encountered in oral production, the coordinator shares valuable insights into the dynamics of student-teacher interaction, teaching strategies employed, and the potential utility of teaching guides. The interview offers a nuanced perspective on the intricacies of teaching English as a foreign language in Ecuador and outlines the proactive measures taken to enhance language acquisition. The following inquiries were posed:

1. Do you know what level tenth year students should have according to the Common European Framework of the Ministry of Education?

2. According to your experience, what are the most common problems in oral production?

3. Do you consider that the interaction between the student and the teacher is appropriate when it comes to learning?

4. Do you know what teaching strategies are applied by teachers to strengthen students' oral production?

5. Do you consider the implementation of an activity guide useful when planning and teaching classes?

The interview with the English Area Coordinator delves into key aspects of English language education within the institution. The coordinator provides insights into the expected proficiency levels of tenth-year students, the challenges in oral production, the dynamics of student-teacher interaction, teaching strategies employed, and the potential usefulness of an activity guide.

The English Area Coordinator establishes that according to the Common European Framework, tenth-year students should ideally reach a B1 level, though some may currently have

a lower level (A1 or A2). This acknowledgment reflects an awareness of the varied proficiency levels within the student body.

The discussion on common problems in oral production highlights the unique context of Ecuador where English is not a second language but rather a foreign language. The need to instill intrinsic motivation in students is emphasized, linking language learning to purposes such as research and international improvement. This insight underscores the importance of cultivating a meaningful context for English language acquisition.

Regarding the appropriateness of student-teacher interaction, the coordinator acknowledges the institution's experienced educators who employ diverse strategies, including group work and technology integration. This approach aligns with the recognition that effective interaction contributes significantly to the learning experience.

Teaching strategies employed by teachers to enhance oral production are diverse, ranging from group work and interviews to dramatizations and context-based activities. This multifaceted approach reflects a commitment to engaging students through varied methodologies aligned with Ministry of Education recommendations.

The consideration of implementing an activity guide is approached positively by the coordinator, indicating a willingness to enhance teaching practices. The suggestion that a guide could complement existing materials and be adapted to interdisciplinary plans reflects a forward-thinking perspective toward improving English language education.

In summary, the interview offers a comprehensive view of the challenges and strategies within the English language education framework, showcasing a commitment to addressing proficiency disparities, fostering motivation, and exploring innovative teaching approaches for

more effective language acquisition.

3.3 Discussion

The survey results have illuminated the perspectives and attitudes of students towards English classes and the cultivation of their oral production skills. The data reveals a resounding acknowledgment of the significance of English classes for future endeavors, with an impressive 97% of students affirming their importance. This high value attributed to English aligns with the recognized international importance of language mastery in academic and professional realms. Montero García et al (2020) reinforce this perspective, emphasizing the pivotal role of English language acquisition in education with international implications. The need for language proficiency, particularly in English, has become increasingly prominent in the professional arena, where businesses seek linguistically adept personnel. The global interconnectedness and advancements across sectors underscore the necessity of English proficiency, further emphasizing its vital role in various societal sectors (Montero García et al, 2020).

Moreover, the integration of English as a second or foreign language across diverse national cultures has contributed to national progress and individual enrichment. Montero García et al (2020) highlight the role of education in emphasizing the importance of English implementation. The imperative is to cultivate professionals capable of navigating the complexities of global work challenges and ascending to international roles, thereby facilitating personal growth and an improved quality of life. The advantages and opportunities offered by language mastery, as previously indicated by Montero García et al (2020), unfold as significant catalysts for new life experiences.

Moving forward, the survey results indicate a solid foundation among students regarding the importance of English and oral production in their classes. This establishes a promising groundwork for the implementation of didactic strategies aimed at the development of oral production. Notably, students' confidence in speaking before their peers and teachers serves as a positive factor that can be leveraged to create an environment conducive to dynamic and participatory strategies.

However, a crucial revelation from the survey pertains to the significant portion of students spending the majority of their English class time seated. This finding underscores the imperative to employ dynamic teaching strategies that physically engage students, considering their age and learning preferences. This aligns with the theoretical foundation of Total Physical Response (TPR), which emphasizes physical involvement in language learning activities.

When comparing these findings with existing research, a consistent theme emerges: educators' awareness of the relevance of strategies focused on oral production is a shared characteristic in language teaching. Previous studies have demonstrated that tactics encouraging active participation, interaction, and oral communication within the educational context are effective in enriching students' language skills. For instance, González Gómez et al (2022) emphasize that oral proficiency is both challenging and essential for improved language performance. In their analysis, they underscore the importance of training students in the use of learning strategies that facilitate oral interaction.

Similarly, the Total Physical Response methodology has shown promising outcomes in various educational institutions for oral production development and language acquisition comprehension. For example, Vivero Guillén (2019) described instructional practices based on Total Physical Response and its impact on second language English acquisition, particularly in

oral skills. Observations indicated increased learning and highlighted the significance of motivation in this process. Additionally, Apolo Pacaya et al (2019) assert that the application of the Total Physical Response (TPR) method significantly influences students' oral expression and comprehension.

In light of the survey results and conclusions, it is argued that the implementation of didactic strategies fostering oral production is essential for the development of communicative skills in English. The willingness of students and the awareness among educators of the importance of these strategies support the viability of their implementation. Students' preference for playful and dynamic activities further underscores the relevance of the Total Physical Response methodology, which can serve as an effective tool for enhancing oral production within this context.

From a theoretical standpoint, these findings align with Vygotsky's sociocultural theory, emphasizing the significance of social interaction and communication in learning. The Total Physical Response methodology also aligns with this theory by promoting interaction and active participation in the language acquisition process (Guerra García, 2020). Furthermore, Kolb's experiential learning theory supports the idea that action-centered and practical experiential strategies are fundamental for meaningful and lasting learning (Espinar Álava & Vigueras Moreno, 2020).

To successfully implement a didactic guide based on the Total Physical Response (TPR) methodology, a profound understanding of students' needs and appropriate adaptation of proposed activities is required. In this regard, the survey results reflect students' preferences for interactive and movement-based activities during English classes. This aligns with the concept of TPR, where physical actions play a pivotal role in language learning. Students' enthusiasm for

activities like "Simon says," role-playing, and songs supports the notion of incorporating movement dynamics to enhance oral production. The interviews conducted with teachers and educational authorities further substantiate the idea that a TPR-based didactic guide can be beneficial. Teachers acknowledge the significance of fostering confidence and active participation in English learning. The proposed guide can offer educators a framework and resources to effectively implement the TPR methodology in their classes.

This preference also resonates with the findings of other research highlighting the effectiveness of active learning strategies in language acquisition. Riley (2020), for instance, underscores that traditional methodologies used in teaching literature in the English classroom have certain shortcomings.

CHAPTER IV: PROPOSAL

4.1 Title

Activities based on the Total Physical Response methodology for the improvement of students' oral production.

4.2 Introduction

Total Physical Response is a teaching strategy that uses physical gestures, repetition, and teacher modeling to help students learn language in a more organic way, much like how infants learn their first language in their home environment. This approach incorporates imitation and repetition in that children will physically respond to commands before they can speak their responses. Consequently, it is consistent with the literature.

To support students in comprehending and practicing the movements of the Total Physical Response Method (TPR) in an illustrated manner, a physical handbook is proposed as part of this research. This guide will include instruction on how to perform the most vital movements, as well as exercises to practice them and useful advice on the daily schedule in the classroom. As a result, it was necessary to develop a handbook with various instructions and activities to encourage independent work in the students. This will help the objective be achieved more quickly. One problem for students is that if they do not feel motivated and do not have access to what is seen in class, this content is not reinforced.

4.3 Justification

The implementation of a manual that includes illustrations of the instructions for the Total Physical Response Method (TPR), which students are required to practice at home, is the goal of the next proposal. Students' ability to develop speaking skills can be enhanced in this

way. With simple daily rituals like standing up to say hello, raising their hands if they want to speak, opening the book, etc., the handbook will assist students in applying and reviewing what they have learned in class. This manual's information will be based on fundamental theories for combining the Total Physical Response Method (TPR) with instructional techniques that foster students' intellectual growth.

4.4 Objectives

4.4.1 General objective

- To create a didactic guide using activities based on Total Physical Response to elevate speaking skills in tenth year students at Víctor Manuel Guzmán high school.

4.5 Localization

Víctor Manuel Guzmán Educational Unit is located in the city of Ibarra, on El Retorno and Ricardo Sánchez avenues, between Río Chinchipe and Río Tahuando. This proposal is designed as a guide to activities related to the Total Physical Response method for tenth-year students. Additionally, this guide will allow teachers to create spaces for participation and interaction within the classroom.

4.6 Beneficiaries

The direct beneficiaries will be the tenth year students and the English teachers of the Victor Manuel Guzmán school. This proposal will provide support to improve speaking skills and promote oral production in young people. Unlike using the traditionalist method, teachers will be able to adapt the class using the guide as a means to maintain role play and participation in class during pedagogical practice. The application of Total Physical Response activities will

allow students to promote their multiple intelligences such as; visual, auditory and kinesthetic.

4.7   Proposal development

To develop the proposal, a guide was prepared that contains three units such as: Jobs and Occupation, Favorite Places and Trips, and Movies and TV shows. Within each unit there are warm-up activities, class exercises, group or pair work focused on the Total Physical Response method, and at the end it contains three rubrics to grade the three units and the answer sheet for teachers.

TOTAL PHYSICAL RESPONSE

GUIDE TO IMPROVING ORAL PRODUCTION

AUTHOR: RAÚL GUZMÁN

Introduction

The guide to improve oral production is focused on the Total Physical Response Method, for students in the tenth year of school and teachers in the Víctor Manuel Guzmán English area. Furthermore, this guide was designed and prepared in three units, each unit contains a pre task, a during task and a before task. The topics of each unit are the following: Jobs and Occupation, Favorite Places and Trips, and Movies and TV shows, within each block there are warm-up activities, motivation, exercises to develop individually, work in pairs or groups . All these activities will allow students to maintain good speaking skills, through imitation and repetition of the teacher. It should be noted that in each unit the teacher will explain the instructions, so that the students are involved in pedagogical participation. Strategies such as Simon Says, Board Games, Spelling, among others, will also be applied here. Finally, the application of each of the activities will help young people maintain class participation and interaction.

Presentation:

For the presentation of this guide, it is divided into three units that contain topics familiar to students. In addition, it contains three rubrics to grade each of the units presented within the guide and the answers to each of the exercises.

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CONTENT

UNIT 1 JOBS AND OCCUPATIONS

UNIT 3 MOVIES AND TV SHOWS

UNIT 2 FAVORITE PLACES AND TRIPS

https://www.canva.com/design/DAFw9q8Zbak/t0QSA5DJp8eF8HEJkg4Vow/edit?utm_content=DAFw9q8Zbak&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Role of teacher, student and material.

TOTAL PHYSICAL RESPONSE

- **TEACHER'S ROLE**

The teacher plays an active and direct role and is also the one who models and presents the new materials and selects the support materials.

- **STUDENT'S ROLE**

Students have basic roles that consist of listening attentively and physically responding to the teacher's commands.

- **ROLE OF THE MATERIAL**

Didactic strategies are designed to provide experiences that young people can take advantage of their verbal and motor skills.

Board Games

SONGS

SPELLING

VIDEOS

https://www.canva.com/design/DAFuX2-

KSVw/q6QnprMVu3uYs7pT0MA93Q/edit?utm_content=DAFuX2-

KSVw&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

UNIT 1
JOBS AND OCCUPATIONS

Unit of objectives

- To learn about job vocabulary through the Simon Says strategy.
- To recognize professions or jobs through mimicry or movements.
- To talk about a family member's profession.

Content

1. Vocabulary of jobs
2. Occupations
3. My dream work

Descriptors

Level: A2.2
Ages: 14-15 years
Spoken interaction
Communicates in simple and routine tasks requiring a simple and direct exchange of information.
Spoken production
Uses a series of phrases and sentences to describe family and other people, living conditions, educational background and present or most recent job.

Resources

- Flashcards
- Worksheets
- Pictures
- Computer
- Projector
- Platforms (Youtube, Bamboozle, Islcollective)

https://www.canva.com/design/DAFuYIvVcNE/1UVdS-Zumn4D0pwdpuHFKg/edit?utm_content=DAFuYIvVcNE&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

1. VOCABULARY

UNIT 1 ACTIVITY 1 PRE – TASK

Objective: Students must be able to recognize the vocabulary of jobs and occupations with the use of flashcards through Simon Says and mimic.

Time: 10 minutes

Warm up:

Simon says activity

Directions

- The teacher will take the role of Simon.

- Explain what each student should do when the order is preceded by the words "Simon says."

- In addition, the teacher will use phrases related to the occupation, the students must discover the name of each occupation.

Example:

Simon says who is this character?

I work in a restaurant.

I cook food.

I am in charge of the kitchen.

What am I?

- I work in a restaurant.
- I cook food.
- I am in charge of the kitchen.

I am a chef.

What am I?

- I work in a hospital.
- I help sick people.
- I am not a doctor.

I am a nurse.

What am I?

- I drive a car.
- I pick people up.
- I take people where they want to go.

I am a taxi driver.

What am I?

- I wear a uniform.
- I catch criminals.
- You can call me in an emergency.

I am a police officer.

What am I?

- I work in a classroom.
- I help people learn.
- I have many students.

I am a teacher.

Flashcard models

https://games4esl.com/esl-classroom-games/what-am-i-quiz-jobs-and-occupations-vocabulary/

In this section of "Simon Says and Guess Who?", the teacher will use the flashcards with the phrases and images of some occupations.

Mime activity

Teacher:

- The teacher selects four students randomly.

- The teacher uses flashcards to assign each student a job or occupation. Here, the students must use mime strategies.

Students:

-The four students must mime about the profession.

-The other students must guess the jobs.

Presentation:

The teacher uses flashcards to learn vocabulary through Simon Says strategy.

Link: https://ezpzlearn.com/content-type/games/jobs-game-cards--mini-flashcards

Lead in: The teacher shares a pictures about the vocabulary of jobs and occupations

Link:

https://www.learnenglish.com/vocabulary/jobs-occupations/learn-jobs-and-occupations-vocabulary-in-english/

Presentation of a list of jobs and occupations with their translation:

Vocabulario de las profesiones en inglés y español

1. accountant ---- contador	31. housewife ------ ama de casa
2. actor ------------- actor	32. journalist ------- periodista
3. architect -------- arquitecto	33. judge ----------- juez
4. astronaut ------ astronauta	34. lawyer ---------- abogado
5. baker ----------- panadero	35. mailman-------- cartero
6. biologist ------- biólogo	36. mechanic ------- mecánico
7. bricklayer ------ albañil	37. model ---------- modelo
8. businessman -- empresario	38. nanny ---------- niñera
9. butcher---------- carnicero	39. nun ------------- monja
10. carpenter ------- carpintero	40. nurse ----------- enfermera
11. cashier ---------- cajero	41. painter ---------- pintor
12. cleaner ---------- conserje	42. photographer - fotógrafo
13. clown ----------- payaso	43. plumber ------- plomero
14. consultant ---- consultor	44. policeman ----- policía
15. cook ------------ cocinero	45. politician ------ político
16. counselor ------ asesor	46. priest ---------- cura
17. chef ------------- jefe de cocina	47. professor ------ profesor
18. chemist -------- químico	48. psychologist -- psicólogo
19. dancer --------- bailarín	49. receptionist -- recepcionista
20. dentist -------- dentista	50. salesman ------ vendedor
21. designer ------- diseñador	51. scientist -------- científico
22. doctor --------- doctor	52. secretary ----- secretaria
23. economist ---- economista	53. singer --------- cantante
24. electrician ----- electricista	54. surgeon-------- cirujano
25. engineer ------- ingeniero	55. teacher -------- maestro
26. farmer --------- granjero	56. truck driver -- camionero
27. fireman -------- bombero	57. veterinarian -- veterinario
28. fisherman ----- pescador	58. waiter -------- mesero
29. gardener ----- jardinero	59. waitress ------ camarera
30. hairdresser --- peluquero	60. writer --------- escritor

https://www.ingenierogeek.com/p/ves-eningles.html

UNIT 1 ACTIVITY 1 DURING TASK

Practice with exercises.

Exercise 1

Match the jobs with the pictures:

Teacher:

The teacher will give each student the workshop about jobs.

The teacher explains the directions for this first activity of the workshop.
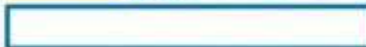
Students:

Students will classify each number with its respective picture of vocabulary jobs.

In this activity, students will be able to identify the vocabulary of jobs, and students have 10 minutes to finish the exercise 1.

He's a dentist.

They're police officers.

-a nurse

-a taxi driver

-a lawyer

-a sales clerk

-Police officers

-a dentist

-a doctor

-a hairdresser

Exercise 2

Select the correct answer:

> **Teacher:**
>
> For this second exercise, the teacher will explain the new vocabulary and the transcription of certain words or phrases.
>
> In this exercise the teacher has the role of check to identify if the students have doubts about vocabulary.

> **Students:**
>
> Students will identify each job with its respective definition.
>
> Each student will complete each section with the letters in each of Jobs.

#	Job		Definition
1		fisherman	a "I find out the military or political secrets of other countries."
2		physicist	b "I give fines to people who park their cars illegally."
3		secret agent	c "I give students advice about their future careers."
4		bomb disposal expert	d "I use long brushes to clean chimneys."
5		career guidance counsellor	e "I use robots to disarm explosive devices."
6		chimney sweep	f "I am employed by the government."
7		air traffic controller	g "I have a boat and use nets to catch fish."
8		traffic warden	h "I take people's pets for walks in the park."
9		civil servant	i "I am a scientist who specialises in Physics."
10		dog walker	j "I tell pilots when to land and take off."

Link: https://www.liveworksheets.com/w/en/english-second-language-esl/158893

UNIT 1 ACTIVITY 1 POST TASK
Production

Speaking Practice:

Phrases to talk about jobs and occupations.

Teacher:

In this section of the post task, the teacher will explain certain phrases for students to apply during a conversation about jobs and occupations.

The teacher will recognize the way in which students express their opinions within the speaking practice.

At the end of the practice, the teacher will form pairs to have conversations using questions and answers about jobs and occupations.

Students:

During this speaking practice, students will have to pay attention to the teacher. They will be able to ask about the pronunciation of certain words.

The students will pay attention during the explanation given by the teacher.

Students will practice in pairs with the most common phrases explained by the teacher.

Most common phrases to ask about the topic:

- *What do you do?* / ¿A qué te dedicas?

- *What do you do for a living?* / ¿A qué te dedicas?

- *Where do you work?* / ¿Dónde trabajas?

- *What sort of work do you do?* / ¿Qué tipo de trabajo haces?

- *What is your employment situation?* / ¿Cuál es tu situación laboral?

- *What do your parents do*? / ¿Qué hacen tus padres?

To answer some of these questions, students can use phrases like the following:

- *I'm an engineer.* / Yo soy ingeniero.

- *I work as a dentist.* / Yo trabajo como dentista.

- *I work for a magazine.* / Yo trabajo para una revista.

- *I am an independent worker.* / Soy trabajador independiente.

- *I have my own business.* / Tengo mi propio negocio.

- *I have a full-time job.* / Tengo un trabajo a tiempo completo.

- *I'm not working at the moment* / No estoy trabajando en estos momentos.

- *I'm retired*. / Estoy jubilado.

101

2. OCCUPATIONS

UNIT 1 ACTIVITY 2 PRE-TASK

Objective: Students will develop the ability to create sentences with the vocabulary of jobs and occupations, using the verb 'be'.

Time: 60 minutes

Warm up:

Activity with the use of Bamboozle platform.

Teacher:

In the pre-task, the teacher will use the computer and the projector, and will enter the "bamboozle" platform, in which he will form two teams to answer about the workplace of each of the professions.

Students:

In this section, the students will form two teams, depending on the number of members.

In this activity students will have to answer about Jobs' vocabulary and occupations.
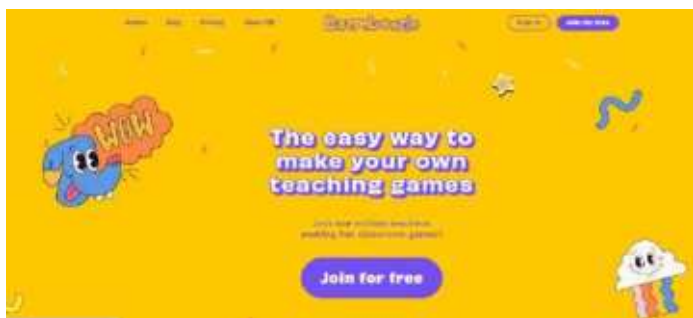
Procedure for the teacher

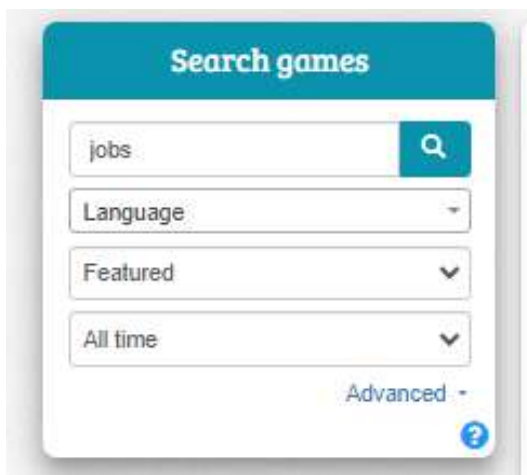Search Baamboozle on the Google

Click on Baamboozle

Click on Game at the top left

Different games will appear

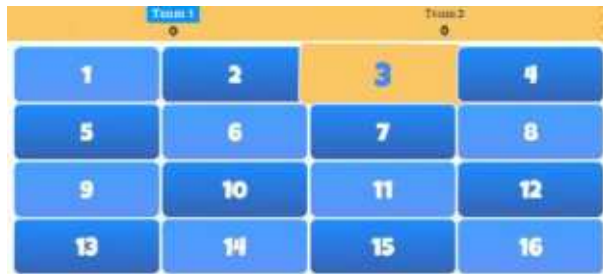Let's look for games and write Jobs

Select any game
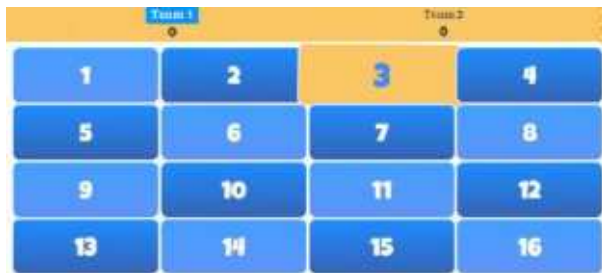
Select play

Select Baamboozle

Select the number of teams

and questions

Start the game

Directions for students

Any member of the first team must

select a number.

Someone who fights fires.

Any member can answer

The team that answers well will win ten points.

Link: https://www.baamboozle.com/classic/746850

Simon says strategy with the use of Bamboozle platform.

Say 3 jobs/occupations in English.

Pretend to be a robot and do the robot dance.

Directions:

In this second warm up activity, the teacher will form 2 teams, each team must select a number and one person must correctly answer the activity related to the Simón says strategy. Inside each box there are questions about vocabulary and actions that each student must complete so that one of the two teams will obtain 25 points.

Link: https://www.baamboozle.com/classic/1803787

Lead in: Spelling practice

Strategy: Spelling is one of the essential parts of learning; this strategy allows you to improve the connection between letters and their sounds.

Teacher:

In spelling practice, the teacher will use the projector and his computer to play a video about spelling with vocabulary of jobs and occupations.

Students:

In this section, students will have to participate and respond correctly to each vocabulary of jobs and occupations.

Presentation: video about Spelling practice exercise (Jobs)

Link: https://www.youtube.com/watch?app=desktop&v=OWC30YMiK1E

Grammar: To be + Profession

SINGULAR

To Be + a/an + profession
- **I am** a teacher.
- **You are** a student.
- **He is** a pilot.
- **She is** a nurse.
- **John is** an actor.
- **Susan is** an actress.

PLURAL

To Be + profession
- **We are** teachers.
- **You are** students.
- **They are** pilots.
- **Mike and Mary** are dentists.

No A or AN with plural nouns.
- **You are** a~~students.~~
- **They are** an~~actors.~~

AN + vowel sound
an actor   an engineer
A + consonant sound
a dentist   a teacher

QUESTIONS
What do you do?
- I'm a/an _____ (profession).
What does he do?
- He is a/an _____ (profession).

I am a teacher.   We are students.

He is an engineer.   She is a dentist.

Vocabulary:

I take a break every day too.

What does John do?

He is a computer programmer. Today, he has the day off.

Además de las profesiones, hay otro tipo de nombres y expresiones que se emplean en el día a día del mundo laboral. Algunas de ellas aparecen en las tablas siguientes.

ESPAÑOL	ENGLISH
Contrato laboral	Work contract
Descanso	Break
Despido	Dismissal
Día libre	Day off
Empleado – Empleada	Employee
Empleo	Job
Horario	Schedule
Jefe – Jefa	Boss
Jubilación	Retirement
Profesión	Profession
Trabajo	Work
Vacaciones	Holidays

https://www.mundoprimaria.com/recursos-ingles/profesiones-en-ingles

UNIT 1 ACTIVITY 2 During-TASK
Practice with exercise

Exercise 1: Verb to be and Occupations.

Teacher:

The teacher will deliver the workshop with two activities.

Explain about the verb to be and occupations through affirmative and negative interrogative sentences.

Students:

Students will successfully complete all four tasks of activity 1.

Each student will develop the activity based on the pictures of the verb to be and occupations.

Verb to be and Occupations

Affirmative / short form

I am	I'm
You are	You're
We are	We're
They are	They're
He is	He's
She is	She's
It is	It's

Negative / short form

I am not	I'm not
You are not	You aren't
We are not	We aren't
They are not	They aren't
He is not	He isn't
She is not	She isn't
It is not	It isn't

Interrogative

Am I?
Are you?
Are we?
Are they?
Is he?
Is she?
Is it?

Write the Verb to be and change to short form.

1. I _____ / _____
2. you _____ / _____
3. We _____ / _____
4. They _____ / _____
5. He _____ / _____
6. She _____ / _____
7. It _____ / _____

Write in the correct Verb to be

1. Cindy _____ a doctor.
2. Peter and Kate _____ chefs.
3. Johnny _____ an engineer.
4. You _____ a good student.
5. They _____ architects.
6. It _____ a banana.
7. Felicia and I _____ nurses.
8. I _____ a teacher.
9. It _____ a dog.
10. You _____ an actor.

Re-arrange the sentence.

1. I / not / a teacher. / am   _____
2. She / a / is / nurse   _____
3. The boys / students / are   _____
4. The girl /student / is / a   _____
5. We / not / are / doctor.   _____
5. My dad /an / is / engineer   _____
6. My mother / architect / an / is   _____
7. She / not / nurse / is / a   _____
8. teacher / a / Maria / is   _____
9. pilots / are / they / not   _____

Look at the pictures and answer the question

1. Is he a teacher?   No, he is not._____
2. Is she a chef?   _____
3. Is he an architect?   _____
4. Is he an engineer?   _____
5. Are they doctors?   _____
6. Are they nurses?   _____
7. Is Sharon a singer?   _____
8. Is George a pilot?   _____
9. Are they chefs?   _____
10. Are they nurses?   _____

Link:

https://en.islcollective.com/english-esl-worksheets/grammar-topic/be-auxiliary-verb/verb-be-and-occupations/117930

Exercise 2: Occupations alphabet soup

Teacher:

The teacher will explain that in this second exercise the students must find the occupations within the alphabet soup.

Students:

Students in this second exercise must be visual, in order to find the professions within the alphabet soup.

Students will finish both activities in 15 minutes.

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

Vet	Firefighter	Nurse	Lawyer	Judge	Teacher	Singer	Dancer
	Farmer	Builder	Waiter	Waitress	Chef	Doctor	

UNIT 1 ACTIVITY 2 POST TASK
Production

Practice: Listening test.

Teacher:

The teacher will give some copies to the students with 7 questions.

The teacher will present a video about Marta talking about her apprenticeship.

Students:

Students will select the correct literal from the 7 questions.

Students will deliver each copy to the teacher.

Listening

Link: https://test-english.com/listening/a2/learning-a-new-job-listening-test/

Test Listening: Listen to Marta talking about her apprenticeship. For questions 1 to 7, choose the correct answer.

2. What did Marta do after leaving school?
a. she got a job
b. she went to university
c. she started her apprenticeship

1. How did she find out about the apprenticeship
a. from a friend
b. from a university job Centre
c. from a magazine

3. How many departments does she work in each year?
a. three
b. four
c. five

4. Which department is she working in at the moment?
a. administration
b. services
c. environment

5. How often does she attend lectures?
a. One day a week
b. Two days a week
c. Three days a week

6. How many apprentices attend her lectures?
a. four
b. twelve
c. fifty

5. Which sentence is NOT true about her plans for after the apprenticeship?
a. She must work for the company for four years.
b. She is interested in working in planning.
c. She would like to work in Indonesia.

3. MY DREAM JOB

UNIT 1 ACTIVITY 3 PRE – TASK

Objective: Students will develop the ability to identify some jobs through videos and worksheets.

Time: 10 minutes

Warm up:

Simon Says activity

Teacher:

In this first warm-up activity, the teacher will use the wordwall platform to present a roulette focused on the Simon says strategy.

The teacher will present the activity and he/she will play the role of Simon.

Students:

Students will pay attention to the teacher's instructions during the warm-up activity.

They will develop the different actions that are within the roulette, which will only apply 8 command actions.

Procedure

Before starting the activity, students must stand up and form a circle in a class.

The teacher will start spinning the roulette and the students will have to pay attention.

The roulette will fall in any square. In this example, square is in the action of "touch your toes" the students will develop the action.

This activity will end in 10 minutes.

Activity with the use of islcollective platform

https://es.islcollective.com

Video

Teacher:

The teacher will enter the isl collective page to present the video.

The teacher will select the video lessons option and enter the topic, in this case Jobs.

The teacher will choose any student to answer the eight questions.

Students:

Students should be able to answer each question based on reviewing the vocabulary of jobs and occupations.
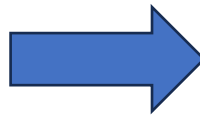
In this first question any student will select the correct answer.
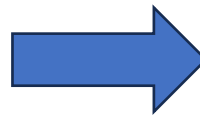
If the option is correct, it automatically goes to the next question.
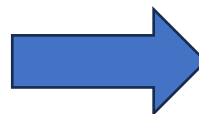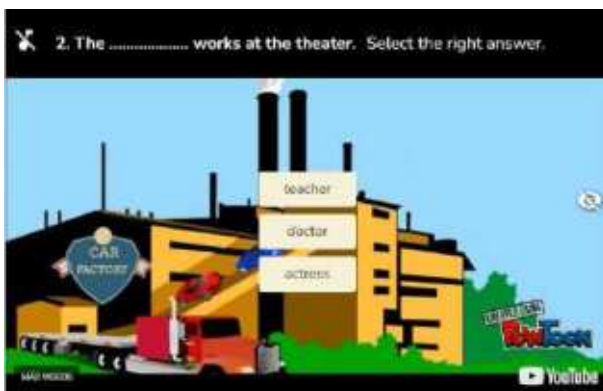
Until question number 8, the teacher will choose any student to answer.

Link:

https://en.islcollective.com/english-esl-video-lessons/vocabulary-practice/general-vocabulary-practice/jobs-jobs-and-their-workplace/6300

Lead In: Share a video about jobs and your workplaces

Video

> **Teacher:**
>
> The teacher will present a video about the jobs amidst their workplaces.
>
> During the minigame, the teacher will select any student.
>
> **Students:**
>
> Students should pay attention during the video presentation, because the video contains a minigame.

Link: https://www.youtube.com/watch?app=desktop&v=tfJi-eWQY6s

UNIT 1 ACTIVITY 3 During-TASK
Practice with exercise

Exercise 1: My dream jobs.

> **Teacher:**
>
> The teacher will deliver the workshop to each of the students. The workshop contains four exercises.
>
> The teacher will explain each of exercises so that students do not make mistakes.

Students:

Students must complete the activities that consist of completing and selecting the answers.

Students will have 10 minutes to finish the workshop.

1. Select the correct answer:

He wants to be a taxi driver.

She wants to be a chef.

He wants to be a fireman.

She wants to be a model.

In this section the students will choose the picture with their respective sentences.

2. Put the question with its respective sentence

What does she want to be?

What does he want to be?

What does she want to be?

In this next exercise, students will classify the questions with their respective sentences.

_____?

She wants to be a teacher.

_____?

He wants to be a plumber.

_____?

He wants to be a scientist.

3. Use the words in the box to complete the sentences.

Chef

Doctor

Dancer

Stewardess

In this next exercise, students will classify the questions with their respective sentences.

4. Look at the pictures and write the complete sentences.

1. What does she want to be? ………………………………….
2. What does he want to be? …………………………………
3. What does she want to be? ………………………………….
4. What does he want to be? …………………………………

UNIT 1 ACTIVITY 3 POST TASK
Production

Interaction activity:

Teacher:

The teacher will divide the students into pairs of two people.

Additionally, he/she will give student "A" the green card and student "B" the purple card.

The teacher will explain that each student must ask a question to guess the name of the profession.

Students:

Students must ask and answer about the jobs to complete the crossword puzzle.

Students will have 10 minutes to finish the activity.

WHAT'S THEIR JOB

1					
2					
3					
4					
5					
6					

WHAT'S THEIR JOB

1s	i	n	g	e	r
2f	a	r	m	e	r
3b	a	k	e	r	
4l	a	w	y	e	r
5n	a	n	n	y	
6m	o	d	e	l	

Questions

Student a

What does number 1 do? A person who sings, especially a trained or professional vocalist.

What does number 2 do? A person who runs and works on a farm.

What does number 3 do? A person who sometimes sells breads and products made of flour.

What does number 4 do? A person with state authorization to practice legal advice.

What does number 5 do? A person who provides child care.

What does number 6 do? A person with a function of advertising commercial.

Student b

What does number 1 do? A person qualified in medicine.

What does number 2 do? A person who operates an aerial vehicle.

What does number 3 do? A person trained to care for the sick or infirm.

What does number 4 do? A person trained to take care of the health of animals

What does number 5 do? A person who produces paintings or drawings

What does number 6 do? a person responsible for the prevention and detection of crime.

UNIT 2
Favorite places and trips

CONTENT:
1. MY CITY
2. TOURIST ATTRACTIONS
3. HOBBIES

Unit objectives

- To learn about the vocabulary of places or sites in our city.
- To develop participation in class through board games.
- To learn about prepositions of place.
- To Recognize the use of prepositions of place.

Descriptors of CEFR

- Level: A2.2
- Ages: 14 –15 years
- **Spoken interaction**
- Communicates in simple and routine tasks requiring a simple and direct exchange of information.
- **Spoken production**
- Uses a series of phrases and sent ences to describe family and other people, living conditions, educational background and present or most recent job.

Resources

- Flashcards
- Work sheets
- Game boards (dice, pawns, cards)
- Computer
- Projector
- Platformas (Youtube, Story board that)

https://www.canva.com/design/DAF0RUY4its/hQq5tzM4ohKoCYpaNGfNKw/edit?utm_content

=DAF0RUY4its&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

1. MY CITY

UNIT 2 ACTIVITY 1 PRE – TASK

Objective: Students will be able to learn about the vocabulary of different places in my city and will also learn the use of prepositions of time and place.

Time: 20 minutes

Warm up:

Video: Vocabulary about different places in the community.

Teacher:

- The teacher will present a video about a song from different places in the community.

Students:

- Students should pay attention to the video, because the next exercise consists on practicing vocabulary using flashcards.

Link: https://www.youtube.com/watch?v=iMykMkzo7LA

Simon Says activity.

Video: https://www.youtube.com/watch?v=gRQh7yjd-H0

PROCEDURE

Before starting the activity, the students will stand up and the teacher will present the video about the beach with the crab Simon.

The students will pay attention to the video, they will hear all the actions of Simon the Crab.

When the Crab says "Simon Says" with the action, the students will imitate the action.

But when the Crab doesn't say "Simon Says", the students who imitate the action will lose.

For this activity, students will be attentive to the actions of Simon the Crab. This activity will finish 6 minutes.

Lead In: Introduce the vocabulary

Procedure:

Teacher:

The teacher will prepare flashcards of various places from the video before class, including the bank, the hospital, the park, the school, the beach, the zoo, the aquarium, and more.

Students:

Students should hold each flashcard and show the image and name of each place.

Also, students will pass the card around the class and each student must say the word as they pass the card.

In this section the teacher will apply two role plays such as:

Flashcard Slam

Directions: In the initial game, students will organize all the cards facing upwards on the floor. Next, the teacher will gather the students in a circle around the cards. The teacher will instruct the students to "Touch the store" and everyone must promptly touch the correct card with their hand. This engaging activity will significantly improve vocabulary skills.

Missing Flashcard

Directions: With all the cards placed on the floor, the teacher will tell everyone to close their eyes. Then the teacher will remove a card and then say "Open your eyes" and everyone must shout out the missing card. This will allow you to recognize the missing letter.

Pictures:

Link: https://www.flashcardsforkindergarten.com/places-flashcards-3/

Grammar: Prepositions of time and place

PREPOSITIONS OF PLACE

PREPOSITION	EXPLANATION	EXAMPLE
Above	At or to a higher place or position than something/someone	Our friends in the apartment above us are really noisy.
After	One follows the other	He ran after her with the book.
By	Near or at the side of	The telephone is by the window.
Beneath	Under someone or something	Jaime hid the letter beneath a pile of papers.
Next to /Beside	At the side of someone or something	We lay beside the pool to dry off in the sun.
Near/Close to	A short distance from a person or thing	There is a bush near the school playground.
Between	Something in the middle of two objects (places)	There is a gulf between the two cities.

Among	In the middle of or surrounded by other people or things	The girl quickly disappeared among the crowd.
In front of	Farther forward than someone or something else	They massed in front of the city hall.
Behind	At or towards the back of a thing or person	The horse fell behind in the race.
Across from /Opposite	In a position facing someone or something but on the other side	The hospital is opposite the post office.
Under	Below or at a lower level than something, or covered by something	We slept under the open sky.
Below	In a lower place or position than something else	He dived below the surface of the water.
Over	On something or covering it	She held the umbrella over both of us.

Link: https://7esl.com/prepositions-of-place/
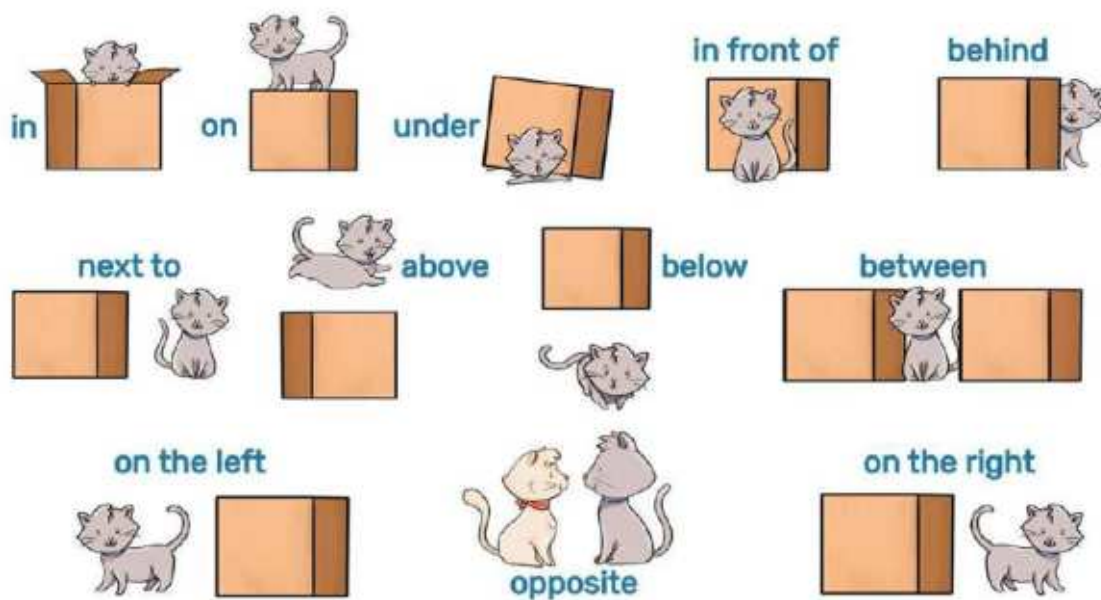
More examples:

UNIT 2 ACTIVITY 1 DURING TASK

Practice with exercises.

Teacher:

The teacher will give the worksheets to each student.

He/she will explain that the two exercises consist of the vocabulary of community places and the preposition of place.

Students:

Students will complete the two workshop exercises.

They should pay attention to the teacher's instructions.

The time to finish both activities is 20 minutes.

Exercise 1

a. Match the words with the pictures:

Police station   Museum   Bus station   Bakery   Bridge   Aquarium   Park

b. Look at the pictures and circle the correct option

1. Hometown
2. Cinema

1. Zoo
2. Library

1. Teather
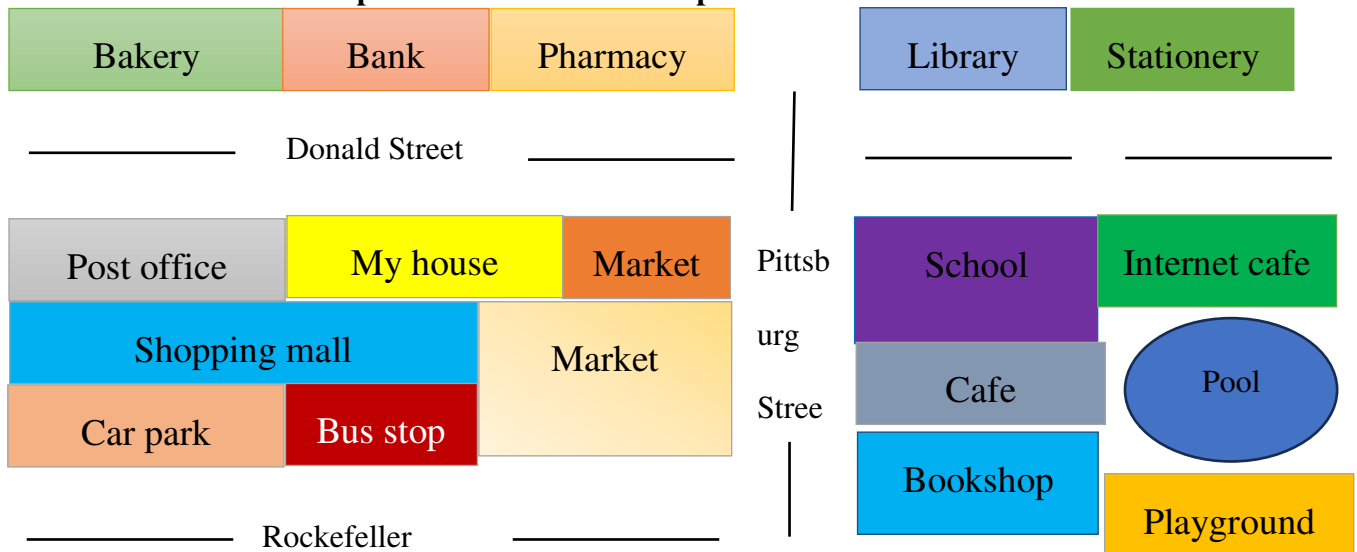2. Fire station

1. School
2. Hotel

1. Pharmacy
2. Stadium

c. **Choose the odd one out.**

1. old – large – location – beautiful
2. on – straight – behind – next to
3. restaurant – bakery – above – grocery
4. cinema – post office – library – opposite
5. supermarket – in front of – park – aquarium
6. under – between – house – below

Exercise 2

a. **Look at the map and circle the correct option.**

| Bakery | Bank | Pharmacy | | Library | Stationery |

Donald Street

Post office	My house	Market	Pittsb	School	Internet cafe
Shopping mall		Market	urg	Cafe	Pool
Car park	Bus stop		Stree	Bookshop	Playground

Rockefeller

Here is a map of my neighborhood. My house is on ___(**1**)___. There is a bakery, a bank and a pharmacy ___(**2**)___ my house. Behind my house, there is a ___(**3**)___ and a shopping mall. ___(**4**)___ the shopping mall, there is a car park. Next to the car park, there is a ___(**5**)___. My school is close to my house. It is on Pittsburg Street. There is a café and a bookshop ___(**6**)___ my school. ___(**7**)___ my school, there is a park and an Internet café. There is a ___(**8**)___ and a pool in the park. After school, I usually go to the ___(**9**)___ to study. It is opposite my school, next to the ___(**10**)___.

1. A) Donald Street   B) Pittsburg Street   C) Rockefeller Street

2. A) Near   B) Corner   C) Opposite

3. A) Cinema   B) Hospital C) Museum

4. A) Next to   B) In front of   C) Between

5. A) Bus stop   B) Pharmacy   C) Market

6. A) Under   B) Opposite   C) Next to

7. A) Behind   B) In front of   C) Between

8. A) Café   B) Bookshop   C) Playground

9. A) Internet Café   B) Library   C) Pool

10. A) Playground   B) Car Park   C) Stationery

UNIT 2 ACTIVITY 1 POST TASK
Production

Practice activity: In this activity, students draw and describe their room using prepositions of place, working in pairs.

Teacher:

For this activity, the teacher will give a paper to each student, so that they can develop the activity.

The teacher will present his/her example model, so that the students can guide themselves.

During speaking the teacher will have the role of monitor and observer.

Students:

Students should pay attention to the teacher's explanation.

Students will have to develop and apply the use of prepositions of place.

The time to complete this activity is 15 minutes.

Teacher model:

Draw your room and write the description.

Description:

My favorite place in my house is my bedroom because I spend time there playing video games or watching television. There is a shelf with books and a desk. The shelf is on top of the desk. There is a window between the closet and the desk. The bed is in front of the window and on one side of the bed is a carpet. There is an MP3 next to the bed. There are two toy airplanes on top of the MP3. My dog likes to sleep under my bed.

2. Tourist Attractions

UNIT 2 ACTIVITY 2 PRE-TASK

Objective: Students will develop the ability to recognize tourist attractions in the world and they will participate in groups to play a board game.

Time: 20 minutes

Teacher:

The teacher will show a video about global tourist attractions, familiarizing students with the vocabulary and pronunciation of these places. The teacher will ask any student the country where the different tourist attractions are located.

Students:

Students should pay attention to the video, because they will develop worksheets with the two exercises based on the video.

Students at the moment of the video must answer the teacher's questions.

Video:

Link https://www.youtube.com/watch?v=cA7Gx7r1jzw

Simon Says activity:

Link: https://www.youtube.com/watch?v=qFgXtPgv9kM

Teacher:

The teacher will show a presentation on YouTube about the different countries and nationalities of the world.

The teacher will choose any student to respond to one of the images.

This activity will allow the teacher to promote vocabulary in their students through the presentation of images.

Students:

Students will pay attention to the video presented by the teacher.

They will participate in the activity, and they will respond correctly answer the country and nationality.

Each student will be able to recognize the vocabulary during the video presentation.

Lead In: Share the pictures

| Great Chinese Wall | Taj Mahal | Machu Picchu | Great Pyramid | Leaning Tower |
| CHINA | AGRA, INDIA | PERU | GIZA, EGYPT | PISA, ITALY |

Link:

https://www.etsy.com/es/listing/1033015313/flashcards-de-monumentos-famosos-del?ga_order=most_relevant&ga_search_type=all&ga_view_type=gallery&ga_search_query=landmark+flashcards&ref=sr_gallery-1-2&pro=1&dd=1&organic_search_click=1

Vocabulary: Tourist attractions
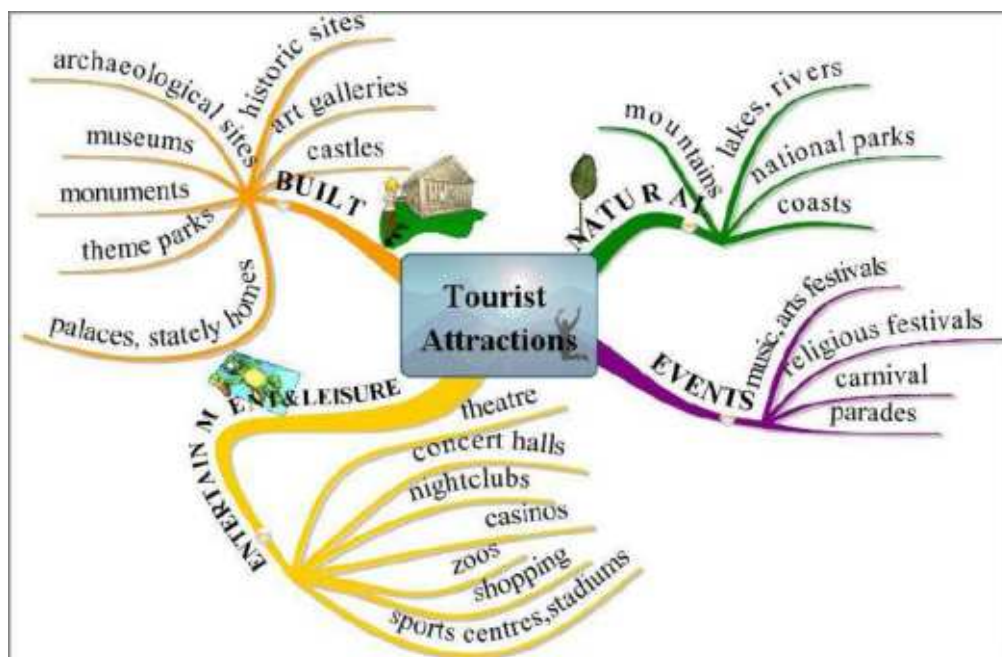
UNIT 2 ACTIVITY 2 During-TASK
Practice with exercise

Exercise 1: Tourist attractions

Teacher:

The teacher will deliver the worksheets with two exercises.

He/she will explain the vocabulary about tourist attractions and the two exercises that the students must develop.

Students:

Students will develop the two exercises about the vocabulary of tourist attractions.

They must pay attention to the teacher's instructions.

Students must finish the exercises in 20 minutes.

a) **Choose the correct answer:**

1. This is a building where you can see fish and other sea animals.
   a. Museum
   b. Aquarius
   c. Aquarium
   d. Temple

2. You can look at paintings and sculptures here.
   a. Castle
   b. Art gallery
   c. Shopping center
   d. Historic site

3. This is a place where kings and queens used to live.
   a. Garden
   b. Castle
   c. Archeological sites
   d. Palace

4. This is a tall, narrow building.
   a. Monument
   b. Parade
   c. Tower
   d. Mosque

5. This is a place where wild animals live and they are safe.
   a. Botanical gardens
   b. Market
   c. Theme Park
   d. Wildlife reserve

b) **Write the correct name for each type of tourist attraction.**

…………………………   …………………..   …………………………..

………………….   …………………   ………………….

Castle   Waterfall   Theme Park   Museum   Art Gallery
Aquarium   Palace   Forest   Mountain   Beach   Historic site

c) **Classify the tourist attraction on activity b.**

Natural Attractions	Man made attractions

Exercise 2:

Teacher:

The teacher will explain what consists of the following exercise. Here the students will have to practice listening about tourist attractions and a puzzle about the most popular attractions in the world.

Students:

Students must pay attention to listening to select the correct answer to each of the literals.

In this section you will have to put your level of listening skills into practice.

Listening practice

a) Video

Link: https://www.youtube.com/watch?v=WFRR0zC70-0

a- Select the correct answer:

1. The London eye……

a) is 135 meters high.

b) is more than 35 meters high.

c) has 35 glass capsules.

2. You can't ……. in the parks.

a) run fast

b) walk and relax

c) cycle

3. What happened to the Millenium Bridge?

a) They had to close it because of the bad weather.

b) There was a problem and was closed temporary.

c) There was an accident.

4. At St Paul's Cathedral, you can go up…….

a) 530 steps and see a view of London.

b) 513 steps and see the Gallery.

c) 513 steps and see a view of London.

5. About the changing of the guard, they say that …….

a) it happens twice a day.

b) it last thirty minutes.

c) you should arrive early to see it.

6. About Tower Bridge, they say that you can….

a) cross Tower Bridge in 15 minutes.

b) walk from one tower to the other of the bridge.

c) see big boats crossing the bridge every 15 minutes.

b) Puzzle of tourist attractions in the world

Procedure:

Students must read the letters of each attraction, guess the place in order to complete the puzzle.

At the end of these two exercises, students must deliver the worksheets to the teacher for their respective review.

PUZZLE

3D

4 T

6 S

5 C

1 M

2 E

Across	Down
1. It is a most outstanding Inca archaeological site due to its creative urban design. 2. It is a Parisian monument and is a symbol of France.	3. It is a theme park located in Anaheim (California, United States). 4. t is a funerary monument built between 1632 and 1654 in the city of Agra, state of Uttar Pradesh (India) 5. It is the seat of the United States Government, housing the United States Capitol. 6. 2. It is a Cromlech-type megalithic monument.

UNIT 2 ACTIVITY 2 POST TASK
Production

Strategy: Board Game

Teacher:

Before this last activity, the teacher will form groups of 5 students to play, elect a group leader and each group leader will give a die, five pawns and two groups of cards.

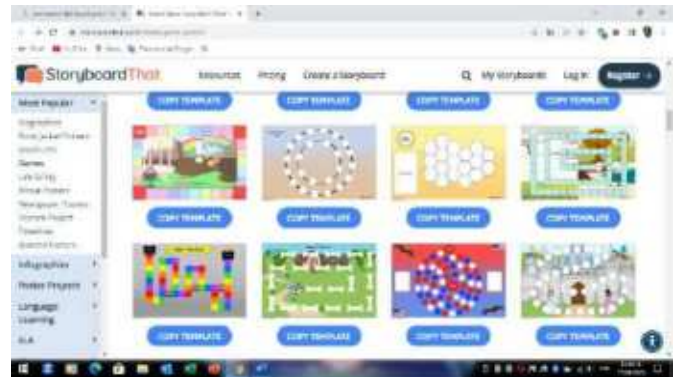The teacher observes and monitors students to promote participation.

Procedure for the teacher

Creating the game board using the Storyboard That platform:

Link: https://www.storyboardthat.com/create/game-posters

1-Enter the link of the Storyboard That	2-Select any game board

3-Click in copy template	4-Take a screenshot of the game board

5-Finally, paste into a word document to edit

Students:

Students must form groups of 5 people, and must also choose a leader. The teacher will give each leader the board, the dice, the pawns and the cards.

Students must participate in class and answer the questions on each of the cards.

Description

In this activity, the objective is to help Doki the puppy reaches his water bowl. The players, who are young people, take turns rolling the dice to move their pawns along the board game. Each square on the board has a different color, either red or green, corresponding to face-down cards. Depending on the color of the square, the players will draw a card accordingly. The red card contains the vocabulary of the tourist attractions and they must say their name. On the green card there will be the tourist places, and they must say the name and the country. Failure to complete each question will move your pawn back two squares. The pawn that reaches the Doki bowl first will be the winner.
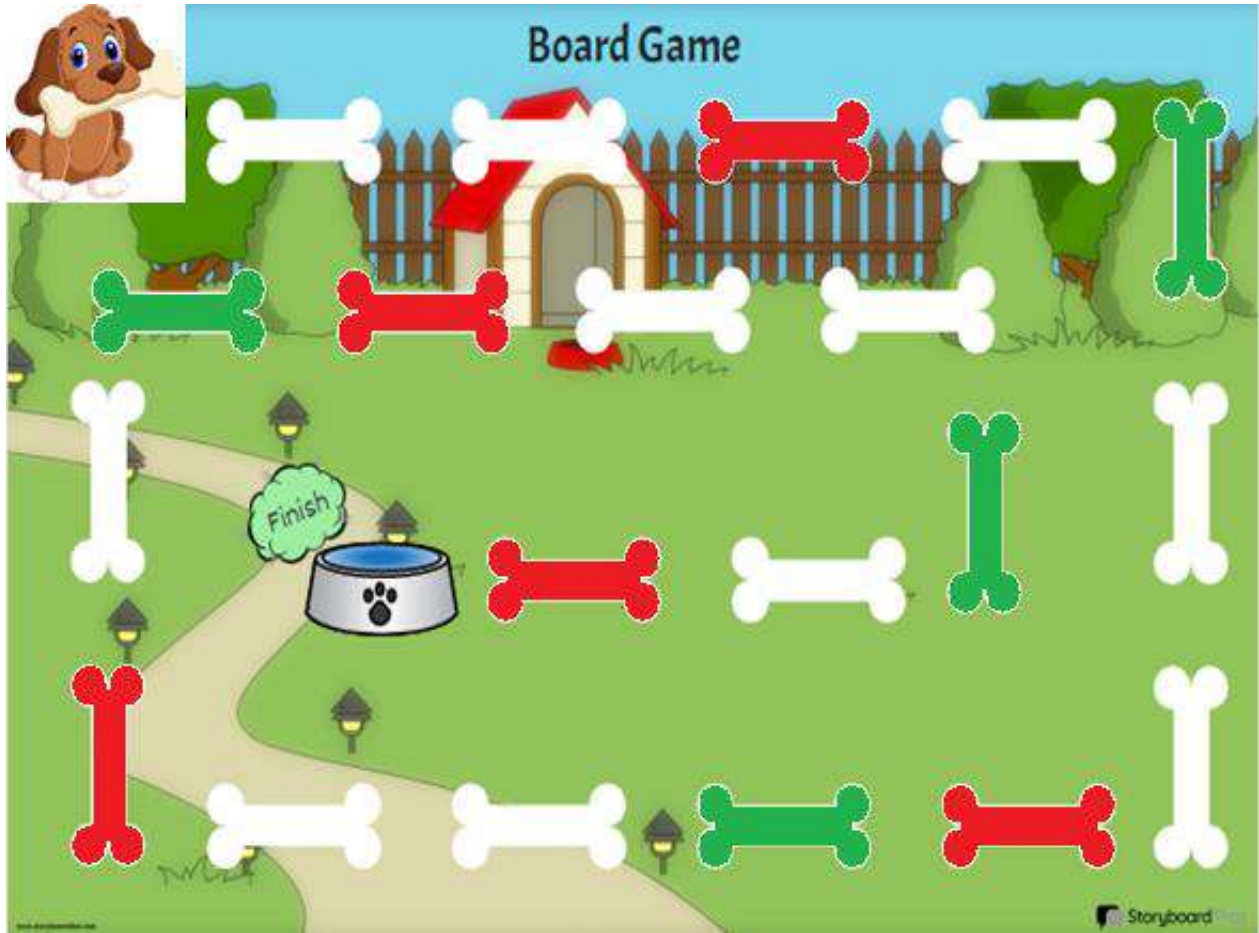
CARDS:

UNIT 2 ACTIVITY 3 PRE – TASK

Objective: Students will be able to provide information about their hobbies and activities. In addition to knowing their vocabulary and will develop two exercises.

Time: 50 minutes

Warm up:

Video:

Teacher:

The teacher will present a video about hobbies vocabulary, so that students become familiar with certain words.

In addition, the teacher will explain each hobby with its respective transcription into Spanish.

Students:

Students should pay attention to the video about the vocabulary of hobbies, in order to develop the unit exercise.

They will learn about the vocabulary of hobbies, because at the end of the unit a review activity will be applied.

English practice

What do you like to do in your free time ?

Hanging out with friends

Link: https://www.youtube.com/watch?v=3fTCi8AM9JA

Simon Says Activity:

Teacher:

For this activity, the teacher will form teams of 4 to 5 people.

He/she will give each group a board with dice and pawns.

He/she will explain the warm-up activity for this class, this activity is a combination of the board game with the Simon Says strategy.

The teacher will play the role of monitor and observer so that the students participate in class.

Students:

Students will pay attention to the teacher's directions.

Within the activity, students will participate in the board game.

Each student will fall the dice and move their pawn on any square.

Depending on the square, the student will develop any action related to Simon Says' strategy.

Lead In: Share hobbies vocabulary

https://games4esl.com/esl-classroom-games/hobbies-esl-activity/

How to talk about hobbies?

Questions about hobbies.

1. What do you do in your free time/spare time? ¿Qué haces en tu tiempo libre?

2. What are your hobbies/interests? ¿Cuáles son tus hobbies / intereses?

3. What activities do you do to relax? ¿Qué actividades haces para relajarte?

4. What are you into? ¿En qué andas metido?

Questions about hobbies.

1. I really enjoy /like/ love + v-ing + (noun) ……

Example: I really like playing football. Realmente disfruto /me gusta/ amo jugar al fútbol.

2. My hobbies are +v-ing + (noun) ………

Example: My hobbies are going to the cinema, playing basketball, swimming. Mis hobbies son ir al cine, jugar al baloncesto, nadar.

3. Some activities I do to relax are …… Algunas actividades que hago para relajarme son ……

Possible hobbies (we usually use v-ing to talk about them).

Swimming: nadar

–Dancing: bailar

–Painting/drawing: dibujar

–Playing football/basketball/hockey/tennis/badminton/volleyball: jugar al fútbol / baloncesto / hockey/ tenis/ bádminton/ voleibol

–Playing the guitar/ the piano / the violin / the flute: tocar la guitarra / el piano/ el violín / la flauta.

–Reading books/novels/comics: leer libros/ novelas/ cómics.

–Writing poems/blogs/letters/stories: escribir poemas / blogs / cartas/ historias.

–Watching TV/films/cartoons: ver televisión / películas / caricaturas.

Verb like + Infinitive

Affirmative

I You We They	like	to dance.
He She	likes	

Negative

I You We They	don't (do + not)	like to dance.
He She	doesn't (does + not)	

Question

Do	I you we they	like	to dance?
Does	he she		

Short Answer

Yes,	you I we they	do.
	he she	does.

Short Answer

No,	you I we they	don't.
	he she	doesn't

Talking About Hobbies

What do you like doing
What do you like to do
in your free time?

I like to + (verb)

I like to play basketball.

I like to dance.

I like to travel.

I like to watch movies.

I like (verb)+ing

I like playing basketball.

I like dancing.

I like traveling.

I like watching movies.

UNIT 2 ACTIVITY 3 During-TASK
Practice with exercise

Teacher:

The teacher will explain the first exercise with two parts: one is a Reading about "My Hobbies" where students need to determine if statements are true or false, and the other part requires filling in the gaps with words from the reading.

Students:

Students must pay attention to the teacher and the directions of exercise number one.

Students must apply the Reading skill to solve the two literals of the first exercise.

Exercise 1:

MY HOBBIES

Hello!

My name is Emma and I live in Germany. I live in a small village in the mountains. I love mountains and I can't imagine my life without them. I live with my parents and my little sister. She is six and I am eleven.

My mum's name is Hilary and my dad's name is Jonas. My mum is a fitness coach at my school and my dad is a farmer. We have a small milk farm. That's why I am fond of sports and animals.

I get up at 6.30 and do my morning training together with my mum. Then I wake my sister up. We have a big breakfast and our mum takes us to school by her car.

After lessons I stay at school to practice basketball. It's my favorite sport. At that time my sister trains at the singing club. After that I go home with my sister by bus because my mum has some evening trainings.

After school I like to help my dad to take care of calves. They are so nice! In the evening I like reading books or going out with my friends. We are crazy about riding bikes at the weekend. I have got a cool green bike. I think I am the best bike rider because I go in for sports every day.

a) **Select true or false according to the reading:**

1. The girl's name is Hilary
2. She likes sport
3. She plays volleyball
4. Her parents are teachers
5. Her mother has fitness trainings
6. Her father has a chicken farm
7. She wakes up at half past six
8. She plays basketball in the morning
9. She is eleven
10. Her sister is five
11. Her sister likes singing
12. She goes to school by bus
13. After school she plays volleyball
14. She likes to take care of calves
15. She has a cool pink bike
16. She is fond of riding a bike

b) **Fill in the gaps**

Lives   is   eleven   sports   fitness   likes   farming   trains

taking care of animals   is good at   favorite   reading

Emma…………… in Sweden. She is ……………. Her sister ………… six. Her mum is fond of …………… Her dad is fond of ……………. Her sister ……………singing. Emma is interested in ……………. Emma ………… at riding bikes. She likes ……………... in the evenings. Her …………… sport is basketball. She goes in for ………... every day. In the morning she ………... together with her mum.

Teacher:

The teacher will explain exercise number two, which consists of the grammar and hobby vocabulary part.

The teacher will also provide a time for the students to finish the activity.

Exercise 2: My hobbies

a) Order the words to make correct sentences.
1. My / is / playing / a guitar / hobby/ …………………………………………
2. I / like / comics / reading/ ……………………………………………….
3. is / my / hobby/ Soccer/ …………………………………………………
4. sports/ is / Her / hobby / doing / ……………………………………………….
5. video games / playing / You / like / ……………………………………….
6. listening / They / like / music / to / ……………………………………….
7. brother / painting / My / like / landscapes / …………………………….
8. Syfy movies/ love / I / watching / …………………………………………

b) **Choose the correct answer: A, B or C**

What is her hobby?

1- You like playing basketball.
2- She likes p playing basketball.
3- I like playing basketball.

What does he like doing?

1- I like swimming.
2- She likes swimming.
3- He likes swimming.

153

What is her hobby?

1- Her hobby is dancing
2- She is dancing.
3- He loves dancing.

What is your hobby?

1- He likes playing video games.
2- I like playing video games.
3- She likes playing video games.

UNIT 2 ACTIVITY 3 POST TASK

Production

Hobbies survey

Directions:

Each of the students must discover what their classmates' hobbies are. Ask your classmates the following questions or the questions learned during this third activity.

Interviewer: Do you like "it should be one of the hobbies on the worksheet"?

Participant A: No, I don't like it ...., and if the classmate doesn't like the activity, they should ask another classmate.

Participant B: Yes, I like it…...

Then the interviewer will write his name on the line below. Each line must have a different name.

Time: 15 minutes

Playing video games	Cooking	Shopping
Dancing	Singing	Swimming
playing basketball	Reading	Camping

UNIT 3
MOVIES AND TV SHOWS

CONTENT:
1- FILM GENRES
2- SERIES & CARTOONS
3- MUSICALS

Unit objectives

- TO LEARN ABOUT THE VOCABULARY OF MOVIE GENRES FOR THE REINFORCEMENT OF STUDENTS.
- TO DEVELOP INTERACTION SPACES TO TALK ABOUT MOVIES, SERIES OR CARTOONS.
- LEARN COMPARATIVES AND SUPERLATIVES USING THE VOCABULARY FROM UNIT NUMBER 3.

RESOURCES
- FLASHCARDS
- WORK SHEETS
- COMPUTER
- PROJECTOR
- PLATFORMAS (YOUTUBE)

Unit objectives

- **LLEVEL:** A2.2
- **AGES:** 14 -15 YEARS
- **SPOKEN INTERACTION**

COMMUNICATES IN SIMPLE AND ROUTINE TASKS REQUIRING A SIMPLE AND DIRECT EXCHANGE OF INFORMATION.

- **SPOKEN PRODUCTION**

USES A SERIES OF PHRASES AND SENTENCES TO DESCRIBE FAMILY AND OTHER PEOPLE, LIVING CONDITIONS, EDUCATIONAL BACKGROUND AND PRESENT OR MOST RECENT JOB.

https://www.canva.com/design/DAFu1sHu97E/ozpTKdNkZfTRd00bLfzO3w/edit?utm_content=D

AFu1sHu97E&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

1. FILM GENRES

UNIT 3 ACTIVITY 1 PRE – TASK

Objective: Students will be able to learn about film genres vocabulary and the Simon Says strategy will be applied to reinforce the vocabulary.

Time: 20 minutes

Warm up:

Strategy: Simon Says is a great way to teach children about film genre vocabulary by offering them a practice strategy to understand the pre-task instructions.

Teacher:

- In this first section the teacher will use the Simon Says strategy as a warm-up activity, to involve the students in the class.

Students:

- Here the students must follow the teacher's directions through the strategies of Simon Says.

Phrase with Simon says for the teacher to apply in their classes:

Simon says stand up.

Simon says sit down.

Simon says touch your nose.

Simon says touch your ears.

Simon says wiggle your toes.

Simon says jump.

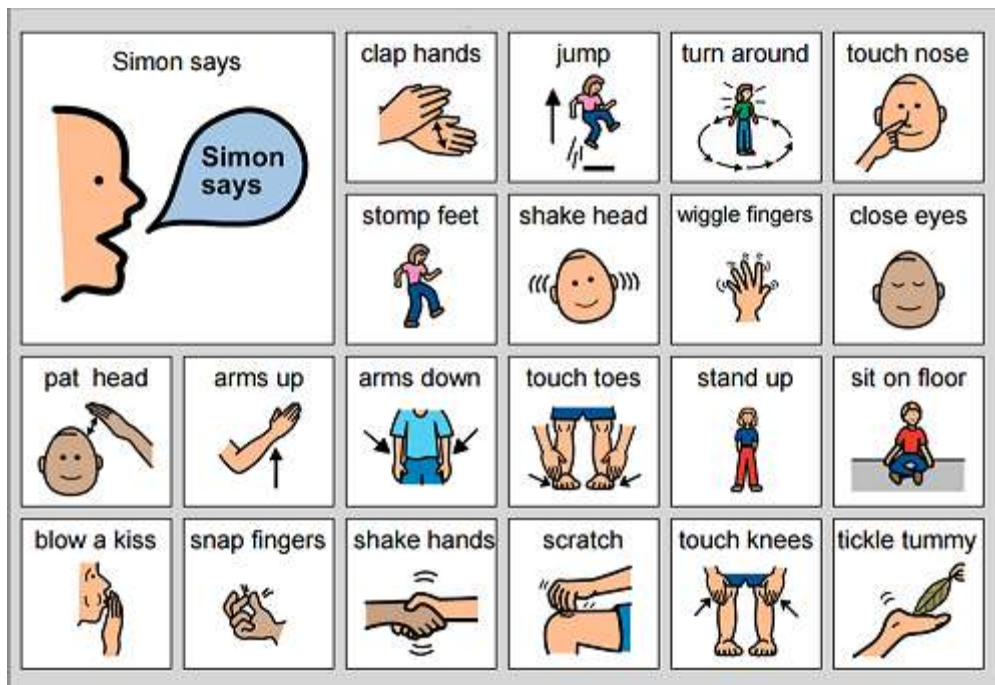Simon says wave your arms.

Simon says make a silly face.

Simon says bend your knees.

Simon says raise your hands.

Simon says touch your head.

Simon says clap your hands.

Simon says walk like a duck.

Simon says smile.

Simon says rub your tummy.

Simon says pat your head.

Simon says wave your hands.

Simon says close your eyes.

Simon says bark like a dog.

Simon says comb your hair.

Simon says wiggle your fingers.

Simon says act like a monkey.

Simon says make a sad face.

Procedure:

The teacher will lead a warm-up activity where they will give instructions using "Simon Says" phrases. Students must follow teacher's instructions, or they will be eliminated until a winner is found.

Students, for their part, must follow the teacher's instructions and comply with the rules of Simon Says.

https://emergepediatrictherapy.com/5-beneficios-terapeuticos-de-jugar-simon-dice/

Lead in: Guess the films

Link: https://medium.com/nightingale/the-great-emoji-movie-challenge-63162bda9014

Grammar: Vocabulary of film genres.

Types of Movies
Film Genres

ACTION
This type of film has a lot of action scenes including violence (fighting, shoot-outs), car chases and often lots of explosions.

HORROR
The objective is to scare / frighten the viewer. They often feature a monster, some type of evil entity or terrible/frightening situation.

ADVENTURE
This is a journey that often takes place in exotic locations and can involve exploration or a quest.

MUSICAL
Songs are sung by the characters as a part of the narrative and usually help advance the plot or develop the film's characters.

ANIMATED
Instead of real actors, drawn images (nowadays computer generated ones) are used to tell the story. Real actors are used for the voices.

ROMANCE
Love stories that focus on the romantic involvement of the main characters and the development of their relationship.

COMEDY
The main idea of comedies is to make the audience laugh. The main characters are constantly involved in funny situations.

SCIENCE FICTION
Fictional stories based on science. They can be about the future or other worlds/beings, often include spaceships and advanced technology.

DRAMA — These films are serious and focus on the emotions of realistic characters and the conflicts they have.

FANTASY — Situations, places and/or events that don't comply with natural laws or settings. They often involve some form of magic.

HISTORICAL — They are based on real events in the past or sometimes just the time period is used as the setting and all events are fictitious.

THRILLER — They evoke excitement and suspense in the audience. A common theme involves innocent people dealing with a deranged adversary.

WESTERN — Fictional stories based in the American West during the late 19th century. They feature cowboys, horse riding and gunfights.

HYBRID GENRE — Many movies can be a combination of different genres. *Pride and Prejudice* is a romantic film and a historical film (because of its setting).

Teacher: The teacher will explain the different types of films, in this section the teacher will also present a video about the different genres.

Link: https://www.youtube.com/watch?v=R2jdO_H5JbI

Students: Students should pay attention, because activity two consists of developing two exercises.

UNIT 3 ACTIVITY 1 DURING TASK

Practice with exercises.

Teacher:

The teacher will give the worksheets to each student to carry out the two exercises.

The teacher will explain the exercises so that the students can develop them.

Students:

Students must pay attention to the teacher's directions to develop the two exercises in activity 2.

160

Exercise 1: Film genres

a) Choose the correct number:

a) Romance ………. b) Sci-Fi………. c) Detective……. d) Horror ……...

e) Western ……… f) Adventure ………. g) War ………

h) Animation ……. i) Drama …….

b) Can you guess these film genres?

- **It is about a state or feeling of excited or anxious uncertainty about what may happen.**

a) Thriller

b) Horror

c) Suspense -

- **They are set in an imaginary world where there are magic and imaginary creatures. There are wizards, dragons and other magical creatures.**

a) Science fiction

b) Documentary

c) Fantasy -

- **The story is told in a more serious, emotional and realistic way.**

a) Romance

b) Drama -

c) Comedy

- **It is about a situation in which two or more groups of people or countries fight against each other.**

a) War -

b) Disaster

c) Drama

- **It is about illegal acts or activities that involve breaking the law.**

a) War

b) Historical

c) Crime -

- **There is some action but also the main characters are on journey to explore or discover some treasure or save somebody.**

a) Action

b) Drama

c) Adventure -

Exercise 2: Going to the cinema

Listening activity

Audio link: https://voca.ro/1dqhQPbh7Tdm

a) Circle the correct answer:

Which film are Mario and Tamara going to see?

War games

King Robert V

Midnight moon

Mr. and Mrs. Jones

Robot 275

Forever

What time does the film they want to see start?

- 7:30 pm	- 2:30 pm
- 12:00 pm	- 7:00 pm
- 5:20 pm	- 7:15 pm

What time are Mario and Tamara going to meet?

- 7:30 pm
- 12:00 pm
- 5:20 pm
- 2:30 pm
- 7:00 pm
- 7:15 pm

b) Complete the gaps with the correct word.

1. **Tamara:** Hi, Mario. Do you want to go and watch a _____?
   Mario: Hi, Tamara. Sure, what's _____?
2. **Tamara:** Well, there are two action films, Mr. and Mrs. Jones and War games, and they're both in _____.
3. **Mario:** I've already seen Mr. and Mrs. Jones. I haven't seen War _____ but I don't really want to see an _____film. What else is _____?
4. **Tamara:** There's that science fiction film, Robot 2075but I've already _____ it.
   Mario: Is it _____?
5. **Tamara:** Yes, it is, but I don't want to see it _____. There's a _____ comedy called Forever.
6. **Mario:** Mmmm, I'm not sure. Are there any _____ films on?
   Tamara: Yes, there's Midnight Moon. It's got _____ in it.
7. **Mario:** OK, sounds good. Let's go and watch Midnight Moon. What _____ is it on?
   Tamara: It's on at 12 o'clock or at half past _____.
   Mario: is it on this _____?
   Tamara: Yes, at 7:30.
   Mario: Perfect. Let _____ at 7:30.
8. **Tamara:** Ok, shall we _____ at the cinema 7:00?
   Mario: Great! See you _____?
   Tamara: Bye.

Procedure:

For exercise two, students must listen to a listening story about two people going to the cinema. Here there are two exercises that they must complete.

In the first exercise, students must select the correct answer from the audio.

The second exercise will consist of completing the dialogue with the correct words.

Students will have 20 minutes to complete exercises 1 and 2.

UNIT 3 ACTIVITY 1 POST TASK
Production

Speaking:

> **Talking about Movies**
>
> In this part, the teacher will present some phrases that students can use to start a conversation about the topic. In addition, the following examples of questions will allow young people to maintain a fluid conversation. The following phrases will be presented:

Have you seen any good movies lately? Yes, I've been really into short films. Yes, I just saw the new Leonardo DiCaprio film.	¿Has visto alguna buena película últimamente? Si me ha dado ahora por los cortometrajes. Si, acabo de ver la nueva película de Leonardo DiCaprio.
What was it about? No, not really, I prefer watching TV. No, I've been pretty busy with work. And you?	¿De qué se trataba? No, no realmente. Yo prefiero ver la televisión. No, he estado bastante ocupado con el trabajo. ¿Y tú?
What about you? What did you think? Did you like it?	¿Y a ti? ¿Qué te pareció? ¿Te gusto?
Did you like it? Yeah, I liked it. No, I didn't like it very much.	¿Te gusto? Si me gusto. No, no me gustó mucho.
What did you think about the movie? I thought that it was good. I felt like wonderful. In my opinion awful.	¿Qué piensas de la película? Creo que era buena. Me pareció maravillosa. En mi opinión horrible.

What else would you recommend?	¿Qué más recomiendas?
Since you like ……….	Como te gusto ……….
I'd recommend ……….	Te recomiendo …………
Give …………... a try	Dale una oportunidad a ……………
If you liked …………..., I think you'd really like ……….	Si te gusto ……………, creo que te gustara ………
If you don't like comedy movies, you might not like ………...	Si no te gustan las películas de comedia, no creo que te guste …………...

Teacher:

The teacher must explain about the significance of each of the phrases to start a conversation about the movies.

The teacher will form pairs to create dialogues using the explained phrases.

The teacher will observe the students to see if they are doing the activity or have any concerns.

Students:

Students must pay attention to the teacher's instructions to develop the activity.

Each student must form pairs of two people to develop the dialogue and present it to the teacher and classmates.

Students will have 15 minutes to finish the dialogue.

Dialogue:

What type of movies do you like? What was the last movie you saw at the cinema?

I Like action/ romantic / horror / science fiction movies.

I saw ……………..

2. Series and Cartoons

UNIT 3 ACTIVITY 2 PRE-TASK

Objective: Students will have the ability to learn about comparatives and superlatives used in series and cartoons.

Time: 15 minutes

Warm up:

Video: Movie and cartoon fitness

Teacher:

The teacher will create two teams before starting this warm-up activity, and each team must select a leader.

The teacher will present a video about movies, cartoons, and characters.

The teacher will ask each student to stand up to develop the activity.

This warm-up activity will take 10 minutes to complete.

Students:

Students must pay attention to the teacher's instructions.

They must form two teams and choose a leader to participate in the warm-up activity.

Procedure:

The teacher will assign team A and team B to the two teams.

He/she will show the fitness video.

The leaders have 10 seconds to choose between two images of a cartoon or movie character.

When selecting, a fitness exercise will appear that the equipment must complete in 30 seconds.

Link: https://www.youtube.com/watch?v=jZFIH3IqOm8

The leaders have ten seconds to decide which image they will choose from the two images.

The members of the two teams will perform the exercises depending on the selected image.

Simon says who is singing.

Link: https://www.youtube.com/watch?v=lZPLr1KH8a8

PROCEDURE

The teacher will show a video about who is singing with Disney characters through songs.

Students will have 6 seconds to listen to each character's song and 10 seconds to respond.

This activity has 14 characters from Disney movies, students should pay attention because the teacher will choose any student.

Students will put into practice listening skills to correctly respond to the song with their respective characters.

Lead In: Share the pictures about comparative and superlatives

Grammar: Comparatives and superlatives

Comparative adjectives

One-syllable adjectives	long – longer	tall – taller
	straight – straighter	large – larger
	big – bigger	hot – hotter
Two-syllable adjectives	honest–more honest	famous–more famous
	happy – happier	crazy – crazier
	narrow – narrower	gentle – gentler
Three or more syllables	expensive–more expensive	dangerous–more dangerous
	popular–more popular	beautiful–more beautiful
	confident–more confident	difficult–more difficult

Irregular adjectives	good – better	many – more
	bad – worse	little – less
	far – farther	far - further

Superlative adjectives

One-syllable adjectives	long – longest	tall – tallest
	straight– straightest	large – largest
	big – biggest	hot – hottest
Two-syllable adjectives	honest – most honest	famous – most famous
	happy – happiest	crazy – craziest
	narrow – narrowest	gentle – gentlest

Three or more syllables	expensive–most expensive	dangerous- most dangerous
	popular- most popular	beautiful- most beautiful
	confident- most confident	difficult– most difficult
Irregular adjectives	good – best	many – most
	bad – worst	little – least
	far – farthest	far - furthest

Comparison of adjectives

Positive	Comparative	Superlative	(Note: Put THE before a superlative)
big	bigger	biggest	

		-er	-est
One syllable	clear	clearer	clearest
	dark	darker	darkest

		-r	-st
One syllable ending with -e	wise	wiser	wisest
	simple	simpler	simplest

		-er	-est
Adjectives ending with one vowel and one consonant	thin	thinner	thinnest
	fat	fatter	fattest

		-er	-est
Two syllables ending in -y	busy	busier	busiest
	merry	merrier	merriest

		more +	most +
Three or more syllables	creative	more creative	most creative
	popular	more popular	most popular

Irregular Adjectives	good	better	best
	bad	worse	worst
	little	less	least
	much	more	most

Link: https://www.fluentland.com/comparison-of-adjectives-grammar-rules/

Teacher:

The teacher will explain about comparatives and superlatives.

The teacher will use some examples of comparatives and superlatives such as:

- One syllable adjectives.

- Two syllable adjectives

- Three or more syllables.

Students:

Students will pay attention to the comparative and superlative part.

After the explanation, students must develop the exercises of the following activity.

UNIT 3 ACTIVITY 2 During-TASK
Practice with exercise

Exercise 1: Cartoons and movies – Comparatives and superlatives

Teacher:

The teacher will deliver the worksheets so that the students can develop the two exercises.

In addition, he will explain the instructions to complete the different activities about comparatives and superlatives.

Students:

Students will pay attention to the instructions to perform the two exercises about comparatives and superlatives.

Students will correctly complete each of the two exercises.

a) Complete the descriptions by using the comparatives and superlatives form of the adjectives in brackets.

Homer is _____ (old) person in the family while Maggie is _____ (young). Lisa is _____ (smart) than Bart but he is _____ (funny) than she is. Bart is _____ (tall) than his sisters. Marge is _____ (intelligent) than her husband. Homer is _____ (fat) than Marge. Bart is _____ (strong) than Maggie.

Velma is _____ (short) person in the gang but she is _____ (intelligent), too. Daphne is _____ (fashionable) and _____ (slim) than Velma. She is also _____ (wealthy) person in the "Mystery Inc." Shaggy is _____ (tall) person in the team and he is also the _____ (funny) one. Fred is _____ (brave) and _____ (strong) than Shaggy. Scooby is the _____ (scary) of the gang.
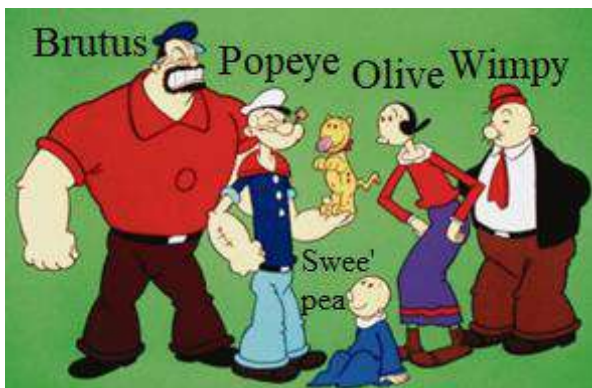
Brutus is _____ big and _____ (nasty) person in the group. Popeye is _____ (short) than Brutus but he is _____ (strong) man in town. Swee' Pea is _____ (young) in the group. Olive is _____ (thin) than Wimpy. He is _____ (fat) and _____ (lazy) than Popeye.

b) What adjectives would you use to describe these characters?

The cookie monster is ………………………	Joker is ………………….	Spider man is ……………………..	Captain Jack Sparrow is ………………………
James Bond is ………………….	Lara Croft is ……………….	Buzz Lightyear is …………….	SpongeBob is ……………….

Use any examples of comparative and superlative adjectives.

Directions:

. Students will use comparatives and superlatives to complete the blank spaces in the first exercise of the literal "a", following the adjective in parentheses.

In the literal "b", students will use any example to describe the characters.

Exercise 2: Comparatives and superlatives

a) Correct form of comparatives and superlatives.

Comparative		
Patrick Star	**Sandy**	Funny: Intelligent: Naive: Dumb:
Tom Holland	**Andrew Garfield**	Good actor: Bad actor: Smart: Introverted:
Hillary Duff	**Lindsay Lohan**	Young: Nice: Tall: Beautifull:

Superlative:

Usa los superlativos sobre los personajes anteriores.

Interesting: Popular: Fearless:

Clever: Bad: Extroverted:

Directions:

the second exercise of literal "A", students will use comparatives and superlatives to create phrases or sentences about the characters.

The students will have 20 minutes to complete these two exercises.

UNIT 3 ACTIVITY 2 POST TASK
Production

Game: Notably pink – Comparatives and superlatives

Teacher:

The teacher will first present a video about the Pink Panther using comparative and superlative comparisons.

The teacher will select one student to answer all 19 questions regarding the use of comparatives and superlatives.

Students:

Students will pay attention to the video about the use of comparatives and superlatives.

Each student will correctly answer all of the 19 questions, which the teacher will project on the video.

In 10 minutes, this activity will be finished.

Video:

Link: https://en.islcollective.com/english-esl-video-lessons/grammar-practice/general-grammar-practice/comparison-comparative-and-superlative/pink-panther-notably-pink-comparatives-superlatives/202088

The teacher will use the "is collective" platform to present the video about the use of comparative and superlatives.

Procedure:

The teacher initiates the video, where students can observe the number of questions.
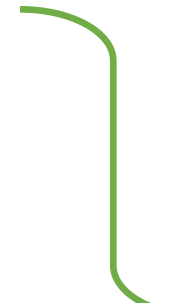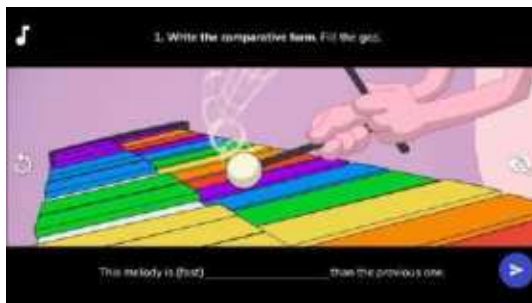
The video will continue and the first question will appear. The teacher will select any student.

5. The man is angry because Pink Panther is .... than him at playing instruments. Select the right answer.
✓ Bingo!
better
best
worse
worst

7. Write the superlative form. Fill the gap.
✓ Bingo!
The saxophone is one of (nice) the nicest sounds they have played.
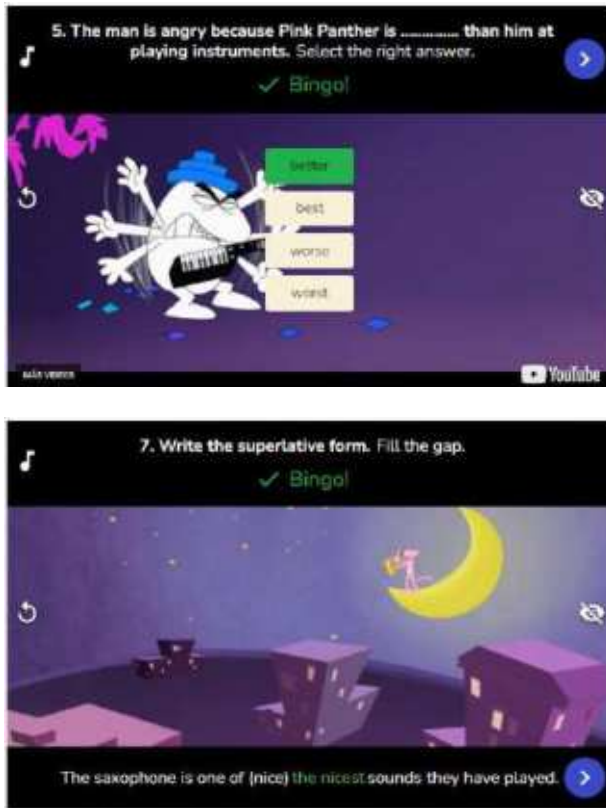
Each of the questions is related to completing or selecting sentences using comparatives and superlatives.

3. Musicals

UNIT 3 ACTIVITY 3 PRE – TASK

Objective: Students will be able to learn about musical genres and young people will also have conversations about concerts, musicians, or musical groups.

Time: 15 minutes

Warm up: Name this musician.

Teacher:

In this first warm-up activity, the teacher will use the Bamboozle platform to apply an activity about the names of the musicians.

The teacher will explain and require all students to participate in the warm-up.

Students:

It is necessary for students to pay attention to the teacher's instructions.

During the warm up, the young people will respond correctly.

Link: https://www.baamboozle.com/classic/871912

Procedure:
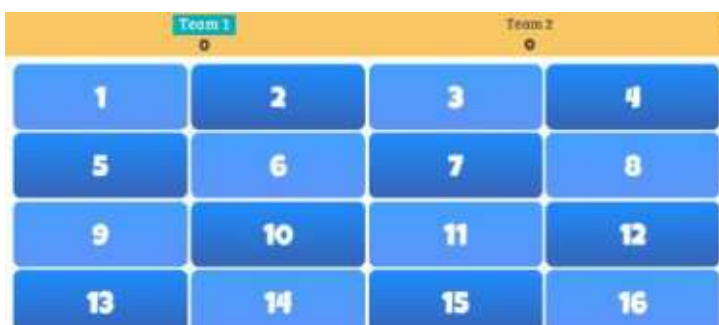
The teacher will form two teams with the students in class before starting the warm up.

A student from the first team will select any number here.
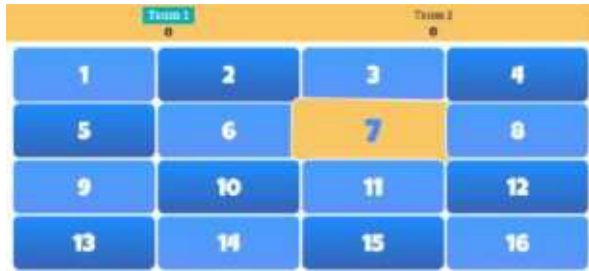
For example, they will select the number 7 and the teacher will click on box 7.
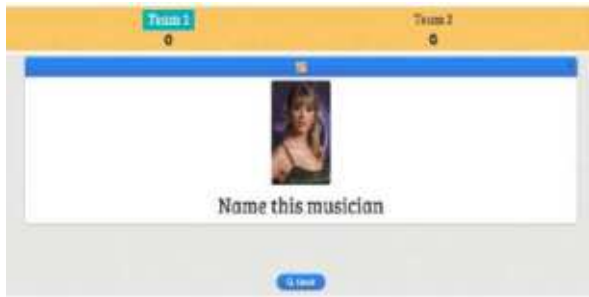
The musician's image will appear and the student who selected the number must respond.

The student's team will receive 15 points if they answer correctly.
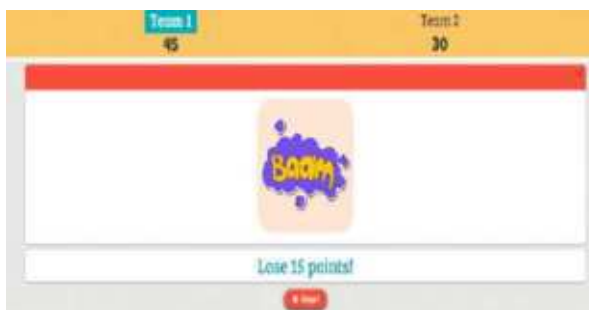
Teams are able to lose points or alter the results in favor of one of the two teams through this game.

181

Lead: Share pictures about music vocabulary.

Video:

Link: https://www.youtube.com/watch?v=tiy4FRLHS_Q

Vocabulary: Musical genres

Ambient music/ modo music = música de ambiente

Blues = blues

Classical = música clásica

Country = country

Dance = dance

Easy listening = música ligera / tranquila

Electronic = música electrónica

Folk = música folclórica

Heavy metal = heavy

Hip hop = hip hop

Jazz = jazz

Latin = música Latina

Opera = ópera

Pop = pop / música comercial

Rap = rap

Reggae = reggae

Rock = Rock / rock and roll

Techno = Tecno

Link: https://trucoslondres.com/aprender-ingles/vocabulario/musica-ingles/

Teacher:

The teacher will provide a detailed explanation of each word, including its definition and transcription, within the vocabulary section.

During this activity, you will perform two exercises related to musical genres vocabulary and listening exercises.

Students:

Students will pay attention to the teacher's explanation about the lexicon of musical genres.

Students will follow the exercise instructions in the activity that follows the exercises.

UNIT 3 ACTIVITY 3 During-TASK
Practice with exercise

Teacher: The teacher will distribute the worksheet, so that the students can practice the two exercises.

He/she will correctly explain the directions of the two exercises that consist of choosing musical genres, choosing vocabulary words with their respective definition, and two listening activities.

Students: Students will follow the teacher's instructions.

They will develop two exercises related to vocabulary, the types of genres and listening focused on two songs by Ed Sheeran and Taylor Swift.

Exercise 1

a) Choose the correct music genres

a) Rock   b) Pop   c) Classical   d) Reggae

a) Techno   b) Rap   c) Electronic   d) Country

a) Blues   b) Dance   c) Electronic   d) Country

a) Reggae   b) Jazz   c) Classical   d) Latin

a) Dance   b) Folk   c) Hip hop   d) Blues

a) Folk   b) Heavy metal   c) Dance   d) Rap

b) Match the words with the following definitions.

1. Chorus (   )
2. Quartet (   )
3. Trio (   )
4. Duet (   )
5. Soloist (   )
6. Stage (   )
7. Orchestra (   )
8. Performer (   )
9. Conductor (   )
10. Composer (   )

a- A person directing the playing of the musicians.

b- A large group of musicians playing different instruments.

c- A musician who performs to entertain people.

d- A person who writes music.

e- A raised place in the concert hall where the musicians play the instruments.

f- two musicians or singers who perform together.

g- A musician or a singer who performs solo.

h- A group of three musicians or singers who perform together.

i- Four singers or musicians who perform together.

j- A large group of people who sing a piece of music.

Exercise 2:

In exercise two the teacher will play the parts of the two songs by Ed Sheeran and Taylor Swift.

Link:

Ed Sheeran: https://www.youtube.com/watch?v=Vds8ddYXYZY

Taylor Swift: https://www.youtube.com/watch?v=nAQ_1lTDvPQ

a) **Fill the gaps with the correct words.**

The club ……… the best place to ……. a lover

So the bar is ……. I go

Me and my ………. at the table doing shots

Drinking ……. and then we ……... slow

Come over and ……. up a conversation with just …….

And trust …… I'll give it a chance now

Take my hand ……... put Van the Man on the …….

And then we start to ……..., and now I'm singing like

b) Circle the correct word.

So, it's gonna be *freer / forever / freezer*

Or it's gonna go down in *flames / fame / blames*

You can tell me when it's *overt/ over /oval*

If the high was worth the *stain / stain / pain*

Got a long list of *ex-lovers / ex-liars / ex-loafers*

They'll tell you I'm in *pain / insane/ insight*

Cause you know I love the *playing / players /plays*

And you love the *fame / game / same*

Teacher:

In exercise two, the teacher will use YouTube to play the two music videos by Ed Sheeran and Taylor Swift, respectively.

Students:

Students will develop the two literals of exercise two, which consist of completing and enclosing the correct words.

Students will complete both exercises in 20 minutes.

UNIT 3 ACTIVITY 3 POST TASK
Production

Listening about music:

Teacher:

The teacher will give a listening activity about music worksheets to each student during this part of the activity.

Students:

The activity requires students to listen to the audio and choose the correct answer to the 5 questions.

Audio link: https://voca.ro/1lFITNF3u7cP

a) Listen to Jack talking to his friend Martin about music. For each question, choose the correct answer (a, b or c).

1. What is the name of Martin's music teacher?
   a- Harry
   b- Peter
   c- Steve

2. Matin has music lessons on …...
a- Tuesdays
b- Thursdays
c- Saturdays

3. How long does Martin practice at the weekend?
a- 2 hours
b- 1 hour
c- 3 hours

4. Where is the musical festival?
a- At the music school.
b- In the shopping center.
c- In the park.

5. Martin will start playing ……
a- At 7:00 pm
b- At 7:45 pm
c- At 6:15 pm

Procedure:

The audio is two minutes long, the teacher plays the sound twice.

Students circle the correct answer in the audio.

The time to complete this activity is 6 minutes.

Discussion activity:

Teacher:

In this discussion activity, the teacher takes on the role of observer to observe whether the students are participating in the lesson and developing the discussion.

Students:

Students form pairs to advance discussion in class. In addition, the teacher observes whether the young people develop the oral activity.

a) **Questions.**
   - What do you think is the best way to find and listen to music?
   - What kind of music do you listen to?
   - Should music be free?

Procedure:

During the discussion, the teacher plays the role of observer.

Students prepare answers to each question in class.

Every student must listen to the answers of their classmates.

Rubrics

Table 4

Rubric to evaluate pre-task activities:

Percentages	25% Bad	50% Regular	75% Good	100% Very Good
Participation	There is no participation in class.	Participation occurs very frequently during classes.	Participation is acceptable	It maintains an effective participation.
Comprehension	Does not show interest in understanding activities	He / She gets confused in the words; he understands	Answers most of the questions coherently	His fluency is excellent and understandable
Fluency	He/ She is not quick to give clarifications	He/ She takes a while to respond	Demonstrates acceptable fluency.	His/her fluency is excellent and understandable
Oral production	He/ She does not answer questions in class.	Answer the questions but make mistakes when pronouncing.	Answer the questions and avoid making mistakes	Maintains a good interaction when answering questions

Note: This rubric model is focused on pre-task activities and is based on the following model from the "teacherspayteachers".

Link: https://www.teacherspayteachers.com/Product/Classroom-Participation-Rubric-1556597

Table 5

Rubric to evaluate during-task activities:

Criteria	In start	In progress	Accomplished	Score
Vocabulary	The student does not use the vocabulary learned in class or makes lexical errors. 0 points	The student makes use of the vocabulary learned but does not apply it adequately. 2 points	The student uses the vocabulary learned in class and makes correct use of it. 4 points	
Grammar	The student does not have control of the structures grammatical errors and errors make the message lost, confusing and difficult to understand. 0 points	The student has moderate control of grammatical structures. However, errors do not cause the message to be lost and it is understandable. 2 points	The student has full control of the structures grammatical, and the message is understandable. The student uses the grammatical structures without error. 4 points	
Coherence	The text is incomprehensible in its entirety. The Information provided is not relevant or consistent with the topic. 0 points	The text is partially related to the topic or the information is repetitive. 1.5 points	The text is ordered in a logical and understandable way. The information provided is relevant, accurate, and on topic. 3 points	
Orthography	The text has more than 5 misspellings per paragraph. 0 points	The text has up to 5 misspellings per paragraph. 1.5 points	The text doesn't contain misspellings. 3 points	

Note: This rubric model is focused on during-task activities and is based on the following model from the "slideshare".

Link: https://www.slideshare.net/paullettelanuza/rubric-for-group-activity-1

Table 6

Rubric to evaluate post – task activities:

Criteria	4	3	2	1	0
Speaking: How effective is the speaking skill?	Speaks clearly so everyone can understand. Uses an appropriately loud voice. Makes effective eye contact with the group while speaking.	Speak clearly such that everyone can understand. Uses an appropriately loud voice. Makes effective eye contact with the group while speaking.	Speaks unclearly sometimes such that others don't always understand. Volume is too low. Does not make consistent eye contact with the group.	Speaks unclearly such that other don't understand. Students rarely participates. Does not make consistent eye contact with the group.	Student chooses not to participate.
Listening: How effective is the listening skill?	Listens closely and reflects respectfully. Follows expectations set by the class at all times.	Listens to others and reflects respectfully. Follows expectations set by the class most of the time.	Does not effectively move conservation forward. Follows expectations set by the class some of time	Takes no responsibility for the discussion. Completely disregards expectations set by the class.	Students choose not to participate at class.

Note: This rubric model is focused on post-task activities and is based on the following model from the "wordpress".

Link: https://tfadeltaela.wordpress.com/vision-goals/speakingdiscussing/

Answers

UNIT 1 ACTIVITY 1 DURING TASK

Practice with exercises.

Exercise 1

Match the jobs with the pictures:

He's a dentist.

They're police officers.

-a nurse

-a taxi driver

-a lawyer

-a sales clerk

-Police officers

-a dentist

-a doctor

-a hairdresser

Exercise 2

Select the correct answer:

1	fisherman	**a**	"I find out the military or political secrets of other countries."
2	physicist	**b**	"I give fines to people who park their cars illegally."
3	secret agent	**c**	"I give students advice about their future careers."
4	bomb disposal expert	**d**	"I use long brushes to clean chimneys."
5	career guidance counsellor	**e**	"I use robots to disarm explosive devices."
6	chimney sweep	**f**	"I am employed by the government."
7	air traffic controller	**g**	"I have a boat and use nets to catch fish."
8	traffic warden	**h**	"I take people's pets for walks in the park."
9	civil servant	**i**	"I am a scientist who specialises in Physics."
10	dog walker	**j**	"I tell pilots when to land and take off."

1. g
2. i
3. a
4. e
5. c

6. d
7. j
8. b
9. f
10. h

UNIT 1 ACTIVITY 2 During-TASK
Practice with exercise

Exercise 1: Verb to be and Occupations

Write the Verb to be and change to short form.

1. I   am   /   'm
2. you   are   /   're
3. We   are   /   're
4. They   are   /   're
5. He   is   /   's
6. She   is   /   's
7. It   is   /   's

Write in the correct Verb to be

1. Cindy __is__ a doctor.
2. Peter and Kate __are__ chefs.
3. Johnny __is__ an engineer.
4. You __are__ a good student.
5. They __are__ architects.
6. It __is__ a banana.
7. Felicia and I __are__ nurses.
8. I __am__ a teacher.
9. It __is__ a dog.
10. You __are__ an actor.

Re-arrange the sentence.

1. I / not / a teacher. / am   I am not a teacher.
2. She / a / is / nurse   She is a nurse.
3. The boys / students / are   The boys are students.
4. The girl /student / is / a   The girl is a student.
5. We / not / are / doctor.   We are not doctor.
5. My dad /an / is / engineer   My dad is an engineer.
6. My mother / architect / an / is   My mother is an architect.
7. She / not / nurse / is / a   She is not a nurse.
8. teacher / a / Maria / is   Maria is a teacher.
9. pilots / are / they / not   They are not pilots.

194

Look at the pictures and answer the question

1. Is he a teacher? — No, he is not.
2. Is she a chef? — Yes, she is.
3. Is he an architect? — Yes, he is.
4. Is he an engineer? — Yes, he is.
5. Are they doctors? — Yes, they are.
6. Are they nurses? — No, they are not.
7. Is Sharon a singer? — Yes, she is.
8. Is George a pilot? — Yes, he is.
9. Are they chefs? — No, they are not.
10. Are they nurses? — Yes, they are.

Exercise 2: Occupations alphabet soup

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

Vet	Firefighter	Nurse	Lawyer	Judge	Teacher	Singer	Dancer
Farmer		Builder		Waiter		Waitress	Chef	Doctor

UNIT 1 ACTIVITY 2 POST TASK
Production

Test Listening: Listen to Marta talking about her apprenticeship. For questions 1 to 7, choose the correct answer.

1. **How did she find out about the apprenticeship**
   a. from a friend
   b. from a university job Centre
   c. **from a magazine**

2. **What did Marta do after leaving school?**
   a. **she got a job**
   b. she went to university
   c. she started her apprenticeship

3. **How which department is she working in at the moment?**
   a. administration
   b. services
   c. **environment**

4. **How many departments does she work in each year?**
   a. **three**
   b. four
   c. five

5. **How many apprentices attend her lectures?**
   a. four
   b. **twelve**
   c. fifty

6. **How often does she attend lectures?**
   a. One day a week
   b. **Two days a week**
   c. Three days a week

7. **Which sentence is NOT true about her plans for after the apprenticeship?**
   a. **She must work for the company for four years.**
   b. She is interested in working in planning.
   c. She would like to work in Indonesia.

Exercise 1: My dream job

> 1. Select the correct answer:

He wants to be a taxi driver.

She wants to be a chef.

He wants to be a fireman.

She wants to be a model.

> 2. Put the question with its respective sentence

What does she want to be?

What does he want to be?

What does she want to be?

What does she want to be?

What does he want to be?

What does she want to be?

She wants to be a teacher.

He wants to be a plumber.

He wants to be a scientist.

197

3. Use the words in the box to complete the sentences.

Chef

Doctor

Dancer

Stewardess

4. Look at the pictures and write the complete sentences.

1.What does she want to be? …………**She wants to be a pilot**……………

2.What does he want to be? …………**He wants to be a painter**……………

3.What does she want to be? …………**She wants to be a dancer**……….

4.What does he want to be? ………**He wants to be a singer**………

Interaction activity.

WHAT'S THEIR JOB

1 D	O	C	T	O	R
2 P	I	L	O	T	
3 N	U	R	S	E	
4 V	E	T			
5 A	R	T	I	S	T
6 P	O	L	I	C	E

WHAT'S THEIR JOB

1 S	I	N	G	E	R
2 F	A	R	M	E	R
3 B	A	K	E	R	
4 L	A	W	Y	E	R
5 N	A	N	N	Y	
6 M	O	D	E	L	

UNIT 2

UNIT 2 ACTIVITY 1 DURING TASK

Practice with exercises.

Exercise 1

a. **Match the words with the pictures:**

Bridge	Park	Aquarium	Police station

Bakery

Bus station

Museum

Police station   Museum   Bus station   Bakery   Bridge   Aquarium   Park

b. Look at the pictures and circle the correct option

1. Hometown
2. Cinema

1. Zoo
2. Library

1. Teather
2. Fire station

1. School
2. Hotel

1. Pharmacy
2. Stadium

c. C

1. old – large – location – beautiful
2. on – straight – behind – next to
3. restaurant – bakery – above – grocery
4. cinema – post office – library – opposite
5. supermarket – in front of – park – aquarium
6. under – between – house – below

Exercise 2

a. Look at the map and circle the correct option.

Here is a map of my neighborhood. My house is on ___(**1**)___. There is a bakery, a bank and a

pharmacy ___(**2**)___ my house. Behind my house, there is a ___(**3**)___ and a shopping mall.

___(**4**)___ the shopping mall, there is a car park. Next to the car park, there is a ___(**5**)___. My

school is close to my house. It is on Pittsburg Street. There is a café and a bookshop ___(**6**)___

my school. ___(**7**)___ my school, there is a park and an Internet café. There is a ___(**8**)___ and a

pool in the park. After school, I usually go to the ___(**9**)___ to study. It is opposite my school,

next to the ___(**10**)___.

1. A) Donald Street   B) Pittsburg Street   C) Rockefeller Street
2. A) Near   B) Corner   C) Opposite
3. A) Cinema   B) Hospital   C) Museum
4. A) Next to   B) In front of   C) Between
5. A) Bus stop   B) Pharmacy   C) Market
6. A) Under   B) Opposite   C) Next to
7. A) Behind   B) In front of   C) Between
8. A) Café   B) Bookshop   C) Playground
9. A) Internet Café   B) Library   C) Pool
10. A) Playground   B) Car Park   C) Stationery

UNIT 2 ACTIVITY 2 During-TASK
Practice with exercise

Exercise 1: Tourist attractions

a) Choose the correct answer:
1. This is a building where you can see fish and other sea animals.
   a. Museum
   b. Aquarius
   c. <u>Aquarium</u>
   d. Temple
2. You can look at paintings and sculptures here.
   a. Castle
   b. <u>Art gallery</u>
   c. Shopping center
   d. Historic site
3. This is a place where kings and queens used to live.
   a. Garden
   b. <u>Castle</u>
   c. Archeological sites
   d. Palace
4. This is a tall, narrow building.

a. Monument

b. Parade

c. Tower

d. Mosque

5. This is a place where wild animals live and they are safe.

a. Botanical gardens

b. Market

c. Theme Park

d. Wildlife reserve

b) Write the correct name for each type of tourist attraction.

Mountain

Theme park

Aquarius

Forest

Waterfall

Art Gallery

Castle	Waterfall	Theme Park	Museum	Art Gallery
Aquarius	Palace	Forest	Mountain	Beach Historic site

c) Classify the tourist attraction on activity b.

Natural Attractions	Man made attractions
Waterfall, Forest, Mountain, Beach	Castle, Theme Park, Museum, Art Gallery, Aquarius, Palace, History site

Exercise 2:

Listening practice

c) Video

Link: https://www.youtube.com/watch?v=WFRR0zC70-0

a- Select the correct answer:

1. The London eye……
a) is 135 meters high.
b) is more than 35 meters high.
c) has 35 glass capsules.

2. You can't ……. in the parks.
a) run fast
b) walk and relax
c) cycle

3. What happened to the Millenium Bridge?
a) They had to close it because of the bad weather.
b) There was a problem and was closed temporary.
c) There was an accident.

4. At St Paul's Cathedral, you can go up…….
a) 530 steps and see a view of London.
b) 513 steps and see the Gallery.
c) 513 steps and see a view of London.

5. About the changing of the guard, they say that …….
a) it happens twice a day.
b) it last thirty minutes.
c) you should arrive early to see it.

6. About Tower Bridge, they say that you can….

a) cross Tower Bridge in 15 minutes.

b) walk from one tower to the other of the bridge.

c) see big boats crossing the bridge every 15 minutes.

b) **Puzzle of tourist attractions in the world**

PUZZLE

3 D (down): D I S N E Y L A N D

4 T (down): T A J M A H A L

5 C (down): C A P I T O L H I L

6 S (down): S T O N E H E N G E

1 M (across): M A C H U P I C C H U

2 E (across): E I F F E L T O W E R

Across	Down
1. It is a most outstanding Inca archaeological site due to its creative urban design. 2. It is a Parisian monument and is a symbol of France.	3. It is a theme park located in Anaheim (California, United States). 4. t is a funerary monument built between 1632 and 1654 in the city of Agra, state of Uttar Pradesh (India) 5. It is the seat of the United States Government, housing the United States Capitol. 6. 2. It is a Cromlech-type megalithic monument.

UNIT 2 ACTIVITY 3 During-TASK
Practice with exercise

Exercise 1:

MY HOBBIES

Hello!

My name is Emma and I live in Germany. I live in a small village in the mountains. I love mountains and I can't imagine my life without them. I live with my parents and my little sister. She is six and I am eleven.

My mum's name is Hilary and my dad's name is Jonas. My mum is a fitness coach at my school and my dad is a farmer. We have a small milk farm. That's why I am fond of sports and animals.

I get up at 6.30 and do my morning training together with my mum. Then I wake my sister up. We have a big breakfast and our mum takes us to school by her car.

After lessons I stay at school to practice basketball. It's my favorite sport. At that time my sister trains at the singing club. After that I go home with my sister by bus because my mum has some evening trainings.

After school I like to help my dad to take care of calves. They are so nice! In the evening I like reading books or going out with my friends. We are crazy about riding bikes at the weekend. I have got a cool green bike. I think I am the best bike rider because I go in for sports every day.

a. Select true or false according to the reading:

1. The girl's name is Hilary. **T**
2. She likes sport. **T**
3. She plays volleyball. **F**
4. Her parents are teachers. **F**
5. Her mother has fitness trainings. **T**
6. Her father has a chicken farm. **F**
7. She wakes up at half past six. **T**
8. She plays basketball in the morning. **F**
9. She is eleven. **T**
10. Her sister is five. **F**
11. Her sister likes singing. **T**
12. She goes to school by bus. **F**
13. After school she plays volleyball. **F**
14. She likes to take care of calves. **T**
15. She has a cool pink bike. **F**
16. She is fond of riding a bike. **T**

b. Fill in the gaps

> Lives   is   eleven   sports   fitness   likes   farming   trains
>
> taking care of animals   is good at   favorite   reading

Emma lives in Sweden. She is eleven. Her sister is six. Her mum is fond of fitness. Her dad is fond of farming. Her sister likes singing. Emma is interested in taking care of animals. Emma is good at riding bikes. She likes reading in the evenings. Her favorite sport is basketball. She goes in for sports every day. In the morning she trains together with her mum.

Exercise 2: My hobbies

a) Order the words to make correct sentences.

1. My / is / playing / a guitar / hobby/   **My hobby is playing a guitar.**
2. I / like / comics / reading/   **I like reading comics.**
3. is / my / hobby/ Soccer/   **Soccer is my hobby.**
4. sports/ is / Her / hobby / doing /   **Her hobby is doing sports.**
5. video games / playing / You / like /   **You like playing video games.**
6. listening / They / like / music / to /   **They like listening to music.**

7. brother / painting / My / like / landscapes / **My brother like painting**
landscapes.

8. Syfy movies/ love / I / watching / **I love watching Syfy movies.**

b) Choose the correct answer: A, B or C

What is her hobby?

    a. You like playing basketball.
    b. She likes p playing basketball.
    c. I like playing basketball.

What does he like doing?

    a. I like swimming.
    b. She likes swimming.
    c. He likes swimming.

What is her hobby?

    a. Her hobby is dancing
    b. She is dancing.
    c. He loves dancing.

What is your hobby?

    a. He likes playing video games.
    b. I like playing video games.
    c. She likes playing video games.

UNIT 3

Exercise 1: Film genres

    a) Choose the correct number:

a) Romance **8**   b) Sci-F **9**   c) Detective **5**   d) Horror **4**

e) Western **3**   f) Adventure 1   g) War **7**

h) Animation **6**   i) Drama **2**

b) Can you guess these film genres?

- **It is about a state or feeling of excited or anxious uncertainty about what may happen.**

a) Thriller

b) Horror

c) <mark>Suspense</mark>

- **They are set in an imaginary world where there are magic and imaginary creatures. There are wizards, dragons and other magical creatures.**

a) Science fiction

b) Documentary

c) <mark>Fantasy</mark>

- **The story is told in a more serious, emotional and realistic way.**

a) Romance

b) <mark>Drama</mark>

c) Comedy

- **It is about a situation in which two or more groups of people or countries fight against each other.**

a) <mark>War</mark>

b) Disaster

c) Drama

- **It is about illegal acts or activities that involve breaking the law.**

a) War

b) Historical

c) <mark>Crime</mark>

- **There is some action but also the main characters are on journey to explore or discover some treasure or save somebody.**

a) Action

b) Drama

c) <mark>Adventure</mark>

Exercise 2: Going to the cinema

Listening activity

Audio link: https://voca.ro/1dqhQPbh7Tdm

a) Circle the correct answer:

Which film are Mario and Tamara going to see?

War games
King Robert V
Midnight moon
Mr. and Mrs. Jones

Robot 275
Forever

What time does the film they want to see start?

- 7:30 pm
- 12:00 pm
- 5:20 pm

- 2:30 pm
- 7:00 pm
- 7:15 pm

What time are Mario and Tamara going to meet?

- 7:30 pm
- 12:00 pm
- 5:20 pm

- 2:30 pm
- 7:00 pm
- 7:15 pm

b) Complete the gaps with the correct word.
1. **Tamara:** Hi, Mario. Do you want to go and watch a _____**film**_____?
   Mario: Hi, Tamara. Sure, what's _____**on**_____?
2. **Tamara:** Well, there are two action films, Mr. and Mrs. Jones and War games, and they're both in _____**3D**_____.
3. **Mario:** I've already seen Mr. and Mrs. Jones. I haven't seen War ____**Games**_____ but I don't really want to see an __**action**___ film. What else is ___**on**_____?
4. **Tamara:** There's that science fiction film, Robot 2075but I've already ____**seen**_____ it.
   Mario: Is it ___**got**_____?

5. **Tamara:** Yes, it is, but I don't want to see it ____**again**_____. There's a ___**romantic**____ comedy called Forever.
6. **Mario:** Mmmm, I'm not sure. Are there any ___**horror**____ films on?
   Tamara: Yes, there's Midnight Moon. It's got ____**vampires**_____ in it.
7. **Mario:** OK, sounds good. Let's go and watch Midnight Moon. What ___**time**_____ is it on?
   Tamara: It's on at 12 o'clock or at half past ____**two**_____.
   Mario: is it on this __**evening**___?
   Tamara: Yes, at 7:30.
   Mario: Perfect. Let __**go**___ at 7:30.
8. **Tamara:** Ok, shall we ____**meet**_____ at the cinema 7:00?
   Mario: Great! See you ____**later**_____?
   Tamara: Bye.

UNIT 3 ACTIVITY 2 During-TASK
Practice with exercise

Exercise 1: Cartoons and movies – Comparatives and superlatives

a) **Complete the descriptions by using the comparatives and superlatives form of the adjectives in brackets.**

Homer is **the oldest** (old) person in the family while Maggie is **the youngest** (young). Lisa is **smarter** (smart) than Bart but he is **funnier** (funny) than she is. Bart is **taller** (tall) than his sisters. Marge is **more intelligent** (intelligent) than her husband. Homer is **fatter** (fat) than Marge. Bart is **stronger** (strong) than Maggie.

Velma is **the shortest** (short) person in the gang but she is **the most intelligent** (intelligent), too. Daphne is **more fashionable** (fashionable) and **slimmer** (slim) than Velma. She is also **the wealthiest** (wealthy) person in the "Mystery Inc." Shaggy is **the tallest** (tall) person in the team and he is also the **funniest** (funny) one. Fred is **braver** (brave) and **stronger** (strong) than Shaggy. Scooby is the **scariest** (scary) of the gang.
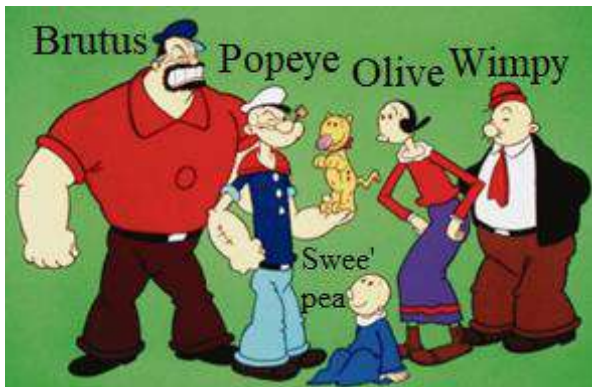
Brutus is **the biggest** (big) and **the nastiest** (nasty) person in the group. Popeye is **shorter** (short) than Brutus but he is **the strongest** (strong) man in town. Swee' Pea is **the youngest** (young) in the group. Olive is **thinner** (thin) than Wimpy. He is **fatter** (fat) and **lazier** (lazy) than Popeye.

b) What adjectives would you use to describe these characters. (Possible answers)

The cookie monster is **the scariest monster I have seen.**	Joker is **the craziest villain of the movies.**	Spider man is **more amazing than batman.**	Captain Jack Sparrow is **the greatest adventurer in the world.**

James Bond is **stronger than super-agent 86.**	Lara Croft is **more popular in video games than in movies.**	Buzz Lightyear is **smarter than Woody**	SpongeBob is **the funniest character on television.**

Exercise 2: Comparatives and superlatives

a) **Correct form of comparatives and superlatives.**

Comparative		
  Patrick Star	 **Sandy**	Funny: **Parick Star is funnier than Sandy.** Intelligent: **Sandy is more intelligent than Patrick Star.** Naive: **Patrick Star is naiver than Sandy.** Dumb: **Patrick Star is the dumbest character in the SpongeBob series.**
  Tom Holland	 **Andrew Garfield**	Good actor: **Tom Holland is better actor than Andrew Garfield.** Bad actor: **Andre Garfield is worse than Tom Holland.** Smart: **Andrew Garfield is smarter than Tom Holland.** Introverted: **Andrew Garfield is more**

		introverted than Tom Holland.
 Hillary Duff	 **Lindsay Lohan**	Young: **Hillary Duff is younger than Lindsay Lohan.** Nice: **Hillary Duff is nicer than Lindsay Lohan.** Tall: **Lindsay Lohan is taller than Hillary Duff.** Beautifull: **Hillary Duff is more beautiful than Lindsay Lohan.**

Superlative:

Usa los superlativos sobre los personajes anteriores. (Possible answers)

Interesting: **Lindsay Lohan's movies are the most interesting in the comedy genre.**

Popular: **The Spiderman movies are the most popular worldwide.**

Fearless: **Tom Holland is the most fearless actor in the film industry.**

Clever: **Hilary Duff is the cleverest actress during her movies.**

Bad: Andrew Garfield is the worst actor to play Spider-Man

Extroverted: **Tom Holland is the most extroverted Spider-Man in cinema**

UNIT 3 ACTIVITY 3 During-TASK

Practice with exercise

Exercise 1

c) **Choose the correct music genres**

a) Rock   b) Pop   c) Classical   d) Reggae

a) Techno   b) Rap   c) Electronic   d) Country

a) Blues   b) Dance   c) Electronic   d) Country

a) Reggae   b) Jazz   c) Classical   d) Latin

a) Dance   b) Folk   c) Hip hop   d) Blues

a) Folk   b) Heavy metal   c) Dance   d) Rap

Match the words with the following definitions.
1. Chorus (i)
2. Quartet (j)
3. Trio (h)
4. Duet (f)
5. Soloist (g)
6. Stage (e)
7. Orchestra (b)
8. Performer (c)
9. Conductor (a)

10. Composer (d)

a- A person directing the playing of the musicians.

b- A large group of musicians playing different instruments.

c- A musician who performs to entertain people.

d- A person who writes music.

e- A raised place in the concert hall where the musicians play the instruments.

f- two musicians or singers who perform together.

g- A musician or a singer who performs solo.

h- A group of three musicians or singers who perform together.

i- Four singers or musicians who perform together.

j- A large group of people who sing a piece of music.

Exercise 2:

a) Fill the gaps with the correct words.

The club …**isn't**…… the best place to …**find**…. a lover

So the bar is …**where**…. I go

Me and my …**friends**…. at the table doing shots

Drinking …**fast**…. and then we …**talk**.... slow

Come over and …**start**… up a conversation with just …**me**….

And trust …**me**… I'll give it a chance now

Take my hand …**stop**... put Van the Man on the …**jukebox**….

And then we start to …**dance**..., and now I'm singing like

b) Circle the correct word.

So, it's gonna be *freer / **forever** / freezer*

Or it's gonna go down in ***flame**s / fame / blames*

You can tell me when it's *overt* / ***over*** */oval*

If the high was worth the *stain* / *stain* / ***pain***

Got a long list of ***ex-lovers*** */ ex-liars / ex-loafers*

They'll tell you I'm in *pain* / ***insane*** */ insight*

Cause you know I love the *playing* / ***players*** */plays*

And you love the *fame* / ***game*** */ same*

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The investigation into methodological strategies for enhancing oral production in tenth-grade students at Victor Manuel Guzman serves as a crucial avenue to diversify and enrich current pedagogical practices. Through the exploration of innovative approaches, educational technologies, and context-specific teaching techniques, the study aims to equip teachers at the school with up-to-date and effective tools for advancing the development of students' oral skills.

The conceptualization and implementation of a didactic guide grounded in Total Physical Response (TPR) activities emerge as a promising pedagogical intervention to elevate oral production among tenth-grade students at Victor Manuel Guzman. The structured sequencing of activities offers students a progressive platform to practice and refine their oral skills systematically, contributing significantly to their fluency in spoken language. The crafting of a TPR-focused didactic guide not only offers a practical and tangible resource for teachers but also empowers them to plan and conduct classes effectively. The inclusion of diverse and engaging activities aligned with educational objectives encourages active student participation, fostering an environment conducive to the development of their oral expression.

In summary, the proposal of didactic strategies based on TPR, informed by theoretical foundations and existing methodologies, coupled with the design of a pragmatic activity-oriented didactic guide, holds the potential to substantially enhance oral production in tenth-grade students at Victor Manuel Guzman. These conclusions underscore the imperative of providing students with interactive and meaningful learning opportunities that effectively nurture their oral communicative skills.

Recommendations

Firstly, it is recommended to extend the duration of the proposed intervention to yield a more comprehensive set of results and evaluations. This extension would offer teachers a deeper understanding of their students' reality concerning oral production. Furthermore, there is a need to investigate the reasons behind the limited adoption of such approaches in other institutions in Ecuador. This exploration should delve into whether the hindrance lies in teachers lacking necessary knowledge or if institutions face resource and support-related challenges.

Teachers are encouraged to not only utilize the didactic guide focused on TPR but also to effectively plan and lead classes. This entails incorporating guide activities with the aim of stimulating the participation of each student, fostering a positive environment, and promoting oral production. By incorporating a teaching guide centered on practical activities for enhancing oral production in tenth-grade students at Víctor Manuel Guzmán school, teachers can facilitate interactive and meaningful learning experiences to develop students' speaking skills.

In the first place, it is recommended that the duration of the proposal have a little more time extension, in order to generate a greater number of results and evaluations that allow the teacher to know the reality of his students in relation to oral production. Similarly, it would be helpful to comprehend why this approach has not been used in more institutions in Ecuador; it

may be because teachers lack the necessary knowledge or because the institution does not have the required resources and support.

It is recommended that teachers should use the didactic guide focused on TPR, in addition, they should plan and direct the class in an effective way, which includes the activities of the guide with the objective of encouraging the participation of each of the students, in order to create a good environment and promote oral production. By incorporating a teaching guide focused on practical activities, to improve the oral production of the tenth year students of the Víctor Manuel Guzmán school. In addition, teachers using the guide will create interactive and meaningful learning to develop speaking skills.

Annexes

Annex 1. Survey Format

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

CUESTIONARIOS

PROYECTO: Total Physical Response didactic strategies to improve oral production in tenth year students at Victor Manuel Guzman high school from the period 2021-2022
Objetivo:

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE LAS CIENCIAS DE LA EDUCACIÓN Y TECNOLOGÍA
FECYT

Encuesta para aplicarse a los estudiantes del décimo año de la unidad educativa Victor Manuel Guzmán

Objetivo: Este instrumento tiene como objetivo recabar información acerca de las falencias que tienen los estudiantes al momento de interactuar con el idioma inglés y de esa forma diseñar una guia de estrategias didácticas enfocadas para mejorar el speaking de los estudiantes del décimo curso.

Instrucciones:

1. Marque con una X su género:

   Masculino _____
   Femenino _____

2. ¿Considera usted que las clases de inglés son importantes para su futuro?
   a. Si
   b. No

3. ¿Señale el porcentaje de tiempo que pasa sentado durante las clases de inglés?
   a. 100%
   b. 75%
   c. 25%
   d. 0%

4. ¿Usted disfruta de las clases de inglés impartidas en el aula de clases?
   a. Si
   b. No

5. ¿Siente miedo al momento de hablar en clase frente a tus compañeros o profesores durante la clase de inglés?
   a. Siempre
   b. Casi siempre
   c. A menudo
   d. A veces
   e. Nunca

6. ¿Durante las clases de inglés su profesor (a) aplica actividades enfocadas a reforzar la producción oral?
   a. Si
   b. No

7. ¿Marque con una (X) si estas actividades son aplicadas por tu profesor (a) durante las clases de inglés?
   a. Deletreo _____
   b. Simón dice _____
   c. La reina manda ____
   d. Acciones de pantomima ____
   e. Ninguna de las antes mencionadas ____

8. Marque con una X cuál de los siguientes materiales emplea su docente para el desarrollo de la producción oral.
   a. Videos
   b. Audios
   c. Libros de texto
   d. Hojas de trabajo (ejercicios)

9. Marque con una X las actividades que les gustaría hacer en las clases de inglés.
   a. Actividades de mímica
   b. Juego de canciones
   c. Poemas
   d. Pantomimas
   e. Juegos de roles
   f. Sesiones de teatro
   g. Juegos con tarjetas didácticas
   h. Juegos de mesa
   i. Deletreo
   j. Simón dice

10. ¿Considera que el docente debe aplicar dinámicas de movimiento enfocadas al desarrollo de la producción oral?
   a. Si
   b. No

Annex 2. Teacher interviews

ENTREVISTA PARA LOS DOCENTES DE INGLÉS.

Objetivo:

Esta entrevista tiene como objetivo analizar la información proporcionada por los docentes, para conocer si están actualizados con las estrategias didácticas para el desarrollo de la producción oral en los estudiantes del décimo año de educación básica.

1. ¿Qué estrategias didácticas cree usted que deben aplicarse para fortalecer la producción oral en idioma inglés de los estudiantes?

2. ¿Conoce acerca del método del Total Physical Response para la mejora de la producción oral en idioma inglés de los estudiantes?

3. ¿Usted cree que el método del Total Physical response permite a los estudiantes obtener más confianza con el docente?

4. ¿Cree usted que los estudiantes, al terminar su etapa colegial, salen con un nivel B 1.1, de acuerdo a lo establecido en el currículo nacional por el Ministerio de Educación?

5. ¿Cuáles considera usted que son los principales problemas que se presentan para que el estudiante no alcance el nivel medio en idioma inglés establecido por el Ministerio de Educación?

6. ¿Usted como docente estará dispuesto a utilizar una guía con actividades del Total Physical response en los estudiantes para mejorar la producción oral?

Annex 3. Interview with authorities Format

ENTREVISTA PARA LAS AUTORIDADES DE LA INSTITUCIÓN vicerrector(a)

Objetivo:

La entrevista para las autoridades tiene como objetivo comprender los puntos de vista que tienen las autoridades respecto a la enseñanza del idioma inglés dentro de la institución.

1. ¿Qué tan importante es la enseñanza del idioma inglés para los estudiantes de la institución?

2. ¿Considera que los estudiantes de la institución alcanzan el nivel de comprensión del inglés de acuerdo con lo requerido según el currículo establecido por el ministerio de educación?

3. ¿Considera que las estrategias aplicadas en las aulas son suficientes para el incremento de la enseñanza del idioma inglés?

4. ¿Cree que es importante que los estudiantes mantengan la interacción y la comunicación durante las clases de inglés?

5. ¿Permitiría usted o estaría de acuerdo con que los docentes utilicen una guía de actividades basadas en el método del Total Physical Response para desarrollar la comunicación oral en los estudiantes del décimo año?

ENTREVISTA PARA EL COORDINADOR(A) DEL ÁREA DE INGLÉS.

1. ¿Conoce cuál es el nivel que los estudiantes del décimo año deben tener según el Marco Común Europeo del Ministerio de Educación?

2. ¿Según su experiencia cuales son las problemáticas más comunes en la producción oral?

3. ¿Considera que la interacción entre el estudiante y el docente es la adecuada a la hora del aprendizaje?

4. ¿Conoce usted cuales son las estrategias didácticas aplicadas por los docentes para fortalecer la producción oral de los estudiantes?

5. ¿Considera útil la implementación de una guía de actividades al momento de planificar y dictar las clases?

Annex 4. Instrument Validation Form

Fecha de envío para la evaluación del experto:	
Fecha de revisión del experto:	.

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	CRITERIOS DE EVALUACIÓN		
	MUCHO	POCO	NADA
Instrucción breve, clara y completa	/		
Formulación clara de cada pregunta.	/		
Comprensión de cada pregunta.	/		
Coherencia de las preguntas en relación con el objetivo.	/		
Relevancia del contenido	/		
Orden y secuencia de las preguntas	/		
Número de preguntas óptimo	/		

Observaciones:

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforme el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	/			
2	/			
3	/			
4	/			
5	/			
6	/			

7				
8				
9				
10				

Firma del Evaluador

C.C.: 1001512043

Apellidos y nombres completos	José Miguel Obando Arroyo
Título académico	Magíster
Institución de Educación Superior	Universidad Técnica del Norte.
Correo electrónico	jmobando@utn.edu.ec
Teléfono	0983865160

Annex 5. Request for authorization

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE- 33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio Nro. UTN-FECYT-D-2022-1543-O
Ibarra, 24 de noviembre de 2022

Magister
Miriam Tapia
RECTOR DE LA UNIDAD EDUCATIVA VÍCTOR MANUEL GUZMÁN

De mi consideración:

Reciba un atento y cordial saludo, a nombre de quienes conformamos la Facultad de Educación
Ciencia y Tecnología de la Universidad Técnica del Norte, y a la vez desearle éxitos en las funciones
que usted desempeña.

Por medio del presente me dirijo a usted con el fin de solicitar de la manera más comedida, su
autorización para que el señor GUZMÁN CARPIO RAUL ALEXANDER, estudiante de la carrera
Pedagogía de los Idiomas Nacionales y Extranjeros, quien se encuentra desarrollando su trabajo de
grado denominado "TOTAL PHYSICAL RESPONSE DIDACTIC STRATEGIES TO IMPROVE ORAL
PRODUCTION IN TENTH YEAR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL
FROM THE PERIOD 2021-2022", pueda aplicar los instrumentos de investigación en la Unidad
Educativa que usted acertadamente dirige.

Por la favorable atención le agradezco.

Atentamente,
"CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO"

JOSE
LUCIANO

MSc. José Revelo
DECANO DE LA FECYT

Para: Msc Jenny Arciniega
Vicerrectora

Asunto: Autorizo el pedido y solicito
coordinar los acciones para
la aplicación del trabajo de grado

Fecha: 25-11-2022

228

Annex 6. Consent

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

Pedagogía De Los Idiomas Nacionales Y Extranjeros con Mención Inglés

Acepto participar voluntariamente en esta investigacion, conducida por Guzmán Carpio Raúl Alexander estudiante de la carrera de Pedagogía de los idiomas nacionales y extranjeros de la Universidad Técnica del Norte. He sido informado (a) de que la meta de este estudio es Estrategias didácticas de respuesta fisica total para mejorar la producción oral en estudiantes de décimo año del colegio Víctor Manuel Guzmán del periodo 2021-2022.

Me han indicado tambien que tendré que responder cuestionarios y preguntas en una entrevista, lo cual tomará aproximadamente de 5 a 10 minutos.

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

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

Nombre del participante MSc. Mónica Vila

Cargo Coodinadora del área de Inglés

Firma del participante

Nombre del investigador :

Guzmán Carpio Raúl Alexander

Firma del investigador

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

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

Nombre del participante MSc. Marco Salas

Cargo: Vicerrector de la tarde de la Unidad Educativa Victor Manuel Guzmán

Firma del participante

Nombre del investigador :

Guzmán Carpio Raúl Alexander

Firma del investigador

Unidad Educativa
"Víctor Manuel Guzmán"

VICERRECTORADO 2022-2023

Ministerio de Educación

Oficio 213-2023UEVMG-VICJA
Ibarra, 20 de enero de 2023

Señor/a
DOCENTES DE DÉCIMO AÑO DE EDUCACIÓN GENERAL BÁSICA DE LA UNIDAD EDUCATIVA "VÍCTOR MANUEL GUZMÁN"
Presente

Reciban un atento y cordial saludo a la vez desearle éxitos en tan delicadas funciones que Usted muy acertadamente dirige.

El motivo del presente tiene la finalidad de informar a Usted que los estudiantes de los décimos años de Educación General Básica han sido seleccionados para la aplicación de una encuesta y entrevista de forma física: Total Physical Response DIDACTIC STRATEGIES TO IMPROVE ORAL PRODUCTION IN TENTH-YEAR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL FROM THE PERIOD 2021-2022, como parte de un estudio investigativo con el objetivo de diseñar una guía didáctica para favorecer la producción oral del idioma Inglés en los estudiantes, previa autorización de rectorado.

La actividad se desarrollará el día miércoles 25 de enero de 2023 de acuerdo al cronograma de intervención que apruebe vicerrectorado. Se solicita al personal docente facilitar el desarrollo de la actividad.

Además, existe el compromiso del autor de entregar una copia de la guía didáctica para mejorar la producción oral del idioma inglés a las autoridades de la Institución una vez terminada la investigación.

Autor: GUZMÁN CARPIO RAÚL ALEXANDER
Teléfono: 0988219310

Atentamente,

Msc. Jenny Arciniega Herrera
VICERRECTORADO U.E. VÍCTOR MANUEL GUZMÁN

DIRECCIÓN: Av. El Retorno 5-130 entre Río Chinchipe y Río Tahuando
Teléfonos: 062950712 - 0993510766
E-mail: vmgcolegio@gmail.com vicerrectoradoiaeuvmg@gmail.com
Ibarra - Ecuador

EDUCACIÓN INICIAL – PREPARATORIA – BÁSICA ELEMENTAL – BÁSICA MEDIA –
BÁSICA SUPERIOR – BACHILLERATO TÉCNICO – ESPECIALIDADES –
CONTABILIDAD – INFORMÁTICA – ORGANIZACIÓN Y GESTIÓN DE LA SECRETARÍA
Y BACHILLERATO GENERAL UNIFICADO

Oficio 214-2023UEVMG-VICJA
Ibarra, 20 de enero de 2023

Señor/a
DOCENTES DEL ÁREA DE INGLÉS DE LA UNIDAD EDUCATIVA "VÍCTOR MANUEL GUZMÁN"
Presente

Reciban un atento y cordial saludo a la vez desearle éxitos en tan delicadas funciones que Usted muy acertadamente dirige.

El motivo del presente tiene la finalidad de informar a Usted que se aplicará una entrevista al personal docente del área de Inglés de la Institución como parte de en una investigación: Total Physical Response DIDACTIC STRATEGIES TO IMPROVE ORAL PRODUCTION IN TENTH-YEAR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL FROM THE PERIOD 2021-2022, con el objetivo de diseñar una guía didáctica para favorecer la producción oral del idioma Inglés en los estudiantes de décimo año de Educación General Básica Superior, previa autorización de rectorado.

La actividad se desarrollará el día jueves 26 de enero de 2023 durante su jornada laboral, por lo que se solicita al personal docente facilitar el cumplimiento de la actividad.

Además, existe el compromiso del autor de entregar una copia de la guía didáctica para mejorar la producción oral del idioma inglés a las autoridades de la Institución una vez terminada la investigación.

Atentamente,

Msc. Jenny Arciniega Herrera
VICERRECTORADO U.E. VÍCTOR MANUEL GUZMÁN

DIRECCIÓN: Av. El Retorno 5-130 entre Rio Chinchipe y Rio Tahuando
Teléfonos: 062950712 / 0993510765
E-mail: vmguvlegiod@gmail.com vicerrectoradouevmg@gmail.com
Ibarra – Ecuador

EDUCACIÓN INICIAL – PREPARATORIA – BÁSICA ELEMENTAL – BÁSICA MEDIA –
BÁSICA SUPERIOR – BACHILLERATO TÉCNICO – ESPECIALIDADES –
CONTABILIDAD – INFORMÁTICA – ORGANIZACIÓN Y GESTIÓN DE LA SECRETARÍA
Y BACHILLERATO GENERAL UNIFICADO

Annex 7. Interview format for teachers of English area

Entrevista para la licenciada Cristina Ramos

1. ¿Qué estrategias didácticas cree usted que deben aplicarse para fortalecer la producción oral en idioma inglés de los estudiantes?

Yo considero que la educación hoy en día se ha modernizado o todo está modernizado, entonces yo creo que considero que debemos tomar estrategias en las cuales los chicos que se desempeñen de una manera normal como que estuvieran en casa. Simplemente utilizando un nuevo idioma que sería el inglés, podríamos hacer dependiendo de la edad, debates, juegos de mesa, a lo mejor buscar canciones o karaokes y juegos de palabras que son actividades que los niños normalmente les llaman la atención y les gustan y permiten que ellos desarrollen varias en las destrezas como listening y speaking, entonces me parece que esas destrezas serían buenas tomar en cuenta.

2. ¿Conoce acerca del método del Total Physical Response para la mejora de la producción oral en idioma inglés de los estudiantes?

Sí, lo conozco, es un método que más trata como de enseñar en un método como familiar, es como el aprendizaje del inglés dentro de un hogar, cuando nuestros papás o la persona que está a cargo de nosotros no está enseñando un idioma, entonces se trata de aprender un idioma desarrollando actividades normales o como viviendo y aplicando, utilizando el idioma inglés, entonces es un método que para mí es un poco complicado de utilizar en el colegio porque los chicos ya están grandes, ya están formados, ya vienen aprendiendo su lengua materna que en nuestro caso es el español, pero sí se puede aplicar dentro del aula este método del Total Physical Response.

3. ¿Usted cree que el método del Total Physical response permite a los estudiantes obtener más confianza con el docente?

Sí, como le decía, no es un método que es como que familiariza al docente y al estudiante, es como que estuviéramos aprendiendo dentro de una familia en donde el maestro en este caso se consideraría como ser el padre o la madre y los estudiantes, los hijos o hermanos, entre ellos interactúan, existe esa confianza, esa afinidad tanto de docentes y estudiantes para aprender o adquirir un nuevo idioma.

4. ¿Cree usted que los estudiantes, al terminar su etapa colegial, salen con un nivel B 1.1, de acuerdo a lo establecido en el currículo nacional por el Ministerio de Educación?

Definitivamente no, los estudiantes salen con nivel de inglés realmente bajo yo creo que un A1 o un A2 y esto se debe a múltiples factores. Yo considero que la educación urbana y la educación a nivel rural es diferente, primero en lo urbano nosotros tenemos mayores dispositivos, computadoras e internet, algo que en el sistema educativo rural no hay, también las diferencias de hoy en día los padres un porcentaje muy alto de padres tienen que trabajar, entonces sus hijos prácticamente aprenden solos, entonces no hay en casa el refuerzo que uno se debería dar a los hijos, entonces definitivamente, y yo creo que la más fuerte es que nos redujeron hoy en día 3 horas de inglés a la semana que es muy poco para

aprender un nuevo idioma, definitivamente nos alcanza, son apenas 120 minutos que no los chicos definitivamente no terminan con un 1B al concluir su ciclo escolar.

5. **¿Cuáles considera usted que son los principales problemas que se presentan para que el estudiante no alcance el nivel medio en idioma inglés establecido por el Ministerio de Educación?**

Yo creo que el problema es que no vivimos en un entorno de habla inglesa, es decir que el lenguaje se aprende también del medio en donde vivimos, entonces lo primero, nuestra lengua primaria o materna es el español, segundo como le decía el acortamiento de horas de clases de inglés que significativamente dificulta el aprendizaje, tercero la falta de refuerzo en casa del idioma inglés, las clases y todo lo que se manda y cuarto considero que el sistema educativo no nos da las pautas, nos da modelos, nos da audios, pero nuestras instituciones no están equipadas con programas con software, con equipos, aulas de última tecnología con cosas para poder nosotros desarrollar la clase, yo creo que cada docente tratamos de buscar la manera de enseñar, pero nos falta muchísimo, como le digo, si el ministerio no nos ayuda mucho en eso.

6. **¿Usted como docente estará dispuesto a utilizar una guía con actividades del Total Physical response en los estudiantes para mejorar la producción oral?**

Yo creo que sí, porque como le digo, es un método que es muy amigable para los docentes y estudiantes, es un método hasta se podría decir un poco económico, solo se trata de buscar a actividades en las cuales los chicos trabajen con el docente, entonces no habría inconveniente de tener de hecho, sí lo utilizamos en varias actividades que tratamos de hacer en clase, tratando de optimizar sobre todo el tiempo, porque, es decir temas nuevos, clases nuevas, entonces nos toca ver para cada tema y actividad una nueva manera de enseñar o formas para que el aprendizaje de los niños sea significativo del idioma inglés.

Annex 8. Interview format for authorities of the institution (Vice principal)

<div align="center">Entrevista a las autoridades de la institución (Vicerrector)</div>

Entrevista para el Magister Marco Salas

1. **¿Qué tan importante es la enseñanza del idioma inglés para los estudiantes de la institución?**

El inglés hacer uno de los idiomas que se habla en la mayor parte del mundo es de gran importancia, ya que los estudiantes en muchas ocasiones desean continuar sus estudios en otras instituciones o en otros países, es importante que conozcan, que sepan sobre el idioma inglés para que también en las futuras profesiones o en posgrados puedan realizarlo conociendo el idioma inglés

2. **¿Considera que los estudiantes de la institución alcanzan el nivel de comprensión del inglés de acuerdo con lo requerido según el currículo establecido por el ministerio de educación?**

El currículo que propone el Ministerio de Educación es bastante complejo, los estudiantes al venir de un proceso de pandemia, nosotros hemos tenido que reestructurar los contenidos y se ha reestructurado el currículo de tal forma que estamos trabajando en indicadores de logro básicos y medios, entonces estamos en ese proceso y mientras se cumple esa actualización, no se están cumpliendo los objetivos o los niveles que espera el Ministerio de Educación.

3. **¿Considera que las estrategias aplicadas en las aulas son suficientes para el incremento de la enseñanza del idioma inglés?**

Sí, las estrategias que aplican los docentes de las aulas son interesantes, muchas de esas herramientas son lúdicas se utiliza en muchos casos la ramificación. Hemos visto a docentes que trabajan con lo que se considera metodologías del ciclo 21 en el aula invertida y otras técnicas, que son bastante interesantes, sin embargo, como le explicaba hace un momento, el estamos trabajando en indicadores de logro básico, por lo tanto, pese a que las metodologías de las estrategias sean las adecuadas, todavía no alcanzamos el nivel que deseamos.

4. **¿Cree que es importante que los estudiantes mantengan la interacción y la comunicación durante las clases de inglés?**

Si, al ser un segundo idioma, es importante que todas las conversaciones de interacción, la comunicación se hagan este idioma, no en lo posible dejar de lado el idioma materno para que vayan familiarizándose mucho más con este idioma y puedan alcanzar los aprendizajes deseados.

5. **¿Permitiría usted o estaría de acuerdo con que los docentes utilicen una guía de actividades basadas en el método del Total Physical Response para desarrollar la comunicación oral en los estudiantes del décimo año?**

Por supuesto, la utilización de nuevas estrategias, la utilización de la metodología es importante, porque como le decía la comunicación o la expresión oral es bastante importante, especialmente en el idioma inglés, por lo tanto, sí sería adecuado, conveniente que se utilice esta nuevo método.

Annex 9. Interview format for the coordinator of the English area

Entrevista para la coordinadora del área de ingles

Entrevista para la Magister Mónica Vila

1. **¿Conoce cuál es el nivel que los estudiantes del décimo año deben tener según el Marco Común Europeo del Ministerio de Educación?**

Los niveles que los estudiantes deberían tener a este a este año sería un B1 de acuerdo al marco común europeo, obviamente tenemos estudiantes que tienen un nivel un poquito más bajo, pero también tenemos que hablar un poquito más arriba, pero la base seria que deberían tener ya un nivel A1 o A2.

2. **¿Según su experiencia cuales son las problemáticas más comunes en la producción oral?**

Primero que todo el Ecuador no es un país con el idioma inglés como segunda lengua, sino más bien es una lengua extranjera para el Ecuador, por lo que no tenemos el contexto adecuado o la necesidad por eso es que nosotros tenemos que despertar en el estudiante una motivación intrínseca, que les guste el inglés con un propósito como la investigación, como son deseos de superación a nivel internacional, entonces tenemos que motivar en ese sentido al estudiante para que aplique a lo que es la destreza comunicacional.

3. **¿Considera que la interacción entre el estudiante y el docente es la adecuada a la hora del aprendizaje?**

Tenemos aquí en la institución personas con bastante experiencia han venido aplicando en muchas estrategias, como decía antes, no por su experiencia eso permite que los profesores apliquen diferentes formas de llegar a los estudiantes, como es el trabajo en grupo, en pareja, incluso ahora que estamos manejando la tecnología que esto ha hecho que los estudiantes tengan más soltura al momento de interactuar.

4. **¿Conoce usted cuales son las estrategias didácticas aplicadas por los docentes para fortalecer la producción oral de los estudiantes?**

Como decía anteriormente, se trabaja con estrategias de trabajo en parejas, grupales, se trabaja con entrevistas, encuestas, se les hace hacer a los chicos dramatización, conversaciones, trabajar en base a contextos, que ellos viven, utilizando distinto material de acuerdo a las sugerencias que hace el Ministerio de Educación.

5. **¿Considera útil la implementación de una guía de actividades al momento de planificar y dictar las clases?**

El Ministerio de Educación está trabajando en este sentido tiene mucho material, pero no vendría mal una guía didáctica para completar si sería esa la idea, completar y hacer un trabajo más efectivo en lo que es la enseñanza del idioma inglés. La guía didáctica sería adaptada de acuerdo a las planificaciones que tenemos interdisciplinarias y porque no hacerles disciplinarias. Entonces vendría en ese sentido ese sentido muy favorablemente una guía didáctica.

Annex 10. Survey format for the students of tenth year of basic education

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE LAS CIENCIAS DE LA EDUCACIÓN Y TECNOLOGÍA
FECYT

Encuesta para aplicarse a los estudiantes del décimo año de la unidad educativa Víctor Manuel Guzmán.

Instrucciones:

1. Marque con una X su género:

   Masculino ___X___
   Femenino _____

2. ¿Considera usted que las clases de inglés son importantes para su futuro?
   a. Si
   b. No

3. ¿Señale el porcentaje de tiempo que pasa sentado durante las clases de inglés?
   a. 100%
   b. 75%
   c. 25%
   d. 0%

4. ¿Usted disfruta de las clases de inglés impartidas en el aula de clases?
   a. Si
   b. No

5. ¿Siente miedo al momento de hablar en clase frente a tus compañeros o profesores durante la clase de inglés?
   a. Siempre
   b. Casi siempre
   c. A menudo
   d. A veces
   e. Nunca

6. ¿Durante las clases de inglés su profesor (a) aplica actividades enfocadas a reforzar la producción oral?
   a. Si
   b. No

7. ¿Marque con una (X) si estas actividades son aplicadas por tu profesor (a) durante las clases de inglés?
   a. Deletreo __X__
   b. Simón dice _____
   c. La reina manda ____
   d. Acciones de pantomima _____
   e. Ninguna de las antes mencionadas____

8. Marque con una X cuál de los siguientes materiales emplea su docente para el desarrollo de la producción oral.
   a. Videos
   b. Audios
   c. Libros de texto
   d. Hojas de trabajo (ejercicios)

9. Marque con una X las actividades que les gustaria hacer en las clases de inglés.
   a. Actividades de mímica
   b. Juego de canciones
   c. Poemas
   d. Pantomimas
   e. Juegos de roles
   f. Sesiones de teatro
   g. Juegos con tarjetas didácticas
   h. Juegos de mesa
   i. Deletreo
   j. Simón dice

10. ¿Considera que el docente debe aplicar dinámicas de movimiento enfocadas al desarrollo de la producción oral?
    a. Si
    b. No

238

Annex 11. Photographs of evidence of the educational institution

Photograph 1

The vice principal

Photograph 2

English area teachers

Photograph 3

The students of tenth year of basic education

Annex 12. Letter of socialization of the proposal and certificate of delivery of the activities guide.

UNIVERSIDAD TÉCNICA DEL NORTE

Acreditada Resolución Nro. 173-SE-33-CACES-2020

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio nro. UTN-FECYT-D-2024-0022-O

Ibarra, 26 de enero de 2024

PARA: MSc. Geovanny Garzón
RECTOR DE LA UNIDAD EDUCATIVA VÍCTOR MANUEL GUZMÁN

ASUNTO: Trabajo de Integración Curricular Sr. Guzmán Carpio Raúl Alexander

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, autorice el ingreso del señor GUZMÁN CARPIO RAÚL ALEXANDER, portador de la cédula de ciudadanía 1004378574, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, a la Unidad Educativa que usted tan acertadamente dirige, para socializar la propuesta perteneciente al trabajo de integración curricular con el tema: "TOTAL PHYSICAL RESPONSE DIDACTIC STRATEGIES TO IMPROVE ORAL PRODUCTION IN TENTH YEAR STUDENTS AT VICTOR MANUEL GUZMAN HIGH SCHOOL IN THE ACADEMIC PERIOD 2022-2023"

Por su favorable atención, le agradezco.

Atentamente,

CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ

MSc. José Revelo Ruiz
DECANO

JRR/M. Báez.

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Página 1 de 1

240

Unidad Educativa
"Víctor Manuel Guzmán"

RECTORADO

Ibarra, 29 de enero de 2024.

El que suscribe y en calidad de Rector de la Unidad Educativa "Víctor Manuel Guzmán", en legal forma.

CERTIFICO:

Que: el señor **GUZMÁN CARPIO RAÚL ALEXANDER** con C.I **1004378574**, EGRESADO de la Carrera de **PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCIÓN INGLÉS** de la Universidad Técnica del Norte, ha realizado la entrega a la coordinación del Área de Lengua Extranjera de las guías de actividades del proyecto de Tesis denominado " **TOTAL PHYSICAL RESPONSE DIDACTIC STRATEGIES TO IMPROVE ORAL PRODUCTION IN TENTH YEAR STUDENTS AT VICTOR MANUEL GUZMÁN HIGH SCHOOL IN THE ACADEMIC PERIOD 2022-2023".**

Es todo cuanto puedo certificar.

Atentamente,

Msc. Giovany Garzón
RECTOR(e)
C.c. 1002106064
Teléfono: 0986431728
Correo: giovany.garzon@educacion.gob.ec

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