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*Motivational Strategies to Improve Speaking Self- Confidence in Fifth Level
English Major Students at Universidad Técnica del Norte*

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DEDICATION

Firstly, I dedicate this research work to God, who has given me the intelligence, wisdom, and strength to finish it. Secondly, this work would not have been possible without the support and advice of my parents, Oswaldo and Pilar, who have taught me the value of responsibility and hard work, especially my mother, who has always supported me to finish my career and persist until I achieve my dreams. Thirdly, I would like to dedicate this work to my grandpa, Segundo Aldás, who was my second father and always accompanied me to my English classes in my childhood. I am sure that from heaven, he is very proud and happy that I have finished my degree. Finally, this research is dedicated to all the students who have ever felt fear when speaking in a foreign language and to the fifth-level English major students at Universidad Técnica del Norte, who were the study group of this research.

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"For Jehovah gives wisdom, and from his mouth comes knowledge and intelligence" (Reina Valera 1960, Proverbs 2:6)

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RESUMEN

El propósito de esta investigación fue proponer estrategias motivacionales para mejorar la autoconfianza oral de los estudiantes de quinto semestre de la carrera de Inglés de la Universidad Técnica del Norte.

En este estudio se utilizó una metodología mixta con el objetivo de recolectar datos cuantitativos y cualitativos que ayuden a interpretar y entender los resultados obtenidos de manera más profunda. Las herramientas que se usaron fueron una prueba de autoconfianza a los estudiantes para evaluar su nivel y una encuesta fue llevada a cabo para determinar su opinión con respecto a la clase de expresión oral. Además, se realizó tres entrevistas a los profesores de la carrera de inglés para conocer cuáles son las estrategias motivacionales que ellos usan en sus clases, y su perspectiva acerca de la importancia de la motivación en los estudiantes. Los resultados revelaron que los estudiantes tienen un nivel de autoconfianza medio y que han sentido la necesidad de ser escuchados por su profesor. Esto enfatiza la necesidad de implementar estrategias motivacionales en la planificación de las clases del sílabo. Como resultado, se diseñó un blog motivacional con doce clases divididas en cuatro unidades que contienen una variedad de actividades que pueden ser usadas por los profesores de inglés con el objetivo de mejorar el nivel de autoconfianza oral de sus alumnos y hacer que ellos disfruten del proceso de aprendizaje del inglés.

Palabras clave: Estrategias motivacionales, autoconfianza al hablar, aprendizaje del idioma inglés, educación superior, competencia comunicativa, adquisición del lenguaje.

ABSTRACT

The purpose of this research was to propose motivational strategies to improve the speaking self-confidence of fifth-level English major students at Universidad Técnica del Norte.

A mixed methodology was used in this study with the objective of collecting both quantitative and qualitative data to help interpret and understand the results deeper. The research instruments used were a self-confidence test to evaluate their level, and a survey was carried out to determine their opinion regarding the speaking class. In addition, three interviews were conducted with English teachers to find out what motivational strategies they use in their classes and their perspectives on the importance of motivation in the pupils. The results revealed that students have a moderate self-confidence level and have felt the need to be listened to by their teacher. It emphasizes the need to implement motivational strategies in the lesson planning of the syllabus. As a result, a motivational blog was designed with twelve lessons divided into four units that contain a variety of activities that can be used by English teachers to enhance the level of speaking self-confidence of the students and make them enjoy the English learning process.

Key words: motivational strategies, speaking self-confidence, English language learning, higher education, communicative competence, language acquisition.

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INTRODUCTION

Learning English is an integral process that involves developing many skills and, above all, discovering oneself and acknowledging their strengths and flaws. For this reason, English teachers have a great responsibility, as they must be the guides throughout this learning process. Consequently, they must adapt their methodology and consider the needs of the group they are teaching, bearing in mind that the activities must be focused on enhancing their English skills but also help them to feel confident and secure when they speak.

The following research focuses on proposing motivational strategies to enhance the speaking self-confidence of the students. In the first chapter, a literature review was carried out to determine the definition of motivation, its dimensions, and the emotional factors that influence the development of speaking skills in order to get a clear vision of the problems that students experience in the classroom when speaking in front of others and how motivation can make a significant change in their mood and performance.

The instruments used were a test, a survey, and an interview with the English teachers in order to obtain their opinion on the influence of motivation in the learning process and to find out what motivational strategies they use in their classes. Consequently, the third chapter presents the analysis of the results of the test and the survey applied to the fifth level students at the Universidad Técnica del Norte. In addition, there are the transcripts and the corresponding interpretations of each interview conducted with three English teachers.

In the fourth chapter, there is the proposal, which contains twelve lessons using the PPP (presentation, practice, production) framework. The lessons are divided into four units, and in each one, it is described which motivational strategies are applied. In addition, there are the lesson plans with the teaching material. Finally, in the fifth chapter, there are the conclusions and recommendations obtained after the elaboration of this research, considering the results obtained and contrasting them with theory and reality.

Problem description

In today's world, English plays an essential role in society, functioning as a global language that allows people of all races and nationalities to communicate with one another. However, it is challenging for Spanish speakers to learn English for many reasons, such as financial situations, migration issues, and pronunciation problems. According to Vygotsky (1978) social relationships and context are related to educational outcomes. In addition, Miller (2002), mentions that the exposure, interactions, and relationships among students with their professors, the community, and their families are examples of how this sociocultural theory affects their identity, cognitive process, and learning.

On the one hand, proficiency in English is increasingly necessary for academic, economic, and cultural activities. Most businesses are between companies, entrepreneurs, and organizations with world powers, such as the United States and Russia, where English is the means of communication. Moreover, many multinational companies require English as the common corporate language, which shows that English is established as a lingua franca in business (Neeley, 2012). As a result, individuals who are fluent in English have greater opportunities to secure better jobs and earn higher salaries while enjoying full employment rights.

Conversely, English proficiency levels in Latin America are relatively low compared to those in other countries. Nevertheless, the correct way to measure it is through international exams. Peña & Sánchez (2013) "After the teacher's evaluation in 2013, the Test of English as a Foreign Language shows that 73% of the teachers have a low level of linguistic competence, which affects the learning process of their students" (p. 26). Thus, teachers must constantly learn to apply dynamic and innovative activities in the classroom that help facilitate the comprehension of the topics and, at the same time, improve their English level.

Bernal & Paredes (2018) mention that students can only move from A1 to A2 level when teachers apply real-life activities in the classroom that enable them to practice the language by simulating daily activities in which they can put into practice what they have learned in class. However, according English Proficiency Index (2022) the level of English in Ecuador could be the worst in Latin America because Ecuador ranks 82nd among the 111 participating countries, the second-to-last in the region, even below Venezuela, which has 67. Nonetheless, it is important to highlight that language acquisition is a shared responsibility between teachers and learners, as both play a key role in the learning process.

Learning a second language is sometimes affected negatively by external factors, internal influences, and sociodemographic situations. Furthermore, there are situations where fear and lack of confidence interfere adversely with fluency. Besides, being anxious about making mistakes prevents people from speaking effectively and spontaneously (Tevdovska, 2017). Thus, people should work in a mental and emotional balance to express their ideas and opinions freely without being judged and consider the errors as part of the process.

Delimitation of the problem

Through analysis at Universidad Técnica del Norte has been determined that some of the fifth-level students feel nervous and seem uncomfortable speaking in front of the class because they possibly think that if they make a blunder, their classmates will laugh at them. Therefore, it was concluded that it would be a great idea to propose motivational strategies to improve their self-confidence and make learning English less stressful and enjoyable for them.

Justification

English is an important language, and it has a crucial role in trade, tourism, and intercultural communication. Furthermore, it is the most spoken language worldwide because many countries communicate through it, establishing it as a lingua franca. Research conducted by Mårtensson et al. (2012) shows that learning a foreign language changes the cerebrum structure, increasing the volume of the hemispheres and cortical density. Therefore, the brain will be powerful, more creative, visionary, and imaginative, regardless of the person's age, because the acquisition of a foreign language.

Additionally, fluent speakers unconsciously develop all skills, such as reading, writing, and listening because they practice and produce the language. Nevertheless, mastering those abilities requires a great deal of commitment and a desire to learn. Moreover, it is essential to remember that each student learns differently due to the different learning styles, including visual, auditory, and kinesthetic. Thus, whether the subject is English or another, teachers and students must modify the methodology according to the needs of the group because it will enable the students to learn appropriately and get better results.

Moreover, Reiff (1992, as cited in Zhou, 2011) “Styles influence how students learn, how teachers teach, and how they interact” (p.74). However, emotional factors also influence the English learning process. For this reason, it is indispensable that teachers motivate students to take the risk of speaking, even if they make a grammatical mistake or don't know enough vocabulary. Thus, it is the labor of the teacher to maintain and enhance motivation in the class to make students practice the language and strengthen their abilities.

On the other hand, learning a foreign language plays an influential role in English learners' lives, as being a learner with a B1 or higher level gives them a sense of satisfaction. Hence, learning English promotes the participation of the students in the class and makes them feel good about themselves. For instance, if the teacher encourages them to participate, it will help them to develop self-confidence; consequently, they will actively participate in all the classes, not just English. Therefore, self-confidence is essential for encouraging students' participation as it leads to effort without worrying about results (Kanza, 2016). Consequently, it is indispensable for students to be self-confident to fulfill their goals. Furthermore, Palavan (2017) states that students with low self-confidence may also lack motivation, which can make education compulsory for them, which can lead to discouragement in the classroom. Hence, students need to be aware of the importance of speaking self-confidence not only to approve a subject in school, high school, or even at university but also to be able to communicate and not hesitate to express their emotions and thoughts in front of others.

Dörnyei (2005) emphasizes that motivation is the main factor that influences the success or failure of an activity and, it is the stimulus that powers the performance of an activity with the objective to achieve an objective. Students tend to be more motivated when they perceive themselves competent and view learning as meaningful and necessary. Consequently, they will have the desire and positive attitude to learn and develop their speaking skills. However, teachers play a crucial role in inspiring students by promoting them an enjoyable class using didactic materials or even applying an innovative teaching methodology.

This research will help the fifth level English major students at Universidad Técnica del Norte to enhance their speaking self-confidence. Consequently, teachers will benefit from those strategies since they can apply them in their classes. Additionally, this research will benefit all university students, regardless of career or faculty, who may have low self-confidence and want to increase it. Ultimately, this will make the students feel more confident when they speak, demonstrating their capabilities and talents.

Objectives

General

- ❖ Propose motivational strategies to improve speaking self-confidence in fifth level English Major students at Universidad Técnica del Norte.

Specific Objectives

- ❖ Evaluate the self-confidence level of fifth level students.
- ❖ Examine the theoretical foundations of motivational strategies used in English language teaching.
- ❖ Design a blog with motivational strategies for the improvement of speaking self-confidence.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. What is motivation?

Motivation is the energy that drives people to perform activities to achieve a goal. It is an essential component of social interaction and the context in which they are (Simpson & Balsam, 2015). Besides, according to Santrock (2022) motivation is the group of reasons behind acting in a determined way. Consequently, motivation is the stimulus to continue doing something until people reach a goal. According to Dörnyei (2005) "Motivation provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent" (p. 65). However, motivation is accompanied by hard work and perseverance, especially in English students, where learning can be hard and challenging.

Furthermore, motivation is one of the crucial factors that intervene in the successful development of a foreign language. Gardner (1983, as cited in Nguyen, 2019) "Motivation is divided into three components: effort, want, and desire" (p 52). Effort refers to a student's time and the dedication to study a foreign language while the desire is how strongly the student wants to become fluent in the language. Thus, a motivated student can learn new things quickly by giving their best and enjoying the process.

1.2. Kinds of Motivation

There are several different types of motivation, but the following are the most outstanding:

1.2.1. Intrinsic Motivation

On the one hand, people are intrinsically motivated if they are "...doing an activity because they find it interesting and derive spontaneous satisfaction from the activity itself" (Gagné and Deci, 2005, p. 331). People with intrinsic motivation usually do something for pleasure or fun. Furthermore, Deci et al. (1999) stated that "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifest in behaviors such as play, exploration, and challenge seeking that people often do for external rewards" (p. 65). Thus, intrinsic motivation is the desire to do something motivated to personal reasons.

According to Andrade-Molina et al. (2021) "intrinsic motivation towards accomplishment: the students commit to the task for the pleasure they feel when they master a task or achieve a goal" (p. 742). The learners with intrinsic motivation will do any activity more enthusiastically, enjoying the process because it is not going to be compulsory. Moreover, Lens et al. (2009) "an action is intrinsically motivated when the goal of the action is the action itself. The activity is inherently satisfying. People can be intrinsically interested in gaining knowledge, in striving for more competence, in playing cards, doing sports, etc" (p.22). Hence, intrinsically motivated people will try to improve their mental and physical well-being by doing all activities that make them happy.

1.2.2. Extrinsic Motivation

On the other hand, people are extrinsically motivated when “satisfaction comes not from the activity itself but rather from the extrinsic consequences to which the activity leads” (Gagné and Deci, 2005, p. 331). Therefore, extrinsic motivation refers to someone doing something expecting recognition or payment. Besides, it is called extrinsic because external factors influence the learner's behavior by motivating him or her to perform something in a certain way and may be associated with receiving something to change it.

Khalid (2024) also mentions that “Students with extrinsic motivation may prioritize external outcomes, such as grades or future career prospects, rather than deriving inherent pleasure from the task itself” (p.2). In this vein, a person with extrinsic motivation looks for a kind of reward or acknowledgment to do something, such as a job promotion or a monetary reward. On the contrary, a person with intrinsic motivation is moved by their enthusiasm to do something they are passionate about. For example, a volunteer who does not receive money but wishes to help people.

1.2.3. Integrative Motivation

Integrative motivation refers to the desire to belong to a cultural group and participate in their traditions and customs. Additionally, Tragant & Muñoz (2000, as cited in Andrade-Molina et al., 2021) “Integrative motivation is where learners have the desire to integrate into the target language community, culture and become part of that society” (p.743).

According to Gardner (1985), it is divided into three subcomponents:

- ❖ **Integrativeness:** It makes references to the respect for the different cultures that exist and the willingness to participate actively in their activities.
- ❖ **Attitudes toward learning:** It is the response of the students toward the learning course, the teacher, and the teaching resources.
- ❖ **Motivation:** This is the driving force that boosts a person to perform an activity.

1.2.4. Instrumental Motivation

Instrumental motivation refers to the economic and social benefits of learning a second language, such as getting a better salary or passing a course. Andrade-Molina et al. (2021) “Instrumental motivation is when learning occurs for utilitarian purposes, for example, to have more possibilities to find a job” (p. 743). Moreover, learners with instrumental motivation will have more opportunities to stand out from the rest of the population because their proficiency or mastery of a second language could allow them to travel abroad and access better job opportunities in different fields.

1.3. Motivational strategies

Sucuoğlu (2017) “Motivational strategies are techniques that promote the individual’s goal-related behavior. Because human behaviour is rather complex, there are many diverse ways of promoting it – in fact, almost any influence a person is exposed to might potentially

affect his/her behaviour” (p.190). Thus, it is pivotal to highlight that the teachers should motivate their students to improve their academic performance and reach the learning objectives. In addition, the goal of motivational strategies in learning is “to generate and enhance student motivation, as well as maintain ongoing motivated behavior and protect it from distracting and competing action tendencies” (Dörnyei, 2005, p. 117, as cited in Lin et al., 2021, p. 2). As a result, students with motivational strategies will remain eager to learn new topics and acquire more knowledge in each class.

In other words, motivational strategies are techniques that teachers can use to encourage students to fulfill objectives and improve their academic performance because sometimes they feel unmotivated, stressed, and anxious. Yeşilçınar (2021) “Motivational teaching strategies can be considered techniques employed by teachers in their teaching practices to facilitate students’ motivation in learning a second or foreign language” (p. 43). Therefore, the implementation of motivational strategies facilitates the teaching and learning of a second language with a positive attitude.

1.3.1. Dimensions of motivational strategies

Dörnyei (2001, as cited in Guilloteaux and Dörnyei, 2008) mentioned four dimensions of motivational strategies, which are the following:

- ❖ **Creating basic motivational conditions:** Developing a good teacher-student relationship and creating a friendly and relaxed learning environment results in a cohesive class group with the proper group rules. In addition, it could encourage students to learn the topic of their choice or even do extra activities that change the monotony of the class.
- ❖ **Generating initial motivation:** Fostering a positive attitude toward learning throughout the course with the expectation of succeeding and reaching the learning outcomes. Overall, it will help make the students eager and motivated about the topic they will learn in the class.
- ❖ **Maintaining and protecting motivation:** This emphasizes keeping students motivated through activities they are interested in. For example, teachers may apply games or activities to the characters they usually watch in movies or cartoons related to the class topic. These activities will help pupils stay motivated to learn even when the learning process becomes hard.
- ❖ **Encouraging positive retrospective self-evaluation:** Provide learners with positive feedback or a grade by focusing on their positive aspects rather than their weaknesses and motivating them to continue to strive and improve.

1.4. Motivational Strategies to Improve Speaking Self-confidence

Cirocki et al. (2019) cite the following motivational strategies, but the techniques are adapted according to each strategy.

Table 1.

List of Motivational Strategies

Motivational strategies	Description
Displaying appropriate teacher behaviours (Cirocki et al., 2019).	Praise students; be emphatic and tolerant with the students.
Creating a friendly classroom atmosphere and a cohesive learner group (Cirocki et al., 2019).	Promote collaborative activities in which students interact with each other, strengthen their fellowship, and work towards the same goal.
Making learning stimulating and attractive (Cirocki et al., 2019).	Implement innovative activities that awaken students' interest in learning new things.
Encouraging positive self-evaluation (Cirocki et al., 2019).	Make a self-assessment, highlighting their strengths against their weaknesses.
Promoting learner autonomy (Cirocki et al., 2019).	Assign roles to pupils will enable them to be independent and make decisions on their own.
Being polite to students (Cirocki et al., 2019)	Start the lesson with a greeting to the students will promote the use of values and principles in the class.
Varying the activities students take part in the classroom (Cirocki et al., 2019).	Diversify the activities of the class will avoid that the learning process will be tedious for the students.
Assesses student's knowledge through role-plays, debates, games, etc. (Cirocki et al., 2019).	Change the way of being assessed will reduce students' stress and fear and allow them to demonstrate their competencies by doing activities such as projects, presentations, posters, etc.

Creating opportunities for students to assess themselves (Cirocki et al., 2019).	Allow students to self-assess will help them to improve their English skills by acknowledging their strengths and flaws in their performance.
Allowing students to choose classroom activities (Cirocki et al., 2019).	Give students a choice of activities will increase their interest and motivation to learn.
Encouraging students to participate in English-related activities outside the classroom (Cirocki et al., 2019).	Encourage students to participate in outdoor activities will help them to relax and feel confident to talk to their peers.
Introducing new topics through games, songs, short videos, quizzes, images, etc. (Cirocki et al., 2019).	Use games and flashcards will attract the interest of the students to learn.
Encouraging creativity in the classroom (Cirocki et al., 2019).	Make activities in which pupils show their creativity will enable them to not limit their imagination and show their full potential.
Moving around the classroom to monitor each student's work and celebrate their successes (Cirocki et al., 2019).	Supervise students and acknowledge their achievements will boost their self-confidence and encourage them to continue striving.
Providing positive feedback about student's learning progress (Cirocki et al., 2019).	Provide positive feedback to students, highlighting their positive aspects and praising their achievements.
Providing clear explanations regarding the content of the English coursebook (Cirocki et al., 2019).	Teach a topic with a clear explanation will avoid misunderstandings and frustration for not understanding it.
Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019).	Use images and other techniques, such as teaching modeling, will make the content of the lesson easier to comprehend.

Listening to students when they have problems (Cirocki et al., 2019).	The teacher creates a space for dialogue in which he/she can talk to students if necessary and give them advice.
Writing clearly on the blackboard/ whiteboard during the presentation/explanation stage of the lesson (Cirocki et al., 2019).	Use the whiteboard during the explanation will help students grasp the topic quickly.
Bringing humour into the classroom (Cirocki et al., 2019).	Make the students have fun in class will give the opportunity to enjoy the learning process and relax in a moment.
Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019).	The teacher's support is indispensable strategy in the class because it encourages the pupils to do their best.
Rewarding students in various ways (e.g., Teach the class your favorite game, take a homework pass, choose a book for reading aloud) (Cirocki et al., 2019).	Motivate pupils by giving them rewards for achieving something; perhaps changing the classroom setting or playing their favorite English song during class will cause a meaningful change in their attitude.

Motivational Strategies with their corresponding description. Own Elaboration

1.5. Motivation in language learning

Firstly, motivation is the reason why people do something. It drives them to achieve a goal or a reward. Furthermore, learning is conceptualized as an enduring change in a person's behavior involving stimuli and responses that interact with previous stimuli, generating a new response based on this interaction (Domjan, 2009). Learning is the acquisition of knowledge in response to the interaction of prior knowledge with a different topic. Thus, motivation in learning is essential because it will guarantee that the learning experience will be adequate and effective for them.

Secondly, motivation in language learning makes learners reflect on the importance of learning because, through it, they will learn something new and meaningful for their lives. As Brophy (2004) "Students who are motivated to learn will not necessarily find classroom activities intensely pleasurable or exciting, but they will find them meaningful and worthwhile and will take them seriously by trying to get the intended benefits from them" (p. 16). Hence,

educators must know methodologies and strategies that empower students to study with all their willingness, recognizing that learning contributes to their holistic development and makes a significant change in the quality of their education.

1.6. English language learning skills

On the one hand, English is a global language that people worldwide use to communicate. It can be learned as a second language, or sometimes it is the mother tongue of the speakers. According to Crystal (2003), a language is acknowledged as a global language when it is spoken in many countries worldwide. Learning a second language has several advantages, such as doing business, knowing a culture deeper, and reading scientific articles firsthand. For these reasons, is learning English an opportunity to succeed in life because it opens doors that people thought were unimaginable before.

On the other hand, English is a lingua franca because it is the means of communication with speakers from different countries where the mother tongue is different (Seidlhofer, 2005). In addition, an estimated one billion people speak English worldwide, and 67 countries consider it to be an official language, while 27 others recognize it as a secondary official language (Nishanthi, 2018). English is an international language that, regardless of nationality and country of origin, allows people to easily communicate and understand the message even if they are not native speakers.

Andayani (2022) “Students who are able to communicate well in English stand to gain a great deal from doing so, not just in terms of the advancement of science but also in terms of sociopolitical communication, economics, and cultural understanding...” (p. 373). English speakers fluent in English will be able to participate in a conversation on any topic because they will understand it. Another advantage of being fluent in English is access to the thousands of documents available on various topics. Consequently, they could read any document or book firsthand, even if it is not translated. On the other hand, English is divided into four language skills, which are receptive and productive.

1.7. Receptive skills

Receptive skills in language learning encompass receiving and comprehending information through listening and reading. Listening skills involve understanding spoken language, such as conversations, lectures, and podcasts while reading skills involve making sense of written texts, articles, or other documents. Being proficient in receptive skills is essential for effective communication because it increases vocabulary. They are also known as passive skills because English learners don't need to produce the language yet. After all, they only receive the information. However, learners begin learning a second language using receptive skills, and then, as they become familiar with the language, they gradually begin to advance their skills with productive skills (Masduqi, 2016).

According to Larsen (2000), receptive skills involve comprehending and interpreting the information obtained in the listening and reading process, considering the meaning, use, and form of the message in its transmission. In addition, good input is necessary for the

comprehension of the lesson, because it is necessary that they have a wide vocabulary and know the basic phrases to be used. Consequently, students will interpret the information they are receiving without problems if they are familiar with the vocabulary of the reading and the vocabulary that will be used in the English lesson.

1.7.1. Listening

Listening is an active process of receiving and interpreting auditory stimuli to comprehend spoken language. It involves not only hearing sounds but also understanding their meaning of it. Vandergrift (1999) claims that listening is:

A complex, active process in which the listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance. (p. 168)

This process involves various sub-skills such as recognizing phonetic elements, understanding vocabulary and grammar in context, and grasping the overall meaning of spoken messages.

1.7.2. Reading

Reading is a complex skill in which students increase their vocabulary and improve their grammatical structures. Moreover, “reading is the act of getting meaning from printed or written words, which is the basis for learning and one of the most important skills in everyday life” (Guthrie et al., 2007). It is an exercise for training the mind and stimulating memory. However, Sushama (2016) “Reading for pleasure, reading at home, at libraries, and bed time reading open up an imaginable universe for language progress and literacy development. Reading enhances creativity. Pupil acquires new words consciously or unconsciously” (p. 319). In this vein, reading helps students acquire more vocabulary needed for speaking and strengthens their memory while reading. Besides, it is useful because, through it, students become more creative and imaginative.

1.8. Productive skills

Productive skills are also active skills because here the students have to produce the language orally or in writing. Olshtain and Cohen (1991) establish that “if we wish to master another language, we need to become more communicatively competent” (p. 154). Furthermore, learners must dominate the phrasal verbs, collocations, and idioms necessary to establish a real conversation. These competencies are developed after receiving and processing information from the context or class and then producing it.

1.8.1. Writing

Writing is a logical activity that involves gathering ideas, considering how to convey them, and organizing them into a paragraph or sentence that the reader can easily understand (Nunan, 2003 as cited in, Gita & Muhd, 2014). Writing skills are classified as productive skills because students produce the language rather than just receiving it. Therefore, writing is used

in different areas and can be academic or free, but with a single objective, which is to convey ideas and produce something written.

Writing is important in the process of learning English as it serves as a practical and constructive tool for language acquisition. According to White (1986), "Writing is a process of expressing the ideas, information, knowledge, experience and understand the writing to acquire the knowledge or some information to share and learn" (p.10). Thus, writing is a complete process in which writers make drafts of a poem, book, or story after prior analysis and multiple corrections to transmit something to the public. In addition, when English learners start writing and producing the language, they use grammar structures, vocabulary, and previous knowledge acquired throughout their learning process.

1.8.2. Speaking

Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts" (Chaney & Burk, 1998, p. 13). It means that speaking is the ability to articulate thoughts and ideas in a spoken way. Consequently, it is considered one of the most difficult skills because students must effectively produce the language, demonstrating their knowledge and competence by pronouncing correctly the words and handling a wide vocabulary of lexicon to ensure the flow of the conversation.

McKay (2002) highlights the integral role of spoken English in the educational field, where it serves as the primary medium of instruction in many prestigious institutions around the world. Therefore, developing and mastering speaking skills is not merely a linguistic endeavor; it is a multifaceted ability that empowers social connections through a variety of activities. The importance of speaking skills transcends linguistic competence and extends to various aspects of personal, academic, and professional life.

Effective verbal communication is pivotal for building relationships, expressing ideas, and engaging in meaningful conversations. In the educational area, strong speaking skills are vital for presentations, group discussions, and tasks based on projects. Furthermore, this ability enhances interpersonal relationships and fosters social skills. Lastly, it is an integral component of language proficiency because speaking facilitates effective communication and contributes to self-confidence, critical thinking, and overall communicative competence.

1.9. Components of speaking skills

Harris (1974) mentioned that speaking skills are divided into five components: comprehension, grammar, vocabulary, pronunciation, and fluency.

1.9.1. Comprehension

Morrow et al. (2015) mention oral comprehension as the capacity to talk, listen, and, at the same time, understand the content. In addition, Morrow et al. state that "oral language comprehension requires the integration of all oral language areas to speak and to listen with intention and purpose" (p. 17). Also, it's necessary to understand the conversation in order to receive the message without misunderstandings. Therefore, when people talk and listen to a

dialogue or discussion, they first interpret and understand the message, and then they produce the spoken language. Clark and Clark (1977) established the following definition of comprehension:

Comprehension has two common senses. In its narrow sense, it denotes the mental processes by which listeners take in the sounds uttered by a speaker and use them to construct an interpretation of what they think the speaker intended to convey... Comprehension in its broader sense, however, rarely ends here, for listeners normally put the interpretations they have built to work. (pp. 43-44)

In general, comprehension is a continuous and dynamic process in which listeners and speakers make use of their interpretations about something to give their point of view orally or in writing.

1.9.2. Grammar

Grammar is a component that consists of respecting the grammatical rules necessary for a coherent and understandable communication process. According to Hope (2013), “The persons who wish to communicate in the artistic manner with well-defined structures must go for the greater depth of understanding and proficiency what the study of grammar offers” (p. 483). Therefore, mastering grammar would facilitate communication by expressing our ideas and opinions using the appropriate verb tense.

Handayani (2018) “Grammar can just fall by the wayside when it's considered to be a skill only studied by beginners when really everyone needs to improve on usage and understanding throughout their lives” (p. 29). Hence, English learners need to learn grammar even if they are considered proficient in the language because it's pivotal for effective communication and facilitates the comprehension of the message that is being transmitted.

1.9.3. Vocabulary

Vocabulary is a crucial element involved in learning a second language because if a speaker does not know the meaning of the words in a conversation, he/she cannot understand or respond to what the other person is asking. Consequently, it will obstruct the exchange of information. Neuman and Dwyer (2009) “Vocabulary refers to the words we must know to communicate effectively: words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (p. 385). Hence, English learners must learn a wide range of words to communicate and speak fluently.

1.9.4. Pronunciation

According to Fernandez & Hughes (2010) “Pronunciation, is focused on within a broader context. Sound is the same everywhere as a text is comprehended, allowing awareness of its pronunciation development, as meaning can be focused on”. It is a pivotal element in the linguistic process because it can facilitate the comprehension of dialogue and, at the same time, block it. Furthermore, accurate pronunciation is crucial for language learners aiming to achieve

communicative competence and engage effectively in real-life situations (Crystal, 2003). Therefore, recognizing the importance of pronunciation in speaking is essential for language educators and learners, guiding instructional strategies aimed at achieving linguistic accuracy and effective communication.

1.9.5. Fluency

Fluency is “the ability to use a language naturally and effectively without many fillers and pauses” (Lopez et al., 2021, p. 40). It refers to the ability to speak without hesitations that hinder the successful development of the language. Segalowitz (2010) mentioned three aspects of fluency. Firstly, cognitive fluency makes reference to the mental processes involved in the speaker's ability to communicate. Secondly, utterance fluency alluded to the three aspects linked to fluency, which are speed, breakdown, and repair. Thirdly, the speed represents the number of words spoken; the breakdown is the average of silent, filled, and mean-length quiet intervals; and the repairs are the times that the person repeats a word or makes a mistake and then corrects himself. Lastly, perceived fluency is the feedback of the listener about how the expressions are used during speaking.

However, other researchers also highlight accuracy as another key component of speech.

1.9.6. Accuracy

Ellis (2005, as cited in Gashan & Almohaisen, 2014) stated that accuracy can be defined as “the ability of the speaker to avoid errors in performance, possibly reflecting higher levels of control in the language as well as a conservative orientation” (p. 38). Thus, accuracy is the capacity to produce the language correctly with fewer mistakes. Housen et al. (2012) “The ability to produce target-like and error-free language” (p.3). However, it is difficult for learners to produce error-free language, but by practicing pronunciation and intonation, they are likely to improve their level.

1.10. Approaches, methods, and techniques of teaching Speaking

1.10.1. Approach

The theories regarding language learning and acquisition are the basis of the approach. Richards and Rodgers (2001) “Approach refers to the theories about the nature of language and language learning that serve as the source of practices and principles in language teaching” (p.20). Teaching approaches are influenced by educational theories and pedagogical philosophies, shaping decisions about curriculum design, classroom management, and assessment methods.

1.10.2. Method

A method refers to putting theory into practice through several steps until the established objective is achieved. Richards and Rodgers (2001) “Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic; a method is procedural” (p. 19).

Therefore, it is an action plan focused on fulfilling a purpose and deciding in which way the content will be presented or taught.

1.10.3. Techniques

Edward (1963) “A technique is implementational that which takes place in a classroom. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach” (p. 63). Additionally, teaching techniques are methodological tools that allow the teacher to try new and different things that help students develop skills and achieve learning outcomes. Brown (2001) “Any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing lesson objectives” (p.16). Consequently, techniques are the set of activities that are done in class to reach the learning objectives.

1.11. Approaches of Teaching Speaking

1.11.1. Natural Approach

Stephen Krashen and Tracy Terrell, in the 1970s, were the founders of the Natural Approach. This approach emphasizes developing communicative skills by encouraging students to participate by creating a friendly and relaxed environment (Richards & Rodgers, 2001). Students could increase their self-confidence because the teacher has a passive role, as he or she only guides them, and learning is autonomous. It also remarks on the importance of the input more than the practice, considering that it is mainly for beginners to improve their skills. Nevertheless, this gives more importance to developing communicative skills or producing the language than grammar activities (Richards & Rodgers, 2001).

1.11.2. Oral Approach and Situational Language Teaching

The origin of the oral approach began with the research of British linguists Harold Palmer and A.S Hornsby in the 1920s and 1930s (Richards & Rodgers, 2001). This approach is more focused on autonomous learning. It is based on self-study establishing that language learning occurs situationally. “When a person who doesn’t know the target language goes abroad and lives there, he/she learns the language obligatorily in different situations” (Babayev, 2022, p. 50). Thus, this approach establishes that students can produce a second language whether they are exposed to the language with realia, practice, and other activities.

1.11.3. CLIL - Content and Language Integrated Learning.

David Marsh developed the Content and Language Integrative Learning approach in 1994. It establishes that through the learning of school subjects, the training of a second language can be reinforced. However, in CLIL, learning activities are made to enhance students’ linguistic competencies. Also, these must be according to the student’s interests and needs. For example, “when students learn a subject, namely, history, geography, and science, through the medium of a foreign language, the foreign language acts as a vehicle for learning” (Rodriguez, 2012, p. 179). It is an innovative approach that focuses on improving speaking skills while learning other subjects.

1.11.4. Dogme

This approach is a revolutionary approach that does not follow grammatical rules because it is freer learning. “Dogme works on the radical idea that language develops through social communication and authentic interaction” (Nguyen & Hung, 2020, p.174). For these reasons, Dogme is an approach that requires teachers to adapt to the needs of the students by promoting analytical reflection through different activities using realia in which they try to practice the language in real-life situations.

1.12. Methods of Teaching Speaking

1.12.1. Direct Method

This method is also known as the natural method because the students are exposed to real language. Furthermore, it is used to teach a second language but is characterized by rejecting the usage of the mother tongue of the students. So, speaking is only in the target language. Ayala and Herrera (2023) “Direct method is a methodology for teaching languages that establishes a visual association and body expression (idioms) without relying on the student’s mother tongue” (p. 12). Therefore, this method is useful for practicing speaking skills and will help get better results in developing and improving communication skills.

1.12.2. Audio-lingual method

The Audio-lingual method was first known as an army method but in the 1950s, it was recognized as the audio-lingual method (Brown, 2001). Furthermore, this method was developed by linguists in Michigan. “In ALM, language habits were formed by memorizing dialogues and practicing sentence patterns, usually through drills that required learners to imitate and repeat what their instructors said” (Lee & VanPatten, 2003, p.13). For this reason, teachers use modeling and memorization while students repeat the patterns to internalize the content through imitation of exercises.

1.12.3. Suggestopedia

Suggestopedia is a method that was developed by Georgi Lozanov in 1979, and it argues that when the English learners have adequate learning conditions, the human brain starts to relax and retain more information (Brown, 2001). A key element in this method is the music and short silent pauses because, according to this method, students need to enter a state of relaxation to learn, and with music, they internalize the vocabulary and phrases that hear in the tape and follow the lesson with the textbook (Lozanov, 1979). Hence, the main characteristic of this method is to allow the students to internalize the language through the music in the classes and, at the same time, relax their brains so they can learn without difficulty.

1.12.4. Community Language Learning (CLL)

Community language learning is a method that Charles A. Curran and his collaborators developed. It is a humanistic method and considers learning a holistic process because it considers the cognitive and affective factors that influence the learner (Richards & Rodgers,

2001). Furthermore, they also mention that, “The process of learning a new language, then, is like being reborn and developing a new persona, with all the trials and challenges that are associated with birth and maturation” (p. 93). This method considers all the factors that hinder language acquisition, considering that learning must be collaborative through social interaction.

1.13. Techniques of Teaching Speaking

1.13.1. Roleplays

Role-play is an innovative technique that helps students practice the language in different situations by interpreting distinct characters, allowing them to break out of the monotony and practice the vocabulary required in each situation. An advantage of it is that students learn to work collaboratively as a group to achieve a common goal of producing a captivating drama. In addition, this technique helps the learners practice the pronunciation and stress of the voice when they act, taking into account the different sounds of each phoneme and the intonation of the words. Hence, through role plays, learners will continuously practice the language and socialize more with their peers.

1.13.2. Discussions

Discussions in class can motivate students to continue learning, as there is an exchange of information between them. Consequently, students form hypotheses about unanswered questions and topics for research, awakening each person's critical and analytical skills. However, it's necessary to establish classroom rules from the beginning to ensure that the classroom respects all opinions, even if they disagree. Speaking skills are improved when learners continuously practice, so through discussions, they will acquire fluency and accuracy. In this vein, through discussions, English learners will also be relaxed and gain self-confidence while talking with their classmates about any topic.

1.13.3. Debates

According to Ghafar (2024) “Debate activities foster competitiveness, motivating students to deepen their knowledge in order to confidently defend their points” (p.125). Students are more competitive when they want to defend their position, so they research deeper to get strong arguments that support their ideas. This activity allows the learners to talk about current issues in which people differ in their opinions. Otherwise, it encourages them to reflect on it and try to find possible solutions to solve them, putting into practice their problem-solving abilities and analytical skills. In other words, in debates they analyze solid arguments and evidence to defend their position and convince the public that they are right.

1.13.4. Presentations

Presentations require that students practice the four English skills: reading, writing, listening, and speaking. It allows them to scaffold their learning by interacting with their classmates and practicing the language. It is also helpful to lose public speaking fright by practicing their communication skills in front of a large group of people, increasing their self-

confidence. Furthermore, through presentations, they are exposed to the language and interact continuously with their listeners.

1.14. Self-confidence

According to Brown (2001), self-confidence is the “Learner’s belief that they are indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task” (p. 62). It is a determining factor for the performance of the students in any activity they carry out. Moreover, high self-confidence promotes leadership skills and decision-making making students be assertive, which means they are sure of what they think and speak without doubt or hesitation. As a result of, self-confident people trust in themselves, their abilities, and their knowledge which is a great characteristic in the professional field.

1.15. Speaking self-confidence

Self-confidence is fundamental to the development of speaking skills. Confident people inspire others around them, like their co-workers, friends, and family. Nowadays, it is indispensable for students to be self-confident to fulfill their goals. Palavan (2017) states that students with low self-confidence may also lack motivation, which can make education mandatory, causing an unfavorable opinion regarding learning. Thus, students need to be aware of the usefulness of oral self-confidence not only to approve a subject in school, high school, or even at university but also to be able to communicate and not hesitate to express their emotions and thoughts with people.

The importance of self-confidence in speaking cannot be overstated, particularly in educational and professional settings. Confidence is a key factor in effective interpersonal interactions and public speaking. Individuals with strong speaking self-confidence are more likely to express their opinions in conversations and participate actively in class or group discussions. In addition, in academic and professional contexts, confident speakers are often perceived as more credible and persuasive, which can contribute to success in different areas because people will trust that they can perform better in any activity than another employee.

1.15.1. Factors Influencing in Speaking Self-confidence

Guevara and Flores (2020) mention some factors that influence the development of speaking.

- ❖ **Speaking correction:** It is a challenge for a teacher to know the right moment to correct learners during their speech because it hinders the normal flow and can inhibit them from continuing talking. However, if they do not receive adequate feedback, they may fossilize their pronunciation and not realize their spoken mistakes (Guevara and Flores, 2020).
- ❖ **Self-efficacy for students:** Students with high self-efficacy trust in their abilities and talents and give their best in every activity. Consequently, they produce the language with few grammatical errors, accuracy, and fluency compared to pupils with low self-confidence (Guevara and Flores 2020).

- ❖ **Teacher's Influence:** The teacher is the role model for learners as they imitate his or her behavior. Hence, it is crucial that educators inspire students positively by encouraging them to be better every day and to make a meaningful change in education (Guevara and Flores, 2020).

1.15.2. Emotional Factors that Affect Speaking Self-confidence

❖ Anxiety

Anxiety is a state that is characterized by excessive worry and intense fear in a determined situation. Yalçın and İnceçay (2014) “Foreign language learners, who feel anxious, face symptoms such as sweating, palpitations, worry, forgetfulness, and difficulties in language learning” (p. 2622). As a result, anxiety in language classrooms is a problem that teachers must consider in the classes to adapt according to the student's needs. Afterward, they must research strategies or techniques that give students a sense of security in the educational setting.

❖ Shyness

Shyness is a concern that affects language learning because students have to interact and talk among themselves to rehearse and upgrade their linguistic competencies, and they are reluctant to do it. Shy students are usually worried about the opinions of the rest of their classmates, avoiding social relationships and remaining alone. Furthermore, they are apprehensive about becoming participants in a social group and prefer to work individually. Nevertheless, collaborative work is an activity that motivates students to cooperate and helps them socialize, get to know each other better, and talk about the task or project.

❖ Low self-esteem

Another emotional factor that influences the speaking process is low self-esteem. Students with poor self-esteem are extremely critical of themselves, having negative thoughts and ideas about their self-concept and feeling unsatisfied with who they are. This means that when students have poor self-esteem, even when they give their best, they question their ability to do something because, for them, their weaknesses are stronger than their strengths. Consequently, this would affect their academic performance and mental well-being, so it is sometimes necessary to seek psychological help to overcome.

CHAPTER II: METHODOLOGY

2.1. Description of the study area/ Study group

This research study will be conducted at Universidad Técnica del Norte, a higher education institution located in Ibarra, specifically in the San Francisco canton on Avenue 17 de Julio, 5-21, and General José María Cordova Street. This public institution has five faculties and a postgraduate institute. However, the study group for this research will be 27 fifth-level English major students of the faculty of Educational Sciences and Technologies, of which 22 are female and five are male.

2.2. Research Approach/ Type of Research

This investigation will use a mixed-method approach to collect and analyze the data. Saraswati and Devi (2023) “Mixed methods research is a valuable and versatile approach that combines qualitative and quantitative methodologies to provide a comprehensive understanding of complex research questions” (p.2). Therefore, this approach will allow the researcher to analyze the data and obtain more accurate information, which will be necessary to make an appropriate proposal.

Almeida (2018) states that “The use of mixed methods turns possible to overcome the limitations of quantitative and qualitative methodologies, allowing the researcher to get rich information that could not be obtained using each method alone” (p. 137). Hence, employing both qualitative and quantitative methods will provide a comprehensive understanding of the information being studied, aiding in the exploration of the study group's behavior and the underlying reasons for it.

Mixed methods integrate two approaches, qualitative and quantitative, complementing the numerical data with the content of the responses of the participants to the questions. This is based on pragmatism, which suggests that the researcher should decide the most appropriate research approach considering the context in which the problem occurs (Trujillo et al., 2019). Consequently, the investigator should make a previous analysis of the background of the problem and assess which method is most appropriate for the research.

On the other hand, the type of research that will be used is the explanatory design because it will provide a detailed explanation of the data. Das (2016), “The goal of explanatory research is to answer the question of why. Explanatory research attempts to go above and beyond what exploratory and descriptive research to identify the actual reasons a phenomenon occurs” (p.20). Furthermore, this method will be applied to better understand the reasons for the research problem and to propose motivational strategies to improve the speaking self-confidence.

2.3. Methods

❖ *Inductive method*

The inductive method collects and analyzes the data from the specific to the general. Kim (2021) “In the inductive method, the researcher begins by collecting relevant data for the research topic. Once a substantial amount of data has been collected, the researcher will develop an empirical generalization, stepping back to get an overview” (p.151). In this sense, the inductive approach makes the researcher come to a general conclusion after analyzing the collected theory.

❖ *Deductive method*

On the other hand, the deductive method starts by collecting data from general to particular. This method is divided into three steps: examining the theory about the research topic, formulating the hypotheses, and testing them (Kim, 2021). Hence, this method is used to demonstrate which hypotheses are correct and which are not and, from there, to conclude. For this reason, it is crucial to apply the appropriate research instruments and to know how to apply them properly so that the data is truthful and transparent.

2.4. Techniques and Instruments

It is crucial to mention that the following research instruments, which will be used in this research, will be previously approved by two experts who will be the thesis advisor and another English Major teacher to make the respective corrections to the questions that will be asked to the study group and to guarantee that the information collected is truthful and reliable. After their approval, the researcher could apply and interpret these instruments.

❖ *Interview*

As stated by Mathers et al. (2000), “The interview is an important data gathering technique involving verbal communication between the researcher and the subject” (p. 1). Thus, it will be used to obtain the interviewee's point of view on the research topic and their perspective on the problem being investigated. Additionally, this research will use a structured interview with three English Major teachers at Universidad Técnica del Norte, which will be recorded in a voice note for later analysis. Owing to their experience in university teaching, it is important to consider their opinions, comments, and suggestions for the elaboration of the proposal (Posso, 2013).

❖ *Survey*

Check and Schutt (2012) "The collection of information from a sample of individuals through their responses to questions" (p. 160). It aims to collect data on students' opinions on topics such as how they feel in class and their perception of the speaking class. Nevertheless, the questions of the survey will be closed to facilitate the interpretation of the data and elaborate on various statistical graphs that show the percentages obtained.

❖ *Test*

According to Olajide (2018), a “Test is an instrument designed, produced and implemented to elicit information about an individual respondent in respect of his knowledge,

attitude, skills, assumed values and preference” (p. 403). In other words, the test is a tool used by teachers to identify how well students are learning in class and in which parts they need reinforcement. However, in this research, the test created by the Mind Tools Content Team (s.f.) will be used to measure the level of self-confidence of the students and from there propose some activities that the teacher can apply in class that will help them to increase their self-confidence and improve the learning environment.

2.5. Research Questions

- ❖ What is the level of self-confidence of the fifth-level English major students at Universidad Técnica del Norte?
- ❖ What are the most appropriate motivational strategies for the fifth-level English major students at Universidad Técnica del Norte?

2.6. Population and Sample

The population of this research consists of 27 fifth-level English major students, twenty-two females and five males, all of whom are registered in the Listening and Speaking V class. Hence, obtaining a sample was unnecessary because the population is only this group, as described in the title of the research. On the other hand, only three English major teachers were chosen because they teach to the study group and have the expertise to give their perspective about the influence of self-confidence on the development of speaking skills and to find out what motivational strategies they use in their classes.

2.7. Procedure

First of all, the research problem has to be chosen and investigated. Before you start writing the theoretical framework, you should research all available information about your topic and include it. Next, choose the research instruments that will be used and design them. Then, the researcher must show it to two teachers so that the instruments can be approved and validated for further application. Besides, it is necessary to ask permission from the coordinator of the English major to apply them to the fifth-level students. Subsequently, the researcher must apply the instruments, interpret them, and design the statistical graphs. After that, the researcher begins to make the proposal that consists of creating a motivational blog that goes hand in hand with the book *Prism Listening and Speaking 4* by Williams (2022) and the motivational strategies investigated. Ultimately, the researcher writes the conclusions and recommendations after having conducted the investigation.

CHAPTER III: DATA ANALYSIS AND DISCUSSION

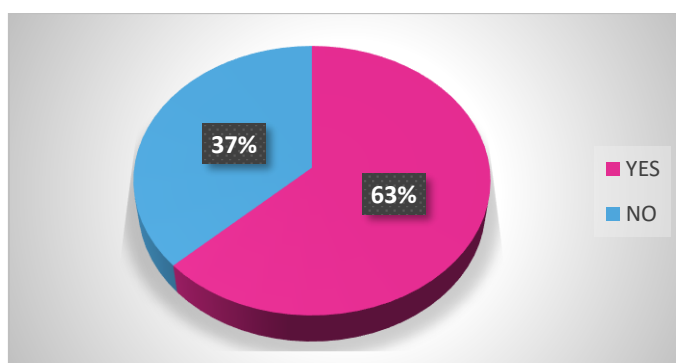
This chapter will analyze the data collected through the application of the research instruments, which were a survey, a test, and three interviews. The survey was applied to the 27 students in the fifth semester of the English Major at Universidad Técnica del Norte who provided crucial information about their perceptions of the Speaking class and to determine whether or not they feel motivated in the class. The test was taken from California State University San Bernardino and was conducted with the same population but on a scale of 1 to 5 to ascertain the level of self-confidence of the students; depending on their score, they were given the results of high self-confidence, moderate self-confidence, and low self-confidence. In addition, the interviews were made with three English Major Teachers to know their opinion about the importance of keeping the students motivated, the motivational strategies that they used in their classes, and their standpoint regarding the influence of self-confidence in the academic performance of the students, but above all, their emotional well-being.

Consequently, the results will be shown in pie charts and statistical graphs with their respective analysis, discussion, and interpretation of each question asked to the students. Furthermore, the corresponding interviews of the teacher will be examined to reach a general conclusion based on the information gathered to create a motivational blog that enables the students to be the best version of themselves, and at the same time, enjoy the English learning process.

3.1. Results of the Student's Survey

Figure 1.

Is the learning environment of your speaking class relaxed and pleasant?



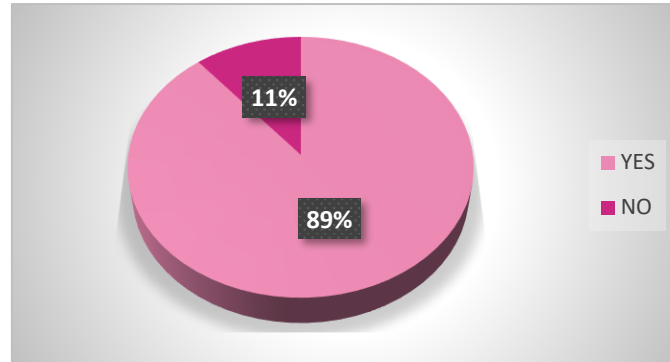
Note: Own elaboration. Source: July 2024 Microsoft Forms Surveys

Analysis and Interpretation: Data collected for question one revealed that the percentage of respondents in favor of having a relaxed and pleasant atmosphere in their speaking lessons is almost double that of students who said that the class was neither relaxed nor pleasant. Thus, these findings may suggest that the educational setting favors learning and that students feel confident and motivated. On the other hand, it may be necessary to identify

what considerations led the respondents who answered that the lessons were not relaxed nor pleasant to assume that position.

Figure 2.

Does positive feedback from your teacher help you stay encouraged?

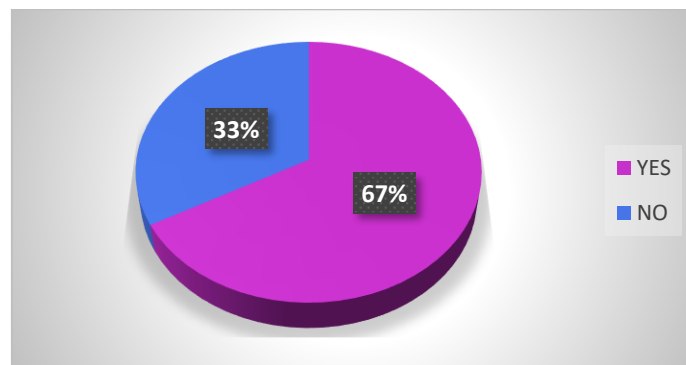


Note: Own elaboration. Source: July 2024 Microsoft Forms Surveys

Analysis and Interpretation: This graph shows that most students believe that positive feedback helps them stay encouraged. Conversely, a small group responded that their teacher's praise does not influence their mood. Hence, the higher percentage illustrates that the praise pupils receive from their mentors in class influences their attitude toward learning. It also highlights the importance of commendations in the classroom to foster the learner's enthusiasm throughout the learning process.

Figure 3.

Is the syllabus of the speaking class attractive and interesting?

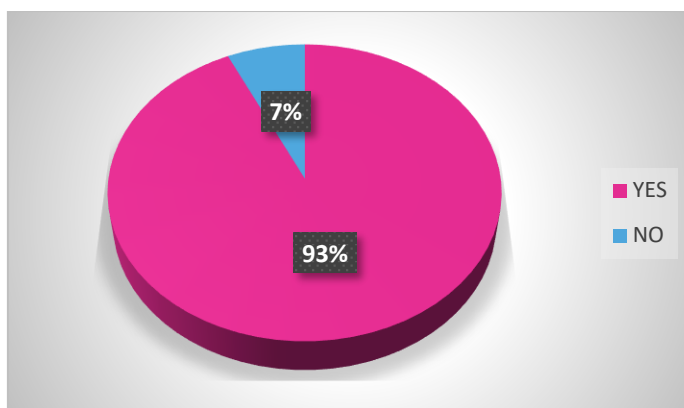


Note: Own elaboration. Source: July 2024 Microsoft Forms Surveys

Analysis and Interpretation: Data indicated that over half of the students think that the syllabus of the speaking class is attractive and interesting, and just a small minority of the group considers it unattractive and tedious. This result suggests that the students like the activities that their speaking teacher does during their class and enjoy her syllabus planning. Therefore, they probably remain eager to have this class and participate actively in it to enhance their speaking skills.

Figure 4.

Does your teacher have a good relationship with students in class?

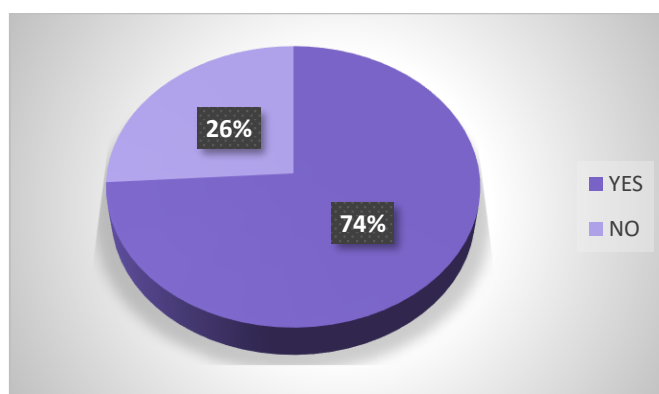


Note: Own elaboration. Source: July 2024 Microsoft Forms Surveys

Analysis and Interpretation: The data gathered in this question illustrates that almost all the respondents have a good relationship with their teacher, and a few students do not. It suggests that the teacher-student relationship is respectful and polite, which is crucial for a successful English learning process. In addition, it may imply that students feel confident asking questions to the teacher because their teacher gives them the confidence to ask freely without fear.

Figure 5.

Does your speaking teacher apply any motivational activities in her class?



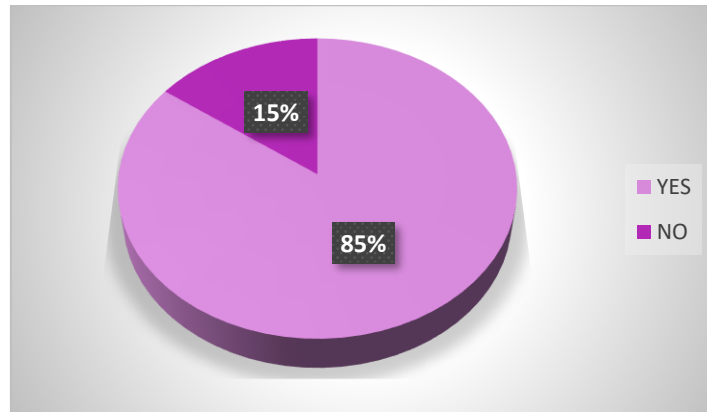
Note: Own elaboration. Source: July 2024 Microsoft Forms Surveys

Analysis and Interpretation: The results revealed that the percentage of the students who agree that the speaking teacher applies motivational activities in the class is almost threefold higher than the percentage of the participants who replied the contrary. These strategies are beneficial for engaging the students in the lesson, keeping them motivated to learn, and promoting collaborative work. Besides, it is essential to include such activities in an

English class to awaken students' desire to learn and persist in their dreams until they accomplish them.

Figure 6.

Do you like the activities developed in the speaking class?

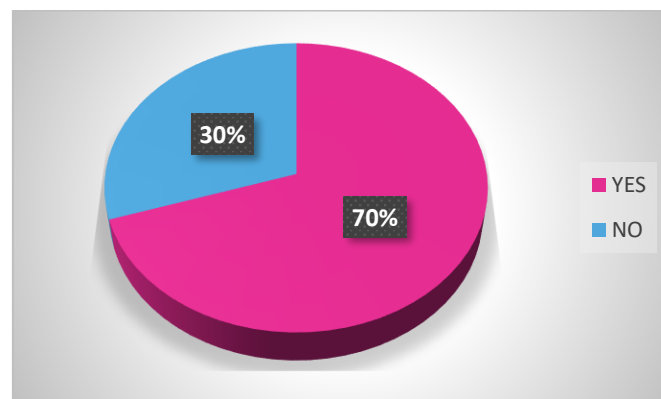


Note: Own elaboration. Source: July 2024 Microsoft Forms Surveys

Analysis and Interpretation: The findings regarding this question show that the percentage of the respondents who like the activities developed in the speaking class is almost five times greater than the number of students who are not interested in this. In addition, it means that students feel pleasant with the activities performed in the classroom, which undoubtedly were made considering their preferences and abilities. Therefore, it implies that they remain engaged in the class and enjoy making it.

Figure 7.

Have you ever needed to be heard by your teacher?



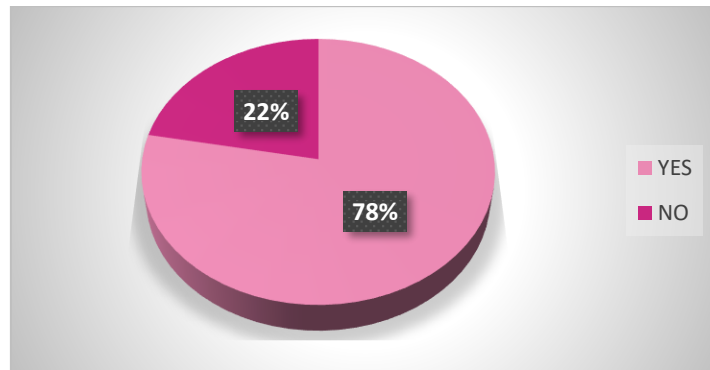
Note: Own elaboration. Source: July 2024 Microsoft Forms Surveys

Analysis and Interpretation: Based on the results concerning this question, the majority of students have felt the need to be heard by their teacher. Conversely, just a minority of the participants do not feel this necessity. Consequently, students sometimes need to communicate with their teachers to suggest their ideas or tell them about something. For this

reason, if English teachers promote a courteous relationship with their students, establishing the limits between teacher and student will bring their hidden abilities to the light, help them reach their full potential, and reinforce their self-confidence by giving the feedback that they require.

Figure 8.

Does your teacher praise you after getting a good grade or improving in some aspect?

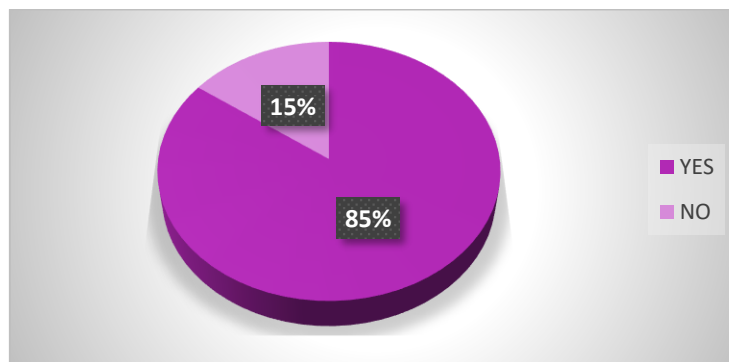


Note: Own elaboration. Source: July 2024 Microsoft Forms Surveys

Analysis and Interpretation: The results of question eight indicate that most of the students answered that the teacher praises them after getting a good grade or improving in some aspect, and just a minimal part of the group thinks otherwise. This result signifies that the teacher is aware of the pupils' achievements and praises them when they consider it necessary. Nevertheless, it is crucial to mention that even a short motivational phrase can make a significant difference in the mood and attitude of the student. Thus, acknowledging the students' accomplishments is a valuable teaching tool that demonstrates the teacher's support in their projects and goals.

Figure 9.

Would you like to take part in new activities in which you can use the language outside the class?

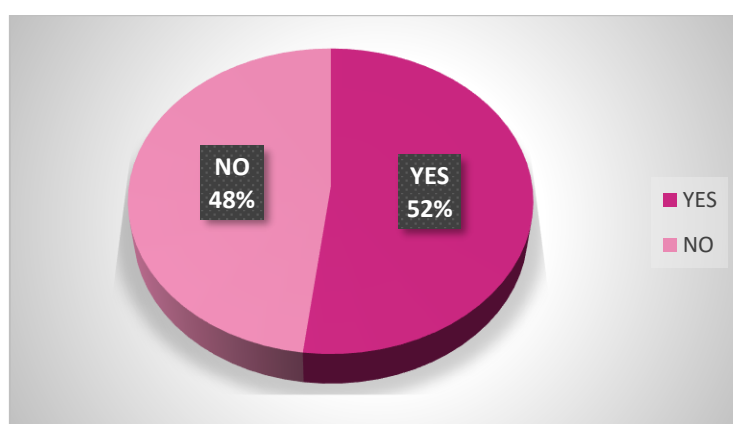


Note: Own elaboration. Source: July 2024 Microsoft Forms Surveys

Analysis and Interpretation: The statistical graph above shows that the percentage of pupils in favor of participating in outdoor activities is fivefold that of those who are against participating in extracurricular activities to practice English. On the other hand, the most effective way to learn a foreign language is to be exposed to it. As a result, these kinds of activities enable the learners to use the language in real-life situations in which they do not use fixed phrases; on the contrary, they use the language in a routine conversation without fear or pressure to make mistakes.

Figure 10.

Do you usually practice speaking with your friends?



Note: Own elaboration. Source: July 2024 Microsoft Forms Surveys

Analysis and Interpretation: The pie chart indicates that almost half of the students usually practice speaking with their friends, whereas just over half avoid speaking with their colleagues. However, the most outstanding benefit of talking with friends is having autonomy in their learning since they practice at their own pace, correct their errors, and learn between them. Finally, it is a great idea to include more speaking activities in English, as they improve speaking skills and increase students' confidence and fluency.

3.2. Summary of the student's survey

The survey results show that most students find the speaking class relaxed and pleasant, demonstrating that the educational setting is comfortable and appropriate. In addition, the results revealed that the positive feedback helped them to stay enthusiastic about learning, demonstrating the value of compliments from their teachers. Furthermore, over half of the students think that the speaking syllabus is attractive and engaging, implying that they enjoy this class.

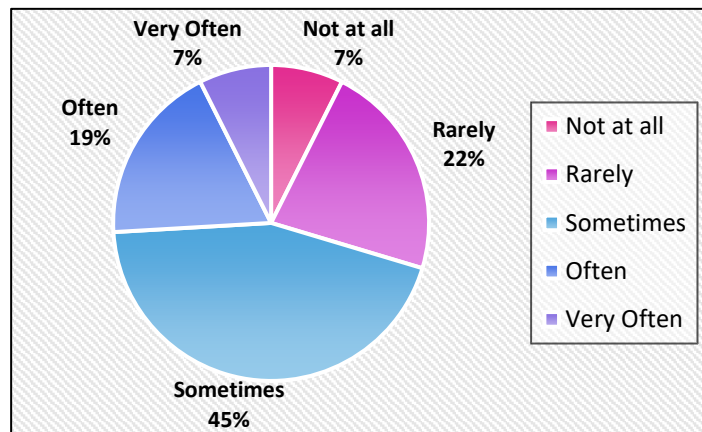
On the one hand, the respondents answered that their teacher effectively applied motivational strategies during her class. This is fundamental to engaging the students in the class motivated and with the best disposition to learn. On the other hand, they also mentioned that they have felt the need to be heard by their teachers. It shows the importance of maintaining

a respectful relationship with pupils because they need the teacher’s assistance. To sum up, they have an appropriate learning environment with all the essential requirements to have a successful teaching lesson and stay motivated to develop their English skills.

3.3. Analysis of the Test Results

1. **Statement.** - *I do what I think is expected of me, rather than what I believe to be “right”.*

Figure 11.

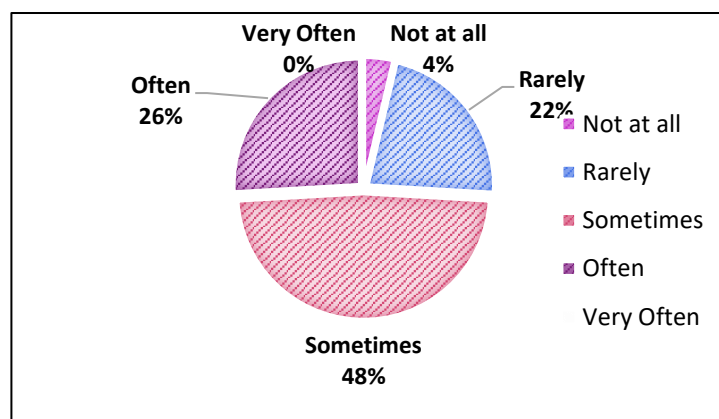


Note: Own Elaboration. Source: July 2024 Google Forms Tests

Data collected for statement one revealed that a majority of respondents sometimes do what they are expected to do including the ones that voted for the options sometimes, often, and very often, leaving aside their own beliefs. Whereas some participants answered that they do what they believe. It may be inferred that most of the students occasionally enable other people to interfere in their decisions, which means that social pressure has a significant influence on them. However, it is unfavorable because it prevents students from expressing themselves freely for fear of being judged or criticized by people.

2. **Statement.** - *I handle new situations with relative comfort and ease.*

Figure 12.

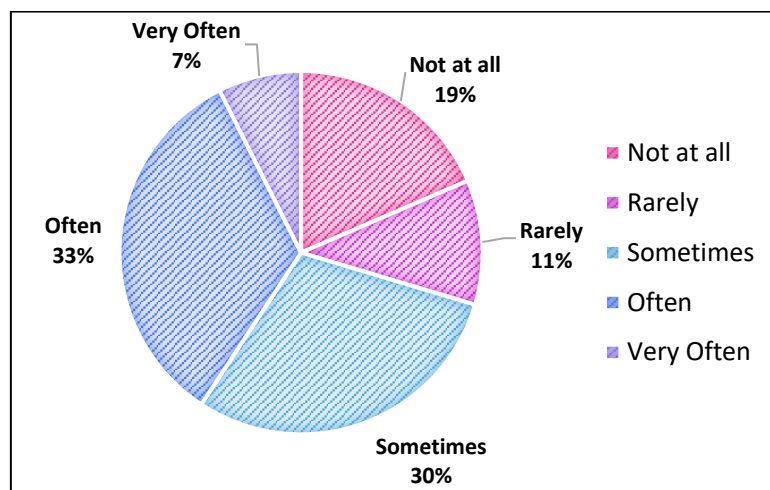


Note: Own Elaboration. Source: July 2024 Google Forms Tests

The results of statement two indicate that more than half of the students can handle unfamiliar situations with a sense of serenity regularly. Conversely, only a small number of them feel stressed and anxious when they deal with new situations. Subsequently, the learners who can manage these situations calmly are resilient, which means they can succeed in any task even when adverse circumstances persist until they find an appropriate solution to the problem. In this vein, students should build resilience by being flexible to the changes in their lives. It will ensure they keep working to accomplish their personal goals without dropping out, even under pressure.

3. Statement. - *I feel positive and energized about life.*

Figure 13.

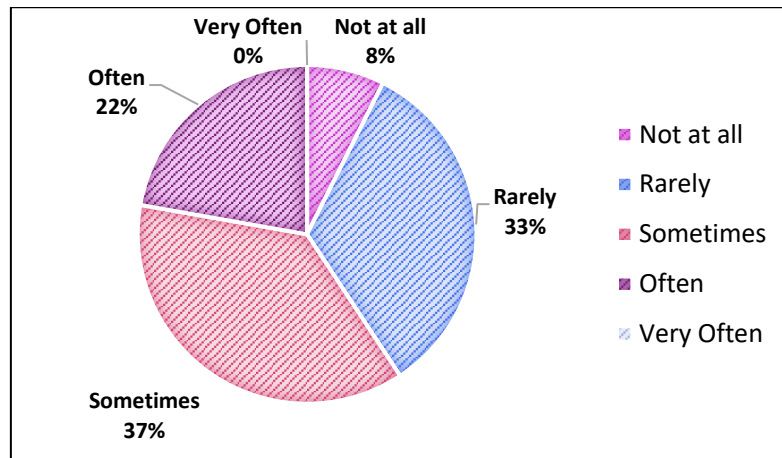


Note: Own Elaboration. Source: July 2024 Google Forms Tests

The results of statement three indicated that almost three-quarters of the students feel positive and energized about life, embracing the options often, very often, and sometimes. In contrast, a relatively small group has a pessimistic view of life. Thus, students maintain a positive attitude concerning life, demonstrating a sense of vitality, energy, and enthusiasm. It may suggest that pupils are optimistic in any aspect of their lives, even when faced with difficult situations; they always try to see the positive aspects even when they seem not to exist

4. Statement. - *If something looks difficult, I avoid doing it.*

Figure 14.

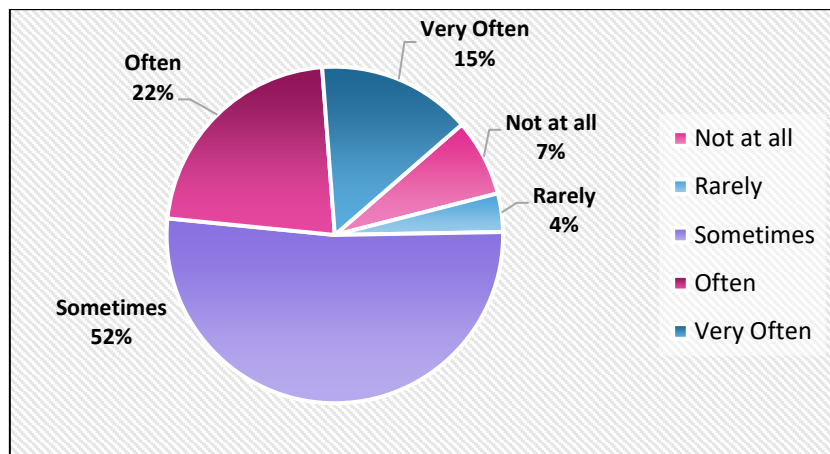


Note: Own Elaboration. Source: July 2024 Google Forms Tests

The results of the fourth statement show that more than half of the respondents avoid doing things that seem complicated, including the ones who selected sometimes, often, and very often. Few students are risk-takers because they do unconventional things, no matter how complex they seem. Consequently, teachers should encourage their students to face difficult situations with courage and bravery because it enables them to learn valuable lessons and leave their comfort zone.

5. Statement. - *I keep trying, even after others have given up.*

Figure 15.



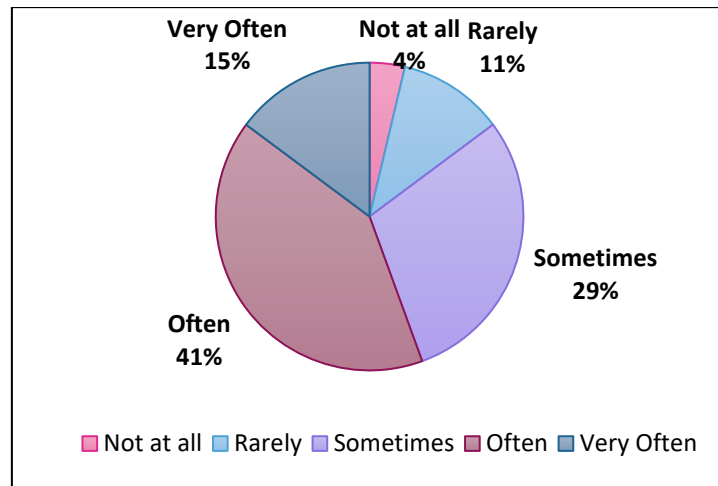
Note: Own Elaboration. Source: July 2024 Google Forms Tests

Data from statement five represented that nearly all the students kept trying even after others had given up including those who replied sometimes, very often, and often. On the other hand, just under a quarter of the respondents replied they drop out of doing something when it turns complicated. Nevertheless, most students indicate that they persist until they reach the

final objective. Therefore, it is crucial to instill in students a mindset of perseverance, even in challenging circumstances, remembering that each step brings you closer to the ultimate goal.

6. Statement. - *If I work hard to solve a problem, I'll find the answer.*

Figure 16.



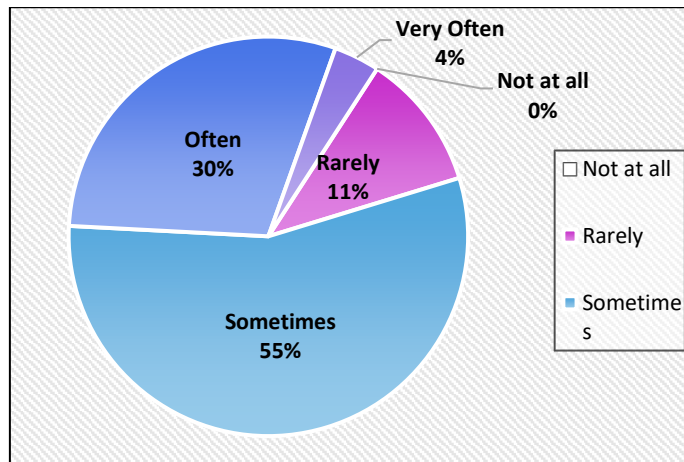
Note: Own Elaboration. Source: July 2024 Google Forms Tests

On the one hand, the results of statement six indicated that most students strive to find a solution to an issue, encompassing those who selected the items sometimes, often, and very often. In contrast, a minority percentage does not make any attempt to solve the problem. In conclusion, the majority of the respondents work hard to resolve a situation by demonstrating perseverance and responsibility in their projects, knowing that constancy is the key to finding any answer.

On the other hand, the teacher's guidance throughout the learning process is essential. For example, when students cannot solve a grammar exercise, teachers should keep pushing them to persist until they succeed. It is a clear example of perseverance and commitment in their projects and decisions. As in the above statement, they could have the desire to find the solution, but undoubtedly the teacher's assistance will facilitate the acquisition of knowledge in the students. Consequently, teachers should pay attention when students require help because it will cause a meaningful change in the learning process and even avoid dropout.

7. Statement. - *I achieve the goals I set for myself.*

Figure 17.

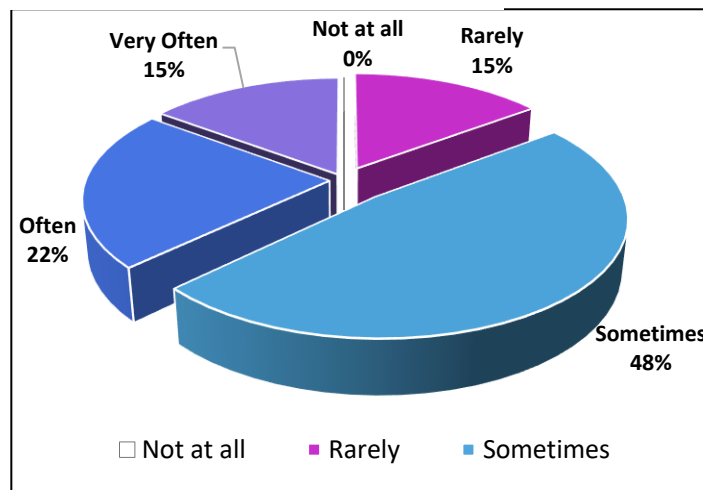


Note: Own Elaboration. Source: July 2024 Google Forms Tests

The data gathered from statement seven shows that the highest percentage of the pie chart belongs to the learners who achieve their goals set by themselves, encompassing those who selected the options sometimes, often, and very often. In contrast, under a fifth of the students indicate that they do not fulfill their personal goals. However, it is essential to remind learners that even failures are part of the process because each one of them brings them closer to the final goal and teaches them something invaluable.

8. Statement. – *When I face difficulty, I feel hopeless and negative.*

Figure 18.



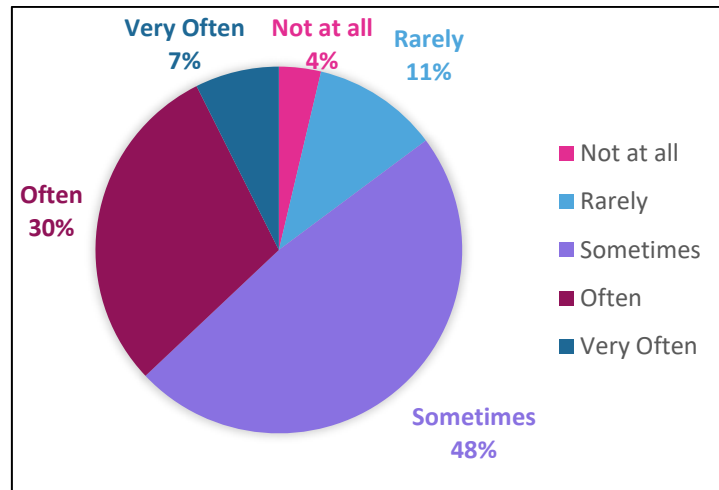
Note: Own Elaboration. Source: July 2024 Google Forms Tests

This pie chart represents the results of statement eight, according to which students who feel hopeless and negative are nearly five times higher compared to respondents who are optimistic when facing difficulties. For this reason, teachers should apply some motivational

strategies in the class to boost their students' motivation and encourage them to see the positive side instead of only considering the negative aspects of a situation and being more hopeful in daunting circumstances.

- 9. Statement.** - *I relate to people who work very hard and still don't accomplish their goals.*

Figure 19.

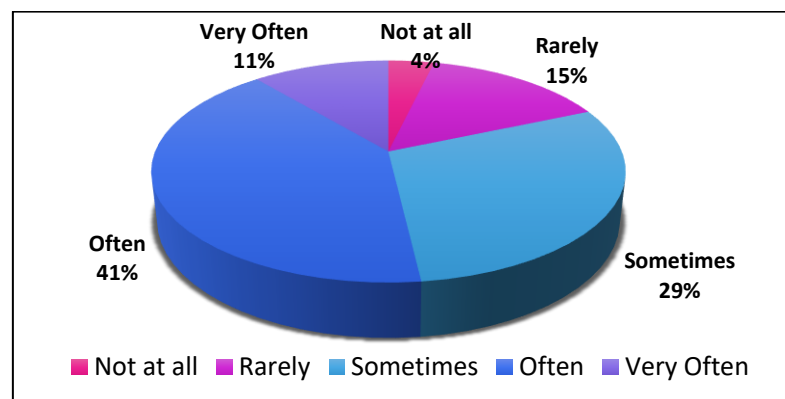


Note: Own Elaboration. Source: July 2024 Google Forms Tests

The findings of statement nine illustrate that the rate of the students who relate with people who work very hard still don't accomplish their goals is fivefold greater than the respondents who do not maintain any relationship with this type of people. It implies that they may think that despite all the effort they put into something, it will not bring them any reward. Thus, it is pivotal that teachers reflect on the importance of the process instead of the result since the recompense eventually will appear.

- 10. Statement.** - *People give me positive feedback on my work and achievements.*

Figure 20.

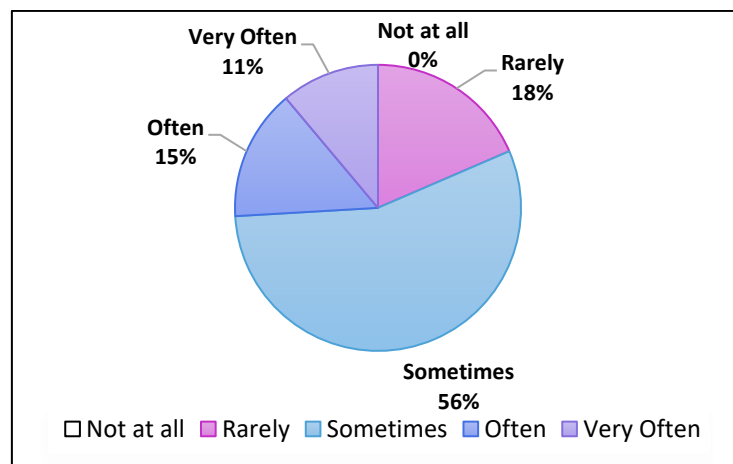


Note: Own Elaboration. Source: July 2024 Google Forms Tests

The results of the tenth statement reveal that around four-quarters of the students receive feedback from people on their work and achievements, including those who selected sometimes, often, and very often. In contrast, less than a fifth of the pie chart indicates that some students do not receive feedback on their progress. Nevertheless, the highest percentage of students affirm that they receive praise for their performance from their teachers. It is beneficial because it motivates them to explore new topics and encourages them to take risks.

11. Statement. - *I need to experience success early in a process, or I won't continue.*

Figure 21.

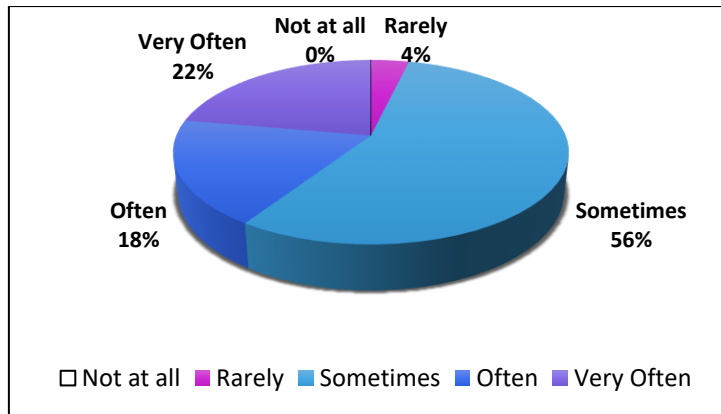


Note: Own Elaboration. Source: July 2024 Google Forms Tests

The data obtained from this statement shows that the greater part of the pie chart belongs to learners who need to experience success at the beginning of a process or do not keep trying, including those who selected the categories sometimes, often, and very often. In contrast, just under a fifth of the students do not need to succeed promptly because they still working anyway. Therefore, the necessity of having early triumphs in something is unfavorable because they miss opportunities just for not trying or stopping to do so.

12. Statement. - *When I overcome an obstacle, I think about the lessons I've learned.*

Figure 22.

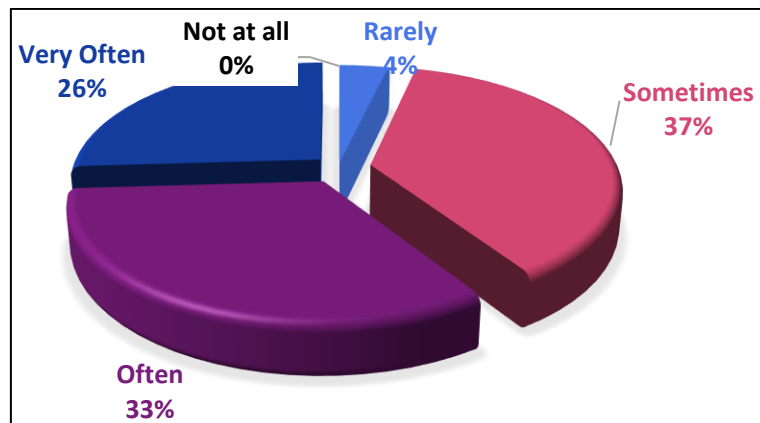


Note: Own Elaboration. Source: July 2024 Google Forms Tests

The results of statement twelve reveal that over half of the students do a general reflection after overcoming an obstacle, encompassing those who selected sometimes, often, and very often. In comparison, just a few learners do not reflect on previous lessons after they have accomplished something. Nevertheless, a reflexive analysis is indispensable for their personal growth because it enables them to recognize their failures and avoid committing them next time.

13. Statement. - *I believe that if I work hard, I'll achieve my goals.*

Figure 23.

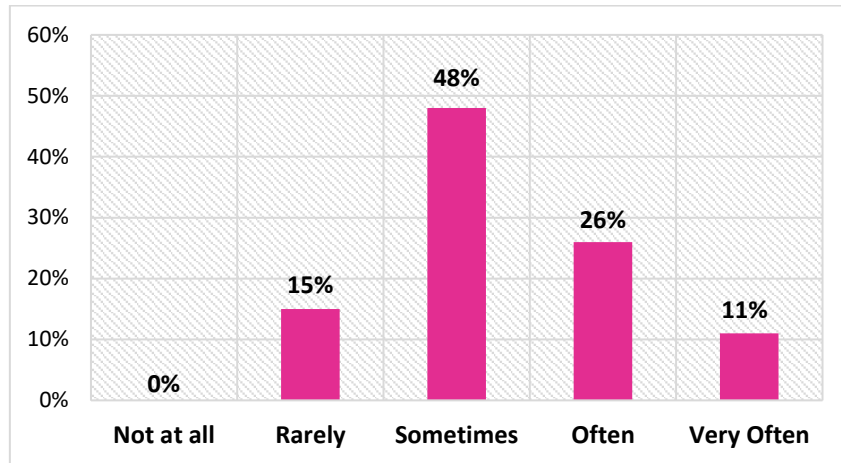


Note: Own Elaboration. Source: July 2024 Google Forms Tests

According to the data collected in statement thirteen, the majority of the students believe that as long as they work hard, they will achieve their goals, and a few students do not think similarly. However, recognizing the value of the effort required will enable pupils to appreciate things more because, behind a goal achieved, there is a lot of effort involved. This attitude will demonstrate the student's level of responsibility and commitment, determinant factors for satisfactory performance in any academic or professional environment.

14. Statement. - *I have contact with people of similar skills and experience who I consider successful.*

Figure 24.

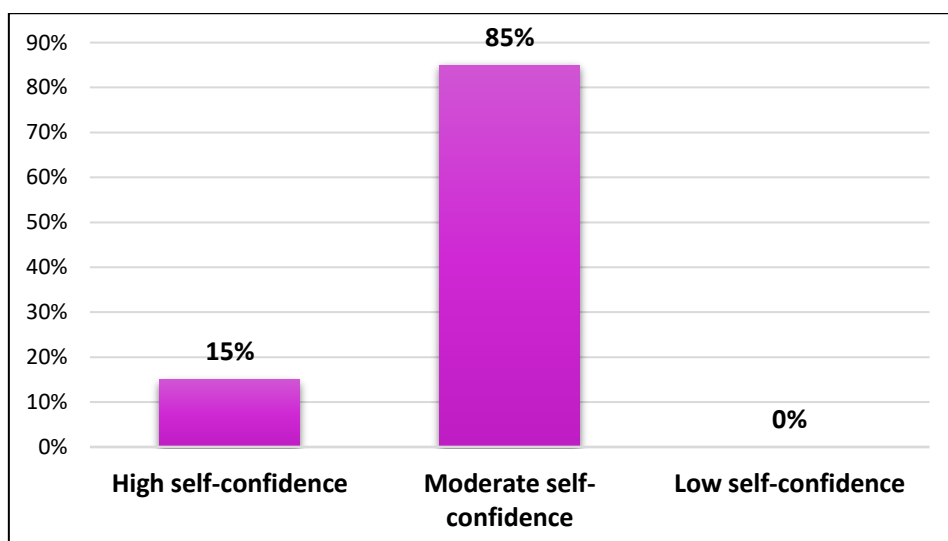


Note: Own Elaboration. Source: July 2024 Google Forms Tests

This bar graph indicates that most students have contact with people with similar interests. Conversely, a smaller fraction of respondents do not. In other words, students sometimes relate to people with the same interests and those they consider successful. As a result, they exchange their experiences and learn from each other, as they can receive invaluable suggestions to improve whatever aspect of their lives they need and be successful in their projects.

3.4. General Graph of Student's Self Confidence Level

Figure 25.



Note: Own Elaboration. Source: July 2024 Google Forms Tests

This final graph shows the students' self-confidence test results. According to this, they have moderate self-confidence, which implies that it is neither too high nor too low but somewhere in the middle. Besides, they should continue working on themselves, remarking their strengths against their weaknesses. In addition, self-confidence empowers them to stand out in any field and get more job opportunities. Overall, the results are not bad but could be better.

3.5. Teacher's Interview Analysis

The names of the teachers who were interviewed were changed to maintain their confidentiality and anonymity. The names were selected randomly from a list of common names used in Ecuador.

1. How does intrinsic motivation help your students during their English learning process?

❖ Teacher Daniela

Well, the intrinsic motivation is the motivation that every student has at the moment that they are starting to study. It does not matter what subject they are learning. In this case, as English, they maybe have the motivation to travel or maybe the motivation to acquire a new language.

❖ Teacher Carlos

Okay, let me start saying that my major is not English as such. My major is Reading and Writing. You know what I mean? Anyway, but I will just say something about it. Any student who wants to enter any major should have at least this intrinsic motivation. What it is, this is, you know, the purpose or the main goals students may have to enter this major and to get a degree.

❖ Teacher Alexander

Ok, thank you very much. As you know, all of the students have their own motivations in order to learn any kind of strategies or any kind of languages they want to learn. But in this case, when you have an intrinsic motivation, this is going to help you to learn anything you want to.

Analysis and Interpretation: All the participants coincide that intrinsic motivation is what takes students to study or reach the goals they state for themselves. In some cases, as mentioned by one of the interviewees, it may also be the wish to travel to a country where English is the official language or get an academic degree (Daniela). Then, it may be inferred that teachers see intrinsic motivation as the booster students have to learn a foreign language.

2. How does extrinsic motivation help your students during their English learning process?

❖ Teacher Daniela

Well, the extrinsic one is the motivation that they have around themselves. As you can see, we can find English everywhere. The use of language is really important these days because they are going to find songs, announcements, also movies that they are in English. And when they are motivated to use the language, it's like the environment that they are.

❖ Teacher Carlos

Okay, all of those things depend on, you know, the environment students may have in the process of learning a language. You can say, for example, teachers. You can say, for example, curriculum. You can say, for example, building. You can say, for example, technology. You can say, for example, labs. So, all the things that surrounding this subject, who is the student, you know, can take part in this extrinsic motivation.

❖ Teacher Alexander

Yeah, during the English learning process, we have a lot of factors that are going to affect our student's learning process. But in this case, when you have an extrinsic motivation that comes from another person, maybe a tutor, maybe a teacher, maybe another classmate, or your peers, this is going to be a great help to maybe aim you to get your own goals.

Analysis and Interpretation: In the second question, the first participant stated that extrinsic motivation encompasses all external factors that impact the learning environment where they are (Daniela). This type of motivation includes everything surrounding the students (Carlos). In addition, it can come from another person who will motivate them to achieve their personal goals (Alexander). Therefore, it refers to the external influences that intervene in the pupil's behavior, making them act in a certain way.

3. What kind of motivation do you think your students have in your class?

❖ Teacher Daniela

Well, the students here at the university, they are really motivated because they are going to be future English teachers. So, they are motivated to learn the English. It does not matter if it will be in an intrinsic or extreme way because they are looking for different ways to improve their English level and also looking for activities in order to improve their skills.

❖ Teacher Carlos

What kind of motivation they have? Both. They have this intrinsic one, all the things that they bring to start working or studying this major, and also this extrinsic one, all those things I have already talked.

❖ **Teacher Alexander**

Generally, the best motivation students have is they are advance in the process of learning a language. When you are learning anything new and you are helping with your own peers or maybe your teachers or your partners or maybe your tutors, this is a great motivation you're going to have in order to continue learning.

Analysis and Interpretation: Regarding the third question, the three participants concur that the students are motivated. They are enthusiastic about learning English and improving their skills (Daniela). They have both kinds of motivation, the intrinsic one and the extrinsic one (Carlos). In addition, students feel motivated when they are advanced in the learning process, and they can help their classmates (Alexander). Thus, teachers think independently of the type of motivation that students have. It drives them to continue learning.

4. What motivational strategies do you use in your class?

❖ **Teacher Daniela**

Well, the first motivation I think is the example I used to tell them that English is a really important subject. And also, because we are going to be English teachers, it is really necessary to motivate every day with not only because of what is going to be your goal, also telling them that when you are learning any subject or any new thing, it's going to be very useful for the future mainly we are going to be teachers.

❖ **Teacher Carlos**

Both, you know, teachers should take advantage of what purpose does the students bring to class. And, you know, coming up from that part, the teacher will be the one regarding on the student's needs to develop the classes for them to acquire something. In this case, a second language or EFL or something like that.

❖ **Teacher Alexander**

Yeah, maybe one of the best motivational students have is to learn by ourselves. In the moment we talked about the advantages and disadvantages you are going to get as a new teacher because being a teacher is not a matter or is not a subject or maybe is not a career that is going to make you a rich person but you are going to get a lot of good things that are going to enrich your profession.

Analysis and Interpretation: The first respondent states that she uses an example in her class about the importance of learning English to keep their students motivated (Daniela). In contrast, the second respondent states that teachers should take advantage of what learners bring to the classroom and plan their lessons based on their reasons for learning a second language (Carlos). Nevertheless, the best motivation for students is to experience all the invaluable lessons that being an English teacher offers (Alexander). It implies that teachers apply motivational strategies to keep students focused in the class with the best disposition to learn.

5. Have you ever tried to change the activities provided in the syllabus with your own activities for your students?

❖ **Teacher Daniela**

Yes, the syllabus only provides us the content. So, we are the ones that we are going to be looking for the activities in order to make the students to feel motivated. Because not only the theory is the thing that they are going to be for the future. I think that the activities that we are going to be applying according to the theory that we are teaching is the best way because when we practice, when do activities that we use the different kind of intelligences that they are going to learn a little bit better.

❖ **Teacher Carlos**

Teachers always do. I always do. You know, what, you have already arranged and organizing the syllabus sometimes and, you know, are not working properly in the classroom. So, teachers should be, you know, feasible and, you know, prepared not to follow the syllabus as such. All depends on the classes. All depends on the day. All depends on, you know, the students grouping. All depends on the teacher's attitude, you know, depends on many things and also depends on the goal you want to acquire in the class.

❖ **Teacher Alexander**

Yeah, because not all of the things the syllabus has are going to be adequate for any kind of groups. Maybe one group is going to learn with some kind of methodology and other ones are going to learn with another kind of methodologies, and the strategies you're going to use depend on the student's needs.

Analysis and Interpretation: The participant one says that she researches activities, taking into account the different types of intelligence of the pupils, ensuring that they can learn adequately (Daniela). Moreover, teachers must modify the syllabus if it is not working properly (Carlos). In addition, the third respondent states that sometimes it is necessary to consider the needs of the students and look for the best methodology for them (Alexander). In conclusion, the teachers see the syllabus as a draft because they can modify it when the group or the subject is required.

6. What emotional factors do you consider that influence your students' self-confidence?

❖ **Teacher Daniela**

Well, the emotional factor is not only the personal one, also the family and also the environment where they belong. So that kind of motivations or the emotional factors are. I think that they are very important because they need to feel good, to feel secure in order to improve their learning. If they don't feel confident, if they don't feel secure about themselves, they are not going to be wanting to learn anything in the future or any day. Because I think that feeling good or feeling motivated is the best way in order to learn any kind of topic that we are interested in learning.

❖ **Teacher Carlos**

Many emotional factors, you know, they bring emotional factors from home, from the environment in the neighborhood that live, from friends, from classmates and everything.

❖ **Teacher Alexander**

As you know, students are very sensitive in order to learn and they are affected by many kinds of emotional factors. When we talk about the factors that affect their learning process are going to be maybe their character or maybe the way they learn. Maybe the environment in which they are learning, all of them are going to affect the student's process.

Analysis and Interpretation: The interviewees consider that some emotional factors affect the self-confidence of the learners, including family, friends, and the learning environment. According to them, these elements alter the process of learning English because they need to feel relaxed and confident in class with nothing to disturb them. Hence, teachers consider that these psychological factors harm the academic performance of the students and the enhancement of their English skills.

7. Do your students usually get anxious or nervous when they have to speak?

❖ **Teacher Daniela**

Yes, mainly in the first levels because they don't manage the language, they don't know vocabulary and they don't feel confident when they have to speak and they are most of them feel shy because they are thinking that maybe, they are going to make a mistake in pronunciation. And maybe they are going to be thinking that maybe their classmates are going to have fun about their mistakes, and that is one of the first things. But when they go with that kind of confidence, they feel secure about themselves they are ready to talk it does not matter. The only thing that we have to think when we are learning or acquiring a new language is the purpose to speak. It does not matter if we made a mistake or not.

❖ **Teacher Carlos**

Yeah, that happens to everybody who wants to learn or acquire a second language or a foreign language something, not only students, also teachers feel a little bit insecure and anxious when trying to speak a second language.

❖ **Teacher Alexander**

As usual, not always the students are affected. Maybe all of us are affected as teachers even when we try to talk try to speak in front of others. Maybe we get anxious or maybe we get shy when we want to talk. Maybe this is because we are not talking in our mother tongue. Maybe when we are learning another language that's the main reason, we are going to be affected because we don't use the English language every day in our daily activities and maybe we are using the English language just for the classes or just for practicing just a few moments or anything else.

Analysis and Interpretation: Mainly, pupils in the first levels feel insecure and shy because they still do not manage a broad vocabulary and are afraid of making mistakes and being laughed at by their peers (Daniela). However, Carlos and Alexander coincide in that not only pupils become anxious and nervous when speaking in front of people but also teachers. It may suggest that being nervous when speaking a foreign language in front of a crowd is normal and part of the learning process.

8. Do you think that speaking performance is affected by the student's lack of self-confidence?

❖ **Teacher Daniela**

Yes, we have to motivate the students to improve their speaking not only saying that they can improve, also providing them activities to make them feel more confident. For example, at the beginning, it is better to ask them to record not to talk in front of their classmates. Or maybe to record a video without their faces. Or maybe practicing using for example the shadowing, or maybe talking in front of the mirror in order that they can help each other in order to improve and continue gaining confidence. Personally.

❖ **Teacher Carlos**

Could be, but it all depends on what, you know, the teacher will do in the classroom for them not to be so close on what the other students will say, on what he's doing or saying. You know what I mean? So, I take it self-confidence may depend on many things' teachers' attitude, classmates' attitude, you know, and also students' self-attitude.

❖ **Teacher Alexander**

Yes. One of the things students have to fight for is, in this case, the self-confidence. They are going to grow in their process of learning a new language because when you are learning English, you have to practice all of the time in order to increase your self-confidence.

Analysis and Interpretation: Each English teacher has different views on how the lack of self-confidence affects the speaking performance. The first participant stated that it is indispensable that teachers provide the students with activities to make them feel more confident (Daniela). The second mentions that the effect of low self-confidence on students depends on the teacher's attitude in class and the activities they do for them (Carlos). Nevertheless, if they practice all the time, they will increase their speaking confidence (Alexander). Thus, teachers concur that low self-confidence is an unfavorable aspect that hinders the mastery of speaking skills.

9. Do you consider that keeping the students motivated can promote a significant change in their English learning process? Yes/No, why?

❖ **Teacher Daniela**

Yes, I think that motivating my students, I help them to feel secure and also providing them different strategies or giving real examples on what activities they can use in order to

improve their speaking, they are going to feel more confident and they are going to be improving not only the way of learning, also the way that they are going to be teaching in the future.

❖ **Teacher Carlos**

Yes. You know, students should be motivated all the time. They should never lose motivation. Can you imagine yourself as a student right away if you lose the motivation to become an English teacher in the future? So, all your goals are going to disappear. So, students will have, will have this motivation, as I said before, this intrinsic one from inside and this extrinsic one from outside.

❖ **Teacher Alexander**

Yeah. When you are learning English and you are motivated and highly motivated, you are going to learn everything you propose. When the teacher motivates his or her students, they are going to be very motivated in order to learn any kind of language or any kind of skill, or any kind of subject they want.

Analysis and Interpretation: All the teachers concur that keeping the students motivated causes a significant change in the English learning process. Firstly, motivating students helps them to feel more confident and contributes to improving the way they will teach in the future (Daniela). Secondly, if the students lose their motivation, all their goals will disappear (Carlos). Thirdly, when students are highly motivated, they can learn anything they propose (Alexander). Finally, keeping students motivated is beneficial because it contributes to their formation as future teachers and encourages them to leave their comfort zones and take risks.

10. What kind of methodology do you usually use in your classes?

❖ **Teacher Daniela**

Well, the methodology is different. It depends on the group. I used to like to work with projects. I prefer to work with hands-on activities. When they have to read something that is related with the theory, then they can apply maybe in a presentation or maybe with an activity where they can show what they are learning, not only repeat by heart what the teacher was saying before.

❖ **Teacher Carlos**

All depends on the subject matter. As I said at the beginning, if you're teaching, you know, speaking, listening, you should use communicative activities or something like that so students can be, you know, performing all the time. If you're teaching reading and writing, you may concentrate on, you know, reading skills as you always know, right? For example, skimming, scanning, previewing, clustering, inferring, deferring, analysis, sentences, all those kinds of things. All depends on the subject matter.

❖ **Teacher Alexander**

Maybe when we are in classes, the methodology that is used is an interactive methodology in which students and the teacher are interacting and participate all of the time. This is in order to reinforce the English learning process.

Analysis and Interpretation: Based on the answers obtained to this question, each teacher interviewed applies a different type of methodology in his/her classes. Teacher Daniela prefers to work with projects, hands-on activities, and presentations. However, as manifested by teacher Carlos, the methodology depends on the subject. Finally, Professor Alexander mentioned that he applies an interactive methodology in his classes in which teachers and students interact all the time. To sum up, teachers use different strategies in their lessons according to their teaching style and the subject matter

3.6. Discussion

According to Brown (2001), self-confidence is the “Learner’s belief that they are indeed are fully capable of accomplishing a task is at least partially a factor in their eventual success in attaining the task” (p. 62). Regarding this definition of the theoretical framework and the teacher's interview, self-confidence is essential for the successful development of oral skills since learners need to feel secure and confident, and. Hence, it can be achieved by practicing the language and implementing some classroom activities that can help them to gain confidence. On the other hand, according to the test results, pupils have moderate self-confidence, which means that they do not have low confidence, but it could be better.

Yeşilçınar (2021) “Motivational teaching strategies can be considered techniques employed by teachers in their teaching practices to facilitate students’ motivation in learning a second or foreign language” (p. 43). Therefore, these strategies help teachers to keep the students motivated during the English learning process. However, the interviews and the survey reveal that teachers apply few motivational strategies in their classes. It may imply that more strategies should be included in the classroom to maintain students' enthusiasm for learning.

Dörnyei (2005) "Motivation provides the primary impetus to initiate L2 learning and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in SLA presuppose motivation to some extent” (p. 65). For this reason, teachers should incorporate these strategies into their planning, as they enable students to maintain a positive attitude towards learning, even when the process becomes challenging.

In addition, according to the test, external factors influence students' behavior because they sometimes do what people expect of them rather than what they think is right. Some of the emotional factors mentioned by teachers in the interviews included family, friends, and the learning environment, which also influenced their behavior. Additionally, the survey results demonstrate that students receive praise from their teacher when they get a high mark or improve in an area. It can be inferred that teachers are aware of their student’s learning progress and use this strategy to encourage them to continue improving. Hence, positive feedback and praise from their teacher are valuable strategies that enable students to increase their self-confidence.

On the other hand, the survey results demonstrated that students consider the syllabus attractive and interesting. Additionally, teachers mentioned that the activities carried out in the classes are modified based on the different types of intelligence and needs of them. In this vein, the speaking syllabus could have been modified previously by the teacher to make it adequate and appealing. Moreover, students manifest in the survey that they have felt the need to be heard by their teacher. As Zheng (2022) “Educators must create a safe, compassionate, and humble class where learners are truly heard. They must understand that their well-being has a flow effect on their learners”. Thus, it is indisputable that pupils sometimes need support and advice from their teacher.

Ultimately, the findings of the survey also indicate that students would like to participate in extracurricular activities and practice speaking with their friends. This implies that they want to change the scenario of the speaking class, perhaps to avoid feeling judged for their mistakes or being laughed at by their friends. Additionally, including activities with motivational strategies in the English classes will allow the students to enjoy learning English, strengthen their skills, and increase their self-confidence.

CHAPTER IV: PROPOSAL

4.1. Introduction

The following proposal seeks to generate an impact on the speaking self-confidence of the students through the PPP framework (presentation, practice, and production) because it is considered an efficient teaching method adaptable to the needs of the pupils. Besides, warm-ups were included at the beginning of the lesson to introduce the topic through games, competitions, and other activities. These classroom activities will allow students to increase their self-confidence and enjoy learning English, understanding that any mistakes they make are part of the process. Additionally, the lesson plans include outdoor activities to make the students socialize among themselves and learn from each other.

4.2. Objective: Enhance the speaking self-confidence of the students through activities with motivational strategies.



- Introduction
- Objective
- Methodological Framework

UNIT 1: CONSERVATION

- **Class 1:** Helping the Environment
- **Class 2:** Human Interests & Preserving Animal Habitats
- **Class 3:** National Parks
- Teaching Materials Unit 1

UNIT 2: DESIGN

- **Class 1:** Learning the Language of the Tech Industry
- **Class 2:** Inventing a New Product
- **Class 3:** Pros and Cons of Tech Products
- Teaching Materials Unit 2

UNIT 3: PRIVACY

- **Class 1:** Discovering How to Protect the Data
- **Class 2:** Revealing the Dangers of Private Information Theft
- **Class 3:** Learning to Read Between Graphs
- Teaching Materials Unit 3

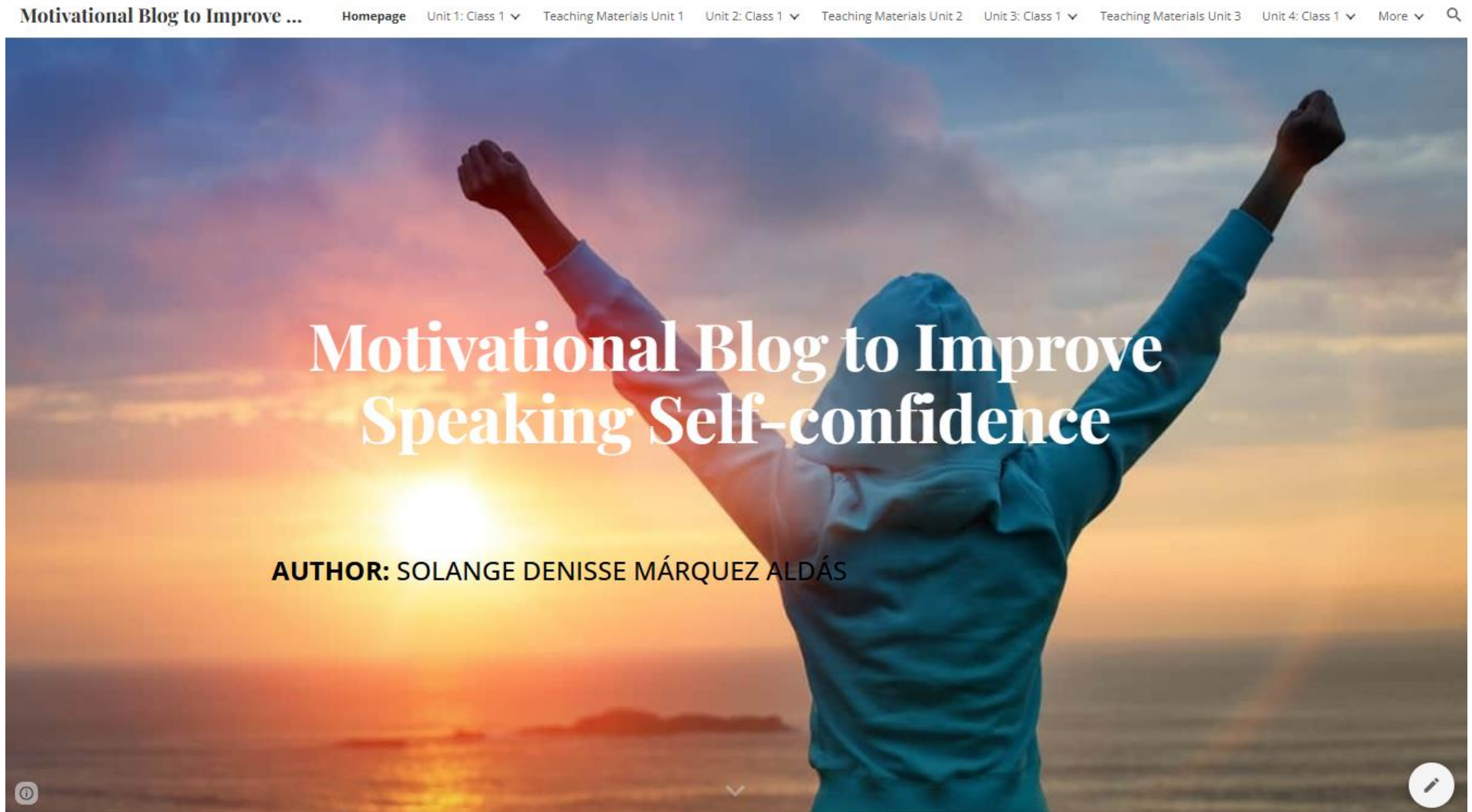
UNIT 4: BUSINESS

- **Class 1:** Making Exaggerated Comparisons
- **Class 2:** Awakening your Imagination
- **Class 3:** Walking in the Shoes of an Entrepreneur
- Teaching Materials Unit 4

- ANNEXES
- Lesson Plans



4.3. Motivational Blog



Link: <https://sites.google.com/view/blog-speaking-self-confidence?usp=sharing>

Motivation to do this Blog

The best motivation for this blog is to help the fifth-level English Major students at Universidad Técnica del Norte to increase their self-confidence. It is also dedicated to all the students who have ever felt afraid or nervous when speaking English. During the elaboration of this blog, I tried to do my best to contribute to the improvement of the English classes, especially the speaking class. Moreover, I want to learn English to be not a tedious process but a journey of self-discovery for the students in which they can learn to love themselves with their faults and virtues, feel proud of themselves, and acknowledge their talents and abilities. Finally, I would like to say to you that you are unique, and you can do whatever you want. **Do not forget that ¡YOU CAN DO IT! ¡DON'T GIVE UP!**

Dear English teachers, I am still a learner in this long learning process, since I learn something new every day, my learning journey never truly ends. However, I hope this blog inspires you to make your students love learning English slightly more. Remember that the following activities are subject to change according to your criteria and the needs of your group.

I've said it all. With love, your future English teacher, Solange Márquez.

Welcome to my blog!



OBJECTIVE AND METHODOLOGY

Objective

Enhance the speaking self-confidence of the students through activities with motivational strategies.

Methodological Framework

▪ Warm up

The warm-up is a brief activity that aims to involve the students in the class through games, songs, riddles, and other activities so that they can concentrate on the English lesson and have fun (Velandia, 2008). Therefore, the warm-up is an activity in which the teacher introduces the topic and gives the students the opportunity to relax for a moment and laugh. In addition, it seeks to grasp their attention in the class and keep them focused on learning the language.

▪ Presentation

Rasulova (2022), "The teacher introduces new information to the students (e.g. grammar point, vocabulary list, etc.)" (p. 56). At this stage, the teacher teaches the topic to the students using different teaching materials, such as posters, flashcards, slide presentations, and others. Furthermore, the teacher uses the whiteboard to support their explanation about the structure of the sentences if they are teaching grammar. On the other hand, the objective of this phase is that students clearly understand the topic of the lesson.

- **Practice**

Maftoon and Sarem (2012), “Students practice the new language in a controlled way. They drill sentences or dialogues by repeating after the teacher or the tape, in chorus and individually, until they can say them correctly” (p.32). In other words, the teacher provides them with a worksheet or assigns them an activity to practice the topic previously taught in a controlled way, giving them specific tasks. Consequently, they complete the exercises, comparing their answers with their classmates, and finally, the professor gives them the correct answers (think/pair/share).

- **Production**

“Students are encouraged to use the new language in a freer way, either for their own purposes and meanings or in a similar context introduced by the teacher” (Maftoon and Sarem, 2012, p. 32). Hence, in this stage, students have the autonomy to produce something creative and original demonstrating what they learn in class through various activities such as presentations, debates, and role plays. As a result, they will enhance their speaking self-confidence.



Speaking Classes

1ST CLASS

UNIT 1: CONSERVATION

CLASS 1: HELPING THE ENVIRONMENT

TIME: 60 MINUTES

LEVEL: FIFTH LEVEL ENGLISH MAJOR STUDENTS

OBJECTIVE

At the end of this lesson, students will be better able to use rhetorical questions to introduce important information in a role-play.

TEACHER'S GUIDE

WARM UP



(Riddle's Activity) 5 minutes

1. The teacher greets the students and asks them how they are.
2. The teacher says the riddles one by one.
3. The teacher tells the students that they have to guess the answers to the riddles, and the person who gets the higher score will be rewarded.
4. The teacher takes notes of the student's participation on the board.
5. The teacher gives the winner a chocolate bar and praises him/her for participating in the activity.



Motivational Strategies Applied during this Activity

- **Being polite to students (Cirocki et al., 2019):** Greeting students at the beginning and asking them how they are is an effective way to be polite to them, which is a strategy that will help them to feel more comfortable in class.
- **Introducing new topics through games, songs, short videos, quizzes, images, etc. (Cirocki et al., 2019):** Using riddles in class to introduce the topic will change the monotony of the class and make it fun for the students.
- **Making learning stimulating and attractive (Cirocki et al., 2019):** Through this activity, students will be motivated to participate in the class and practice the language with the incentive to win the reward.
- **Rewarding students in various ways (e.g., Teach the class your favorite game, take a homework pass, choose a book for reading aloud) (Cirocki et al., 2019):** Using a reward will increase students' motivation and encourage them to make an effort in class.

PRESENTATION



10 minutes

1. The teacher tells the students the topic of the lesson, which is rhetorical questions.
2. The teacher explains what rhetorical questions are.
3. The teacher points out that rhetorical questions are usually followed by key information about the topic, giving explanations, reasons, or examples.
4. The teacher uses flashcards to teach the topic, with the rhetorical question on the front and the important information on the back.

Motivational Strategies Applied during this Activity

- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Using flashcards during the teacher's explanations will facilitate the comprehension of the topic and avoid misunderstandings in the activities.

PRACTICE



15 Minutes

1. The teacher asks the students to enumerate from 1 to 3, explaining that number one is the group's leader, the second is the timekeeper, and the third is the facilitator of the group.
2. The teacher hands out the chart to the first student of the row and continues passing it among them.
3. The teacher tells the students that they have to fill in the chart only with keywords.
4. The teacher gives an example of how students must do the activity.
5. The teacher mentions that they only have 10 minutes to finish the activity.
6. The teacher explains to the students that the leader must use the checklist to mark the students' speaking, the timekeeper keeps track of the time, and the facilitator encourages respectful participation by saying motivational phrases.
7. The teacher asks the concept check questions to verify whether the students understand the teacher's instructions.
8. The teacher monitors the students during the activity, checking if they are working appropriately or need help.
9. The teacher tells the students some motivational phrases while they are doing the activity. For example, keep working; you are doing an excellent job, etc.
10. The teacher says that one of each group must share with the class the key points that helped them to reach the agreement.
11. The teacher gives general positive feedback to the students, highlighting the things they did well and motivating them to continue improving.

Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Through the trios, students will talk more with their classmates, which will change the learning environment by making them feel confident to share their perspectives and propose some ideas in the class.
- **Varying the activities students take part in in the classroom (Cirocki et al., 2019):** Transforming a monotonous discussion into an activity to analyze the similarities and differences in their opinions until an agreement is reached will help the students to increase their speaking self-confidence and be respectful toward the different views.
- **Moving around the classroom to monitor each student's work and celebrate their successes (Cirocki et al., 2019):** Monitoring the students during the discussion and praising them are crucial strategies to keep them motivated and engaged in the class.
- **Displaying appropriate teacher behaviours (Cirocki et al., 2019):** Through this activity, the teacher demonstrates good classroom management because he/she controls the students' groups during the lesson and helps them if it's necessary.
- **Providing positive feedback about students' learning progress (Cirocki et al., 2019):** At the end of the activity, the teacher will give positive feedback about the performance of the students, matching the aspects that they have to improve but highlighting their strengths.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Modeling how students have to fill in the chart will facilitate the understanding of how they must complete the activity.

PRODUCTION



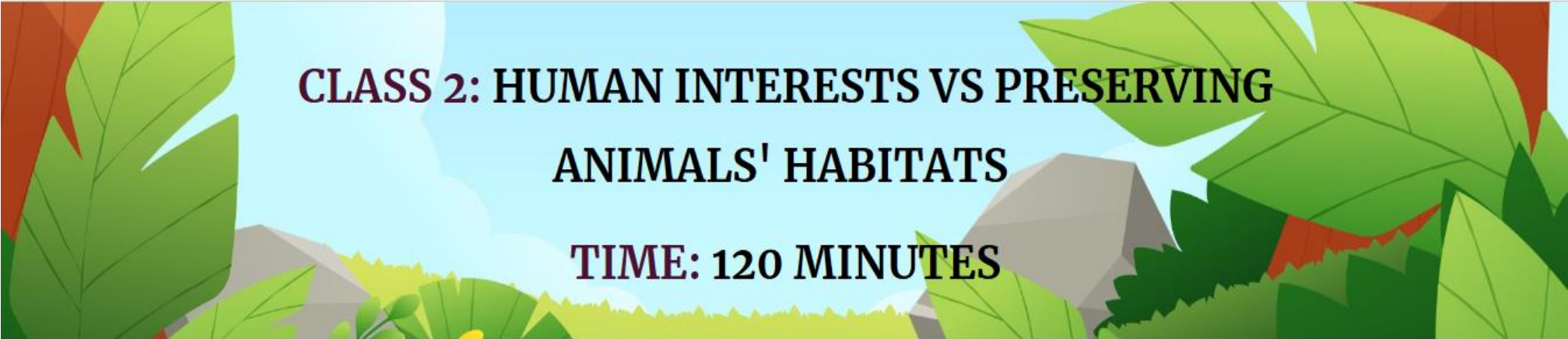
30 minutes

1. The teacher forms two groups of six students and three groups of five.
2. The teacher asks the students to choose one post-it.
3. The teacher asks the students to make up a 5-minute role-play with the topic they got and rhetorical questions where they think it is necessary.
4. The teacher hands out colored cardboard, scissors, and glue, telling them that they can use these materials to create something to decorate the stage or as clothing.
5. The teacher asks the students to start work.
6. The teacher monitors the students while they work, telling them some motivational phrases that help them to keep motivated during the tasks.
7. The teacher asks the students to present the role play.
8. The teacher praises all the groups, highlighting their strengths and giving useful advice that helps them to enhance their future presentations.

Motivational Strategies Applied during this Activity

- **Displaying appropriate teacher behaviours (Cirocki et al., 2019):** An appropriate teacher behavior in the class is to praise students because it is crucial to engage them in learning.
- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** This group activity helps the students to improve their social relationships and feel more comfortable in class, especially when they must speak in debates or speeches.
- **Encouraging creativity in the classroom (Cirocki et al., 2019):** Creating the material to present the role-play will allow the students to let their imagination and creativity run wild by putting it into practice.
- **Moving around the classroom to monitor each student's work and celebrate their successes (Cirocki et al., 2019):** Monitoring the students will allow the teacher to check if they are working well and celebrate their good ideas on the activity that they do.
- **Providing positive feedback about students' learning progress (Cirocki et al., 2019):** When the teacher makes positive comments about the student's performance, he/she should highlight their abilities above their weaknesses. It will prevent the students from feeling frustrated or discouraged during the learning process.





**CLASS 2: HUMAN INTERESTS VS PRESERVING
ANIMALS' HABITATS**

TIME: 120 MINUTES

OBJECTIVE

At the end of this lesson, students will be better able to use rhetorical questions to express their opinions indirectly by creating a proposal for a new product that will mitigate environmental problems.

TEACHER'S GUIDE

WARM UP



10 minutes

1. The teacher hands out the chart to the students.
2. The teacher requests students to ask the 4 questions to different classmates.
3. The teacher tells the students that they must fill in the chart only with keywords.
4. The teacher gives an example of how they should complete the table.
5. The teacher mentions that students only have 10 minutes to complete the activity.
6. The teacher asks the concept-checking questions to verify if the students understand the instructions.
7. The teacher asks the students to share one of the answers given by his/her classmates with the rest of the class.

Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Getting students to discuss among themselves will make them feel comfortable in the learning environment and not afraid to have conversations with their classmates.
- **Varying the activities students take part in in the classroom (Cirocki et al., 2019):** Changing the form of the traditional discussions will help the students to feel motivated to learn English.
- **Promoting learner autonomy (Cirocki et al., 2019):** When students start the discussion by themselves, they leave their comfort zone, learning to be autonomous and independent in their actions.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Modeling how students must complete the chart will avoid misunderstandings in the activity.

PRESENTATION



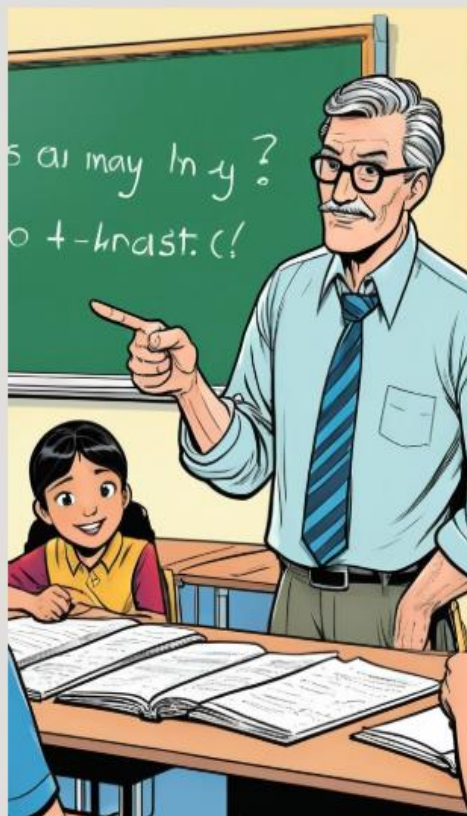
20 Minutes

1. The teacher explains to the students that rhetorical questions express something less directly than saying a similar idea in a statement.
2. The teacher writes on the board some examples of these questions where one column is the rhetorical question and next to it is the interpretation behind each one.
3. The teacher asks the students which idea they think is implicit behind each rhetorical question.

Motivational Strategies Applied during this Activity

- **Writing clearly on the blackboard/whiteboard during the presentation/ explanation stage of the lesson (Cirocki et al., 2019):** When the teacher writes on the whiteboard during the explanation, it facilitates the comprehension of the topic by avoiding misunderstandings and supporting the information with a visual aid for the students.

PRACTICE



30 minutes

1. The teacher asks the students to form pairs.
2. The teacher hands out the worksheet to the students.
3. The teacher explains how they must fill in the worksheet.
4. The teacher gives an example of how students must do the activity.
5. The teacher tells them that they have 20 minutes to finish the activity.
6. The teacher asks students the concept-checking questions.
7. The teacher supervises the students while they do the exercises and praises them when they answer correctly. e.g., ¡That's a good point! ¡Keep working! Incredible idea!
8. The teacher tells the students that they must complete the activity alone. Next, compare their answers with another pair, and then with the class. (Think/Pair/Share)

Motivational Strategies Applied during this Activity

- **Promoting learner autonomy (Cirocki et al., 2019):** Correcting the mistakes by themselves and learning from them fosters the autonomy and independence of the students.
- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Talking among classmates and exchanging opinions reinforces their fellowship and makes the learning environment more comfortable and relaxed for them.
- **Moving around the classroom to monitor each student's work and celebrate their successes (Cirocki et al., 2019):** Praising students' ideas will encourage them to keep working on the activity with the best attitude and disposition to learn.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Modeling how to make the activity will avoid confusion in the students, making it clear and easy to understand what they have to do.

PRODUCTION



Inventing an Ecological Product (1 hour)

1. The teacher asks the students to form 3 groups of 5 and 2 groups of six.
2. The teacher asks the students to choose one post-it in which there is a topic for each group.
3. The teacher asks each group to decide on a leader, a moderator, and a note-taker according to their preference.
4. The teacher tells the students that they have to create a proposal for an ecological product that mitigates a little bit of the problem or solves it.
5. The teacher mentions that students have to introduce some rhetorical questions during their presentation. For example, they could start their presentation by saying, shouldn't people be aware of the damage their rubbish causes to the sea?
6. The teacher tells the students that their presentation should last a minimum of 3 minutes and a maximum of 5 minutes.
7. The teacher explains to them the parts that their presentation must have.
8. The teacher asks concept-checking questions to verify if students understand how they should do the activity.
9. The teacher asks them to start work and monitors them while they do.

Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Implementing group activities in the class will make the learning environment more relaxed and comfortable for the students.
- **Creating opportunities for students to assess themselves (Cirocki et al., 2019):** Empowering students to evaluate themselves will allow them to receive feedback from their classmates and gain self-confidence.
- **Encouraging creativity in the classroom (Cirocki et al., 2019):** Inventing a product requires originality and creativity. Consequently, it is recommendable to have no set rules or parameters so that the students feel free to create something innovative and not feel restricted.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Giving examples of how students must do the activity will make them able to do the activities without problems.
- **Promoting learner autonomy (Cirocki et al., 2019):** Raising a problem and asking the students to think of a solution will enable them to develop their critical and analytical skills by evaluating the best option.







CLASS 3: NATIONAL PARKS

120 minutes

OBJECTIVE

At the end of this lesson, students will be better able to use rhetorical questions and the vocabulary of agreement, disagreement, and partial agreement in a debate.

TEACHER'S GUIDE

WARM UP



10 minutes

1. The teacher greets the students, asks them how they are doing, listens to them if they have any problems, and gives them advice if they ask for it.
2. The teacher asks the students to form a trio and assign three roles: leader, note-taker, and illustrator.
3. The teacher mentions that they have 10 minutes to discuss the topic and draw a picture that summarizes the discussion.
4. The teacher hands out the worksheet.
5. The teacher asks the students the concept-checking questions to verify if they understand the instructions.
 - How do you have to fill in the chart?
 - How much time do you have to finish the activity?
 - What is the function of each role?
 - Does everyone have to speak, or only the leader?
6. The teacher monitors the students and helps them if they do not understand something.
7. The teacher praises the group that does the best drawing, taking into account their creativity and originality.

Motivational Strategies Applied during this Activity

- **Being polite to students (Cirocki et al., 2019):** Starting the class with a greeting to the students will make them feel confident to participate in the class, state their opinions, and ask any doubts without fear of the professor being rude to them.
- **Listening to students when they have problems (Cirocki et al., 2019):** When the teacher asks how the students are doing and if they have any problems, it will make them feel listened to by his/her teacher and confident to tell him/her about a problem or a difficult situation.
- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Discussing questions in a group will help the students to improve their social relationships, feel more comfortable talking to each other, and feel valued because their opinion will be taken into account in the activity.
- **Displaying appropriate teacher behaviours (Cirocki et al., 2019):** Praising the students is a crucial strategy that teachers should use in their classes because it would help them to feel encouraged to learn even when the learning process becomes challenging.
- **Encouraging creativity in the classroom (Cirocki et al., 2019):** Drawing a picture that summarizes the discussion and decorating it as students consider appropriate will enable them to feel less anxious, forget their worries, and enjoy the class.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Giving examples of how to do the activity will make it easier for students to understand the commands given by the teacher and prevent them from feeling exasperated or anxious.
- **Rewarding students in various ways (e.g., Teach the class your favorite game, take a homework pass, choose a book for reading aloud) (Cirocki et al., 2019):** Giving sweets to the students as a reward will motivate them to keep up their efforts in class.

PRESENTATION



20 minutes

1. The teacher shows the students the flashcards with the vocabulary of agreement, disagreement, or partial agreement.
2. The teacher asks the students if they know the meaning of each phrase.
3. The teacher explains the functionality of each phrase.
4. The teacher shows that in front of the flashcards are the phrases of agreement in English, and behind them are the Spanish translations.
5. The teacher pronounces the phrases with the correct pronunciation.
6. The teacher tells the students the meaning of each phrase.
7. The teacher sticks the flashcards in disorder on the whiteboard.
8. The teacher asks the students what their meaning is.
9. The teacher turns the flashcards over to where the Spanish translation is and asks the students how they are in English.
10. The teacher repeats this activity twice.



Motivational Strategies Applied during this Activity

- **Introducing new topics through games, songs, short videos, quizzes, images, etc. (Cirocki et al., 2019):** Using flashcards to introduce the vocabulary of agreement, disagreement, and partial agreement is a different way of teaching vocabulary and will facilitate learning as students associate the visual aid with the sentence.

PRACTICE



30 minutes

1. The teacher asks the students to form trios.
2. The teacher hands out the worksheets to the students.
3. The teacher asks the students to assign a leader and a moderator in their groups. (Democracy of each group)
4. The teacher tells the students that they must discuss the four problems of the Ecuadorian National Parks and propose feasible solutions for each problem giving solid arguments in 20 minutes.
5. The teacher mentions that they must use the vocabulary of agreement, disagreement, and partial disagreement in the discussion.
6. The teacher explains to the students how to use the checklist by giving an example.
7. The teacher asks the concept-checking questions to verify if students understand how they must do the activity.
 - How much time do you have to do the activity?
 - Do you have to use the phrases of agreement, disagreement, and partial agreement or not?
 - What is the role of the leader and the moderator?
 - Are you going to be qualified only by the leader?
 - Who will qualify the leader?
8. The teacher monitors the students while they work.
9. The teacher asks one student per group, apart from the leader, for the agreed solutions proposed in his/her group.
10. The teacher gives the students positive feedback, highlighting their strengths versus weaknesses and some recommendations for improving their speaking skills.



Motivational Strategies Applied during the Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Working on a problem-solving activity will help students to listen to the opinions of their classmates, be respectful with them, and discuss until they agree on a solution to the problems posed.
- **Creating opportunities for students to assess themselves (Cirocki et al., 2019):** Self-assessment is a useful strategy because it allows students to recognize their flaws and improve the next time they do the activity, avoiding making the same mistakes.
- **Providing positive feedback about students' learning progress (Cirocki et al., 2019):** Positive feedback encourages students to learn and increases their self-esteem, as listening to the accomplishments from their teacher will make them feel proud of themselves.

PRODUCTION



1 hour

1. The teacher explains to the students that the final activity is a debate.
2. The teacher asks the students to form 3 groups of 7 students and 1 of six.
3. The teacher asks one student per group to choose a piece of paper on which it is stated whether they will be for or against extractive activities in Yasuní National Park.
4. The teacher mentions that students have 20 minutes to organize their arguments for the debate, and then each group will have 20 minutes to discuss and present their counterarguments.
5. The teacher tells the students that they have to use rhetorical questions in any part of their rebuttals and the vocabulary of agreement, disagreement, and partial agreement.
6. The teacher says that during the debate the rest of the class will act as audience and judge, as they will grade each group and decide which group is the winner of the debate using the rubrics of assessment provided by the teacher.
7. The teacher asks the concept check questions to the students.



- How much time do you have to organize your arguments?
 - How much time do you have to discuss and present your counterarguments?
 - Do you have to use rhetorical questions or only the vocabulary learned in the class?
8. The teacher monitors the students while they work and solves their doubts.
 9. The teacher hands out the rubrics of assessment to the students.
 10. The teacher explains to the students that they should evaluate their performance in the debate as a group using the rubric, then add up the group's score and write short feedback on the aspects that need to be improved.
 11. The teacher listens to the arguments and rebuttals of each group.
 12. The teacher asks the students to return the rubrics of assessment.
 13. The teacher gives general feedback to the group on their performance in the discussion by praising everyone and giving some recommendations for future tasks.

Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Working collaboratively to defend their position will strengthen the union of the students and make them respect the opinions of others.
- **Promoting learner autonomy (Cirocki et al., 2019):** When students decide what arguments they will use in the debate, they will decide by themselves which are the best ones to support their position and convince the audience.
- **Assesses students' knowledge through role-plays, debates, games, etc. (Cirocki et al., 2019):** Using the debate as a strategy for assessing students will help them to improve their self-confidence, as they will give their opinions and defend their position until the end.
- **Creating opportunities for students to assess themselves (Cirocki et al., 2019):** Self-assessment will allow students to see their shortcomings as challenges, which will motivate them to improve their English skills and give their best.
- **Providing positive feedback about students' learning progress (Cirocki et al., 2019):** Positive feedback will increase the self-esteem of the students and keep them motivated to continue striving in their learning process.



UNIT 1/ CLASS 1: HELPING THE ENVIRONMENT

WARM UP/ RIDDLES



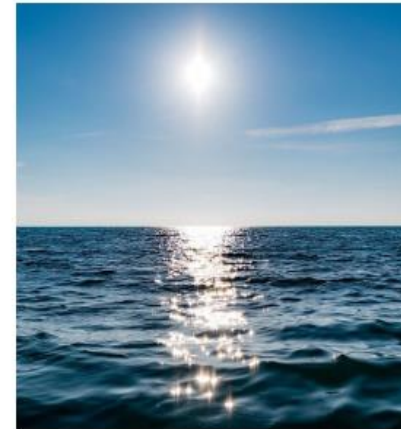
I have been since the creation of the earth; I have no life, and I don't move. I am on the ground and in the rivers, and when they collide with me, I sound. What am I?

Answer: A stone



I go outside in spring and hide in winter; I walk through the forests and Antarctica, covered with a cape. I am large with small ears. What am I?

Answer: The Bear



I am made of water, but from me, you cannot quench your thirst. My melody everyone hears when they are near; I embrace stories, memories, and precious treasures. What am I?

Answer: The Sea



I am the guardian who protects the people, but I have neither feet nor voice; the snow often adorns me, but when the sun comes, my mantle fades. What am I?

Answer: The mountain



I am soft as the breeze of the wind; I hide at night and come out in the day; I am a faithful follower of the steps of the sun, but I have no feet.

What am I?

Answer: The sunflower



I have deep roots and strong trunks, but I am not a tree; the sun shines on me, I dance endlessly with the wind, and you will find your inner peace when you enter into me. What

am I?

Answer: The Forest



People don't care about me because they think I will always be here, not knowing that when I become extinct, life will end

What am I?

Answer: The Water

PRESENTATION

Flashcards of the Rhetorical Questions

Own Elaboration

**Did you know that air pollution
causes the death of millions of
people per year?**



PRACTICE

Discuss the following questions and use this table to take note of the keywords of the discussion, note the similarities and differences between their points of view, and check whether the students comply with the aspects of the checklist by marking with a cross or a tick.

1. What environmental problems exist with our oceans, seas, rivers, and lakes today? Are these problems man-made or a result of nature?
2. How do man-made problems affect the sea and animal life living in and around water?
3. What can be done to resolve these issues and better protect sea life?
4. What can governments do to ensure the protection of our waterways?
5. How we can reduce pollution in the world?

Participants	Answers				Similarities	Differences	Common agreement	CHECKLIST	
	Q1	Q2	Q3	Q4					
Participant 1								Answered all the questions with solid arguments	<input type="checkbox"/>
								Use rhetorical questions	<input type="checkbox"/>
								Good conversation skills used in discussing	<input type="checkbox"/>
								Stayed on the topic	<input type="checkbox"/>
Participant 2								Answered all the questions with solid arguments	<input type="checkbox"/>
								Use rhetorical questions	<input type="checkbox"/>
								Good conversation skills used in discussing	<input type="checkbox"/>
								Stayed on the topic	<input type="checkbox"/>
Participant 3								Answered all the questions with solid arguments	<input type="checkbox"/>
								Use rhetorical questions	<input type="checkbox"/>
								Good conversation skills used in discussing	<input type="checkbox"/>
								Stayed on the topic	<input type="checkbox"/>

Own Elaboration

PRODUCTION

1st group: Eco-friendly practices

1st Group

2nd group: Sea Pollution

2nd Group

3rd group: Endangered Animals

3rd Group

4th group: Government Actions to Protect the Environment

4th Group

5th group: Water Waste

5th Group

PRESENTATION

Example of rhetorical questions written on the board with their respective interpretation.

Rhetorical Questions to Signal Opinions	Interpretation
1. Isn't it better to reduce water waste before we have droughts?	People must reduce water wastage to avoid droughts in the future.
2. Wouldn't it be more beneficial to care for animal habitats than to make money?	Preserving animal habitats is more advantageous than logging to obtain financial compensation.
3. So shouldn't people use eco-friendly transport to reduce global warming?	People should use sustainable transportation to reduce the levels of global warming.
4. Why don't people support protests to protect the environment like political campaigns?	People support more political campaigns instead of ecological protests that seek to protect nature.
5. Is it not easier to reduce pollution than to implement methods to clean the air?	People should reduce pollution to avoid having to clean the air and breathe freely.
6. What good is sleeping while the animals are dying in the forests?	The extinction of animals is a serious problem that deserves more importance from people.
7. Isn't it better to avoid illegal hunting before all the endangered animals disappear?	Illegal hunting is the main cause of the increase in the number of endangered animals, so if people prevent it, the animals will survive.
8. Don't trees clean the air of carbon dioxide?	Trees clean the air of carbon dioxide, so people should avoid cutting them down and protect nature.

Own Elaboration

PRACTICE

PRACTICE

WORKSHEET

Name:

Level: Fifth semester

Date:

1. Work with a partner and explain in your own words what each rhetorical question indicates.

- How useful will it be for the worldwide population to reduce pollution levels?

.....

- So shouldn't Ecuador invest money into environmental projects?

.....

- Wouldn't it be better to create laws that compel people who cut trees to plant twice as much as they cut?

.....

- Should people continue breaking the animal's closed season?

.....

- Isn't it time we prioritized environmental protection as much as we want to enjoy green spaces?

2. Analyze each of these statements and create rhetorical questions based on them, taking into account that the answers may vary.

1. I believe that in Ecuador the subject of Environmental Education should be implemented in the national curriculum to raise awareness about the consequences of logging and the pollution of rivers and seas.

2. In my opinion, the government should earmark a budget for ecological campaigns that promote the care of plants, trees, and animals and propose sustainable projects to help conserve the environment.

3. Logging destroys thousands of animal habitats, causing animals to die or migrate to other areas, leading to their extinction and disrupting the food chain.

4. One of the main environmental problems in Ecuador is the pollution in the rivers caused by the petroleum and chemicals dumped on them. However, if governments increased the laws to protect the environment, it could have been avoided.

5. The loss of mangroves in Ecuador causes soil erosion and the loss of marine animals, which alters the food chain and the ecosystem.

Possible Answers

- Would it not be a good idea to implement the subject of environmental education in the curriculum?
- Shouldn't the government earmark a budget for environmental campaigns?
- What good is allowing animals to die or migrate due to the logging?
- Why not organize a boycott in the factories whose chemicals cause the river's pollution?
- Shouldn't people take care of mangroves to avoid changes in the food chain and ecosystem?

Open Elaboration

PRODUCTION

Checklist

Write down how many times each student participated in the discussion, rate their participation qualitatively and quantitatively by considering how their idea contributed to the activity, and add the total for each one.

Participants	Number of times of participation	Student's participation (Qualitative)	Score of the Participation (Quantitative)
1	5 Very Good 4 Good 3 Neutral 2 Unimportant 1 Very unimportant .....	.....
2	5 Very Good 4 Good 3 Neutral 2 Unimportant 1 Very unimportant .....	.....
3	5 Very Good 4 Good 3 Neutral 2 Unimportant 1 Very unimportant .....	.....
4	5 Very Good 4 Good 3 Neutral 2 Unimportant 1 Very unimportant .....	.....
5	5 Very Good 4 Good 3 Neutral 2 Unimportant 1 Very unimportant .....	.....
6	5 Very Good 4 Good 3 Neutral 2 Unimportant 1 Very unimportant .....	.....

Own elaboration

Topics



First Group



Second Group



Third Group



Fourth Group

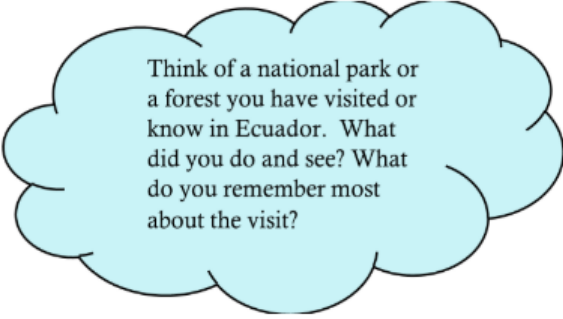


Fifth Group

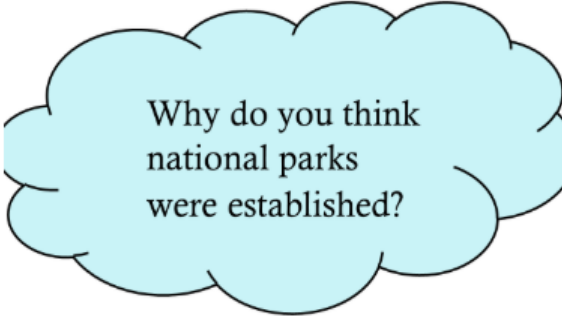
CLASS 3: NATIONAL PARKS

WARM UP

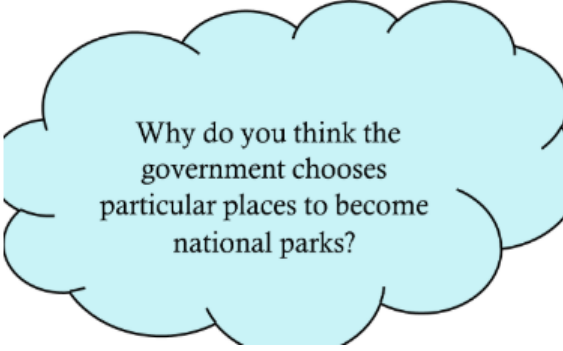
QUESTIONS



Think of a national park or a forest you have visited or know in Ecuador. What did you do and see? What do you remember most about the visit?



Why do you think national parks were established?



Why do you think the government chooses particular places to become national parks?

Worksheet

WORKSHEET

Names:

- Take note of the student's participation in each question and draw a picture together to summarize the discussion.

Student 1	Notes	Student 2	Notes	Student 3	Notes
Q1	Q1	.....	Q1	.....
Q2	Q2	.....	Q2	.....
Q3	Q3	.....	Q3	.....

Illustration

Own Elaboration

PRESENTATION

Flashcards

I agree up to a point	Not necessarily	That's not the point!	And what happens if ...	I suppose, but ...
Estoy de acuerdo hasta cierto punto	No necesariamente	Ese no es el punto	Y que pasa si ...	Supongo que sí, pero ...

I would agree with you if ...

Actually
....

On the contrary
....

You have a point.
However,

That would be fine,
except ...

Estaría de acuerdo contigo si ...

De hecho
...

Por el contrario...

Tienes un buen argumento.
Sin embargo,

Eso estaría bien,
excepto ...

PRACTICE

WORKSHEET

Name: _____

1. Read and analyze the problems of Ecuadorian national parks and propose feasible solutions for each one with valid arguments.

Deforestation

Ecuadorian national parks face a high rate of logging because they are the main source of wood necessary for housebuilding and furniture. Moreover, people are conscious of the importance of trees to climate for us, and they prioritize economic profits over the protection of the environment. As a result, thousands of animals and plants lost their habitat, causing their extinction.

Solution

.....
.....
.....

Mining Activities

Mining activities affect national parks, especially the Yasuni National Park, which contains a large amount of petroleum. Besides, the destruction of the park's beauty has several consequences, such as water and air pollution and the destruction of feeding areas for unique and exotic birds.

Solution

.....
.....
.....

Invasive Species

The Park contains several native species found nowhere else in the country, such as blue pelicans and giant tortoises, which make the island a hidden treasure for tourists. Nevertheless, it is affected by a wide variety of invasive animals and plants that attack the endemic species, which can cause the disappearance of the biodiversity that exists there.

Solution

.....
.....
.....

Water Shortage

Ecuadorian national parks are facing the problem of drought due to global warming. However, water is a vital element for the survival of living beings. As a result, green areas are disappearing and being replaced by red areas, preventing animals from finding its plants and continuing its reproduction.

Solution

.....
.....
.....

2. Self-assess yourself by marking a tick on the aspects you do and a cross on the aspects you think you do not. Then the leader grades you and gives you individual feedback at the end.

Statements	Student 1 <i>Leader assessment</i>		Student 2		Student 3	
	Self-assessment	Leader assessment	Self-assessment	Leader assessment	Self-assessment	Leader assessment
He/she was respectful during the discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the vocabulary of agreement, disagreement, and partial agreement appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she supports their opinions with solid arguments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their opinions contributed positively to the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback						



PRODUCTION

Positions of the debate

**In favor of
extractive activities
in Yasuní National
Park**

1st group

**Against extractive
activities in Yasuní
National Park**

2nd Group

Debate Rubrics Assessment

DEBATE ASSESSMENT RUBRICS

GROUP 1

CRITERIA	1	2	3	4	5	SCORE	FEEDBACK
They work collaboratively, respecting turns of speech, and demonstrate their organization in the arguments presented.	They never take turns to speak and do not demonstrate their organization in the arguments presented.	They rarely take turns to speak and demonstrate their organization in the arguments presented.	They sometimes take turns to speak and demonstrate good organization in the arguments presented.	They often take turns to speak and demonstrate their organization in the arguments presented.	They very often take turns to speak and demonstrate excellent organization in the arguments presented.	.....
Correct use of the vocabulary of agreement, disagreement, and partial disagreement.	They never use the vocabulary of agreement, disagreement, and partial disagreement correctly.	They rarely use the vocabulary of agreement, disagreement, and partial disagreement correctly.	They sometimes use the vocabulary of agreement, disagreement, and partial disagreement correctly.	They often use the vocabulary of agreement, disagreement, and partial disagreement correctly.	They very often use the vocabulary of agreement, disagreement, and partial disagreement correctly.	.....

<p>Their arguments were well supported with strong evidence and reasons.</p>	<p>They never support their arguments with solid evidence or reasons.</p>	<p>They rarely support their arguments with solid evidence or reasons.</p>	<p>They sometimes support their arguments with solid evidence or reasons.</p>	<p>They often support their arguments with solid evidence or reasons.</p>	<p>They very often support their arguments with solid evidence or reasons.</p>	<p>.....</p>	
<p>Correct use of rhetorical questions</p>	<p>They never use correctly the rhetorical questions</p>	<p>They rarely use correctly the rhetorical questions</p>	<p>They sometimes use correctly the rhetorical questions</p>	<p>They often use correctly the rhetorical questions</p>	<p>They very often use correctly the rhetorical questions</p>	<p>.....</p>	
<p>They convinced the audience that their position was the right one and kept their attention throughout of the debate.</p>	<p>The group was not able to convince the audience that their position was the right one and failed to keep their attention.</p>	<p>The group tried to convince the public that their arguments were correct but failed to hold their attention.</p>	<p>The group sometimes managed to convince people that their position was the right one but could not keep them that way.</p>	<p>The group did not fully convince the audience and kept them interested only for a few moments.</p>	<p>The group was able to convince the public that their position was the right one and to keep their attention during the debate.</p>	<p>.....</p>	
						<p>TOTAL</p>	

GROUP 2

CRITERIA	1	2	3	4	5	SCORE	FEEDBACK
They work collaboratively, respecting turns of speech, and demonstrate their organization in the arguments presented.	They never take turns to speak and do not demonstrate their organization in the arguments presented.	They rarely take turns to speak and demonstrate their organization in the arguments presented.	They sometimes take turns to speak and demonstrate good organization in the arguments presented.	They often take turns to speak and demonstrate their organization in the arguments presented.	They very often take turns to speak and demonstrate excellent organization in the arguments presented.	.....
Correct use of the vocabulary of agreement, disagreement, and partial disagreement.	They never use the vocabulary of agreement, disagreement, and partial disagreement correctly.	They rarely use the vocabulary of agreement, disagreement, and partial disagreement correctly.	They sometimes use the vocabulary of agreement, disagreement, and partial disagreement correctly.	They often use the vocabulary of agreement, disagreement, and partial disagreement correctly.	They very often use the vocabulary of agreement, disagreement, and partial disagreement correctly.	.....

Their counterarguments were well supported with strong evidence and reasons.	They never support their counterarguments with solid evidence or reasons.	They rarely support their counterarguments with solid evidence or reasons.	They sometimes support their counterarguments with solid evidence or reasons.	They often support their counterarguments with solid evidence or reasons.	They very often support their counterarguments with solid evidence or reasons.	.....
Correct use of rhetorical questions	They never use correctly the rhetorical questions	They rarely use correctly the rhetorical questions	They sometimes use correctly the rhetorical questions	They often use correctly the rhetorical questions	They very often use correctly the rhetorical questions	.....
They convinced the audience that their position was the right one and kept their attention throughout of the debate.	The group was not able to convince the audience that their position was the right one and failed to keep their attention.	The group tried to convince the public that their arguments were correct but failed to hold their attention.	The group sometimes managed to convince people that their position was the right one but could not keep them that way.	The group did not fully convince the audience and kept them interested only for a few moments.	The group was able to convince the public that their position was the right one and to keep their attention during the debate.	.....
TOTAL							

Own Elaboration



Unit 2: Design

1ST CLASS



CLASS 1: LEARNING THE LANGUAGE OF THE TECH INDUSTRY

TIME: 120 MINUTES

OBJECTIVE

At the end of this lesson, students will be better able to use the vocabulary of the tech industry in an interview.

TEACHER'S GUIDE

WARM UP



10 minutes

1. The teacher greets the students and asks them how they are doing.
2. The teacher tells them that they are going to learn some vocabulary about the tech industry.
3. The teacher shows the students four pictures of what mobiles and compasses looked like before and now.
4. The teacher asks the students to answer some questions related to the pictures in trios, making a comparison of both pictures.
5. The teacher mentions that they only have 10 minutes to discuss.
6. The teacher monitors the students while they discuss.
7. The teacher asks any question to the students to know their responses.

Motivational Strategies Applied during this Activity

- **Being polite to students (Cirocki et al., 2019):** Starting the class with a greeting is a behavior that encourages students to be polite and respectful and makes the learning environment more relaxed and comfortable for them.
- **Introducing new topics through games, songs, short videos, quizzes, images, etc. (Cirocki et al., 2019):** Using pictures to introduce the topic will increase students' interest and motivation to study.

PRESENTATION



20 minutes

1. The teacher shows the flashcards to the students with the word on the front and the picture on the back.
2. The teacher asks the students to look at the picture and try to guess which word represents each one.
3. The teacher tells the students the correct meaning of each word showing the images.
4. The teacher pronounces the words correctly and makes the students repeat their pronunciation.
5. The teacher shows the pictures on the flashcards again and asks which word represents each one.
6. The teacher tells the students any random vocabulary word and asks them to tell him/her what it means in English.

Motivational Strategies Applied during this Activity

- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Using flashcards to teach vocabulary will make learning the definitions easier because students will relate the image to the word immediately. Moreover, it changes the traditional way of teaching vocabulary, which consists only of memorization and repetition.

PRACTICE



30 minutes

1. The teacher writes on the whiteboard all the vocabulary learned in the class.
2. The teacher asks the students to make a circle.
3. The teacher mentions that they are going to play Tingo-tango with a ball and that when he/she says tango, the student who catches the ball should make a sentence using the first word written on the board, the second student the second word, and so on.
4. The teacher monitors that students pass the ball to each other without being aggressive or disrespectful to their classmates.
5. The teacher tells the students some motivational sentences after they have said their sentences. For example: ¡Well done! ¡Impressive sentence! ¡Amazing idea! ¡Excellent sentence! ¡Keep trying! ¡Good try! ¡Almost there! ¡That's a brilliant sentence! ¡You are so intelligent! ¡Your sentence was awesome!



Motivational Strategies Applied during this Activity

- **Displaying appropriate teacher behaviours (Cirocki et al., 2019):** Monitoring that students are respectful during the game is necessary because it will avoid any violence in the class. In addition, telling some motivational phrases to the students encourages them to work harder to achieve their goals.
- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Teaching the students to be polite and respectful will improve the relationships among classmates and make their group joined and supportive.
- **Making learning stimulating and attractive (Cirocki et al., 2019):** Practicing vocabulary through a game would make learning stimulating and engaging because it is a different activity for students.

PRODUCTION



1 hour

1. The teacher tells the students that the final activity is to do a mock interview in groups of 4 with the interviewer, a famous businessman, a small entrepreneur, and the videographer using the vocabulary learned in class.
2. The teacher asks the students to form groups of 4.
3. The teacher asks them to join their respective groups.
4. The teacher asks the groups to assign a leader and videographer to each group.
5. The teacher delivers the checklist to the leader so that he/she evaluates them, but they also can self-assess their contribution to conducting the interview (when it is the leader's turn to be evaluated, the other members of the group must evaluate him/her).
6. The teacher tells the students that the interview should last 10 minutes minimum and that they have 1 hour to prepare the script for the interview and the videographer record the video outside of the class.
7. The teacher reminds the students to use the vocabulary learned in class during the interview, demonstrating fluency and a good command of the language.
8. The teacher should supervise the students while they are working on the interview and help them if they need any assistance by giving them some suggestions on how to complete the task.
9. The teacher asks the students to upload one video per group to the platform or send it via email.



Motivational Strategies Applied during this Activity

- **Promoting learner autonomy (Cirocki et al., 2019):** Assigning students individual tasks will make them more responsible and autonomous because they will perform the activities on their own and learn from their experience.
- **Creating opportunities for students to assess themselves (Cirocki et al., 2019):** Promoting self-assessment through the use of a checklist will allow the students to reflect on areas for improvement and emphasize their strengths, which will boost their self-confidence.
- **Encouraging students to participate in English-related activities outside the classroom (Cirocki et al., 2019):** Asking students to record the video outside of class will change the classroom setting and will make them feel relaxed to practice the language without the pressure of being observed or evaluated by the teacher.





CLASS 2: INVENTING A NEW PRODUCT

TIME: 120 MINUTES

OBJECTIVE

At the end of this lesson, students will be better able to use the degree expressions correctly in the presentation of a tech product poster.

TEACHER'S GUIDE

WARM UP



10 minutes

1. The teacher hands out the chart to the students.
2. The teacher requests the students to ask the 4 questions to different classmates.
3. The teacher gives an example of how they should complete the chart.
4. The teacher mentions that students only have 10 minutes to complete the activity.
5. The teacher asks the concept-checking questions to verify if the students understand the instructions.
 - How much time do you have to complete the table?
 - How do you have to fill out the chart?
 - How many people do you have to ask questions to?
 - Do you have to speak, or only your classmates?
6. The teacher asks the students to share one of the answers given by his/her classmates with the class.

Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** The above activity will make students feel relaxed and comfortable giving their opinion on a topic as their classmates will listen without intervening or giving their personal opinion.
- **Promoting learner autonomy (Cirocki et al., 2019):** Asking the questions of different classmates will promote the autonomy of the students and allow them to interact more among them.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Modeling how students should perform the activity will avoid misinterpretations in the instructions given by the teacher.

PRESENTATION



20 minutes

- The teacher tells the students that the topic of the class is degree expressions.
- The teacher explains the structure of the sentences, highlighting the different parts of them with colors and explaining their use.
- The teacher shows some flashcards with sentences about technological products, pointing out the degree and the standard of them.
- The teacher asks the students to point out the degree expressions in some sentences.

Motivational Strategies Applied during this Activity

- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Using flashcards with sentences highlighting the different parts with a variety of colors will help the students to understand the topic quickly.

PRACTICE



30 minutes

1. The teacher asks the students to form a circle.
2. The teacher explains that he/she will start by saying a sentence with too, and the next student must say another sentence using enough but keeping the same idea, and so on.
3. The teacher praises the pupils after they say the sentence and encourages participation by telling them motivational phrases. For example: ¡Good job! ¡Excellent sentence! ¡Keep trying! ¡You're almost there! ¡Good try! ¡Fascinating sentence! ¡You are so intelligent! ¡Spectacular!
4. The teacher corrects the possible mistakes that they make, using the whiteboard to explain why that sentence is incorrect.
5. The teacher makes a summary of the class and clarifies possible doubts that students can have.

Motivational Strategies Applied during this Activity

- **Displaying appropriate teacher behaviours (Cirocki et al., 2019):** Praising the effort of the students is an invaluable strategy to keep them motivated and encourage their participation in the lesson.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Using the whiteboard to correct the mistakes in the sentences will make the content clearer and solve the doubts of the students.

PRODUCTION



1 hour

1. The teacher asks the students to form 6 groups of 4 and 1 of 3.
2. The teacher asks the students to make a poster of an invented tech product using too and enough.
3. The teacher hands out some materials to the students to make the poster. (Colored cardboard, markers, foam sheets, and scissors)
4. The teacher explains that they have 20 minutes to make a poster and make their presentation, which should not last more than 5 minutes per group.
5. The teacher tells them the structure that their presentation should have.
 - Name of the product
 - Characteristics
 - Use
 - Cost
6. The teacher tells the students that they must use the degree expressions learned in the class.
7. The teacher says that he/she will evaluate the creativity in their presentation and the correct use of the degree expressions.
8. The teacher monitors the students while they work on the poster.
9. The teacher asks them to present their posters.
10. The teacher gives them general feedback after their presentations, highlighting the things they do well versus the things they need to improve, and gives them some suggestions for future presentations.



Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Working in groups with the same goal will strengthen their friendship and make the students feel more confident to talk.
- **Encouraging creativity in the classroom (Cirocki et al., 2019):** Providing the materials to create the poster will awaken the imagination and creativity of the students enabling them to feel relaxed and less anxious in comparison with the other classes.
- **Providing positive feedback about students' learning progress (Cirocki et al., 2019):** Giving positive feedback to the students will encourage them to continue striving in the class and keep motivated during their learning process.





CLASS 3: PROS AND CONS OF TECH PRODUCTS
TIME: 60 MINUTES

OBJECTIVE

At the end of this lesson, students will be better able to use the expressions of concession in a presentation of a tech product.

TEACHER'S GUIDE

WARM UP



5 minutes

1. The teacher greets the students and asks them how they are doing.
2. The teacher asks the students to make a circle.
3. The teacher divides the class into two groups.
4. The teacher tells the students that they have to start by saying a sentence, and the next student will have to add details or more sentences, creating an amusing and coherent story.
5. The teacher explains to the students that they must tell their story in turns, first the initial group and then the second group, and, depending on who makes him/her and their classmates laugh the most, that will be the winner.
6. The teacher says that, as a reward, the winning group will be able to decide which warm-up they will do the next class.





Motivational Strategies Applied during this Activity

- **Bringing humour into the classroom (Cirocki et al., 2019):** Implementing an activity in which the students create an amusing story among them is a useful strategy so that they laugh, change their mood, and relax before starting the class.
- **Allowing students to choose classroom activities (Cirocki et al., 2019):** This strategy will boost the self-confidence of the students as they will decide which activity is appropriate to the lesson and take responsibility from the teacher for a few minutes.

PRESENTATION



10 minutes

1. The teacher tells the students that they will learn some expressions of concession.
2. The teacher explains to the students when they should use these expressions.
3. The professor uses the whiteboard to write some examples.
4. The teacher indicates the structure of these sentences with a different color scale using markers.
5. The teacher asks if someone wants to write one sentence using the expressions on the whiteboard.
6. The teacher gives candies to the students who participate in the class.

Motivational Strategies Applied during this Activity

- **Writing clearly on the blackboard/whiteboard during the presentation/ explanation stage of the lesson (Cirocki et al., 2019):** The whiteboard is a teaching material that facilitates the explanation of the teacher and encourages the students to participate because they will feel sure of understanding the topic of the lesson.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Using different colors of markers in the explanation will allow the students to remember the lesson taught and avoid feeling frustrated because they do not understand.
- **Rewarding students in various ways (e.g., Teach the class your favorite game, take a homework pass, choose a book for reading aloud) (Cirocki et al., 2019):** Rewarding students' efforts will make them feel proud of themselves and encourage them to continue learning English.

PRACTICE



15 minutes

1. The teacher hands out the worksheet to the students.
2. The teacher tells the students that they must complete the worksheet in 10 minutes.
3. The teacher tells them that, after filling in the worksheet, they should compare their answers with one partner and correct the mistakes suggested by him/her in 3 minutes.
4. The teacher asks the concept-checking questions.
 - How much time do you have to fill in the worksheet?
 - What do you have to do after you complete the worksheet?
 - How many students do you have to compare your answers with?
 - What do you have to do after listening to your classmate's suggestions?
5. The teacher monitors the students while they complete the worksheet and compare their answers with their classmates.
6. The teacher corrects the mistakes in their sentences using the whiteboard.



Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):**
Giving and receiving suggestions from classmates will make the students feel relaxed and comfortable talking among them and be open to learning from each other.

PRODUCTION



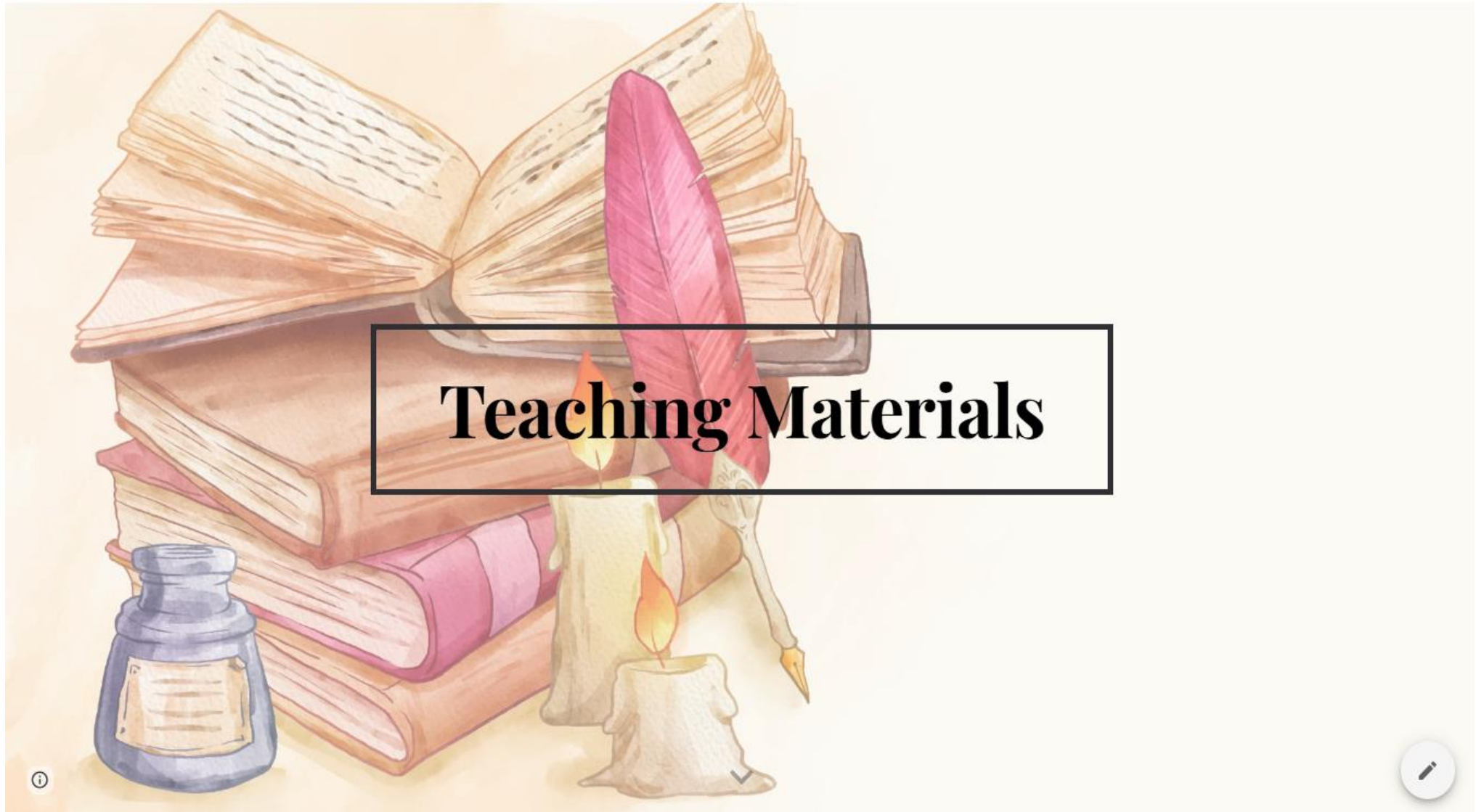
30 minutes

1. The teacher asks the students to make a short presentation in trios about one planned obsolescence tech product.
2. The teacher asks them to choose a tech product, and once they have chosen it, the others can no longer choose it.
3. The teacher tells the students that their presentation must have the following structure.
 - Definition of planned obsolescence
 - Explain the obsolescence of the product.
 - Explain the pros and cons of the product.
4. The teacher tells them that each one must explain one part.
5. The teacher mentions that their presentation should last no longer than 3 minutes per group.
6. The teacher tells them that they must use concession expressions in the pros and cons of the tech product.
7. The teacher asks the students to make their presentations.
8. The teacher highlights the positive things the students do and gives them some recommendations for future presentations.



Motivational Strategies Applied during this Activity

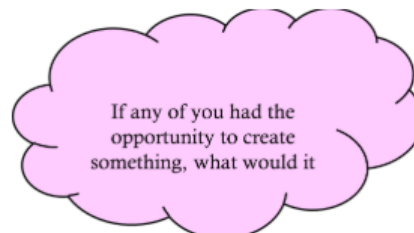
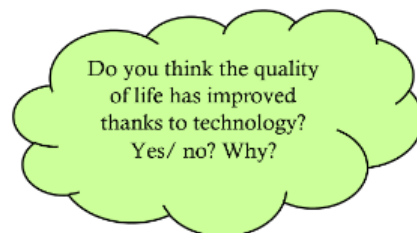
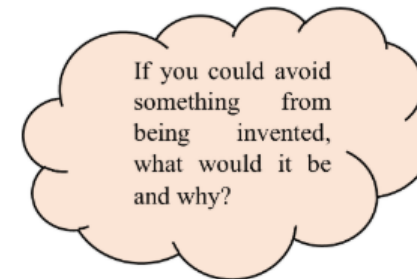
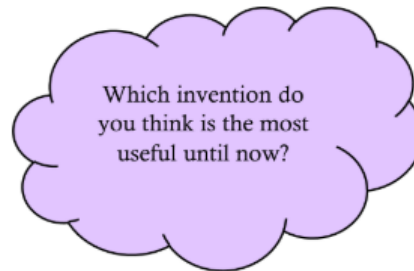
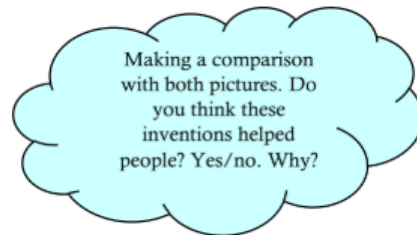
- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** This activity promotes collaborative work in the class, encouraging the students to complete the assigned activities by being respectful and kind in sharing their views with others.
- **Providing positive feedback about students' learning progress (Cirocki et al., 2019):** Positive feedback from the teacher encourages the students to keep up their efforts and gain confidence in themselves.



CLASS 1: LEARNING THE LANGUAGE OF THE TECH INDUSTRY

WARM UP

QUESTIONS



PICTURES BEFORE/NOW

BEFORE
Phone



NOW
Smartphone



BEFORE

COMPASS



NOW

GPS



PRESENTATION

DEFINITIONS

Definitions

- **Pioneer:** It is the first person to start creating or working on something (Williams, 2022).
- **Make a splash:** Become a successful person from one moment to the next (Williams, 2022).
- **Assembly:** It is a technique that consists of joining the parts of something together to form a product (Williams, 2022).
- **Customize:** Modify a product according to the customer's needs (Williams, 2022).
- **Mass production:** It is the process of manufacturing a product in large quantities (Williams, 2022).
- **Shift:** Adjust the position of something from one direction to another (Williams, 2022).
- **Release:** Launch a product or a service accessible to the public (Williams, 2022).
- **Retail:** Sell a product in small quantities directly from supplier to customer.
- **Foundation:** It is the basis that supports something.
- **Devised:** It is the process of designing a plan or strategy using imagination and intellect.

FLASHCARDS

Material (The size of the following flashcards can be modified according to the needs and criteria of each teacher.)



SHIFT

RELEASE

RETAIL

FOUNDATION

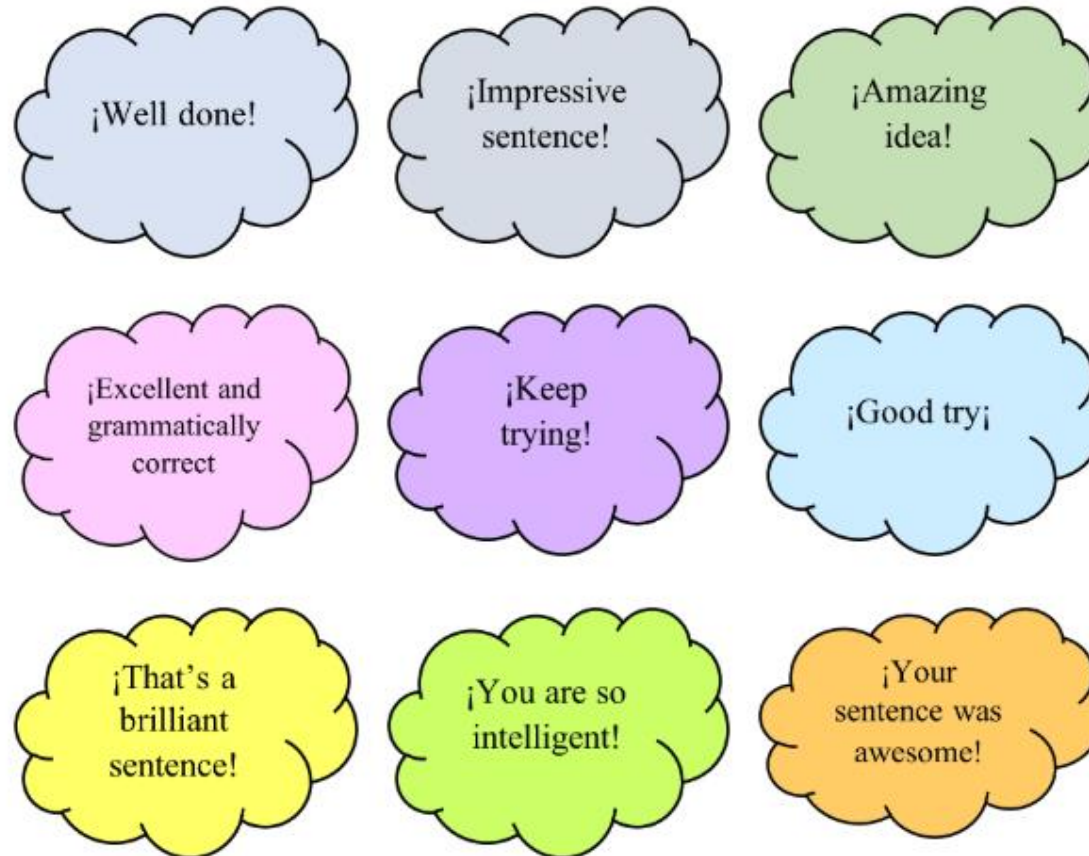
DEvised



Own Elaboration

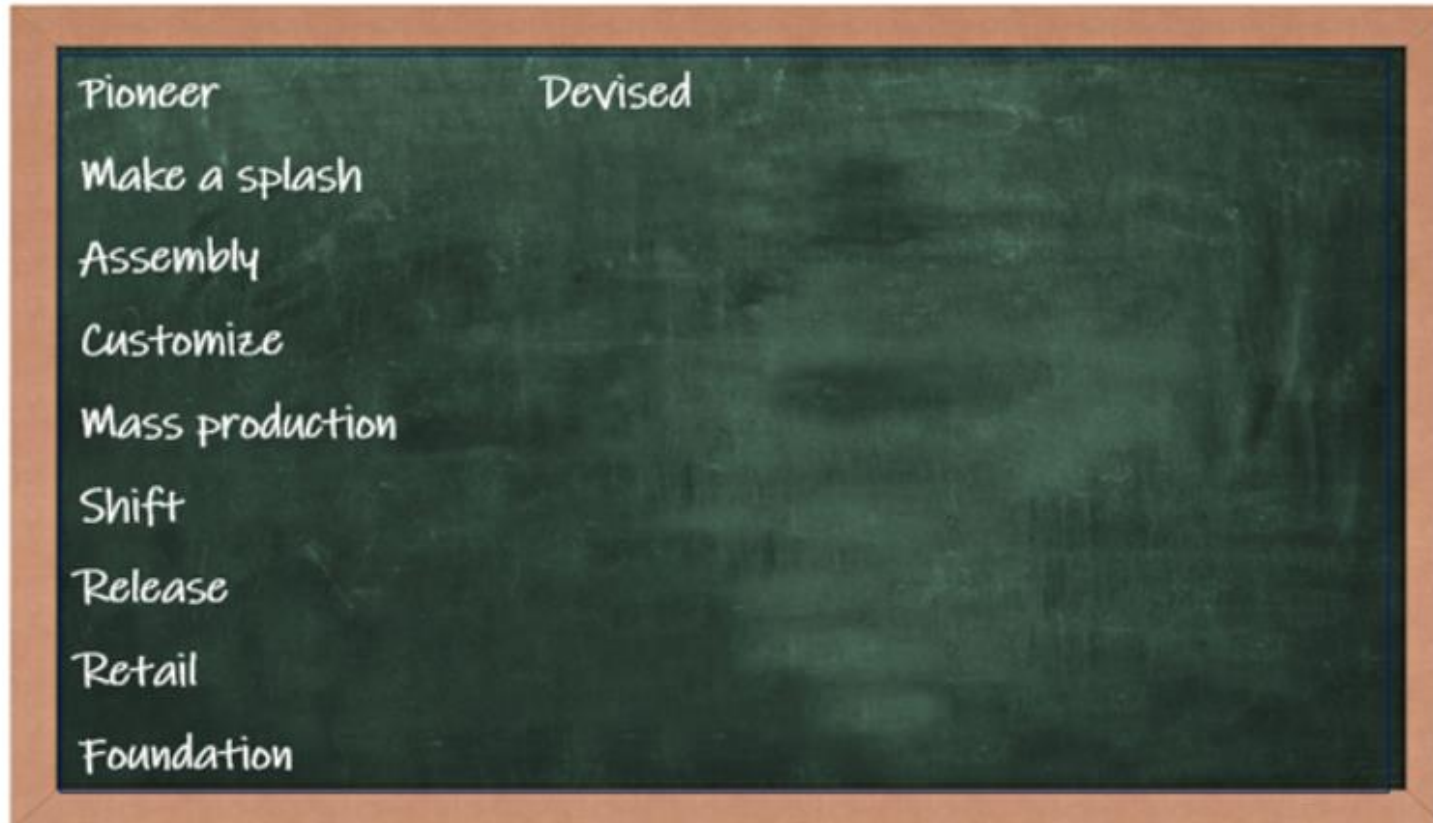
PRACTICE

MOTIVATIONAL PHRASES



Own Elaboration

WHITEBOARD



PRODUCTION

CHECKLIST

Evaluate yourself, and then the leader puts a tick on the aspects you think you meet and a cross on the aspects you don't meet.

Statements	Student 1		Student 2		Student 3		Student 4	
	Self-assessment	Leader assessment	Self-assessment	Leader assessment	Self-assessment	Leader assessment	Self-assessment	Leader assessment
Take the initiative to participate by saying what your ideas are.
Their opinions contributed positively to the task.
Work collaboratively, respecting the peer's opinion.
Comply with responsibility for the tasks assigned.
Use the vocabulary correctly.

Own Elaboration

PRESENTATION

TEACHER'S EXPLANATION

DEGREE EXPRESSIONS

When the **degree** is **incompatible** with the **standard**, it's necessary to use the too + adjective or adverb followed by the verb of the standard in infinitive form (Williams, 2022).

The cost of the iPhone 16 is too high to buy in Ecuador.

DEGREE **STANDARD**

When the **degree** is **compatible** with the **standard**, it is necessary to use an adjective, adverb, or verb followed by enough and the verb in infinitive form (Williams, 2022).

The iPhone 16 is resistant enough to dive into the water.

STANDARD

FLASHCARDS

TOO

The computer is **too old** to update the Windows systems.



ENOUGH

The laptop is **powerful enough** to store thousands of documents.



TOO

This phone is **too old** to navigate on the Internet.



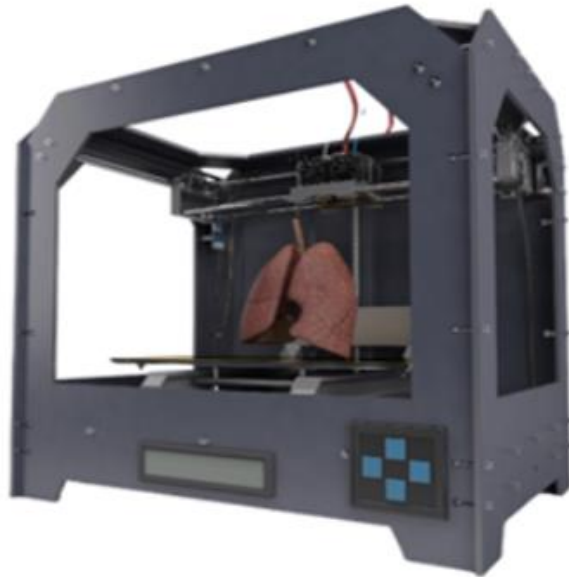
ENOUGH

The smartphone is **useful enough** to download the best apps.



TOO

3D printing models are **too expensive** **to use** in the science class.



ENOUGH

The 3D printing is **eco-friendly enough** **to reduce** the pollution.



TOO

The camera lenses are **too dirty** to take a photo.



ENOUGH

The camera is **good enough** to record videos in high definition.



TOO

Robots are **too rigid to resemble** human beings.



ENOUGH

Robots are **smart enough to solve** problems quickly.



Own Elaboration

PRACTICE

MOTIVATIONAL PHRASES

¡Excellent sentence!

¡Good job!

¡Keep trying!

¡You're almost

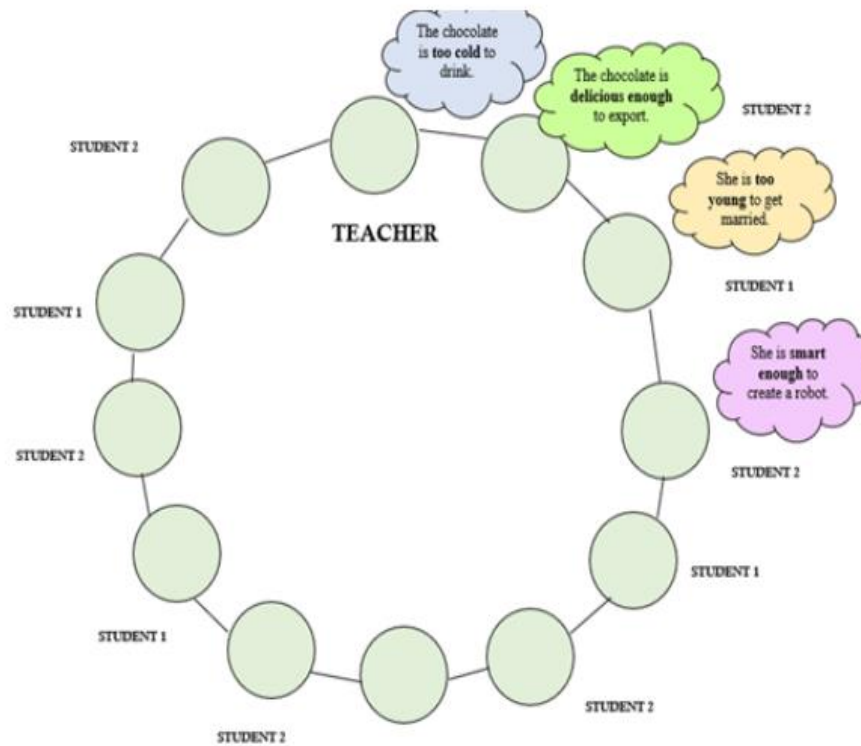
¡Good try!

¡Fascinating sentence!

¡Spectacular!

¡You are so intelligent!

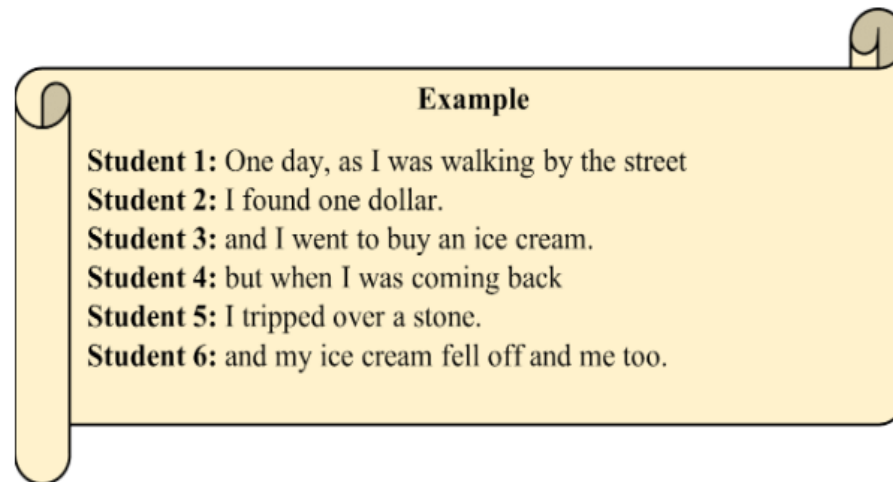
EXAMPLE OF THE ACTIVITY



CLASS 3: PROS AND CONS OF TECH PRODUCTS

WARM UP

EXAMPLE OF THE ACTIVITY



Example

Student 1: One day, as I was walking by the street
Student 2: I found one dollar.
Student 3: and I went to buy an ice cream.
Student 4: but when I was coming back
Student 5: I tripped over a stone.
Student 6: and my ice cream fell off and me too.

PRESENTATION

ACKNOWLEDGING OTHER ARGUMENTS

USE

When evaluating the disadvantages and advantages of a situation, it is essential to examine several insights; even if you are convinced of one argument, it is necessary to acknowledge other arguments and think about which is the

USE AND STRUCTURE

TEACHING MATERIAL

- Concession introduction+ position A+ concession expression+ position B

On the one hand, technology enables people to communicate with people around the world without barriers; **on the other hand**, it can also be harmful if people don't use it adequately.

- Position A+ concession expression+ position B

Smartphones can cause addiction in teenagers; **that said**, they can also benefit millennials because they can learn anything on the internet.

- Concession introduction+ position A+ concession expression+ position B





Granted, the technology industry enriches multinational companies, **but** it also helps the local economy.

- Concession introduction+ position A+ position B

There are two different ways of looking at robots: either it is to facilitate the life of human beings, or it can be seen as a threat to jobs.

- Concession introduction+ position A+ concession expression+ position B

Many people think that the Internet is detrimental to self-esteem; some others say that it helps to have an emotional balance.

Concession Introduction	
Concession expression	
Position A	
Position B	

PRACTICE

Material

WORKSHEET

Name:

1. Fill in the blanks with the corresponding concession expressions learned in class.

On the one hand, smartphones transformed the lives of people, helping them to communicate with people worldwide,, if they are not correctly used, can cause addiction in the people who use them. Many people think that it depends on the age of each one, it all depends on parental control. Furthermore, tech products enable people to access all kinds of information quickly,, it can also be seen as dangerous to the privacy of their confidential information.

2. Write 4 sentences about the pros and cons of technology, considering both sides of the issue.

• Position A+ concession expression+ position B

.....

• Concession introduction+ position A+ concession expression+ position B

.....

• Concession introduction + position A+ position B

.....

• Concession introduction+ position A+ concession expression+ position B

.....

Key Answers Exercise 1: On the other hand, some others say that, that said.



CLASS 1: DISCOVERING HOW TO PROTECT THE DATA

TIME: 120 MINUTES

OBJECTIVE

At the end of this lesson, students will be better able to use the privacy collocations in a dialogue of 4 minutes.

TEACHER'S GUIDE

WARM UP



15 mins

1. The teacher greets the students and asks them how they are doing.
2. The teacher explains to them that they are going to discuss some questions related to privacy protection using the application Padlet.
3. The teacher reads the questions.
 - What steps do you take to protect your social media?
 - Do you think social media companies should reinforce the data protection measures?
 - Do you agree that the government and companies should have access to your information? Yes/No. Why?
4. The teacher tells the students that they have to comment on Padlet by writing the corresponding question and their respective answers below.
5. The teacher sends the link of Padlet to the students.
6. The teacher shows the students how they should write their comments on the website.
7. The teacher tells the students that they have five minutes to answer the questions in the app.
8. The teacher asks the students to start writing their answers on the website.
9. The teacher supervises the students while they work and assists them if anyone needs.
10. The teacher randomly asks the students to explain the reasons for their answers.



Motivational Strategies to Applied during this Activity

- **Being polite to students (Cirocki et al., 2019):** Starting the class with a greeting and asking how students are doing will decrease the stress or worry that they may have, which will make them feel confident with the teacher, improving the teacher-student relationship.
- **Varying the activities students take part in in the classroom (Cirocki et al., 2019):** The use of apps will engage students in class and make them enthusiastic about learning.
- **Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019):** Personalized assistance will make the students feel that the teacher cares and supports them, which will allow them to gain more confidence to participate in the activities.

PRESENTATION



15 mins

- The teacher tells the students that they will learn some collocations of privacy data.
- The teacher shows the flashcards with the collocations.
- The teacher pronounces each collocation, and students repeat after him/her.
- The teacher tells them the meaning of each collocation.
- The teacher says the collocation and asks the students what they mean without using the flashcards.
- The teacher asks the students to say one sentence using any collocation.
- The teacher corrects the sentences using the whiteboard.

Motivational Strategies Applied during this Activity

- **Introducing new topics through games, songs, short videos, quizzes, images, etc. (Cirocki et al., 2019):** The use of pictures in class will attract students' attention and will be a visual aid to facilitate the understanding of the topic, making them feel confident to participate in class.
- **Writing clearly on the blackboard/whiteboard during the presentation/ explanation stage of the lesson (Cirocki et al., 2019):** The use of the whiteboard will enhance the teacher's explanation and encourage the students to participate in class after they understand the lesson.

PRACTICE



30 mins

1. The teacher tells the students that they will practice the collocations using roulette.
2. The teacher asks the students to spin the wheel.
3. The teacher tells them that with the collocation obtained, they must say a sentence using it.
4. The teacher asks some students to participate in the activity.
5. The teacher praises the students even when their sentences are incorrect, telling them some motivational phrases. For example, ¡Congratulations! ¡You're doing great! ¡Impressive! ¡The best way to learn is by making errors! ¡Proud of everyone! ¡You're so intelligent! ¡Keep going! Etc.
6. The teacher corrects the sentences if it is necessary, telling the students the mistakes and giving some suggestions to improve their sentences.

Motivational Strategies Applied during this Activity

- **Displaying appropriate teacher behaviours (Cirocki et al., 2019):** Praising students is an appropriate and useful strategy that helps them to stay motivated and feel proud of themselves for having understood the lesson.
- **Making learning stimulating and attractive (Cirocki et al., 2019):** Using roulette to practice the topic is an engaging way to awaken the interest of the students in learning English and enhance their skills.
- **Varying the activities students take part in in the classroom (Cirocki et al., 2019):** The use of different materials in the lesson will make the classroom inclusive, taking into account all types of intelligence, which will help the students to feel comfortable and participate confidently.

PRODUCTION



1 hour

1. The teacher asks the students to make trios.
2. The teacher asks the students to assign a leader.
3. The teacher hands out one checklist per group so that the leader can evaluate their participation in the task. (When it is the leader's turn, the other members must evaluate him/her).
4. The teacher asks the students to make a discussion using privacy collocations.
5. The teacher tells them that they have 20 minutes to create the script.
6. The teacher tells them that their discussions should last a maximum of 4 minutes.
7. The teacher supervises the students while they work and helps them if needed.
8. The teacher asks the students to present the discussions in the class.
9. The teacher gives positive feedback to the students, highlighting the aspects that they do correctly and giving them suggestions for future class presentations.
10. The teacher tells the students that he/she will give individual tutorials to students who are having problems with a topic in the course or if someone needs advice on an issue.



Motivational Strategies Applied during this Activity

- **Creating opportunities for students to assess themselves (Cirocki et al., 2019):** Making activities in which the leader evaluates the rest of their classmates will make the students aware of their strengths and receive some suggestions to improve their level of English.
- **Listening to students when they have problems (Cirocki et al., 2019):** Individual tutorials give personalized assistance to students and provide the opening to talk with the professors freely.



CLASS 2: REVEALING THE DANGERS OF PRIVATE INFORMATION THEFT

TIME: 120 MINUTES

OBJECTIVE

At the end of this lesson, students will be better able to use the behavioral and opinion questions in a survey.



TEACHER'S GUIDE

WARM UP



15 mins

1. The teacher asks the students to form trios.
2. The teacher asks them to assign a leader, a notetaker, and a timekeeper to their groups.
3. The teacher hands out the checklist to the students.
4. The teacher explains to the students that the leader will grade their participation, the timekeeper will control the time, and the notetaker will take notes of the keywords mentioned. (When it is the leader's turn to be evaluated, the rest of the group should rate him/her.)
5. The teacher asks the students to discuss the following questions:
 - Do you regularly make online shops? Yes/No. Why?
 - Do you use a credit card or cash when you buy something?
 - What are the advantages and disadvantages of shopping online?
6. The teacher tells the students that they have 10 minutes to respond to each question in a maximum of 1 minute per person.
7. The teacher mentions that they must reach an agreement.
8. The teacher supervises while they discuss the questions.
9. The teacher asks one student from each group to say the common agreement they have reached.



Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Collaborative activities strengthen the fellowship and make the students feel comfortable and motivated to participate in the lesson by stating their ideas and opinions.
- **Promoting learner autonomy (Cirocki et al., 2019):** Discussing the questions will help students to learn by exchanging opinions and ideas and, at the same time, enhance their speaking self-confidence as they feel that their opinion contributes to the activity.
- **Creating opportunities for students to assess themselves (Cirocki et al., 2019):** Receiving corrections from their classmates is less intimidating because students talk with them every day and have confidence.

PRESENTATION



20 mins

1. The teacher tells the students that they will learn how to elicit information via surveys.
2. The teacher shows examples of the two types of questions for eliciting information.
3. The teacher explains to students when to use each type of question.
4. The teacher asks the students to say one sentence using each type.
5. The teacher uses the whiteboard to correct their sentences if it is necessary.

Motivational Strategies Applied during this activity

- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** The use of examples in the explanation of the teacher will help the students to understand the topic of the lesson easily and feel more confident to participate having understood it.

PRACTICE



25 mins

1. The teacher asks the students to make pairs.
2. The teacher hands out the worksheets to the students.
3. The teacher explains to the students that the worksheet has 5 problems, and they have to form two questions per problem.
4. The teacher tells them that if it is an opinion question, they should write O, and if it is a behavioral question, write B.
5. The teacher tells the students that they have 15 minutes to complete the worksheet.
6. The teacher asks the concept-checking questions to verify that they understand the instructions.
 - How much time do you have to complete the worksheet?
 - How many questions do you have to formulate for each problem?
 - How do you identify whether it is an opinion or a behavioral question?
7. The teacher monitors the students while they work.
8. The teacher helps them if they are having problems with the activity.
9. The teacher reviews all the questions created by the pairs and gives feedback about their questions.



Motivational Strategies Applied during this Activity

- **Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019):** Helping the students individually will make them feel supported and encouraged to continue striving to enhance their English skills and participate actively in the lesson.

PRODUCTION



1 hour

1. The teacher asks the students to pair up with another couple.
2. The teacher tells them that they have 10 minutes to choose only 10 questions between the two groups.
3. The teacher tells them that they have to survey 4 people using the questions.
 - One student from another semester of the English Major.
 - One English teacher apart from their speaking teacher.
 - One student from another faculty of the university.
 - One employee of the campus.
4. The teacher tells them that each member of the group must survey 1 person.
5. The teacher hands out the answer sheets to the students so that they can write down the answers of the interviewees.
6. The teacher tells the students that if people answer in Spanish, they have to translate it into English.
7. The teacher says that they have 40 minutes to make the survey and come back to the class.
8. The teacher asks the students if they would like to do it again. Yes/No Why?

Motivational Strategies Applied during this Activity

- **Displaying appropriate teacher behaviours (Cirocki et al., 2019):** Asking students how they felt after completing the activity is an appropriate teacher's behavior because it demonstrates their interest in making them feel comfortable in class and their willingness to receive suggestions for adapting or changing the lesson planning.
- **Promoting learner autonomy (Cirocki et al., 2019):** Asking the students to conduct a survey gives them responsibilities and tasks that will prepare them for real-life activities and increase their self-confidence to talk to anyone.
- **Encouraging students to participate in English-related activities outside the classroom (Cirocki et al., 2019):** This activity changes the daily classroom scenario, reducing the stress and anxiety of the students and allowing them to practice the language without any pressure or fear, encouraging them to talk with their classmates about any topic.



CLASS 3: LEARNING TO READ BETWEEN GRAPHS

TIME: 120 MINUTES

OBJECTIVE

At the end of this lesson, students will be better able to use the subject-verb agreement in the presentation of survey results with the correct quantifiers.

TEACHER'S GUIDE

WARM UP



10 mins

1. The teacher greets the students and asks them how they are doing.
2. The teacher asks the students to stand up.
3. The teacher asks them to choose a piece of paper in which there is the name of an animal.
4. The teacher explains to the students that they have to imitate the animal's sounds until they find their partner.
5. The teacher tells the students that they must say a motivational phrase to each other when they meet.
6. The teacher asks them back to their seats.
7. The teacher asks them how they feel after listening the motivational phrase and whether or not it helped them to improve their mood.

Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Telling some motivational phrases to each other will make the students feel motivated and change their mood.
- **Bringing humour into the classroom (Cirocki et al., 2019):** Imitating the sounds of animals will make the students enjoy the class and laugh for a moment.

PRESENTATION



20 mins

1. The teacher tells the students that the topic of the class is subject-verb agreement with quantifiers.
2. The teacher shows the students some statistical graphs with their corresponding interpretations.
3. The teacher explains the subject-verb agreement in the data interpretations.
4. The teacher indicates the changes in the quantifier when the subject is singular or plural.
5. The teacher asks the students to write some examples on the whiteboard.
6. The teacher corrects the mistakes in the sentences using the whiteboard.

Motivational Strategies Applied during this Activity

- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Visual aids will facilitate the understanding of the topic of the lesson, which will encourage the students to participate by giving examples and stating their opinions.

PRACTICE



30 mins

1. The teacher asks the students to make pairs.
2. The teacher tells the students that they will practice this topic.
3. The teacher hands out the worksheet to the students.
4. The teacher tells the students that they do the interpretations of some pie charts, checking the subject-verb agreement.
5. The teacher models how they must do the activity, showing them an example using the whiteboard.
6. The teacher tells the students that they have 20 minutes to complete it.
7. The teacher monitors them while they work.
8. The teacher offers individual help to students who have problems with the activity.
9. The teacher asks any couple to share with the class their interpretations.
10. The teacher corrects the interpretations if it is necessary using the whiteboard.
11. The teacher praises the students for their interpretations, telling them some motivational phrases such as, ¡Congratulations! ¡Excellent job! ¡Great job! ¡Good try! ¡Keep working! etc.

Motivational Strategies Applied during this Activity

- **Displaying appropriate teacher behaviours (Cirocki et al., 2019):** Praising students will make them feel valued in the class and gain more confidence in themselves.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Modeling how students should do the worksheet is an action that prevents them from getting frustrated in class.
- **Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019):** Individual assistance is the best way to support the students and encourage them to continue practicing the language even if they make mistakes.

PRODUCTION



1 hour

1. The teacher asks the students to join the same group of four as the previous class.
2. The teacher asks the students to create four questions related to data privacy problems.
3. The teacher tells them that the answer options are as follows.
 1. Never
 2. Rarely
 3. Sometimes
 4. Often
 5. Very often
4. The teacher asks the students to survey four classmates, one different student for each one.
5. The teacher shows them an example of how to add the answers obtained and get the percentage.
6. The teacher asks the students to create a pie chart using any application to represent the results obtained after the short survey with their corresponding interpretation, checking the subject-verb agreement with quantifiers.



Motivational Blog to Improve ...



7. The teacher monitors the students while they work in the activity.
8. The teacher asks them to present the graphs with their interpretations, one student per question.
9. The teacher praises all the students for their efforts and gives them recommendations to improve future presentations.
10. The teacher reminds students of the individual tutorials where they can go if they have problems with the subject or need advice on a personal issue.

Motivational Strategies Applied during this Activity

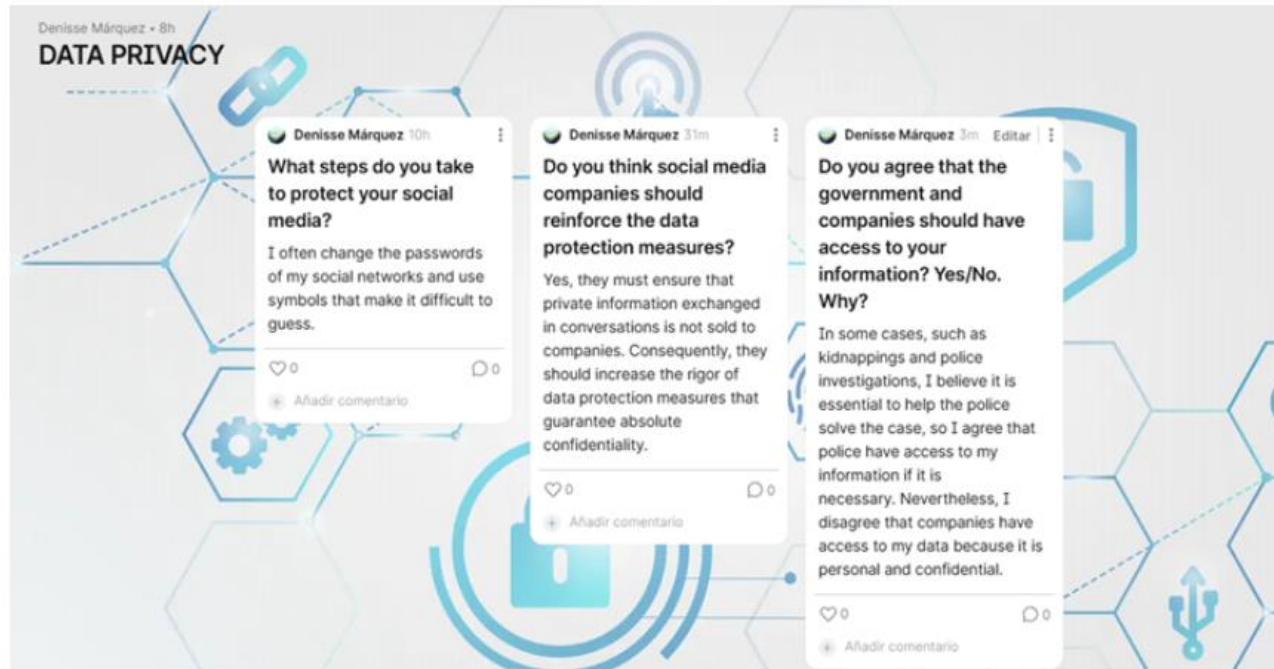
- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Working collaboratively towards the same goal will reinforce the fellowship in the class and make all the students contribute with their ideas in the group to get a good final result.
- **Displaying appropriate teacher behaviours (Cirocki et al., 2019):** Praising students and giving them suggestions for improvement is a great strategy that allows them to recognize their talents and see the areas for improvement as challenges to overcome.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Showing an example to the students on the whiteboard makes a significant change in their learning process because they understand the lesson better and feel encouraged to participate actively in the class.
- **Listening to students when they have problems (Cirocki et al., 2019):** Offering tutorials is an opportunity in which teachers and students can improve their academic relationship, ask for any advice they need, and clarify any doubts they may have.



Teaching Materials Unit 3

CLASS 1: DISCOVERING HOW TO PROTECT THE DATA


WARM UP



Capture of the example of the Activity in Padlet

PRESENTATION

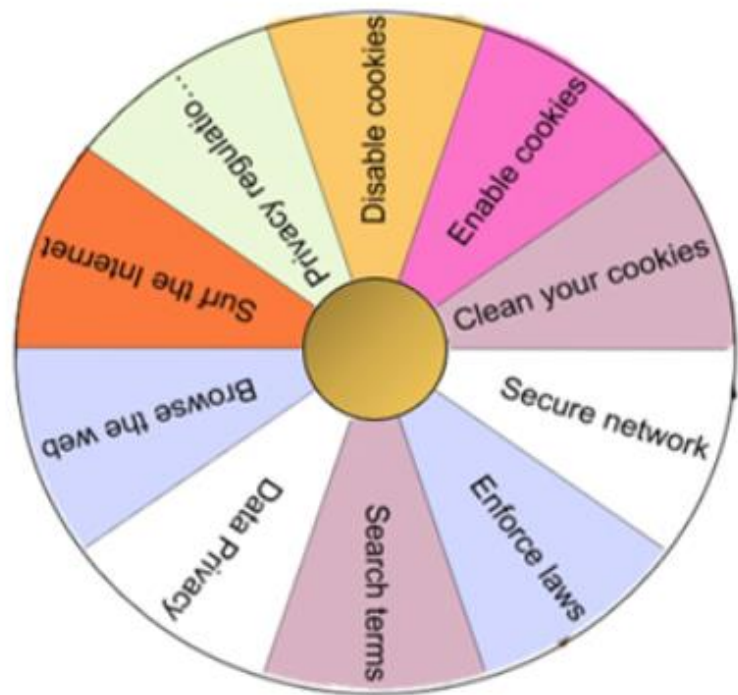
FLASHCARDS

<p>ENFORCE LAWS Making people comply with the law.</p> 	<p>SECURE NETWORK It is a network that has security measures to avoid identity theft.</p> 	<p>CLEAN YOUR COOKIES Clean the browsing history.</p> 	<p>ENABLE COOKIES It is the permission granted to the website to store the passwords and login information.</p> 
<p>DISABLE COOKIES Deactivate the option for websites not to store personal information.</p> 	<p>PRIVACY REGULATIONS These are laws created to protect confidential information.</p> 	<p>SURF THE INTERNET Explore the internet.</p> 	<p>BROWSE THE WEB Navigate the internet with a purpose, such as shopping or researching something.</p> 
<p>DATA PRIVACY It is the act of safeguarding personal data.</p> 	<p>SEARCH TERMS These are words that make it easier to research information on the web.</p> 		

Flashcards of Privacy Collections

PRACTICE

PRIVACY COLLOCATIONS/ ROULETTE



Roulette with the arrow of Privacy Collocations



PRODUCTION

Checklist

Write down how many times each student participated in the discussion, rate their participation qualitatively and quantitatively by considering how their idea contributed to the activity, and add the total for each one.

Participants	Number of times of participation	Student's participation (Qualitative)	Score of the Participation (Quantitative)
1	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....
2	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....
3	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....

CLASS 2: REVEALING THE DANGERS OF PRIVATE INFORMATION THEFT

WARM UP

QUESTIONS

**Do you regularly
make online
shops? Yes/No.
Why?**

**Do you use a
credit card or
cash when you
buy something?**

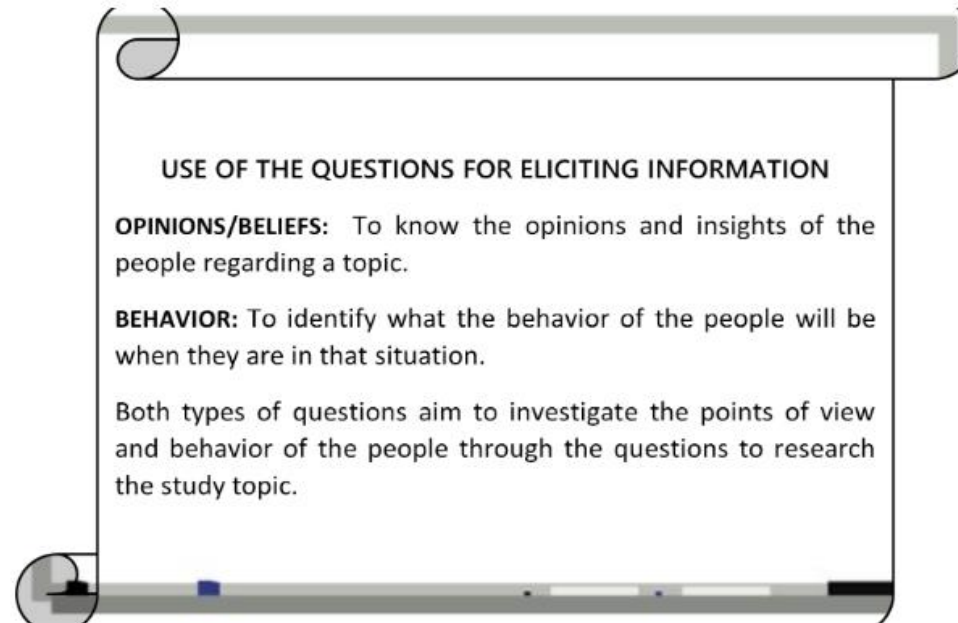
**What are the
advantages and
disadvantages of
shopping online?**

CHECKLIST

Participants	Answers			Similarities	Differences	Common agreement	CHECKLIST	
	Q1 (1 min)	Q2 (1 min)	Q3 (1 min)					
Participant 1							Answered all the questions with solid arguments	<input type="checkbox"/>
			He/she was respectful during the discussion				<input type="checkbox"/>	
			Give clear and concise answers				<input type="checkbox"/>	
							Stayed on the topic	<input type="checkbox"/>
Participant 2							Answered all the questions with solid arguments	<input type="checkbox"/>
			He/she was respectful during the discussion				<input type="checkbox"/>	
			Give clear and concise answers				<input type="checkbox"/>	
							Stayed on the topic	<input type="checkbox"/>
Participant 3							Answered all the questions with solid arguments	<input type="checkbox"/>
			He/she was respectful during the discussion				<input type="checkbox"/>	
			Give clear and concise answers				<input type="checkbox"/>	
							Stayed on the topic	<input type="checkbox"/>

Own Elaboration

PRESENTATION



Use of the questions written on the whiteboard

FLASHCARDS

ELICITING INFORMATION VIA SURVEYS

OPINIONS/BELIEFS

Should the social media companies enforce the privacy regulations to guarantee the protection of the confidential information?

BEHAVIOR

What do you **do** to protect your social media accounts?

ELICITING INFORMATION VIA SURVEYS

OPINIONS/BELIEFS

Do you **think** that the policy must have access to your private information?

BEHAVIOR

What would you **do** if your smartphone was stolen?

Own Elaboration

ELICITING INFORMATION VIA SURVEYS

OPINIONS/BELIEFS

Do you **think** it is better to pay for purchases by credit card or cash?

BEHAVIOR

What protective measures **do** you take when paying by credit card?

Own Elaboration



PRACTICE

WORKSHEET

PRACTICE

WORKSHEET

Name:

1. Analyze the following problem and formulate two questions per problem, one opinion and one behavioral, writing 'O' for the opinion question and 'B' for the behavioral question.

1. Problem

Multinational companies use users' personal information without their consent in order to increase sales and conduct analysis research. However, this violates the right to privacy because this information is confidential and non-transferable. Furthermore, it can be used in identity theft, kidnappings, and embezzlement.

Questions

-
-

2. Problem

Hacking is a problem that affects people and exposes them to criminals of all types. Moreover, criminals can use their social accounts to kidnap someone, ask for money, or damage their reputation. Therefore, this problem can cause damage to people's integrity and disturb their peace.

Questions

-
-

3. Problem

Card theft is a problem that affects people because criminals can use them to make expensive purchases or apply for loans using their identity. As a result, people can have exorbitant debts under their name without knowing the person who made the purchase or applied for the credit.

Questions

-
-

4. Problem

Enabling cookies on websites allows hackers to track people and access their personal information, such as passwords, email addresses, and account and mobile phone numbers. In addition, through the acceptance of cookies, cybercriminals can insert malware into electronic devices and take control away from the owner.

Questions

-
-

5. Problem

Cyberbullying is a problem that affects not only teenagers but also everyone in their family circle because bullies often threaten their victims by revealing something private and secret to them. On the other hand, among the consequences of cyberbullying are cutting, low self-esteem, suicide, and depression.

Questions

-
-

PRODUCTION

ANSWER SHEET

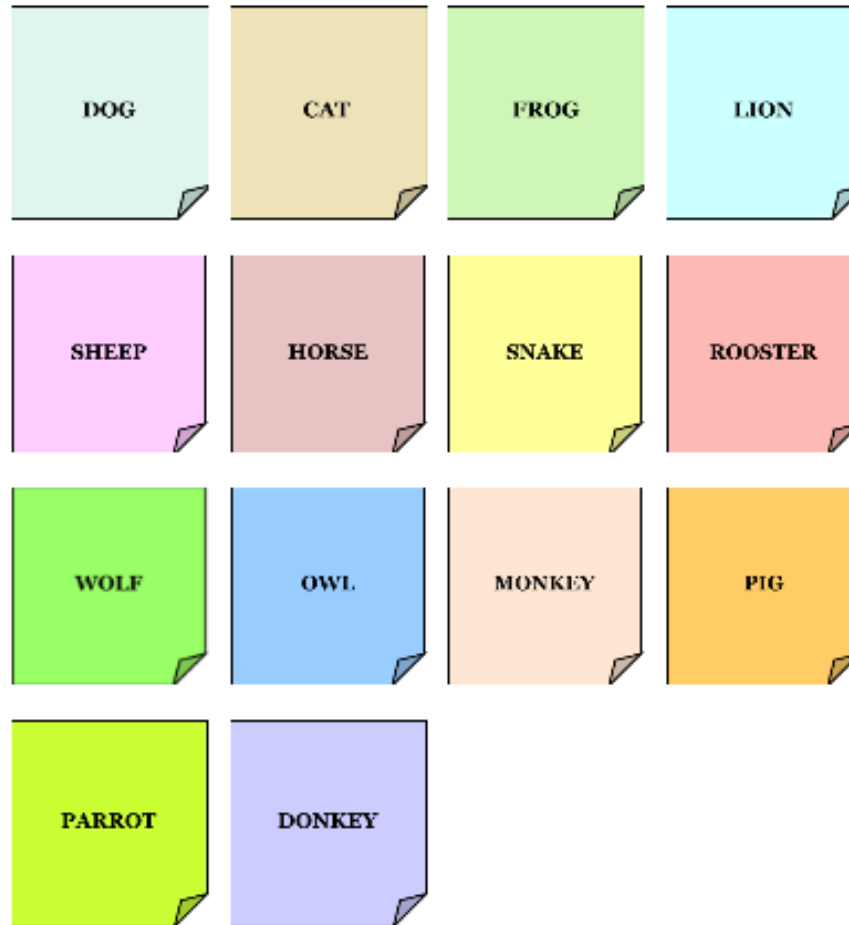
QUESTIONS	ANSWERS	OBSERVATIONS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

CLASS 3: LEARNING TO READ BETWEEN GRAPHS

WARM UP

NAMES OF THE ANIMALS

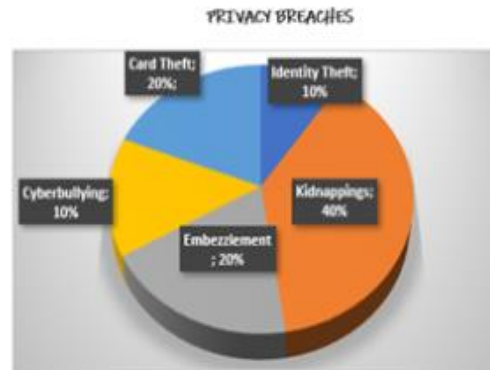
(These notes with the names of the animals can be used in pairs or according to the size of the group of students)



PRESENTATION

FLASHCARDS

SUBJECT-VERB AGREEMENT WITH QUANTIFIERS EXAMPLES



Own Elaboration

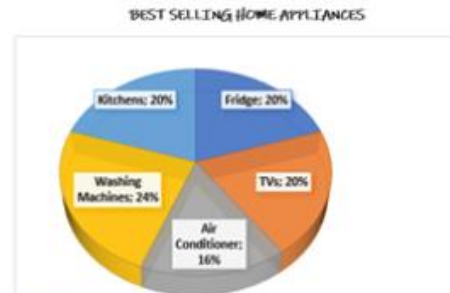
Based on the answers obtained in the graph, fifty percent of people were victims of kidnappings and identity theft. On the other hand, a number of respondents were victims of embezzlement, card theft, and cyberbullying. Therefore, this result demonstrates that people suffer due to the lack of privacy and the mismanagement of their information.

EXPLANATION SUBJECT-VERB AGREEMENT

- **SUBJECT:** FIFTY PERCENT OF PEOPLE
 - **VERB:** WERE
 - **QUANTIFIER:** FIFTY PERCENT OF
- FIFTY PERCENT OF PEOPLE WERE**
- S, PLURAL+ VERB TO BE PLURAL
- **SUBJECT:** A NUMBER OF RESPONDENTS
 - **VERB:** WERE
 - **QUANTIFIER:** A NUMBER OF
- A NUMBER OF RESPONDENTS WERE**
- S, PLURAL+ VERB TO BE PLURAL
- **SUBJECT:** THIS RESULT
 - **VERB:** DEMONSTRATE
- THIS RESULT DEMONSTRATES**
- S, SINGULAR+ VERB WITH S
- **SUBJECT:** PEOPLE
 - **VERB:** SUFFER
- PEOPLE SUFFER**
- S, PLURAL+ VERB WITHOUT S



SUBJECT-VERB AGREEMENT WITH QUANTIFIERS EXAMPLES



Own Elaboration

This pie chart shows that a majority of the customers buy fridges, kitchens, and TVs. On the contrary, some of the clients buy air conditioners and washing machines.

EXPLANATION SUBJECT-VERB AGREEMENT

- **SUBJECT:** PIE CHART
- **VERB:** SHOW

PIE CHART + SHOWS

S. SINGULAR+ VERB WITH S

- **SUBJECT:** A MAJORITY OF THE CUSTOMERS
- **VERB:** BUY
- **QUANTIFIER:** A MAJORITY OF

A MAJORITY OF THE CUSTOMERS BUY

PLURAL+ VERB WITHOUT S

- **SUBJECT:** SOME OF THE CLIENTS
- **VERB:** BUY
- **QUANTIFIER:** SOME OF THE

SOME OF THE CLIENTS BUY

PLURAL+ VERB WITHOUT



Own Elaboration

PRACTICE

WORKSHEET

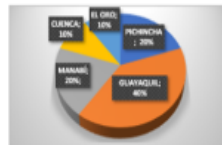
WORKSHEET

Name:

- Analyze the following pie charts and interpret them, checking that there is a subject-verb agreement with the quantities.

(The following information is invented for educational purposes.)

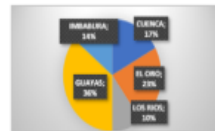
1. CARD THEFTS IN ECUADOR



Own Elaboration: Figure of Card Thefts in Ecuador

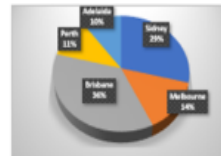
.....

2. HACKING IN ECUADOR



Own Elaboration: Figure of Hacking in Ecuador

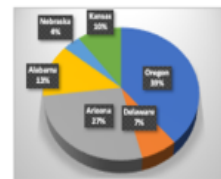
3. CYBERBULLYING IN AUSTRALIA



Own Elaboration: Figure of Cyberbullying in Australia

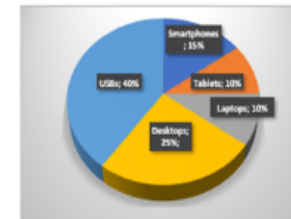
.....

4. KIDNAPPING IN THE UNITED STATES



Own Elaboration: Figure of Kidnapping in the United States

5. MALWARE IN TECHNOLOGICAL DEVICES



Own Elaboration: Percentage of Technology Devices Most Affected by Malware

.....

Own Elaboration

PRODUCTION

EXAMPLE

EXAMPLE

QUESTIONS	P1	P2	P3	P4
Have you been a victim of Cyberbullying?	1	2	1	5
How often do you change your password?	3	5	3	4
How often do you pay by credit card?	4	4	5	2
Have you been a victim of hacking?	5	3	4	3

Never: 1
Rarely: 2
Sometimes: 3
Often: 4
Very Often: 5

PERCENTAGES

NEVER: 50%
RARELY: 25%
SOMETIMES: 0%
OFTEN: 0%
ALWAYS: 25%

PIE CHART

QUESTION 1

NEVER: 2
RARELY: 1
SOMETIMES: 0
OFTEN: 0
ALWAYS: 1

4
2

100%
X

A: 50%

4
1

100%
X

A: 25%

Own Elaboration: Example written on the board.

Own Elaboration



CLASS 1: MAKING EXAGGERATED COMPARISONS

TIME: 120 MINUTES

OBJECTIVE

At the end of this lesson, students will be better able to use correctly the expressions of extreme comparisons and contrasts in an advertisement.

TEACHER'S GUIDE

WARM UP



15 minutes

1. The teacher greets the students and asks them how they are doing.
2. The teacher tells them that they will discuss four questions related to retail business and large chain stores in groups.
3. The teacher asks the students to make groups of four.
4. The teacher asks them to assign three roles in their group: one leader, one moderator, and one timekeeper. (Democracy of each group)
5. The teacher explains the functions of each role.
6. The teacher hands out the chart to the students.
7. The teacher asks the students to write down the keywords from their answers and make a summary.
8. The teacher tells them that they have 30 seconds to answer each question.
9. The teacher asks them the concept-checking questions.
10. The teacher monitors the students while they work in the activity.
11. The teacher asks one of the students, except the leader, to share the summary with the rest of the class.

Motivational Strategies Applied during this Activity

- **Being polite to students (Cirocki et al., 2019):** Starting the class with a greeting and asking the students how they are doing changes the class atmosphere, making them feel confident with the teacher and less nervous about participating in class or sharing their opinions.
- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Asking students to write a summary will allow them to listen to each other, be respectful toward the different criteria, and contribute to doing an excellent job.
- **Promoting learner autonomy (Cirocki et al., 2019):** Assigning roles to students will help them to take responsibility and feel satisfied with themselves after doing their work well.

PRESENTATION



20 minutes

1. The teacher tells the students that the topic of the class is extreme comparisons and contrasts.
2. The teacher asks the students if any of them know anything related to this topic.
3. The teacher writes on the whiteboard two sentences for each expression with blank spaces.
4. The teacher asks them which word they think is the most appropriate to fill in the blank.
5. The teacher sticks the correct phrase in the blank space.
6. The teacher tells the students why that is the answer.
7. The teacher explains the use of these expressions.

Motivational Strategies Applied during this Activity

- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):**
The use of images and a color pattern to indicate the structure of the sentences will help the students to grasp the topic promptly.

PRACTICE



25 minutes

1. The teacher asks the students to make a circle.
2. The teacher asks the first student to start by saying a sentence with even, the next one must say another with let alone, and the third with not to mention.
3. The teacher explains that when the student says the sentence with not to mention, the count restarts, so the next student must say it with even until everyone has said their sentences using the expressions learned in class.
4. The teacher makes a brief simulation of the activity with the students.
5. The teacher corrects the wrong sentences using the whiteboard.
6. The teacher tells the students that if they have any questions, they can ask him/her.
7. The teacher praises the students after they say their sentences, telling them some motivational phrases. For example: ¡Excellent job! ¡Good try! ¡Great idea! ¡You are so intelligent! ¡Fascinating sentence!

Motivational Strategies Applied during this Activity

- **Displaying appropriate teacher behaviours (Cirocki et al., 2019):** Praising students after they participate will help them to stay motivated and have the best attitude towards learning the language. In addition, listening to motivational phrases from their teacher will help them to gain self-confidence and feel proud of doing something well.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Using the whiteboard to correct the sentences of the students will allow them to acknowledge their mistakes and learn from them. As a result, the next time when the teacher asks them to participate, they will know the right answer.

PRODUCTION



1 hour

1. The teacher asks the students to make 6 groups of 4 and one trio.
2. The teacher tells them that they have to create an advertisement to launch a new product as if they were entrepreneurs.
3. The teacher mentions that they have to use extreme comparisons and contrasts in their advertisements by comparing the new product with an existing one.
4. The teacher explains to the students the structure of the commercial advertisement.
 - Hook (It is the introduction to grasp the attention of the audience)
 - Differences with existing products.
 - Description of the product
 - How it works?
 - Prize
5. The teacher tells the students that they have 25 minutes to complete this activity using any appropriate app.
6. The teacher tells them that they have to present their product in a minimum of 4 minutes and a maximum of 5 minutes.
7. The teacher helps the students who have problems with the activities.
8. The teacher asks them to present their advertisements.
9. The teacher gives general feedback to the students about their presentations highlighting their strengths against their weaknesses.
10. The teacher gives them some suggestions to improve their future presentations.



Motivational Strategies Applied during this Activity

- **Varying the activities students take part in in the classroom (Cirocki et al., 2019):** Implementing real-life activities in class will keep students engaged and interested in learning. In this case, creating an advertisement will allow them to learn different vocabulary and increase their speaking self-confidence through the presentations.
- **Encouraging creativity in the classroom (Cirocki et al., 2019):** Creating an advertisement for a product will allow the students to unleash their imagination and creativity because there will be no rules set. Furthermore, it will make the students feel relaxed in the class, motivating them to practice the language and lose their fear of speaking.
- **Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019):** Helping students when they need it shows that the teacher cares about them and supports them when they need it, which will improve their academic relationship and the atmosphere of the learning environment.
- **Providing positive feedback about students' learning progress (Cirocki et al., 2019):** Positive comments from the teacher will increase students' self-confidence because they tend to see the teacher as a mentor who inspires them to be the best version of themselves.







CLASS 2: AWAKENING YOUR IMAGINATION

TIME: 180 minutes

OBJECTIVE

At the end of this lesson, students will be better able to use personification in the dramatization of a fairy tale.

TEACHER'S GUIDE

WARM UP



20 minutes

1. The teacher asks the students to go to the university courtyard.
2. The teacher asks them to form three groups of five and two of six.
3. The teacher asks the students to assign a leader to each group. (Democracy of each group)
4. The teacher asks the students to join their groups and form a row each.
5. The teacher asks the leaders to come to the front.
6. The teacher gives the leaders a box with two spaces, one with colored cardboard strips with phrases and the other empty.
7. The teacher instructs the leaders to stand in front of the row of their group at a distance of 10 meters between them and their classmates, holding the box in their hands.
8. The teacher tells the students that they have to run to the leader, take a strip from the box, and read it.



9. The teacher tells them that the empty space in the box is to leave the paper after they read the sentence.
10. The teacher explains to the students that they must run to the next classmate in the row and whisper the sentence they read in his or her ear.
11. The teacher tells them that they have to say the message a maximum of two times, and if someone says more than that, the group is disqualified from the game.
12. The teacher explains that after the group has completed the whole story, they should tell the leader and then him or her.
13. The teacher tells the students that the first group to complete the message and say it correctly is the winner of the game.
14. The teacher makes an example of how the game works.
15. The teacher monitors the students while they are playing the game.
16. The teacher gives the winners a snack and tells them that they can choose a new activity or game to do in the next class.

Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** In this case, completing the messages requires the students to be polite and patient in repeating the sentences to their classmates until the whole story is complete.
- **Encouraging students to participate in English-related activities outside the classroom (Cirocki et al., 2019):** Participating in outdoor activities will allow the students to have new experiences with their classmates and feel comfortable talking to them.
- **Allowing students to choose classroom activities (Cirocki et al., 2019):** Assigning responsibility to students will reinforce their self-confidence because they will feel satisfaction in making their classmates have fun in class and learn from it.
- **Rewarding students in various ways (e.g., Teach the class your favorite game, take a homework pass, choose a book for reading aloud) (Cirocki et al., 2019):** Giving students an award and recognizing their effort in front of their classmates will motivate them to continue learning and strive to stand out from the rest.

PRESENTATION



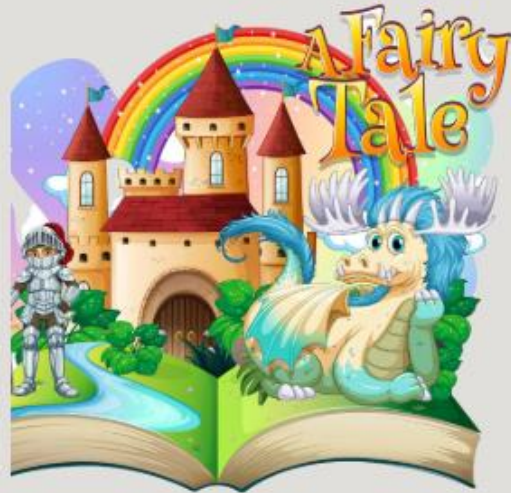
10 minutes

1. The teacher tells the students that they will learn about personification.
2. The teacher explains what personification is and why it is used.
3. The teacher shows the students slide presentations about some sentences of inanimate objects.
4. The teacher reads the sentences and asks the pupils which part of these they think the personification is.
5. The teacher corrects the students if necessary, pointing out where it is.
6. The teacher asks some students to give other examples using personification.

Motivational Strategies Applied during this Activity

- **Making learning stimulating and attractive (Cirocki et al., 2019):** Presenting the topic using slides with animated images will awaken students' interest in class and keep them motivated to learn.
- **Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019):** Highlighting sentences to identify where the figurative language is will help students promptly grasp the topic, which will encourage them to participate in the classes, as they will feel confident in what they understood.

PRACTICE



30 minutes

1. The teacher asks the students to join the same groups at the beginning of the class.
2. The teacher tells them that they must create a short script for an invented fairy tale.
3. The teacher mentions that they must use personification in their script.
4. The teacher tells the students that their script should last 15 minutes.
5. The teacher tells them that they have 30 minutes to write the script.
6. The teacher asks the students to assign one leader, main scriptwriter, and narrator (Democracy of each group).
7. The teacher explains the functions of each role.
8. The teacher gives them a chart for self-assessment, and the leader can also grade them. (When it is the leader's turn to be assessed, the whole group will contribute to his or her grading and feedback.)
9. The teacher asks the students the concept-checking questions to verify that they understand the instructions.
10. The teacher asks them to start to work.
11. The teacher tells the students that if they need help with the activity, they can ask him/her in confidence.
12. The teacher reviews the scripts and gives suggestions to improve them.
13. The teacher asks the groups to hand in the charts.

Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Teamwork builds students' self-confidence because their ideas and suggestions will be taken into account in the activity.
- **Promoting learner autonomy (Cirocki et al., 2019):** Assigning roles and responsibilities to the students will help them to learn independently and trust in their capabilities to do any activity.
- **Creating opportunities for students to assess themselves (Cirocki et al., 2019):** Self-assessment allows students to identify their strengths and weaknesses. On the other hand, being evaluated by their classmates will help them to take their suggestions into account in the next activity or task to make them better.
- **Encouraging creativity in the classroom (Cirocki et al., 2019):** Giving human attributes to inanimate objects will awaken the imagination and creativity of the students, and this will make them give their best.
- **Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019):** Helping students when they are struggling with the activities will demonstrate support from their teacher and make them feel confident to share their ideas.

PRODUCTION



2 hours

1. The teacher tells the students that, as a final activity, they will present their fairy tales in class.
2. The teacher tells the students they have 30 minutes to practice their play, decide who will make each role, and prepare any material.
3. The teacher tells them that they can go outside to practice their drama if they wish.
4. The teacher mentions that the most creative fairy tale will get the highest score, and each group's dramatization should last 15 minutes.
5. The teacher asks the students who have left to return to the classroom.
6. The teacher asks the students to present their plays while the rest of the class keeps silent.
7. The teacher praises students by acknowledging their progress in their presentations and highlighting their strengths instead of their weaknesses.
8. The teacher reminds the students of the tutorials they can go to if they have any doubts about a topic or need some advice on a challenging situation that they are experiencing.

Motivational Strategies Applied during this Activity

- **Assesses students' knowledge through role-plays, debates, games, etc. (Cirocki et al., 2019):** Changing the traditional way of assessing students will reduce anxiety and fear of exams and make them have fun and work collaboratively to demonstrate their knowledge. Besides, this will make them feel comfortable talking to their classmates and improve their interpersonal dynamics.
- **Providing positive feedback about students' learning progress (Cirocki et al., 2019):** Acknowledging the progress of the students will allow them to gain more confidence in themselves.
- **Encouraging creativity in the classroom (Cirocki et al., 2019):** Telling students that the most creative group will get the highest score will ignite their desire to demonstrate their full potential.
- **Listening to students when they have problems (Cirocki et al., 2019):** Giving students a space to clarify their doubts, tell the teacher about any situation they are going through, and ask for advice will strengthen the academic relationship between teacher and student.





CLASS 3: WALKING IN THE SHOES OF AN ENTREPRENEUR

TIME: 180 minutes

OBJECTIVE

At the end of this lesson, students will be better able to present a pitch at an open house.

TEACHER'S GUIDE

WARM UP



20 minutes

1. The teacher greets the students and asks them how they are doing.
2. The teacher asks the students to stand up.
3. The teacher asks the students to make a circle.
4. The teacher tells them that they will build a spiderweb with a wool roll.
5. The teacher indicates to the students that they have to choose a classmate throw the wool roll, and say one quality of him/her; whoever receives it must say one quality of the person who threw it and then choose another to repeat the process, and so on until everyone listens to their qualities.
6. The teacher tells the students that everyone must hold one piece of wool to form the spiderweb.
7. The teacher simulates what the activity is like.
8. The teacher hands the wool roll to the first student in the circle.
9. The teacher monitors them while they play.
10. The teacher tells the students that when everyone has finished telling each other their qualities, they should return the roll, and he/she will say one quality of the group.

Motivational Strategies Applied during this Activity

- **Being polite to students (Cirocki et al., 2019):** Starting the class with a greeting and asking them how they are doing will change the mood of the students and make them feel less anxious and nervous about asking questions or participating in the lesson.
- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Telling each other their qualities will strengthen their bonds of friendship and improve their self-confidence.
- **Varying the activities students take part in in the classroom (Cirocki et al., 2019):** Changing common activities to different ones will attract the interest of the students in learning and make them participate frequently.

PRESENTATION

10 minutes



1. The teacher tells the students that they will learn how to make a pitch.
2. The teacher tells them the objective of designing it.
3. The teacher hands out an example of a brochure with a pitch for a business venture to the students.
4. The teacher projects the brochure and points out their parts.
5. The teacher gives some recommendations that they should consider when they are designing a pitch.

Motivational Strategies Applied during this Activity

- **Making learning stimulating and attractive (Cirocki et al., 2019):** Teaching the topic with brochures and a story using personification is an innovative strategy that will engage students in class, have fun with it, and enjoy the English learning process.

PRACTICE



30 minutes

1. The teacher tells the students that they will make brochures of pitches of business and nonprofit organizations.
2. The teacher asks the students to form three groups of five and two of six.
3. The teacher asks the students to assign a leader and a moderator to their groups.
4. The teacher explains the functions of each role.
5. The teacher asks the leader to choose a piece of paper on which it is written what type of pitch they will make.
6. The teacher asks them to use expressions of extreme comparison and personification in the pitch.
7. The teacher asks the students to remember the recommendations previously mentioned.
8. The teacher tells them that they have 30 minutes to make the pitch in any app.
9. The teacher asks the students to start working on the activity.
10. The teacher supervises them while they work and helps them if they have problems with the activity.
11. The teacher praises their excellent ideas in the elaboration of the pitch.
12. The teacher checks that everyone has completed the pitches and asks the leaders to show them.

Motivational Strategies Applied during this Activity

- **Displaying appropriate teacher behaviours (Cirocki et al., 2019):** Praising the students is a key strategy that makes them feel motivated to learn and gain confidence in their abilities to achieve whatever they want.
- **Promoting learner autonomy (Cirocki et al., 2019):** Assigning roles to students will help them learn to make decisions and solve problems on their own, which will increase their confidence as they feel able to lead their group independently.
- **Encouraging creativity in the classroom (Cirocki et al., 2019):** Asking the students to make a brochure of a pitch will allow the students to express their ideas freely, do their best in class, and enjoy the English learning process.
- **Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019):** Helping students when they need it demonstrates the interest of the teacher in their learning.

PRODUCTION



2 hours

Organizing the stands

1. The teacher tells the students that, as a final activity, they will present their pitch brochures at an open house.
2. The teacher tells them that he/she has already invited other teachers to bring their students to the open house.
3. The teacher asks the students to form their stands with their tables.
4. The teacher instructs the students to decorate their stands.
5. The teacher gives the groups colored cardboard, markers, scissors, and glue to make their decorations.
6. The teacher tells the students that they have one hour to practice their presentations and decorate their stands.
7. The teacher asks them to assign one leader to their groups.



8. The teacher asks the leader to ensure that everyone contributes to the group and to inform him/her if there are any problems.
9. The teacher asks the leader to divide up the parts of the pitch so that everyone knows what they will say.
10. The teacher tells the students that their presentation should last a maximum of 5 minutes.
11. The teacher asks them to start working and helps them if they have problems with the activity.
12. The teacher tells them that the guests will vote for the two best groups, one business pitch, and one non-profit pitch, and they will receive a pizza as a prize and a ten as a mark in their final exam.
13. The teacher checks that everyone is ready for their presentations and asks the guests to come to the open house and listen to their presentations.



Open House

1. The teacher welcomes the invited students and their teachers.
2. The teacher tells the guests that they can visit the stands, which are three stands for business pitches and two stands for nonprofit pitches.
3. The teacher tells them that when they finish visiting all the stands, they will only be able to vote twice: once for the best business proposal and once for the best non-profit proposal.
4. The teacher shows them the board, which has a table divided into 5 rows, and they can give their vote by putting a stick on the corresponding group.
5. The teacher gives them an example using the whiteboard of how they should vote.
6. The teacher tells the guests that they can start going to the stands.
7. The teacher looks at the scores on the board and selects the two winners of the open house.
8. The teacher praises the two winners and delivers their prize, which is a pizza for each group.
9. The teacher thanks the students and teachers for their visit.

Motivational Strategies Applied during this Activity

- **Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019):** Collaborative tasks improve the students relationships and make them feel relaxed and comfortable talking among them.
- **Assesses students' knowledge through role-plays, debates, games, etc. (Cirocki et al., 2019):** Assessing the knowledge of the students in a different way will make them less afraid of being evaluated and enhance their speaking self-confidence through the activities.
- **Rewarding students in various ways (e.g., Teach the class your favorite game, take a homework pass, choose a book for reading aloud) (Cirocki et al., 2019):** Offering students a reward will make them strive to do their best and work with a positive attitude.



Teaching Materials Unit 4

CLASS 1: MAKING EXAGGERATED COMPARISONS

WARM UP

QUESTIONS

Do you consider that it is better to read a digital book instead of a physical book?

Do you prefer to buy your books in a small bookstore or a large chain store? Why?

What do you think are the advantages and disadvantages of buying your products in a large chain shop?

Do you think it is better to modernize the business using the different technological tools that exist or stay the



Own Elaboration



CHART

Students	Q1	Q2	Q3	Q4	Summary
Name:					
Name:.....					
Name:.....					
Name:					

Own Elaboration

PRESENTATION

SENTENCES WITH THEIR EXPLANATION


The customers are fuzzy,
..... checking the
amount of cotton in the
clothing tag before they
buy.

EVEN

Use

Even it is used to emphasize that the action is exaggerated or extreme.

- The customers are **fussy**, **even** **checking** the amount of cotton in the clothing tag before they buy.
- **Normal:** Fussy
- **Extreme:** Checking

The image shows two cotton bolls on the left and a circular tag on the right that says "100% COTTON" surrounded by a decorative floral border.


A fuzzy customer may lead to desperation and, in some cases, fury.

Companies do not need to buy robots to modernize their businesses,..... invest in expensive apps, to keep up with technology.

EVEN

A fuzzy customer may lead to **desperation** and, in some cases, **even fury**.

- **Normal:** Desperation
- **Extreme:** Fury




LET ALONE

This expression is used in two sentences to emphasize that the second option is more improbable than the first. It goes before an adjective, verb, noun, or adverb.
In this case, the word business which is a noun goes before that let alone.

Companies do not need to **buy robots** to modernize their **business**, **let alone invest in expensive apps**, to keep up with technology.

- **Option:** Buy robots
- **Extreme option:** Invest in expensive apps



Customers do not have to stand in long queues, take turns, to be attended to by the sales assistants.

This dress is beautiful and elegant, sophisticated.

LET ALONE

Companies do not have to **stand in long queues**, **let alone** **take turns**, to be attended to by the sales assistants.

- **Option:** stand in long queues
- **Extreme option:** take turns



The slide features a pink background with a watercolor texture. On the left, there is a small illustration of a queue of six people (three men and three women) standing behind a rope barrier. On the right, there is a photograph of a woman with dark hair, wearing a white jacket over a black top, holding several blue tickets or vouchers.

NOT TO MENTION

This expression is used to introduce the most outstanding characteristic after mentioning at least two features of an activity or thing.

This dress is **beautiful** and **elegant**, **not to mention** **sophisticated**.

Characteristic 1: Beautiful

Characteristic 2: Elegant

Most extreme characteristic: Sophisticated



The slide features a pink background with a watercolor texture. On the right side, there is a photograph of a woman sitting, wearing a long, flowing pink dress. The text is arranged in a structured manner, with key words highlighted in colored boxes.

Starting up a new business can be challenging and expensive,..... time-consuming.

NOT TO MENTION

Starting a new business can be **challenging** and **expensive**, **not to mention** **time-consuming**.

Characteristic 1: Challenging

Characteristic 2: Expensive

Most extreme characteristic: Time-consuming



ANSWERS

even

even

let alone

let alone

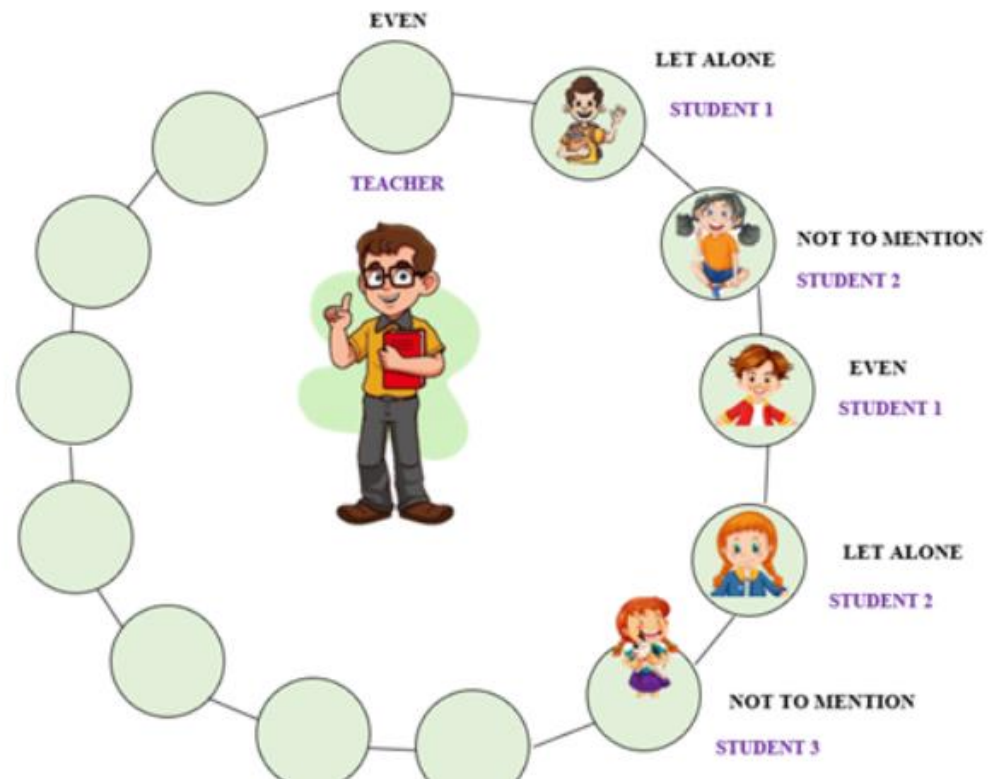
not to mention

not to mention

Own Elaboration

PRACTICE

EXAMPLE OF THE ACTIVITY



CLASS 2: AWAKENING YOUR IMAGINATION

WARM UP

EXAMPLE OF THE BOX



Example of the Box with two spaces

- **FIRST GROUP**

Mario and I were walking in the forest when

I heard a horrendous scream even worse than the one in the movies.

Next, a whisper echoed in the air and was confused with the symphony of the birds.

Then, a huge and gloomy shadow, not to mention, terrifying appeared on the road.

Finally, when we saw it up close, it was nothing more than a huge black bear.

- **SECOND GROUP**

My friends and I decided to go to the Miami Beach

While walking we found an ancient chest hidden in the sand.

I was initially convinced that it belonged to treasure hunters.

However, there was one important clue on the map: a red stamp with a name written on it.

Finally, we discovered that the chest belonged to a granny called Mercedes.

- **THIRD GROUP**

One night while I was going to my residence.

In the distance, I saw a very pale man who looked like he was about to faint.

Maybe he was drunk because he was staggering like a leaf.

Unexpectedly he was able to walk towards me.

And he said to me: Why don't you recognize me? I am your dead uncle, and I fainted.

- **FOURTH GROUP**

Once upon a time while I was surfing the web.

I received a notification in which it asked me, ¿Do you accept the cookies?

I was astonished, and undoubtedly, I accepted them immediately.

Meanwhile, I was thinking about the delightful cookies that I would eat.

Suddenly, my brother told me that cookies are permission to access your personal information.

And not real cookies! ;That was a great disappointment!

- **FIFTH GROUP**

One day while Jennifer was on the job.

Juan, her boss calls her to a meeting to make important decisions about the enterprise.

He asks her and their coworkers, ¿Which action do you think is necessary to reduce costs?

Jennifer told him that the best way to optimize costs is to limit electricity consumption.

Juan replied to her, ¡You are crazy! We are in Ecuador, where there are power outages of more than 8 hours.

Finally, Jennifer said, “I’m sorry, I forgot where we live”.

PRESENTATION



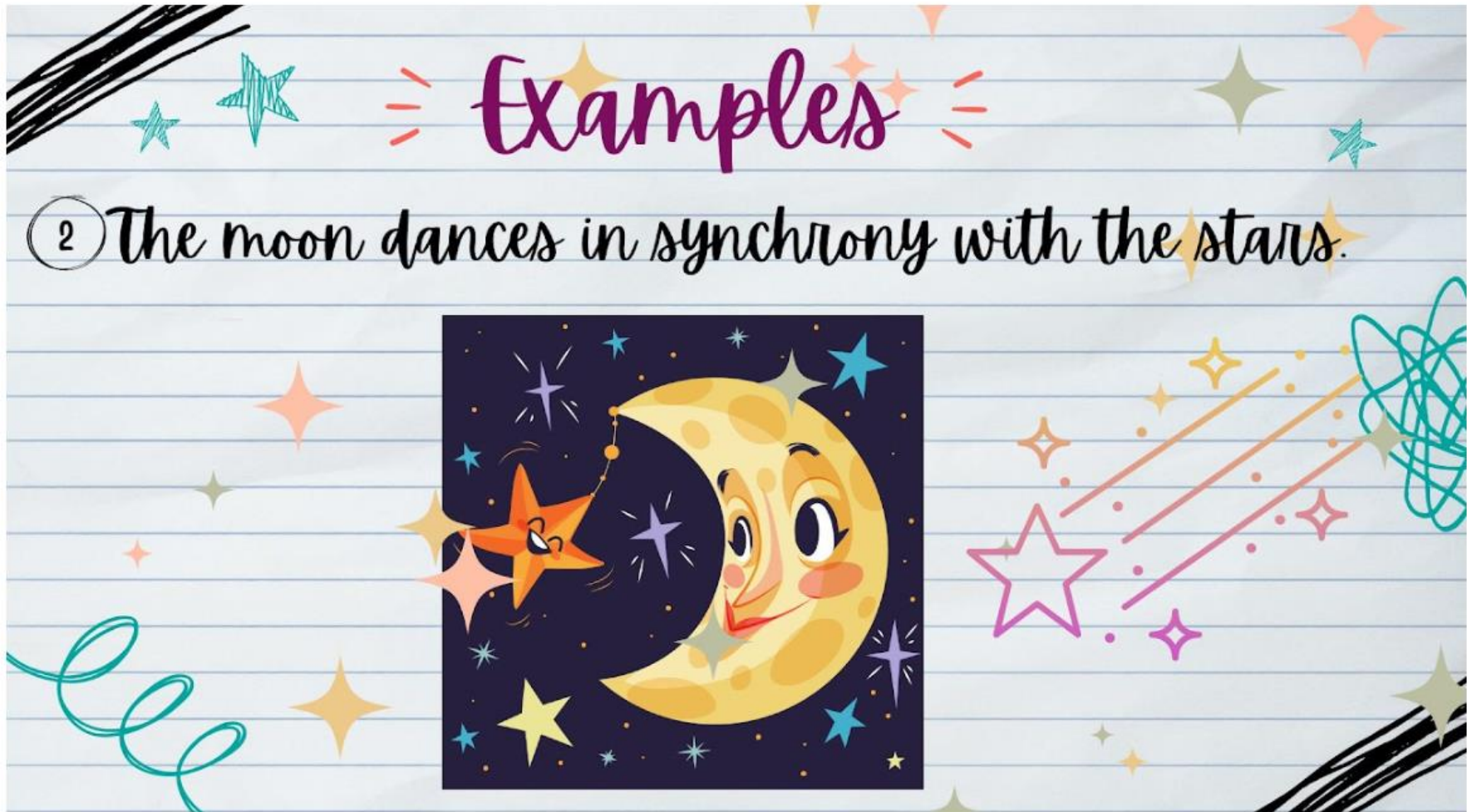


Examples

① This ancient tree has listened to all the familiar secrets.

The illustration depicts a lush green tree with a small wooden house built into its trunk. The tree is surrounded by pink hearts, yellow stars, and a glowing aura. The scene is set on a small island of grass with a blue base, all on a background of light blue horizontal lines. There are also some teal scribbles and black diagonal lines in the corners.



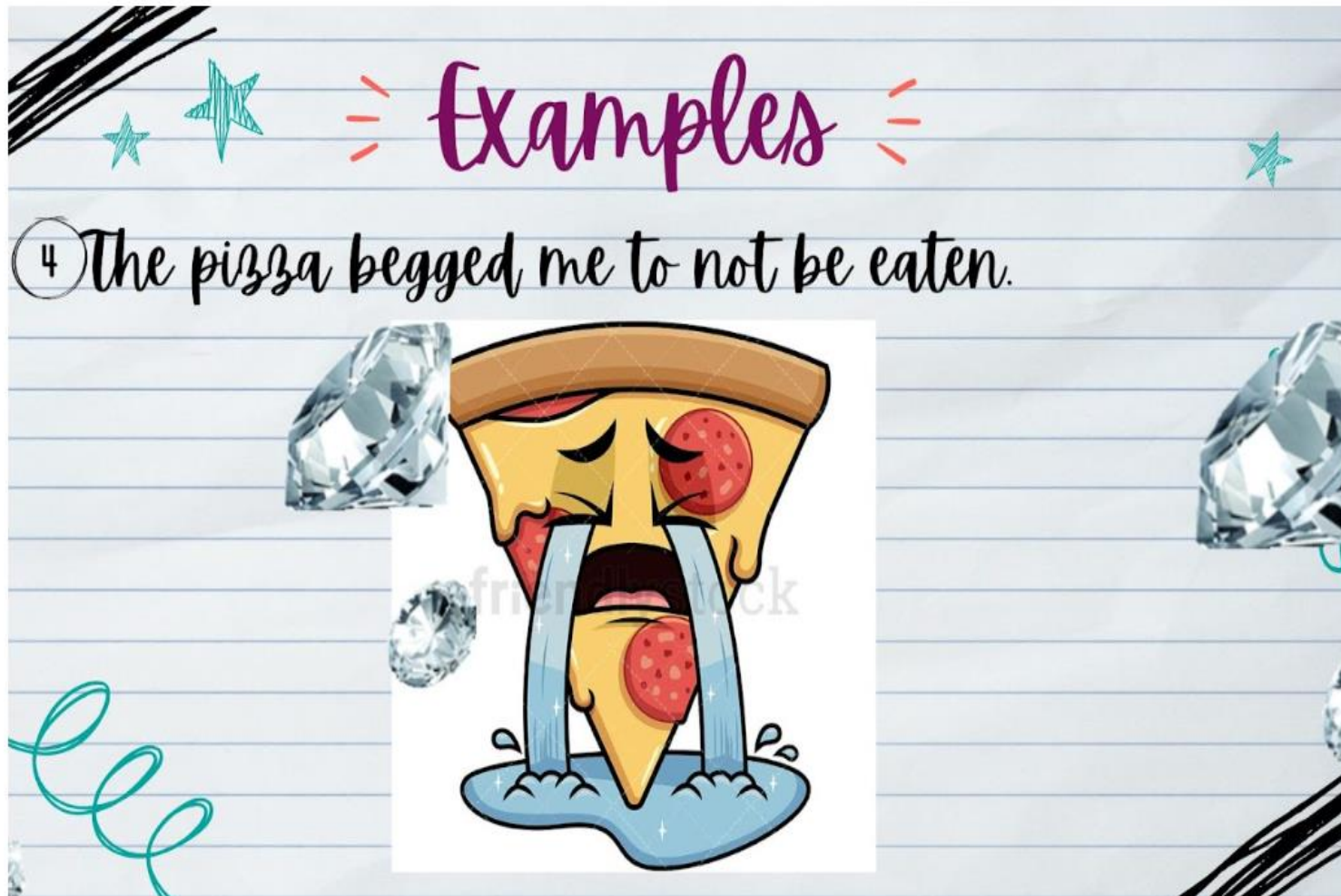


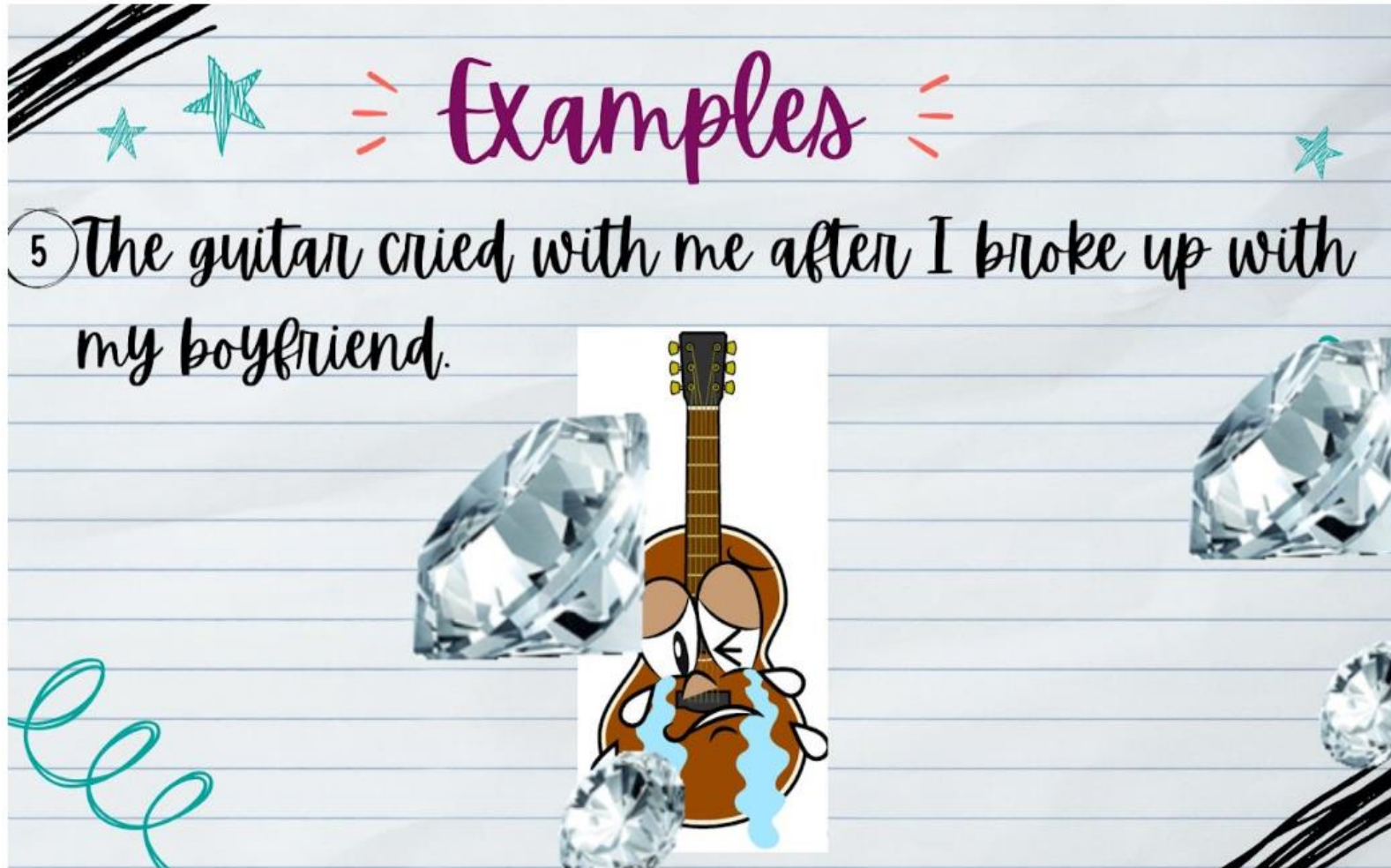
Examples

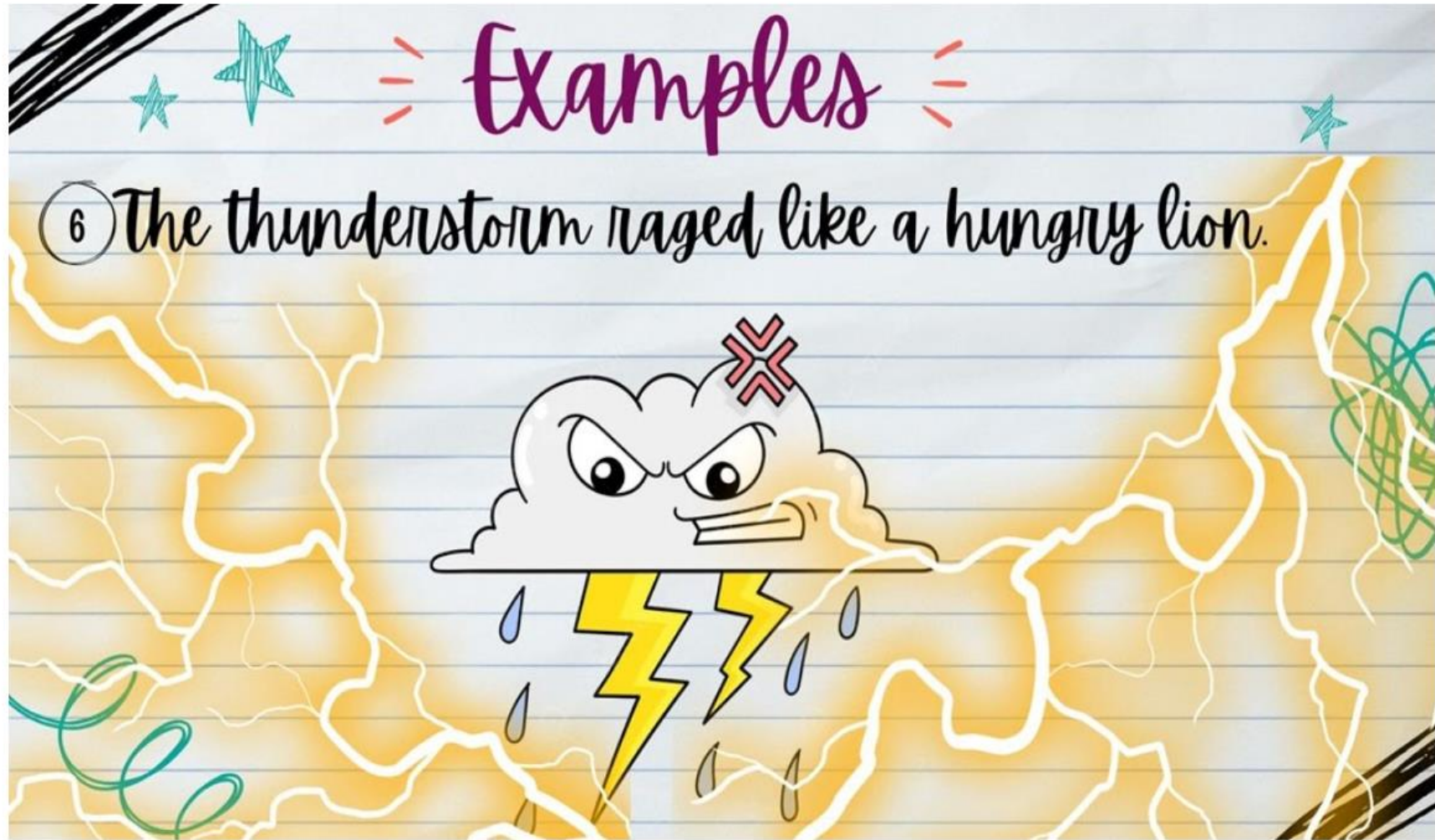
③ The flames swallowed all of the city.

The graphic features a purple cursive title 'Examples' with red radiating lines. Below it, a sentence 'The flames swallowed all of the city.' is written in black cursive, with the number '3' circled. To the left is a yellow flame illustration. In the center is a large, vibrant illustration of a city being consumed by fire, with a large orange and yellow fireball in the foreground. The background is light blue lined paper with various hand-drawn elements like stars, scribbles, and black diagonal lines.













Own Elaboration

PRACTICE

CHART

CHART

• Based on your criteria, evaluate yourself by being fair and honest, and then your leader will rate you. Finally, pay attention to your leader's comments.

- 1: Never
- 2: Rarely
- 3: Neutral
- 4: Often
- 5: Always

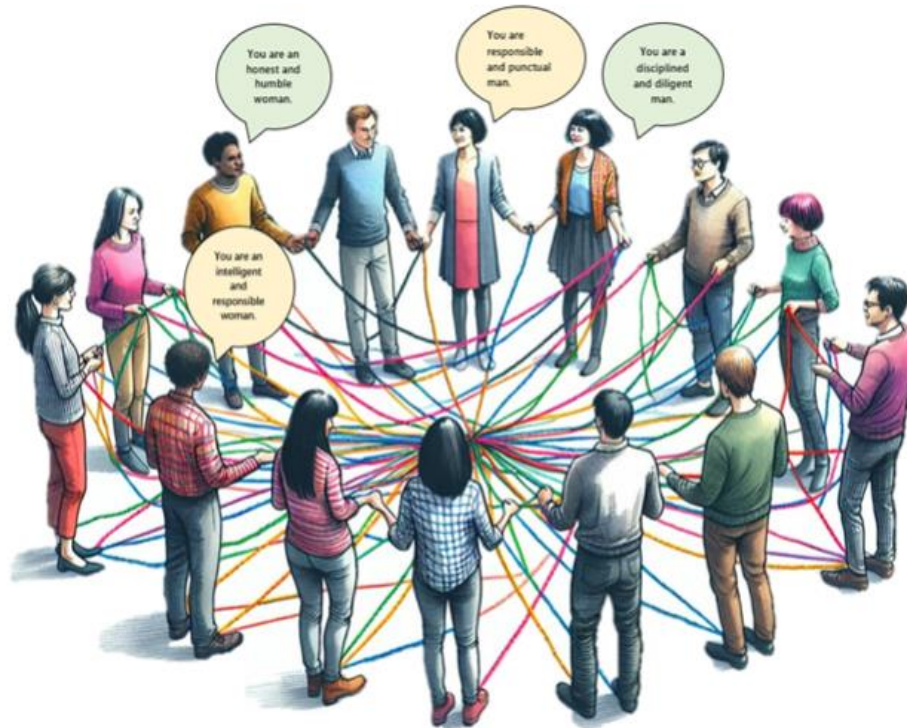
Standards	Questions	Self-assessment	Leader assessment	Feedback
Collaborative Work	Did I contribute positively to my group in carrying out the task?	.....	.....
Participation	Did I take the initiative to propose an idea or suggest a change in the script?	.....	.....
Commitment	Have I shown commitment to the development of the task?	.....	.....
Time Management	Have I completed the assigned tasks on time?	.....	.....
Peer-Interaction	Was I courteous to my colleagues by listening to their ideas and being respectful to them?	.....	.....

Own Elaboration

CLASS 3: WALKING IN THE SHOES OF AN ENTREPRENEUR

WARM UP

EXAMPLE OF THE ACTIVITY



PRESENTATION

OBJECTIVE

The purpose of making a pitch is to show potential investors or donors that you have a solid plan for your business or non-profit organization and get them to invest in it by appealing to their emotions.

Own Elaboration

RECOMMENDATIONS

- Start the pitch with a mission statement.
- Grab the attention of your audience using a story or imagery.
- Appeal to their feelings and emotions
- Demonstrate that your pitch is feasible.
- Indicate the measure of success of your entrepreneur or non-profit organization.
- Use phrases that encourage them to be part of your business.
“You’ll be ahead of everyone if you do this”/ “You’ll be left out if you don’t do this”
- Finalize your presentation with a personalized phrase that finishes to convince the audience.

Recommendations based on the Prism Book Listening and Speaking 4 (Williams, 2022).



BROCHURE



WRITTEN BY: SOLANGE MÁRQUEZ

"EL GOMELITO" COTTAGES FOR RENT

Pitch

MISSION STATEMENT

Our mission is to offer comfortable and cozy cabins to the general public where people can create memorable moments with their family or friends surrounded by nature and farm animals.

STORY Use personification or imagery

One day a boy called Gommelito and his family decided to go to the mountains looking for a walk, but the road was long, and they couldn't get there that day, so they decided to look for a place to spend the night. Suddenly, a smart and intelligent little pig appeared and asked them, "Would you like to stay in a beautiful and cozy cottage and enjoy yourself?" After that, the little pig said, "I have a few cottages where only a few farm animals live, and they decided to name that place 'El Gommelito Cottages for rent'."

SUCCESS STANDARDS

The cottage rental aims to earn \$50,000 to \$100,000 per year from the cost of accommodation and food. The cost for each adult is \$50 per night, and for children, it's half. This price covers food, full access to the farm, visiting the farm animals, enjoying the river, hiking in the mountains, and all the buffet food we offer.

HOW WILL BE ABLE TO DO THIS?

We will promote our business using TikTok by recording branding videos in the mountains, posting photos on Instagram, Facebook, and Pinterest with the stunning mountain landscapes as a background, and telling them that whoever goes more than twice, accompanied by more than four people, will receive an extra night free with food included.

WHY IS THIS BUSINESS DIFFERENT?

If you invest in the environment, you will be ahead of everyone because it is profitable, and people will love to visit the place. In addition, we have the support of animal protection organizations, so we have animal protection standards that guarantee the care of the animals and their welfare. Don't doubt more! Be part of the change. Join us and start creating a better future.

Photos

River

Hiking

Animals

Buffet

Own Elaboration



PRACTICE

TOPICS



PRODUCTION

EXAMPLE OF STUDENT'S VOTES

VOTES																			
BUSINESSES					NONPROFIT ORGANIZATIONS														
Group 1		Group 2			Group 3		Group 1			Group 2									
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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TOTAL	59	TOTAL	27		TOTAL	14		TOTAL	58	TOTAL	42								

Own Elaboration. Examples of votes for the groups



The lesson plans of the four units can be found in the repository of the Universidad Técnica del Norte in the degree work under the name of Motivational Strategies to Improve Speaking Self-confidence in Fifth Level English Major Students at Universidad Técnica del Norte with the name of Solange Denisse Márquez Aldás as Author.

Thank you for visiting my blog.....



Lessons Plans

LESSON PLAN N°1

UNIT 1

CLASS 1

INFORMATIVE DATA

TEACHER: Solange Márquez

TOPIC: Helping the environment

OBJECTIVE: At the end of this lesson, students will be better able to use rhetorical questions to introduce important information in a role-play.

SEMESTER: Fifth semester

TIME: 60 minutes

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
5	Warm-up	The teacher tells the riddles to the students, giving them clues to find the answer. Then, the teacher rewards the student who get the most correct answers.	Students must try to guess the answer to the riddles by paying attention to the clues provided by the teacher and participating actively in the class.	Activity: Riddles Reward: A chocolate bar Stone's riddle Bear's riddle Sea's riddle Mountain's riddle Sunflower's riddle Forest's riddle Water's riddle	Being polite to students (Cirocki et al., 2019) Introducing new topics through games, songs, short videos, quizzes, images, etc. (Cirocki et al., 2019) Making learning stimulating and attractive (Cirocki et al., 2019) Rewarding students in various ways (e.g., Teach the class your favorite game, take a homework pass, choose a book for reading aloud)

					(Cirocki et al., 2019)
10	Presentation	The teacher explains what rhetorical questions are and points out that they are usually followed by important information about the topic, giving explanations, reasons, or examples. In addition, the teacher uses flashcards to teach the topic, with the rhetorical questions on the front and the important information on the back.	Students listen to the teacher's explanation and ask questions about the topic.	Whiteboard Markers Eraser Flashcards	Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)
15	Practice	The teacher asks the students to enumerate them from 1 to 3 to form trios and assign the roles in each group, which are leader, timekeeper, and facilitator. Then, the teacher hands out the worksheet for the activity and explain how to complete it giving an example using the whiteboard.	The leader must use the checklist to mark the students' participation, and the timekeeper keeps track of the time, which is 30 seconds for each question, and the facilitator encourages respectful participation by saying phrases such as ;That's a great idea; ;Good point; and ;Well done;. Additionally, when it is the	Worksheets Whiteboard Marker Eraser Timer Pencil	Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019) Varying the activities students take part in in the classroom (Cirocki et al., 2019)

		<p>Subsequently, the teacher asks the students the concept-checking questions to check if they have understood the instructions and asks them to start to work.</p> <p>Concept- checking questions (CCQs)</p> <ul style="list-style-type: none"> • How do you have to complete the chart? • How much time do you have to do this activity? • How many roles are there in each group? • What is the function of each role? • Who will evaluate the leader? 	<p>leader's turn to speak, the facilitator will assume the role of evaluator for him or her. Finally, one of them must share with the class the key points that helped them to reach the agreement.</p>		<p>Moving around the classroom to monitor each student's work and celebrate their successes (Cirocki et al., 2019)</p> <p>Displaying appropriate teacher behaviours (Cirocki et al., 2019)</p> <p>Providing positive feedback about students' learning progress (Cirocki et al., 2019)</p> <p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)</p>
30	Production	<p>The teacher monitors the students and praises them when they have an interesting idea to include in the role play. For example: ;That's a brilliant idea! ;That sounds interesting! ;Keep working! ;You can do it! Furthermore, the teacher praises all the students after they interpret their role play, highlighting their effort,</p>	<p>Students have to create the script of a role-play by discussing which ideas would be adequate to make it attractive and captivating for the rest of the class, taking into account that they must use rhetorical questions. In addition, they can ask for feedback from the teacher to make an excellent presentation.</p>	<p>Post-it notes Colored cardboard Scissors Glue Pencil Eraser</p>	<p>Displaying appropriate teacher behaviours (Cirocki et al., 2019)</p> <p>Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019)</p>

		as it is crucial to encourage them to keep working in class.			<p>Encouraging creativity in the classroom (Cirocki et al., 2019)</p> <p>Moving around the classroom to monitor each student's work and celebrate their successes (Cirocki et al., 2019)</p> <p>Providing positive feedback about students' learning progress (Cirocki et al., 2019)</p>
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MATERIALS AND RESOURCES

WARM-UP

Riddles:

1. I have been since the creation of the earth; I have no life, and I don't move. I am on the ground and in the rivers, and when they collide with me, I sound. What am I? **Answer:** A stone
2. I go outside in spring and hide in winter; I walk through the forests and Antarctica, covered with a cape. I am large with small ears. What am I? **Answer:** The Bear
3. I am made of water, but from me, you cannot quench your thirst. My melody everyone hears when they are near; I embrace stories, memories, and precious treasures. What am I? **Answer:** The Sea
4. I am the guardian who protects the people, but I have neither feet nor voice; the snow often adorns me, but when the sun comes, my mantle fades. What am I? **Answer:** The mountain
5. I am soft as the breeze of the wind; I hide at night and come out in the day; I am a faithful follower of the steps of the sun, but I have no feet. What am I? **Answer:** The sunflower
6. I have deep roots and strong trunks, but I am not a tree; the sun shines on me, I dance endlessly with the wind, and you will find your inner peace when you enter into me. What am I? **Answer:** The Forest
7. People don't care about me because they think I will always be here, not knowing that when I become extinct, life will end. What am I? **Answer:** The Water

PRESENTATION

Flashcards

Did you know that air pollution causes the death of millions of people per year?

According to Gregory (2023), “Air pollution from fossil fuel use is killing 5 million people worldwide every year.”

Do you know how many birds die due to sea pollution?

“The number of seabirds dying as a result of plastic is currently estimated at 1 million a year”(World Wildlife Fund, 2018).

**Do you know
which place in the world has the
highest amount of water?**

“The vast majority of water on the Earth's surface, over 96 percent, is saline water in the oceans” (Water Science School, 2019).

**What if I told you that more
than half of the world's water is
used for agriculture?**

According to Stevenson (2023),
“Agriculture uses an astonishing 70% of all
freshwater worldwide, and around a third
of the water in agriculture is linked to meat
and dairy production.”

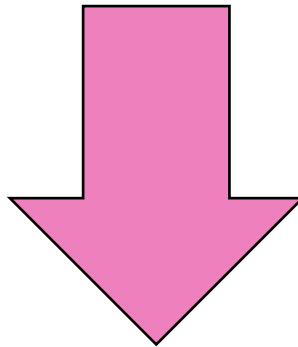
**Can you imagine the percentage
of water we waste daily?**

“The average family can waste 180 gallons per
week, or 9,400 gallons of water annually, from
household leaks. That's equivalent to the amount of
water needed to wash more than 300 loads of
laundry” (United States Environmental Protection
Agency [EPA], 2024).

PRACTICE

Discuss the following questions and use this table to take note of the keywords mentioned during the discussion, note the similarities and differences between their points of view, and check whether each one fulfills the aspects of the checklist.

- What environmental problems exist with our oceans, seas, rivers, and lakes today? Are these problems man-made or a result of nature?
- How do man-made problems affect the sea and animal life living in and around water?
- What can be done to resolve these issues and better protect sea life?
- What can governments do to ensure the protection of our waterways?
- How we can reduce pollution in the world?



Participants	Answers				Similarities	Differences	Common agreement	CHECKLIST	
	Q1	Q2	Q3	Q4					
Participant 1								Answered all the questions with solid arguments	<input type="checkbox"/>
								Use rhetorical questions	<input type="checkbox"/>
								Good conversation skills used in discussing	<input type="checkbox"/>
								Stayed on the topic	<input type="checkbox"/>
Participant 2								Answered all the questions with solid arguments	<input type="checkbox"/>
								Use rhetorical questions	<input type="checkbox"/>
								Good conversation skills used in discussing	<input type="checkbox"/>
								Stayed on the topic	<input type="checkbox"/>
Participant 3								Answered all the questions with solid arguments	<input type="checkbox"/>
								Use rhetorical questions	<input type="checkbox"/>
								Good conversation skills used in discussing	<input type="checkbox"/>
								Stayed on the topic	<input type="checkbox"/>

Own Elaboration

TOPICS

1st group: Eco-friendly practices

2nd group: Sea Pollution

3rd group: Endangered Animals

4th group: Government Actions to Protect the Environment

5th group: Water Waste

LESSON PLAN N°2

UNIT 1

CLASS 2

INFORMATIVE DATA

TEACHER: Solange Márquez

TOPIC: Human Interests Vs Preserving Animal Habitats

OBJECTIVE: At the end of this lesson, students will be better able to use rhetorical questions to express their opinions indirectly by creating a proposal for a new product that will mitigate environmental problems.

SEMESTER: Fifth semester

TIME: 120 minutes

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
10	Warm-up	<p>The teacher hands out the worksheet to the students and tells them that they have to ask the questions of four different classmates and take note of the keywords they mention with their names. Additionally, teacher asks the following questions to verify if they understood the instructions.</p> <p>Concept- checking questions (CCQs):</p> <ul style="list-style-type: none"> • How much time do you have to complete the table? • How do you have to fill out the chart? 	<p>Students have to find 4 classmates to ask them the questions, and then be asked by them. In addition, they have to fill in the table with the keywords mentioned. Finally, they have to share one of the answers with the class.</p>	<p>Pencil Eraser Worksheet</p>	<p>Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019)</p> <p>Varying the activities students take part in in the classroom (Cirocki et al., 2019)</p> <p>Promoting learner autonomy (Cirocki et al., 2019)</p>

		<ul style="list-style-type: none"> • How many people do you have to ask questions to? • Do you have to speak, or only your classmates? <p>Moreover, the teacher monitors the students while they complete the activity.</p>			
20	Presentation	The teacher explains that there are rhetorical questions that express the same idea as a statement, but they are less direct. In addition, the teacher uses the whiteboard during the explanation to ensure that students understand the lesson and ask for their participation.	Students should pay attention to the teacher's explanation and ask questions if they have any doubts related to the topic. They should also participate in the class by giving their opinions.	Whiteboard Markers Eraser Rhetorical Questions	Writing clearly on the blackboard/whiteboard during the presentation/ explanation stage of the lesson (Cirocki et al., 2019)
30	Practice	The teacher hands out the worksheet to the students, asks them to make pairs, and explains the activity. Next, he/she asks the students the concept-checking questions to verify if they understood how to do the activity. Then, the teacher motivates them while they work by saying some motivational phrases. Finally, the teacher and the students check the answers.	Students should pair up and complete the worksheet with the interpretation of the rhetorical questions. Then, they have to compare their answers with another pair and with their teacher.	Whiteboard Markers Worksheet Eraser Pencil	<p>Promoting learner autonomy (Cirocki et al., 2019)</p> <p>Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019)</p> <p>Moving around the classroom to monitor each student's work and celebrate their successes (Cirocki et al., 2019)</p>

		<p>Concept- checking questions:</p> <ul style="list-style-type: none"> • How do you have to fill in the worksheet? • How much time do you have to complete the activity? 			Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)
60	Production	<p>The teacher asks the students to form 3 groups of 5 and 2 groups of 6. Next, choose one post-it on which they will find their topic and the number of their presentation. Then, the teacher explains to the students that they have to invent an ecological product that reduces the effect on the problem they got. After that, the teacher tells them that they have to use rhetorical questions to state their opinions during the presentation, which should not last more than 5 minutes and a minimum of 4 minutes. Finally, the teacher asks the students some concept checking questions (CCQs) to verify if they understood the instructions and then leaves them to work, monitoring while they do.</p> <p>Concept- checking questions:</p> <ul style="list-style-type: none"> • What do you have to do? • How much time do you have to do the activity? 	Students form groups, choose the post-it note to get their topic, and discuss with their classmates which idea is original and creative about an environmental product. In addition, all members of the group must contribute by giving their opinions, as the leader will grade their participation based on how their idea contributes to the activity, and when it is the leader's turn, the whole group will rate him or her. Whereas the moderator will encourage respectful participation, the note-taker will take down how many times each one participates. Finally, they have to present their product proposal detailing how it works and helps to solve the environmental problem.	Post-it notes Whiteboard Eraser Markers Checklist Laptops Projector	<p>Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019)</p> <p>Creating opportunities for students to assess themselves (Cirocki et al., 2019)</p> <p>Encouraging creativity in the classroom (Cirocki et al., 2019)</p> <p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)</p> <p>Promoting learner autonomy (Cirocki et al., 2019)</p>

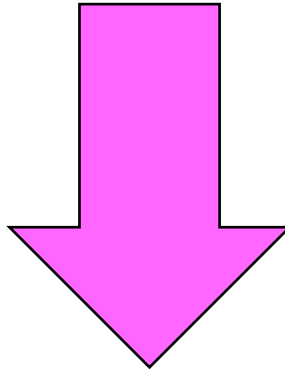
		<ul style="list-style-type: none">• What parts should the presentation have?• How long should the presentation last?			
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MATERIALS AND RESOURCES

WARM-UP

Ask the following questions to four different partners and complete the table by taking note of the keywords mentioned.

- What regions of Ecuador have problems due to the disappearance of the mangroves? Describe them.
- Whose responsibility should it be to preserve animals and their natural habitats?
- Are there times when human interests are more important than preserving animal habitats? Explain your answer.
- What can we do to protect endangered natural habitats on our planet?



PRESENTATION

Example of rhetorical questions written on the board with their respective interpretation.

Rhetorical Questions to Signal Opinions	Interpretation
1. Isn't it better to reduce water waste before we have droughts?	People must reduce water wastage to avoid droughts in the future.
2. Wouldn't it be more beneficial to care for animal habitats than to make money?	Preserving animal habitats is more advantageous than logging to obtain financial compensation.
3. So shouldn't people use eco-friendly transport to reduce global warming?	People should use sustainable transportation to reduce the levels of global warming.
4. Why don't people support protests to protect the environment like political campaigns?	People support more political campaigns instead of ecological protests that seek to protect nature.
5. Is it not easier to reduce pollution than to implement methods to clean the air?	People should reduce pollution to avoid having to clean the air and breathe freely.
6. What good is sleeping while the animals are dying in the forests?	The extinction of animals is a serious problem that deserves more importance from people.
7. Isn't it better to avoid illegal hunting before all the endangered animals disappear?	Illegal hunting is the main cause of the increase in the number of endangered animals, so if people prevent it, the animals will survive.
8. Don't trees clean the air of carbon dioxide?	Trees clean the air of carbon dioxide, so people should avoid cutting them down and protect nature.

Own Elaboration

PRACTICE

WORKSHEET

Name:
Level:
Date:

1. Work with a partner and explain in your own words what each rhetorical question indicates.

- How useful will it be for the worldwide population to reduce pollution levels?
.....
.....
.....
- So shouldn't Ecuador invest money into environmental projects?
.....
.....
.....
- Wouldn't it be better to create laws that compel people who cut trees to plant twice as much as they cut?
.....
.....
.....
- Should people continue breaking the animal's closed season?
.....
.....
.....
- Isn't it time we prioritized environmental protection as much as we want to enjoy green spaces?
.....
.....
.....

2. Analyze each of these statements and create rhetorical questions based on them, taking into account that the answers may vary.

1. I believe that in Ecuador the subject of Environmental Education should be implemented in the national curriculum to raise awareness about the consequences of logging and the pollution of rivers and seas.
.....

2. In my opinion, the government should earmark a budget for ecological campaigns that promote the care of plants, trees, and animals and propose sustainable projects to help conserve the environment.
.....

3. Logging destroys thousands of animal habitats, causing animals to die or migrate to other areas, leading to their extinction and disrupting the food chain.
.....

4. One of the main environmental problems in Ecuador is the pollution in the rivers caused by the petroleum and chemicals dumped on them. However, if governments increased the laws to protect the environment, it could have been avoided.
.....

5. The loss of mangroves in Ecuador causes soil erosion and the loss of marine animals, which alters the food chain and the ecosystem.
.....

Possible Answers

- Would it not be a good idea to implement the subject of environmental education in the curriculum?
- Shouldn't the government earmark a budget for environmental campaigns?
- What good is allowing animals to die or migrate due to the logging?
- Why not organize a boycott in the factories whose chemicals cause the river's pollution?
- Shouldn't people take care of mangroves to avoid changes in the food chain and ecosystem?

Own Elaboration

PRODUCTION

Checklist

Participants	Number of times of participation	Student's participation (Qualitative)	Score of the Participation (Quantitative)
1	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....
2	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....
3	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....
4	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....
5	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....
6	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....

Own Elaboration

TOPICS

Logging
1

Sea Pollution
2

Air Pollution
3

Extinction of
Animals

Water Wastage
5

LESSON PLAN N°3

UNIT 1

CLASS 3

INFORMATIVE DATA

TEACHER: Solange Márquez

TOPIC: National Parks

OBJECTIVE: At the end of this lesson, students will be better able to use rhetorical questions and the vocabulary of agreement, disagreement, and partial agreement in a debate.

SEMESTER: Fifth semester

TIME: 120 minutes

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
10	Warm-up	The teacher explains to the students that they have to form trios and assign three roles to the students: leader, note-taker, and illustrator. Next, the teacher asks the students to discuss the questions and, based on the answers, create a drawing that summarizes the whole discussion in 10 minutes. Then, he/she asks the concept-checking questions to the students and monitors how they work. Finally, the teacher praises the group that draws the best picture and gives them sweets as rewards.	Students must form a trio with classmates they have not worked with yet. Assign the three roles in their groups of leader, note-taker, and illustrator. Next, they must make a circle where the leader will be in the center. Then, in the discussion, the leader will ask the questions, the note-taker will take notes, and when it is his/her turn to talk, the illustrator should take his place. Finally, they must share the key points mentioned during the conversation with the class and say why they drew that drawing.	Questions Worksheets Pencils Eraser Colors	Being polite to students (Cirocki et al., 2019) Listening to students when they have problems (Cirocki et al., 2019) Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019)

		<p>Concept- checking questions (CCQs)</p> <ul style="list-style-type: none"> • How do you have to fill in the chart? • How much time do you have to finish the activity? • What is the function of each role? • Does everyone have to speak, or only the leader? 		<p>Displaying appropriate teacher behaviours (Cirocki et al., 2019)</p> <p>Encouraging creativity in the classroom (Cirocki et al., 2019)</p> <p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)</p> <p>Rewarding students in various ways (e.g., Teach the class your favorite game, take a homework pass, choose a book for reading aloud) (Cirocki et al., 2019)</p>
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<p style="text-align: center;">20</p>	<p style="text-align: center;">Presentation</p>	<p>The teacher shows the students the vocabulary flashcards of agreement, disagreement, or partial agreement. Next, he/she tells the students the translation in Spanish of the phrases and the correct English pronunciation of each one. Then, the teacher should stick the flashcards in disorder on the board and ask the students what they mean. Finally, the teacher turns the flashcards over to the Spanish side and asks the students how they are pronounced in English.</p>	<p>Students should pay attention to the pronunciation of each phrase and its translation into Spanish so that they can remember when the teacher disorganizes them. Mainly, they should remember which phrase they can use to express whether they agree, disagree, or partial agreement.</p>	<p>Whiteboard Flashcards Masking tape</p>	<p>Introducing new topics through games, songs, short videos, quizzes, images, etc. (Cirocki et al., 2019)</p>
<p style="text-align: center;">30</p>	<p style="text-align: center;">Practice</p>	<p>The teacher asks students to form trios and discuss the problems of national parks in Ecuador using the vocabulary of agreement, disagreement, and partial agreement. In addition, the teacher supervises and encourages the students to self-assess using the checklist and give feedback to each other. Finally, the teacher must give general feedback to everyone, highlighting their strengths versus weaknesses, and give them some recommendations to improve their speaking skills.</p>	<p>Students should form groups and assign the roles of leader and moderator, who will be responsible for grading the performance of their classmates and promoting respectful participation during the discussion. In addition, they have to use the vocabulary of agreement, disagreement, and partial agreement to express their views appropriately.</p>	<p>Worksheet Whiteboard Markers Eraser Pencil</p>	<p>Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019)</p> <p>Creating opportunities for students to assess themselves (Cirocki et al., 2019)</p> <p>Providing positive feedback about students' learning progress (Cirocki et al., 2019)</p>

60	Production	<p>The teacher asks the students to form groups and choose if they will be in favor of or against extractive activities in Yasuní National Park. Next, the teacher asks them to prepare strong arguments to defend their position, use rhetorical questions, and use the vocabulary of agreement, disagreement, and partial agreement. Then, the teacher tells the students that they have 20 minutes to prepare their arguments and debate the topic in another 20 minutes. After that, the teacher gives the rubrics of assessment to the students who will be the audience. Finally, the teacher gives general feedback to the groups on their performance, praises everyone, and gives them some suggestions.</p> <p>Concept- checking questions</p> <ul style="list-style-type: none"> • How much time do you have to organize your arguments? • How much time do you have to discuss and present your counterarguments? • Do you have to use rhetorical questions or only the vocabulary learned in the class? 	<p>Students should form groups and choose a paper on which their topic will be written. Next, they have to prepare their arguments and counterarguments, anticipating the points that the opposing group can use to defend their position in 20 minutes. Then, they have to defend their position and rebut the counterargument in 20 minutes while the rest of their classmates evaluate their performance. After that, when the debate is over, the audience should deliver the evaluation sheets. Finally, students must listen to the feedback from the teacher and follow their suggestions to enhance their future presentations.</p>	<p>Rubrics of Assessment Laptop Internet</p>	<p>Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019)</p> <p>Promoting learner autonomy (Cirocki et al., 2019)</p> <p>Assesses students' knowledge through role-plays, debates, games, etc. (Cirocki et al., 2019)</p> <p>Creating opportunities for students to assess themselves (Cirocki et al., 2019)</p> <p>Providing positive feedback about students' learning progress (Cirocki et al., 2019)</p>
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MATERIALS AND RESOURCES

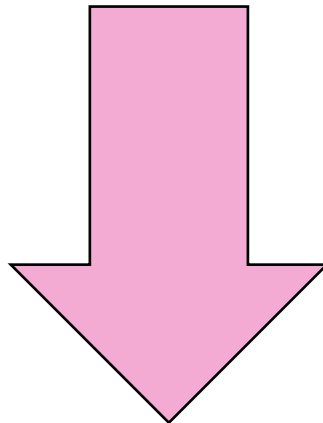
WARM UP

1. Questions

Think of a national park or a forest you have visited or know in Ecuador. What did you do and see? What do you remember most about the visit?

Why do you think national parks were established?

Why do you think the government chooses particular places to become national parks?



WORKSHEET

Names:.....

- Take note of the student's participation in each question and draw a picture together to summarize the discussion.

Student 1	Notes	Student 2	Notes	Student 3	Notes
Q1	Q1	.....	Q1	.....
Q2	Q2	.....	Q2	.....
Q3	Q3	.....	Q3	.....

Illustration

Own Elaboration

PRESENTATION

FLASHCARDS

**I agree up
to a point**

**Not
necesarily**

**That's not
the point!**

**And what
happens if
...**

**I suppose,
but ...**

Estoy de
acuerdo
hasta cierto
punto

No
necesariamente

Ese no es el
punto

Y que pasa
si ...

Supongo
que sí, pero
...

**I would
agree with
you if ...**

**Actually
....**

**On the
contrary
....**

**You have
a point.
However,**

**That
would be
fine,
except ...**

**Estaría de
acuerdo
contigo si ...**

De hecho ...

**Por el
contrario...**

**Tienes un
buen
argumento.
Sin embargo,**

**Eso estaría
bien,
excepto ...**

Own Elaboration

PRACTICE

WORKSHEET

Names:

1. Read and analyze the problems of Ecuadorian national parks and propose feasible solutions for each one with solid arguments.

Deforestation

Ecuadorian national parks face a high rate of logging because they are the main source of wood necessary for housebuilding and furniture. Moreover, people are unaware of the importance of trees in cleaning the air, and they prioritize economic profit over the protection of the environment. As a result, thousands of animals and plants lost their habitat, causing their extinction.

Solution

.....
.....
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Mining Activities

Mining activities affect national parks, especially the Yasuní National Park, which contains a large amount of petroleum. Besides, the destruction of the park's beauty has several consequences, such as water and air pollution and the destruction of nesting areas for unique and exotic fauna.

Solution

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Invasive Species

The Park contains several native species found nowhere else in the country, such as blue pelicans and giant tortoises, which make the island a hidden paradise for tourists. Nevertheless, it is affected by a wide variety of invasive animals and plants that attack the endemic species, which can cause the disappearance of the biodiversity that exists there.

Solution

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Water Shortage

Ecuadorian national parks are facing the problem of drought due to global warming. However, water is a vital element for the survival of living beings. As a result, green areas are disappearing and being replaced by arid zones, preventing animals from feeding on plants and continuing to reproduce.

Solution

.....
.....
.....
.....
.....
.....

Own Elaboration

2. Self-assess yourself by marking a tick on the aspects you do and a cross on the aspects you think you do not. Then the leader grades you and gives you individual feedback at the end.

Statements	Student 1 <i>Leader assessment</i>		Student 2		Student 3	
	Self-assessment	Leader assessment	Self-assessment	Leader assessment	Self-assessment	Leader assessment
He/she was respectful during the discussion.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use the vocabulary of agreement, disagreement, and partial agreement appropriately.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
He/she supports their opinions with solid arguments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Their opinions contributed positively to the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feedback						

Own Elaboration

PRODUCTION

Topics

**In favor of
extractive activities
in Yasuní National
Park**

**Against extractive
activities in Yasuní
National Park**

DEBATE ASSESSMENT RUBRICS
GROUP 1

CRITERIA	1	2	3	4	5	SCORE	FEEDBACK
They work collaboratively, respecting turns of speech, and demonstrate their organization in the arguments presented.	They never take turns to speak and do not demonstrate their organization in the arguments presented.	They rarely take turns to speak and demonstrate their organization in the arguments presented.	They sometimes take turns to speak and demonstrate good organization in the arguments presented.	They often take turns to speak and demonstrate their organization in the arguments presented.	They very often take turns to speak and demonstrate excellent organization in the arguments presented.	.....
Correct use of the vocabulary of agreement, disagreement, and partial agreement.	They never use the vocabulary of agreement, disagreement, and partial agreement correctly.	They rarely use the vocabulary of agreement, disagreement, and partial agreement correctly.	They sometimes use the vocabulary of agreement, disagreement, and partial agreement correctly.	They often use the vocabulary of agreement, disagreement, and partial agreement correctly.	They very often use the vocabulary of agreement, disagreement, and partial agreement correctly.	.....

<p>Their arguments were well supported with strong evidence and reasons.</p>	<p>They never support their arguments with solid evidence or reasons.</p>	<p>They rarely support their arguments with solid evidence or reasons.</p>	<p>They sometimes support their arguments with solid evidence or reasons.</p>	<p>They often support their arguments with solid evidence or reasons.</p>	<p>They very often support their arguments with solid evidence or reasons.</p>	<p>.....</p>	
<p>Correct use of rhetorical questions</p>	<p>They never use correctly the rhetorical questions</p>	<p>They rarely use correctly the rhetorical questions</p>	<p>They sometimes use correctly the rhetorical questions</p>	<p>They often use correctly the rhetorical questions</p>	<p>They very often use correctly the rhetorical questions</p>	<p>.....</p>	
<p>They convinced the audience that their position was the right one and kept their attention throughout of the debate.</p>	<p>The group was not able to convince the audience that their position was the right one and failed to keep their attention.</p>	<p>The group tried to convince the public that their arguments were correct but failed to hold their attention.</p>	<p>The group sometimes managed to convince people that their position was the right one but could not keep them that way.</p>	<p>The group did not fully convince the audience and kept them interested only for a few moments.</p>	<p>The group was able to convince the public that their position was the right one and to keep their attention during the debate.</p>	<p>.....</p>	
						<p>TOTAL</p>	

GROUP 2

CRITERIA	1	2	3	4	5	SCORE	FEEDBACK
<p>They work collaboratively, respecting turns of speech, and demonstrate their organization in the arguments presented.</p>	<p>They never take turns to speak and do not demonstrate their organization in the arguments presented.</p>	<p>They rarely take turns to speak and demonstrate their organization in the arguments presented.</p>	<p>They sometimes take turns to speak and demonstrate good organization in the arguments presented.</p>	<p>They often take turns to speak and demonstrate their organization in the arguments presented.</p>	<p>They very often take turns to speak and demonstrate excellent organization in the arguments presented.</p>	<p>.....</p>	
<p>Correct use of the vocabulary of agreement, disagreement, and partial agreement.</p>	<p>They never use the vocabulary of agreement, disagreement, and partial agreement correctly.</p>	<p>They rarely use the vocabulary of agreement, disagreement, and partial agreement correctly.</p>	<p>They sometimes use the vocabulary of agreement, disagreement, and partial agreement correctly.</p>	<p>They often use the vocabulary of agreement, disagreement, and partial agreement correctly.</p>	<p>They very often use the vocabulary of agreement, disagreement, and partial agreement correctly.</p>	<p>.....</p>	

<p>Their counterarguments were well supported with strong evidence and reasons.</p>	<p>They never support their counterarguments with solid evidence or reasons.</p>	<p>They rarely support their counterarguments with solid evidence or reasons.</p>	<p>They sometimes support their counterarguments with solid evidence or reasons.</p>	<p>They often support their counterarguments with solid evidence or reasons.</p>	<p>They very often support their counterarguments with solid evidence or reasons.</p>	<p>.....</p>	
<p>Correct use of rhetorical questions</p>	<p>They never use correctly the rhetorical questions</p>	<p>They rarely use correctly the rhetorical questions</p>	<p>They sometimes use correctly the rhetorical questions</p>	<p>They often use correctly the rhetorical questions</p>	<p>They very often use correctly the rhetorical questions</p>	<p>.....</p>	
<p>They convinced the audience that their position was the right one and kept their attention throughout of the debate.</p>	<p>The group was not able to convince the audience that their position was the right one and failed to keep their attention.</p>	<p>The group tried to convince the public that their arguments were correct but failed to hold their attention.</p>	<p>The group sometimes managed to convince people that their position was the right one but could not keep them that way.</p>	<p>The group did not fully convince the audience and kept them interested only for a few moments.</p>	<p>The group was able to convince the public that their position was the right one and to keep their attention during the debate.</p>	<p>.....</p>	
						<p>TOTAL</p>	

Own Elaboration

LESSON PLAN N°4
UNIT 2
CLASS 1

INFORMATIVE DATA

TEACHER: Solange Márquez

TOPIC: Learning the Language of the Tech Industry

OBJECTIVE: At the end of this lesson, students will be better able to use the vocabulary of the tech industry in an interview.

SEMESTER: Fifth semester

TIME: 120 minutes

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
10	Warm-up	<p>The teacher greets the students and asks them how they are doing. Next, the teacher tells them that they will learn vocabulary about the Tech industry. Then, he/she shows the students pictures of how mobiles and compasses looked before and now. After that, the teacher asks the students to discuss the questions related to the pictures while he/she supervises and helps if they have any doubts. Finally, the teacher should ask them any questions to get their opinion.</p>	<p>Students should form trios, discuss the questions, pay attention to the pictures, and give their opinions on the topic. In addition, they have to be polite, respecting each other's turn to speak and their different points of view. In addition, they can ask any question about the activity. Finally, they have to respond when the teacher asks them about their participation.</p>	<p>Questions Pictures</p>	<p>Being polite to students (Cirocki et al., 2019)</p> <p>Introducing new topics through games, songs, short videos, quizzes, images, etc. (Cirocki et al., 2019)</p>

20	Presentation	<p>The teacher shows the flashcards to the students; on the front are the words, and on the back are the pictures. Next, he/she asks the students to look at the pictures and try to guess which word represents each one. Then, the teacher says the correct meaning and pronounces the words correctly, and the students must repeat after him/her. After that, the teacher shows the pictures on the flashcards again and asks which word represents each one. Finally, he/she tells the students any vocabulary word randomly and asks them what it means in English.</p>	<p>Students look at the pictures on the flashcards and try to guess what word each one represents. Next, they must pay attention to the pronunciation of the words and associate the picture with the word so that when the teacher says any random word, students can know its meaning, and when the teacher shows them the pictures, they must know which word represents each one.</p>	Flashcards Vocabulary Definitions	<p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)</p>
30	Practice	<p>The teacher writes on the board all the vocabulary learned in class and asks the students to form a circle. Next, the teacher explains that they are going to play Tingo-tango with the words written on the board, which means that when the teacher says tango, the student who gets</p>	<p>The students make the circle and play the game of Tingo-tango with a ball using the vocabulary learned in the class, and when the teacher says tango, the student who catches the ball should make a sentence using the first word written on the board,</p>	Vocabulary Whiteboard Markers Eraser Ball Motivational phrases	<p>Displaying appropriate teacher behaviours (Cirocki et al., 2019)</p> <p>Creating a friendly classroom atmosphere and a cohesive</p>

		the ball must say a sentence using the first word and the second using the second word, and so on. In addition, the teacher must monitor that the students pass the ball to each other, being kind and polite. Finally, when the students have finished saying all their sentences, the teacher tells the students some motivational phrases to encourage further participation.	the second student the second word, and so on. Moreover, they must keep passing the ball to each other, and when they have used all the words, the game will start again, but if a student who has already participated in the first round catches the ball again, he or she must pass it to someone else.		learning group (Cirocki et al., 2019) Making learning stimulating and attractive (Cirocki et al., 2019)
60	Production	The teacher tells the students that they have to form groups of four and record an interview in which there is an interviewer, a famous businessman, a small entrepreneur, and a videographer using the vocabulary learned in class. Next, the teacher tells them that they have one hour to create the script of the interview and record the video. Then, they have to upload it to the platform or send it via email. Furthermore, the teacher monitors them and helps if they need it.	The students have to form groups and assign the roles in their groups. Next, they must start to create the script of the interview using the vocabulary learned and check the grammar of it by asking the teacher if they need it. Then, the videographer must record the video outside class, which should last at least 10 minutes, and upload it to the platform or send it by email to the teacher.	Script of the interview Smartphone Checklist Internet	Promoting learner autonomy (Cirocki et al., 2019) Creating opportunities for students to assess themselves (Cirocki et al., 2019) Encouraging students to participate in English-related activities outside the classroom (Cirocki et al., 2019)

MATERIALS AND RESOURCES

WARM-UP

Making a comparison with both pictures. Do you think these inventions helped people? Yes/no. Why?

QUESTIONS

Which invention do you think is the most useful until now?

If you could avoid something from being invented, what would it be and why?

Do you think the quality of life has improved thanks to technology? Yes/ no? Why?

If any of you had the opportunity to create something, what would it be? Why?

BEFORE
Phone



NOW
Smartphone



BEFORE

COMPASS



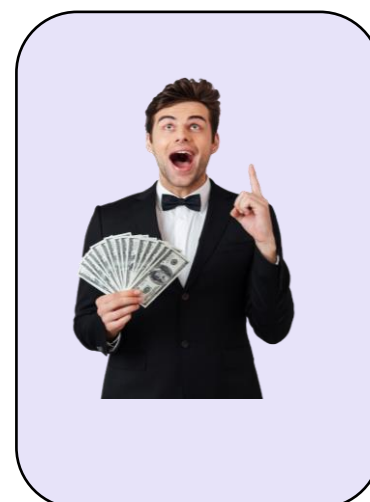
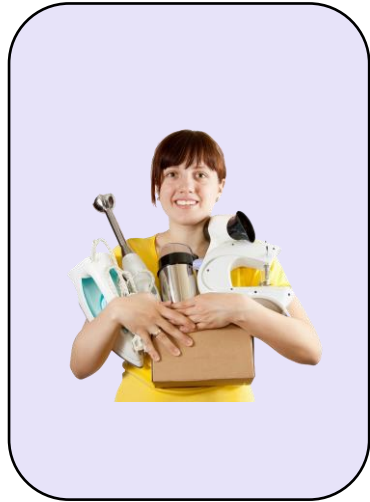
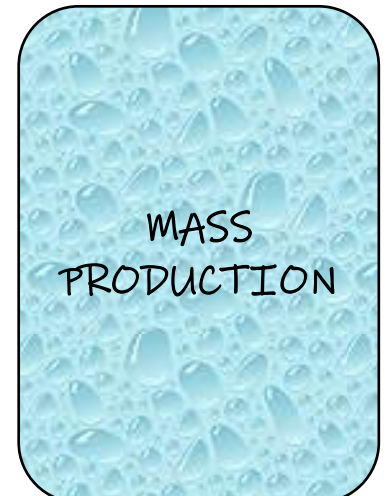
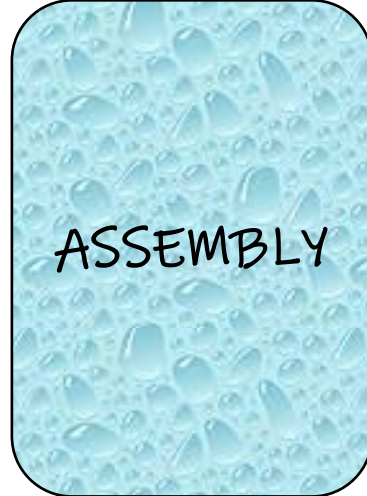
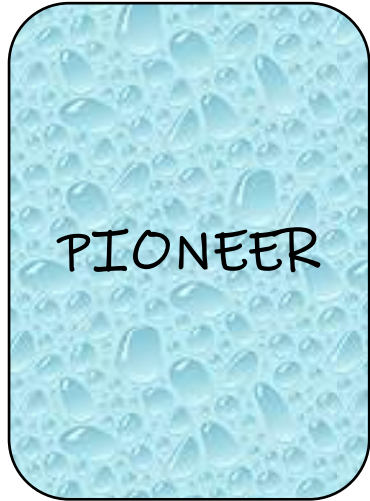
NOW

GPS



PRESENTATION

Material (The size of the following flashcards can be modified according to the needs and criteria of each teacher.)



SHIFT

RELEASE

RETAIL

FOUNDATION

DEVISED



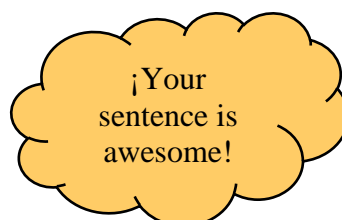
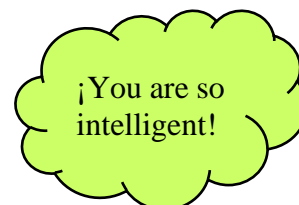
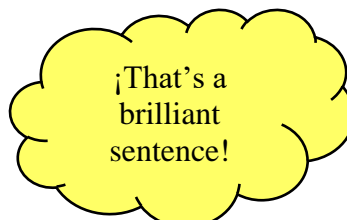
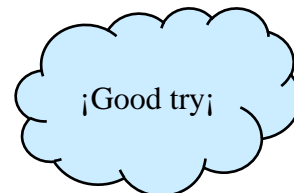
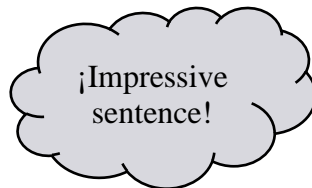
Own Elaboration

Definitions

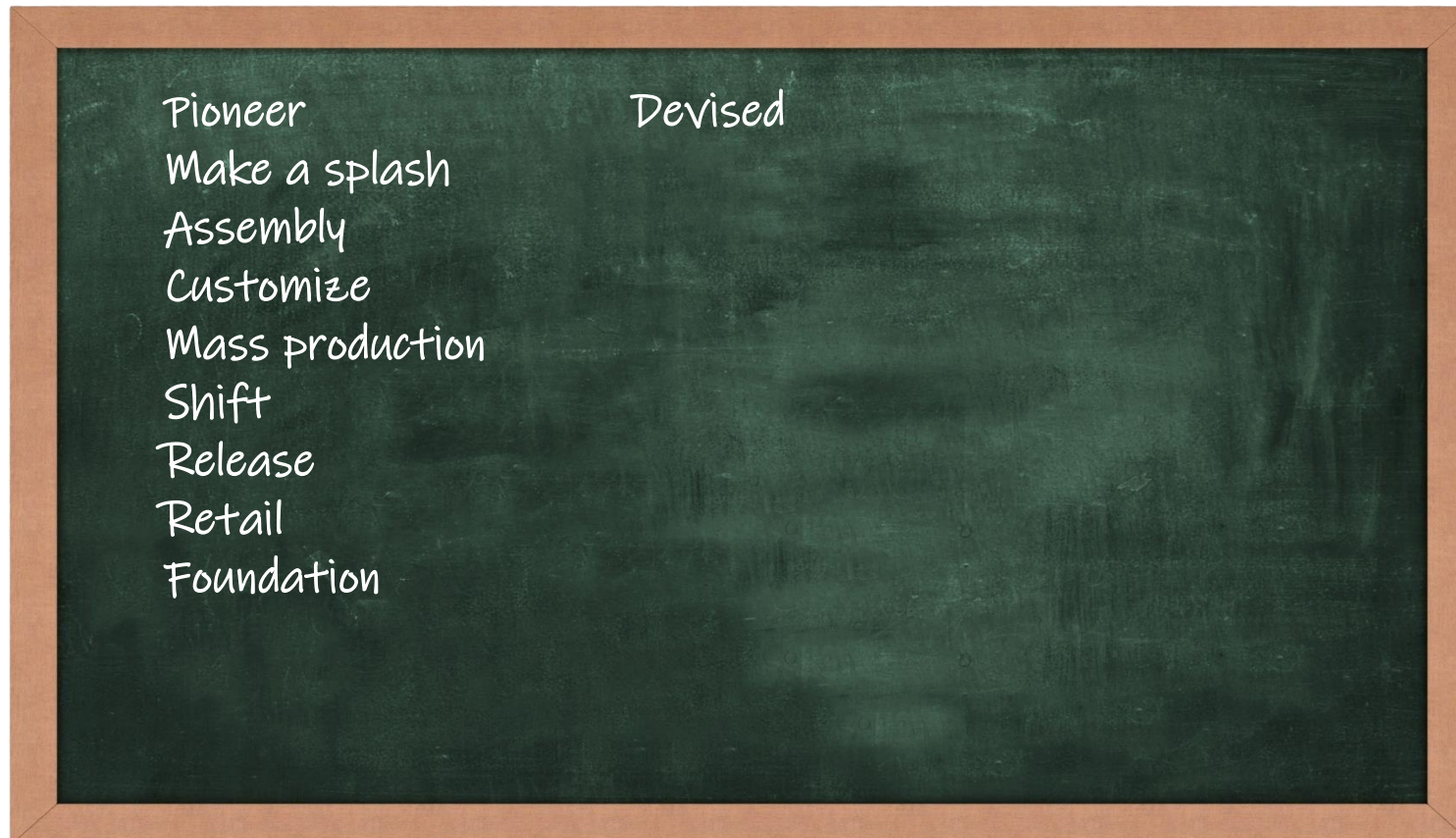
- **Pioneer:** It is the first person to start creating or working on something (Williams, 2022).
- **Make a splash:** Become a successful person from one moment to the next (Williams, 2022).
- **Assembly:** It is a technique that consists of joining the parts of something together to form a product (Williams, 2022).
- **Customize:** Modify a product according to the customer's needs (Williams, 2022).
- **Mass production:** It is the process of manufacturing a product in large quantities (Williams, 2022).
- **Shift:** Adjust the position of something from one direction to another (Williams, 2022).
- **Release:** Launch a product or a service accessible to the public (Williams, 2022).
- **Retail:** Sell a product in small quantities directly from supplier to customer.
- **Foundation:** It is the basis that supports something.
- **Devised:** It is the process of designing a plan or strategy using imagination and intellect.

PRACTICE

Motivational Phrases



VOCABULARY OF THE TECH INDUSTRY



PRODUCTION

Checklist

Evaluate yourself, and then the leader puts a tick on the aspects you think you meet and a cross on the aspects you don't meet.

Statements	Student 1		Student 2		Student 3		Student 4	
	Self-assessment	Leader assessment	Self-assessment	Leader assessment	Self-assessment	Leader assessment	Self-assessment	Leader assessment
Take the initiative to participate by saying what your ideas are.
Their opinions contributed positively to the task.
Work collaboratively, respecting the peer's opinion.
Comply with responsibility for the tasks assigned.
Use the vocabulary correctly.

Own Elaboration

LESSON PLAN N°5

UNIT 2

CLASS 2

INFORMATIVE DATA

TEACHER: Solange Márquez

TOPIC: Inventing a New Product

OBJECTIVE: At the end of this lesson, students will be better able to use the degree expressions correctly in the presentation of a tech product poster.

SEMESTER: Fifth semester

TIME: 120 minutes

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
10	Warm-up	<p>The teacher hands out the chart to the students and tells them that they have to ask the questions of four different classmates and take note of their answers. In addition, the teacher indicates how they should complete the chart. Finally, he/she monitors the students and helps them if they have any doubts.</p> <p>Concept-checking questions</p> <ul style="list-style-type: none"> • How much time do you have to complete the table? 	<p>Students must find 4 different classmates to ask them the questions and also be asked by them. In addition, they have to complete the table with their answers and share one of them with the class.</p>	<p>Questions Chart Pencil Eraser</p>	<p>Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019).</p> <p>Promoting learner autonomy (Cirocki et al., 2019).</p> <p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019).</p>

		<ul style="list-style-type: none"> • How do you have to fill out the chart? • How many people do you have to ask questions to? • Do you have to speak, or only your classmates? 			
20	Presentation	<p>The teacher tells the students that the topic of the class is degree expressions and explains to them their use and structure. Next, the teacher shows the students flashcards with sentences of too and enough and points out the degree expressions. Then, he/she asks the students to participate in the class by pointing out their structure.</p>	<p>The students must pay attention to the explanation of the topic and ask the teacher about any doubts they may have. Furthermore, they should participate in the class, pointing out the degree expressions in the examples presented by the teacher and paying attention to the structure that each one has.</p>	<p>Flashcards Sentences with too and enough.</p>	<p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019).</p>

30	Practice	<p>The teacher will start by saying a sentence with too, and the next student must say a sentence with enough, but keeping the idea of the first one, and so on. The teacher encourages the participation of the students by saying some motivational phrases during the lesson. Finally, the teacher makes a summary of the topic taught and clarifies possible doubts that can exist.</p>	<p>Students make a circle and say the sentences following the sequence of the activity, which is the first student saying a sentence with too, the second one with enough, but keeping the same idea as the first one, and so on. They will also pay attention to the teacher's corrections to their sentences and ask them if they have any doubts.</p>	<p>Motivational phrases Sentences Whiteboard Markers Eraser</p>	<p>Displaying appropriate teacher behaviours (Cirocki et al., 2019).</p> <p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019).</p>
60	Production	<p>The teacher asks the students to form 6 groups of 4 and one of three students and create a poster of an invented tech product. Moreover, the teacher asks them to use all their creativity and originality and the degree expressions in the parts that they consider appropriate.</p>	<p>Students should form groups and start to create the tech product poster, giving their ideas in which, they use all their imagination and creativity. Furthermore, they should check if they are using degree expressions correctly before the presentation. Finally, each group should present their poster and listen to the feedback of the teacher and his/her recommendations for future presentations.</p>	<p>Colored cardboard Markers Foam sheets Scissors</p>	<p>Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019).</p> <p>Encouraging creativity in the classroom (Cirocki et al., 2019).</p> <p>Providing positive feedback about students' learning progress (Cirocki et al., 2019).</p>

PRESENTATION

DEGREE EXPRESSIONS

When the **degree** is **incompatible** with the **standard**, it's necessary to use the too + adjective or adverb followed by the verb of the standard in infinitive form (Williams, 2022).

The cost of the iPhone 16 is **too high** **to buy** in Ecuador.

DEGREE **STANDARD**

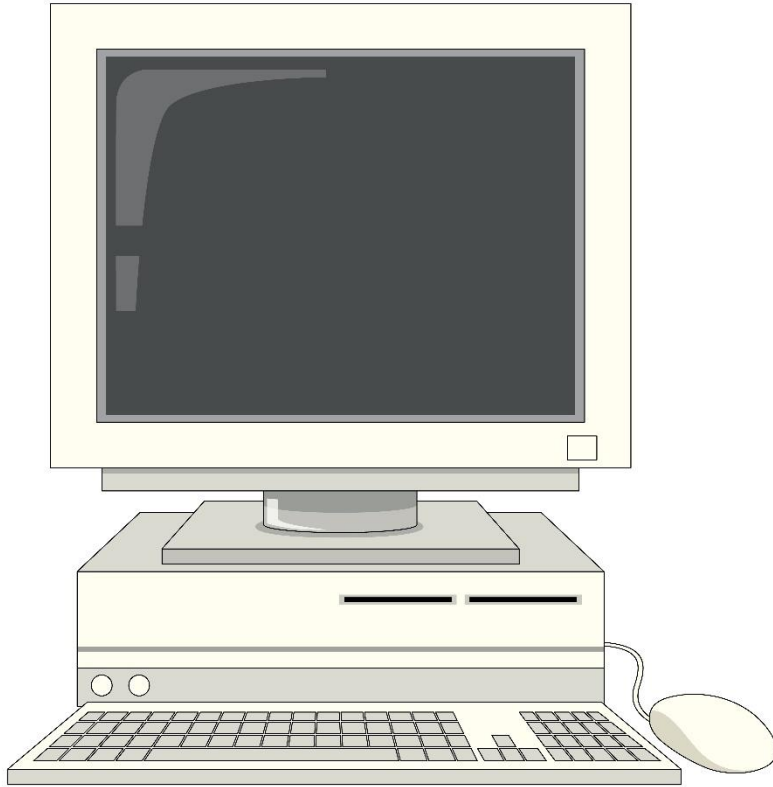
When the **degree** is **compatible** with the **standard**, it is necessary to use an adjective, adverb, or verb followed by enough and the verb in infinitive form (Williams, 2022).

The iPhone 16 is **resistant enough** **to dive** into the water.

DEGREE **STANDARD**

TOO

The computer is **too old** to update the Windows systems.



Old desktop computer

ENOUGH

The laptop is **powerful enough** to store thousands of documents.



Current laptop

TOO

This phone is **too old** to navigate on the Internet.



Old cellphone

ENOUGH

The smartphone is **useful enough** to download the best apps.



Image of a smartphone with apps

TOO

3D printing models are **too expensive** to use in the science class.

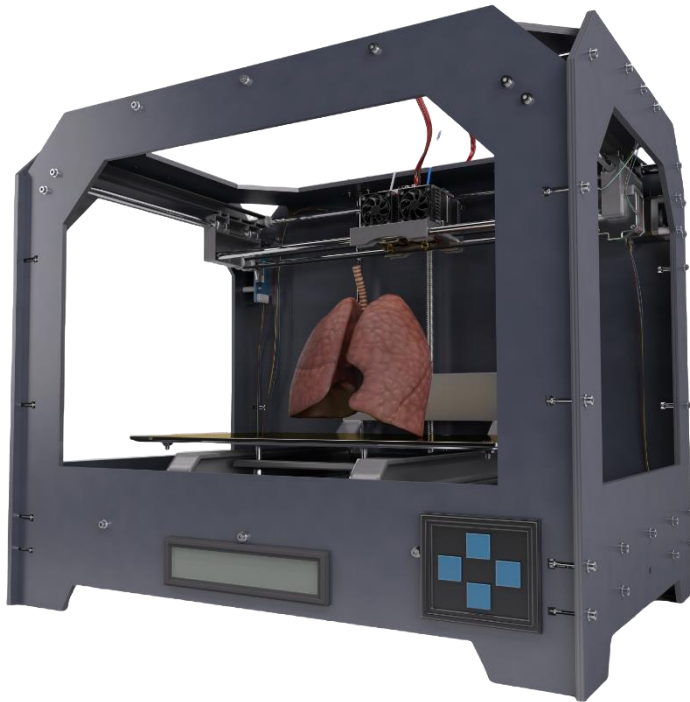


Image of a 3D Printer

ENOUGH

The 3D printing is **eco-friendly enough** to reduce the pollution.



Eco-friendly Logos

TOO

The camera lenses are **too dirty** to take a photo.



Image of a camera lens

ENOUGH

The camera is **good enough** to record videos in high definition.



Camera recording a video

TOO

Robots are **too rigid** to resemble human beings.

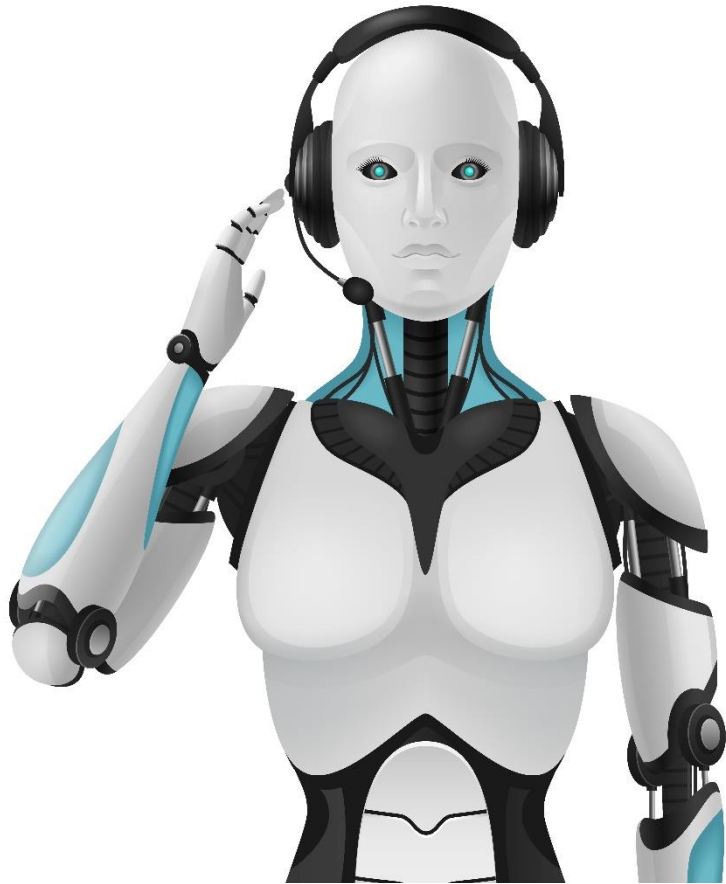


Image of a robot

ENOUGH

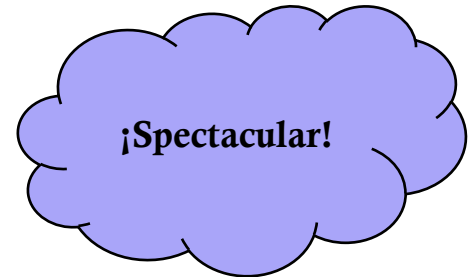
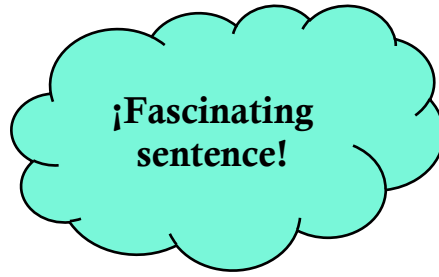
Robots are **smart enough** to solve problems quickly.



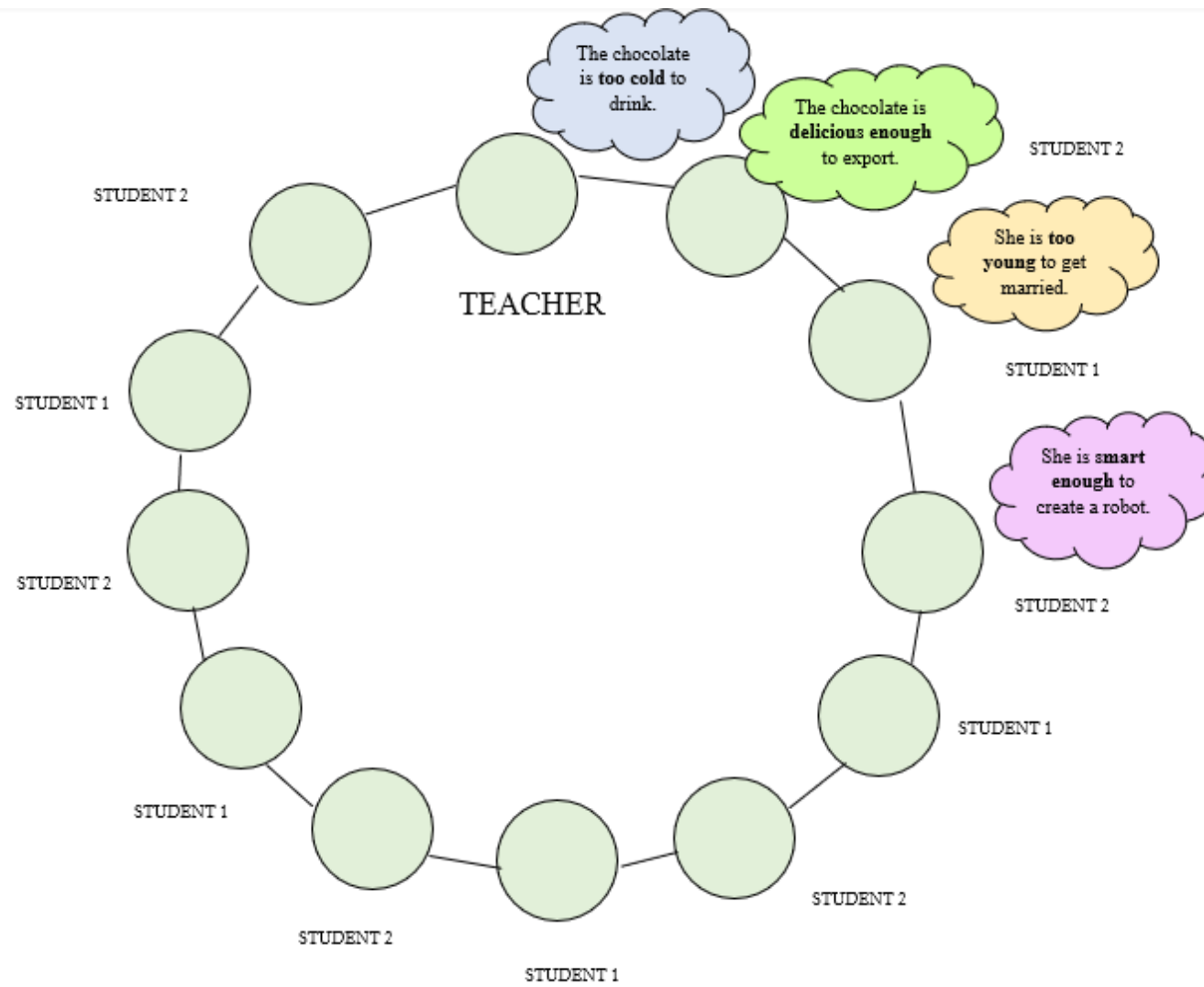
Robot removing a piece of a puzzle

PRACTICE

MOTIVATIONAL PHRASES



EXAMPLE OF THE ACTIVITY



Own Elaboration

LESSON PLAN N°6**UNIT 2****CLASS 3****INFORMATIVE DATA****TEACHER:** Solange Márquez**TOPIC:** Pros and Cons of Tech Products**OBJECTIVE:** At the end of this lesson, students will be better able to use the expressions of concession in a presentation of a tech product.**SEMESTER:** Fifth semester**TIME:** 60 minutes

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
5	Warm-up	The teacher starts the class with a greeting to the students and asks how they are doing. Next, he/she divides the class into two groups and explains the activity, which is to create one story per group, saying a phrase or adding details one by one. Then, the teacher tells them that the story that makes their classmates and him/her laugh most will be the winner, and they can decide which activity to do in the next class as a warm-up.	The students have to divide the class into two groups and tell the most humorous story. Consequently, the group that makes the teacher and classmates laugh the most decides which warm-up they will do in the next class.	Stories	Bringing humour into the classroom (Cirocki et al., 2019) Allowing students to choose classroom activities (Cirocki et al., 2019)

<p style="text-align: center;">10</p>	<p style="text-align: center;">Presentation</p>	<p>The teacher teaches some expressions of concession to acknowledge other arguments. Next, he/she writes some examples on the board using a different color for each part of the sentence. Then, the teacher asks if anyone wants to participate in the class and gives them candies to those who participate.</p>	<p>The students should pay attention to the explanation of the teacher and ask if they have any questions about the topic. Furthermore, they should participate in the class by writing the sentences on the board using the expressions of concession.</p>	<p>Sentences Whiteboard Markers of various colors Eraser Candies</p>	<p>Writing clearly on the blackboard/whiteboard during the presentation/ explanation stage of the lesson (Cirocki et al., 2019)</p> <p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)</p> <p>Rewarding students in various ways (e.g., Teach the class your favorite game, take a homework pass, choose a book for reading aloud) (Cirocki et al., 2019)</p>
<p style="text-align: center;">15</p>	<p style="text-align: center;">Practice</p>	<p>The teacher hands out the worksheet to the students and asks them to complete it in 10 minutes. Next, he/she tells them that, after filling in the worksheet, they should compare their answers with one classmate and correct the mistakes in 3</p>	<p>Students complete the worksheet in 10 minutes. Afterwards, they compare their answers with a partner and, based on their suggestions, correct their sentences if it is necessary. Also, if they have any doubts about the topic, they can</p>	<p>Worksheet Pencil Eraser</p>	<p>Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019)</p>

		minutes. Then, the teacher asks the concept-checking questions to verify they understood the instructions. After that, the teacher monitors the students while they complete the worksheet and compares their answers. Finally, the teacher corrects the errors in their sentences using the whiteboard.	ask the teacher and correct them again.		
30	Production	The teacher asks the students to make a short presentation in trios of 3 minutes. Furthermore, he/she mentions that the presentation must follow the structure mentioned, and in the part on the pros and cons of the product, they must use the expressions of concession evaluating both sides of the topic. Finally, the teacher highlights the positive things that they do and gives some recommendations to improve their future presentations.	Students should make their presentations in 3 minutes, ensuring that they use the expressions of concession to recognize other arguments and evaluate both sides of the issue. Finally, they have to listen to the teacher's feedback.	Laptop Slides Internet Projector	Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019) Providing positive feedback about students' learning progress (Cirocki et al., 2019)

MATERIALS AND RESOURCES

WARM-UP

Example

Student 1: One day, as I was walking by the street

Student 2: I found one dollar.

Student 3: and I went to buy an ice cream.

Student 4: but when I was coming back

Student 5: I tripped over a stone.

Student 6: and my ice cream fell off and me too.

Own Elaboration

PRESENTATION

Use of the expressions of concession

ACKNOWLEDGING OTHER ARGUMENTS

USE

When evaluating the disadvantages and advantages of a situation, it is essential to examine several insights; even if you are convinced of one argument, it is necessary to acknowledge other arguments and think about which is the

Own Elaboration

TEACHING MATERIAL

- **Concession introduction+ position A+ concession expression+ position B**

On the one hand, technology enables people to communicate with people around the world without barriers; **on the other hand**, it can also be harmful if people don't use it adequately.

- **Position A+ concession expression+ position B**

Smartphones can cause addiction in teenagers; **that said**, they can also benefit millennials because they can learn anything on the internet.

- **Concession introduction+ position A+ concession expression+ position B**

Granted, the technology industry enriches multinational companies, **but** it also helps the local economy.

- **Concession introduction+ position A+ position B**

There are two different ways of looking at robots: either it is to facilitate the life of human beings, or it can be seen as a threat to jobs.

- **Concession introduction+ position A+ concession expression+ position B**

Many people think that the Internet is detrimental to self-esteem; some others say that it helps to have an emotional balance.

Concession Introduction	
Concession expression	
Position A	
Position B	

Own Elaboration

PRACTICE

Name:

1. Fill in the blanks with the corresponding concession expressions learned in class.

On the one hand, smartphones transformed the lives of people, helping them to communicate with people worldwide;, if they are not correctly used, can cause addiction in the people who use them. Many people think that it depends on the age of each one; it all depends on parental control. Furthermore, tech products enable people to access all kinds of information quickly;, it can also be seen as dangerous to the privacy of their confidential information.

2. Write 4 sentences about the pros and cons of technology, considering both sides of the issue.

- **Position A+ concession expression+ position B**

.....
.....

- **Concession introduction+ position A+ concession expression+ position B**

.....
.....

- **Concession introduction + position A+ position B**

.....
.....

- **Concession introduction+ position A+ concession expression+ position B**

.....
.....

Key Answers Exercise 1: On the other hand, some others say that, that said.

Own Elaboration

LESSON PLAN N°7

UNIT 3
CLASS 1

INFORMATIVE DATA

TEACHER: Solange Márquez

TOPIC: Discovering How to Protect the Data

OBJECTIVE: At the end of this lesson, students will be better able to use the privacy collocations in a dialogue of 4 minutes.

SEMESTER: Fifth semester

TIME: 120 minutes

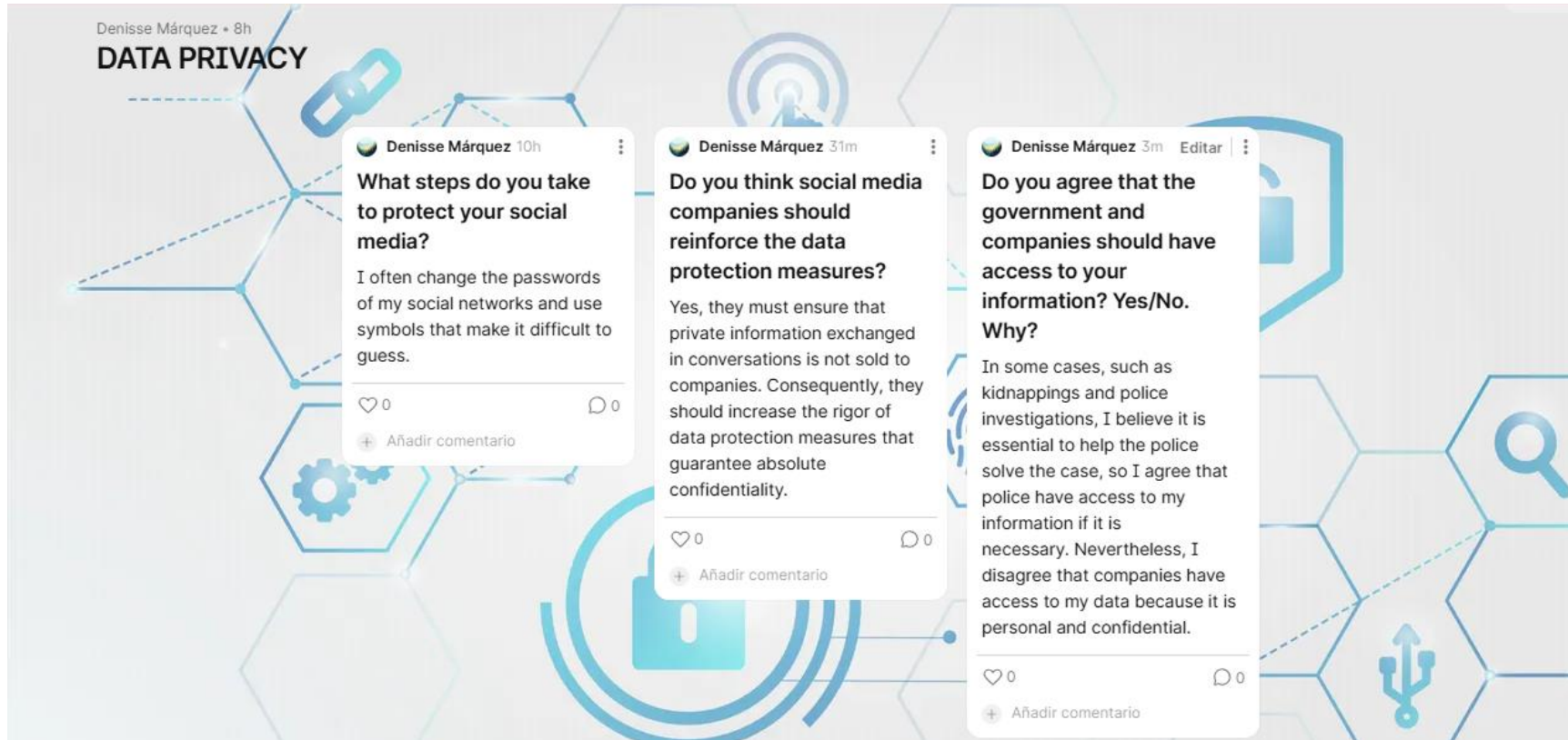
TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
15	Warm-up	The teacher greets the students and asks them how they are. Next, the teacher socializes the questions to be discussed and asks them to use the Padlet app to answer them. Then, the teacher sends the link and shows how they should write their answers on the website. After that, the teacher supervises the students while they work and helps someone who needs assistance. Finally, the teacher asks the students to explain the reasons for their answers.	Students should respond to the teacher's greeting and tell him/her how they feel. Next, they should listen to the questions to be discussed. Then, students must pay attention to the teacher's example of how the Padlet website works. After that, they have to enter the link and answer the questions. Finally, they must explain the reasons for their answers.	Questions Padlet website Internet Smartphones Laptop Projector	Being polite to students (Cirocki et al., 2019) Varying the activities students take part in in the classroom (Cirocki et al., 2019) Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019).
		The teacher teaches the students some privacy collocations using flashcards.	Students should pay attention to the correct pronunciation of the	Flashcards Whiteboard	Introducing new topics through games, songs, short

15	Presentation	Next, he/she pronounces each collocation and says their corresponding meaning. After that, the teacher says the collocation to the students and asks them what it means without using the flashcards. Finally, the teacher asks them to say a sentence using one of the collocations taught and, if necessary, correct them using the whiteboard.	collocations according to their teacher. In addition, they should listen to their meaning so that they can remember when the teacher asks them. Finally, they should say some sentences using the collocations and be willing to receive the teacher's corrections.	Markers Eraser	videos, quizzes, images, etc. (Cirocki et al., 2019) Writing clearly on the blackboard/whiteboard during the presentation/explanation stage of the lesson (Cirocki et al., 2019)
30	Practice	The teacher tells the students that they will practice the collocations using the roulette. Next, he/she asks any student to pass in front of the class and say a sentence using the collocation obtained. Then, the teacher praises the students, telling them some motivational phrases acknowledging their effort. Finally, the teacher corrects the sentences, telling the mistakes and giving some suggestions to improve them.	Students must spin the wheel, and when they get the collocation, they have to say a sentence using it. Then, they pay attention to the teacher's corrections and listen to their suggestions to avoid repeat the same mistake again.	Privacy collocations Roulette Motivational phrases	Displaying appropriate teacher behaviours (Cirocki et al., 2019) Making learning stimulating and attractive (Cirocki et al., 2019) Varying the activities students take part in in the classroom (Cirocki et al., 2019)

60	Production	<p>The teacher asks the students to make trios and assign a leader to each group. Next, the teacher tells them that they have to create a discussion that should last a maximum of 4 minutes. Then, he/she supervises them while they work and helps them if they need it. Lastly, the teacher asks the students to present their discussions and gives them some recommendations to enhance their speaking skills. Finally, he/she invites to the individual tutorials to students who have any problems with the subject or if they need advice on something.</p>	<p>Students assign a leader and start to create the discussion, taking into account that they have to use the privacy collocations. In addition, they have to listen to the teacher's comments and, if they wish, go to the teacher's tutorial to solve any doubts or if they need to be listened to by the teacher.</p>	<p>Discussion script Checklist</p>	<p>Creating opportunities for students to assess themselves (Cirocki et al., 2019)</p> <p>Listening to students when they have problems (Cirocki et al., 2019)</p>
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MATERIALS AND RESOURCES

WARM-UP



Capture of the example of the Activity in Padlet

PRESENTATION

Material

ENFORCE LAWS

Making people comply with the law.



SECURE NETWORK

It is a network that has security measures to avoid identity theft.



CLEAN YOUR COOKIES

Clean the browsing history.



ENABLE COOKIES

It is the permission granted to the website to store the passwords and login information.



DISABLE COOKIES

Deactivate the option for websites not to store personal information.



PRIVACY REGULATIONS

These are laws created to protect confidential information.



SURF THE INTERNET

Explore the internet



BROWSE THE WEB

Navigate the internet with a purpose, such as shopping or researching something.



DATA PRIVACY

It is the act of safeguarding personal data.



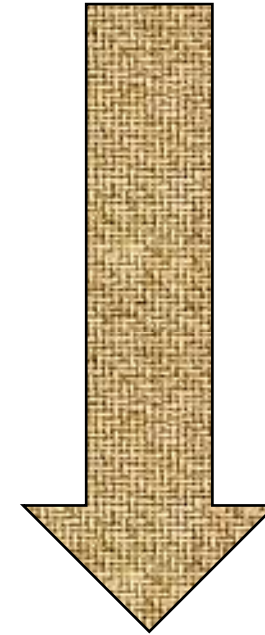
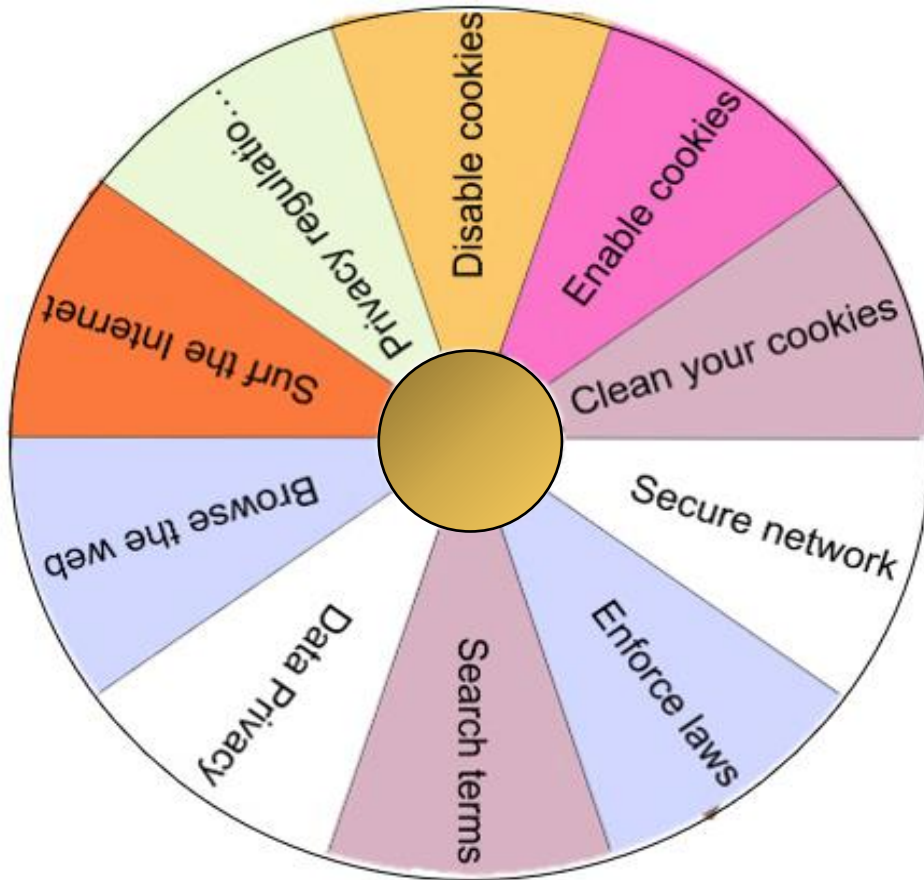
SEARCH TERMS

These are words that make it easier to research information on the web.



Flashcards of Privacy Collocations

PRACTICE



Roulette with the arrow of Privacy Collocations

PRODUCTION

Checklist

Write down how many times each student participated in the discussion, rate their participation qualitatively and quantitatively by considering how their idea contributed to the activity, and add the total for each one.

Participants	Number of times of participation	Student's participation (Qualitative)	Score of the Participation (Quantitative)
1	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....
2	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....
3	5 Very Good ----- 4 Good ----- 3 Neutral ----- 2 Unimportant ----- 1 Very unimportant -----	.....

Own Elaboration

LESSON PLAN N°8**UNIT 3
CLASS 2****INFORMATIVE DATA****TEACHER:** Solange Márquez**TOPIC:** Revealing the Dangers of Private Information Theft**OBJECTIVE:** At the end of this lesson, students will be better able to use the behavioral and opinion questions in a survey.**SEMESTER:** Fifth semester**TIME:** 120 minutes


TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
15	Warm-up	The teacher asks the students to form trios and assign a leader, a notetaker, and a timekeeper to each group. He/she also hands out the checklist to the students and explains the functions of each role. Next, the teacher tells the students that they have 10 minutes to discuss and reach an agreement. Then, he/she supervises them while they are doing the activity and solves their doubts. Finally, the teacher asks one student from each group to state the common agreement they have reached.	Students should form trios and decide who will be the leader, the timekeeper, and the notetaker. The timekeeper must keep track of the answer time for each question, the notetaker should write down the keywords mentioned, and the leader should grade them using the checklist. Finally, one student per group must share the agreement that their group reached with the class.	Questions Checklist	Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019) Promoting learner autonomy (Cirocki et al., 2019) Creating opportunities for students to assess themselves (Cirocki et al., 2019)

20	Presentation	The teacher tells the students that they will learn how to elicit information via surveys and shows them some examples of it. Next, the teacher explains to the students when to use each type of question and asks them to say a question of any type. Then, the teacher corrects the wrong sentences using the whiteboard.	The students should pay attention to the explanation by the teacher about the two types of questions for eliciting information and when they have to use each type. Moreover, they should participate in the class by saying some examples of questions. Afterward, they must learn from the corrections of the teacher and ask any doubts they may have.	Flashcards Whiteboard Markers Eraser	Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)
25	Practice	The teacher asks the students to make pairs and hands out the worksheet. Next, he/she tells them that they must form an opinion question and one behavioral question for each problem. Then, the teacher asks them to write the letter “O” if it is an opinion question and the consonant “B” if it’s a behavioral question. After that, the teacher asks them the concept-checking questions and supervises them as they work. Finally, the teacher reviews all the questions created by the students and gives feedback about them.	Students form pairs and listen to the teacher's instructions on how to complete the worksheet. Next, they begin to form the questions, bearing in mind that they have to form two for each problem. Then, the students should show the teacher their questions and make any changes requested by him/her.	Worksheet Pencil Eraser	Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019)

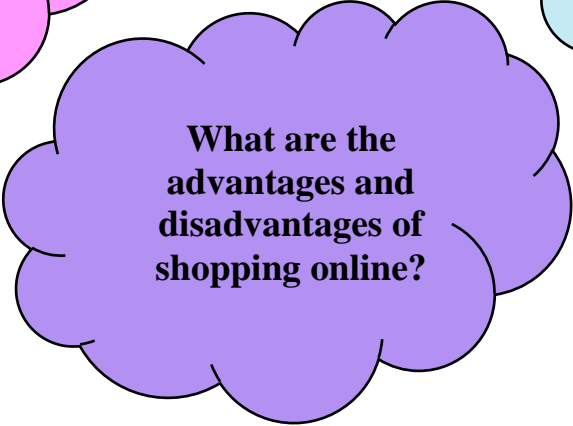
		<p>Concept-checking questions:</p> <ul style="list-style-type: none"> • How much time do you have to complete the worksheet? • How many questions do you have to formulate for each problem? • How do you identify whether it is an opinion or a behavioral question? 			
60	Production	<p>The teacher asks the students to pair up with another couple and choose only ten questions, selecting the best ones. Next, the teacher instructs them to survey four people, one for each student. Then, the teacher hands out the answer sheet for the students to write down the people's answers, bearing in mind that if the answers are in Spanish, they must translate them into English. Finally, the teacher asks them how they feel doing the activity.</p>	<p>The students pair up with another couple and select the best 10 questions to include in the survey. Next, they decide who they are going to survey. Then, students have to survey the person designed and write down their answers on the answer sheet. After that, they have to translate the answers obtained in Spanish into English and come back to the class. Finally, they have to answer the teacher's question honestly about how they felt doing this activity.</p>	<p>Answer sheet Pencil Eraser</p>	<p>Displaying appropriate teacher behaviours (Cirocki et al., 2019)</p> <p>Promoting learner autonomy (Cirocki et al., 2019)</p> <p>Encouraging students to participate in English-related activities outside the classroom (Cirocki et al., 2019)</p>

MATERIALS AND RESOURCES


WARM UP QUESTIONS



**Do you regularly
make online
shops? Yes/No.
Why?**



**What are the
advantages and
disadvantages of
shopping online?**



**Do you use a
credit card or
cash when you
buy something?**

Participants	Answers			Similarities	Differences	Common agreement	CHECKLIST	
	Q1 (1 min)	Q2 (1 min)	Q3 (1 min)					
Participant 1							Answered all the questions with solid arguments	<input type="checkbox"/>
							He/she was respectful during the discussion	<input type="checkbox"/>
			Give clear and concise answers				<input type="checkbox"/>	
			Stayed on the topic				<input type="checkbox"/>	
Participant 2							Answered all the questions with solid arguments	<input type="checkbox"/>
							He/she was respectful during the discussion	<input type="checkbox"/>
			Give clear and concise answers	<input type="checkbox"/>				
			Stayed on the topic	<input type="checkbox"/>				
Participant 3				Answered all the questions with solid arguments	<input type="checkbox"/>			
				He/she was respectful during the discussion	<input type="checkbox"/>			
			Give clear and concise answers	<input type="checkbox"/>				
			Stayed on the topic	<input type="checkbox"/>				

Own Elaboration

PRESENTATION

USE OF THE QUESTIONS FOR ELICITING INFORMATION

OPINIONS/BELIEFS: To know the opinions and insights of the people regarding a topic.

BEHAVIOR: To identify what the behavior of the people will be when they are in that situation.

Both types of questions aim to investigate the points of view and behavior of the people through the questions to research the study topic.

Use of the questions written on the whiteboard

ELICITING INFORMATION VIA SURVEYS

OPINIONS/BELIEFS

Should the social media companies enforce the privacy regulations to guarantee the protection of the confidential information?

BEHAVIOR

What do you **do** to protect your social media accounts?

ELICITING INFORMATION VIA SURVEYS

OPINIONS/BELIEFS

Do you **think** that the policy must have access to your private information?

BEHAVIOR

What would you **do** if your smartphone was stolen?

ELICITING INFORMATION VIA SURVEYS

OPINIONS/BELIEFS

Do you **think** it is better to pay for purchases by credit card or cash?

BEHAVIOR

What protective measures **do** you take when paying by credit card?

Own Elaboration

PRACTICE

WORKSHEET

Names:

1. Analyze the following problems and formulate two questions per problem, one opinion and one behavioral, writing 'O' for the opinion question and 'B' for the behavioral question.

1. Problem

Multinational companies use users' personal information without their consent in order to increase sales and conduct analysis research. However, this violates the right to privacy because this information is confidential and non-transferable. Furthermore, it can be used in identity theft, kidnappings, and embezzlement.

Questions

-
-

2. Problem

Hacking is a problem that affects people and exposes them to criminals of all types. Moreover, criminals can use their social accounts to kidnap someone, ask for money, or damage their reputation. Therefore, this problem can cause damage to people's integrity and disturb their peace.

Questions

-
-

3. Problem

Card theft is a problem that affects people because criminals can use them to make expensive purchases or apply for loans using their identity. As a result, people can have exorbitant debts under their name without knowing the person who made the purchase or applied for the credit.

Questions

-
-

4. Problem

Enabling cookies on websites allows hackers to track people and access their personal information, such as passwords, email addresses, and account and mobile phone numbers. In

addition, through the acceptance of cookies, cybercriminals can insert malware into electronic devices and take control away from the owner.

Questions

-
-

5. Problem

Cyberbullying is a problem that affects not only teenagers but also everyone in their family circle because bullies often threaten their victims by revealing something private and secret to them. On the other hand, among the consequences of cyberbullying are cutting, low self-esteem, suicide, and depression.

Questions

-
-

PRODUCTION

ANSWER SHEET

QUESTIONS	ANSWERS	OBSERVATIONS
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Own Elaboration

LESSON PLAN N°9**UNIT 3
CLASS 3****INFORMATIVE DATA****TEACHER:** Solange Márquez**TOPIC:** Learning to Read Between Graphs**OBJECTIVE:** At the end of this lesson, students will be better able to use the subject-verb agreement in the presentation of survey results with the correct quantifiers.**SEMESTER:** Fifth semester**TIME:** 120 minutes

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
10	Warm-up	The teacher greets the students and asks them how they are doing. Next, the teacher asks them to stand up and choose a piece of paper with the name of the animal that they must imitate until they find their partner. Then, the teacher tells the students that after finding their partner, they must say a motivational phrase to each other. Finally, the teacher should ask them how they felt listening to the motivational phrases of their classmates and if they had a change in their mood.	Students should respond to their teacher's greeting and tell him or her how they feel that day. Next, they must stand up and choose a piece of paper with the name of an animal on it. Then, they must find their partner by imitating the sound of the animal that they got. After that, when they find their partner, they should say a motivational phrase to each other. Finally, students should answer honestly when the teacher asks them how they felt after the activity and if their mood changed in any way.	Names of the animals Post-it notes Motivational phrases	Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019) Bringing humour into the classroom (Cirocki et al., 2019)

<p style="text-align: center;">20</p>	<p style="text-align: center;">Presentation</p>	<p>The teacher tells the students that the class topic is the subject-verb agreement with quantifiers. Next, the teacher explains the structure of the graph's interpretations and the concordance that exists. Then, the teacher asks the students to write some examples on the whiteboard, checking the concordance between the subject and the verb. Finally, the teacher corrects the sentences using the whiteboard and tells them why.</p>	<p>Students should pay attention to the teacher's explanation of subject-verb agreement. Next, they should ask the teacher any questions related to the topic to clarify their doubts. Then, they should write some sentences on the whiteboard, taking into account the topic learned in class, and be willing to listen to their teacher's corrections and learn from them.</p>	<p>Flashcards Whiteboard Markers Eraser</p>	<p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)</p>
<p style="text-align: center;">30</p>	<p style="text-align: center;">Practice</p>	<p>The teacher asks the students to make pairs and hands out the worksheet to practice subject-verb agreement with quantifiers. In addition, the teacher shows the students an example of the activity and tells them that they have 20 minutes to do it. Additionally, the teacher offers individual support to students who are struggling with the activity. Finally, he/she asks a pair to share their interpretations with the class and correct them using the whiteboard if it is necessary.</p>	<p>Students form pairs and pay attention to the teacher's instructions and the example on how to complete the activity, asking the teacher any questions they have. In addition, they should check the subject-verb agreement in their interpretations of the graphs, asking the teacher for help if they need it. Finally, they must share their interpretations with the class and listen to the teacher's corrections.</p>	<p>Worksheet Whiteboard Markers Eraser Pencil</p>	<p>Displaying appropriate teacher behaviours (Cirocki et al., 2019)</p> <p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)</p> <p>Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019)</p>

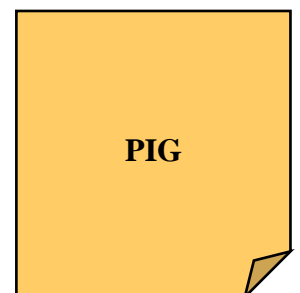
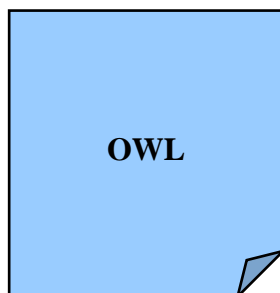
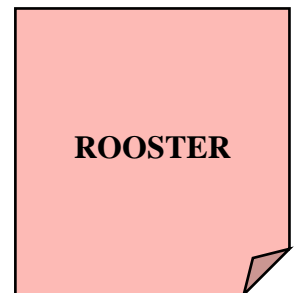
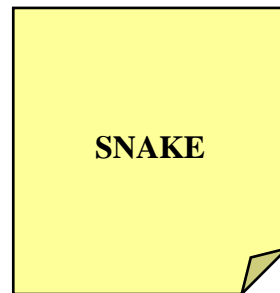
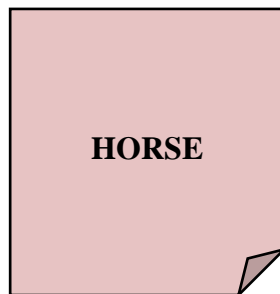
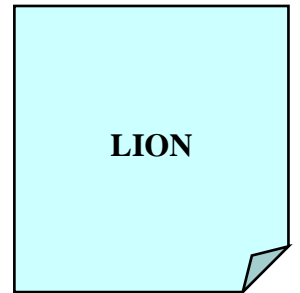
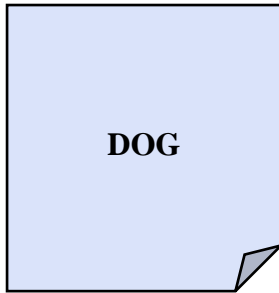
60	Production	<p>The teacher asks the students to join the same group as in the previous class and create four questions related to data privacy problems. Next, the teacher shows them the options for the answers and asks them to survey four classmates, one person for each one. Then, the teacher shows them an example of how to add the responses and get the percentages. After that, the teacher asks them to create a pie chart to show the results obtained with the corresponding interpretation, checking the subject-verb agreement with the quantifiers. In addition, the teacher asks the students to present the graphs with their interpretations, praises the students' effort, and gives some recommendations for future presentations. Finally, the teacher invites the students to attend their tutorials if they have any doubts or need advice.</p>	<p>Students should again join the groups of the previous class and create four questions related to data privacy issues with the answer options shown by the teacher. In addition, they should survey four classmates, one for each one. Next, they have to pay attention to the example of their teacher on how they should add up the answers obtained and get the percentages. Then, they must elaborate on the pie charts with the percentages and their respective interpretations by checking the subject-verb agreement with the quantifiers. Finally, they must present their interpretations to the teacher and listen to his/her feedback.</p>	<p>Whiteboard Markers Eraser Questions Pie charts</p>	<p>Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019)</p> <p>Displaying appropriate teacher behaviours (Cirocki et al., 2019)</p> <p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)</p> <p>Listening to students when they have problems (Cirocki et al., 2019)</p>
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MATERIALS AND RESOURCES

WARM-UP

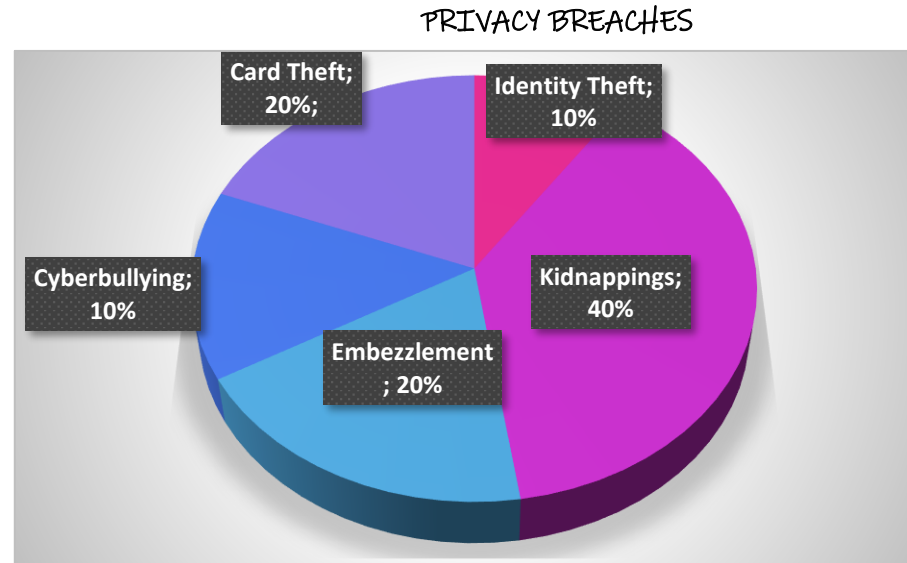
ANIMALS

(These notes with the names of animals can be used in pairs or according to the size of the group of students)



PRESENTATION

**SUBJECT-VERB AGREEMENT WITH QUANTIFIERS
EXAMPLES**



Own Elaboration

Based on the answers obtained in the graph, fifty percent of people were victims of kidnappings and identity theft. On the other hand, a number of respondents were victims of embezzlement, card theft, and cyberbullying. Therefore, this result demonstrates that people suffer due to the lack of privacy and the mismanagement of their information.

EXPLANATION SUBJECT-VERB AGREEMENT

- **SUBJECT:** FIFTY PERCENT OF PEOPLE
- **VERB:** WERE
- **QUANTIFIER:** FIFTY PERCENT OF

FIFTY PERCENT OF PEOPLE WERE
S. PLURAL+ VERB TO BE PLURAL

- **SUBJECT:** A NUMBER OF RESPONDENTS
- **VERB:** WERE
- **QUANTIFIER:** A NUMBER OF

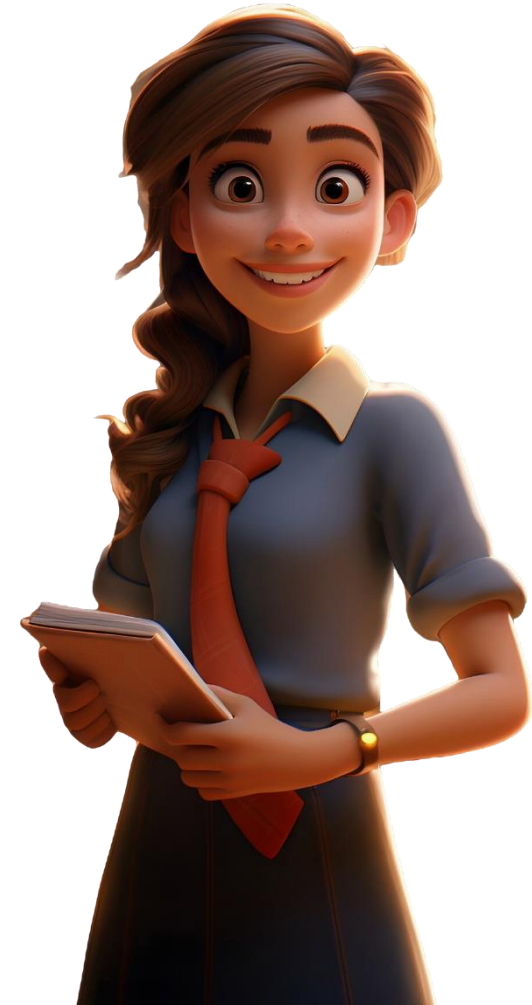
A NUMBER OF RESPONDENTS WERE
S. PLURAL+ VERB TO BE PLURAL

- **SUBJECT:** THIS RESULT
- **VERB:** DEMONSTRATE

THIS RESULT DEMONSTRATES
S. SINGULAR+ VERB WITH S

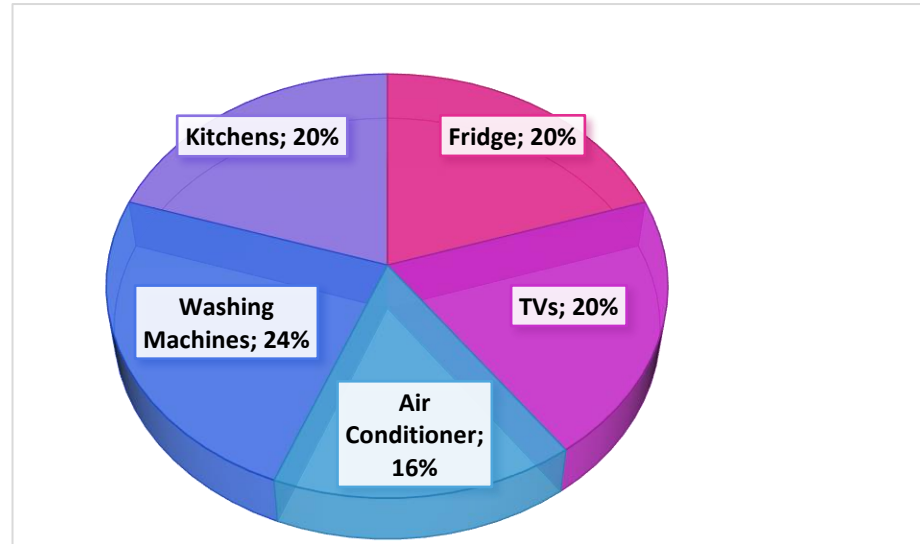
- **SUBJECT:** PEOPLE
- **VERB:** SUFFER

PEOPLE SUFFER
S. PLURAL+ VERB WITHOUT S



SUBJECT-VERB AGREEMENT WITH QUANTIFIERS EXAMPLES

BEST SELLING HOME APPLIANCES



Own Elaboration

This pie chart shows that a majority of the customers buy fridges, kitchens, and TVs. On the contrary, some of the clients buy air conditioners and washing machines.

EXPLANATION SUBJECT-VERB AGREEMENT

- **SUBJECT:** PIE CHART
- **VERB:** SHOW

PIE CHART + **SHOWS**
S. SINGULAR+ VERB WITH S

- **SUBJECT:** A MAJORITY OF THE CUSTOMERS
- **VERB:** BUY
- **QUANTIFIER:** A MAJORITY OF

A MAJORITY OF THE CUSTOMERS **BUY**
PLURAL+ VERB WITHOUT S

- **SUBJECT:** SOME OF THE CLIENTS
- **VERB:** BUY
- **QUANTIFIER:** SOME OF THE

SOME OF THE CLIENTS **BUY**
PLURAL+ VERB WITHOUT



PRACTICE

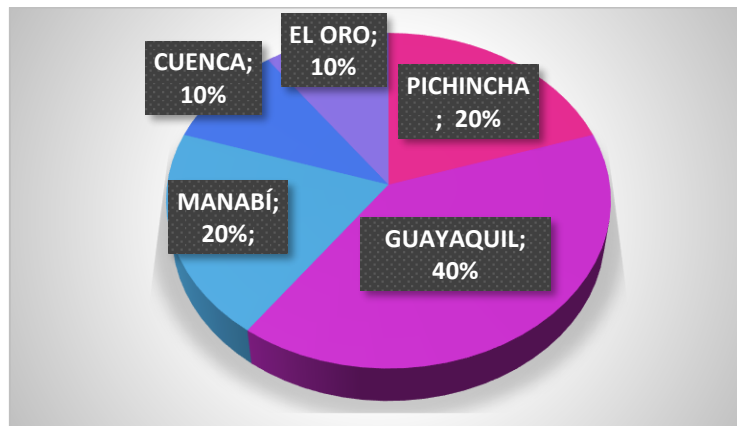
WORKSHEET

Names:

- Analyze the following pie charts and interpret them, checking that there is a subject-verb agreement with the quantifiers.

(The following information was invented for educational purposes.)

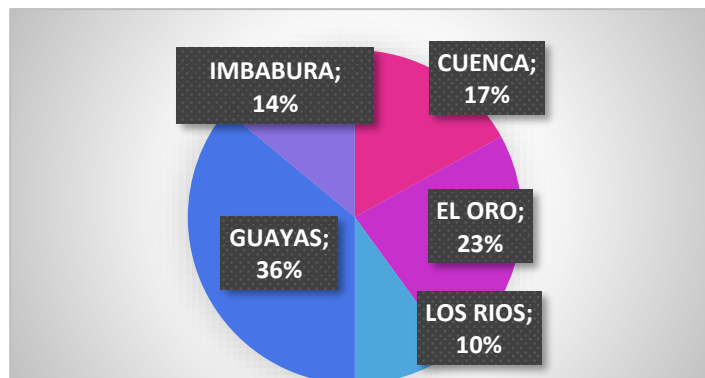
1. CARD THEFTS IN ECUADOR



Own Elaboration: Figures of Card Thefts in Ecuador

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.....
.....
.....
.....

2. HACKING IN ECUADOR

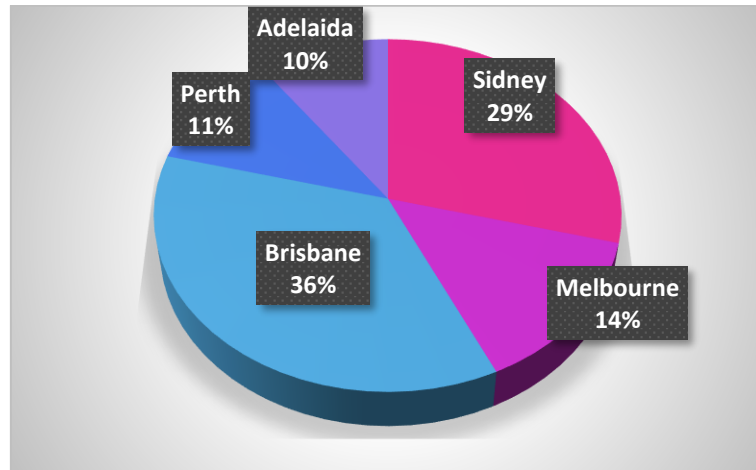


Own Elaboration: Figures of Hacking in Ecuador

.....
.....
.....

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.....

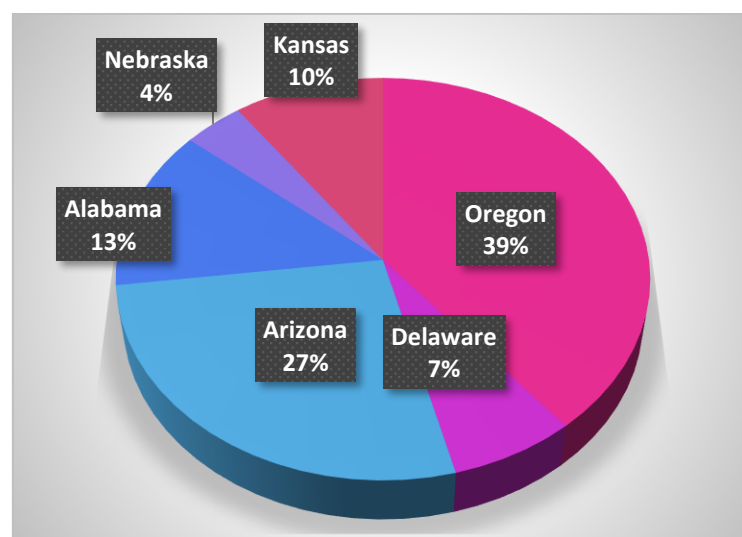
3. CYBERBULLYING IN AUSTRALIA



Own Elaboration: Figures of Cyberbullying in Australia

.....
.....
.....
.....
.....

4. KIDNAPPING IN THE UNITED STATES}

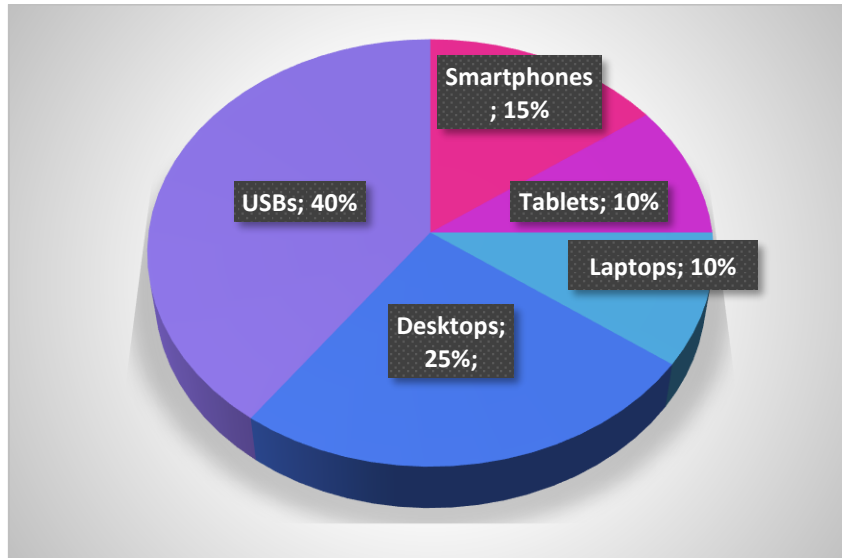


Own Elaboration: Figures of Kidnapping in the United States

.....
.....
.....

.....
.....
.....

5. MALWARE IN TECHNOLOGICAL DEVICES



Own Elaboration. Percentages of Technology Devices Most Affected by Malware

.....
.....
.....
.....
.....

PRODUCTION

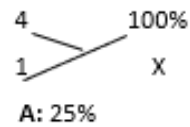
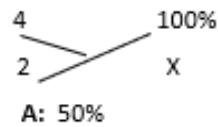
EXAMPLE

QUESTIONS	P1	P2	P3	P4
Have you been a victim of Cyberbullying?	1	2	1	5
How often do you change your password?	3	5	3	4
How often do you pay by credit card?	4	4	5	2
Have you been a victim of hacking?	5	3	4	3

- Never: 1
- Rarely: 2
- Sometimes: 3
- Often: 4
- Very Often: 5

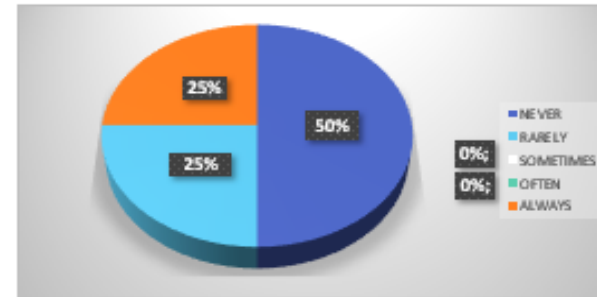
QUESTION 1

- NEVER: 2
- RARELY: 1
- SOMETIMES: 0
- OFTEN: 0
- ALWAYS: 1



PERCENTAGES

- NEVER: 50%
- RARELY: 25%
- SOMETIMES: 0%
- OFTEN: 0%
- ALWAYS: 25%



PIE CHART

Example of the Activity. Own Elaboration

LESSON PLAN N° 10

UNIT 4

CLASS 1

INFORMATIVE DATA

TEACHER: Solange Márquez

TOPIC: Making Exaggerated Comparisons

OBJECTIVE: At the end of this lesson, students will be better able to use correctly the expressions of extreme comparisons and contrasts in an advertisement.

SEMESTER: Fifth semester

TIME: 120 minutes

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
15	Warm-up	The teacher tells the students that they will discuss some questions related to business. Next, he/she asks the students to make groups of four and assign three roles in their group. Then, the teacher explains the functions of each role and hands out the worksheet, telling them that they should write down the answers and make the summary. After that, the teacher tells them that they have 30 seconds to answer the questions. Lastly, the teacher asks the concept-checking questions and monitors them while they work. Finally, the teacher asks one of the students to	Students form groups of four and decide who will be the leader, the moderator, and the timekeeper. In addition, they have to pay attention to the explanation given by the teacher about the functions of each role: the leader will be in charge of asking the questions, the moderator will encourage the students to participate by being respectful of the opinions of others and help to summarize the discussion, and the timekeeper will ensure that everyone respects the time limit for participation. Afterward, they should start discussing the questions, and if	Questions Chart	Being polite to students (Cirocki et al., 2019) Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019) Promoting learner autonomy (Cirocki et al., 2019)

		<p>share the summary with the rest of the class.</p> <p>Concept-checking questions:</p> <ul style="list-style-type: none"> • What are the roles of the leader, moderator, and timekeeper? • Should everyone speak or just the leader? • How should you fill in the chart? • How much time do you have to answer the questions? 	<p>they have any doubts, ask the teacher. Finally, one of them must share the summary with the class, apart from the leader.</p>		
20	Presentation	<p>The teacher explains to the students that the topic of the lesson is extreme comparisons and contrasts. Next, the teacher asks if any of them know anything related to this topic. Then, the teacher writes two sentences per expression on the board with blanks and asks the students which word they think would be the correct one. Finally, the teacher indicates the correct answer, explaining why and when each is used.</p>	<p>Students answer if they know something about extreme comparisons and contrasts. Next, they should participate in the class by saying which word they think would be the answer. Then, they must pay attention to the word the teacher sticks on the board and his/her explanation. Finally, if they don't understand something, they should ask the teacher to solve their doubts.</p>	<p>Sentences Whiteboard Markers Eraser</p>	<p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)</p>

25	Practice	<p>The teacher asks the students to make a circle and starts saying a sentence with even. Next, the teacher says that the next student should say a sentence with let alone, and the third one should say one with not to mention. Then, the teacher tells them that when the third student says the sentence, the count restarts. After that, the teacher corrects the sentences if it is necessary. Finally, the teacher praises the students after participating in the lesson.</p>	<p>The students make the circle and start saying even, let alone, and not to mention. Next, when the last student says the sentence with not to mention, the following student must start saying a sentence with even repeating the pattern, ensuring that everyone participates and practices. Furthermore, they should pay attention to the teacher's corrections about their sentences and ask them if they have any doubts.</p>	<p>Sentences Whiteboard Markers Eraser Motivational phrases</p>	<p>Displaying appropriate teacher behaviours (Cirocki et al., 2019)</p> <p>Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)</p>
60	Production	<p>The teacher asks the students to form six groups of four and one trio. Next, the teacher tells them they must create a commercial advertisement to launch a new product. Then, he/she tells them that they must use extreme comparisons and contrasts by comparing the new product with an existing one. After that, the teacher explains to them the structure of the advertisement. Lastly, the teacher tells them that they have 25 minutes to conclude the activity. Finally, he/she asks the students to present their commercial</p>	<p>Students form groups and create commercial advertisements to launch a product that differs from an existing one using extreme comparisons and contrasts. Next, they have to pay attention to the structure of the advertisements. Then, they ask the teacher for help if they need it. Finally, they have to present their adverts and listen to the teacher's feedback about their presentations.</p>	<p>Internet Laptop App Projector</p>	<p>Varying the activities students take part in in the classroom (Cirocki et al., 2019)</p> <p>Encouraging creativity in the classroom (Cirocki et al., 2019)</p> <p>Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019)</p>

		advertisements and gives general feedback about their presentations.			Providing positive feedback about students' learning progress (Cirocki et al., 2019)
--	--	--	--	--	--

MATERIALS AND RESOURCES

WARM-UP

QUESTIONS

Do you consider that it is better to read a digital book instead of a physical book?

Do you prefer to buy your books in a small bookstore or a large chain store? Why?

What do you think are the advantages and disadvantages of buying your products in a large chain shop?

Do you think it is better to modernize the business using the different technological tools that exist or stay the

CHART

Students	Q1	Q2	Q3	Q4	Summary
Name:					
Name:.....					
Name:.....					
Name:					

Own Elaboration

PRESENTATION

The customers are fuzzy,
..... checking the
amount of cotton in the
clothing tag before they
buy.

EVEN

Use

Even it is used to emphasize that the action is exaggerated or extreme.

- The customers are **fussy**, **even** **checking** the amount of cotton in the clothing tag before they buy.
- **Normal:** Fussy
- **Extreme:** Checking



A fuzzy customer may
lead to desperation and, in
some cases,
fury.

EVEN

A fuzzy customer may lead to **desperation** and, in some cases, **even fury**.

- **Normal:** Desperation
- **Extreme:** Fury



Companies do not need to buy robots to modernize their businesses,.....
invest in expensive apps, to keep up with technology.

LET ALONE

This expression is used in two sentences to emphasize that the second option is more improbable than the first. It goes before an adjective, verb, noun, or adverb.

In this case, the word business which is a noun goes before that let alone.

Companies do not need to **buy robots** to modernize their **business**, **let alone** **invest in expensive apps**, to keep up with technology.

- **Option:** Buy robots
- **Extreme option:** Invest in expensive apps

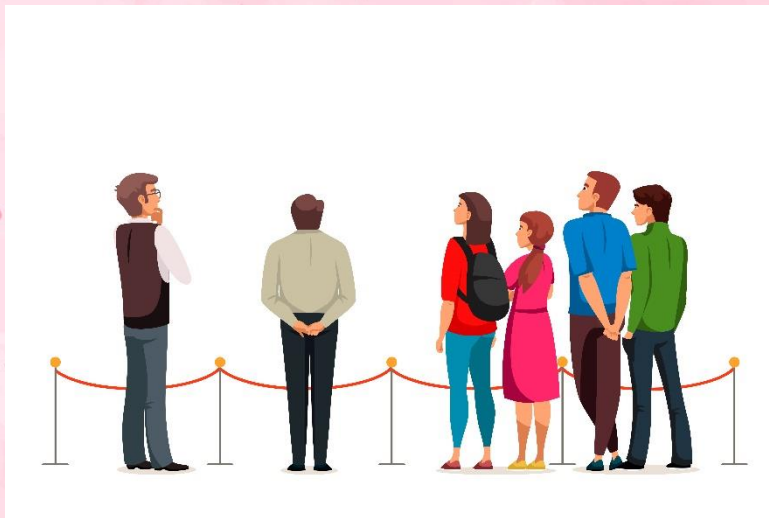


Customers do not have to stand in long queues, take turns, to be attended to by the sales assistants.

LET ALONE

Companies do not have to **stand in long queues**, **let alone take turns**, to be attended to by the sales assistants.

- **Option:** stand in long queues
- **Extreme option:** take turns



This dress is beautiful and
elegant,.....
sophisticated.

NOT TO MENTION

This expression is used to introduce the most outstanding characteristic after mentioning at least two features of an activity or thing.

This dress is **beautiful** and **elegant**, **not to mention sophisticated.**

Characteristic 1: Beautiful

Characteristic 2: Elegant

Most extreme characteristic: Sophisticated



Starting up a new business
can be challenging and
expensive,.....
time-consuming.

NOT TO MENTION

Starting a new business can be **challenging** and **expensive**, **not to mention** **time-consuming**.

Characteristic 1: Challenging

Characteristic 2: Expensive

Most extreme characteristic: Time-consuming



ANSWERS

even

even

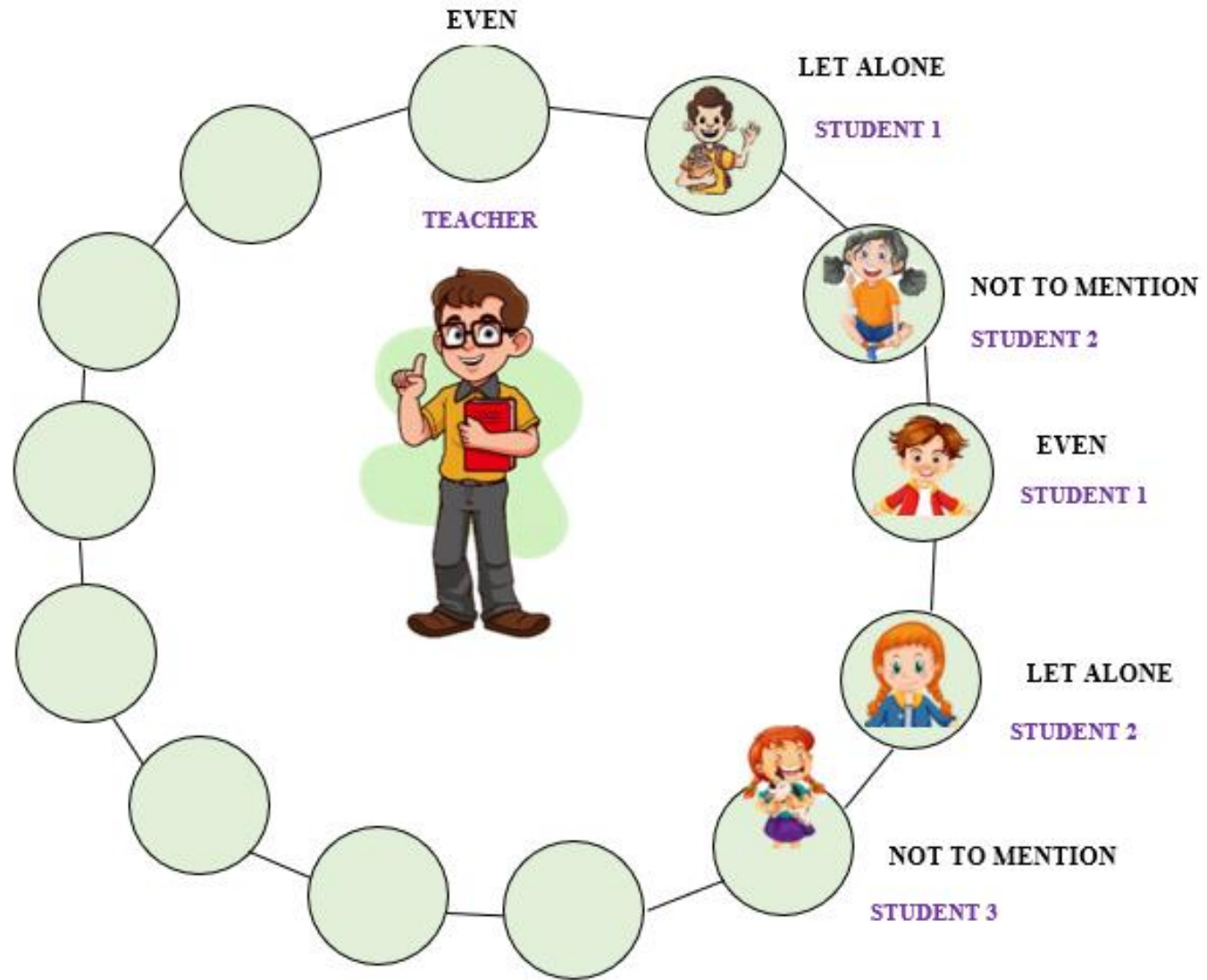
let alone

let alone

not to mention

not to mention

PRACTICE



Example of the Activity

LESSON PLAN N°11

UNIT 4

CLASS 2

INFORMATIVE DATA

TEACHER: Solange Márquez

TOPIC: Awakening your Imagination

OBJECTIVE: At the end of this lesson, students will be better able to use personification in the dramatization of a fairy tale.

SEMESTER: Fifth semester

TIME: 180 minutes

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
20	Warm-up	The teacher asks the students to go to the university courtyard and form three groups of five and two groups of six. Next, the teacher gives the students a box that contains some sentences that form a story. Then, the teacher explains the instructions for the game, which consists of taking a piece of paper, reading it, and telling it to the next classmate in their row. After that, he/she explains to them they must tell what they have read and the information listened to from the previous partner. Finally, the teacher listens to the stories, selects the correct ones, and rewards the winning group.	The students should go to the university courtyard, form groups, and assign who will be the leader. Next, the leader must hold the box with the phrases while the rest of their classmates pay attention to the teacher's instructions. Then, the students must run to take the paper from the box, read it, and tell the next classmate what they have previously listened to and read, following the sequence until they form the whole story. After that, the group that has the story sooner should tell it to the leader. Finally, he/she must tell the teacher and find out whether their group is the winner or not.	Five boxes with two spaces Strips of colored phrases Snacks	Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019) Encouraging students to participate in English-related activities outside the classroom (Cirocki et al., 2019) Allowing students to choose classroom activities (Cirocki et al., 2019) Rewarding students in various ways (e.g., Teach the class your favorite game,

					take a homework pass, choose a book for reading aloud) (Cirocki et al., 2019):
10	Presentation	The teacher tells the students that the topic of the class is personification. Next, the teacher explains what personification is and why it is used, showing slides about phrases with pictures of inanimate objects. Then, the teacher reads the sentences and points out where the personification is. Finally, he/she asks students to give other examples with different objects.	The students should pay attention to the explanation of personification and why it is used. Furthermore, they should look at the slides about phrases of inanimate objects and try to determine in which part of them there is figurative language. Finally, they should ask the questions of the teacher and participate in the class by giving more examples.	Slides presentations Internet Laptop Projector	Making learning stimulating and attractive (Cirocki et al., 2019) Using pictures, gestures, and actions to make concepts and content clear (Cirocki et al., 2019)
30	Practice	The teacher asks the students to join the same groups at the beginning of the class. Next, he/she tells them that they must create a script of a fairy tale using personification. Then, the teacher tells them that it must be created to last 15 minutes. After that,	The students must join their groups and assign who will be the leader, main scriptwriter, and narrator in their groups. Next, they should listen to their functions; the leader grades them, the main scriptwriter organizes the ideas to write the	Charts Scripts Pencil Eraser	Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019) Promoting learner autonomy (Cirocki et al., 2019)

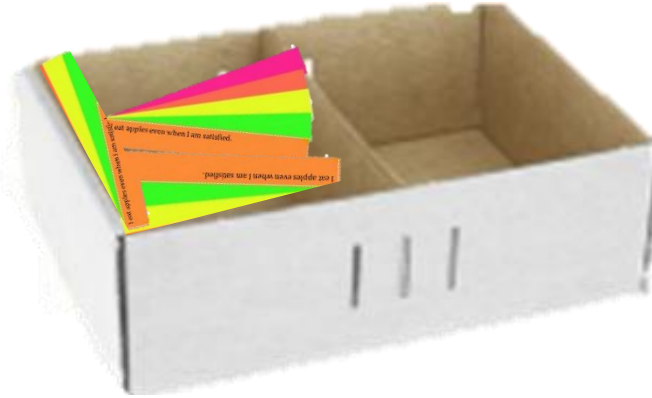
		<p>the teacher asks them to assign the roles and gives them a chart to assess themselves and be evaluated by the leader. Moreover, he/she asks the concept-checking questions to the students to verify that they understood the instructions. Finally, the teacher helps them correct their scripts and checks that everyone has finished them.</p> <p>Concept- checking questions</p> <ul style="list-style-type: none"> • How long must the script last? • How much time do you have to do the script? • What is the function of the leader and the main scriptwriter? • Who must use the charts? 	<p>script, and the narrator relates the scenes of the fairy tale. Then, they have to start doing the script and use the chart given by the teacher to assess themselves and also be evaluated by the leader. Furthermore, students can ask the assistance of the teacher to check their script and hand in the charts.</p>		<p>Creating opportunities for students to assess themselves (Cirocki et al., 2019)</p> <p>Encouraging creativity in the classroom (Cirocki et al., 2019)</p> <p>Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019)</p>
120	Production	<p>The teacher tells the students that as a final activity, they must present their fairy tales in class. Next, he/she tells them that they have 30 minutes to practice their play, organize it, and prepare any material. Moreover, the teacher tells them that the most creative fairy tale will get the highest score and that their dramatization should last 15 minutes per group. Then, the teacher mentions that they can go outside to</p>	<p>The students listen to the teacher's instructions and decide whether they practice outside or stay in the class. Next, they should start to organize it, prepare the material they will use, and practice the script. Then, after 30 minutes of practice, they have to return to the class and present their fairy tales while the rest of the class keeps silent. Finally, they should listen to the positive feedback from</p>	<p>Scripts Crafts Materials</p>	<p>Assesses students' knowledge through role-plays, debates, games, etc. (Cirocki et al., 2019)</p> <p>Providing positive feedback about students' learning progress (Cirocki et al., 2019)</p>

		practice their play. Furthermore, the teacher asked the students to present their plays while the rest of the class kept silent. Finally, he/she praises the students, acknowledging their progress in their presentations, and highlights their positive aspects against their weaknesses.	their teacher about the progress in their presentations.		Encouraging creativity in the classroom (Cirocki et al., 2019) Listening to students when they have problems (Cirocki et al., 2019)
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MATERIALS AND RESOURCES

WARM-UP

EXAMPLE OF THE BOX



Example of the Box with two spaces

SENTENCES

• FIRST GROUP

Mario and I were walking in the forest when

I heard a horrendous scream even worse than the one in the movies.

Next, a whisper echoed in the air and was confused with the symphony of the birds.

Then, a huge and gloomy shadow, not to mention, terrifying appeared on the road.

Finally, when we saw it up close, it was nothing more than a huge black bear.

• SECOND GROUP

My friends and I decided to go to the Miami Beach

While walking we found an ancient chest hidden in the sand.

I was initially convinced that it belonged to treasure hunters.

However, there was one important clue on the map: a red stamp with a name written on it.

Finally, we discovered that the chest belonged to a granny called Mercedes.

- **THIRD GROUP**

One night while I was going to my residence.

In the distance, I saw a very pale man who looked like he was about to faint.

Maybe he was drunk because he was staggering like a leaf.

Unexpectedly he was able to walk towards me.

And he said to me: Why don't you recognize me? I am your dead uncle, and I fainted.

- **FOURTH GROUP**

Once upon a time while I was surfing the web.

I received a notification in which it asked me, ¿Do you accept the cookies?

I was astonished, and undoubtedly, I accepted them immediately.

Meanwhile, I was thinking about the delightful cookies that I would eat.

Suddenly, my brother told me that cookies are permission to access your personal information.

And not real cookies! ¡That was a great disappointment!

- **FIFTH GROUP**

One day while Jennifer was on the job.

Juan, her boss calls her to a meeting to make important decisions about the enterprise.

He asks her and their coworkers, ¿Which action do you think is necessary to reduce costs?

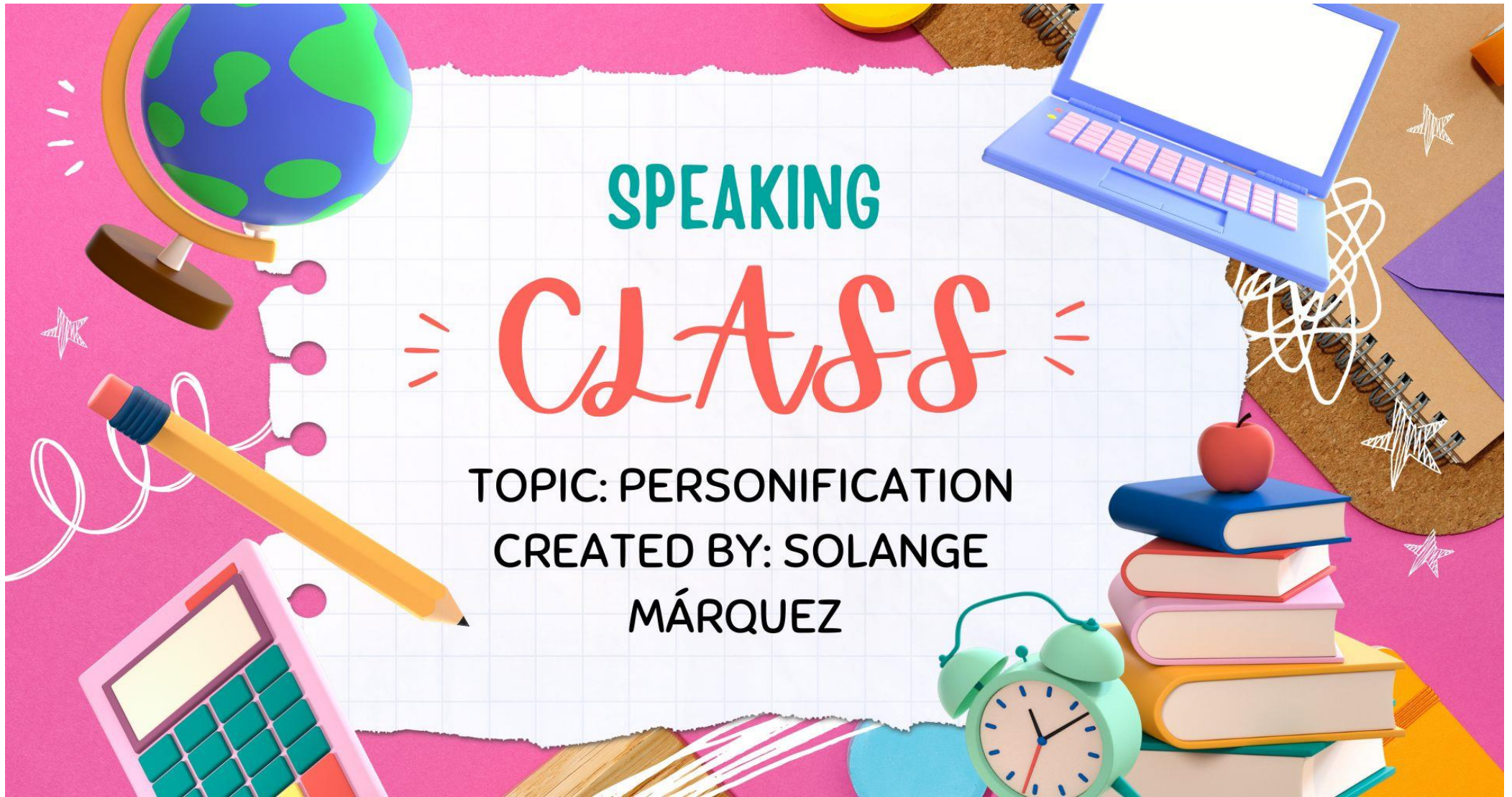
Jennifer told him that the best way to optimize costs is to limit electricity consumption.

Juan replied to her, ¡You are crazy! We are in Ecuador, where there are power outages of more than 8 hours.

Finally, Jennifer said, “I’m sorry, I forgot where we live”.

Own Elaboration

PRESENTATION





WHAT IS PERSONIFICATION?

Personification is a type of figurative language that consists of assigning human attributes to inanimate objects and animals.

WHY IT IS USED?

It is commonly used in creative writing to capture the reader's attention and add emotions to the story, making it intriguing and vibrant.

Examples

① This ancient tree has listened to all the familiar secrets.



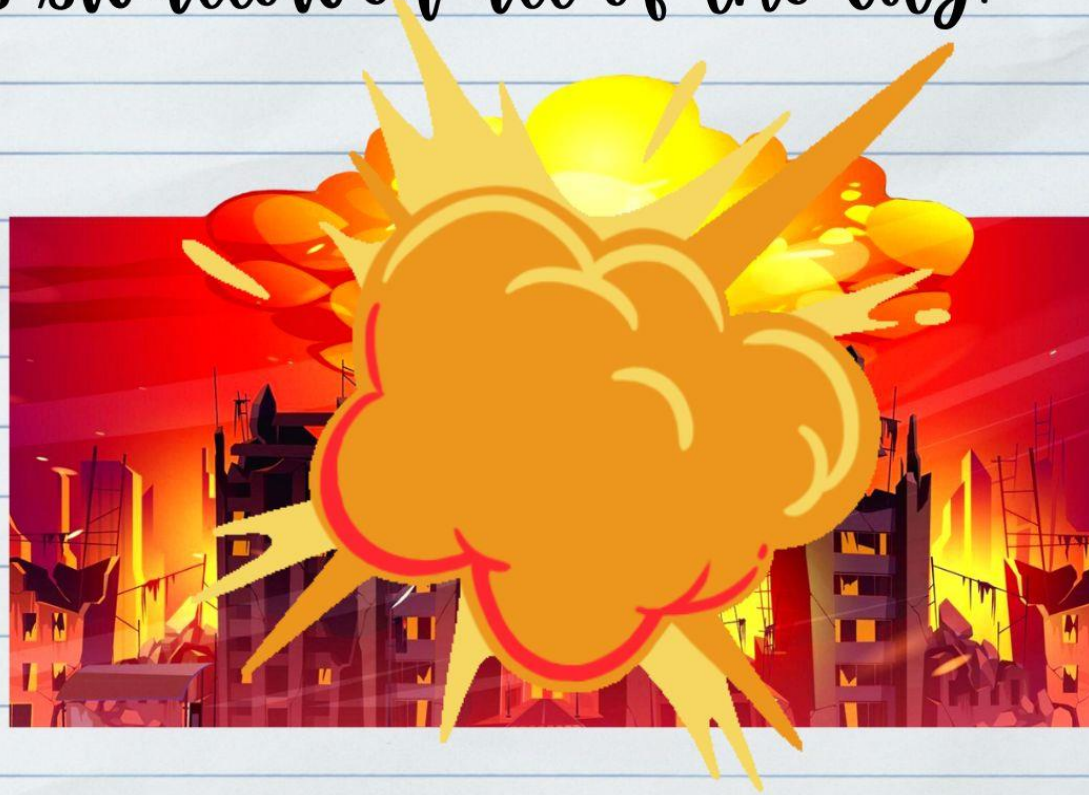
Examples

② The moon dances in synchrony with the stars.



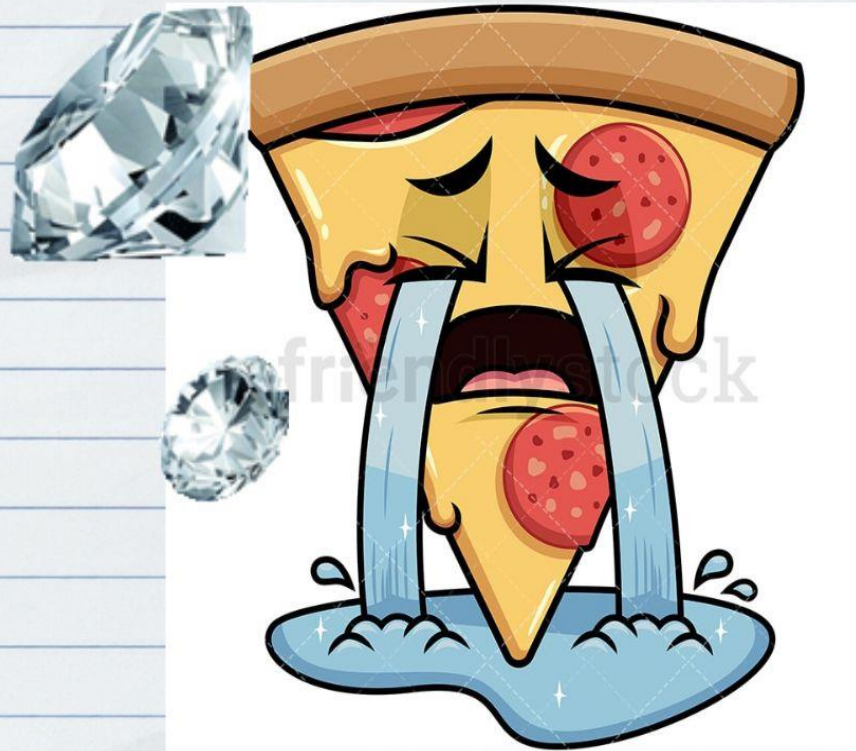
Examples

③ The flames swallowed all of the city.



Examples

④ The pizza begged me to not be eaten.



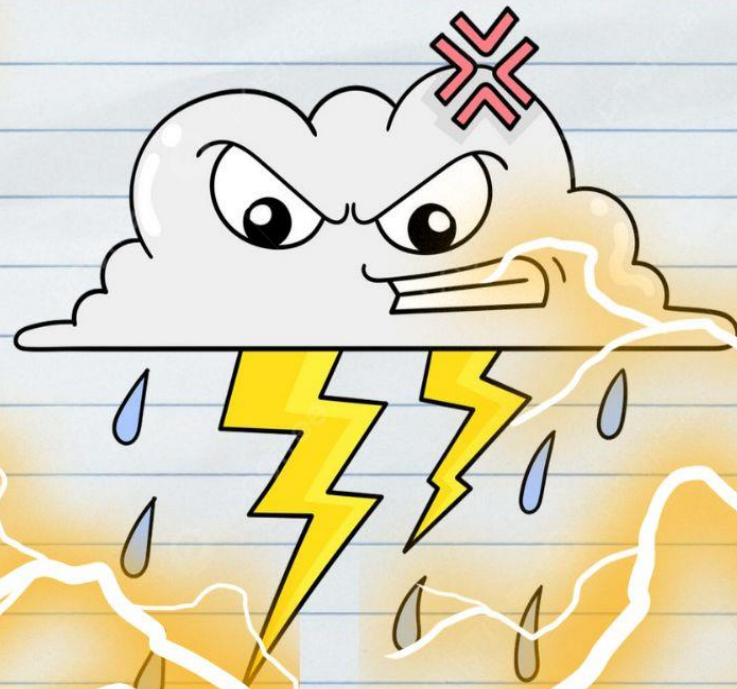
Examples

⑤ The guitar cried with me after I broke up with my boyfriend.



Examples

⑥ The thunderstorm raged like a hungry lion.



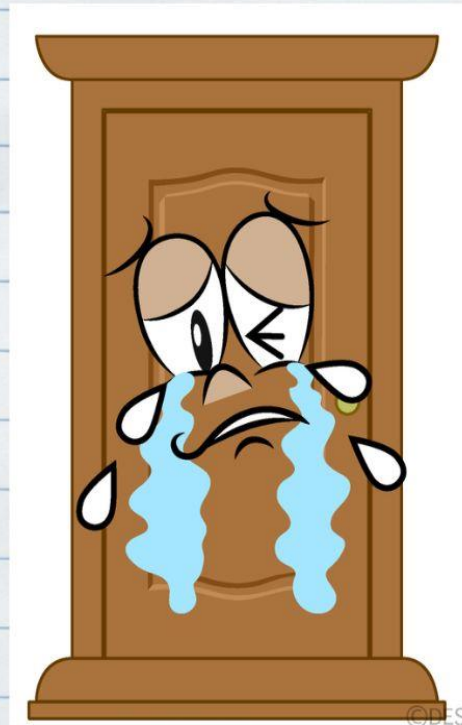
Examples

⑦ At night the waves whisper unrevealed secrets.



Examples

⑧ The door groans when someone opens it.



PRACTICE

CHART

- Based on your criteria, evaluate yourself by being fair and honest, and then your leader will rate you. Finally, pay attention to your leader's comments.
- 1: Never
- 2: Rarely
- 3: Neutral
- 4: Often
- 5: Always

Standards	Questions	Self-assessment	Leader assessment	Feedback
Collaborative Work	Did I contribute positively to my group in carrying out the task?	.....	.....
Participation	Did I take the initiative to propose an idea or suggest a change in the script?	.....	.....
Commitment	Have I shown commitment to the development of the task?	.....	.....
Time Management	Have I completed the assigned tasks on time?	.....	.....
Peer-Interaction	Was I courteous to my colleagues by listening to their ideas and being respectful to them?	.....	.....

Own Elaboration

LESSON PLAN N°12**UNIT 4
CLASS 3****INFORMATIVE DATA****TEACHER:** Solange Márquez**TOPIC:** Walking in the Shoes of an Entrepreneur**OBJECTIVE:** At the end of this lesson, students will be better able to present a pitch at an open house.**SEMESTER:** Fifth semester**TIME:** 180 minutes

TIMING	STAGE	TEACHER'S ACTIVITIES	STUDENT'S ACTIVITIES	RESOURCES AND MATERIALS	MOTIVATIONAL STRATEGIES
20	Warm-up	The teacher greets the students and asks them how they are. Next, he/she asks the students to make a circle and tells them they will build a spiderweb with a wool roll. Then, the teacher explains to the students that that they have to choose a classmate, throw the roll, and say one quality of him/her; whoever receives it must say one quality of the classmate who threw it and repeat the process. After that, the teacher monitors them while they play and tells them one quality of the group.	The students answer the teacher's greeting and tell him/her how they are doing. Next, they have to make a circle and listen to the teacher's instructions, which are to build a spiderweb with a wool roll. Then, they must choose a student, throw the wool roll, and say one quality of him/her; whoever receives it must say one quality of the classmate who threw it and then repeat the same process. Finally, they have to return the roll of wool to the teacher and listen to the quality of the group mentioned by the teacher.	A roll of wool	Being polite to students (Cirocki et al., 2019) Creating a friendly classroom atmosphere and a cohesive learning group (Cirocki et al., 2019) Varying the activities students take part in in the classroom (Cirocki et al., 2019)

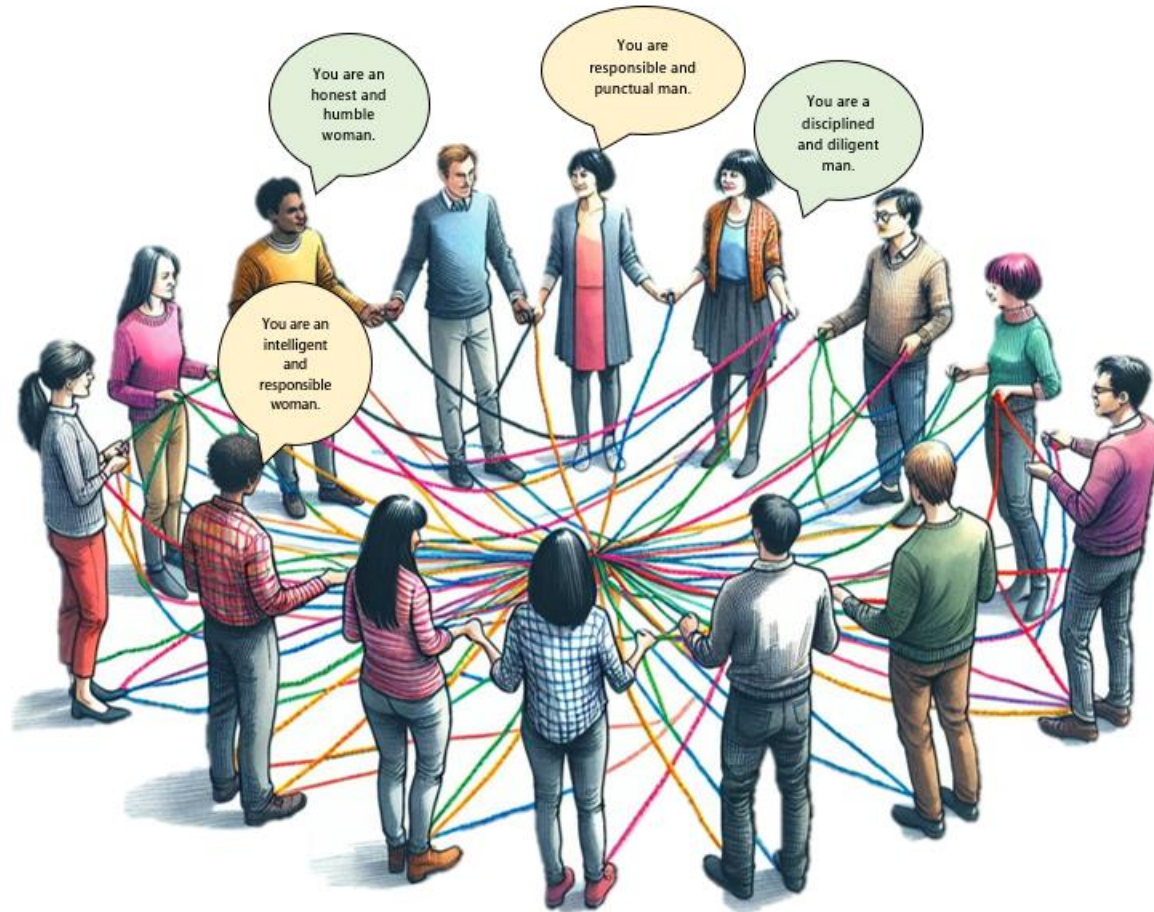
10	Presentation	<p>The teacher tells the students that the topic of the class is how to make a pitch. Next, he/she tells them the objective of designing a pitch. Then, the teacher hands out a brochure with a business proposal for a venture to the students. After that, he/she projects it and points out its parts. Finally, the teacher explains what recommendations the students should consider when designing a proposal.</p>	<p>Students will listen to the purpose of a pitch and pay attention to its structure. In addition, they must consider the recommendations of their teacher when making a business proposal for an entrepreneur or a non-profit organization.</p>	<p>Whiteboard Markers Eraser Brochure of the pitch Laptop Internet Projector</p>	<p>Making learning stimulating and attractive (Cirocki et al., 2019)</p>

30	Practice	<p>The teacher tells them that they will make brochures of pitches of businesses and nonprofit organizations and asks them to form three groups of five and two of six. Next, he/she asks them to assign a leader and a moderator to their groups and explains their functions. Then, the teacher asks the leaders to choose a piece of paper for the type of pitch they will make and reminds them to use expressions of extreme comparisons and personification. After that, he/she asks them to start making the business proposal and monitors them while they work, praising their excellent ideas and helping them if they need it. Finally, the teacher checks that everyone has finished the pitches and asks the leaders to show them.</p>	<p>The students listen to the teacher about what activity they will do. Next, they form their groups, choose a leader and a moderator, and listen to what their functions will be. The leader is the guide for the group, and the moderator will encourage respectful interventions during the activity. Then, the leader must choose a piece of paper to know what type of pitch they will make. After that, they must start working on the pitch, use the expressions of extreme comparison and personification, and ask for help if they need it. Finally, the leader must present their pitches to the teacher.</p>	<p>Post-it notes Laptop Internet App</p>	<p>Displaying appropriate teacher behaviours (Cirocki et al., 2019)</p> <p>Promoting learner autonomy (Cirocki et al., 2019)</p> <p>Encouraging creativity in the classroom (Cirocki et al., 2019)</p> <p>Providing individual support for students whenever needed to show that the teacher cares about them (Cirocki et al., 2019)</p>
		<p>The teacher tells the students that they will present their pitch brochures at an open house and asks</p>	<p>The students in their groups join their tables to form their stands and decide who will be the leader.</p>	<p>Whiteboard Charts Tables</p>	<p>Creating a friendly classroom atmosphere and a cohesive</p>

180	Production	<p>them to form their stands with their tables and decorate them, giving them colored cardboard, markers, scissors, and glue to make the decorations. Next, the teacher tells them that they have one hour to practice their presentations and decorate their stands. Then, the teacher asks them to assign a leader and tells them that their presentations should last 5 minutes. In addition, he/she tells the students that the two best groups will receive a pizza as a reward. After that, the teacher checks that everyone is ready and asks the guests to come. Furthermore, the teacher welcomes the guests and tells them that when they have finished visiting all the stands, they can only vote twice: once for the best business proposal and once for the best non-profit proposal. Finally, the teacher looks at the groups' scores, selects the two winners, gives them their pizza, and thanks students for their visit.</p>	<p>Moreover, they must start making the decorations and practicing their presentation, dividing the parts of the pitch among themselves. Next, when the time is up, they must be ready to present their business or non-profit pitches. Then, the students must try to convince the public to vote for them to win the prizes. Finally, they should tell the guests which row their group is in and thank them for coming.</p>	<p>Markers Eraser Colored cardboard Scissors Glue Brochures Laptop Internet Pizzas</p>	<p>learning group (Cirocki et al., 2019)</p> <p>Assesses students' knowledge through role-plays, debates, games, etc. (Cirocki et al., 2019)</p> <p>Rewarding students in various ways (e.g., Teach the class your favorite game, take a homework pass, choose a book for reading aloud) (Cirocki et al., 2019)</p>
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MATERIALS AND RESOURCES

WARM-UP



Circle of pupils making the spiderweb and telling each other their qualities.

PRESENTATION

OBJECTIVE

The purpose of making a pitch is to show potential investors or donors that you have a solid plan for your business or non-profit organization and get them to invest in it by appealing to their emotions.

Purpose of a pitch. Own Elaboration

RECOMMENDATIONS

- Start the pitch with a mission statement.
- Grab the attention of your audience using a story or imagery.
- Appeal to their feelings and emotions
- Demonstrate that your pitch is feasible.
- Indicate the measure of success of your entrepreneur or non-profit organization.
- Use phrases that encourage them to be part of your business.
“You’ll be ahead of everyone if you do this”/ “You’ll be left out if you don’t do this”
- Finalize your presentation with a personalized phrase that finishes to convince the audience.

Recommendations based on the Prism Book Listening and Speaking 4 (Williams, 2022).

BROCHURE

WRITTEN BY: SOLANGE MÁRQUEZ



"EL GOMMELITO" COTTAGES FOR RENT

Pitch

MISSION STATEMENT

Our mission is to offer comfortable and cozy cabins to the general public where people can create memorable moments with their family or friends surrounded by nature and farm animals.

STORY Use personification or imagery

One day a boy called Gommelito and his family decided to go to the mountain Imbabura for a walk, but the road was long, and they couldn't get there that day, so they decided to look for a place to spend the night. Suddenly, a sweet and intelligent little pig appeared and asked them, Would you like to sleep in a beautiful and cozy cottage? And they answered yes. Afterward, the little pig led them to isolated cottages where only a few farm animals lived, and they decided to name that place 'El Gommelito' Cottages for rent.

SUCCESS STANDARDS

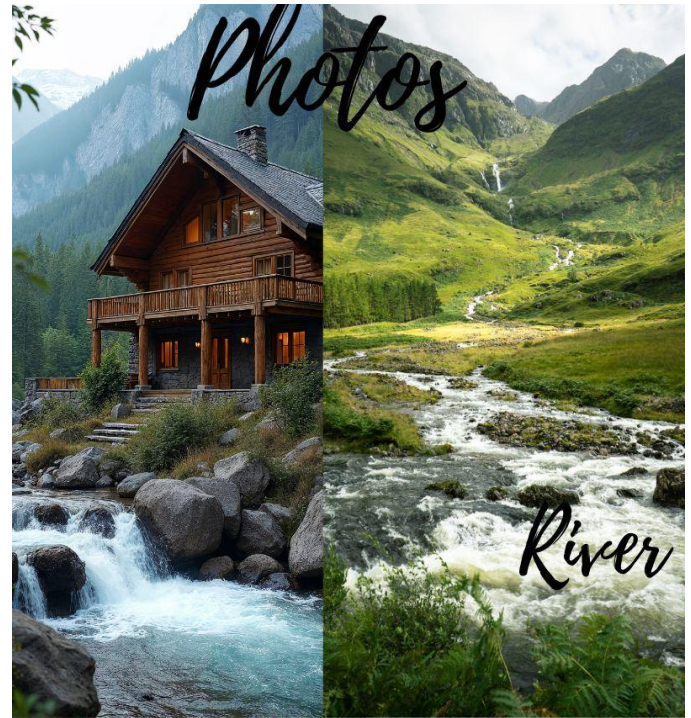
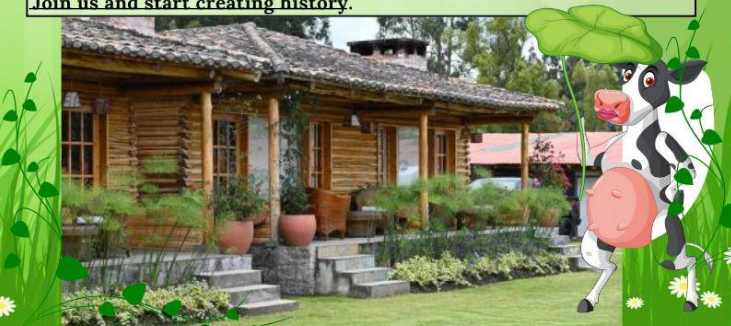
The cottage rental aims to earn \$50,000 to \$100,000 per year from the cost of accommodation and food. The cost for each adult is \$50 per night, and for children, it's half. This price covers food, full access to the farm, visiting the farm animals, enjoying the river, hiking in the mountains, and all the buffet food we offer.

HOW WILL BE ABLE TO DO THIS?

We will promote our business using TikTok by recording trending videos in the cottages, posting photos on Instagram, Facebook, and WhatsApp with the stunning mountain landscapes as a background, and telling them that whoever goes more than twice, accompanied by more than four people, will receive an extra night free with food included.

WHY IS THIS BUSINESS DIFFERENT?

If you invest in this entrepreneur, you will be ahead of everyone because it is profitable, and people will love to visit this place. In addition, we have the support of animal protection organizations, as we have animal protection standards that guarantee the care of the animals and their welfare. **¡Don't doubt more! Be part of the change. Join us and start creating history.**



Example of a business pitch brochure. Own Elaboration

PRACTICE

TOPICS

BUSINESS

BUSINESS

BUSINESS

NONPROFIT ORGANIZATION

NONPROFIT ORGANIZATION

PRODUCTION

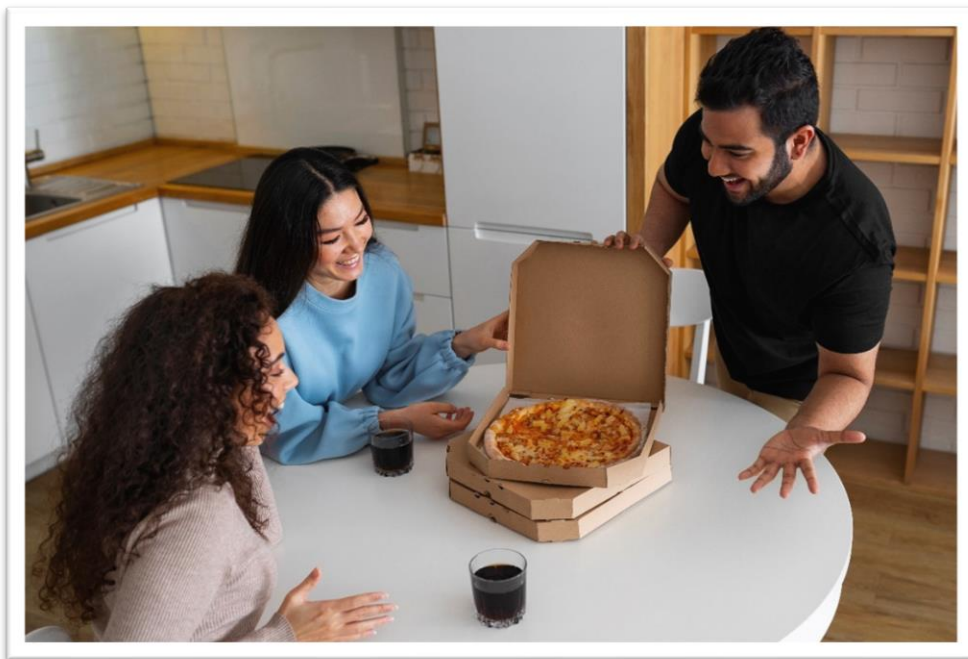






Image of the winning students receiving their pizza from the teacher.

EXAMPLE OF VOTES AT THE OPEN HOUSE

VOTES																								
 BUSINESSES					 NONPROFIT ORGANIZATIONS																			
Group 1		Group 2			Group 3			Group 1		Group 2														
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			
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TOTAL	59				TOTAL	27				TOTAL	14				TOTAL	58				TOTAL	42			

Own Elaboration. Examples of votes for the groups

4.4. Impact Analysis

❖ Educative Impact

This research will influence students' behavior by making them feel more comfortable and relaxed in the English lessons. In addition, the activities in the proposal will help them to gain more self-confidence and learn from peer feedback. Consequently, they will be encouraged to take more risks and participate more in class without fear of rejection or even being wrong. Furthermore, this work will serve as a bibliographic resource for the students who make investigations related to motivational strategies.

❖ Social Impact

In the social area, students will improve their interpersonal relationships and learn to be empathetic and patient with their classmates, understanding that everyone is different. Thus, it is crucial to respect the classroom diversity and help each other. Moreover, the application of motivational strategies will bring about a significant change in the mood of the pupils, making them forget all their worries and release accumulated stress by doing activities different from what they are used to and changing the traditional classroom setting.

❖ Scientific impact

In the scientific field, the activities developed in the proposal can encourage experts in psychology and education to continue researching this topic, taking as a reference the theoretical foundations and statistical results obtained. Consequently, this study could also be improved and modified by them taking only what they consider useful for further implementation in the classroom and exploring deeper the different variables that intervene in the learning process.

CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- ❖ Based on the theoretical framework, motivational strategies are techniques that change the students' attitude toward English learning. The dimensions of motivational strategies stated by Dörnyei (2001), and the list of strategies mentioned by Cirocki et al. (2019) have provided essential information for this research.
- ❖ According to the test results, the fifth-level students have moderate self-confidence. This means it is necessary to include motivational strategies in the English lessons to enhance their speaking self-confidence. These strategies will allow them to have a better disposition to learn and promote their participation in the class by giving their opinions or ideas on a topic.
- ❖ The motivational blog was designed using the PPP framework, which is divided into presentation, practice, and production, but with a slight variation, which is to include a warm-up at the beginning of the lesson plan to introduce the topic using games, riddles, and outdoor activities, relaxing a moment, having fun, and practicing the language.

5.2. Recommendations

- ❖ It is recommended that English teachers include spaces for dialogue where they can talk to students since, in the survey results, fifth-level students responded that they have felt the need to be listened to by their teacher.

- ❖ The second recommendation is to include outdoor activities in the syllabus to change the daily classroom setting and enable the students to talk to their classmates in English, learn from each other by correcting their mistakes, and give each other mutual feedback.

- ❖ The third recommendation is to use an appropriate teaching framework in which the teacher can add motivational strategies at different stages of the lesson to build the students' self-confidence through the activities proposed. In addition, teaching material should be varied and different to make them enjoy the English learning process.

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ANNEXES

Annex 1: Research Instruments Approval



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 30 de mayo del 2024
Magister
FERNANDO NARVÁEZ
DOCENTE

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se dignen validar los Cuestionarios de Investigación del Proyecto "Motivational Strategies to Improve Speaking Self-Confidence in Fifth Level English Major Students at Universidad Técnica del Norte". Previo a la obtención del título de Licenciatura En Pedagogía De Los Idiomas para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

A handwritten signature in blue ink that reads 'Solange Márquez'.

Atentamente,

Solange Márquez
1050159464



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT**

CUESTIONARIOS

PROYECTO: Motivational Strategies to Improve Speaking Self-Confidence in Fifth Level English Major Students at Universidad Técnica del Norte.

Objetivo: Propose motivational strategies to improve speaking self-confidence in fifth level English Major students at Universidad Técnica del Norte.

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
INTERVIEW FOR THE ENGLISH MAJOR TEACHERS
TITLE OF THE RESEARCH WORK Motivational Strategies to Improve Speaking Self-Confidence in Fifth Level English Major Students at Universidad Técnica del Norte
Date: 30-05-2024
Objective: Propose motivational strategies to improve speaking self-confidence in fifth level English Major students at Universidad Técnica del Norte.
Question 1 How does intrinsic motivation help your students during their English learning process, do you think?
Question 2 How does extrinsic motivation help your students during their English learning process, do you think?
Question 3 What kind of motivation do you think your students have in your class?
Question 4 What motivational strategies do you use in your class?
Question 5 Have you ever tried to change the activities provided in the syllabus with your own activities for your students?
Question 6 What emotional factors do you consider that influence your students' self-confidence?
Question 7 Do your students usually get anxious or nervous when they have to speak?
Question 8 Do you think that speaking performance is affected by the student's lack of self-confidence?
Question 9 Do you consider that keeping the students motivated can promote a significant change in their English learning process? Yes/No, Why?

Question 10
What kind of methodology do you usually use in your speaking classes?

Fecha de envío para la evaluación del experto:	29 de mayo del 2024
Fecha de revisión del experto:	30 de mayo del 2024

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.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
SURVEY FOR THE STUDENTS
TITLE OF THE RESEARCH WORK Motivational Strategies to Improve Speaking Self-Confidence in Fifth Level English Major Students at Universidad Técnica del Norte
Date: 30-05-2024
Objective: Propose motivational strategies to improve speaking self-confidence in fifth level English Major students at Universidad Técnica del Norte.
1. Is the learning environment of your speaking class relaxed and pleasant? <input type="radio"/> Yes <input type="radio"/> No
2. Does positive feedback from your teacher help you stay encouraged? <input type="radio"/> Yes <input type="radio"/> No
3. Is the syllabus of the speaking class attractive and interesting? <input type="radio"/> Yes <input type="radio"/> No
4. Does your teacher have a good relationship with students in class? <input type="radio"/> Yes <input type="radio"/> No
5. Does your speaking teacher apply any motivational activities in her class? <input type="radio"/> Yes <input type="radio"/> No
6. Do you like the activities developed in the speaking class? <input type="radio"/> Yes <input type="radio"/> No
7. Have you ever needed to be heard by your teacher? <input type="radio"/> Yes <input type="radio"/> No
8. Does your teacher praise you after getting a good grade or improving in some aspect? <input type="radio"/> Yes <input type="radio"/> No
9. Would you like to take part in new activities in which you can use the language outside the class? <input type="radio"/> Yes <input type="radio"/> No

10. Do you usually practice speaking with your friends?

- Yes
- No

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma 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	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			

UNIVERSIDAD TÉCNICA DEL NORTE FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS
TEST FOR THE STUDENTS
TITLE OF THE RESEARCH WORK Motivational Strategies to Improve Speaking Self-Confidence in Fifth Level English Major Students at Universidad Técnica del Norte
Date: 30-05-2024
Objective: Propose motivational strategies to improve speaking self-confidence in fifth level English Major students at Universidad Técnica del Norte.
1.- I do what I think is expected of me, rather than what I believe to be "right". 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
2.- I handle new situations with relative comfort and ease. 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
3.- I feel positive and energized about life. 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
4.- If something looks difficult, I avoid doing it. 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
5.- I keep trying, even after others have given up. 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
6.- If I work hard to solve a problem, I'll find the answer. 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often

<p>7.- I achieve the goals I set for myself.</p> <ol style="list-style-type: none"> 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
<p>8.- When I face difficulty, I feel hopeless and negative.</p> <ol style="list-style-type: none"> 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
<p>9.- I relate to people who work very hard and still don't accomplish their goals.</p> <ol style="list-style-type: none"> 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
<p>10.- People give me positive feedback on my work and achievements.</p> <ol style="list-style-type: none"> 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
<p>11.- I need to experience success early in a process, or I won't continue.</p> <ol style="list-style-type: none"> 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
<p>12.- When I overcome an obstacle, I think about the lessons I've learned.</p> <ol style="list-style-type: none"> 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
<p>13.- I believe that if I work hard, I'll achieve my goals.</p> <ol style="list-style-type: none"> 1. Not at all 2. Rarely 3. Sometimes 4. Often 5. Very Often
<p>14.- I have contact with people of similar skills and experience who I consider successful.</p> <ol style="list-style-type: none"> 1. Not at all 2. Rarely 3. Sometimes

- 4. Often
- 5. Very Often

This test was taken from California State University San Bernardino and made by the Mind Tools Content Team.

A continuación, marque con una X en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Item. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Item	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			
10	X			
11	X			
12	X			
13	X			
14	X			



Firma del Evaluador

C.C.: 1001758026

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UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 31 de mayo del 2024

Magister

MARCELA ALARCÓN

DOCENTE

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digno validar los Cuestionarios de Investigación del Proyecto "Motivational Strategies to Improve Speaking Self-Confidence in Fifth Level English Major Students at Universidad Técnica del Norte". Previo a la obtención del título de Licenciatura En Pedagogía De Los Idiomas para lo cual, se dignará encontrar adjunto las Entrevistas, el Cuestionario y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Solange Márquez
1050159464

Marcel Elizabeth Alarcón Ramos

Firma del Evaluador

C.C.: 1001929239

Apellidos y nombres completos	Marcela Elizabeth Alarcón Ramos
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Teléfono	0980338494

Annex 2: Evidences of the Instruments Application

Self-confidence Test

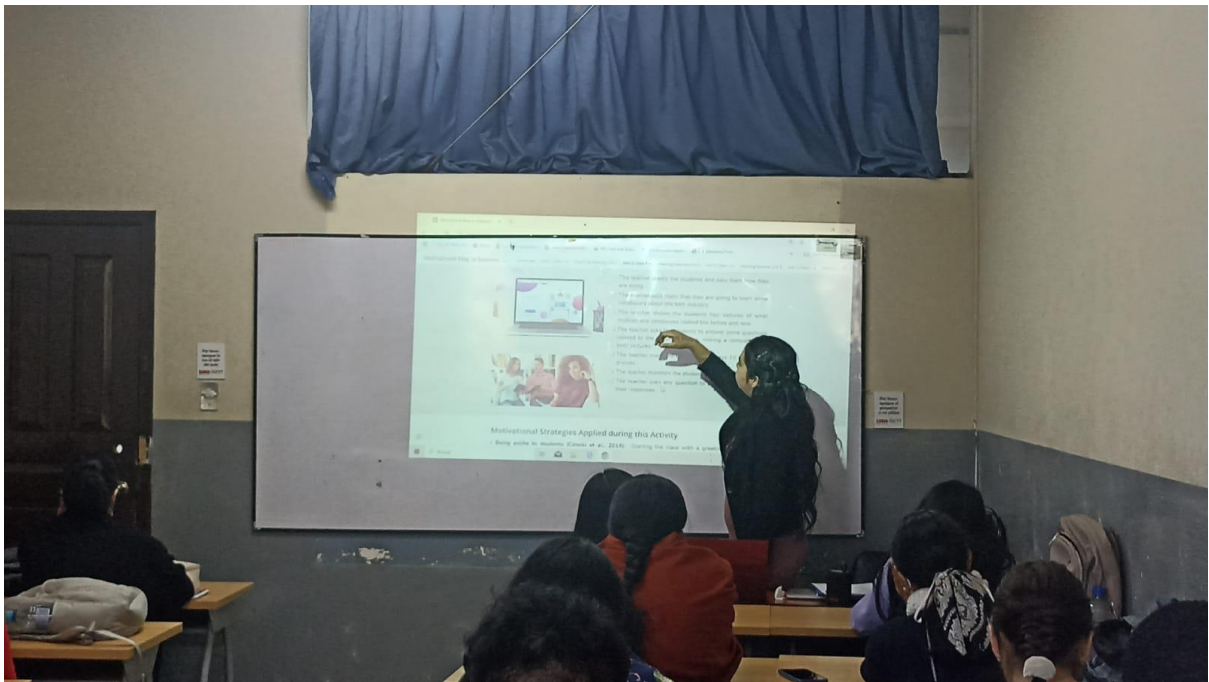
The screenshot shows a Google Forms interface for a 'Self-confidence test'. The top navigation bar includes 'Questions', 'Responses' (with a badge for 27), and 'Settings'. A 'Send' button is visible in the top right. The main content area displays '27 responses' with a 'View in Sheets' link. A red banner indicates 'Not accepting responses' is turned on. Below this, a message for respondents states 'This form is no longer accepting responses'. At the bottom, there are three tabs: 'Summary', 'Question', and 'Individual'. Below the tabs, an 'Insights' section shows three metrics: Average (45.63 / 210 points), Median (45 / 210 points), and Range (33 - 56 points).

Survey

The screenshot shows a Microsoft Forms interface for a 'SURVEY'. The top navigation bar includes 'Forms' and 'SURVEY - Guardado'. A 'Volver a las preguntas' link is visible. The main content area is titled 'Información general sobre respuestas' and is marked as 'Cerrado'. It displays three key metrics: 'Respuestas' (27), 'Puntuación media' (0), and 'Tiempo promedio' (02:08). Below these, a question is shown: '1. Before answering the survey, please complete your genre: (0 punto)'. A donut chart displays the gender distribution: Female (81%) and Male (19%). A legend indicates 22 females and 5 males. On the right, a 'Conclusiones y acciones' sidebar offers options to 'Revisar respuestas' and 'Publicar puntuaciones'.

Annex 3: Proposal Socialization





Annex 4: Certificate of Socialization



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS



CERTIFICO

Que: la señorita **MÁRQUEZ ALDÁS SOLANGE DENISSE** con C.C. **105015946-4**, estudiante del 8vo nivel de esta carrera realizó la socialización de su Propuesta Académica como producto final del Trabajo de Integración Curricular titulado: **Motivational Strategies to Improve Speaking Self-confidence in 5th level English Major Students at Universidad Técnica del Norte**. Mencionada socialización la realizó con estudiantes de 5to nivel y docentes el día 03 de febrero de 2025.

Lo que certifico para los fines pertinentes.

Ibarra, 05 de febrero de 2025

Atentamente,

CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

SANDRA
MARIANA
GUEVARA
BETANCOURT

Firmado digitalmente
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Annex 5: Turnitin Analysis

Solange Marquez

Thesis_Márquez_Solange.pdf

Universidad Tecnica del Norte



Detalles del documento

Identificador de la entrega

trn:oid:::21463:429069998

Fecha de entrega

11 feb 2025, 11:28 a.m. GMT-5

Fecha de descarga

12 feb 2025, 12:24 p.m. GMT-5

Nombre de archivo

Thesis_Márquez_Solange.pdf

Tamaño de archivo

1.3 MB

59 Páginas

19,625 Palabras

108,190 Caracteres



Página 2 of 75 - Descripción general de Integridad

Identificador de la entrega trn:oid:::21463:429069998

8% Similitud general

El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para ca...

Filtrado desde el informe

- ▶ Texto citado
- ▶ Texto mencionado

Exclusiones

- ▶ N.º de coincidencias excluidas

Grupos de coincidencias

- 195** Sin cita o referencia 8%
Coincidencias sin una citación ni comillas en el texto
- 0** Faltan citas 0%
Coincidencias que siguen siendo muy similar al material fuente
- 0** Falta referencia 0%
Las coincidencias tienen comillas, pero no una citación correcta en el texto
- 0** Con comillas y referencia 0%
Coincidencias de citación en el texto, pero sin comillas

Fuentes principales

- 5% Fuentes de Internet
- 2% Publicaciones
- 6% Trabajos entregados (trabajos del estudiante)

Marcas de integridad

N.º de alerta de integridad para revisión

- Texto oculto**
64 caracteres sospechosos en N.º de páginas
El texto es alterado para mezclarse con el fondo blanco del documento.

Los algoritmos de nuestro sistema analizan un documento en profundidad para buscar inconsistencias que permitirían distinguirlo de una entrega normal. Si advertimos algo extraño, lo marcamos como una alerta para que pueda revisarlo.

Una marca de alerta no es necesariamente un indicador de problemas. Sin embargo, recomendamos que preste atención y la revise.