TECNICA DEL NORTE UNIVERSITY

FACULTY OF EDUCATION, SCIENCE AND TECHNOLOGY

ENGLISH MAJOR

TOPIC:

AFFECTIVE FACTORS THAT INFLUENCE ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL STUDENTS OF BASIC GENERAL EDUCATION AT LUIS LEORO FRANCO HIGH SCHOOL IN IBARRA

Degree work prior to obtaining the Bachelor Degree of Science in Education Specialization English

AUTHOR: Ascanta Otacoma Martha Sarina

ADVISOR: Congo Maldonado Rubén, MSc.

Ibarra, 2019

UNIVERSIDAD TÉCNICA DEL NORTE

BIBLIOTECA UNIVERSITARIA

AUTORIZACIÓN DE USO Y PUBLICACIÓN

A FAVOR DE LA UNIVERSIDAD TÉCNICA DEL NORTE

1. IDENTIFICACIÓN DE LA OBRA

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTO			
CÉDULA DE IDENTIDAD:	172759692-4		
APELLIDOS Y NOMBRES:	Ascanta Otacoma Martha Sarina		
DIRECCIÓN:	Calles Río Vinces y Río Blanco 4-44. Los Ceibos. Ibarra		
EMAIL:	msascantao@utn.edu.ec		
TELÉFONO FIJO:	062991855	**TELÉFONO MÓVIL:**	0994636612

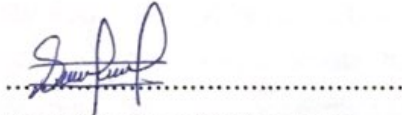| DATOS DE LA OBRA	
TÍTULO:	"AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL STUDENTS OF BASIC GENERAL EDUCATION AT LUIS LEORO FRANCO HIGH SCHOOL IN IBARRA"
AUTOR (ES):	ASCANTA OTACOMA MARTHA SARINA
FECHA: DD/MM/AAAA	07/02/2020
SOLO PARA TRABAJOS DE GRADO	
PROGRAMA:	■ PREGRADO ☐ POSGRADO
TITULO POR EL QUE OPTA:	Licenciada en Ciencias de la Educación, especialidad Inglés
ASESOR /DIRECTOR:	Rubén Congo Maldonado, MSc.

ii

2. CONSTANCIAS

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrolló, sin violar derechos de autor de terceros, por lo tanto la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los siete días del mes de febrero de 2020

EL AUTOR:

....

Ascanta Otacoma Martha Sarina
C.I. 172759692-4

ADVISOR'S CERTIFICATION

After being appointed by the Honarable Directing Council of the Faculty of Education Science and Technology at Tecnica del Norte University, I have accepted to participate as Thesis Advisor of the research work: "AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL STUDENTS OF BASIC GENERAL EDUCATION AT LUIS LEORO FRANCO HIGH SCHOOL IN IBARRA". Work by Martha Sarina Ascanta Otacoma, prior to obtaining of Bachelor Degree of Science in Education Specialization English.

As a director witness and co-responsible for the development of this research work, I certify it meets the necessary requirements and merits to be publicly supported.

It is all what I can certify in honor of the truth.

Rubén Congo Maldonado, MSc.

THESIS ADVISOR

COURT APPROVAL

The members of the Tribunal approve on behalf of Tecnica del Norte University the undergraduate work, with the topic: "AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL STUDENTS OF BASIC GENERAL EDUCATION AT LUIS LEORO FRANCO HIGH SCHOOL IN IBARRA" done by Martha Sarina Ascanta Otacoma, prior to obtaining the Bachelor Degree of Science in Education, Specialization English.

For constancy sign:

_____
ADVISOR

Rubén Congo Maldonado, Msc.

_____
MEMBER OF THE TRIBUNAL

Juan Carlos Salas, MSc.

_____
MEMBER OF THE TRIBUNAL

Fernando Flores, MSc.

v

AUTHORSHIP

1, Martha Sarina Ascanta Otacoma with I.D: 172759692-4, express that the present research work, which topic is "AFFECTIVE FACTORS THAT INFLUENCE IN ENGLISH ORAL PRODUCTION IN THE 8TH LEVEL STUDENTS OF BASIC GENERAL EDUCATION AT LUIS LEORO FRANCO HIGH SCHOOL IN IBARRA", is the product of my own effort. It has been done with the legal representation of the intellectual rights of other authors who have been referents of this work. In the same way, I attest that this research work is original and unpublished.

Martha Sarina Ascanta Otacoma

I.D: 17275969-4

DEDICATION

This research project is dedicated to my family especially to my dear mother Martha and to my dear sister Doris who have always believed in my capacities to achieve my goals. They have supported to me in the most difficult situations with their love, straight and patience. My mother, the most powerful and strong woman in the world, she has taught me important principles and values to be the woman that I am today. She has made the biggest sacrifices to give me the best education. On the other hand, my dear sister Doris, the most important person in my life, she is the person who knows all about me as my achievements and my mistakes too, but she never lets to believe in me. She has been my guide.

I love these wonderful women so much!

ACKNOWLEDGEMENTS

This research project would not have been possible without important contributions of many individuals, so I would like to acknowledge them. I really appreciate it. First, I would like to thank to God for my life, and giving me the best family who have helped me all the time.

I also would like to extend my appreciation to all English Major teachers as MSc. Ruben Congo Maldonado, advisor of the present study for his patience, guidance, and support to complete this work; to MSc. Marcia Mantilla, teacher of English major for having shared the path that a language teacher should follow to improve the learning process of a foreign language in our country.

I am grateful to Anita Vilca who is the principal at Luis Leoro Franco High School for granting the permission to conduct the project, and to all 8th level students from this institution for participating in the different stages of this process.

I also thank to my family and friends: First, my dear family (my father Raul, my mother Martha, and my sister Doris) for supporting me in each decision I have made during my life so far. They are the reason why I am here because they are my role models about how a person has to be in the life. To my dear Alex thanks for trusting on me and giving me supportive encouragement every day, and to my friends also thank for helping me in any situation.

ABSTRACT

During adolescence, affective factors play a vital role in the learning process of English as a foreign language (EFL) specifically in oral production. This research project aims to contribute with a guide that includes activities with strategies for an adequate management of affective factors (anxiety and self-esteem) in oral production at Luis Leoro Franco High School specifically 8th level students. The study was conducted with all 120 students of 8th level to collect the essential information about how these affective factors influence their performance in oral production activities in English. Different research techniques as scientific observation and survey through observation sheet and questionnaires were used to collect the needed data. The findings revealed that the majority of students experience some level of anxiety and low confidence while participating in oral classroom activities. Therefore, these affective factors were determined, analyzed, and supported by important researches and experts in the matter. Moreover, methods, approaches and strategies that develop oral production in the foreign language were studied in order to design the activities and strategies for the guide.

Keywords: Affective factors, Oral production, Anxiety, Self-Esteem, Strategies

RESUMEN

Durante la adolescencia, los factores afectivos juegan un papel vital en el proceso de aprendizaje del idioma inglés como lengua extranjera (EFL) específicamente en la producción oral. Este proyecto de investigación tiene como objetivo contribuir con una guía que incluye actividades con estrategias para un manejo adecuado de los factores afectivos (ansiedad y autoestima) en la producción oral de los estudiantes de octavo nivel de la Unidad Educativa Luis Leoro Franco. El estudio se realizó con los 120 estudiantes de octavo nivel para recopilar la información esencial sobre cómo estos factores afectivos influyen su desempeño en las actividades de producción oral en este idioma, por tal razón se utilizaron diferentes técnicas de investigación como la observación científica y la encuesta a través de hojas de observación y cuestionarios. Los resultados obtenidos revelaron que la mayoría de los estudiantes experimentan cierto nivel de ansiedad y un nivel frágil de confianza mientras participan en actividades orales en el aula. Por lo tanto, estos factores afectivos fueron determinados, analizados y respaldados por importantes investigaciones y expertos en la materia. Además, se estudiaron métodos, enfoques y estrategias de producción oral en el idioma extranjero con el fin de diseñar las actividades y estrategias para la propuesta de la investigación.

PALABRAS CLAVES: Factores afectivos, Producción oral, Ansiedad, Autoestima, Estrategias

INDEX OF CONTENTS

INDEX OF TABLES

INDEX OF GRAPHICS

INTRODUCTION

Nowadays, learning English as foreign language is fundamental for each student to get better job opportunities, to travel around the world, to know more about other cultures, and to be good professionals in the future. Therefore, most of countries as Ecuador have implemented foreign language teaching in their national curriculums for school, high school and college.

According to important experts, affective factors play a vital role in the teaching-learning process of English due to their great influence. During adolescence, learners experience essential cognitive, psychological or social changes, so language anxiety and low self-esteem can affect significantly when they use the language into the classroom.

Oral production (speaking) is one of the four main skills that students have to develop in the target language. Naouel Bouchareb states that:

> Speaking is a crucial skill in learning a foreign language. It is very important to experience real communicative situations in which learners will learn how to express their own views and opinions and to develop their oral fluency and accuracy which are very essential for the success of foreign language communication (Boychareb, 2016).

After studying affective factors and its effects, a guide was designed to help 8th level students at Luis Leoro Franco High School to deal with them. The classroom activities and strategies of the guide are based on methods and approaches that develop oral production as well as the international standards and legal regulations of Ministry of Education were considered.

The problem of the research

The Political Constitution of Ecuador (2018) in the Art. 26 has argued that "Education is a right for people's whole life, and an inescapable y inexcusable obligation of the government". The Art. 27 mentioned that education has to be of quality. Therefore, Ecuadorian educational system has to have a good quality where each citizen receive the same opportunities as well as the offered services contribute to achieve the objectives for the society's benefit. Organic Law of Intercultural Education (LOEI) in the Art. 42 supports that General Basic Education develops skills, abilities, and competences of each child and teenager from five years old and onward to participate critically, responsibly, and in solidarity in citizen life and to continue high school studies (Educación, 2016).

The pedagogical hour is defined by a minimum period of forty minutes, as specified in the article 149 of LOEI Regulation. The educational institutions, based on their organizational and pedagogical autonomy, they are able to redistribute the academic hours of foreign language area in General Basic Education, depending on students' needs, and interests. For 8th level students, the academic hours for foreign language are five hours a week. The English language learning standards are based on the Common European Framework of References for Languages (CEFR) which provides a basis for the explicit description of objectives, contents, and methods; consequently, at the end of ninth level of General Basic Education, students will acquire an A1 understanding level of English (Educación, 2016).

Affective factors are present during the teaching-learning process especially in learning a foreign language due to its influence in students' performance; it is important to analyze some of them: Anxiety is an emotional reaction to the perception of a danger or threat, manifesting itself through a set of responses grouped in two systems: cognitive, and physiological ones. It can act with some independence; this reaction is a result of stress level caused by exams, low grades, and comparison with other students (Tobal, 2007).

On the other hand, important authors have stated that anxiety, a phenomenon under normal conditions, improves people's performance and the ability to adapt in social, work or academic environment. It has the important function of mobilizing us against situations of threat or concern, so we can do what is necessary to avoid risk, neutralize it, assume it or face it (Lazarus & Folkman, 1986). Therefore, the educational process must include a good quality of teacher- student interaction accompanied by harmonic, pleasant, and participative environment. In this way, learners are able to acquire their knowledge accomplishing a meaningful learning, and to develop the sense of belonging for themselves for an effective teaching-learning process.

In the last decades, researchers are concerned about studies to know how a certain anxiety level can influence in learning a foreign language. Depending on the anxiety level that a person develops, this process can be efficient or unproductive that means that higher anxiety levels when speaking in the foreign language are associated with lower levels of performance (MacIntyre & Gregersen, 2012).

Second, self- esteem in the academic field consists of the evaluation that a student makes and usually maintains about himself in relation to his performance in the academic environment, considering his capacity, productivity, importance and dignity, implying a personal judgment that is expressed in attitudes towards himself (Valle, 2013).

Ivan Maslow has supported that "Self-esteem is feeling capable of mastering something in the environment, knowing competent and independent" (Maslow, 1962). Learners are susceptible and are affected by small events that occur in classrooms or schools, so their self-esteem and confidence level can go down due to an unpleasant gesture, a phrase, a family incident or a criticism in the group. Also, attrition and repetition levels, previous educational experiences, and fear of academic failure affect their self-esteem.

Students who have had a low level of success in learning a language often present lower self-esteem than those who have achieved it. This process deprive people from their normal way of communication, their liberty to make mistakes, and their ability to conduct themselves in the life. In that sense, students whose self-esteem is usually normal can feel threatened if learning English involves a higher level of difficulty. Arnold and Brown mentioned that the process of acquiring a foreign language or second language is strongly influenced by individual traits of the student's personality (Arnold & Brown, 1999).

The acquisition of a foreign language is achieved with an effective learning process where the class enjoys a relaxed atmosphere and learners are not under pressure because all information coming from the new language goes through the affective filter before moving on to cognitive levels (Krashen, 1983).

Justification

Each student presents his own characteristics that make them different from other learners, so this is fundamental in the teaching and learning process. These individual differences are determined by affective factors such as anxiety and self-esteem which influence students' attitude specially in learning a foreign language. Therefore, this project is justified because the dynamic of interaction in the classroom has allowed to demonstrate a direct relation between these affective factors and the results of learning process.

Consequently, it is important to mention that 8th level students at Luis Leoro Franco High School in Ibarra are the ones who directly benefit from this project. They provided information about how anxiety and self-esteem influence their oral production process in the foreign language classroom. Moreover, English area teachers who work with them receive a guide with new strategies to try reducing the potential negative effects of an inadequate affective factors management during classroom oral activities.

OBJECTIVES

General Objective

To apply strategies to manage the affective factors in oral production of the foreign language in order to minimize language anxiety and enhance self- esteem with 8th level students at Luis Leoro Franco High School, school year 2018-2019.

Specific Objectives

- To determine the affective factors in oral production of the foreign language in 8th level students.

- To design strategies for managing the affective factors in oral production.

- To implement strategies for developing oral production activities in the 8th level classroom.

CHAPTER I

1. THEORETICAL FRAMEWORK

The history of Luis Leoro Franco High School

In 1975, the Educational Authorities of Imbabura province formed the afternoon shift of Pedro Moncayo Nº2 School due to the fact of increasing number of children in Ibarra; that is the reason why Gen. Luis Leoro Franco School was founded on April 11th, 1978. The name was chosen as a tribute for an illustrious man who was always worried about the aggrandizement of Imbabura province.

For July 1980, the school was officially inaugurated thanks to the perseverance and hard work of teachers. These installations are used until now. This educational institution has worked for 40 years, so during this period Aida Leon de Rodriguez Lara School was linked to Albertina de Leoro Franco Child Education Center, and Victor Manuel Peñaherrera School founding "Luis Leoro Franco" High School giving more opportunities to prepare respectable human beings that are able to give solutions to different problems in the society. Moreover, thanks to the qualification and dynamism of teachers that innovate contents, methods, and didactic materials, the honor of Luis Leoro Franco High School is always remarkable.

Development during adolescence

Adolescence in an important period of a human being's life, so this process is defined as a critical development stage where adolescents usually desire to be unique and different in their feelings, behavior, thoughts, the outward appearance, and the way how both peers and adults distinguish to them (Leshem, 2016). According to Nienstein, a well-known clinical authority, there are adolescent sub- stages as early adolescence (approximately 10 to 13 years), middle adolescence (approximately 14 to 16 years), and late adolescence (approximately 17 to 21 years) (Curtis, 2015).

During children growing process of becoming adolescents, they suffer essential changes in different aspects. The table below describes the changes that 8th level students presents during early adolescence (approximately 10 to 13 years).

Table 1

Developmental processes at early adolescence

Developmental processes	Early adolescence (Approximately 10 to 13 years).
Physical	- Beginning of puberty
Cognitive	- Developing pre-frontal cortex - Concrete thought to increase formal operation and abstraction
Emotional	- Immature self- regularity system
Social	- Primarily unisex peer relations - Increasing peer involvement

Source: Journal of Adolescent and Family Health, 2015. Author: Alexa. C. Curtis

Cognitive and affective development in adolescence

Jean Piaget, an influential psychologist, points out that an adolescent presents a cognitive development since his birth that occurs through four stages in specific periods in their lives; the process of this development depends on each student's individual differences not only their ages (Lourenço, 2012).

As children develop, the four main stages mentioned by Jean Piaget includes Sensorimotor, preoperational, concrete operations, and formal operations.

> Sensorimotor behavior which provides the model for all of the stages; each succeeding operating system for each succeeding stage is built using similar mechanisms, goes through similar sub stages, reaches a halfway turning point, and then is applied in similar ways, pushed to its limits until another, more powerful system is built (Feldman, 2004).

Table 2

Stages and sub stages of cognitive development by Jean Piaget

Stage	Age range	Sub stages and its features
Sensorimotor	Birth – 2 years	**AI: Active construction phase** Reflexes (0-2months) Primary circular reactions (2-4 months) Coordination of secondary schemes (6-12 months) "Taking of consciousness" of system as a whole (12 months) **IB: Active extension and elaboration phase** Tertiary circular reactions (12-18 months) Beginnings of symbolic thought (18-24 months)
Preoperational (Intuitive)	2-6 years	**IIA: Active construction phase** Initial symbol system use (2-3 years) Construction of symbol systems (3-4 years) "Taking of consciousness of system" as a whole (4 years) **IIB: Active extension and elaboration phase** Application of symbol systems, intuitive theories (4-6 years) Beginning of logical thought (5-6 years)
Concrete operational	6 -12 years	**IIIA: Active construction phase** Number, categories, and hierarchies (6-8 years) Concrete logical systems (8-9 years) **IIIB: Active extension and elaboration phase** Application of concrete logical systems (9-10 years) Beginnings of hypothetical systems (10-12 years)

		IVA: Active construction phase
		Hypothetical possibilities (12-14years)
		Systematic testing of possibilities (14-16 years)
		"Taking of consciousness of a system" as a whole (16 years)
Formal operations (Hypothetical systems)	12 years and onward	**IVB: Active extension and elaboration phase**
		Application of systems reasoning (16-18 years)
		Formation of alternate systems (16-20 years)
		Domain-specific systems reasoning (16 years)

Source: Author: D.H. Feldman. New ideas in Psychology 22 (2004).

On the other hand, affective development is other important period during adolescence in which peers influence become more important than parental because being accepted or rejected by them is decidedly during this part of teenagers' lives. Moreover, the necessity to fit into the peer group is stronger, and they can be influenced on their self-image and self-perception by them. The socio-affective development includes major changes in the structure and function of adolescent's brain. For example, a structural magnetic resonance (MRI) research shows that changes in grey matter volume continue into the whole adolescence as a result these changes are observed in brain regions such as the medial prefrontal cortex, superior temporal cortex, and temporal parietal junction that are fundamental for social understanding and communication (Crone & Konijn, 2018).

Anxiety as recurring element in the teaching and learning process

During educational process, students experience academic anxiety due to the brain block while participating in school tasks. "The term of anxiety is an instant, transitory emotion which can immediately impact on child cognition in specific condition and made them feeling worry, tightness and nervousness, all of these events can extremely impact on memory and learning process" (Mehrad & Hashempour, 2014). That is why most students fail in the process to get academic achievements.

Researches show that complicated dynamic emotional condition influences the skill of concentrated learning resulting in tension, worry, fear, and self-doubt that are associated with anxiety. There are three types of anxiety: **trait-anxiety** refers to a trend of extreme worrying about a situation, **state anxiety** (unstable state) refers to the feeling of anxiety at specific time and in specific situation like before an oral exams or presentations, and **situation-specific anxiety** can be seen as state anxiety limited to specific situations or particular events (Luo & Xu, 2016).

This can influence negatively in their learning and information processing through its influence on working brain, causing poor academic performance, low grades, dropouts from school, deficient social and personal relations, physical and emotional problems (Mehrad & Hashempour, 2014, pág. 115). This is the reason why anxiety needs to be reduced through applying designed strategies.

During adolescence, students prefer not being exposed to teasing or public attention, so they suffer anxiety silently and underperform on school tasks. An important research shows that approximately 30% of adolescents experience a very high anxiety level called as "test anxiety". The effects of this type of anxiety are serious, leading to poor academic performance, lowered self-esteem, reduced effort and loss of motivation for classroom tasks, fear, phobias, social anxiety, and insolation from the society. Additionally, anxiety is showed in three ways: cognitively, behaviorally, and physiologically (Humberty, 2009).

Table 3

Principal characteristics of Anxiety

Cognitive	Behavioral	Physiological
Concentration problems	Motor restlessness	Tics
Memory problems	Fidget	Recurrent, localized pain
Attention problems	Tasks avoidance	Rapid heart pain
Oversensitivity	Rapid speech	Flushing of the skin
Difficulty solving	Erratic behavior	Perspiration
problems	Irritability	Headaches
Worry	Withdrawal	Muscle tension
Cognitive dysfunctions	Perfectionism	Sleeping problems
- Distortions	Lack of participation	Nausea
- Deficiencies	Failure to complete tasks	Vomiting
Attributional style	Seeking easy tasks	Enuresis
problems		

Source: Huberty, T.J. (in press). Performance and test anxiety. In L Paige &A. Center (Eds.), Helping children at home and at school III. Bethesda, MD: National Association of School Psychologists.

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

According to an important research, this affective factor influences teaching-learning process specifically during the adolescence. "Self-esteem is acceptance of us for who and what we are at a given period of time in our lives; it may be positive or negative orientation towards self" (Malhotra, Sharma, Ajanta, & Bala, 2019). The development of self-esteem is a fundamental process because the judgment between the perceived self and ideal self leads to adolescent confusion and Abraham Maslow, an American psychologist, mentioned that self-conceptualization can only be reached by fulfillment of self-esteem (Malhotra, Sharma, Ajanta, & Bala, 2019).

Academic achievement is associated with self-esteem for the reason that "academic achievement defined as knowledge attitude or skill developed in the school subject usually designed by test scores or by marks assigned by teacher or both. Consequently, academic achievement could be define as self-perception and self-evolution of one's objectives" (Malhotra, Sharma, Ajanta, & Bala, 2019, pág. 900). Also, Brown has formed levels of self-esteem to capture its multi-dimensions such as global, situational, and task self-esteem. The table below describes the levels mentioned before:

Table 4

Levels of self-esteem according to Brown 2007

	Characteristics
Global Self-Esteem	It is quite fixed and steady characteristic in grown up people, it does not change over time except through wide treatment. It is considered as the examiner of one's' own value across both time and discriminate situations.
Situational Self-Esteem	One's judgment of the value in his life as social interaction, work, education, home, or any certain relatively, discretely, defined traits such as intelligence, communicative ability, athletic ability, or personality traits like gregariousness, empathy, and flexibility to the circumstances and the particular qualities of personalities.
Task-Self Esteem	It is connected to specific or particular tasks in particular circumstances. In scholar education, for example, task self-esteem is related to side of subjects-matter, or in athletic situations, a certain skill of sport is assessed in relation to task self-esteem.
Self-Esteem and Self -Efficacy	One of the primary affective elements is self-esteem efficacy. It is important here, to understand the distinction between self-efficacy and self-esteem. Self-Esteem is the person's feeling of his/her self-worth, whereas self-efficacy refers to the person's belief of his or her ability to reach a goal.

Source: The Role of Foreign Learner's Self-Esteem in Enhancing Their Oral Performance. Revue Sciences Humaines, 2016.

As a result it is fundamental to take into account these levels in order to apply strategies that help learners increase their confidence level and self-esteem in the academic environment, so they can be engaged in classes. However, realistic challenges to get successes is necessary because unreal expectations may lead to boredom or to frustration, and this can affect the development of self-esteem (Boychareb, 2016).

Other important point to consider is that low self-esteem that is a vulnerability factor presents the risk to develop depression symptoms during adolescence due to the self-esteem influence in the developmental challenges that adolescents must deal with such as identity formation (Masselink, Van Roekel, & Oldehinkel, 2018).

Anxiety and Oral Production in EFL Learners

The process of learning a foreign language is influenced by some affective factors such as anxiety which in this case is named as **foreign language anxiety (FLA)** (Kráľová, 2016). According to MacIntyre, Gardner, and Horwitz:

> Language anxiety is the feeling of tension and apprehension experienced by learners in the foreign language classroom. More specifically, Horwitz maintains that language anxiety is a distinctive complex of self-perception, beliefs, feelings, and behaviors, related to classroom language learning arising from the uniqueness of the language learning process (Marwan, 2016).

The influence of anxiety in oral production of foreign language is serious. Learners feel anxiety at different levels such as mental block, wrong pronunciation of words, misuse of grammar structures and words in order to provoke other negative effects: worry, shamefulness while speaking and incapacity to think properly, and anguish to make mistakes in front of the teacher or peers. Consequently, many foreign language students report speaking anxiety, so they choose not to communicate in the foreign language due to their belief that improving their speaking skills are difficult to achieve, and speaking in a foreign language frequently is consider as threat to a person's self-concept, self-identity, and ego they formed in their mother tongue (Kráľová, 2016, pág. 6&7).

Stephen Krashen, an expert in the field of linguistic, stated that each student presents an affective filter that controls the degree to which the acquirer is open; negative emotions (high anxiety levels) push learners to bring the filter up causing the reduction of understanding, and processing the language input. High anxiety levels sometimes is linked to low level of enjoyment when learners experience frustration, difficulty with self-expression and needed vocabulary or thoughts organization (Dewaele & Dewaele, 2017).

Positive emotions thus are essential because through them, pupils can notice things easier in the classroom environment, and become more aware of the language input which helps them to learn more of the foreign language. Also, longer-term effects outside the classroom can be observed due to the positive emotions. They can make students stronger, determined in difficult situations as be able to take measured risks, to explore, and play boosting social cohesion (Dewaele & Dewaele, 2017)

Self-esteem and oral production in EFL Learners

Learning a foreign language is not just a cognitive process rather affective factors such as self-esteem plays a vital role in the process to success, to master, and to use the target language in order to achieve high academic performance. An adequate level of self-esteem helps learners to express fluently and freely, making them more confident to participate, work in groups and socialize in different stages of the class: before, during, and after the classroom activities (Mandokhail, Khan, & Malghani, 2018).

Moreover, Brown demonstrated that the success of learning a foreign language depends on the extrinsic and intrinsic factors in some way. One of the most essential intrinsic personality factors is self-esteem due to its influence when any cognitive or affective activity is taking place in the foreign language classroom (Mandokhail, Khan, & Malghani, 2018).

Higher levels of self-confidence increase in students the ability to take risks, communicate in EFL, despite their lexical or grammatical mistakes, then they become more sociable transmitting their ideas frequently. More input of classroom or real-life situations from the environment can be acquired by them which will provide better levels of fluency and accuracy in the long term. The four main skills in EFL are related to Self-esteem, but speaking is the most influenced due to the challenge that represents convey ideas through oral communication, and it involves personality traits (Gustaman, 2015).

On the other hand, learners with low self-esteem are not motivated to speak, they feel afraid and inhibited when they share their opinions orally with others. Also, the expectations of failure increases, declining their confidence level, and they lose marks concerning their academic level in speaking. In consequence, teachers are required to find new ways to foster students' self-esteem and their beliefs about their capacities for effective oral production in the foreign language: teaching them that the proper management of self-esteem and confidence levels have the power to provide positives results in speaking (Boychareb, 2016, pág. 196).

Theories about how foreign language is learned

There are different theories that explains how a foreign language is acquired. In this research projects the focus is on theories that are common to all students and contexts. Some of them consider that innate capacity is the most important part in language acquisition. Others underline the role of environment through interaction with speakers who adapt their language or interaction patterns to meet students' needs. Also others emphasizes engagement of learners with social context (Lightbown & Spada, 2013). Behaviorist, Cognitivist, and Sociocultural theories will be explained below:

- **EFL language applications: Mimicry and Memorization**
  Learning a foreign language was perceived as the formation of habits, so the main part were classroom activities about mimicry and memorization, and students learned dialogues and sentences by heart. The main proponents were Nelson Brooks and Robert Lado (Lightbown & Spada, 2013, pág. 34)

- **The innatist perspective: Universal Grammar**

    The main focus of this perspective was that "innate knowledge of the principles of Universal Grammar permits all children to acquire the language of their environment during a critical period of their development" (Lightbown & Spada, 2013, pág. 35). The main experts are Noam Chomsky and Lydia White.

- **EFL language applications: Krashen's monitor model**

    Stephen Krashen explained this model with five hypotheses. The **acquisition-learning hypothesis** that refers to the difference among "acquire" and "learn". The **monitor hypothesis** means that learned system make minor changes in what the acquired system has produced. The **natural order hypothesis,** and the **input hypothesis** is that acquisition occurs when one is exposed to language that is understandable. Finally, the **affective filter hypothesis;** it is a representational barrier which does not allow learners to acquire language although input is clear (Lightbown & Spada, 2013, pág. 37).

- **Current psychological theories: The cognitivist/ developmental perspective**

- **Information processing**

    In this theory, foreign language acquisition is the building up of knowledge that can be used automatically for speaking and understanding. Norman Segalowitz, a cognitive psychologist, mentioned that learners need to pay attention to all aspects of the language they are learning (Lightbown & Spada, 2013, pág. 39).

- **Connectionism**

    Connectionists believe that the influence of environment is more important than any innate knowledge in the student, so there is no need to "hypothesize the existence of a neurological module dedicated exclusively to language acquisition" (Lightbown & Spada, 2013, pág. 41).

- **The competition model**

    Elizabeth Bates and Brian MacWhinney mentioned that this model consider not only language form but also language meaning, and language use. This was proposed as an explanation for the first and foreign language acquisition without the necessity of a specific brain module for language (Lightbown & Spada, 2013, pág. 42).

- **EFL Language application: Interaction, noticing, and processing**

- **The interaction hypothesis**

    Michael Long, Evelyn Hatch, Teresa Pica and Susan Gass claim that oral interaction is a fundamental condition. Long considers that modified interaction is necessary to help learners to participate in a conversation or understand information (Lightbown & Spada, 2013, pág. 43).

- **The noticing hypothesis**

    This hypothesis was proposed by Richard Schmidt due to his own experience as learner of Portuguese where he considered that learning something requires to be notice firstly, and it is the indispensable starting point (Lightbown & Spada, 2013, pág. 44).

- **Input processing**

    Bill Van Patten states that the main point of this model is to study how learners perceive and process the language they heard or read in order to get the correct meaning (Lightbown & Spada, 2013, pág. 45).

- **Processability theory**

    A model of foreign language acquisition developed by Manfred Pienemann, and he claims that "learners do not simply transfer features from their first language at early stages of acquisition. Instead, they have to develop a certain level of processing capacity in EFL before using their knowledge that already exist in L1" (Lightbown & Spada, 2013, pág. 46).

- **The sociocultural perspective**

> Lev Vygotsky states that cognitive development as well as language development is a result of social interaction between individuals.

> Learning is thought to occur when an individual interacts with an interlocutor within his or her zone of proximal development (ZPD) – that is, in a situation in which the learner is capable of performing at a higher level because there is a support from an interlocutor (Lightbown & Spada, 2013, pág. 47).

- **EFL language applications: Learning by talking**

> Based on Vygotskyan theory, Jim Lantolf and Richard Donato show how second language learners collaborate and interact with other speakers to acquire the target language. Also, Swain and Lapkin use the term "collaborative dialogue" to explain how these learners build linguistic knowledge while engaging in productive activities in speaking or writing that draw their attention to form and meaning at the same time (Lightbown & Spada, 2013, pág. 48).

Methods, approaches that develop Oral English Production in EFL classroom

Important theories about EFL learning have been developed to improve the teaching and learning process. These theories offers different perspectives, methods and approaches for language teachers to conceive, plan, execute and evaluate each stage of this process. The methods and approaches that contribute to oral production were considered after an analysis.

The table 5 presents the effective methods and approaches to develop accuracy, fluency, and proficiency in L2 to achieve proper interaction into the foreign language classroom:

Table 5

Methods, and approaches used to develop Oral English Production in EFL classroom

Communicative Language Teaching (CLT)		
Main Characteristics	**Roles**	**Contribution to Oral English Production**
-An approach of FL teaching in which language is used to express meaning through interaction and communication.	**Learners:** -Communication is necessary and important. - Active and cooperative roll. - Have a degree of responsibility. **Teacher:** -Guides students during the process. - Helps the communication process - Uses didactic materials - Motivates and gives advice	-The communicative purpose is using speech acts or functions. -Permits communication through interaction. - Learners have the opportunity to develop accuracy and fluency. - Social interaction activities.
Competency-Based Language Teaching (CBLT)		
This approach teaches language as a function of communication about specific tasks in which learners and teachers can have a clear perspective about the process because objectives are broken in chunks.	**Learners:** -Active participants in the learning process. - Help each other to improve their speech. **Teacher:** -Corrects students immediately. -Provides positive feedback. -Considers students' needs to adjust activities and the syllabus.	Students develop their skills controlling their own speech and are motivated to improve them learning from their failures.

Task-Based Language Teaching

This approach consists in functional tasks that encourage learners to emphasize in sharing meaning and to use language for real context (non-linguistic purposes).	**Learners:** - Able to build and describe messages when they do not have enough linguistics resources and previous experiences. **Teacher:** -Motivates learners to use their energy in task performance. -Organizes the task-based activity efficiently. -Guides learners while performing the task.	-Scaffolding learning can be achieved through interactive and communicative tasks. -Scaffolding into the classroom means the interaction between teacher and learners while doing a task where some of learners has more advanced knowledge.

Cooperative Language Learning (CLL)

A learner-centered approach that gives opportunities for learners to exchange knowledge each other through interactive pair and group activities in order to control their own learning and to support their peers.	**Learners:** - Group work in a collaborative way. - Learn teamwork skills. - Control and evaluate their own learning. **Teacher:** - Create a friendly, well-designed, organized classroom environment. - Has to establish goals, to plan and to structure tasks with correct physical arrangement. -Assigns roles, and selects materials and time.	CLL provides learners an effective oral interaction that is design to foster cooperation rather than competition in activities like group discussion, role play, and turn-taker monitor.

The Natural Approach

-A method of FL teaching that claims to implement natural language acquisition in the EFL classroom.

-Its focus is on the comprehension of communicative skills.

Learners:

-They have active role.

-Have the chance to start and to improve their speech.

- Interact between learners to support each other in pairs or groups.

Teacher:

-Provides comprehensive input.

-Creates adequate classroom atmosphere.

- Being a guide.

- Collects materials and designs their use.

-The main goal is to provide meaningful communication with a suitable level of comprehension.

-Key individual communication abilities: oral

-EFL learning skills: oral

Community Language Learning

-This language teaching approach consists of group decisions made by students about what aspects of language they desire or need to learn from.

-Learners' emotions are considered as part of learning process, so interaction and team work are important.

Learner:

Participants as a member of a community, sharing from his/her experience and learning from others' experiences too.

Teacher:

-Acts as a counselor, providing emotional feedback and encouraging students to learn.

- The teacher should also grant a safe environment for his/her students to be in.

It provides a safe learning environment as well as it significantly reduces the risk of feeling anxious or stressed inside the classroom in order to help students to be more relaxed when using English orally.

Suggestopedia		
-This method aims to develop proficiency in speaking.	**Learners:**	Despite the fact that it is a very lengthy method, it has been useful when it comes to proficiency development. It has been criticized for its indirect activities, but it has also been recognized as effective in oral production teaching.
-Independent participation of learners and guidance of teacher are mixed in this long-term method.	-Desire to know more about the foreign language. -Being concentrated in their learning process. **Teacher:** -Motivates students with relaxing activities before presenting linguistic materials in order to encourage positive reception and retention.	
-Music as baroque music is essential to enhance concentration and to relax during lessons.		

Source: Approaches and methods in Language Teaching, 2014. Authors: Jack C. Richards and Theodore S. Rodgers.

Techniques and strategies suggested by the previous methods and approaches

These methods and approaches suggests the techniques and strategies below to contribute to oral production in the foreign language:

Table 6

Techniques and strategies suggested by the previous methods and approaches for oral English Production in EFL classroom.

Communicative Language Teaching	Competency-Based Language Teaching	Task-Based Language Teaching
Meaningful interaction in the target language	**-Performance activities** Presentations (family, hobbies, personal information, routines)	**-Information gap activities** Use of questionnaires
-Structured activities Structured interviews Vocabulary exercises	Projects	Dialogues Use of charts
-Performance activities Role playing	History fairs Exhibitions	Presentations **-Reasoning gap activities**
-Participation activities Guided discussions	Debates -Pair work	Debates **-Opinion gap activities**
-Observation activities Movies	-Group work Real-world activities	Discussions Sharing ideas or feelings
-Mind engaging tasks **(Farooq, 2015).**	(Griffith & Lim, 2014).	Story completion -Pair/Group work (Zludwig, 2019).

Cooperative Language Learning	The Natural Approach	Community Language Learning
-Team work/pair work -Cooperative language groups	**-**Total physical Response (TPR) activities (mime and gestures)	**STEM Activities** -Self-directed work -Pair/group work
-Constructivist-based practice (social interaction)	-Realia -Use of audio-visuals, audios, authentic materials	-Recording activities such as recorded dialogue -Repetition activities

-Round Robin (discussion)	-Role – plays	-Teacher's feedback
-Team Jigsaw	-Dialogues	-Free conversations
-Numbered Heads Together	- Games	**-**Reflection and observation
-Feedback among students **(Rochman, 2019).**	-Oral presentations -Listening activities (Matamoros-González, Rojas, Romero, Vera-Quiñonez, & Soto, 2017).	(Halimah, Lustyantie, & Ibrahim, 2018).

Suggestopedia

-Classroom set-up

Create a pleased physical environment

-Visualization

Visualize scenes and events

Relaxing

Creativity encouragement

-New identity

Students select certain topics in the target language

-Role – Play

Students use the target language to perform a role

(Astutik, 2019).

Elaborated by: Sarina Ascanta, 2019

The techniques and strategies presented in the table 5 are directly related to the level of cognitive and affective development of 8th level students (ages between 11 and 13) of Ecuadorian educational system.

Common European Framework of Reference for Languages (CEFR)

The Learning process of a foreign language also includes standards or levels of proficiency that learners have to achieve depending each stage. "The CEFR is a framework, published by the Council of Europe in 2001, which describes language learners' ability in terms of speaking, reading, listening, and writing at six reference levels" (The Council of Europe, 2011) . In this research project, the main focus is on **A1** level.

The six levels are:

C2 Mastery

C1 Effective Operational Proficiency ⎤ Proficient user

B2 Vantage ⎤ Independent user

B1 Threshold

A2 Waystage ⎤ Basic user

A1 Breakthrough
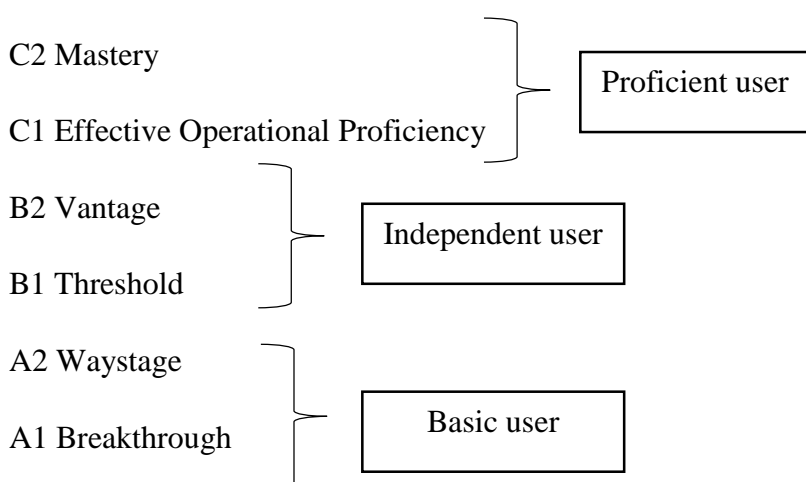
Table 7

The common reference levels

Proficient User	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
	C1	Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic, and professional purposes. Can produce clear, well-structured, detailed, text on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices.
Independent user	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her flied of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed, text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experience and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic User	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Source: Using the CEFR: Principles of Good Practice, October 2011. University of Cambridge.

Qualitative aspects of oral production in A1 according to the CEFR

There are qualitative aspects of oral production within the CEFR that foreign language students have to develop during their learning process depending the level they are working on. The table below describes these characteristics in A1 level.

Table 8

*Qualitative aspects of oral production in **A1** according to the CEFR*

	RANGE	Has a very basic repertoire of words and simple phrases related to personal details and particular concrete situations**.**
	ACCURACY	Shows only limited control of a few simple grammatical structures and sentences patterns in a memorized repertoire.
A1	**FLUENCY**	Can manage very short, isolated, mainly pre-packaged utterances, with much pausing to search for expressions, to articulate less familiar words, and to repair communication.
	INTERACTION	Can ask and answer questions about personal details. Interaction can be done in a simple way. However, communication is totally rely on repetition, rephrasing, and repair.
	COHERENCE	Can link words with very basic linear connectors like "and" or "then".

Source: Common European Framework of Reference for Languages: Learning, teaching, assessment.
Elaborated by: Sarina Ascanta

Ecuadorian Ministry of Education: EFL learning outcomes for high schools in Ecuador

In Ecuador, the Ministry of Education has indicated that the learning process of English as a foreign language and its curriculum is based on international recognized standards, so 8th grade students in all high school across the country must acquire **A1.1** which level is specified in the CEFR (Ministerio de Educacion, 2016). As exposed in the figure 1, the activities and strategies included in the guide are supported by these legal regulations of the Ministry of Educacion and the CEFR for 8th level students with A1.1 level.
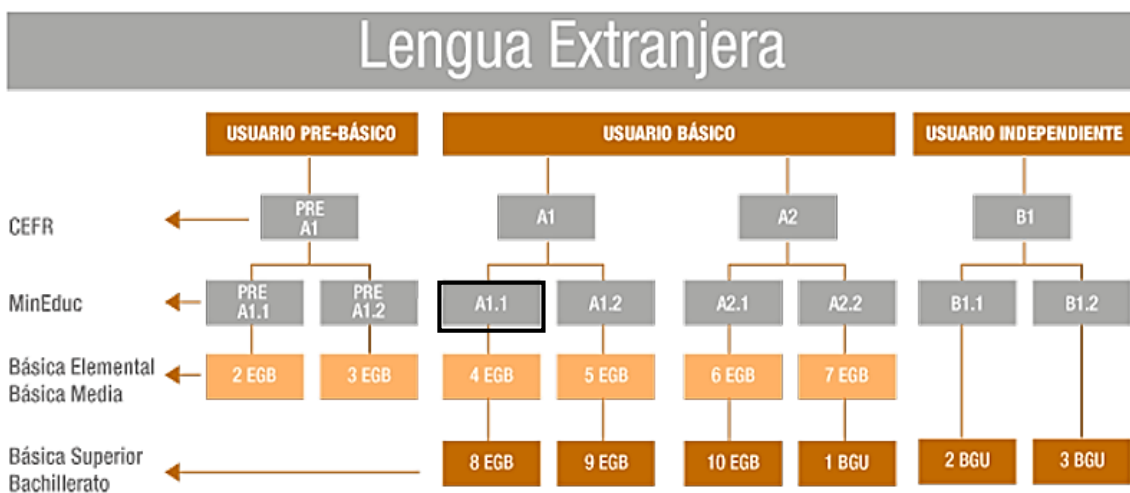
Figure 1. EFL learning outcomes specified by the Ministry of Educacion in Ecuador.

CHAPTER II

2. RESEARCH METODOLOGY

2.1. Types of research

(Posso, 2013, pág. 20 & 21) points out some different types of research that are considered for this research:

2.1.1 Applied research

This type of research consists in improving a process, a product or to solve a problem based on the collected information. In this research, the main data contributes to design a guide for 8th level students with strategies to manage affective factors during oral production activities in the foreign language.

2.1.2 Bibliographic research

It is defined as the type of research in which information is gathered from specialized documents and it can be used in an independent way or as a part of other researches. In the study, this helps to collect and to analyze essential information from different sources for the theoretical framework.

2.1.3 Descriptive research

This allows to define how the object of the study manifests itself in order to specify the main characteristics of people, groups, communities that can be analyzed. In this research, the affective factors are determined and analyzed based on 8th level students' situation at Luis Leoro Franco High School. This type of research is commonly used in the educational field.

2.2. Methods

2.2.1. Deductive method

This method helps to obtain general knowledge about how affective factors (anxiety and self-esteem) affect oral production of EFL in 8th level students at Luis Leoro Franco High School in order to analyze precise facts and information about the phenomenon to be studied (Posso, 2013).

2.2.2. Inductive method

This is known as a method in which a series of particular facts that are obtained through the research are consider to directly obtain general conclusions that arise after the analysis of several reasons and consequences produced by the problem posed (Newman, 2006). It helps to establish strategies through the obtained results for counteracting the effects of anxiety and low self-esteem in oral production of EFL.

2.2.3. Scientific method

This method consists on perceiving the object of the investigation, thus it allows to know more of its reality (Pievi & Bravin, 2008). Regarding to the previously mentioned problem, the objects of the study are 8th level students of Basic General Education at Luis Leoro Franco High School and the way how affective factors influence their oral production in English. It helps to present a logical and particular monitoring of each student during the study and to establish relations between the facts to investigate for developing and applying strategies to minimize the effects of the previously mentioned affective factors.

2.2.4. Descriptive method

This method consists in doing a characterization of the situations and events of how the object of study is manifested. In the project, it is possible to specify the characteristics which define the problem as well as the problem statement is proved through it.

2.3. Techniques and instruments

2.3.1. Scientific observation

This technique helps to identify the most important features of the object of the study, so an observation sheet is used to collect the data about how anxiety and self-esteem influence oral production of English in 8th level students during classroom activities at Luis Leoro Franco High School.

2.3.2. Survey

The collection of data is carried out through a survey aimed at direct beneficiaries that are 8th level students; it is done to examine the effect of anxiety and low self-esteem in EFL oral production. This technique provides information to design the strategies.

2.4. Population

In the Luis Leoro Franco institution, school year 2018-2019, there are 120 students in eight level of General Basic Education which are divided in four classes A, B, C, and D, so this total of learners were used for the research.

CHAPTER III

3. ANALYSIS AND INTERPRETATION OF THE RESULTS

This process was conducted at Luis Leoro Franco High School, Ibarra Canton, during school year 2018-2019. The participants for the survey were all 8th level students which means one hundred twenty learners from four classes A, B, C, and D.

The purpose of the survey was to collect essential information for the strategies design, knowing about anxiety and confidence levels that students experience while participating orally into the foreign language classroom. The questionnaires used for the survey provided indispensable information about activities and interest that help these learners to be engaged during English classes to speak, to work in groups or to participate.

Furthermore, scientific observation through observation sheet was applied to each student of 8th level in two sessions into the foreign language class: the first in a normal class, and the second during an oral presentation. These sessions were completed to observe their performance in different classroom activities and in front of their peers and teachers. Also, it was possible to analyze teacher-student relation.

3.1. Survey for 8th level student from Luis Leoro Franco High school, 2018-2019

3.1.1. Levels of anxiety with foreign language classroom activities

Table 9. Levels of anxiety with foreign language classroom activities

Anxiety levels Frequency (F) ▢ Percentage (%) ▢	Foreign language classroom activities								
	Speaking exams	Interaction with classmates	Interaction with the teacher	Oral lessons	Dialogues memorization	Texts memorization	Class participation	Speaking presentation	Correction by the teacher
5 (Very high anxiety)	28F; 23%	32F; 27%	18F; 15%	24F; 20%	20 F; 17%	17 F; 14%	25F; 21%	19 F; 16%	8 F; 7%
4 (High anxiety)	12F; 10%	25F; 21%	5F; 4%	24F; 20%	26F; 21%	25F; 21%	29F; 24%	12F; 10%	11F; 9%
3 (Moderate Anxiety)	38F; 32%	41F; 34%	38F; 32%	29F; 24%	42F; 35%	36F; 30%	41F; 34%	42F; 35%	33F; 28%
2 (Low anxiety)	19F; 16%	11F; 9%	43F; 36%	26F; 22%	19F; 16%	25F; 21%	14F; 12%	31F; 26%	28F; 23%
1 (No anxiety)	23F; 19%	11F; 9%	16F; 13%	17F; 14%	13F; 11%	17F; 14%	11F; 9%	16F; 13%	40F; 33%

Figure 2. Activities which cause different levels of anxiety.
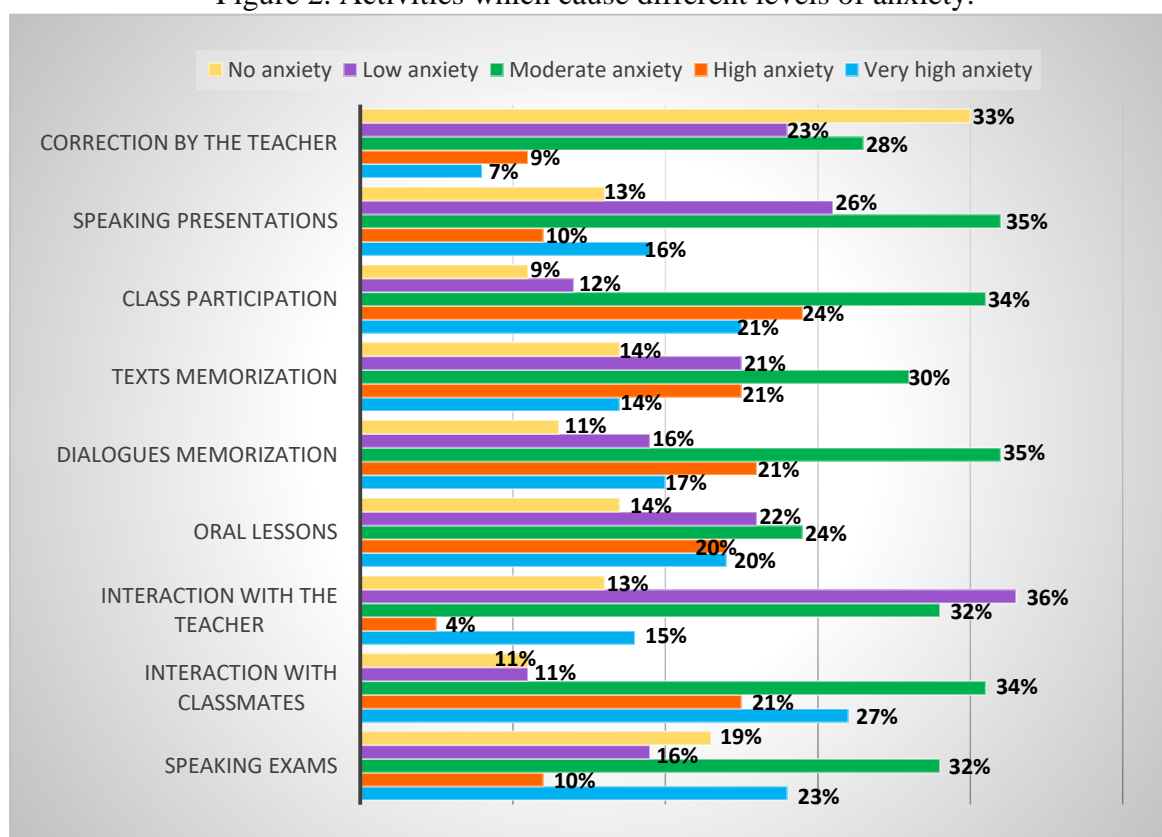
Source: Survey for 8th level student at Luis Leoro Franco High school, 2018-2019
Elaborated by: Sarina Ascanta

Analysis:

This bar chart shows the percentages of 8th level students who experience different anxiety levels during oral production activities in the English class. It can be seen that the majority of these tasks cause anxiety in these students.

As seen in Graph 2, 90% of students feel anxiety while doing oral presentations, and memorizing dialogues as well as texts. The amount of learners who feel high and very high anxious when they interacted with their classmates is 48%. The percentage of 45% did not participate in the English class due to the anxiety level they experienced. 64% of researched participants feel anxiety carrying out speaking exams, and oral lessons. However, 36% and 33% of surveyed students feel confidence level while interacting with their teacher or being corrected by him/ her.

From the chart, it can be concluded that the great number of the previously mentioned exercises generates anxiety in 8th level students when they use English in an oral way. In contrast, activities that involve teacher's guide do not show high anxiety levels. These statistics may reflect the requirement of strategies to minimize the levels of anxiety and boost self-esteem in these learners.

3.1.2.   Activities which promote levels of confidence in the English class.

Table 10. Activities which promote levels of confidence in the English class.

Confidence levels Frequency (F) Percentage (%)	Foreign language classroom activities						
	Sing	Role playing	Present a topic to the class	Record audios with the voice	Talk in pairs	Storytelling	Read texts in front of the class
No confidence	20F;17%	14F;12%	24F;23%	22F;18%	7F; 6%	34F;28%	15F;13%
Low confidence	31F; 26%	39F;32%	40F;33%	40F;33%	30F;25%	36F;30%	5F; 4%
Moderate confidence	40F;33%	41F;34%	27F;20%	26F;22%	44F;37%	28F;23%	42F;35%
High confidence	15F;12%	20F;17%	11F; 9%	13F;11%	11F; 9%	14F;12%	24F;20%
Very high confidence	14F;12%	6F; 5%	18F;15%	19F;16%	28F;23%	8 F; 7%	34F;28%

Figure 3. Activities which promote levels of confidence in the English class
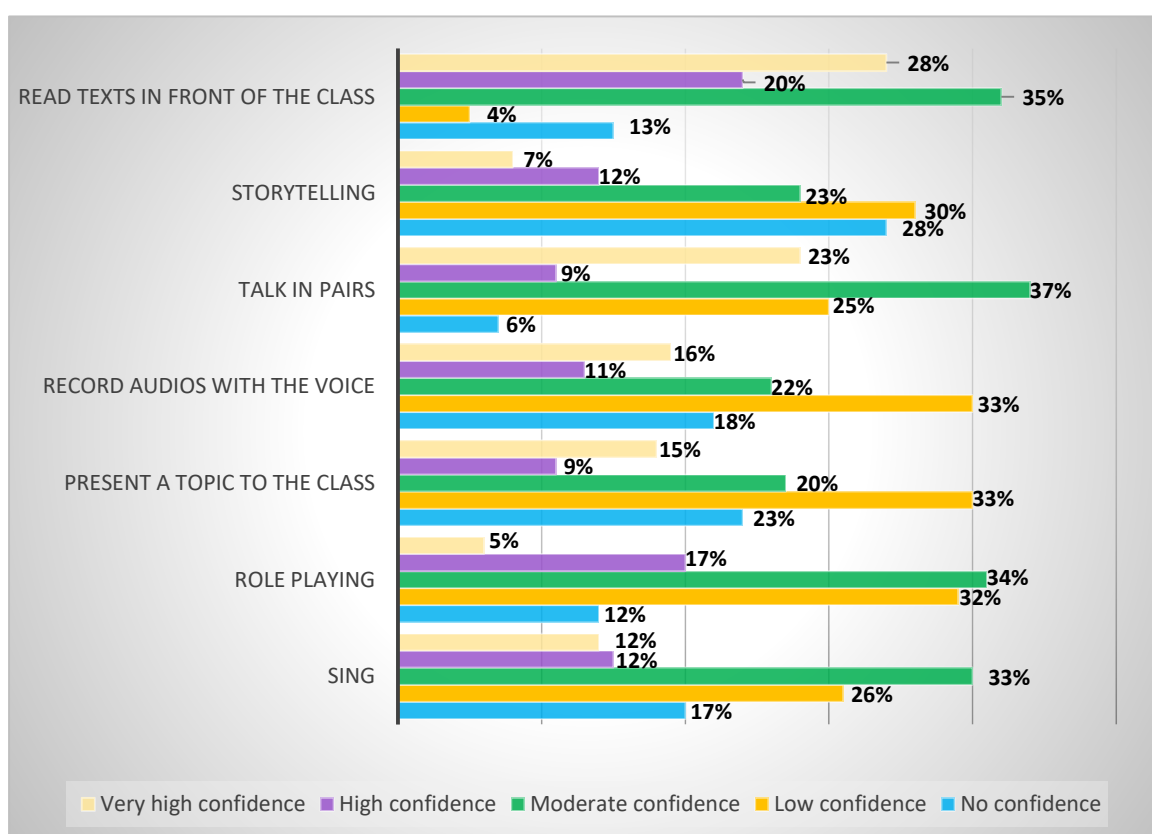
35

Analysis:

The bar chart gives information about the proportions of 8th level students who feel different confidence levels while participating in the previously presented speaking activities in the foreign language class.

As demonstrated in Table 10, 37% of learners experience moderate confidence during exercises which involve talking in pairs. On the other hand, 25% of students feel low confidence in the above mentioned task. 35% of researched participants experience confidence reading texts in front of the class, whereas 13% experienced low confidence level. 34% of surveyed students experience moderate confidence; in contrast, 32% of learners feel low confidence when they participate in role playing. There are three classroom practices in which 8th level students do not experience confidence levels such as storytelling with 58%, presentations with 56%, audio recording with 51%, and singing with 43%.

From the collected information, it can be seen that a considerable percentage of surveyed students feel a moderate confidence level in each classroom practice. Nevertheless, it is evident that an important number of researched participants do not experience confidence in the above mentioned tasks, so these results may reflect the necessity of actions to manage levels of confidence correctly.

3.1.3.   Levels of anxiety with speaking exams.

Table 11. Levels of anxiety with speaking exams

Anxiety levels Frequency (F) ▧ Percentage (%) ▢	**Speaking Exam**										
	Individual oral exam with the teacher	Individual oral exam in front of the class	Understanding instructions	Interruption (teacher)	Interruption (classmates)	Confidence level (teacher)	Forget the required vocabulary	Student doesn't know what word to use	Shyness	Fear of being wrong	Fear of making pronunciation mistakes
5 (Very high anxiety)	19F; 16%	19F; 16%	12F; 10%	25F; 21%	20F; 17%	11F; 9%	19F; 16%	23F; 19%	31F; 26%	23F; 19%	29F; 24%
4 (High anxiety)	6F; 5%	29F; 24%	18F; 15%	8F; 6%	30F; 25%	12F; 10%	12F; 10%	9F; 7%	14F; 11%	20F; 17%	13F; 11%
3 (Moderate Anxiety)	43F; 36%	35F; 29%	51F; 42%	38F; 32%	40F; 33%	30F; 25%	49F; 41%	44F; 37%	30F; 25%	42F; 35%	44F; 36%
2 (Low anxiety)	22F; 18%	22F; 18%	19F; 16%	31F; 26%	14F; 12%	28F; 23%	23F; 19%	31F; 26%	25F; 21%	20F; 17%	20F; 17%
1 (No anxiety)	30F; 25%	15F; 13%	20F; 17%	18F; 15%	16F; 13%	39F; 33%	17F; 14%	13F; 11%	20F; 17%	15F; 12%	14F; 12%

Figure 4. Levels of anxiety with speaking exam
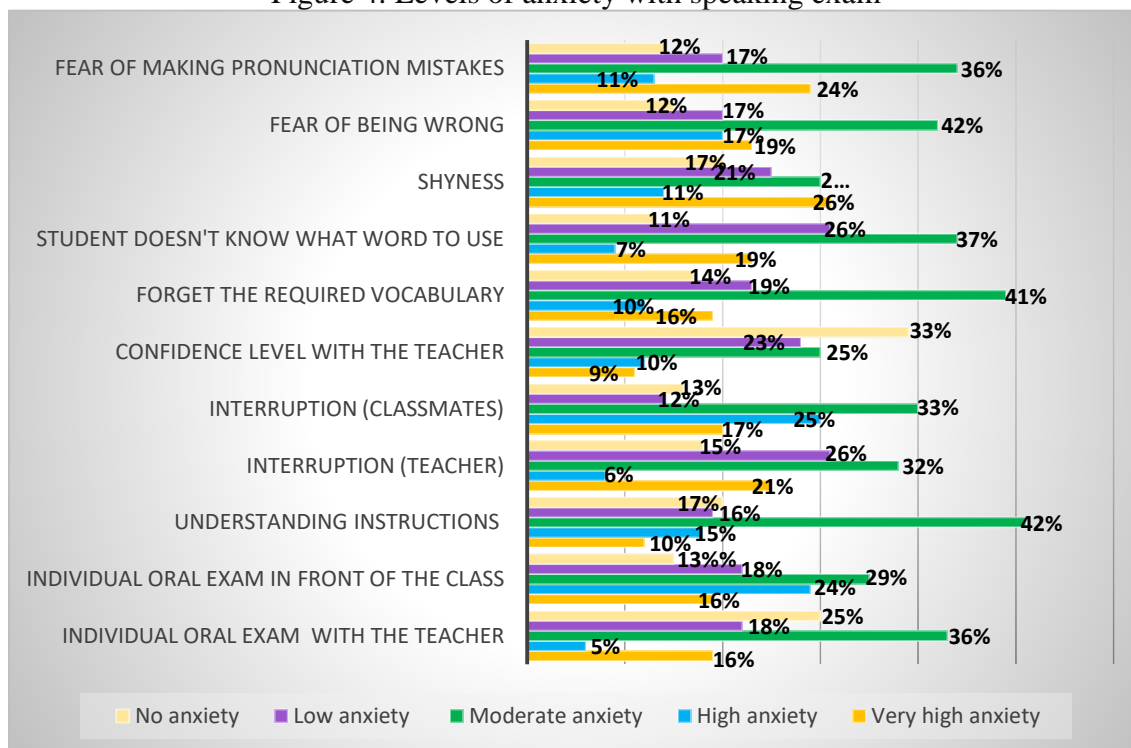
Source: Survey for 8th level student at Luis Leoro Franco High school, 2018-2019
Elaborated by: Sarina Ascanta

Analysis:

The bar chart illustrates the parts of 8th level students who experience different anxiety levels while taking oral exams in the foreign language.

As shown by the Graph 4, the amount of learners who feel anxious when they misremember the specific vocabulary is 41%. Researched participants who do not know what word to use during a speaking exam due to anxiety is 37%. Also, 36% of students feel a moderate anxiety level with individual oral exams in front of the teacher, whereas 29% of learners experience a high anxiety level with individual oral exams in front of the class. 36% of surveyed students experience anxiety when they make pronunciation mistakes in these oral exams. 35% of learners feel anxious when they believed they are wrong. 65% of surveyed students said interruption by their teacher and classmates caused anxiety in them. 42% of researched participants feel anxiety when they do not understand the instructions.

From the collected data, it is explicit that these students feel anxiety levels carrying out speaking exams. These results show that it may be indispensable to develop strategies and activities which will help them to feel less anxious during these assessments.

3.2. Observation sheet of foreign language class

Table 12. Anxiety levels with foreign language classroom activities

Anxiety levels Frequency (F) Percentage (%)	Foreign language classroom activities															
	Talk with classmates	Interaction – Teacher/Student	Dialogues memorization	Texts memorization	Correction by the teacher	Presentation in front of the class	Read texts in front of the class	Role playing	Interaction in group work	Feedback from the teacher	Feedback from classmates	Understanding instructions	Classroom management	Physical infrastructure	Didactic resources	Technological resources
5 (Very high anxiety)	11F 9%	30F 25%	19F 16%	8F 7%	17F 14%	18F 15%	10F 8%	11F 9%	7F 6%	10F 8%	13F 11%	34F 24%	20F 17%	19F 16%	21F 17%	14F 11%
4 (High anxiety)	21F 18%	11F 9%	41F 34%	41F 34%	11F 9%	30F 25%	32F 27%	45F 38%	18F 15%	13F 11%	20F 17%	19F 14%	14F 12%	48F 40%	49F 41%	19F 16%
3 (Moderate Anxiety)	58F 48%	24F 20%	49F 41%	57F 47%	45F 38%	49F 41%	45F 37%	48F 40%	60F 50%	53F 44%	57F 47%	46F 33%	45F 37%	24F 20%	15F 13%	49F 41%
2 (Low anxiety)	20F 17%	40F 33%	10F 8%	11F 9%	37F 31%	20F 17%	20F 17%	11F 9%	30F 25%	37F 31%	25F 21%	27F 19%	23F 19%	26F 22%	25F 21%	20F 17%
1 (No anxiety)	10F 8%	15F 13%	1F 1%	3F 3%	10F 8%	3F 2%	13F 11%	5F 4%	5F 4%	7F 6%	5F 4%	14F 10%	18F 15%	3F 2%	10F 8%	18F 15%

Figure 5. Anxiety levels with foreign language classroom activities
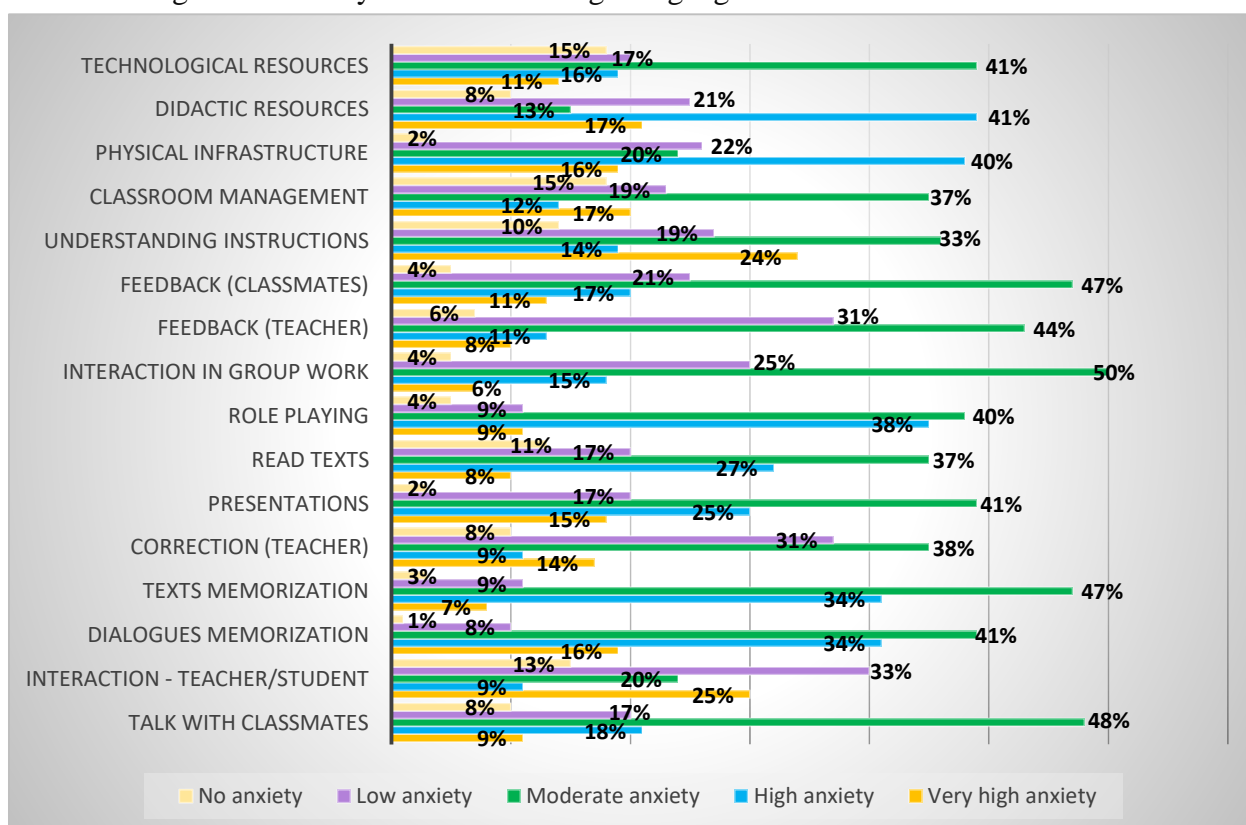
Analysis

The bar chart gives the results of proportions of 8th level students who experience different anxiety levels in oral production exercises in the foreign language class.

As shown in Graphic 5, 50% of students feel anxious communicating in group work. 48% of surveyed students are anxious when they talk with their peers. 47% of learners feel a moderate anxiety level when repeating texts, but 34% are highly anxious during this task. 47% of participants feel anxious with their classmates' opinions. 44% of learners are anxious when their teachers provide a feedback. On the other hand, 41% of students experience a moderate anxiety level at the moment of dialogues memorization. 66% of surveyed students experience high anxiety levels during presentations in front of the class. 82% of researched participants feel highly anxious because there are no enough technological and didactic resources in their classroom. 78% of learners experience moderate and high anxiety levels carrying out role playing exercises. 40% of students are highly anxious due to the physical infrastructure of their class. 38% of researched participants experience moderate anxiety when their teachers correct them in the classroom activities, whereas 31% are comfortable with their observations. 64% of learners experience moderate and high anxiety levels while reading texts in front of their peers. 37% of surveyed participants are moderately anxious with classroom management by the teacher, and 33% feel a low anxiety level interacting with their teachers. In contrast, 20% of students feel anxious when they communicate with their educators. 57% of surveyed students experience moderate and high anxiety levels while understanding instructions in the foreign language.

In conclusion, it is explicit that most of the above mentioned classroom activities caused anxiety in learners during observations of the foreign language class. These results demonstrates that new ways to manage the different levels of anxiety could be implemented.

CHAPTER IV

4. PROPOSAL

4.1. Name of the proposal

GUIDE OF ORAL PRODUCTION STRATEGIES FOR ENGLISH AS FOREIGN LANGUAGE

4.2. Justification and Importance

Nowadays, English is the most spoken language in the world, so learning this foreign language is fundamental in a student' academic profile for their future. Therefore, the Ecuadorian Educational system has implemented it in all schools, high schools, and colleges through the country.

Luis Leoro Franco High School is part of this educational system which provides education to adolescents between 12 and 13 years old in Imbabura province especially for Ibarra and La Esperanza, so the teaching and learning process of English needs to suit their students' needs. That is the reason why a guide with oral production strategies for foreign language has been developed for 8th level students of Basic General Education to manage anxiety levels correctly and to improve their self-esteem while doing oral production activities in the foreign language class.

Moreover, another main purpose of this guide is to provide teachers with a useful tool with innovative and creative strategies which can be included in the English classes.

4.3. Location

This project, allowed by authorities from the institution, was developed at Luis Leoro Franco High School in Ibarra city during school year 2018-2019.

Country: Ecuador

Province: Imbabura

Canton: Ibarra

City: Ibarra

Institution: Luis Leoro Franco High School

Beneficiaries: teachers, students, and parents
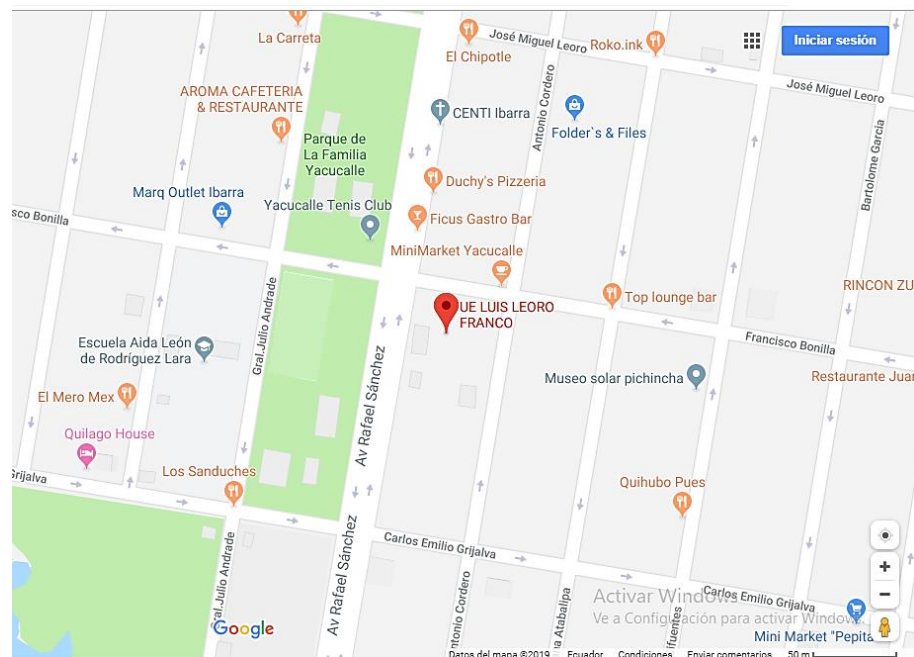
Taken from: Google maps, 2019

4.4. Proposal development

GUIDE OF ORAL PRODUCTION STRATEGIES FOR ENGLISH AS FOREIGN LANGUAGE

"One language sets you in a corridor for life. Two languages open every door along the way"

-Frank Smith

Author: Ascanta Sarina

CONTENTS

WELCOME TO THE GUIDE

This guide has been developed for 8th level students of Basic General Education to manage anxiety level correctly and to improve their confidence level while doing oral production activities in the foreign language class.

Another main purpose of this guide is providing teachers with a useful tool with innovative and creative strategies which can be included in the English classes.

This guide also includes three units with different strategies to promote individual, pair, and group work into the classroom as well as improving fluency according to their level too. These activities can be used by the teacher as he/she considers better.

"Educating the mind without educating the heart is no education at all"

-Aristotle

UNIT 1

Learning English through songs is enjoyable

Unit objective:

To lower anxiety level in EFL learners through song in English to improve their vocabulary and pronunciation while participating in oral production activities.

Contents:

1. **Activity 1: Seeing the world through the song**

   Song 1: We Are the World (USA for Africa) *by Michael Jackson*

2. **Activity 2: Getting your dreams**

   Song 2: Never Give Up *by Sia*

3. **Activity 3: Facing obstacles to be better**

   Song 3: God only knows *by for KING & COUNTRY*

Activity 1: Seeing the world through the song **Objective:** To improve team work in students in the EFL classroom.	
Song for the activity 1:	We Are the World (USA for Africa) *by Michael Jackson*
Materials:	• A picture of the singer (Michael Jackson) • Markers • Speakers • Old magazines • Glue • Cardboard • Lyrics copies • Song (audio) • Scissors
Time for the activity 1:	• 80 minutes

We Are the World (USA for Africa) *by Michael Jackson*

Writers: Lionel Richie, Michael Jackson

There comes a time when we heed a certain call *(Lionel Richie)*
When the world must come together as one *(Lionel Richie & Stevie Wonder)*
There are people dying *(Stevie Wonder)*
Oh, and it's time to lend a hand to life *(Paul Simon)*
The greatest gift of all *(Paul Simon/Kenny Rogers)*
We can't go on pretending day by day *(Kenny Rogers)*
That someone, somehow will soon make a change *(James Ingram)*
We're all a part of God's great big family *(Tina Turner)*
And the truth *(Billy Joel)*
You know love is all we need *(Tina Turner/Billy Joel)*

We are the world, we are the children
We are the ones who make a brighter day so let's start giving *(Michael Jackson)*
There's a choice we're making we're saving our own lives *(Diana Ross)*
It's true we'll make a better day just you and me *(Michael Jackson/Diana Ross)*

Well, send me you your heart so they know that someone cares *(Dionne Warwick)*
And their lives will be stronger and free *(Dionne Warwick/Willie Nelson)*
As God has shown us by turning stone to bread *(Willie Nelson)*
And so we all must lend a helping hand *(Al Jurreau)*
We are the world, we are the children *(Bruce Springsteen)*
We are the ones who make a brighter day so let's start giving *(Kenny Logins)*
There's a choice we're making we're saving our own lives *(Steve Perry)*
It's true we'll make a better day just you and me *(Daryl Hall)*
When you're down and out there seems no hope at all *(Michael Jackson)*
But if you just believe there's no way we can fall *(Huey Lewis)*
Well, well, well, let's realize that a change can only come *(Cyndi Lauper)*

When we *(Kim Carnes)*
stand together as one *(Kim Carnes/Cyndi Lauper/Huey Lewis)*
We are the world, we are the children
We are the ones who make a brighter day so let's start giving *(Michael Jackson)*
There's a choice we're making we're saving our own lives *(Diana Ross)*
It's true we'll make a better day just you and me *(Michael Jackson/Diana Ross)*
(METROLYRICS, 2019)

1. Steps

1.1　Teacher ask students: What do you think about the phrase "We Are the world"?

1.2　Students answer the question with nouns, adjectives and short sentences.

1.3　Teacher shows a picture of Michael Jackson and students guess the relation between the phrase and the artist

1.4　Time to sing "We Are the World"

　　1.4.1　Understanding the meaning of the song

　　1.4.2　Teacher provides the correct pronunciation of the lyrics

　　1.4.3　Students listen to the song twice

　　1.4.4　Students practice the lyrics of the song

　　1.4.5　Teacher plays the song and students sing it

1.5　Time to speak:

　　1.5.1　Teacher forms a circle with all students

　　1.5.2　Teacher give students some minutes to think about a message from the song.

　　　　First, students share their ideas to a classmate next to him/her. Then, they share that with the class.

1.6　Students make "We Are the World Collage" to share their messages with the class.

1.7　Teacher and students make the final conclusions.

Activity 2: Getting your dreams **Objective:** To improve fluency in EFL learner using common phrases for speaking.	
Song for the activity 2:	*Never Give Up by Sia*
Materials:	- Cards with words related to Never Give Up! - Markers - Song lyrics copies - Song video/CD - Speakers
Time for activity 2:	80 minutes

Never Give Up *by Sia*

Writers: Greg Kurstin, Sia Furler

I've battled demons that won't let me sleep
Called to the sea but she abandoned me

But I won't never give up, no, never give up, no, no
No, I won't never give up, no, never give up, no, no

And I won't let you get me down
I'll keep gettin' up when I hit the ground
Oh, never give up, no, never give up no, no, oh
I won't let you get me down
I'll keep gettin' up when I hit the ground
Oh, never give up, no, never give up no, no, oh

I'll find my way, find my way home, oh, oh, oh
I'll find my way, find my way home, oh, oh, oh
I'll find my way, find my way home, oh, oh, oh
I'll find my way, find my way home, oh, oh, oh

Oh yeah, I'm haunted by the distant past
Called to the skies but she was overcast

But I won't never give up, no, never give up, no, no
No, I won't never give up, no, never give up, no, no

And I won't let you get me down
I'll keep gettin' up when I hit the ground
Oh, never give up, no, never give up no, no, oh
I won't let you get me down
I'll keep gettin' up when I hit the ground
Oh, never give up, no, never give up no, no, oh

I'll find my way, find my way home, oh, oh, oh
I'll find my way, find my way home, oh, oh, oh
I'll find my way, find my way home, oh, oh, oh
I'll find my way, find my way home, oh, oh, oh

Never give up, never give up
Never give up, never give up
No, no, oooh

And I won't let you get me down
I'll keep gettin' up when I hit the ground
Oh, never give up, no, never give up no, no, oh
I won't let you get me down
I'll keep gettin' up when I hit the ground
Oh, never give up, no, never give up no, no, oh

I'll find my way, find my way home, oh, oh, oh
I'll find my way, find my way home, oh, oh, oh
I'll find my way, find my way home, oh, oh, oh
I'll find my way, find my way home, oh, oh, oh (AZLyrics, 2019)

2. **Steps**

2.1   Teacher divides the class in two groups (A, and B)

2.2   Each group sticks as many words they can on the board in 1 minute. These words have to be in an alphabetic order.

GROUP A	GROUP B
Persistent	Patient
Determined	Be tenacious
Focused	Dedicated
Indefatigable	Firm
Hard worker	Purposeful
Unshakable	Self-willed
Insistent	Clever

2.3   Teacher writes some phrases on the blackboard and asks: Can you choose the phrase which means face the difficulties?

Never Give Up!	I'm all ears!	Awesome!

2.4   Each group share their ideas. They can use: We chose Never give up! because_____.

2.5   Teacher gives the correct phrase and explains the reasons why this phrase is important for the class.

> This phrase is important because it is the name of a song with an amazing message to overcome obstacles in our daily life.
>
> You are going to learn to sing it!

2.6   **Time to sing "Never Give Up"**

   2.6.1   Understanding the meaning of the song

   2.6.2   Teacher provides the correct pronunciation of the lyrics.

   2.6.3   Students listen to the song twice

   2.6.4   Students practice the lyrics of the song

   2.6.5   Teacher plays the song and students sing it

2.7   **Time to speak:**

   Pair work

   2.7.1   Teacher asks: How do you never give up?

   2.7.2   Both students think about the answer

   2.7.3   Pairs share their feelings using sentences like this: "I never give up being _____ (patient/persistent)". They can use the words from the previous activity 2.2

   2.7.4   Each pair can say any advice to the other to get their dreams.

   2.7.5   Students sing the song again.

   2.7.6   Teacher provides feedback to some students individually

Activity 3: Facing obstacles to be better

Objective: To increase EFL learners' vocabulary to be confident while speaking.

Song for the activity 3:	**God only knows** *by for KING & COUNTRY*
Materials:	- Video - Flash cards with classroom situations - Speakers - Song lyrics copies - Song video/CD
Time for activity 3:	80 minutes

God Only Knows *by for KING & COUNTRY*

Writers: Jordan Reynolds, Josh Kerr, Tedd T, Luke Smallbone & Joel Smallbone

Wide awake while the world is sound asleepin'
Too afraid of what might show up while you're dreamin'
Nobody, nobody, nobody sees you
Nobody, nobody would believe you
Every day you try to pick up all the pieces
All the memories, they somehow never leave you
Nobody, nobody, nobody sees you
Nobody, nobody would believe you

God only knows what you've been through
God only knows what they say about you
God only knows that it's killing you
But there's a kind of love that God only knows

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

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

You keep a cover over every single secret
So afraid that if someone saw they would leave
Somebody, somebody, somebody sees you
Somebody, somebody will never leave you

God only knows what you've been through
God only knows what they say about you
God only knows how it's killing you
But there's a kind of love that God only knows

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

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

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

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

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

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

God only knows where to find you
God only knows how to break through
God only knows the real you
But there's a kind of love that God only knows (Lyrics, 2018)

3. Steps

3.1. Time to sing

3.1.1. Understanding the vocabulary and the meaning of the song

3.1.2. Teacher provides the correct pronunciation of the lyrics

3.1.3. Students listen to the song twice

3.1.4. Students practice the lyrics of the song

3.1.5. Teacher plays the song and students sing it

3.2. Time to speak:

3.2.1. Role playing

3.2.1.1.   Form groups of 4 students

3.2.1.2.   Each student from the groups answer the question: How do you feel in the class now?

3.2.1.3.   Ask each group to choose a situation to role play and give the solution for it.

       a) Being sad about bad grades.

       b) Being depressed about bullying.

       c) Being anxious about classmates' correction.

       d) Being scared to participate in the class.

3.3.   Students look for ways to deal with these situations

3.4.   Students role play the class situations and the ways to deal with these ones.

3.5.   Teacher provides feedback to each group.

UNIT 2

Sharing my first poem in English

Unit objective:

To improve confidence level in the students using correctly basic writing patterns for poems in order to present them in the EFL class.

Contents:

1. **Activity 1: My dear phone**

   Poem for my perfect phone

2. **Activity 2: My hero**

   Poem for my special person

3. **Activity 3: Knowing my friend**

   Poem for my classmate

Activity 1: My dear phone

Objective: To create short verses using rhythm in the final words.

Materials:	
	• Worksheets
	• Pieces of paper
	• Pictures
	• Colors
	• Pencils
	• Markers
Time for activity 1:	• 80 minutes

1. Steps

1.1 Time to speak

1.1.1. Teacher asks students to think about the features that their perfect phone should have.

1.1.2. Students receive a mind map to fill in with their ideas

1.1.3. Students share their ideas with the class.

1.1.4. Students select the words from the Rhyme Words List.

1.1.5. Students use selected words and ideas from the mind map to create 4 or 5 short verses for their poem.

1.1.6. Students change their drafts with others to receive feedback.

1.1.7. Students make changes if it is necessary.

1.1.8. Teacher corrects the final drafts.

1.1.9. Students make changes in terms of writing and add details to their poems such as pictures, colors, phrase, etc.

1.2 Time to present:

1.2.1   Teacher forms a circle with the whole class.

1.2.2   Students reads their poems individually while their classmates write some advice to improve their pronunciation.

1.2.3   Students receive the comments and practice the poem. They can ask for help to the teacher.

1.2.4   Students presents the poem to the whole class.

1.3 Teacher and students share their experience in this activity.

Worksheet 1 for Activity 1

My mind map to create my poem

Name: _____   Date: _____

My dear phone
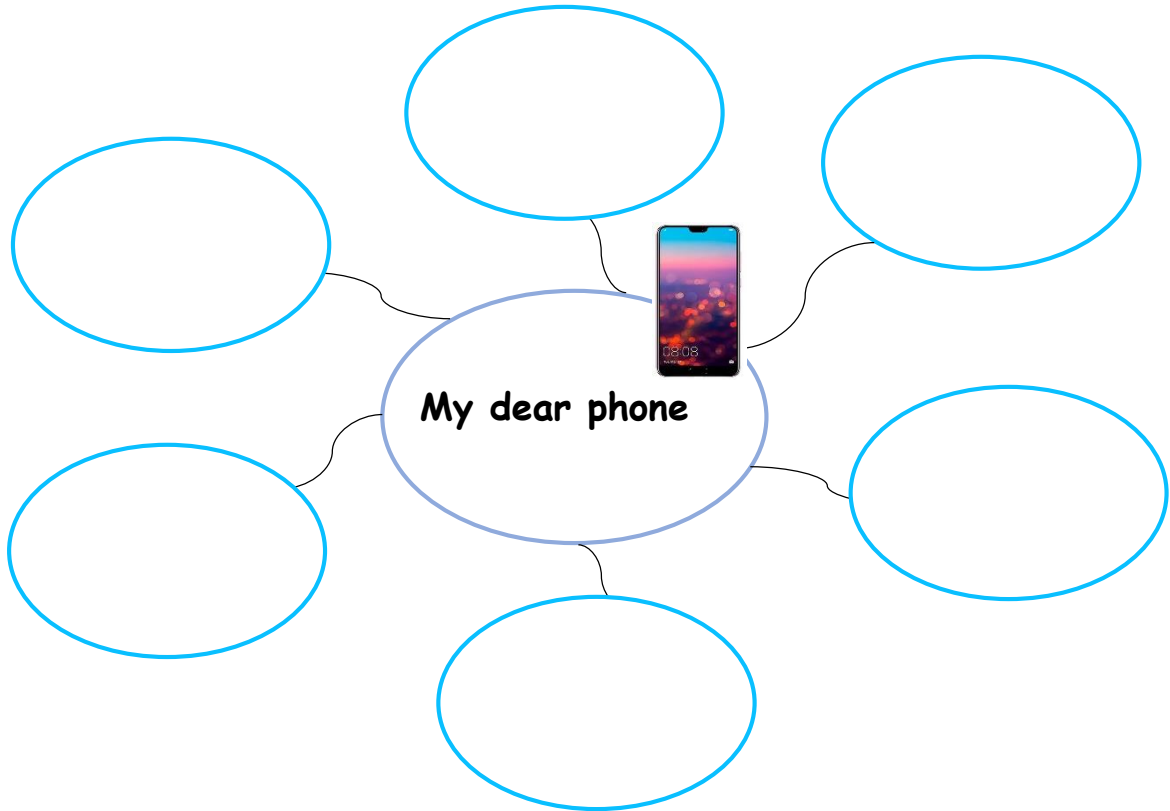
Worksheet 2 for Activity 1

Rhyme word list

Name: _____   Date: _____

- **Underline the words that have rhyme between them for your poem.**

Lab	crab	fab	race	black	dad

place	back	track	mad	frail

mail	detail	wake	mistake

Activity 2: My hero **Objective:** To describe a person's characteristics through a short poem.	
Materials:	• Poem template • Cardboards • Markers • Pencils • Sheets of paper
Time for activity 2:	• 80 minutes

2. Steps

    2.1   Teacher asks students: Who is your hero?

        2.1.1.   Students share ideas in pairs.

Phrases to introduce other person		
1. Hi! I'd like to introduce you to my hero.	2. His/her name is _____.	3. He/she is my hero because_____.

2.2   Students work on the poem template individually.

2.3   Teacher helps students to correct their drafts.

2.4   In different pairs, students practice the pronunciation of their poems and help each other to correct mistakes.

2.5   Students make some flashcards with keywords of their poems.

2.6   Students share their poems in front of the class using their flashcards to remember essential information.

2.7   Teacher gives the final conclusions about the activity.

Worksheet 1 for activity 2

POEM TEMPLATE

MY HERO

- Write one verse in each line

_____

(Her/his eyes)

_____

(Her/his most important quality)

_____

(Her/his dream-goal)

_____

(Her/his favorite phrase)

_____

(The reason why she/he is your hero)

Activity 3: Knowing my friend

Objective: To enhance EFL learners' creativity through writing a poem with personal information.

Materials:	"My friend's life" worksheet - Sheets of paper - Pictures - Colors - Scissors - Glue
Time for activity 3:	80 minutes

3. Steps

3.1. Pair work

3.1.1. Teacher asks pairs to describe each other.

3.1.2. Both students collect essential information using "My friend's life" worksheet.

3.2 Each student creates a poem for their classmate based on the collected information. The poem can have 5 or 6 verses.

3.3 Students create a unique title for the poem.

3.4 Teacher gives help to students individually in writing and pronunciation.

3.5 Each student decorate their sheet of paper of the poem. This will be given to their pairs from activity 3.1

3.6 Students practice the pronunciation of the poem.

3.7 All pairs stand up in different parts of the classroom and share their poems to the other.

3.8 Teacher observe each pair taking into account their pronunciation, body language and confidence level.

3.9 Teacher asks students to give the poems to their pairs and he/ she gives the final conclusions.

Worksheet 1 for activity 3 My friend's life	
What does he/she look like?	**Her/ his personality**
1_____ 2_____ 3_____ 4_____	1_____ 2_____ 3_____ 4_____
Her/his hobbies, music, food, etc…	**His/her goals**
1_____ 2_____ 3_____ 4_____	1_____ 2_____ 3_____ 4_____

UNIT 3

Presenting my ideas without fear

Unit objective:

To help learner managing anxiety level during an oral presentation knowing the proper design of presentations, evaluation criteria, and tips to control fear.

Contents:

Activity: Speaking without fear

- Topics for the oral presentation

- Suggestions to organize information

- Suggestions to do a successful presentation

- Knowing more about the evaluation criteria through a rubric

Activity: Speaking without fear **Objective:** To be ready for an oral presentation using correct vocabulary, pronunciation and fear control.	
Materials:	• Worksheets • Cardboard • Markers • Pictures (about you, special person, city) • Additional material for teachers • Flashcards with suggestions for students • Rubric for oral presentation
Time for the activity:	• 120 minutes

1. Steps

1.1. Teacher gives three topics for the presentation.

Introducing myself	**Describing myself**	**Talking about my favorite place in my city**

1.2. Students choose one topic to prepare their presentations.

1.3. Students fill templates with fundamental information about their topics.

1.4. Students decide to create a <u>power point</u> or <u>cardboard presentation.</u>

    1.4.1. Teacher explains some tips to put the information in an understandable way in power point or cardboard.

Do's	Don'ts
- Power Point • Organize the most relevant information **(cardboard too).** • All slides need to have similar design (colors, background, and letters) • Use Arial or Times New Roman • The texts have to be different from the background. E.g. black-colored letters in clear backgrounds • Write essential information **(cardboard too).** • Use clear images, pictures, and photos related to the topics **(cardboard too).** • <u>Include references</u> **(cardboard too).** **- Cardboard** • Write the texts clearly and understandable • Use graphic organizers such as mind maps **(power point too)**	**- Power Point/Cardboard** • Do not include too much information. • Do not use different fonts • Do not use capital letters if it is not necessary • <u>Do not include information from unverified web pages</u>

1.5. Students organize the information according to the teacher's instructions (Power point/ cardboard). This part can be done at home.

1.6. Teacher provides the feedback to the information included in the slides or the cardboard.

1.7. Students make the final corrections.

1.8. Students receive a flashcard with tips to do a successful presentation and they listen carefully to the teacher's explanation about them.

1.9. Teacher also explains the rubric for the final presentation and each student receives one.

1.10. Students personalize their rubric. If they do not understand, they can ask to the teacher.

1.11. Students practice their presentation taking into account the teacher's suggestions and the rubric's evaluation criteria. It can be done at home.

1.12. Time for the mock presentation

    1.12.1. Teacher divides the class in groups of 5 students.

    1.12.2. Students from all groups take turns to present their topics.

    1.12.3. Students from all groups provides comments to improve the presentations.

    1.12.4. This helps students to improve their confidence level with their classmates.

1.13. For the individual presentation, students bring their rubric.

1.14. Students make questions about the topics to their classmates.

1.15. Teacher makes the final conclusions.

Worksheet 1 for step 1.3

Introducing myself	
First, greet	**Good morning/ afternoon. I would like to share information about me.**
- What is your name?	-My name is _____.
- What is your last name?	- My last name is _____.
- How old are you?	- I'm _____.
-Where are you from?	- I'm from _____, so
	(country)
	I'm_____.
	(nationality: Ecuadorian/Chilean)
- Where were you born?	-I was born in _____.
- Where do you live?	- I live in _____.
- How many siblings do you have?	- I have ( ) brothers and ( ) sisters.
- What is your favorite subject?	- My favorite subject is _____.
- What is your favorite hobby?	- My favorite hobby is _____.
- What is your favorite food?	- My favorite food is _____.

Subjects
- Math
- English
- Physical education
- Science
- History
- Music
- Artistic education

Hobby
- listening to music
- playing soccer/basketball
- reading books
- surfing the internet
- playing video games
- chatting with friends/family
- taking photographs
- drawing
- cooking
-watching movies

Food
- Pizza
- Hamburger
- Typical food of Ecuador
- Chicken wings BBQ
- Classic nachos
- Breaded shrimps

Worksheet 2 for step 1.3

Describing my special person	
First, greet	**Good morning/ afternoon. I would like to describe my special person.**
- What is his/her name?	- His/her name is _____.
- What is his/her last name?	- His/her last name is _____.
- How old is he/she?	- He/she is _____.
- Where is he/she from?	- He/she is from _____. (country)
- Where does he/she live?	- He/she lives in _____. (country, city or town)
- What does she/he look like?	-He/she is _____. (tall/short) -His/her eyes are _____. (color) - His/her hair is _____ and_____. (color, types of hair)
What are his/her qualities?	- He/she is _____because_____. - He/she is _____because_____. (Use adjectives related to personality)
Why do you admire him/her?	I admire him/her a lot because he/she is _____.

Colors	Types of hair	Adjectives (personality)
- Black - White - Brown - Blue - Gray - Green	- long/short - blond - straight - Blue - curly - wavy	- clever - beautiful - handsome - honest - respectful - punctual - positive - successful

Worksheet 3 for activity 1.3

Talking about my favorite place in my city	
First, greet	**Good morning/ afternoon. I would like to talk about my favorite place in _____.**
	(city)
- Why did you choose this place?	- I chose this place, because_____.
- What is the name of the place?	- Its name is_____.
- Where is the place located?	-This place is located
	_____.
	(prepositions of place + reference place)
- What does this place have?	- It has _____, _____, and_____.
	(nouns)
-What does it look like?	It is _____, and it is _____.
	(big/small/large) (modern/old)
	The colors of the place are _____.
-What activities can people do in this place?	People can _____, _____,
	and_____.
When can we visit the place?	You can visit the place when it is
	_____ during the _____.
	(weather) (part of the day)

Nouns

- trees
- lake
- pools
- shops
- food court
- animals
- waterfall

Activities

- playing soccer/volleyball/basketball
- swimming
- taking photos
- eating delicious food
- buying handicrafts
- watching movies
- buying clothes

Weather

- sunny
- cloudy
- rainy
- windy
- warm
- cold

Parts of a day

- morning
- afternoon
- evening

78

Teacher provides this flashcard to each student in step 1.8

Suggestions to feel confident during my oral presentation

1. Be excited about your topic

2. Don't make it difficult

3. Avoid reading the slides

4. Make eye contact with your audience

5. Speak with confidence

6. Pause

7. Avoid filler words

8. Use 4 -5 minutes to talk about your topic

9. Use body language

10. Relax, Breathe and Enjoy

You're the best, so you can do it!

Based on: Oral presentations Tips. Grand Valley State University. December 7, 2016.
https://www.gvsu.edu/ours/oral-presentation-tips-30.htm

Additional material for the teacher in exercise 1.8

Suggestions to feel confident during my oral presentation

1. **Be excited about your topic:** You chose the topic and information, so you need to be happy in front of the audience with your results. The audience will feel your emotions and they will enjoy what you're talking about.

2. **Don't make it difficult:** Use simple words and use the slides correctly

3. **Avoid reading the slides:** Don't use difficult words that you can forget due to the nervousness and use the slides or cardboard as a tool to remember the information. That is the reason why the information and pictures need to be related to the topic.

4. **Make eye contact with your audience:** You need to make contact with the audience from all areas equally, so you can see a person from different parts for some seconds before moving on the others. It helps you to catch their attention, and they listen more because people feel that you're talking directly to them.

5. **Speak with confidence:** Use the right tone of the voice, everybody from your audience should listen to you clearly. Also, speaking slowly is a good way to collect your ideas before the next points.

6. **Pause:** It makes your speaking more structure. You can emphasize important information as well as the ideas can flow in the correct order for the audience. <u>It is important to practice counting 1, 2, and 3 silently between points.</u>

7. **Avoid filler words:** Don't say words like: umm! , like, you know. If you use these words, you show to the audience you don't know enough about the topic.

8. **Use body language:** Use your hands to express your ideas while you speaking. Also, walk around the stage. It helps you to avoid anxiety and feel more confident. The movements need to be natural.

9. **Use 4-5 minutes to talk about your topic:** To share your information, you don't need to spend a lot of time. Be clear and organized in your thoughts.

10. **Relax, Breathe and Enjoy:** It is okay to be nervous in front of the audience, but you need to be calm in your oral presentation, so practice to breathe deeply before, and during your speaking. Use the **pauses** between the points to breathe while you sharing the information.

> **You're the best, so you can do it!**

Based on: Oral presentations Tips. Grand Valley State University. December 7, 2016.
https://www.gvsu.edu/ours/oral-presentation-tips-30.htm

Rubric for oral presentation					

Student's name: _____   **Date:** _____

Topic: _____

Evaluation criteria	Excellent 5	Very good 4	Good 3	Regular 2	Poor 1
Presence					
- Body language - Eye contact - Contact with the audience - Uniform	Comments:				
Language skills					
- Appropriate grammar and vocabulary - Speak aloud to be heard easily - Avoid filler words -Speak confidently	Comments:				
Organization					
- Logical structure between points - Pause -Use slides/cardboard as a guide	Comments:				
Knowledge about the topic					
- Avoid reading the slides - Relevant information -Mention the references - Able to answer questions	Comments:				
Visual aids					
- Organized information - Clear pictures or photos - Correct design of the slides or the cardboard -Clear writing (cardboard)	Comments:				
	Total score: 25				
	Student's score: _____/25				

UNIT 4

Movies help me to learn English

Unit objective:

To increase confidence level in EFL learners representing different characters through role playing and dubbing in order to improve pronunciation and the use of English in real context.

Contents:

1. **Activity 1: Puppets**

   Scene of Kung Fu Panda 1 movie.

   The movie was written by: *Jonathan Aibel & Glenn Berger*

2. **Activity 2: Dubbing**

   Scene of The Lion King movie

   The movie was written by: *Linda Woolverton, Irene Mecchi & Jonathan Roberts*

3. **Activity 3: Role-playing**

   Students' story

Activity 1: Living my present - puppets		
Objective: To pronounce EFL correctly through scenes with puppets.		
Materials:	- Computer - Speakers - Video Kung Fu Panda- Today is a gift - Script - Puppets - Cardboard box - Cloths - Puppets - Markers - Scissors - Glue
Time for the activity 1:	120 minutes

1. Steps

1.1. Teacher writes this phrase on the blackboard: *"Yesterday is history, tomorrow is a mystery, but today is a gift. That is why it is called the present"* (IMSDb, 2008)

1.2. Time to speak:

1.2.1. Teacher ask students: Have you ever heard this phrase before?

1.2.2. Students share their ideas.

1.2.3. Teacher explains that this phrase was mentioned in the first Kung Fu Panda movie by Oogway (the master of Jade Palace, he is a turtle).

1.3. Preparing to act:

1.3.1. Now, teacher explains that <u>students in pairs</u> are going to act a scene from the movie using puppets.

1.3.2. Students choose a classmate to act the scene.

1.3.3. Everybody watches and listens to the Kung Fu Panda – Today is a gift scene.

Link for the video: <u>https://youtu.be/PSBfcpqICvY</u>

1.3.4. Teacher provides the script of the scene to each student.

1.3.5. In pairs, each student choose the character he/she want to represent.

1.3.6. Teacher explains what the dialogue talks about.

1.3.7. Teacher provides the correct pronunciation of the script.

1.3.8. Students watch and listen to the scene using the script twice.

1.3.9. Pairs practice the pronunciation of the dialogue and teacher helps them if they need. <u>It is important to imitate the characters' voice.</u>

1.4. Puppets' time

1.4.1. Both students make their puppets and scenography. This part can be done at home individually. **Later, they can add everything in the class.**

1.4.2. After preparing the materials, they practice the scene for the last time.

1.4.3. Each pair acts the scene in front of the class.

1.5. Final conclusions

1.5.1. Teacher asks: What did you learn from this scene? Can you share a message?

1.5.2. Students express their thoughts.

1.5.3. Teacher share his/her opinion.

SCRIPT

Kung Fu Panda- Today is a gift scene

The movie was written by: *Jonathan Aibel & Glenn Berger*

OOGWAY
 I understand. You eat when you are upset.

PO
Upset? I'm not upset. What makes you think I'm upset?

OOGWAY
 So why are you upset?

 PO
I probably sucked more today than anyone in the history of kung Fu, in the history of China, in the history of sucking.

OOGWAY
 Probably. (IMSDb, 2008)

PO
 And the Five... man, you should have seen them, they totally hate me.

OOGWAY
Totally.

PO
How's Shifu ever going to turn me into the Dragon Warrior?
I mean, I'm not like The Five.
I've got no claws, no wings, no venom.
Even Mantis has those ....thingies.
Maybe I should just quit and go back to making noodles.

OOGWAY
Quit, don't quit. Noodles, don't noodles.

OOGWAY
 You are too concerned with what was and what will be. There is a saying: Yesterday is history, tomorrow is a mystery, but today is a gift. That is why it is called the present.

Activity 2: Remembering my family-dubbing **Objective:** To improve EFL learners' pronunciation while dubbing a scene.	
Materials:	• The puzzle • Rewards (candies) • Video The Lion King- Remember Who You Are • Computer • Speakers • Script • Cellphones (If students have) • Pieces of paper
Time for the activity 1:	• 120 minutes

2. Steps

2.1. Time to speak:

2.1.1. Teacher forms the pair and asks them to solve the puzzle.

2.1.2. The first pair who finish the activity receive a reward.

2.1.3. Teacher asks all pairs to describe the picture they have.

2.1.4. Teacher asks volunteers to describe it again for the whole class.

2.1.5. Teacher ask: Have you ever watched this picture in a movie?

2.1.6. Students share their ideas.

2.1.7. Teacher explains that the picture is a scene in the Lion King movie.

2.2. Preparing to dubbing:

2.2.1. Now, teacher explains that <u>the same pairs</u> are going to dubbing a scene from the movie.

2.2.2. Everybody watches and listens to The Lion King – Remember Who You Are scene.
Link for the video: https://youtu.be/yGQnGQzlAmA

2.2.3. Teacher provides the script of the scene to each student.

2.2.4. Both students have to represent the characters.

2.2.5. Teacher explains what the dialogue talks about.

2.2.6. Teacher reads the script and students listen carefully.

2.2.7. Students watch and listen to the scene using the script twice.

2.2.8. Pairs practice the pronunciation of the dialogue and teacher helps them if they need. <u>It is important to imitate the characters' voice.</u>

2.3. Dubbing the scene

2.3.1. Teacher asks all pairs to record their voices (dubbing) using a cellphone.

2.3.2. Students share their recordings to other pairs.

2.3.3. Students share their recordings to the whole class.

2.3.4. <u>If students don't have cellphone, they can dubbing in the moment of presenting in front of the class.</u>

2.4. Final conclusions

2.4.1. Teacher asks all students: Is it important to remember our family every day?

2.4.2. Students share their thoughts.

2.4.3. Teacher provides a piece of paper to each student.

2.4.4. Students create a short letter for their family.

2.4.5. Students' homework is to give the letter to their families.

2.4.6. Teacher provides final conclusions about the activity.

PUZZLE –REMEMBER WHO YOU ARE

SCRIPT

The Lion King – Remember Who You Are scene

The movie was written by: *Linda Woolverton, Irene Mecchi & Jonathan Roberts*

Rafiki:

Shhh.

Look down there.

Simba:
 That's not my father. That's just my reflection.

Rafiki:
Noo. Look harder.

You see, he <u>lives</u> in you.

Mufasa:
<u>Simba</u> . . .

Simba:
Father?

Mufasa:
Simba, you have <u>forgotten</u> me.

Simba:
No. How <u>could</u> I?

Mufasa:
You have <u>forgotten</u> who you are, and so have forgotten

me. Look <u>inside</u> yourself, Simba. You are more than what

you have become. You must take your <u>place</u> in the

Circle of Life.

Simba:
How can I go back? I'm not who I used to be.

Mufasa:
<u>Remember</u> who you are. You are my son, and the one

true king.

Remember who you are.

Simba:
No. Please! Don't <u>leave</u> me.

Mufasa:
Remember...

Simba:
Father!

Mufasa:
Remember...

Simba:
Don't <u>leave</u> me.

Mufasa:
<u>Remember</u> . . . (Acronimous, 2016)

Activity 3: Acting my first scene -role playing **Objective:** To consider social problems in order to create a short script.	
Materials:	- The puzzle - Worksheet - Pencils/ pens - Clothes for the characters - Cardboards for the stage - Pictures for the stage
Time for the activity 1:	120 minutes

3. Steps

3.1. Group work:

3.1.1. Teacher divides the class in groups of five students.

3.1.2. Teacher explains that each group has to create a short script about a unique story. <u>Each member of the group has to represent a character.</u>

3.1.3. Teacher provides the worksheet and gives them 20 minutes.

3.1.4. Teacher helps them with ideas and he/she says that they can use some ideas from the movies. **Remember! It needs to have a positive message about society, animals, friends or family.**

3.1.5. Each group present the final script to the teacher.

3.1.6. Teacher provides feedback.

3.1.7. All groups practice the pronunciation and how they are going to act in the stage.

3.1.8. Groups practice their scene with correct pronunciation.

3.2. Role playing

3.2.1. Students prepare their stage, their clothes, and music (if they want). **Creativity is important.**

3.2.2. Teacher explains that the scene need to be performed in 5 or 7 minutes.

3.2.3. Two students from each group share the name of the scene and the message.

3.2.4. Groups act their scenes.

3.3. Teacher provides the final conclusions.

Our original script

Students' names:	

Title of the scene:	

Characters:	

Introduction:

Development:

Ending:

Message:

4.5. Impacts

This research project presents three impacts which are shown in the units included in the proposal.

- Linguistic impact,
- Educational impact
- Social impact.

As stated by (Posso, 2013, pág. 236), to analyze the impacts is important to follow a process. First, identify the impact levels. Then, use the matrix of impacts where the indicators are specified in the left part and the impact levels are shown in the right part. Next, assign the score to each indicator. Finally, divide the total of the score for the number of indicators. Additionally, include an analysis under the matrix.

Impact levels:

-3	High negative impact
-2	Medium negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Medium positive impact
3	High positive impact

Linguistic impact

Table 13

Linguistic impact

IMPACT LEVELS INDICATORS	-3	-2	-1	0	1	2	3
Reducing anxiety while singing							X
Building confidence through poems							X
Giving oral presentations							X
Increasing confidence through role-playing, and dubbing							X
TOTAL							12

Level of linguistic impact = $\dfrac{\Sigma}{\text{Number of indicators}}$ Σ = 12

$$IL = \frac{12}{4} = 3$$

Level of linguistic impact = High positive impact

Analysis:

In linguistic impact, the maximum score was assigned to all indicators which means that the level of impact is high positive. It is evident that the strategies of the proposal help 8th level students to face classroom oral production activities successfully in the foreign language.

Educational impact

Table 14

Educational impact

IMPACT LEVELS / INDICATORS	-3	-2	-1	0	1	2	3
Confidence while communicating with classmates							X
Knowing elementary aspects about how to write a poem						X	
Capability to prepare oral presentations							X
Using basic vocabulary in real context							X
TOTAL						2	9

Level of educational impact = $\dfrac{\Sigma}{\text{Number of indicators}}$ $\Sigma = 11$

$$IL = \frac{11}{4} = 2,75$$

Level of educational impact = Medium positive impact

Analysis:

In regard to educational impact of this research project, most of the indicators were assigned the maximum score, except the second one (knowing elementary aspects about how to write a poem) because this part involves more time to create verses. The level of impact is medium positive, so 8th level students can have a better performance in their learning process being able to apply their knowledge when they interact with their peers and teachers.

Social impact

Table 15

Social impact

IMPACT LEVELS / INDICATORS	-3	-2	-1	0	1	2	3
Supporting each other							X
Reflecting on the importance of self-esteem and family							X
Managing anxiety to speak in front of the class							X
Building self-esteem to participate in the class							X
TOTAL							12

Level of social impact = $\dfrac{\Sigma}{\text{Number of indicators}}$ $\Sigma = 12$

$$IL = \frac{11}{4} = 3$$

Level of social impact = High positive impact

Analysis:

In social impact of this research, each indicator was assigned with the maximum score. The level of impact is high positive which means 8th level students can manage the different anxiety levels as well as foster their self-esteem to be confident adolescents when they use the foreign language orally.

CHAPTER V

5. CONCLUSIONS AND RECOMMENDATIONS

5.1. Conclusions

- Low self-esteem and anxiety affect the oral production quality of 8th level students at "Luis Leoro Franco" High School in in the foreign language class.

- Adolescents prefer classroom oral tasks associated with their own age, life, and interests.

- Learners experience anxiety when they have to participate in individual oral activities.

- Students experience anxiety when they are not familiar with a grading criteria for oral activities.

- Students' self-esteem can be increased through collaborative, dynamic, and esthetic oral activities in the foreign language.

- The development of oral production skills in a friendly environment with adequate teacher–student and student –student relations can be promoted by Competency Based Language Teaching (CBLT), Cooperative Language Learning (CLL), Task-Based Language Teaching (TBLT), and Communicative Language Teaching (CLT).

- Students experience confidence and reduce anxiety while performing activities included in the guide.

- Teachers in charge of implementing the activities contained in the guide must be willing to improve the level of oral production in their students.

5.2. Recommendations

Based on the conclusions, the recommendations are:

- To create an environment of confidence for 8th level students in the foreign language class.
- To continue implementing students' daily experiences and interests like their favorite music, sports, food or places.
- To adapt strategies of pair and group work for oral production practice before performing individually in front of the class.
- To grade the students based on the aspects of oral production suggested by the Common European Framework.
- To implement innovative and creative activities that improve English as foreign language.
- To use the most suitable methods, approaches, and strategies of oral production in foreign language for 8th level students.
- To adapt the activities of the guide with new songs, topics for presentations, ideas for poems, and movies.
- To keep a good way of communication between teachers and students in the foreign language class.

REFERENCES

Acronimous. (19 de May de 2016). *Scripts.com*. Recuperado el 7 de December de 2019, de Scripts.com:
https://www.scripts.com/script.php?id=the_lion_king_167&p=44

Arnold, J., & Brown, D. (1999). A map of the terrain. In J. Arnold, (Ed.),Affect in Language Learning. Cambridge: Cambridge University Press.

Aronen, E., Vuontela, V., Steenari, M., Salmi, J., & Carlson, S. (2004). Working memory, psychiatric symptoms, and academic performance at school. *El Sevier*, 33-42.

Astutik, Y. P. (2019). The Effect of Using Suggestopedia Among Students'Speaking Ability. *English Language in Focus (ELIF)*, 140. Recuperado el 13 de November de 2019

AZLyrics. (2019). *AZLyrics.com*. Recuperado el 7 de December de 2019, de AZLyrics.com: https://www.azlyrics.com/lyrics/sia/nevergiveup.html

Boychareb, N. (December de 2016). The Role of Foreign Language Learners' Self-Esteem in. *Revue Science Humaines*. Recuperado el 8 de November de 2019, de http://revue.umc.edu.dz/index.php/h/article/view/2405/2547

Brett, A. M., Smith, M. L., & Huitt, W. G. (2003). *edpsycinteractive.* Obtenido de Overview of the Affective Domain:
http://www.edpsycinteractive.org/papers/affectdev.pdf

Coopersmith, S. (1967). *The antecedents of self-esteem* (Vol. Vol. 23). San Francisco: WH freeman.

Council of Europe. (2001). *COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES: LEARNING, TEACHING, ASSESSMENT.* Cambridge: Cambridge University Press.

Crone, E. A., & Konijn, E. (2018). Media use and brain development during. *Nature communications*. Recuperado el 26 de October de 2019, de https://www.nature.com/articles/s41467-018-03126-x.pdf

Curtis, A. C. (October de 2015). Defining Adolescence. *Journal of Adolescent and Family Health*, 11. Recuperado el 24 de October de 2019

Demirdag, S. (2015). Classroom management and students self-esteem: Creating positive classrooms. *Academic Journals: Educational Research and Reviews, Vol.10(2)*, 191-197.

Dewaele, J.-M., & Dewaele, L. (2017). The dynamic interactions in foreign language classroom anxiety and foreign language enjoyment of pupils aged 12 to 18. A pseudo-longitudinal investigation. *Journal of the European Second Language Association*, 13-14. doi:DOI: https://doi.org/10.22599/jesla.6

Educación, M. d. (2016). *Ministerio de Educación*. Obtenido de Currículo 2016 Lengua Extranjera: https://educacion.gob.ec/curriculo-lengua-extranjera/

Farooq, M. U. (2015). Creating a Communicative Language Teaching Environment for Improving Students' Communicative Competence at EFL/EAP University Level. *International Education Studies;, 8*, 182. Recuperado el 12 de November de 2019, de https://files.eric.ed.gov/fulltext/EJ1060917.pdf

Feldman, D. H. (December de 2004). Piaget's stages: the unfinished symphony of. *New Ideas in Psychology, 22*, 196. Recuperado el 26 de October de 2019, de https://www.sciencedirect.com/science/article/pii/S0732118X04000327

Griffith, W. I., & Lim, H.-Y. (2014). Introduction to Competency-Based Language Teaching. *MEXTESOL Journal,, 38*. Recuperado el 12 de November de 2019, de http://mextesol.net/journal/public/files/e1960d15064530ba085a29622583de18.pdf

Gustaman, W. W. (2015). THE CORRELATION BETWEEN STUDENTS' SELF – ESTEEM AND THEIR ENGLISH SPEAKING COMPETENCIES (A Study of Eleventh Grade Students at a Public Senior High School in Cimahi). *Journal of English and Education*. Recuperado el 11 de November de 2019, de https://ejournal.upi.edu/index.php/L-E/article/view/4760/3319

Halimah, H., Lustyantie, N., & Ibrahim, G. A. (11 de October de 2018). Invigorating Speaking Class Atmosphere Through Stem Activities in Community. Recuperado el 12 de November de 2019

Hashempour, S., & Mehrad, A. (2014, December). The effect of Anxiety and Emotional Intelligence on Student's Learning ProcesE. *Journal of Education & Social Policy*, 116. Retrieved October 30, 2019, from http://jespnet.com/journals/Vol_1_No_2_December_2014/16.pdf

Hashempour, S., & Mehrad, A. (2014). The Effect of Anxiety and Emotional Intelligence on Students' Learning Process. *Journal of Education & Social Policy*, 115-122.

Hashempour, S., & Mehrad, A. (2014). *The Effect of Anxiety and Emotional Intelligence on Students' Learning Process.* Center for Promoting Ideas.

Huberty, T. J. (2009). Test and Performance Anxiety. *Principal Leadership*, 1-5.

Humberty, T. J. (September de 2009). Test and Performance Anxiety. *Students Services*, 12-13. Recuperado el 30 de October de 2019

IMSDb. (3 de June de 2008). *The Internet Movie Script Database*. Recuperado el 7 de December de 2019, de The Internet Movie Script Database: https://www.imsdb.com/scripts/Kung-Fu-Panda.html

Jean-Marc, D., & MacIntyre, P. (2014). *The dynamic interactions in foreign language classroom.*

Kráľová, Z. (2016). *Foreign Language Anxiety.* Nitra, Slovakia. Recuperado el 6 de November de 2019, de

https://www.researchgate.net/profile/Zdena_Kralova2/publication/312918924_F
oreign_Language_Anxiety/links/5c698ac8a6fdcc404eb72e6c/Foreign-
Language-Anxiety.pdf

Krashen. (1983). *The Natural Approach: Language acquisition in the classroom 1983. .*
Oxford: Pergamon.

Lawrence, D. (2006). *Enhancing Self-Esteem in the classroom* (Third ed.). Pine Forge
Press. Recuperado el 5 de November de 2019

Lazarus, R., & Folkman, S. (1986). *Estrés y procesos cognitivos.* Barcelona: Martínez
Roca.

Leshem, R. (2016). Brain Development, Impulsivity, Risky Decision Making, and
Cognitive Control: Integrating Cognitive and Socioemotional Process During
Adolescence - An Introduction to the Special Issue. *Developmental
Neuropsychology*. Recuperado el 24 de Octubre de 2019

Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned Third Edition-
Oxford Handbooks for Language Teachers.* Oxford University Press.
Recuperado el 16 de November de 2019

Lourenço, O. (December de 2012). Piaget and Vygotsky: Many resemblances, and a
crucial difference. *New Ideas in Psychology, 30*, 283-285-287. Recuperado el 26
de Octuber de 2019, de
https://www.sciencedirect.com/science/article/pii/S0732118X1100078X

Luo, L., & Xu, S. (April de 2016). Language Anxiety in Teaching English and Its
Solutions. *6th International Conference on Electronic, Mechanical, Information
and Management*, 24. Recuperado el 6 de November de 2019

Lyrics, G. (2018). *Genius Lyrics*. Recuperado el 7 de December de 2019, de Genius
Lyrics: https://genius.com/For-king-and-country-god-only-knows-lyrics

MacIntyre, P. D., & Gardner, R. C. (1991). *Language Anxiety: Its Relationship to Other
Anxieties and to Processing in Native and Second Languages.*

MacIntyre, P. D., & Gregersen, T. (2012). *Affect: The role of language anxiety and
other emotions in language learning.* Basingstoke: Palgrave.: S. Mercer, S.
Ryan, & M. Williams.

Malhotra, A., Sharma, A., Ajanta, A., & Bala, S. (16 de March de 2019). Study the
relationship between academic achievement and self-esteem of senior secondary
school students. *Journal of Evidence Based Medicine and Healthcare, 6*.
doi:10.18410/jebmh/2019/189

Mandokhail, S., Khan, F., & Malghani, M. (2018). Impact of ESL Learners' Self-
Esteem on Their Oral Proficiency. *International Journal of English Linguistics,
8*(3), 210. Recuperado el 8 de November de 2019

Marwan, A. (2016). Investigating Students' Foreign Language Anxiety. *Malaysian
Journal Of ELT Research*, 38. Recuperado el 6 de November de 2019

Maslow, A. (1962). *Toward a Psychology of being.* Princeton: Van.

Masselink, M., Van Roekel, E., & Oldehinkel, A. J. (2018). Self-esteem in Early Adolescence as Predictor of Depressive Symptoms in Late Adolescence and Early Adulthood: The. *Journal of Youth Adolescence, 47*, 932-933. doi:10.1007/s10964-017-0727-z

Matamoros-González, J. A., Rojas, M. A., Romero, J., Vera-Quiñonez, S., & Soto, S. (November de 2017). English Language Teaching Approaches: A Comparison of the Grammar-translation,Audiolingual, Communicative, and Natural Approaches. *Theory and Practice in Language Studies, 17*. doi:http://dx.doi.org/10.17507/tpls.0711.04

Mehrad, A., & Hashempour, S. (December de 2014). The Effect of Anxiety and Emotional Intelligence on Students' Learning Process. *Journal of Education & Social Policy, 1*(2), 116. Recuperado el 30 de October de 2019, de http://jespnet.com/journals/Vol_1_No_2_December_2014/16.pdf

METROLYRICS. (2019). *METROLYRICS*. Recuperado el 7 de December de 2019, de https://www.metrolyrics.com/we-are-the-world-lyrics-usa-for-africa.html

Ministerio de Educacion. (2016). *Ministerio de Educacion*. Recuperado el 16 de November de 2019, de Curriculo - Lengua Extranjera: https://educacion.gob.ec/curriculo-lengua-extranjera/

Newman, G. D. (2006). *El razonamiento inductivo y deductivo dentro del proceso investigativo en ciencias experimentales y sociales*. Recuperado el 21 de 11 de 2018, de http://redalyc.org/pdf/761/76109911.pdf

Ojose, B. (2015). Applying Piaget's Theory of Cognitive Development to Mathematics Instruction. *The Mathematics Educator*, 26-30.

Pievi, N., & Bravin, C. (2008). *DOCUMENTO METODOLÓGICO ORIENTADOR PARA LA INVESTIGACIÓN EDUCATIVA*. Recuperado el 21 de 11 de 2018, de http://bnm.me.gov.ar/giga1/documentos/el002541.pdf

Posso Yépez, M. Á. (2013). *Proyectos, tesis y marco lógico.* Quito: Noción Imprenta.

Posso, Y. M. (2013). *Proyecto, tesis y marco lógico: Planes e informes de investigación.* Ibarra: Noción .

Rochman, M. (2019). USING COOPERATIVE LANGUAGE LEARNING IN IMPROVING THE STUDENTS' PRONUNCIATION ACCURACY AND FLUENCY. *Journal of English Language and Pedagogy, 2*, 93. Recuperado el 12 de November de 2019, de http://ejurnal.budiutomomalang.ac.id/index.php/journey

Shugla, M., Fouzia, R. K., & Mehwish, M. (2017, December 20). *Impact of ESL Learners' Self-Esteem on Their Oral Proficiency.* Retrieved from Impact of ESL Learners' Self-Esteem on Their Oral Proficiency: http://doi.org/10.5539/ijel.v8n3p210

Simmons, R. (2017). *Moving into adolescence: The impact of pubertal change and school context.* New York: Routledge.

The Council of Europe. (2011). *Using the CEFR: Principles of Good Practice.* Cambridge University Press. Recuperado el 13 de November de 2019, de https://www.cambridgeenglish.org/Images/126011-using-cefr-principles-of-good-practice.pdf

Tobal, J. J. (2007). *Hiperventilación y experiencia de ansiedad.* Madrid.

Valle, E. G. (2013). *UNIVERSIDAD NACIONAL DE EDUCACION*. Obtenido de http://repositorio.une.edu.pe/bitstream/handle/UNE/707/T025_10722928_T.pdf?sequence=1&isAllowed=y

Zludwig, j. (2019). *FluentU*. Recuperado el 12 de November de 2019, de General Educator Blog: https://www.fluentu.com/blog/educator/task-based-language-teaching-activities/

APPENDIX

Appendix 1: Presetantion letter – Luis Leoro Franco High School

UNIVERSIDAD TECNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 052-D
18 de marzo de 2019

Especialista
Anita Vilca
RECTORA DE LA UNIDAD EDUCATIVA LUIS LEORO FRANCO

Señora Rectora:

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

Me dirijo a usted con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias a la señorita MARTHA SARINA ASCANTA OTACOMA, estudiante de octavo semestre de la carrera de Inglés, para que obtenga información y realice las actividades para el desarrollo del trabajo de grado: "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO. AÑO EGB DE LA UNIDAD EDUCATIVA LUIS LEORO FRANCO DEL CANTÓN IBARRA".

Por su favorable atención, le agradezco

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

Recibido
18/03/2019

DECANATO

MSc. Raimundo López
DECANO DE LA FECYT

Appendix 2: Office to socialize the proposal of the research project at Luis Leoro Franco High School

UNIVERSIDAD TECNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

DECANATO

Oficio 143-D
07 de junio de 2019

Especialista
Anita Vilca
RECTORA DE LA UNIDAD EDUCATIVA LUIS LEORO FRANCO

Señora Rectora:

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

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

Por su favorable atención, le agradezco

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

MSc. Raimundo López
DECANO FECYT

Recibido 17-Junio-2019

Appendix 3: Survey for 8th level students at Luis Leoro Franco High School

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
TEMA DE TESIS "FACTORES AFECTIVOS QUE INCIDEN EN LA
PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO
AÑO EGB DE LA UNIDAD EDUCATIVA LUIS LEORO FRANCO DEL
CANTÓN IBARRA"

Encuesta dirigida a los estudiantes de 8vo Año EGB de la Unidad Educativa "Luis Leoro Franco" del Cantón Ibarra, periodo escolar 2018-2019, con la finalidad de recolectar datos sobre los niveles de ansiedad y confianza presentes durante las actividades de producción oral en inglés detalladas a continuación.

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

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

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

ACTIVIDAD DE CLASE DE LENGUA EXTRANJERA	5	4	3	2	1	ASIGNÉ ESTA VALORACIÓN A LA ACTIVIDAD PORQUE…
a. Cantar						
b. Dramatizar						
c. Presentar un tema ante la clase						
d. Grabar audios con su voz						
e. Conversar en pares						
f. Contar historias						
g. Leer textos ante la clase						

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

EXAMEN DE PRODUCCIÓN ORAL	5	4	3	2	1	ASIGNÉ ESTA VALORACIÓN A LA ACTIVIDAD PORQUE…
a. Individual ante el profesor						
b. Individual ante la clase						
c. Comprensión de instrucciones						
d. Interrupciones (docente)						
e. Interrupciones (compañeros)						
f. Nivel de confianza con el docente						
g. Olvidar el vocabulario requerido						
h. No saber qué palabra utilizar						
i. Timidez						
j. Miedo a equivocarse						
k. Temor a cometer errores de pronunciación						

Appendix 4: Observation sheet for foreign language class at Luis Leoro Franco High School

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA

CARRERA DE LICENCIATURA EN INGLÉS

TEMA DE TESIS "FACTORES AFECTIVOS QUE INCIDEN EN LA PRODUCCIÓN ORAL EN INGLÉS EN LOS ESTUDIANTES DE 8VO AÑO EGB DE LA UNIDAD EDUCATIVA LUIS LEORO FRANCO DEL CANTÓN IBARRA"

FICHA DE OBSERVACIÓN DE CLASE DE LENGUA EXTRANJERA APLICADA POR EL INVESTIGADOR EN LAS AULAS DE OCTAVOS AÑOS EGB, DE LA UNIDAD EDUCATIVA "LUIS LEORO FRANCO"

Fecha:
Año y paralelo:
Aula:

PARTICIPACIÓN EN CLASE Indicador/Criterio/Item	5	4	3	2	1	OBSERVACIONES
Estudiantes:						
a) Conversación con compañeros de clase						
b) Interacción con el docente						
c) Memorización de diálogos						
d) Memorización de textos						
e) Corrección por parte del docente						
f) Presentación de un tema ante la clase						
g) Lectura de textos ante la clase						
h) Dramatizaciones						
i) Interacción en grupos de trabajo.						
j) Retroalimentación por parte del docente						

k) Retroalimentación por parte de los compañeros de clase					
l) Comprensión de instrucciones.					
m) Manejo de aula					
n) Infraestructura física					
o) Recursos didácticos					
p) Recursos tecnológicos					

Appendix 5: Photographs of the socialization of the proposal at Luis Leoro Franco High School