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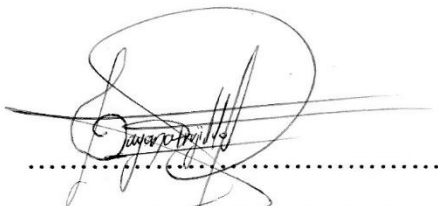
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DEDICATION

This research work is dedicated to all foreign language learners who, like me, have experienced anxiety at some point in their academic lives. To motivate them to be more confident and to demonstrate that they have enough capabilities and potential to achieve what they wish to do.

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I would like to thank my parents Rubén and Alexandra for always believing in me and for making me the person I am today. To my sister Dapna for her emotional support and company, and to my faithful partner Jorge for his significant help and constant encouragement throughout this process.

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ABSTRACT

The learning of English as a foreign language is closely related to affective factors. It has been proven that these can favor or hinder language learning, especially, oral production skills. Therefore, the objective of this research was to analyze the incidence of affective factors in senior students' oral production at Teodoro Gómez de la Torre High School during the academic period 2022-2023. To this end, this study used a mixed approach to obtain more detailed results through both quantitative and qualitative data. For data collection, a survey was applied to 75 senior students and an interview was conducted with 2 English teachers. The survey revealed that students experience different levels of anxiety depending on the oral production activity they perform, with oral presentations indicating the highest levels of anxiety and classmate interaction indicating the lowest levels. It was also found that the main factor influencing students' anxiety is fear of negative evaluation. Moreover, the results revealed that most of the students have moderate and low levels of self-efficacy. On the other hand, the interviews showed that teachers have evidenced anxiety in students, so they apply various strategies to try to create a peaceful environment in the classroom. Based on this, an academic guide focused on improving oral production skills and reducing students' anxiety levels was developed.

Keywords: affective factors, anxiety, self-efficacy, oral production.

RESUMEN

El aprendizaje del inglés como una lengua extranjera está estrechamente relacionado a los factores afectivos, ya que se ha demostrado que estos pueden favorecer o perjudicar el aprendizaje del idioma, sobre todo a la habilidad de producción oral. Por ende, el objetivo de esta investigación fue analizar la incidencia de los factores afectivos en la producción oral de los estudiantes de tercero de bachillerato de la Unidad Educativa Teodoro Gómez de la Torre, durante el año lectivo 2022-2023. Para ello, este estudio utilizó un enfoque mixto, de modo que se obtuvieran resultados más detallados a través de datos tanto cuantitativos como cualitativos. Para la recolección de datos se aplicó una encuesta a 75 estudiantes de tercero de bachillerato, y una entrevista a 2 maestros de inglés. La encuesta reveló que los estudiantes experimentan niveles de ansiedad variados dependiendo de la actividad de producción oral que realicen, siendo presentaciones orales la que indica mayores niveles de ansiedad e interacción entre compañeros la de niveles más bajos. También se encontró que el principal factor que influye en la ansiedad de los alumnos es el miedo a la evaluación negativa. Los resultados revelaron, además, que la mayoría de los estudiantes tiene niveles de autoeficacia moderada y baja. Las entrevistas por su parte indicaron que los maestros sí han evidenciado ansiedad en los alumnos, y que aplican varias estrategias para intentar crear un ambiente tranquilo en el aula. Con base en ello, se realizó una guía académica enfocada a mejorar las habilidades de producción oral y reducir los niveles de ansiedad de los alumnos.

Palabras clave: factores afectivos, ansiedad, autoeficacia, producción oral.

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Introduction

In today's world, English takes on great importance. Rao (2019) states that due to the growth of connectivity between individuals from different parts of the world, English has been recognized as the protagonist language in society, allowing individuals to communicate with each other despite their cultural differences. As a result, English is now the dominant language in plenty of fields, such as medicine, commerce, entertainment, science, and, particularly, education since most of the academic materials are written in the target language to facilitate their global understanding (Rao, 2019). It therefore means that the English language helps people not only to communicate but also to perform in any field.

That is why learning English is essential for individuals nowadays. According to Adil (2024), mastering English provides several benefits for people, such as better study and work opportunities, travel without language barriers, and access to educative content on the Internet. Moreover, it improves the cognitive abilities of the learners like concentration, memory, and creativity, and also reinforces communication skills (Spence, 2022). On that account, it is undeniable that English is a beneficial instrument for facing the current world's challenges as it allows people to have better professional and personal growth.

In this way, EFL (English as a Foreign Language) teaching and learning have become an extensive field of research. However, research has not been limited only to linguistic contents, but to other factors that also influence these processes. Affective factors are a clear example of this. Indeed, Angel et al. (2020) affirm that English language learning is influenced by cognitive as well as affective factors, since although the methodology and approaches employed by the teacher are important, so are the psychological experiences of the learner, as these influence the effectiveness of language learning. In essence, within the EFL teaching and learning processes, there are several aspects to consider, especially, those that involve the students' emotions.

Additionally, affective factors are usually associated with the ability of oral production or speaking. In fact, several authors such as Amaliah (2019), Aydin et al. (2020), and Bravo (2022), have found in their studies a close relationship between students' anxiety levels and their performance in speaking tasks, demonstrating the relevance of studying affective factors like anxiety, and how they influence English oral production. Therefore, this research work seeks to explore the effect of affective aspects on students' English language learning. Particularly, it investigates how certain affective factors such as the above-mentioned, affect the oral production skills of senior students at a public institution of Ibarra.

Problem Description

As stated by the “EF English Proficiency Index” (2023), Ecuador is one of the countries with the lowest levels of English in Latin America, just above Mexico and Haiti. Ecuador ranks 18th out of 20 Latin American countries evaluated for their English proficiency in 2023, and 80th out of 113 assessed countries worldwide. Indeed, according to Espinoza (2021), about 5 out of 7 students in Ecuador have a low level of English, meaning that they have difficulties in expressing their ideas and in understanding others’ ideas. Hence, there are several causes for this worrying situation regarding Ecuadorians’ low level of English proficiency.

First, one possible cause of the low level of English among Ecuadorians is that although English is related to social and family interaction, sports, health, and other topics of daily life, the teaching of English is not always linked to these topics; instead, it focuses on grammar or just on receptive skills, paying no attention to the development oral production abilities (Barre and Villafuerte, 2021). Oral production is claimed to be the most relevant skill in English language learning because of its impact on today’s society Rao (2019). Therefore, if EFL learners do not practice it, they tend to experience serious difficulties in expressing their thoughts in the target language.

Second, Cifuentes et al. (2019) state that students do not have enough opportunities to use the language outside the English class. That is why, they do not feel motivated to learn English, much less to speak it, and they end up seeing it as a boring process, or even as a waste of time. Espinar (2021) agrees with Cifuentes and adds that even when some Ecuadorian teachers implement activities that simulate real-life situations such as role-play or teamwork, the improvement of students' oral production skills continues to be a challenge due to the lack of moments outside the classroom in which they can practice the content learned in English.

Another significant concern arises from the fact that emotional factors that impact the learners’ performance are not generally the focus of research on English language teaching and learning; instead, the focus is mostly on the cognitive part. Ortega et al. (2019) suggest that although there is an important connection between EFL learning and cognitive skills, it has been proven that also affective factors, specifically motivation, play a key role in this process. Nevertheless, Ortega et al. (2019) affirm that research is scarce on this issue at the college level in Ecuador. Consequently, not all English teachers consider affective factors when teaching English.

Accordingly, some of the consequences of the mentioned lack of studies can be evidenced at certain public institutions in Ecuador. Particularly at Teodoro Gómez de la Torre High School, located in the province of Imbabura, in Ibarra city, where several issues must be addressed. For instance, Segovia (2023) concluded in her research work about affective factors and oral production, that 8th graders from Teodoro Gómez de la Torre High School experience a negative tendency in anxiety levels as well as low levels of confidence during speaking activities. On that

account, more research on this topic is necessary to help teachers take it into account when teaching English.

Justification

Several researchers have discussed the influence of affective factors in foreign language learning. Zayed and Al-Ghamdi (2019) state that “For their importance, recent studies in applied linguistics have directed much emphasis on the analysis of the role of affective factors and its implications in teaching and learning of English.” (p.105). Likewise, this research work is focused on studying how certain affective factors impact the student’s behavior and academic performance when learning English as a foreign language, to provide both students and English teachers with a deeper understanding of affective barriers.

Parra (2023) affirms that when referring to language learning, the study and comprehension of affective factors are essential. However, the emotions that students experience are part of the learning of every subject, not only of language learning; thus, by understanding their impact on education, it is possible to implement teaching strategies and methods that strengthen English language learning (Parra, 2023). Therefore, this research has also emphasized its contents on studying several approaches, methods, and techniques to improve one of the fundamental language skills: oral production, and also some strategies that contribute to decreasing the impact that affective factors have in EFL learning.

Besides, this work aims to address the need for additional information about the affective factors that influence the oral production of Ecuadorian students, since as it was mentioned by Ortega et al. (2019), there is a lack of studies regarding this issue in Ecuador. Consequently, the purpose of this analysis is also to help other researchers by providing them with a different perspective on the ways in which senior students' oral production can be influenced by affective factors such as self-efficacy and anxiety, in different contexts.

Lastly, it is crucial to mention that senior students and teachers from Teodoro Gómez de la Torre High School were the main participants of this study. A significant part of the information used for the creation of this research work was taken from their experiences and reality, including the methodological guide that intends to strengthen their English-speaking abilities within an environment free of anxiety. Hence, they were the main beneficiaries of this study. Moreover, other students, teachers, researchers, and society in general are indirect beneficiaries of this investigation as it is focused on a recurring reality in learning.

Objectives

- General Objective

Analyze the incidence of affective factors in the oral production of senior students at Teodoro Gómez de la Torre High School.

- Specific Objectives

- ✓ Identify two affective factors that affect oral production in senior students.
- ✓ Assess the levels of anxiety experienced by students during oral production activities.
- ✓ Design a methodological guide to enhance students' oral production skills and reduce foreign language anxiety.

CHAPTER I: THEORETICAL FRAMEWORK

1.1. Affective Factors in Foreign Language Learning

Five different factors affect foreign language learning; cognitive, personal, environmental, cultural, and affective (Smith, 2024). The latter, affective factors, are defined as a set of emotions, feelings, beliefs, and attitudes people have towards themselves or their environment (Reinoso, 2021). Affective factors play a crucial role in English language learning as they influence the development of the skills of the learners, especially oral production, and the growth of their English proficiency (Quevedo, 2023). Thus, the study of affective factors is relevant in the process of learning English as a Foreign Language (EFL).

When referring to the affective factors that affect English language learning, several can be mentioned, such as anxiety, motivation, shyness, etc. These elements have been studied and analyzed over time to find their relation to oral production. For instance, Wang and Wu (2020) conducted some research on affective factors in a group of 200 English language learners to explore the influence of these factors on their learning ability. Wang and Wu (2020) concluded that factors like attitude, anxiety, empathy, motivation, and inhibition significantly hinder students' long-term progress in language learning, as they affect the learners' learning pace and also their overall development. This indicates a negative impact of these factors on students' learning.

Similarly, Wu (2020) explored how affective factors influence EFL learners' academic development. The findings were that there are two major ways in which the influence of the above factors occurs; the first happens when students experience positive emotions in the classroom, which allows them to perform easily and feel motivated to learn English; on the contrary, when they present negative emotions such as high levels of anxiety, their efficiency drops, and they even tend to avoid doing the activities due to fear of failing (Wu, 2020). Therefore, both studies support the premise that students' emotions do influence their learning.

In summary, in English as a foreign language learning and teaching, affective factors are described as the feelings and emotions that students experience throughout these processes. These components can affect the student's performance positively or negatively, depending on what factors are experienced and how they are handled. In addition, it is worth stating that this research work was mainly focused on two affective factors: anxiety and self-efficacy.

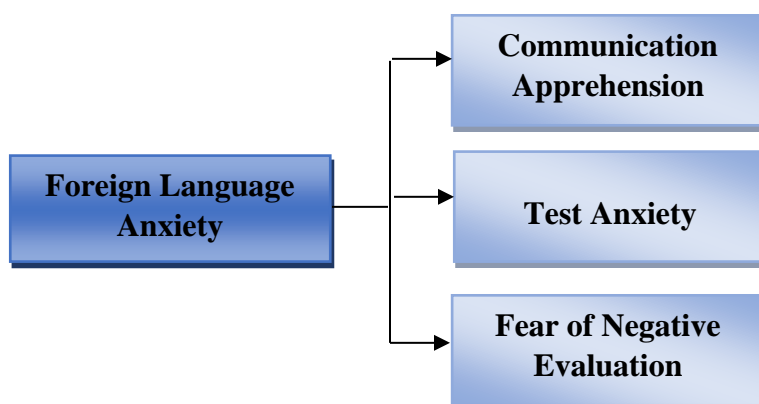
1.1.1. Anxiety as a Recurring Factor in EFL Learning

In the context of learning English, anxiety takes on great significance. To start with, it is important to take into consideration one of the three types of anxiety in general: situation-specific anxiety. It is described as the feeling of fear that occurs consistently over time in a given situation and context. Language experts relate this kind of anxiety to anxiety in the classroom

since negative feelings are experienced by students only during specific circumstances, such as oral presentations or oral exams (Oteir and Al-Otaibi, 2019; Caball, 2022). Therefore, in the context of EFL learning, anxiety is classified as foreign language anxiety (FLA), and it describes the feeling of being overwhelmed and intimidated by the idea of learning something new in a foreign language (Brown, 2000 as cited in Kasmiasi, 2021). To understand it better, it is necessary to examine the three components of foreign language anxiety proposed by Horwitz et al. (1986).

Figure 1

Components of Foreign Language Anxiety



Note: Adapted from: “Foreign Language Anxiety and EFL Learners’ Speaking Performances” by Brigui, 2017.

Three main FLA components were established by Horwitz et al. (1986). First, **communication apprehension** refers to the difficulty in expressing ideas and thoughts, and having trouble listening to oral messages; second, **test anxiety** is the fear of failing while performing, especially, in evaluation contexts; the third component is **fear of negative evaluation**, which has more to do with the learners’ feelings about the expectations and negative opinions that others may have of them, and that is why it is more related to activities such as oral presentations, interviews, oral contests, among others (Brigui, 2017; Toyama and Yoshitaka, 2018). These foundations are crucial to understanding the different ways in which students may experience foreign language anxiety.

The study of the aforementioned types of foreign language anxiety has shown different results concerning the performance of students in oral production. For instance, Aydin et al. (2020) discovered in their investigation that test anxiety was the most common type of FLA experienced by students, who reported some reasons like fear of failing, low self-confidence, and previous experiences, among others. In contrast, a study developed by Amaliah (2019), revealed that the most frequent FLA components evidenced in the learners were fear of negative

evaluation and communicative apprehension; in this last case, students claimed to be afraid of mispronouncing words and using grammar incorrectly. These variations suggest that the manifestation of different types of foreign language anxiety may be influenced by internal or external factors. Therefore, it is important to analyze the factors that contribute to foreign language anxiety.

1.1.1.1. Factors that Influence Foreign Language Anxiety

Goñi and Lafuente (2022) studied the most frequent sources of foreign language anxiety and divided them into two groups: root sources and triggering sources. The first group involves the characteristics of the learners, such as their low level of English, low self-efficacy, fear of negative evaluation, personality traits, fear of speaking English in public, test anxiety, and their belief that their English level is lower than their classmates'; on the contrary, the second group includes external factors like oral exercises in front of the teacher and classmates, such as speaking exams, oral presentations, discussions, etc. (Goñi and Lafuente, 2022). Besides, fear of making mistakes, lack of confidence (Bahadur, 2021), fear of mispronouncing a word and being mocked by peers (Bravo, 2022), students' backgrounds, and the interaction between students and teacher-student (Djafri and Wimbari, 2018) are also considered major factors that influence FLA.

On the other hand, Guevara and Mantilla (2019) propose that anxiety in students could be generated apart from the fact of speaking in a foreign language. They suggest that anxiety could be caused by the fear of speaking in public in general, even if it is not in a foreign language. Similarly, an investigation done by Sabri (2019), demonstrated that fear of public speaking is one of the main reasons why students experience anxiety when speaking English in front of others. Furthermore, Sabri (2019) suggests that providing students with extra time for preparation before the oral activity could help to counteract that fear, as most of the learners from her study agreed that it was the best option to decrease their anxiety.

Moreover, several studies have evidenced diverse results about the levels of anxiety that students have when performing specific oral production tasks. For instance, Enríquez (2020) found that most of the eighth graders of Oviedo High School experience very high levels of anxiety in oral presentations, while in interaction with classmates, the majority report no anxiety at all. Likewise, Trujillo (2020) determined that most of the eighth graders from Rafael Suárez Meneses High School report very high anxiety in oral presentations; nevertheless, most of them experience moderate anxiety during interaction with classmates. In contrast, Segovia (2023) identified that eighth graders from Teodoro Gómez de la Torre High School experience moderate anxiety while performing oral presentations as well as when interacting with classmates.

The above findings show important variations and similarities. While Enríquez and Trujillo found higher levels of anxiety in oral presentation activities compared to interaction with

classmates, Segovia found moderate anxiety levels in both oral production activities. In other words, although the activities and the students' scholar level were the same, the level of anxiety of each group varied slightly. This suggests that students' anxiety must have been influenced by external or internal factors, as indicated above, these can be the characteristics of each group of students, their fears, or even the way the students interact with each other and with the teacher. That is why it is crucial to delve into the triggers of FLA in EFL students. Furthermore, Kasmiasi (2021) states that anxiety prevents learners from thinking clearly and concentrating, causing them to make more mistakes. That is why, it is necessary to incorporate strategies to help learners decrease their levels of anxiety.

1.1.1.2. How to Decrease Anxiety Levels in EFL learners

Bao and Liu (2021) recognized that when anxiety levels decrease, language learning increases; on the contrary, when anxiety levels increase, language learning decreases. Considering this, teachers must implement strategies that help EFL learners reduce the anxiety levels they experience when learning the language, especially, during oral production tasks. Tsipidakides (2009) as cited in Eriksson (2020) explains the effectiveness of the following strategies for reducing Foreign Language Speaking Anxiety (FLSA):

Table 1

Strategies for Coping with Foreign Language Speaking Anxiety (FLSA)

Strategy	Contribution to decreasing learners' FLSA
Project work	As it emphasizes communication over accuracy, learners feel less nervous about using the target language orally.
Establishment of a supportive environment in the classroom.	Students' anxiety about making errors can be reduced when the teacher builds a peaceful classroom atmosphere where mistakes are considered a natural way to learn more.
Teacher-student relation	Exploring a little students' academic lives helps teachers discover students' fear of speaking in English and enables them to incorporate appropriate strategies to reduce that fear.
Provision of indirect rather than direct correction.	Teachers must correct their students' mistakes discreetly, through appropriate feedback, so anxious learners do not focus on the accuracy and form of the language, but see it as a tool for communication.

Need for self-esteem protection	Avoiding actions such as saying students' grades in front of the class, contributes to decreasing learners' FLSA by preventing them from feeling uncomfortable and insecure.
Teacher immediacy	The use of certain verbal and nonverbal language helps to establish more pleasant communication with students and make them feel less nervous.
Provision of praise	Praising students at the right time with verbal or nonverbal language is effective in dealing with FLSA because it encourages them to participate more. However, it is important not to do it all the time, as it may generate distrust in students.

Note: Adapted from “Teachers’ Perspectives on Foreign Language Speaking Anxiety” by Eriksson, 2020.

Russell (2020) also proposes strategies to reduce students’ anxiety during oral production tasks: first, setting up specific times when learners engage in conversations about their daily lives and personal experiences using the target language, to make students feel relaxed and let them connect with their partners; second, providing students with constant support, motivational words, and breathing exercises to help students manage foreign language anxiety. Third, increasing interaction among learners through roleplays, think pair share, and group discussions create a comfortable environment for learners (Gregersen and MacIntyre, 2014, as cited in Russell, 2020). Therefore, English teachers must apply these strategies to build a supportive and relaxing atmosphere, encourage connection between students-teacher, and, above all, manage the learners’ anxiety when speaking English. Moreover, like anxiety, self-efficacy also plays an essential role in learners' performance in English oral production, so it is worth analyzing its influence on it.

1.1.2. Influence of Self-Efficacy in EFL Learning

The affective factor of self-efficacy has been studied due to its influence on learning English as a foreign language. Self-efficacy is defined as what individuals assume or expect from themselves during their development in a specific area such as learning English. However, it is crucial to clarify that self-efficacy does not refer to the evaluation of the capabilities of the students, but to the confidence they have in their abilities. (Gan, 2019; Millatasari, 2021). In other words, self-efficacy refers to how good or how bad students think they are at accomplishing a specific task.

Some experts like Naruponjirakul (2020) and Lestari et al. (2020) agree that self-efficacy plays a key role in predicting students' academic development in English learning, as it influences the effort they make to complete tasks. Indeed, studies have indicated that learners with high self-efficacy are typically more successful in foreign language learning; this happens because of the way their brains are programmed to do something optimistically or pessimistically depending on their levels of self-efficacy (Torres and Alieto, 2019; Sukmawati and Mardhatillah, 2021). In that way, it can be established that high levels of self-efficacy mean that the learners have the determination to meet challenges and be persistent.

There are several studies about self-efficacy in EFL learners. For instance, Lestari et al. (2020) carried out a case analysis on 11th-grade students to determine their self-efficacy levels, and concluded that most of the participants had a moderate level of self-efficacy, showing that they felt confident enough to complete tasks in English and reach their goals. In addition, they found that the main reason for students' self-efficacy level was their prior experiences in learning English. Similarly, an investigation made by Alimuddin (2020) demonstrated that the majority of the interviewed EFL learners had moderate self-efficacy when speaking in English; however, a considerable proportion of them (30%) had low self-efficacy. Furthermore, Alimuddin (2020) noticed lack of confidence, nervousness, anxiety, distraction, and relaxation as the elements that affect students' self-efficacy.

The abovementioned studies show slight but important differences. Although in both cases most of the learners had moderate levels of self-efficacy, they all reported different factors influencing their self-efficacy. On the one hand, the learners from Lestari et al.'s research suggested that the set of past experiences they have had throughout their learning of English made them confident enough to perform activities in the target language. Nonetheless, the participants from Alimuddin's study reported elements more associated with emotional states such as anxiety, nervousness, and relaxation. This indicates that the levels of self-efficacy in students may vary depending on various factors. Thus, exploring the factors that affect self-efficacy is important.

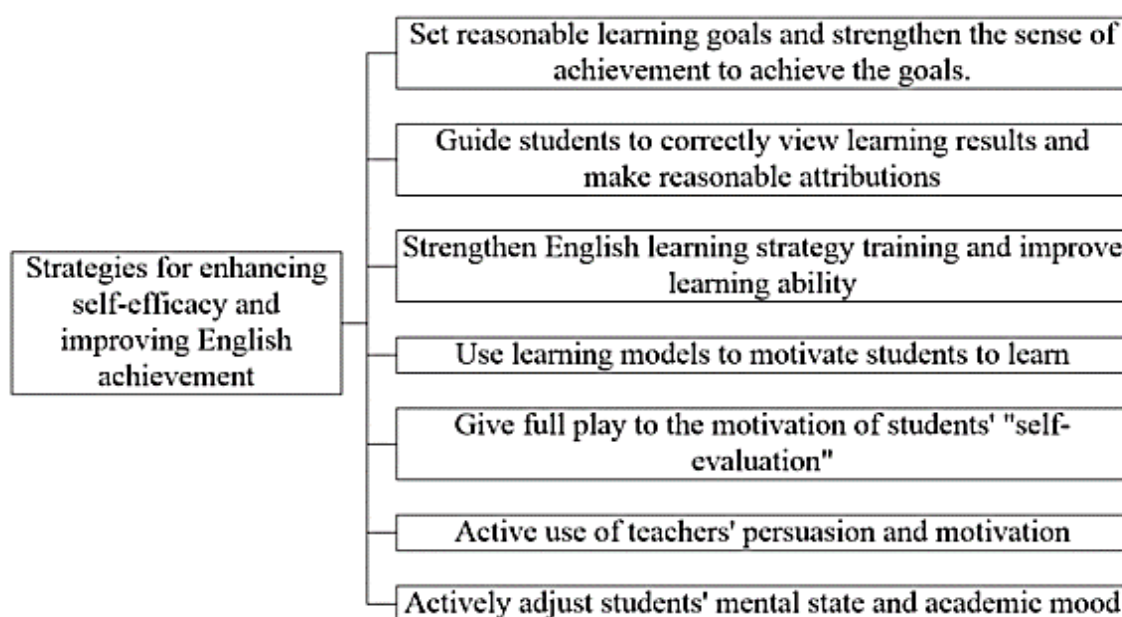
Bandura asserted in 1997 that four different factors influence self-efficacy. First, mastery experiences, involve past events of personal failures or achievements; second, vicarious experiences; consist of observing others succeeding or failing in a task; third, verbal persuasion; meaning encouragement or discouragement from others; finally, psychological and emotional states, encompass feelings of happiness and motivation, but also those of anxiety and stress (Zhang and Ardasheva, 2019; Fidan, 2021; Schunk and DiBenedetto, 2022). In essence, Bandura's foundations show the close relationship between students' personal experiences and external factors that shape their self-efficacy. Recognizing these aspects is essential for enhancing self-efficacy in EFL learners.

1.1.2.1. How to Enhance Self-Efficacy

Building self-efficacy in EFL learners is crucial. To this end, there are 4 effective strategies to enhance students' self-efficacy: first, **mastery**, which consists of offering students different ways to do their tasks, considering the time they need to do so; next, **modeling**, which is the motivation that students feel by seeing others from their environment, such as classmates or teachers, completing the assignments successfully, in this case, pair and group work are excellent; third, **encouragement** refers to inspiring learners to accomplish their tasks through feedback, praise, and non-verbal incentives, lastly, **climate**, is the application of strategies to decrease foreign language anxiety, as it increases learners' self-efficacy (Wayne County Literacy Learning Network, 2021). Besides, other related strategies for building students' self-efficacy are provided below.

Figure 2

Strategies for Enhancing Self-Efficacy and Improving English Performance



Note: Retrieved from “Correlation between Self-Efficacy and English Performance” by Chen Y., 2020, *International Journal of Emerging Technologies in Learning (iJET)*, 15(8), p. 226

To conclude, English teachers must recognize the relevance of the above strategies and apply them to increase students' self-efficacy. Guevara and Flores (2020) claim that students who have high self-efficacy produce oral language more confidently, fluently, and properly than those with low or no self-efficacy. Hence, when teachers help students believe in their abilities, they start to take risks in class, and little by little, they overcome the fear of speaking English.

1.2. Oral Production

According to Colle (2022), oral production, also known as speaking, is the ability to transmit personal beliefs and thoughts to others within a specific environment and situation. This skill allows individuals to exchange their ideas with each other, making it a fundamental part of interaction (Colle, 2022). Moreover, although some suggest that oral production is probably the most challenging skill because of its complexity, students can indeed achieve successful communication and effectively express their ideas in English through conscious practice and perseverance (Erraez and Inga, 2023). Therefore, it could be said that oral production is an essential element of communication.

Rao (2019) states that oral production is believed to be the most relevant ability in English language learning and affirms that mastering speaking English not only provides more opportunities in the educational field, but also in the professional and personal fields, since nowadays, everything is linked to speaking skills, and even more when it is a global language like English. In addition, Rao (2019) claims that speaking skills help learners develop critical thinking abilities, increase their self-confidence, and enhance their decision-making and problem-solving skills. Therefore, due to the relevance of oral production for students, the analysis of the elements that conform to this skill becomes necessary.

1.2.1. Oral Production Sub-Skills

Speaking is a challenging and complex ability that requires the development of some important sub-skills, including fluency, vocabulary, grammar, and pronunciation, among others (Olvera, 2020). Nevertheless, the practice of oral production sub-skills is highly significant and necessary to become a proficient foreign speaker (Benavides, 2023). Consequently, it is relevant to describe the most important aspects of some speaking sub-skills: grammar, vocabulary, pronunciation, and fluency.

- Grammar

Heredia (2022) mentions that grammar consists of rules or patterns that allow individuals to connect ideas within a sentence, ensuring the understanding between the speaker and the receiver. The above author highlights that grammar is acquired through exposure to it during the process of learning a language. This oral production sub-skill not only shows the structure of sentences but also helps to better understand how words are formed, like when using prefixes or suffixes; as a result, it builds the basis for effective communication and is crucial to master a language (Rag, 2022). In other words, grammar is what allows individuals' messages to be conveyed with the original purpose and intention; so, its significance is undeniable.

- **Vocabulary**

Nordquist (2023) claims that vocabulary refers to the set of words of a language that can be understood by an individual or a group of individuals. When learners do not master a certain range of vocabulary, they tend to have trouble when trying to express their ideas. That is why Nordquist (2023) suggests that acquiring diverse words means being familiar with them in various situations, which helps to develop the ability to talk about a variety of topics in any situation. In that way, mastering vocabulary allows students to improve in all language skills, but most importantly, it is the key to enabling learners to communicate their ideas and thoughts easily.

- **Pronunciation**

Rahmania and Mandasari (2021) affirm that pronunciation is basically, the act of transforming several sounds into a meaningful message. They add that learning the right pronunciation of English words is necessary to understand correctly what others want to express; which, in turn, allows individuals to make themselves understood as well. Besides, Rahmania and Mandasari (2021) establish that pronunciation is linked to listening skills since the first thing that must be done to develop good pronunciation, is to listen to others speaking the target language, such as in movies, and music, in an interactive way, and so on. All in all, it can be concluded that pronunciation is a very important component of oral production because it permits the comprehension of oral messages despite the variety of accents of other people.

- **Fluency**

Lewis (2020) states that fluency is directly related to flow, and it involves the pace of the speech and the fluency of the speaker. It is more than speaking quickly, it is speaking naturally, in a way that the information is understandable to the listeners. Furthermore, the mentioned author claims that fluency focuses more on meaning than on pronunciation. So, when practicing fluency, it is suggested to avoid correcting pronunciation mistakes in students. In a few words, fluency could be described as the ability to speak clearly and effortlessly. Consequently, learners with a good level of fluency express their ideas with ease and consistency, without hesitating or stopping too long to build what they are about to say Lewis (2020). In short, when referring to fluency, the ease at which a message is transmitted is emphasized over the speed of speaking.

1.2.2. Methods and Approaches to Improve Oral Production

Enhancing oral production skills in English can be challenging. However, when teachers incorporate the right methods and approaches, learners can improve their speaking skills significantly. These methods and approaches involve different activities and techniques that allow students to develop their ability to express their thoughts clearly and easily. Zevallos et al. (2022) found that oral activities not only allow language learners to improve their oral communication skills but also lead them to have more engaging conversations. Additionally, it

increases the students' level of confidence as they can express themselves in a better way. Therefore, some methods and approaches for the improvement of oral production skills are mentioned below.

Table 2*Methods and Approaches to Improve Oral Production Skills*

Methods and Approaches	Characteristics	Roles	Contribution to Oral Production	Activities and Techniques
Communicative Language Teaching (CLT) – Approach	<ul style="list-style-type: none"> - Promotes interaction with message focus (understanding of real meanings). - Integrates all language skills and subskills (holistic practice). - Fluency is an essential component of communication. 	<p>Learner: Negotiator between the self, the language, and the learning procedures.</p> <p>Teacher: The one who facilitates communication.</p>	<ul style="list-style-type: none"> - Stresses the importance of meaningful communication, so language is learned through interaction. - Permits the development of fluency and accuracy. 	<ul style="list-style-type: none"> - Roleplay - Simulations - Pair communication practice - Group work - Dialogues - Interviews - Oral recognition
Competency-Based Language Teaching (CBLT) – Approach	<ul style="list-style-type: none"> - Emphasizes the practical applications of the content learned. - Focuses on competencies development. - Learning is examined through behavior assessment. 	<p>Learner: Critical thinkers. Determines if the competencies are meaningful or not for him/her.</p> <p>Teacher: Designer of learning opportunities in real-life situation contexts.</p>	<ul style="list-style-type: none"> - Aims at the improvement of practical communication skills. - Centered on the communicative competency. 	<ul style="list-style-type: none"> - Interviews - Debate - Real-life simulations such as job application - Group work - Pair work
Task-Based Language Teaching (TBLT) – Approach	<ul style="list-style-type: none"> - Based on using tasks as a fundamental element for language teaching. 	<p>Learner: Group participant. Monitors his/her learning.</p>	<p>The tasks are designed to help learners understand and use the target</p>	<ul style="list-style-type: none"> - Drills - Dialogue readings - Sharing personal experiences

	<ul style="list-style-type: none"> - Emphasizes meaning over form. 	<p>Risk taker. Innovator.</p> <p>Teacher: Selects or creates tasks. Decides the order to apply the tasks. Gets students ready for the tasks.</p>	<p>language through interaction.</p>	<ul style="list-style-type: none"> - Problem-solving - Contrasting - Listing - Sorting and classifying - Pair work - Group work
<p>Cooperative Language Learning (CLL) or Collaborative Learning (CL) – Approach</p>	<ul style="list-style-type: none"> - Makes the most of cooperative tasks to motivate peer learning and the improvement of language skills. - Encourages cooperation instead of competition. - Seeks to build critical thinking skills. 	<p>Learner: Active collaborative member of a group. Manager of his/her learning.</p> <p>Teacher: Facilitator of learning. Sets the goals, creates the tasks, gives feedback, and motivates learners to work together in solving problems.</p>	<p>Provides opportunities to enhance oral production functions using interactive pair and group activities.</p>	<ul style="list-style-type: none"> - Pair work - Group work - Interviews - Roundtable - Think-pair share - Problem-solving - Numbered heads
<p>Community Language Learning (CLL) – Method</p>	<ul style="list-style-type: none"> - Learner-centered method that emphasizes the humanistic dimension apart from linguistic aspects. - Learning is viewed as a collaborative rather than an individual achievement. 	<p>Learner: Member of a class viewed as a community. Participates actively in the learning process and supports partners.</p> <p>Teacher: A counselor who guides learners and provides feedback patiently and</p>	<ul style="list-style-type: none"> - Promotes the learners' initiative to start the interaction. Later, those conversations are analyzed. - Allows students to select the type of information they 	<ul style="list-style-type: none"> - Translation and repetition - Group work - Recording - Transcription - Analysis - Reflection and observation - Listening - Free conversation

		assertively through the analysis of the “problems”.	want to communicate to other learners.	
The Natural Approach – Method	<ul style="list-style-type: none"> - Consists of acquiring the language in a natural way by focusing on the learners' exposure to the language more than on practice. - Related to the affective filter hypothesis. 	<p>Learner: Processes information that is beyond his/her current level and ascribes meaning to it using context and prior knowledge.</p> <p>Teacher: Provider of understandable content in the target language.</p>	<ul style="list-style-type: none"> - Its goal is for students to be able to effectively communicate their ideas and requests. - Prioritizes meaningful communication over language form. 	<ul style="list-style-type: none"> - Pair and group work with class instruction. - Command-based activities. - Mime, gestures, and context-based exercises.
Suggestopedia – Method	<ul style="list-style-type: none"> - Aims to create a relaxing atmosphere in the classroom to accelerate the learning process. - Highlights the relevance of music and rhythm in facilitating the comprehension of linguistic material. 	<p>Learner: Carries out the activities proposed by the teacher without manipulating the assigned material.</p> <p>Avoids distractions to focus on the procedure.</p> <p>Teacher: Creates scenarios that help students to receive and have information.</p>	It is oriented to quickly reach an advanced level of conversation by encouraging learners to practice the target language in activities such as dialogues in which they are expected to speak extemporaneously instead of simply memorizing lines.	<ul style="list-style-type: none"> - Music - Dialogue - Translation - Imitation - Questions and answers - Roleplay - Games

Note: Adapted from “Approaches and Methods in Language Teaching” by Richards and Rodgers (2001).

In conclusion, all the mentioned methods and approaches provide essential foundations that contribute to improving oral production skills in EFL learners. In support, Pauliková (2018) affirms that real-life strategies like roleplay, dialogues, and discussions, which are part of some of the above theories, effectively develop the learners' speaking skills since these activities arouse the students' interest and make them more confident in producing oral language in English.

In addition, it is worth highlighting the importance that some of these methods and approaches have concerning one of the affective factors under study: anxiety. For instance, as mentioned by Richards and Rodgers (2001), the methods of Suggestopedia and Natural Approach try to build a calm environment for students, reducing anxiety and facilitating the learning process. Similarly, Communicative language teaching (CLT) helps them to reduce anxiety as it focuses on meaningful communication instead of grammar accuracy, encouraging students to express their opinions freely. Consequently, by recognizing the importance of each student's needs and feelings and applying the mentioned theories, teachers can create a supportive environment in favor of language learning.

CHAPTER II: METHODOLOGY

2.1. Research Approach and Type of Research

The investigation entitled “Incidence of affective factors in senior students’ oral production at Teodoro Gómez de la Torre High School, academic period 2022-2023” was conducted using a mixed-methods approach. George (2023) describes mixed-methods research as studies that integrate quantitative and qualitative research components to address the study questions with the right contextualization of the problem and greater credibility of the research. In other words, mixed-methods research makes it possible to use quantitative and qualitative methods to collect data and examine it to provide the researcher with a more comprehensible view of the problem, making the research more reliable.

George (2023) points out the importance of carefully analyzing when to use the quantitative and qualitative parts of the mixed methods approach. It is therefore relevant to define what each of them is and how they have been applied in this research. So, on the one hand, Bhandari (2023) explains that quantitative research consists of gathering and examining numeral data to discover trends, predict future events, assess usual relationships, and apply the results to larger populations. Thus, in this research, quantitative methods were applied to survey a group of students, and then, it was analyzed numerically through bar graphs. In this way, it was possible to obtain a clearer and more precise vision of the information collected regarding the affective factors experienced by students during several English oral production tasks.

On the other hand, as stated by Tenny et al. (2022), qualitative research seeks to investigate deeper causes of real-world problems by capturing the experiences, attitudes, and behaviors of the participants. In addition, although qualitative research does not gather numerical data, it does contribute to a better understanding of quantitative information (Tenny et al., 2022). This study adopted qualitative research to interview the teachers in order to find subjective aspects linked to their experiences regarding the issue under study. It was also used in a section of the survey for students to identify the reasons why students experience anxiety in the English class.

Furthermore, this academic research employed a descriptive research type as it fits with a mixed-methods approach by providing a more detailed view of the situation. Indeed, McCombes (2023) affirms that descriptive research attempts to precisely describe a specific population, phenomenon, or situation, looking for the facts and circumstances of it; nonetheless, in descriptive research, the author just observes and measures the variables, without controlling them, this, in order to explore the research question in depth. Hence, in this case, the focus was on understanding and describing two affective factors that affect the English language oral production, without controlling any variable of the study. To do so, it was necessary to implement two specific research methods, which are mentioned below.

2.2. Deductive and Inductive Methods

It must be highlighted that both deductive and inductive methods were employed in this study. Aransiola (n.d.) points out that the deductive method is a scientific research type that starts from general theories of a certain topic, and then, a prediction or hypothesis is set; after that, data is gathered and examined to verify or refute the previous hypothesis. Based on the above, it can be evidenced that the present work used elements of the deductive method since it started from previous theories regarding the impact of affective factors in the oral production of English to subsequently observe them in a specific group of students, and finally determine the incidence of 2 factors in students.

Streefkerk (2023) highlights that the inductive method is an approach that encompasses three main steps: specific observation, pattern recognition, and the development of a general conclusion. Moreover, unlike the deductive method, the inductive one does not seek to test a theory, but to build one derived from the data gathered (Streefkerk, 2023). Following this, the present work followed the given steps to collect information from the group of students selected to later examine it and find recurring patterns among them, in this case, regarding the specific contexts in which they felt anxiety. Finally, that data helped to draw important conclusions. In addition, to gather all the necessary information, this work used two data collection techniques: surveys and interviews.

2.3. Techniques and Research Instruments

2.3.1. Survey and Likert Scale

McCombes (2023) asserts that surveys are adaptable techniques that consist of providing a group of people with a set of questions about the research topic to later analyze the results. In this work, this technique was employed at the educational institution where the study was conducted to gather data from senior students, on the specific contexts where they feel foreign language anxiety and also to determine their levels of self-efficacy during specific oral production activities.

Furthermore, the instrument used was the Likert scale, which involves the formulation of a scale question followed by 5 to 9 answer options. According to Cleave (2023), the Likert scale gives the researcher a more precise and qualified view of the population's answers. That is why this research work incorporated 3 general questions with 7 scale items and 5 answer options for each one to know the levels of FLA and self-efficacy that the group of students selected has.

It is also relevant to clarify that the questions and items were presented in Spanish to facilitate their comprehension. Likewise, before conducting the instrument to the students, it was analyzed by the principal of the educational institution, who later authorized its application. Additionally, the surveys were printed and given to the students in person to facilitate the explanation and posterior resolution of it, taking into account the students' contexts.

2.3.2. Interview and Questionnaire

An interview is a technique from qualitative research that entails asking questions to one or more people to gather information (George, 2023). This technique was incorporated to gather information from 2 English language teachers about the knowledge they have regarding the influence that affective factors exert on students' oral production, considering their experiences in the classroom. For this purpose, a questionnaire with 6 open-ended items was incorporated as part of a semi-structured interview. As stated by Cleave (2023), semi-structured interviews and questionnaires let the respondents freely convey their points of view and also give the researcher the advantage of exploring the respondents' answers deeply. Certainly, this technique and its instrument helped to analyze the teachers' perceptions concerning the phenomenon studied.

2.4. Research Questions

- Do senior students from classes D and J experience foreign language anxiety during oral production activities?
- What are the levels of self-efficacy of senior students when performing oral production activities?

2.5. Participants

The present study was conducted on Teodoro Gómez de la Torre High School, which is home to approximately 3936 students. Their years of schooling are divided into elementary school, middle school, and high school. The senior year of high school has 10 parallels, from A to J. However, the target population selected was 75 senior students between the ages of 16 and 17. The sample involved 38 learners from class "D" and 37 students from class "J", whose characteristics are shown below. Furthermore, data was also gathered from 2 English teachers through an interview.

Table 3
Characteristics of the Participating Classes

Class	Female students	Male students	Total	English Level
3 rd BGU "D"	17	21	38	A2 – B1
3 rd BGU "J"	12	25	37	A1 – A2

Source: The author

Moreover, it is important to specify that this study used non-probability sampling, that is, the non-random choice of the participants as stated by Nikolopoulou (2023). For convenience, the researcher selected this kind of sample, as the purpose was to choose classes with different levels of English in order to get diverse data and therefore contrast the information better, which indeed helped to get a wider view of the problem.

2.6. Investigation Procedure

The procedure started with the collection of reliable theoretical foundations for the study. Then, the instruments: a survey and an interview, were created by the author of this research work and later verified by two professors from the English Major at Universidad Técnica del Norte. After that, these instruments were applied at Teodoro Gómez de la Torre High School. In this way, the surveys were applied to the students in their mother tongue to facilitate their comprehension, these were carried out on paper in which students filled out 3 Likert scales according to their experiences when learning English. On the other hand, the interview with 2 English teachers consisted of 6 open-ended questions and was conducted in the target language. This interview was also made on paper and took 2 days to complete.

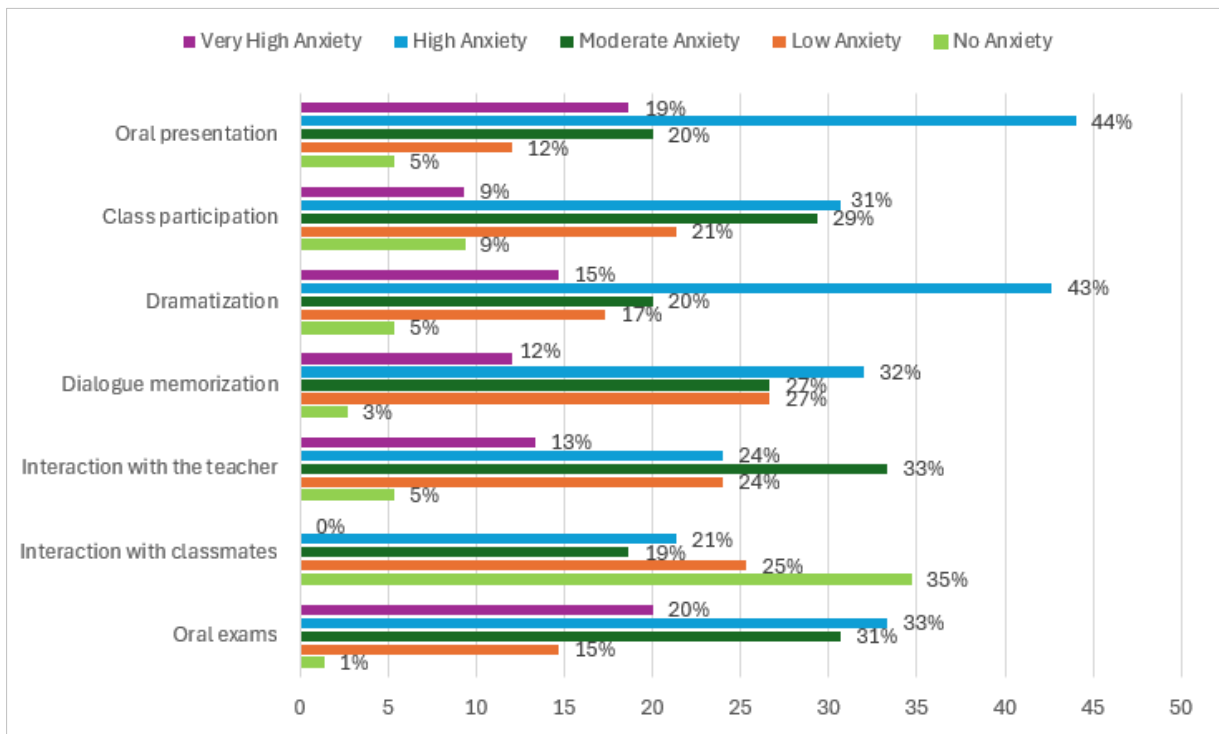
CHAPTER III: RESULTS AND DISCUSSION

The findings and analysis from two study instruments are presented in this chapter: a survey and an interview. Firstly, the survey, which consisted of three general questions with seven items each, was distributed to 75 senior students across classes D and J, and the findings have been illustrated through bar graphs to facilitate their comprehension. Secondly, the interview that consisted of 6 open-ended questions was conducted with two teachers, and their answers are presented in this section as well. Furthermore, it is worth highlighting that both instruments intended to explore the influence of two affective factors: anxiety and self-efficacy on students' oral production, and their teachers' perspectives of it.

3.1. Survey for Students

Figure 3

Students' Levels of Anxiety During Oral Production Activities



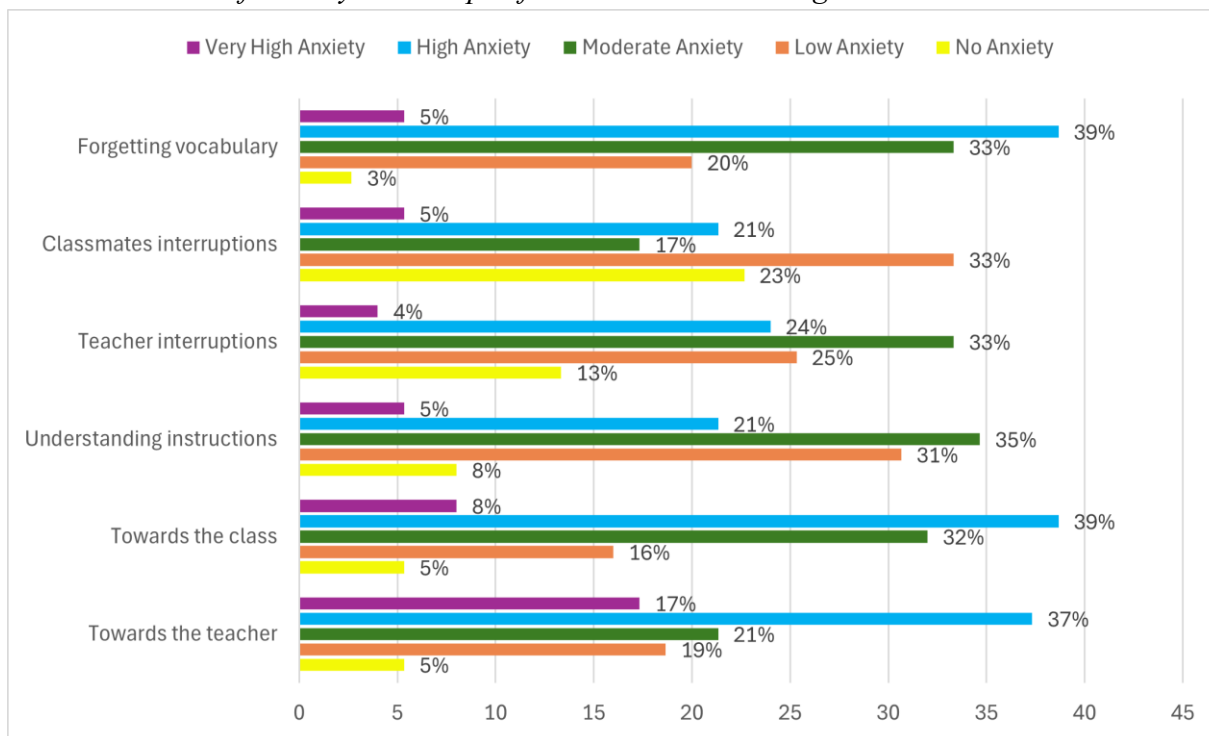
Source: The author

The graph shows the levels of anxiety experienced by students during different oral production activities. According to the results, the oral production activities in which most of the surveyed students reported the highest levels of anxiety are oral presentation and dramatization. Apparently, although these activities require previous preparation from students, they still feel anxious when performing them. According to Guevara and Mantilla (2019), this could be due to the fear of speaking in front of an audience, even if it is not in a foreign language. Sabri (2019) supports this as he affirms that the fear of public speaking is one of the main triggers of students' anxiety when they have to speak in English in front of others. Furthermore, this finding is contrary to Segovia (2023), who determined that eighth graders from Teodoro Gómez de la Torre High School experience moderate anxiety during oral presentations. It therefore suggests that different factors were influencing the levels of FLA in both groups of students.

On the other hand, interaction with classmates was the activity in which none of the students manifested very high anxiety, and, more importantly, one in four students reported low levels of anxiety, and over a third reported no anxiety at all. Considering the aforementioned studies by Russell (2020), interaction among learners is indeed a great strategy for reducing learners' anxiety during oral production tasks, as it creates a comfortable environment for learners. Moreover, this finding is aligned with Enriquez (2020) results, who found among eighth graders of Oviedo High School, no anxiety at all during interaction with classmates. Thus, it can be concluded that students feel more comfortable interacting with each other than performing other oral production activities.

Figure 4

Students' Levels of Anxiety Under Specific Situations in the English Class

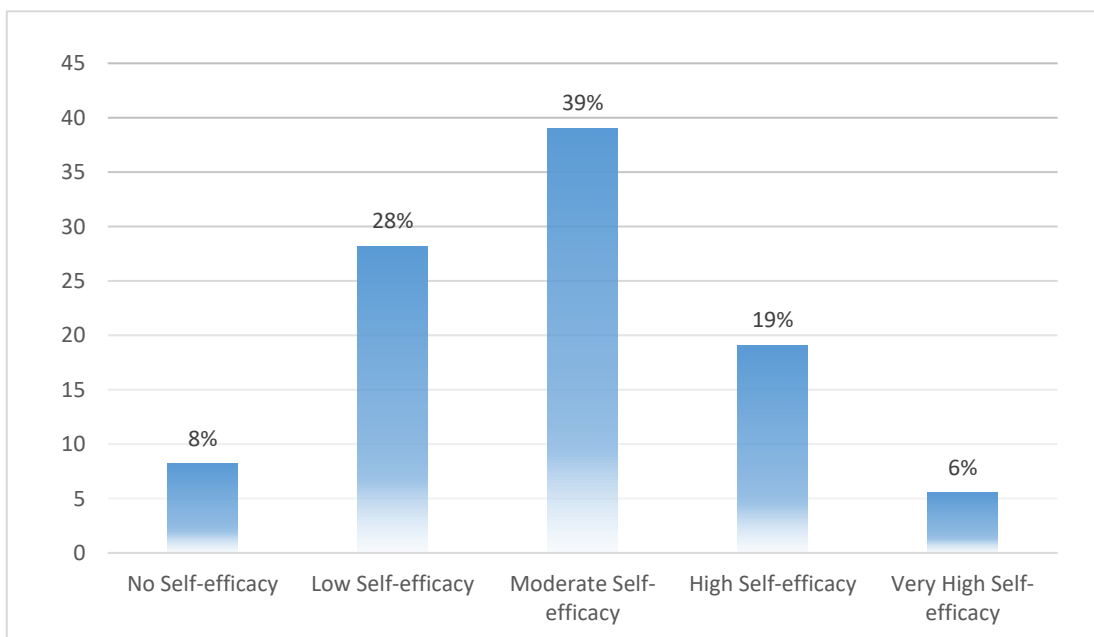


Source: The author

The bar graph presents the levels of anxiety that students feel under specific situations in the English class. Drawing from the results, the students' highest feelings of anxiety occur during contexts in which they can be judged negatively by others, such as performing oral production activities in front of the class and the teacher. Consequently, it can be deduced that most learners experience fear of negative evaluation - concerning the types of Foreign Language Anxiety by Hortwitz (1986) – and it is understood as the fear of what others may think of oneself (Toyama and Yoshitaka, 2018).

It is worth mentioning that these results coincide partially with Amaliah (2019), as he found that fear of negative evaluation and communicative apprehension were the main types of FLA experienced by the learners during the English class. However, students from both studies gave different reasons for their answers. In the present study, students stated that teasing from their peers and fear of humiliation were the main causes of their anxiety. On the contrary, the learners from Amaliah's study named the fear of mispronouncing words and using grammar incorrectly as the main reasons. In short, although the learners provided different reasons, in both cases, students' anxiety was caused by internal factors that involve their individual characteristics, as mentioned by Goñi and Lafuente (2022).

Figure 5
Students' Levels of Self-Efficacy in Oral Production Activities



Source: The author

The bar graph illustrates the levels of self-efficacy of senior students when developing oral production activities in English. It shows that nearly two-fifths of the surveyed students present moderate levels of self-efficacy, indicating that they have moderate confidence in their English-speaking abilities. Then, under a third of the learners reported low levels of self-efficacy in speaking tasks, meaning that they have little confidence in doing these tasks. It is worth mentioning that the main factor influencing their self-efficacy was lack of confidence. These findings are consistent with the study by Alimuddin (2020), who determined that during speaking performance, most of the learners had moderate self-efficacy, followed by a third with low self-efficacy. Moreover, they also found lack of confidence as one of the influencing factors, among others like nervousness, anxiety, distraction, and relaxation.

It is possible that the lack of confidence experienced by the participants of this study appeared due to negative prior experiences, which is one of the factors that influence self-efficacy (Bandura, 1997, as cited in Zhang and Ardasheva, 2019; Fidan, 2021; Schunk and DiBenedetto, 2022). Additionally, Lestari et al. (2020) and Naruponjirakul (2020) state that self-efficacy is a good predictor of students' achievement in learning English; it means that students' performance in oral production increases if their levels of self-efficacy also increase. Conversely, if their self-efficacy levels remain low or zero, their performance in learning English will not improve. Hence, according to the findings in Figure 3, it can be inferred that learners with low and no self-efficacy might have difficulties in the future in carrying out oral production activities, while those with moderate, high, and very high self-efficacy will have better performances.

3.2. Interview for Teachers

Question 1

What are the main challenges you face while teaching speaking skills?

Teacher A

Fear or embarrassment may cause students to avoid practicing speaking. This may be due to a fear of making a mistake because of not knowing how to pronounce words correctly or not knowing the grammatical structures in a good way.

Teacher B

- They don't feel confident.
- They don't check their pronunciation before a speaking activity.

Analysis

The two interviewed teachers agree that students are afraid of failing and lack confidence when performing oral production activities. Teacher A suggests that this fear may be the reason why students avoid practicing speaking. According to the study by Bahadur (2021), the fear of making mistakes is, in fact, one primary cause of students' experimentation of anxiety during speaking activities. Consequently, they avoid participating in them. Moreover, Sabri (2019) mentions that students' lack of preparation leads them to experience even more anxiety when speaking in English. This could be the case for teacher B's students, as she claimed that the learners do not check pronunciation before performing a speaking task.

Question 2

In your perception, what are the primary challenges that students encounter in the oral production of a foreign language, taking into consideration both emotional and linguistic aspects?

Teacher A

The first difficulty that students have encountered in oral production is the lack of an appropriate vocabulary. Then, the fear of misspeaking and the incorrect use of English grammar.

Teacher B

Vocabulary, structures of sentences, organization of ideas, transcription of texts, or translation of Spanish into English. They don't practice enough oral activities.

Analysis

Both teachers focused more on linguistic aspects than emotional issues by referring to the main difficulties students face when performing speaking activities. Thus, they both emphasized the lack of vocabulary and knowledge of grammatical structure that students have, which is undoubtedly an obstacle to students' speaking performance. Additionally, Teacher A pointed out that one of the difficulties that the learners face is their fear of speaking English incorrectly, in other words, the fear of pronouncing inappropriately. In fact, this fear usually occurs because mispronouncing a word might cause mockery from other classmates, which ends up generating anxiety and consequently, hindering English learning (Bravo, 2022).

Question 3

What do you know about affective factors and their influence on oral production?

Teacher A

There is a link between the affective factors of the student and the oral production of the English language like motivation, nervousness, inhibition, and stress, which are the main limiting factors that affect their abilities and performance.

Teacher B

I think these factors could affect oral production when they are considered special needs granted by DECE professionals.

Analysis

Based on the teachers' responses, it can be inferred that teacher A is aware of various affective factors and their relationship to English language oral production. Moreover, he highlights the negative influence of these factors as he mentions that they are limitations to oral skills and oral performance. On the contrary, teacher B asserts that affective factors affect oral production when they are considered specific needs by professionals in the mental health field. Therefore, it is necessary to clarify that affective factors such as foreign language anxiety differ from mental disorders, such as general anxiety, since in this case, FLA occurs specifically in the classroom context when students face particular situations, while general anxiety is persistent in an individual (Horwitz et al., 1986 as cited in Simsek and Ceylan, 2023). Overall, both perspectives stress the relevance of affective factors in students' oral production.

Question 4

Affective factors are the set of emotions and feelings experienced by students during certain activities. Some examples of affective factors are anxiety (level of nervousness) and self-efficacy (level of confidence). Which of these factors have you evidenced in your classroom? How do they influence students' oral production?

Teacher A

Both of them, anxiety and self-confidence influence in a great way, there are some good students who know how to express their ideas but because of the anxiety and lack of self-efficacy, they prefer not to talk or participate in classes.

Teacher B

Generally, students show anxiety and they are nervous before, during, and after.

Analysis

Firstly, teacher A claims to have evidenced the affective factors of anxiety and self-efficacy in his classroom. He identifies the limitations in oral production that these factors raise, such as preventing students from participating in classes even when they can do it. Guevara and Flores (2020) state that students with low self-efficacy produce oral language with less confidence compared to those with high self-efficacy. Consequently, when students are not confident enough about their abilities, and, in addition, they experience anxiety, their performance in oral production will decrease. In contrast, teacher B only focuses on anxiety as an affective factor present in her students before, during, and after the English class, which suggests a persistent concern of their students about having to speak English.

Question 5

What strategies or techniques do you use to create a positive and supportive environment for oral language development? Why?

Teacher A

As a teacher, you have to generate a safe and interesting environment so that students feel motivated when speaking. The ICTs with audio and video allow students to learn in an attractive and innovative way developing their cognitive and communicative skills.

Teacher B

Roleplay, discussions, interviews, productive videos, and dialogues.

Analysis

Teacher A concentrates on employing technology to engage students in the language learning process by the time they develop their language skills. On the other hand, teacher B emphasizes interactive activities that allow students to communicate with each other and thus, develop their oral skills. Indeed, some of the strategies she mentions, such as roleplay, discussions, and dialogues have been proven to be great real-life situation strategies to enhance speaking skills since they grow students' interest in learning and encourage them to speak English confidently (Pauliková, 2018). In sum, both of the interviewed teachers apply strategies to generate a supportive environment for oral language development in their classes, yet they do it from different perspectives.

Question 6

Do you believe it is essential to employ strategies with an emphasis on emotions and attitudes to enhance students' performance in oral communication in a foreign language? If so, why?

Teacher A

Yes, because when the teacher uses strategies based on the emotional field in the best way, raising students' self-esteem and enhancing their qualities, their performance will be different, and they will achieve excellent oral communication.

Teacher B

Yes, I consider that the confidence of students is important to achieve their goals.

Analysis

According to Zhang (2023), emotion-focused strategies help EFL students regulate their emotional problems, reducing classroom anxiety and improving their speaking skills. Regarding the teachers' answers, in general, both agree with the importance of employing strategies with a focus on emotions for different reasons. To begin with, teacher A outlines how the implementation of these types of strategies positively impacts students' oral communication skills, by raising learners' self-esteem and improving their traits. Conversely, teacher B centers on the relevance of confidence in helping students reach their objectives. All in all, teacher A as well as teacher B recognizes the importance of emotions in English language learning.

3.3. Main Findings

Smith (2024) asserts that affective factors like self-efficacy and foreign language anxiety strongly influence EFL learning, which, in some cases, brings difficulties in the development of language skills like oral production. The insights of this study report the incidence of these factors in senior students' oral production in English in order to obtain a different perspective and understanding of this phenomenon, and, consequently, guide the participants of the present investigation, and support future research.

The results from the survey conducted on senior students revealed that they do experience foreign language anxiety during oral production activities. Certainly, they reported the highest levels of anxiety in oral presentation and dramatization activities. Based on the above mentioned by Guevara and Mantilla (2019) and Sabri (2019), it was suggested that the main factor influencing the anxiety of students was fear of public speaking, and it coincides with some of the reasons provided by students, such as stage fright and lack of confidence. Moreover, this finding did not coincide with Segovia (2023) since unlike the present author, she found that eighth graders from Teodoro Gómez de la Torre High School felt moderate anxiety during oral presentations.

It was found that during interaction with classmates, over half of the students manifested low levels of anxiety and no anxiety at all. This finding is similar to what Enriquez (2020) discovered among eighth graders of Oviedo High School because they reported no anxiety at all during interaction with classmates. Therefore, it means that students feel more comfortable interacting with their classmates than doing other oral production activities. Russell (2020) supports it, as she affirms that peer interaction effectively reduces anxiety in oral production activities and builds a comfortable learning environment.

Most of the participants of this study feel most anxious when they have to perform oral production tasks in front of the class and the teacher. These activities are associated with the fear of negative evaluation; one of the triggers of foreign language anxiety. Moreover, they mentioned that teasing from their peers and fear of humiliation were the main reasons for their anxiety experimentations. According to Toyama and Yoshitaka (2018), students who face fear of negative evaluation usually evade activities in which they can be judged negatively by others, and this is consistent with the experiences reported by the students.

Next, the results regarding the students' levels of self-efficacy when performing oral production tasks are also an important finding. Thus, a small majority of students (39%) have moderate self-efficacy, indicating that they are moderately confident in their oral production skills, while under a third of them (28%) have low self-efficacy, demonstrating that they have little confidence in their English-speaking abilities. It is relevant to highlight that students indicated the lack of confidence as the main factor affecting their self-efficacy, which is consistent with the above findings by Alimuddin (2020). Furthermore, as self-efficacy is known to be a good indicator of future achievement in English language learning following Lestari et

al. (2020) and Naruponjirakul (2020), it was inferred that students from this study who have little or no self-efficacy may have difficulty performing oral production tasks in the future, whereas students who have moderate, high, or very high self-efficacy will perform better.

Then, the interview with the teachers demonstrated that they have evidenced anxiety as well as low self-efficacy in their students. They consider that these factors are challenges for students in oral production as they affect the learners' ability to express their thoughts and ideas freely. Indeed, Kasmiati (2021) claims that anxiety negatively affects students' concentration and leads them to make more mistakes. In addition, the teachers identified some linguistic voids in their students, such as insufficient vocabulary and knowledge about grammatical structures.

Besides, it was found that the interviewed teachers apply some strategies, such as roleplay, discussions, videos, dialogues, etc. to establish a positive classroom environment, and they agree that more strategies with a focus on emotions must be incorporated to enhance students' performance in oral communication and mitigate the influence of affective factors. That is why the creation of an academic guide that helps students improve their oral production skills becomes imperative to decrease language learners' anxiety levels and increase their self-efficacy.

CHAPTER IV: PROPOSAL

“A Guide to Enhance English Oral Production Skills and Reduce Foreign Language Anxiety”

4.1. Rationale

Although some English learners believe that oral production is the hardest skill to develop because of all the elements and sub-skills it involves, it is a fact that building this skill is a vital part of language learning. When oral production abilities are developed, students are able to express their ideas, feelings, and thoughts to others in a variety of settings, giving them the opportunity to have more meaningful conversations in academic, personal, and professional contexts. That is why, many individuals view oral production as the most relevant skill of English as a foreign language learning.

Unfortunately, as claimed by Zulfikar (2022), in some cases, English teachers place more emphasis on teaching receptive skills like reading and listening than on teaching productive abilities like speaking and writing, which happens because they concentrate more on evaluating students through worksheets and tests, instead of teaching English as a tool for communication and long-term progress. Moreover, they usually focus their classes on grammar rules and inadequate mistake corrections, which belong to the group of factors that contribute to foreign language anxiety (FLA).

Goñi and Lafuente (2022) found that affective factors such as anxiety have a significant impact on how well students perform oral production activities. Indeed, high levels of anxiety can lead students to make more mistakes and lose focus (Kasmiasi, 2021). This, together with the aforementioned about the importance of enhancing learners' oral production skills, makes it essential to apply strategies that allow learners not only to communicate in the target language, but also to reduce their anxiety levels during oral production activities. Furthermore, the results of this research support the need for strategies to lower anxiety levels in learners and enhance their ability to produce the language orally.

Based on this, this academic guide entitled **A Guide to Enhance English Oral Production Skills and Reduce Foreign Language Anxiety** was created as a complementary resource for teachers. It is aligned with the contents of the B1.2 English student book provided by the Ministry of Education in 2016. This guidebook aims to give teachers practical activities and strategies to support their students in enhancing their skills to transmit thoughts and ideas in the target language with ease. Moreover, it includes some techniques and exercises to decrease the levels of foreign language anxiety that students experience during the performance of oral production tasks.

4.2. Theoretical Foundations

This academic guide was elaborated taking into account important elements of EFL teaching and learning, which were mentioned in this research work. Thus, the author selected several strategies to enhance students' oral production, such as roleplay, teamwork, pair work, debates, discussions, think pair share, question and answer, and dialogues. It is worth highlighting that these strategies were taken from the methods and approaches that focus on the development of communicative skills, as established by Richards and Rodgers (2001).

Moreover, several strategies to reduce the anxiety that learners feel about speaking English were considered in order to create a comfortable classroom environment and make learning English enjoyable. Among the strategies for reducing foreign language speaking anxiety are project work, establishment of a supportive environment to learn, provision of indirect feedback, and provision of praise, whose effectiveness was proven by Tsiplakides (2009) as cited in Eriksson (2020). Some of the strategies proposed by Russell (2020) were also included, such as sharing personal experiences, interaction with classmates, motivational words, and breathing exercises. According to the aforementioned authors, these strategies motivate students to participate more, emphasize communication rather than precision, reduce their fear, and above all, create a supportive and relaxed learning environment.

Lastly, according to Bao and Liu (2021), when students' anxiety levels increase during English learning, English learning decreases. Therefore, strategies for improving students' oral production skills must be applied together with strategies to reduce the anxiety they experience when producing the target language orally. In this way, it will be possible to see significant progress in students' performance.

4.3. Objectives

4.3.1. General Objective

- Design an academic guide to enhance students' oral production skills and reduce foreign language anxiety.

4.3.2. Specific Objectives

- Select appropriate strategies for EFL oral production.
- Incorporate strategies and exercises to reduce foreign language anxiety.

4.4. Development

A Guide to Enhance English Oral Production Skills and Reduce Foreign Language Anxiety



Gobernación Imbabura (2021). Retrieved from Twitter.
<https://x.com/goberimbabura/status/1420507220769447936>

Author: Dayana Trujillo

Director: PhD. Sandra Guevara Betancourt

2024



Diario El Norte (2024). Estudiantes de la unidad educativa observan la revista institucional de los 140 años. Retrieved from elnorte.ec: <https://n9.cl/bj2x5>

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Introduction

The guide entitled “A Guide to Enhance English Oral Production Skills and Reduce Foreign Language Anxiety” is a complementary resource aligned with the contents of the B1.2 English student book provided by the Ministry of Education in 2016. This guidebook was written to provide teachers with useful activities and strategies to help their students improve their ability to communicate thoughts and ideas in the target language. Moreover, it includes some techniques and exercises to decrease the levels of foreign language anxiety experienced by learners during the performance of oral production tasks.

FOUNDATIONS

1 FOREIGN LANGUAGE ANXIETY (FLA)

It refers to the feeling of being overwhelmed and intimidated by the idea of acquiring knowledge in a non-native language (Brown, 2000 as cited in Kasmia, 2021).

2 TRIGGERS OF FOREIGN LANGUAGE ANXIETY

Some of them are:

- Fear of making mistakes
- Fear of being mocked by peers
- Fear of public speaking
- Low English level
- Fear of negative evaluation
- Individual characteristics (personality traits)
- Interaction with the teacher and among students (Djafri and Wimbari, 2018; Bahadur, 2021; Goñi and Lafuente, 2022; Bravo, 2022)

3 HOW FLA AFFECTS ORAL PRODUCTION

According to Kasmia (2021), FLA prevents students from thinking clearly, leading them to make more mistakes. Moreover, it causes students to avoid speaking in English and practicing any activity that involves oral production in the target language.



Strategies for Coping with Foreign Language Speaking Anxiety (FLSA)

Strategy	Contribution to decreasing learners' FLSA
Project Work	As it emphasizes communication over accuracy, learners feel less nervous about using the target language orally.
Establish a learning community and a supportive classroom environment.	Students' anxiety about making errors can be reduced when the teacher builds a peaceful classroom atmosphere where mistakes are considered a natural way to learn more.
Teacher-student relation	Exploring a little students' academic lives helps teachers discover students' fear of speaking in English and enables them to incorporate appropriate strategies to reduce that fear.
Provision of indirect rather than direct correction.	Teachers must correct their students' mistakes discreetly, through appropriate feedback, so anxious learners do not focus on the accuracy and form of the language, but see it as a tool for communication.
Need for self-esteem protection	Avoiding actions such as saying students' grades in front of the class, contributes to decreasing learners' FLSA by preventing them from feeling uncomfortable and insecure.
Teacher immediacy	The use of certain verbal and nonverbal language helps to establish more pleasant communication with students and make them feel less nervous.
Provision of praise	Praising students at the right time with verbal or nonverbal language is effective in dealing with FLSA because it encourages them to participate more. However, it is important not to do it all the time, as it may generate distrust in students.

UNIT 1

MOVIES

General Objective

Talk about different movie types and share information about their favorite movies with the class.

Oral Production Goals

- Identify and describe some movie genres.
- Ask and answer questions about their favorite movies.
- Present to the class information about their favorite movie.

Grammar

- Simple Past tense
- Past Progressive tense
- Present Perfect tense
- Past Perfect tense
- Time clauses

Vocabulary

Words related to movie genres and expressions to describe a movie.

Duration

3 lessons



P5 PLUS



(El Diario, 2024)

6 3 0 6



([Interstellar], 2014)

P5 PLUS



(BenitoLink Staff, 2013)

P5 PLUS



([Titanic], n.d.)

0 6



(Wallace, n.d.)

Lesson 1: Movie Genres

(English Student Book: Lesson 1: It Was Terrifying!)

Objective

Identify and describe different movie genres to talk about their preferences for movies with their classmates.

Language learning strategies

- Group work
- Relating pictures to concepts
- Question and answer
- Listing
- Discussion

Strategies for coping with FLA


- Establishing a supportive classroom environment
- Sharing personal preferences
- Provision of praise
- Group exchanges
- Provision of indirect rather than direct correction.

Time

40 min

Steps

1. Ask learners to get in groups of 4 students (They choose the partners they want to work with).
 - Ask each group to draw the following chart on a sheet of paper.

Movie Genre	E.g. Comedy			
Picture				

7 min.

Lesson 1: Movie Genres

2. Provide each group with 4 pictures of films from different genres and ask them to paste them on the paper sheet and write their corresponding genre. 2 min.
3. Instruct students to discuss the characteristics of each movie genre in their groups. 4 min.
4. Invite students to have a contest among the groups. 10 min.

Instructions for the contest

- In the previous sheet of paper, each group will write the maximum number of words related to each movie genre in **2 minutes**. E.g. **Horror**: mystery, fear, ghosts, etc.
- Each group member must write one word and then pass it to the next member. It is therefore not allowed to have one member writing all the words.
- The teacher takes the time. When it is over, students must stop writing, otherwise, they are disqualified.
- The group with the maximum number of correct words wins one extra credit for all the members. The teacher checks the words with the whole class.

5. Ask students to discuss the following questions in their groups: 5 min.

- What kind of films do you prefer (horror, comedy, etc.)? Why? Why not?
- What movie genre don't you like? Why not?

6. Ask for a volunteer from each group who shares with the class what they discussed. 4 min.
7. Give feedback to the whole class when they finish talking, avoiding interrupting students while they are participating. 5 min.
8. Praise all the students for their collaboration.

Homework

Ask students to bring a photo of their favorite movie for the next class.

Materials

Pictures for point #3



Lesson 2: My Favorite Movie

(English Student Book: Lesson 3: Reading Between the Lines)

Objective

Discuss with their partners the aspects of their favorite movies to create a review poster.

Language learning strategies

- Discussion
- Organizing information
- Linking with previous knowledge
- Question and answer

Strategies for coping with FLA

- Establishing a supportive classroom environment
- Sharing personal preferences
- Provision of praise
- Provision of indirect rather than direct correction

Time

45 min

Steps

1. Ask students some questions related to movie genres. Pass a ball among students to make the activity funnier.

5 min.

- What movie genres do you remember?
- What others do you know?
- Could you tell me some characteristics of horror films? What about thrillers?

- Praise students for their participation and give them indirect feedback.

2. Ask students to get in pairs with the person who is next to them.

Lesson 2: My Favorite

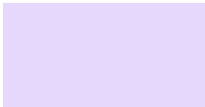
3. Instruct them to take out the photos of their favorite movies and show them to their partner while discussing the following questions:

12 min.

- What is the name of the movie?
- What are the main characters?
- What is its genre?
- What is the movie about? (Avoid spoilers)
- Would you recommend it? Why/Why not?

- Students take turns to ask and answer the above questions.
 - The teacher monitors students while they work.
4. Once students have finished discussing, ask them to take out a sheet of paper and the pictures of their favorite films.
5. Now that students already remember the information about their preferred film, instruct them to organize the main information of the movie to create a review poster, following this template:

25 min.

<p>Name of the Movie:</p> <p>Picture:</p> 
<p>Genre:</p>
<p>Characters:</p> <p>-</p> <p>-</p> <p>-</p>
<p>Brief description (Without spoilers):</p> <hr/> <hr/> <hr/>
<p>Opinion (do you recommend it, why/why not):</p> <hr/> <hr/> <hr/>

Lesson 2: My Favorite Movie

- Ask them to incorporate the expressions learned in Lesson 3:

Expressions to describe the plot:

- This movie is about...
- It tells the story of...

Expressions to recommend the movie:

- It's worth it
- A must see
- I love this film because...

Homework

Practice for a 2-minute oral presentation about the review poster they did of their favorite movie. Let them know that they must present the poster while exposing the review of their favorite film; however, they cannot read the poster as it is an oral presentation.

Lesson 3: A review of my favorite movie

(English Student Book: Lesson 3: Reading Between the Lines-Project
Stage 3: film review)

Objective

Present orally a review of their favorite film.

Language learning strategies

- Setting goals and objectives
- Risk-taking

Strategies for coping with FLA

- Breathing exercises
- Provision of praise
- Provision of indirect rather than direct correction

Time

45 min (Depending on the number of students)

Steps

1. Provide students with extra time to rehearse their presentation.
2. Invite them to make the breathing technique "4-7-8", following these instructions:

10 min.

5 min.

4-7-8 technique

- Inhale through your nose without opening the mouth until the teacher counts to 4.
- Hold your breath until the teacher counts to 7.
- Exhale slowly through your mouth in 8 seconds.
- Before repeating the exercise, make sure to exhale completely all the remaining air.
- Repeat the cycle 3 more times.

Fletcher, J. (2023, Oct 4). *Medical News Today*. Retrieved from How to use 4-7-8 breathing for anxiety: <https://www.medicalnewstoday.com/articles/324417>

Lesson 3: A Review of My Favorite Movie

3. Explain quickly the rubrics to the students.
4. Ask for volunteers to present their review. If there are no volunteers, choose students with the tongue twist "Eenie, Meenie, Miney, Moe"

30 min.

*Eenie, meenie, miney, moe,
Catch a tiger by the toe.
If he hollers, let him go.
Eenie, meenie, miney, moe.*

- Explain to the class that everybody must take notes of the movies they would like to watch while their classmates present them.
5. By the end of the lesson the teacher praises students and provides indirect feedback.
 6. Students hand in the notes they took.

Materials

Rubrics for Oral presentation

Name:		Date:	
Criteria	Excellent (3 points)	Good (2 points)	Needs Improvement (1 point)
Content	Presents all the elements of a movie review according to the information learned in class.	Presents some of the important elements of a movie review.	The review is missing important details.
Grammar	Uses correctly the grammatical tenses and expressions learned in the unit.	Uses correct grammar and expressions with few mistakes.	Many grammar mistakes and uses expressions incorrectly.
Vocabulary	Uses many words related to movies correctly.	Uses some words related to movies.	Do not use words related to movies, or they are used incorrectly.
Pronunciation	Uses appropriate intonation and the words are well-pronounced.	Speaks clearly most of the time, with few mistakes.	Makes many pronunciation mistakes, and it is hard to listen and understand.
Points	/12		

- 12 = 6 points
- Presentation of the poster: 4 points
- total: 10 points



Jason (2024). How to Choose a Career as a Teenager. Retrieved from campustocareercrossroads.com: <https://n9.cl/vbj38>



UNIT 2

PROFESSIONS

General Objective

Talk about different professions and personality traits to perform a roleplay about their future profession.

Oral Production Goals

- Come up with personality traits.
- Discuss the responsibilities of certain professions.
- Find what profession fits them better to perform a roleplay about their future profession.

Grammar

- Gerunds and infinitives
- Verbs and adjectives followed by prepositions
- Connectors of contrast

Vocabulary

Words related to personality traits and professions.

Duration

4 lessons



Lesson 1: Personality Types

(English Student Book: Lesson 1 Personality Types. Project stage 1)

Objective

Identify their personality traits to discover which job would best fit them.

Language learning strategies

- Brainstorming
- Think-Pair-Share
- Discussion

Strategies for coping with FLA

- Sharing personal preferences
- Provision of praise
- Interaction with classmates

Time

30 min

Steps

1. Brainstorm personality traits with the whole class (students write on the board).
2. Invite students to think about what personality traits they have.
3. Ask students to talk with their partner about their personality traits.
4. Ask students to share with the class voluntarily what they discussed.
Praise volunteers for their participation.
5. Invite students to reflect on the career that best fits them based on their personality traits.
6. To help them decide, instruct them to take a personality test in groups of 4 and discuss the results in their groups.

5 min.

1 min.

2 min.

3 min.

2 min.

15 min.

Homework

Research what responsibilities, skills, and personality traits their job requires.

Materials

Personality test for step 6.

- **On the weekends, I prefer to:**
 - a. go out hiking in the mountains.
 - b. write a story or read a novel.
 - c. work on my computer.
 - d. talk with my friends and family.

- **When I have the choice of what show to watch on TV, I choose:**
 - a. "survivor" or some outdoor program.
 - b. a classic movie like Titanic.
 - c. a show about technology.
 - d. a sitcom or drama.

- **The subject I like the most in school is:**
 - a. physical education.
 - b. language arts or English.
 - c. computers or physics.
 - d. social studies.

- **The person I admire the most is:**
 - a. an adventurer.
 - b. a writer.
 - c. a scientist.
 - d. a humanitarian.

- **When I think of my future profession, it is most important for me to:**
 - a. be able to be outside.
 - b. be able to use my writing skills.
 - c. be able to work with computers or do scientific experiments.
 - d. be able to make a difference in someone's life.

Taken from: English Pedagogical Module 2. Ministerio de Educación.

Results of the survey. Step 6

If your answers were...

Mostly As: You are investigative.

You would be best working outdoors. You can be a botanist (someone who studies plants), an archaeologist (someone who studies ruins and bones of previous eras), or even as an extreme tour guide, taking tourists to climb mountains around the country.



Mostly Bs: You are artistic.

You should consider working with something that has to do with art or languages. You could be a writer (of novels or even movie scripts!), an editor, a translator or interpreter, or a language teacher.

Mostly Cs: You are analytical.

You would be best as a scientist because you are technical. You can be a physicist, a chemist, or an engineer. You could also work as a computer programmer or perhaps a doctor.



Mostly Ds: You are social.

You need to choose a career in which you can help others. You can be a psychologist, a social worker, or even a teacher. You would also be a good anthropologist (someone who studies human evolution and societies) or sociologist (someone who studies human behavior and relationships between people and groups).

Adapted from: English Pedagogical Module 2. Ministerio de Educación.

Lesson 2: What do I need to become a?

(English Student Book: Lesson 2: I'm interest in - Project stage 2)

Objective

Describe the responsibilities, skills, and personality traits required for their jobs and compare them with those of their peers.

Language learning strategies

- Making comparisons
- Linking with previous knowledge
- Organizing information
- Discussion
- Group work

Strategies for coping with FLA

- Interaction with classmates
- Motivational words
- Group exchanges

Time

45 min

Steps

1. Ask students what job best fits them based on the survey they did last class.
2. On the board, the teacher writes the most common jobs among the students and motivates them to work hard for their goals.
3. Invite students to get in groups of 4 but with different classmates.
4. Ask them to use the notes from their homework to make a comparative chart about the responsibilities, skills, and personality traits needed for their jobs.

4 min.

6 min.

25 min.

Lesson 2: What do I need to become a?

Students can follow this template:

Job/ Occupation	Duties/Responsibilities	Skills/personality traits
	- - -	- - -

- Then, students have to discuss the differences between the aspects needed for each job using the connectors of contrast learned in lesson 1. (However, on the other hand, nevertheless, although, nonetheless) E.g. A doctor needs to be intelligent and patient. **However**, a policeman must be strong and strict. And also, the adjectives and prepositions learned in lesson 2. E.g. An English teacher needs to be **good at** languages.
- By the end of the lesson, students must hand in the comparative chart to the teacher.

10 min.

Lesson 3: My Future Profession

(English Student Book: Lesson 3: On the other hand)

Objective

Prepare a roleplay about their future profession to apply the content learned so far.

Language learning strategies

- Roleplay
- Pair work

Strategies for coping with FLA

- Interaction with classmates
- Provision of praise
- Teacher-student relation

Time

30 min

Steps

1. Ask students to get in pairs.
2. Instruct them to prepare a 3-min roleplay of the following situation:

Imagine you meet your partner after 20 years of high school graduation. Tell each other about your job, where do you work? what do you have to do? how did you get that job? Are you happy doing that? why/why not?

- Students must incorporate the grammar learned in the unit: gerunds and infinitives, verbs and adjectives followed by prepositions, and connectors of contrast.

Lesson 3: My Future Profession

3. Give students the remaining time to rehearse.
4. Monitor students and inquire a little about their future plans.
5. Give feedback to students and do not forget to praise them.
6. Students must present their roleplay in the next lesson, and wear clothes according to their profession.

Homework

Rehearse the roleplay for the next class taking into account the instructions given.

Lesson 4: I got that job!

(English Student Book: Lesson 4: I Passed with Flying Colors!)

Objective

Perform a roleplay with a partner about their future profession applying the content learned.

Language learning strategies

- Setting goals and objectives
- Risk-taking
- Roleplay

Strategies for coping with FLA

- Breathing exercises
- Provision of praise
- Provision of indirect rather than direct correction
- Project work

Time

45 min (Depending on the number of students)

Steps

1. The teacher invites students to do the following breathing exercise to calm their anxiety before the presentation.

5 min.

Diaphragmatic Breathing - Instructions

- Get into a comfortable position.
- Put one hand on your chest and the other hand on your abdomen.
- Breathe deeply so that the belly inflates (not the chest).
- Hold the air for 2 seconds.
- Release the air slowly with a sound for 6 seconds.
- Repeat it 3 more times.

Lesson 4: I got that job!

2. Explain the rubrics of evaluation to students.
3. Ask for volunteers to present the roleplay. Otherwise, play *tingo tingo tango* with a ball to select the order of presentation. Each couple has **3 minutes** to show it.
4. Praise students and provide indirect feedback.

Materials

Rubrics for roleplay

Name:		Date:	
Criteria	Excellent 3 points	Good 2 points	Needs Improvement 1 point
Grammar	Uses the grammar indicated: gerunds and infinitives, adjectives and prepositions, and connectors of contrast correctly	Uses some of the grammar indicated correctly most of the time.	Do not use the grammar indicated or use it incorrectly.
Vocabulary	Incorporate vocabulary related to professions appropriately.	Incorporate just some words related to professions.	Do not incorporate words related to professions.
Content	Gives clear answers about jobs, responsibilities, and feelings.	Gives some details about jobs.	Lacks details about the required information.
Pronunciation	Demonstrates a good intonation and all the words are understandable.	Intonates correctly with a few pronunciation mistakes.	It is not possible to hear and makes many pronunciation mistakes.
Costume	Wears a costume that totally represents their job.	Wears a costume that somewhat shows the profession	Do not wear any costume. (0 points)
Points	/15		

UNIT 3

ENVIRONMENTALLY FRIENDLY

General Objective

Talk about green products for reducing the impact of global warming to debate about the best product for that purpose.

Oral Production Goals

- Identify and describe the causes and effects of global warming.
- Describe different green products and talk about their pros and cons.
- Debate about the best green product to counteract global warming.

Grammar

- Passive Voice
- Prefixes, suffixes, and roots
- Relative clauses

Vocabulary

Words related to environment, global warming, and green products.

Duration

4 lessons



Lesson 1: Being aware of the problem

Objective

Identify and reflect on environmental and social problems discussed in a song.

Language learning strategies

- Music
- Reflection and observation
- Imitation
- Discussion

Strategies for coping with FLA

- Establishing a supportive classroom environment
- Sharing personal opinions
- Provision of praise
- Provision of indirect rather than direct correction

Time

55 min

Steps

1. Play the song "Earth Song" by Michael Jackson, asking students to listen to it only.
- Link to the song: https://www.youtube.com/watch?v=oJg_fhDoidw
- As the song lasts more than 6 minutes, have students listen to it until min. 2:50.
2. Then, provide students with the lyrics of the song and play the song again. Ask them to sing.
3. Ask students to make groups of 5 students.
- Each group must discuss the following questions:

4 min.

5 min.

Lesson 1: A Review of My Favorite Movie

- What are the controversial topics of the song?
- Why did Michael write this song?
- Is there any possibility to save the planet now?
- How important are songs in creating cultural awareness nowadays?

10 min.

- The teacher monitor students in their groups, asking any of the questions to them to listen to their opinions.

4. When students have finished discussing, ask them to create a new stanza for the "Earth Song".

25 min.

- The stanza must have at least 5 verses.
- Students can keep the original rhythm of the song, or they can make up a new melody if they want.
- The stanza must contain the controversial topics they discussed in point 3.

5. After that, ask for volunteers to sing the stanza to the class. If there are not volunteers, select groups randomly.

10 min.

- Praise the groups for their job and provide volunteers with extra credits if possible.

6. By the end of the lesson give indirect feedback to the class.

Materials

Lyrics for point #3

Earth Song - Michael Jackson

What about sunrise?
What about rain?
What about all the things
That you said we were to gain?

What about killing fields?
Is there a time?
What about all the things
That you said was yours and mine?

Did you ever stop to notice
All the blood we've shed before?
Did you ever stop to notice
This crying Earth, these weeping shores?

Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh
Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh

What have we done to the world?
Look what we've done
What about all the peace
That you pledge your only son?

What about flowering fields?
Is there a time?
What about all the dreams
That you said was yours and mine?

Did you ever stop to notice
All the children dead from war?
Did you ever stop to notice
This crying Earth, these weeping shores?

Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh
Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh

I used to dream
I used to glance beyond the stars
Now I don't know where we are
Although I know we've drifted far

Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh
Ah-ah-ah-ah-ah
Ooh-ooh-ooh-ooh-ooh

Lesson 2: Global Warming

(English Student Book: Lesson 1: Renewable Energy)

Objective

Identify and describe different collocations about global warming to discuss its causes, effects, and possible solutions.

Language learning strategies

- Discussion
- Listing
- Recognizing causes and effects
- Group work

Strategies for coping with FLA

- Establishing a supportive classroom environment
- Group exchanges
- Provision of praise
- Provision of indirect rather than direct correction.

Time

40 min

Steps

1. Invite students to play the hangman with vocabulary related to global warming from lesson 1 (students' book).
 - *Greenhouse gases*
 - *endangered species*
 - *renewable energy*
 - *sustainable development*
2. Ask for volunteers who explain the definitions of the collocations. Praise volunteers who participate.

10 min.

5 min.

Lesson 2: Global Warming

3. Invite students to get in groups of 4 students.
 - Give a puzzle to each group about global warming.
 - Instruct them to discuss what global warming is and its effects.
4. Ask them to create a list of the causes and effects of global warming and discuss some possible solutions for it.

15 min.

5 min.

Global Warming
Causes
✓
✓
✓
Effects
✓
✓
✓
Possible Solutions
✓
✓
✓

5. The group chooses a leader who shares with the class what they discussed.
6. Give indirect feedback.

5 min.

Homework

Ask students to bring their cell phones with data for the next class.

Lesson 3: Green Products

(English Student Book: Lesson 3: Green Products)

Objective

Look for information about green products to select the best option for reducing the impact of global warming.

Language learning strategies

- Discussion
- Note-taking
- Group work

Strategies for coping with FLA

- Establishing a supportive classroom environment
- Group exchanges

Time

35 min

Steps

1. Ask students to get in the groups of 5 students.
 - Each group must look for information about green products using cell phones. Then, they must select one of them and research the following items:

- Name of the green product
- What is it about?
- Who created it?
- How much it costs?
- Advantages and disadvantages

Lesson 3: Global Warming

- Instruct students to write the most relevant information about that green product on a sheet of paper.
- Each group assigns a name related to their green product. E.g. The green cars
- Explain to students that in the next class, they will have a debate among groups to find the best green product for the environment. Therefore, they must prepare good arguments.

Homework

Prepare for debating the next class. Students can bring cards with short phrases or words to help themselves. Nevertheless, they are not allowed to read from information from the research they made.

Lesson 4: What is the best green product?

(English Student Book: Lesson 4: In the Long Run)

Objective

Give strong arguments about a green product to select the best option for protecting the environment.

Language learning strategies

- Setting goals and objectives
- Risk-taking
- Group work

Strategies for coping with FLA

- Establishing a supportive classroom environment
- Group exchanges
- Provision of praise
- Provision of indirect rather than direct correction.
- Interaction with classmates

Time

40 min

Steps

1. Ask students to get in their work groups
2. Give them extra time to prepare for the debate.
3. Explain to students that this activity is not evaluated, so that they do not feel anxious about participating.
4. The groups take turns to present their arguments.
5. Praise students who participate and provide them with extra credits if possible.
6. Then, they together with the teacher decide what is the best green product.

10 min.

30 min.

UNIT 4

IMAGINE THAT!



General Objective

Talk about wishes, imaginary situations, and bad habits to become aware of their classmates thoughts and feelings.

Oral Production Goals

- Ask and answer questions about imaginary situations.
- Come up with negative consequences of certain wishes.
- Conduct a survey about bad habits.



Grammar

Second conditional "if" and "I wish"

Vocabulary

Words related to wishes, imaginary situations, and bad habits.

Duration

4 lessons



Lesson 1: Imagination

(English Student Book: Lesson 1: Daydreaming-Project stage 1:
Imaginary situations)

Objective

Ask and answer questions about interesting imaginary situations to develop their oral communication skills.

Language learning strategies

- Group work
- Question and answer
- Discussion
- Discovering others' thoughts

Strategies for coping with FLA

- Establishing a supportive classroom environment with games
- Sharing personal experiences
- Provision of praise
- Group exchanges
- Provision of indirect rather than direct correction.

Time

40 min

Steps

1. Ask students to get in groups of 5 and sit in a circle.
 - On a piece of paper, each member of the group writes an interesting or fun question about an imaginary situation.
Example:
If you were selected as the first person who meets aliens, what questions would you ask them?

7 min.

Lesson 1: Imagination

2. Once students finished writing their questions, ask them to make a paper ball using all the pieces of paper per group.

1 min.



3. After that, students have to pass the ball around the members of the group.
 - Each participant must take one piece of paper from the ball and answer orally the question written on it.
 - Students must answer using the second conditional.
E.g. if I were selected to speak with aliens, I would ask them about the origin of the universe.
 - After answering the question, the same participant must try to guess who wrote the question.
 - When they finish unfolding the ball, they have to reveal who wrote the questions.
4. Once all the groups have finished, ask students to take their questions and switch the groups to repeat the activity.
5. By the end of the lesson, ask for some volunteers who share their experiences and tell everybody what questions or answers most like them and why.
 - Praise students who participate voluntarily.
 - Provide feedback to all the class.

13 min.

13 min.

7 min.

Lesson 2: All that glitters is not gold

(English Student Book: Lesson 2: I wish...)

Objective

Practice the second conditional with "wish" by imagining funny negative consequences for each other's wishes in a group activity.

Language learning strategies

- Group work
- Using structures
- Discovering others' thoughts

Strategies for coping with FLA

- Establishing a supportive classroom environment with games
- Sharing personal preferences
- Provision of praise
- Group exchanges

Time

35 min

Steps

1. Ask students to imagine that they found a genie's lamp.
 - Invite them to list 3 wishes they want the most using the structure "I wish..."
 - E.g. - I wish I had 10 million dollars.
 - I wish I could fly.
2. Tell students that the genie of the lamp has put a curse on them called "All that glitters is not gold", and now every wish will have negative consequences.

7 min.

Lesson 2: All that glitters is not gold

E.g.

Student: I wish I had 10 million dollars.

Teacher: If you had a million dollars, you would have to pay millions in taxes every year. (Second conditional)

3. Ask students to come up with other possible negative consequences of having 10 million dollars.
 - Remind them that they must use the second conditional.
 - Praise volunteers.
4. Once the activity is understood, ask students to get in trios and do the same activity considering the wishes they wrote.
5. Monitor students while they work and provide feedback to each group.

5 min.

20 min.

Lesson 3: Breaking Bad Habits

(English Student Book: Lesson 3: Breaking Bad Habits-Project Stage 3: Survey)

Objective

Identify bad habits and conduct a survey with their classmates to provide them with useful advice.

Language learning strategies

- Think-Pair-Share
- Discovering others' thoughts
- Survey
- Giving advice

Strategies for coping with FLA

- Establishing a supportive classroom environment
- Sharing personal experiences

Time

40 min

Steps

1. Ask students to think about some bad habits they have and would like to break.

2 min.

E.g.

- Using the cell phone too much
- Staying up late playing video games
- Not exercising

2. Invite students to share with their partner information about those bad habits.

4 min.

3. Students share with the class voluntarily what they discussed.
 - Praise volunteers.

5 min.

Lesson 3: Breaking Bad Habits

4. Instruct students to draw and complete the following chart about bad habits, on a sheet of paper.

- Indicate them that will survey their classmates using this chart.
- They must write 3 more bad habits that they consider as the worst.

8 min.

Bad Habit	Procrastinating	Biting your fingernails			
Number of students					
TOTAL					

- Once they have the chart ready, they must stand up and ask their classmates if they have some of the bad habits of their chart.
- Once they have asked at least half of their classmates, they must write the total number of students per bad habit.

20 min.

Homework

Based on the information collected:

- Students must record a video (2 min. maximum) explaining the results. Furthermore, give general advice to their classmates to help them break their bad habits.
- They should upload the video to YouTube and share it with the teacher.

Lesson 4: Sharing the results

(English Student Book: Lesson 3: Breaking Bad Habits-Project Stage 3: Survey)

Objective

Become aware of the bad habits of their peers and their own to analyze some possible solutions.

Language learning strategies

- Recording
- Note-taking
- Listening

Strategies for coping with FLA

- Establishing a supportive classroom environment

Time

40 min (Depending on the number of students)

Steps

1. The teacher explains to students that their videos will be projected.
 - Make it clear to them that teasing their classmates will not be allowed.
 - During the projection of the videos, the other students must take notes on the facts that most impact them.
 - They should also write down the advice they will take into account to stop their bad habits.

Lesson 4: Sharing the results

2. Explain the rubric to students.
3. The teacher projects the videos of students by turns.
 - To make the selection of the order funnier, use the following wheel:
<https://spinthewheel.app/what-to-order>
 - The wheel has the option to copy the list of students automatically.
4. By the end of the lesson, students must hand in the notes they took to the teacher.

Materials

Rubrics for the video

Name:		Date:	
Criteria	Excellent 3 points	Good 2 points	Needs Improvement 1 point
Grammar	Uses grammar correctly, even incorporating the tenses learned.	Uses grammar correctly most of the time, with some mistakes.	Frequent grammatical mistakes. Difficult to understand.
Vocabulary	Incorporate vocabulary related to bad habits.	Incorporate some words related to bad habits.	Do not incorporate words related to the topic.
Content	Explains the survey results clearly and give meaningful advice.	The explanation of the results is understandable and gives some advice.	Incomplete explanation of the results and does not give advice.
Pronunciation	Demonstrates a good intonation and all the words are understandable.	Intonates correctly with a few pronunciation mistakes.	It is not possible to hear and makes many pronunciation mistakes.
Points	/12		

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CONCLUSIONS

- After the application of the instruments to the study group and their English teachers, and subsequent analysis of the results, it was concluded that affective factors do influence the development of students' oral production abilities. Nevertheless, it was determined that the influence of these occurs positively or negatively depending on the individual characteristics of each student, or on other factors that contribute to the experimentation of affective factors.
- After analyzing the experiences reported by the students and teachers of this study, the influence of two affective factors was identified: anxiety and self-efficacy. Particularly, it was concluded that foreign language anxiety and the low levels of self-efficacy of students are highly associated with their performance in oral production activities, making them feel afraid of speaking English, and consequently, preventing them from doing so.
- The levels of anxiety experienced by learners while performing oral production tasks were assessed. It was found that they experience the highest anxiety levels during oral presentations and dramatizations, especially when they have to perform those activities in front of the class and the teacher. Conversely, they reported the lowest anxiety levels when interacting with classmates. Therefore, it was concluded that students feel more comfortable interacting with their classmates than doing other oral production activities.
- The findings of this study evidenced the need for strategies that contribute to enhancing students' oral production skills and those to decrease the learners' anxiety levels when speaking in English. As a result, the academic guide entitled "A Guide to Enhance Oral Production Skills and Reduce Foreign Language Anxiety" was created with basis on several methods and approaches for communicative skills and other strategies for the management of foreign language anxiety.

RECOMMENDATIONS

- It is a fact that enabling learners to freely express their thoughts and ideas is one of the key objectives of learning English as a foreign language. Therefore, English teachers must apply strategies from methods and approaches that focus on the development of oral production skills, simulating real-life situations in activities that inspire students to enjoy learning English.
- Although the improvement of oral production skills is important, so are learners' emotions throughout that process. Therefore, EFL teachers must take into account the influence of affective factors on learners' performance when teaching. To do that, they should implement strategies and exercises that help their learners decrease the anxiety they feel when speaking in the target language.
- As a last recommendation, English teachers should employ the academic guide of this research work in their classes, as is aligned to the content dictated by the Ministry of Education for senior students of public institutions, and more importantly, it contains strategies and activities that address the needs of students.

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ANNEXES

Annex 1. Authorization for the Application of the Instruments at Teodoro Gómez de la Torre High School

REPUBLICA DEL ECUADOR

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
DECANATO

Oficio nro. **UTN-FECYT-D-2024-0031-O**
Ibarra, 30 de enero de 2024

PARA: Msc. Sandra Hidalgo
RECTORA DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE

ASUNTO: Trabajo de integración curricular Srta. Dayana Nicole Trujillo Aguirre

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

Me dirijo a Usted con la finalidad de solicitarle de la manera más comedida, autorice el ingreso de la señorita DAYANA NICOLE TRUJILLO DE LA TORRE, portadora de la cédula de ciudadanía 1004512776, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que ingrese a la Institución que Usted tan acertadamente dirige, con la finalidad de obtener información y aplicar los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "INCIDENCE OF AFFECTIVE FACTORS IN SENIOR STUDENTS' ORAL PRODUCTION AT TEODORO GÓMEZ DE LA TORRE HIGH SCHOOL, ACADEMIC PERIOD 2022 - 2023".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO REVELO RUIZ
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
Fecha: 2024.01.30 14:07:27 -0500
MSc. José Revelo Ruiz
DECANO

JRR/M. Báez.

RECTORADO

01 FEB. 2024

Ciudadela Universitaria Barrio El Olivo
Av.17 de Julio 5-21 y Gra. José María Córdova
Ibarra-Ecuador
Teléfono: (06) 2997-800 RUC: 1060001070001

Página 1 de 1

Annex 2. Interview for English Teachers



UNIVERSIDAD TÉCNICA DEL NORTE



FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic

Incidence of affective factors in senior students' oral production at Teodoro Gómez de la Torre High School, academic period 2022-2023.

Interview for teachers

Objective: The purpose of this interview is to collect data to identify the incidence of affective factors in the oral production of senior students.

Questions:

1. In your perception, what are the primary challenges that students encounter in the oral production of a foreign language, taking into consideration both emotional and linguistic aspects?
2. Affective factors are the set of emotions and feelings experienced by students during certain activities. Some examples of affective factors are anxiety and self-efficacy. Which of these factors have you evidenced that affect the oral production of the foreign language in your classroom?
3. In your experience, what role do affective factors play in students' oral production of the English language?
4. Have you noticed any patterns or trends in students' willingness to participate in oral tasks?
5. What strategies or techniques do you use to create a positive and supportive environment for oral language development?
6. Do you believe it is essential to employ strategies with an emphasis on emotions and attitudes to enhance students' performance in oral communication in English? If so, why?

Annex 3. Survey for Students



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic

Incidence of affective factors in senior students' oral production at Teodoro Gómez de la Torre High School, academic period 2022-2023.

Survey for students

Objective: The purpose of this interview is to collect data to identify the incidence of affective factors in the oral production of senior students.

Questions:

1. In the following table, check the number that corresponds to anxiety levels (how nervous you feel) when doing the following activities in English class. For cases in which you have chosen the numeral 5, indicate the reason.

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

Activities in the foreign language class.	5	4	3	2	1	Reason
Oral exams						
Classmates interaction						
Student-teacher interaction						
Dialogue memorization						
Oral presentation						
Class participation						
Teacher feedback						

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

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

Oral production activities:	5	4	3	2	1	Reason
Towards the teacher						
Towards the class						
Understanding instructions						
Teacher interruptions						
Classmates interruptions						
Forgetting vocabulary						
Fear of being wrong						

3. In the following table, mark the number that corresponds to the levels of self-efficacy (how good do you think you are at doing the following activities in the English class). For the cases in which you have chosen the numeral 5, indicate the reason.

5: Excellent / 4: Good / 3: Regular / 2: Bad / 1: Terrible

Activities in the English class:	5	4	3	2	1	Reason
Sing						
Class participation						
Dramatize						
Present a topic for the class						
Talking in pairs						
Telling stories						
Reading texts for the class						
Recording videos						

Annex 4. Application of Instruments



Annex 5. Proposal Socialization



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA



Oficio Nro. UTN-FECYT-D-2024-0147-O
Ibarra, 01 de julio de 2024

PARA: MSc. Sandra Hidalgo
RECTORA DE LA UNIDAD EDUCATIVA TEODORO GÓMEZ DE LA TORRE

ASUNTO: Trabajo de integración curricular Srta. Dayana Nicole Trujillo Aguirre

Reciba un afectuoso y cordial saludo en nombre de la Universidad Técnica del Norte, y auguro éxitos en tan delicadas funciones.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita DAYANA NICOLE TRUJILLO AGUIRRE, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta con el tema: "A GUIDE TO ENHANCE ENGLISH ORAL PRODUCTION SKILLS AND REDUCE FOREIGN LANGUAGE ANXIETY", perteneciente al trabajo de integración curricular: "INCIDENCE OF AFFECTIVE FACTORS IN SENIOR STUDENTS ORAL PRODUCTION AT TEODORO GÓMEZ DE LA TORRE HIGH SCHOOL, ACADEMIC PERIOD 2022-2023".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE REVELO RUIZ
Firmado digitalmente por JOSE LUCIANO REVELO RUIZ
Fecha: 2024.07.01 10:17:36 -05'00'
MSc. Jose Revelo Ruiz
DECANO DE LA FECYT

JLRR/M. Báez



*MSc. Cristian Ruiz
COORDINADOR AREA INGLÉS*

Favor coordinar una reunión con su área para socializar los resultados de la Propuesta.

01 JUL. 2024

Página 1 de 1

MSc. Cristian Ruiz

*Recibido
2024-07-01
16:00*

Socialización: Miércoles 10 Julio 12:30

Ciudadela Universitaria Barrio El Oliv
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Teléfono: (06) 2997-800 RUC: 1060001070001
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Unidad Educativa
"Teodoro Gómez de la Torre"
 "La Luz de la Ciencia es Verdad de la Fe"

RECTORADO

RECTORADO

Msc. Sandra Hidalgo, Rectora del Establecimiento, en legal forma;

CERTIFICA:

Q U E: la señorita **TRUJILLO AGUIRRE DAYANA NICOLE** con C.C. **1004512776**, estudiante de la Universidad Técnica del Norte, de la Carrera de PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS, realizó la **Socialización de su propuesta titulada "A GUIDE TO ENHANCE ENGLISH ORAL PRODUCTION SKILLS AND REDUCE FOREIGN LANGUAGE ANXIETY"**, perteneciente al trabajo de integración curricular "INCIDENCE OF AFFECTIVE FACTORS IN SENIOR STUDENTS ORAL PRODUCTION AT TEODORO GÓMEZ DE LA TORRE HIGH SCHOOL, ACADEMIC PERIOD 2022-2023", en el área de inglés de la institución el día martes 9 de julio de 2024 a las 12:30.

Particular que certifico para los fines pertinentes.

Ibarra, julio 9 de 2024


Msc. Sandra Hidalgo
 RECTORA



DIRECCION: Av. Teodoro Gómez 3-101 y Maldonado
 TELÉFONOS: 062950491 / 062 950 916ext. 13 FAX: 062 604630
 e-mail: teodorogomez@andinet.net / teodoro.gomez@hotmail.com
 Sitio Web: www.tgt.edu.ec

MISSION: La Unidad Educativa "Teodoro Gómez de la Torre", es una Institución fiscal laica, que forma bachilleres nacionales e internacionales con alto espíritu democrático, críticos, solidarios y propositivos, aplicando la ciencia, la técnica y la tecnología para la solución de problemas sociales y ambientales con altos valores humanos y morales.

Annex 6. Turnitin Analysis

Identificación de reporte de similitud: oid:21463:368916475

NOMBRE DEL TRABAJO	AUTOR
Trabajo de Integración Curricular II Corregido.docx	TRUJILLO DAYANA II
RECuento DE PALABRAS	RECuento DE CARACTERES
12910 Words	77818 Characters
RECuento DE PÁGINAS	TAMAÑO DEL ARCHIVO
87 Pages	12.1MB
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● **5% de similitud general**

El total combinado de todas las coincidencias, incluidas las fuentes superpuestas, para cada base de datos.

- 3% Base de datos de Internet
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- Material bibliográfico
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Resumen