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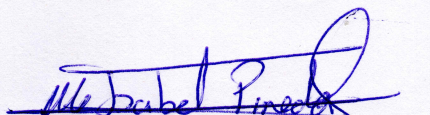
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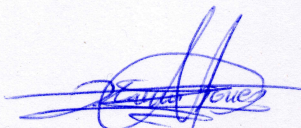
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DEDICATORIA

This thesis is dedicated to my beloved family, mother, and partner. Without their support, I wouldn't have been able to get this far. Thank you for always being by my side and encouraging me daily to keep fighting for my dreams.

Pineda López María Isabel

I dedicate this degree thesis to my parents and my son, who have always been by my side, supporting me day by day, encouraging me to follow my dreams and goals, and teaching me not to give up when things get complicated, thank you for your support and for always being there for me when I needed it.

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ABSTRACT

This study is based on the identification of the affective factors that affect the oral production of sixth grade students of the Unidad Educativa Luis Leoro Franco. The general objective of this research is to analyze how these factors affect the students' learning of the English language and how it is difficult for them to communicate orally in English. In order to obtain the results of this research, mixed research was used in which qualitative and quantitative techniques were combined, including surveys and observation forms to students and interviews with teachers and authorities of the educational institution. One of the most relevant findings of this research is that the lack of oral practice, the fear of making a mistake and sometimes the lack of motivation are some of the main obstacles that students face when teaching and learning English. The main conclusions suggest that it is important to implement didactic strategies that promote students' oral interaction and confidence, as well as to create a dynamic and motivating environment for students. Teachers are recommended to incorporate playful activities and communicative practices in their classes, and to create a supportive and respectful environment where students feel confident to express themselves without fear of receiving a negative response if they make a mistake. This study contributes to the improvement of pedagogical processes in English language teaching and provides a basis for future research in the area of English oral production and affective factors.

Keywords: Factors, Methodology, Teaching, English, Oral production.

RESUMEN

Este estudio se basa en la identificación de los factores afectivos que afectan la producción oral de los estudiantes de sexto grado de la Unidad Educativa Luis Leoro Franco. El objetivo general de esta investigación es analizar cómo estos factores afectan el aprendizaje del idioma inglés en los estudiantes y cómo se les dificulta comunicarse oralmente en inglés. Para obtener los resultados de esta investigación se utilizó una investigación mixta en la que se combinaron técnicas cualitativas y cuantitativas, incluyendo encuestas y fichas de observación a los estudiantes y entrevistas a docentes y autoridades de la institución educativa. Uno de los hallazgos más relevantes de esta investigación es que la falta de práctica oral, el miedo a equivocarse y en ocasiones la falta de motivación son algunos de los principales obstáculos que enfrentan los estudiantes al momento de enseñar y aprender inglés. Las principales conclusiones sugieren que es importante implementar estrategias didácticas que promuevan la interacción oral y la confianza de los alumnos, así como crear un ambiente dinámico y motivador para los estudiantes. Se recomienda a los profesores que incorporen actividades lúdicas y prácticas comunicativas en sus clases, y que creen un ambiente de apoyo y respeto en el que los alumnos se sientan seguros para expresarse sin miedo a recibir una respuesta negativa si cometen un error. Este estudio contribuye a la mejora de los procesos pedagógicos en la enseñanza del inglés y proporciona una base para futuras investigaciones en el área de la producción oral en inglés y los factores afectivos.

Palabras Claves: Factores, Metodología, Enseñanza, Inglés, Producción oral.

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INTRODUCTION

English as a second language learning has become a fundamental need at the global level, where communication between different cultures is important. Taking this into account, it can be said that oral production in foreign languages, such as the English language, is shown to be an important skill that students must learn to develop in order to have an adequate interaction in various situations of daily life such as in personal and professional relationships. However, this competence is important, but many students have difficulties when learning and expressing themselves orally in a second language. These difficulties that students face are not only due to a lack of knowledge of the language, but are also influenced by affective factors, such as anxiety, motivation and self-confidence.

Anxiety in general is identified as one of the main obstacles in learning foreign languages. Since most students show a very great fear of making a mistake or being evaluated negatively, which influences their willingness to participate in oral production activities that the teacher may carry out in English classes. On the other hand, motivation plays an important role in the teaching and learning of students, since if a student feels motivated it is easier for him to get involved in the class and be able to participate without the fear of making a mistake, in the same way the self-confidence that the student can gain will also help him to overcome the challenges that are presented and to be able to carry out the specific tasks that the teacher sends. Self-confidence is an important factor for the development of oral production, since if the student trusts in himself, he will not be afraid to participate and make mistakes, because that mistake will take him for his teaching.

This study focuses on the affective factors that affect the oral production of sixth-grade students who study level A2.1 of the Common European Framework of Reference for Languages at the Luis Leoro Franco Educational Unit during the 2024-2025 school year.

Through a methodological approach that combines qualitative and quantitative techniques, with which it is sought to be able to identify and analyze how these factors influence the oral performance of students. This research not only seeks to understand the relationship between affective factors and oral production, but also to be able to propose strategies that can be used in the classroom in order to help students have much better self-confidence and feel motivated to participate in English classes.

The importance of this research focuses on the need to be able to see foreign language learning from a comprehensive approach that considers both cognitive and affective aspects. This is expected to contribute to the formation of a more positive and effective teaching-learning environment, where students can feel safe and motivated to participate in the oral production activities that the teacher proposes. Finally, with the realization of this research, it is sought to be able to offer a recommendation that educators can use in their English classes to improve language teaching.

CHAPTER I

I. THEORETICAL FRAMEWORK

1.1.Theoretical and psychological approaches to speech production in foreign languages

1.1.1. Humanism

Humanism has evolved throughout history, but at its core, it has always been about valuing people and their potential. Humanism places the individual at the center of things, emphasizing dignity, reason, and the ability to create a better world.

In a more general way, humanism is any study that approaches and is dedicated to reading and interpreting classical letters. Nowadays, any interest in prioritizing human values is called "humanistic".

Another principal factor of humanism was the creation of great universities, such as those of Alcalá, Henares, and Louvain. Humanist ideas and critical thinking had a place in which they could be developed (Velasco, 2009).

Characteristics of humanism

Among the characteristics of humanism, we have:

- I propose a model with purer knowledge than the one that existed in the Middle Ages.
- The idea of using human reason as an engine for the search for answers was prioritized, leaving aside beliefs and dogmas of faith.
- He developed sciences such as grammar, rhetoric, literature, moral philosophy, and history, which are linked to the human spirit.

Importance of humanism

Humanism is important because it invites us to respect and appreciate the differences that exist in people, to work for a supportive and equitable world, to develop our potential, to explore new ideas, and reflect on what our purpose is in this world and what place we are developing (Espínola, 2024).

1.1.2. Humanism in Language Teaching

Humanism in language teaching represents a pedagogical approach in which the student is at the center of the learning process. Rather than emphasizing only grammar and linguistic structure, it focuses on developing the learner's communicative skills in a real and meaningful context, in which emotions, experiences, and values are considered (Shirkhani & Ardeshir, 2013).

Key points of humanism in language teaching

- **The learner as a human being:** The learner is emphasized as a whole person, who has his or her interests, needs, and an unusual way of learning things.
- **Meaningful learning:** Through individual experiences in everyday life, the student builds knowledge that will help them develop skills and abilities.
- **Collaborative learning:** In collaborative learning, students understand the importance of working as a team and interacting with their peers to create a cooperative learning environment.

Benefits of the humanistic approach

Students are more motivated and feel more committed to learning, as they feel valued and respected. They develop language skills that help them personally and socially. Learning

is more durable, and they can use it in different situations. It has a friendly and collaborative learning environment so that students feel safe expressing their thoughts (Petričević, 2019).

1.1.3. Monitor Theory

The Monitor Theory, proposed by linguist Stephen Krashen, is one of the most influential theories in second language acquisition. This theory is the third of the five proposed by Stephen Krashen and is since the speaker uses strategies to correct and control his oral production. Three main rules must be considered for this theory to be fulfilled:

1. The student must know the grammatical rules of the structure to be used.
2. The speaker knows in advance what a linguistic correction is, as this will help him not to make frequent mistakes.
3. Sometimes the speaker needs a little more time, but this is never the case, since in a spontaneous conversation he must try to make the conversation as fluid as possible.

The monitor is like an internal editor that we have, which we use when we learn a new language, speak, or write. It helps us think about what we want to say and how to use grammar rules. However, Krashen tells us that if we abuse this monitor, we can have problems with fluency and naturalness in communicating.

For the monitor to work properly, we must have enough time to be able to think clearly about what we want to say and to be able to apply the grammatical rules we know. We must also know the approach to form, because if we focus too much on form this can cause a blockage in fluidity (De Ponga Mayo, 2023).

We can say that the Monitor Theory helps us to better understand the acquisition of an L2, the acquisition of this L2 involves conscious and unconscious processes, when we manage to understand the role of the monitor well, we can achieve better learning and teaching methods (Contreras Salas, 2012).

1.1.4. Affective factors in L2 learning.

The affective factors that influence the learning of a new language are emotions, feelings, and attitudes. Let us imagine that learning a new language is like building a house; The bricks to build the walls are the grammar rules and the vocabulary and the emotion that we put into the construction is motivation and confidence, this would be like the cement that binds everything together.

Affect means feeling or emotion, it is in this way that several factors such as motivation, anxiety, and attitude of the student influence the teaching of a second language, since these factors prevent them from being able to concentrate better and learn in an easier and simpler way (Bao & Liu, 2021).

Factors

- **Motivation:** Motivation is achieved when we ask ourselves why we want to learn this language. Motivation is the engine that drives us to continue with our goals and overcome all the obstacles we face.
- **Self-esteem:** Having enough self-esteem helps us in a better way when learning a new language, since this will give us the confidence to make mistakes and understand that these mistakes are part of our learning.
- **Anxiety:** Feeling anxious or nervous about learning a language is normal, but anxiety can often prevent us from learning a new language.
- **Attitude:** Having a positive attitude towards the language and culture of the new language can help us facilitate learning and become more familiar with it.

Affective factors in teaching L2 are important because they help us see how we feel, whether we are stressed, anxious or shy, being able to control the factors makes us feel good

about ourselves, that we are motivated and believe that we can learn a new language and that we can remember new words from learning.

We can take advantage of affective factors to make teaching more enjoyable, we can create a positive learning environment in which the student or person is in a quiet and comfortable place to study, celebrate achievements no matter how small, each advance you make in your learning will give you the confidence to continue learning, We must not be afraid of making mistakes because these mistakes will help us to improve (de Prada Creo, 1991).

1.2.Affective factors affecting oral L2 production.

1.2.1. Anxiety and Types of Anxiety

Anxiety is known as the body's response to danger or stress. Described as a feeling of nervousness or restlessness, people who suffer from anxiety suffer from physical and mental symptoms. Sometimes feeling anxious is normal, when we are under pressure it can be a simple condition, but the problem arises when it is excessive or persistent, as it begins to interfere with people's daily lives. Anxiety in oral production is an all-too-common experience for people, especially when they must speak a foreign language or must make a presentation or presentation in front of an audience (MedlinePlus, 2023).

Types of Anxiety

Studies have identified distinct types of anxiety, below we will describe three of them that are among the most significant when learning a second language:

- **Generalized anxiety disorder (GAD):** One of its characteristics is excessive worry and anxiety, which are persistent when it comes to work, finances, health, or personal relationships. People with GAD often feel irritable or restless, have greater difficulty

concentrating, and may become fatigued and have trouble sleeping. This type of anxiety is better known as a psychological disorder.

- **Stage anxiety:** It occurs when the person is afraid of being judged negatively, among its symptoms are tachycardia, sweating, tremors, difficulty concentrating and expressing things well, and feeling that they are the center of attention of the people around them.
- **Language anxiety:** It is the fear of the unknown that a person experiences when learning a second language and is expected to perform optimally without mistakes, this anxiety influences the person and sometimes makes them think that they cannot learn a second language, because they are afraid of making mistakes, of speaking and doing it badly, This anxiety is most noticeable in people who lack confidence in their language skills (Arango et al., 2021).

We must remember the difference between general anxiety and foreign language anxiety. General anxiety refers to a state of excessive and persistent worry that encompasses multiple aspects of daily life. On the other hand, foreign language anxiety is a specific type of anxiety that manifests itself in situations where the learner is exposed to learning another language or using a language that is not his or her native language (Cope et al., 1986).

1.2.2. Shyness

Shyness is known as an emotion that manifests as a feeling of discomfort, nervousness, or shyness in various situations, especially in social situations where they must speak in front of an audience or present their work in the classroom. People who suffer from shyness often feel insecure, always live in fear of being judged, and avoid at all costs drawing attention to themselves if they can go unnoticed by them, it is much better than being the center of attention in a group (Psychology Today, s.f.).

Causes of shyness

Some of the causes of shyness in English oral production are linguistic anxiety, which is the fear of making mistakes or being judged negatively; lack of practice is also one cause; low self-esteem since the student doubts his ability to communicate effectively; and cultural differences, where the student is afraid of breaking unfamiliar social norms (MacIntyre & Gardner, 1991).

Due to shyness, people have difficulty relating in a social environment, suffer from social isolation, as this is how they can protect themselves from any teasing, have low self-esteem and begin to suffer from anxiety and stress (Pérez & Gardey, 2023).

Strategies for managing shyness.

Different methods can help shy people overcome their fears and thus improve their social skills.

- **Regular practice:** This helps the student practice reading or speaking aloud in English to overcome their shyness about speaking in front of their peers.
- **Gradual exposure:** The student should start with small exposures to the language and progressively build up.
- **Support groups:** Support groups help students build their confidence and self-esteem and see that they can succeed in speaking a second language without fear of being criticized.
- **Relaxation:** This technique is used so that the person can manage an anxiety condition, it is based on deep breathing and meditation (Cándido et al., 2013).

1.2.3. Stress

According to Horwitz, Horwitz and Cope (Cope et al., 1986), Stress in oral production is defined as a situational and transient anxiety that arises when an individual has to use the foreign language in public situations or has to express himself orally.

Causes of stress

- **Fear of rejection or negative evaluation:** Most students may feel the fear of making mistakes and being judged negatively by their peers or the teacher himself.
- **Lack of confidence in one's own abilities:** When the student is unsure of their language ability, they experience anxiety about having to speak in front of the class.
- **Concerning fluency and accuracy:** Students may feel pressured by the need for them to speak fluently and without making any grammatical errors.
- **Public exposure:** The simple idea that they must speak in front of an audience generates anxiety and stress for students (Robinson et al., s.f.).

Consequences of stress

- **Decreased academic performance:** Stress on a larger scale can affect students' ability to understand, process, and produce language effectively.
- **Avoidance of oral production situations:** To avoid going through the stress of speaking in front of their peers, students can avoid activities that involve public speaking, which limits their practice and development of oral production.
- **Physical and emotional effects:** Long-term stress can lead to physical symptoms, such as sweating, tremors, or tachycardia, as well as emotional effects, such as anxiety, frustration, or low self-esteem.

Strategies for managing stress.

According to several studies, some of the strategies that are effective in helping students manage stress when speaking in English are the following:

- **Practice and preparation:** Encourage students to practice and prepare in an appropriate way to participate in oral activities, practicing before the activity helps them feel more confident and reduce stress and anxiety.
- **Positive thinking:** Encouraging positive thinking and self-confidence in students, this can help them to face oral production situations with a more constructive attitude.
- **Support from the teacher and classmates:** The fact that the student is in a welcoming and supportive learning environment where he feels confident that he can make mistakes without the fear that he will receive negative criticism helps to reduce stress (Cope et al., 1986).

1.2.4. Difference Between Stress and Anxiety

Stress and anxiety are terms that are often used, but they both represent different but related experiences. Both can cause physical and emotional symptoms, but they have different origins and characteristics. (Lazarus & Folkman, 1984) (Hervás, 2023)

Table 1

Difference between stress and anxiety

Characteristics	Stress	Anxiety
Definition	It is a natural response of the body to a stressful or demanding stimulus.	It is a feeling of excessive fear or worry, which does not depend on whether it is a real or fake threat.
Causes	The causes that develop a stress event are work pressure,	The causes of anxiety can be genetic, bad experiences,

	economic problems, and major sudden changes.	anxiety disorders, and chronic stress.
Symptoms	Symptoms include headache, stomach pain, difficulty concentrating, increased irritability, lack of appetite, and trouble sleeping.	Symptoms include severe palpitations, difficulty breathing normally, excessive sweating, dizziness, and restlessness.
Duration	Most of the time it is temporary and tends to disappear once the stressful situation is resolved.	Its duration varies depending on the type of anxiety the person suffers from, it can be episodic or chronic, but both interfere with people's daily lives.

(Lazarus & Folkman, 1984) (Hervás, 2023)

1.3. Ministry of Education Guidelines for L2 Teaching in Ecuador

1.3.1. Faculty competence

In Ecuador, the Ministry of Education established some competencies that English teachers must have to guarantee optimal and quality teaching of the language. These competencies are aligned with the CEFR, which seeks to strengthen teachers' linguistic and pedagogical skills.

Let's look at some of the competencies that are important and that English teachers must meet:

- **English language proficiency:** Teachers must have an advanced command of the language, which is the equivalent of level C1, according to the CEFR. This level ensures that teachers have the necessary skills to be able to communicate fluently and accurately in the English language.

- **Pedagogical knowledge:** Teachers must know didactic strategies and teaching methodologies, including the management of communicative approaches, the use of technology and the ability to apply different learning methodologies.
- **Development of comprehensive language skills:** The teacher must be able to develop the four essential skills in a balanced way, reading comprehension, listening, writing and oral expression. They must be able to conduct activities in which students can practice these four skills.

1.3.2. Graduation profile of secondary school students

According to the Ministry of Education of Ecuador and based on the CFER, students who finish high school must have some competencies and skills:

- They must be fluent in two languages (Spanish and English) at a level that allows them to communicate quickly and effectively.
- They must be able to understand written and oral texts, both basic and more complex.
- They must be able to express themselves clearly and coherently both orally and in writing.
- They must have a mastery of basic communication functions and communication strategies that will help them overcome the problems they encounter when interacting with others.

The graduate profile of students seeks to train competent, creative, and critical citizens who can face the challenges of the 21st century. By aligning with international educational standards, Ecuador contributes to being a country committed to educational equity (Ministerio de Educacion del Ecuador, 2019).

1.3.3. Teaching resources for teaching L2

Didactic resources are an especially valuable tool when implementing a learning methodology, these resources can help teach to be effective and more playful for students, in this way classes are not monotonous, and their attention is better obtained. These teaching resources can vary depending on what the teacher needs to implement in the class (British Council, s.f.).

Below, we will see some of the didactic resources that can be implemented:

Traditional Resources

- **Textbooks:** They provide the student with structured lessons, vocabulary lists, and detailed grammatical explanations.
- **Fact sheets:** These can be used to expand vocabulary and cultural information.
- **Audio and video materials:** These can be authentic materials, such as movies, TV shows, songs, and podcasts.

Digital Resources

- **Online learning platforms:** These can be websites or apps where students can take exercises and lessons and learn vocabulary.
- **Digital whiteboards:** They can be used to create an interactive classroom, present lessons, and engage students to participate in game dynamics (Richards & Rodgers, 2014).

1.3.4. Mineduc Regulations Upload of English courses

For the 2024-2025 school year, according to the regulations established by the Ministry of Education of Ecuador, students in the sixth grade of Basic General Education must receive a minimum of 3 hours of English classes per week (Perez, 2023).

1.4. Common European Framework for Evaluation or Oral Production

1.4.1. Definition of the CEFR

The Common European Framework of Reference for Languages (CEFR) is a standard used internationally to measure language competence. It is a rule that allows us to compare the language levels of different people, regardless of the language they are learning (Cambridge, s.f.).

The CEFR works as follows:

- **Six levels:** Divides language ability into six levels, from A1, the beginner level, to C2, the expert level.
- **Description:** Each level has its detailed description so you can know what you need to do in each level of the language. For example, in A1 you can understand simple sentences and perform basic tasks.

The CEFR helps us to know what level of the language you are learning, it helps us to choose the right course, one that suits your language level, it also serves to demonstrate your skills, if you want to work in another country or if you want to study the CEFR can serve as a test to prove your language level (Council OF Europe, 2001).

1.4.2. Development of the CEFR in the Ecuadorian Education System

The Common European Framework of Reference for Languages (CEFR) is used internationally to describe the use and proficiency of the English language. In Ecuador, the CEFR has been implemented as an important part of educational policies to help improve the teaching and learning of foreign languages, especially English.

The adoption of the CEFR to the national education system has some key objectives:

- The standardization of language proficiency levels, the CEFR establishes six levels of proficiency (A1, A2, B1, B2, C1, C2), which allows for evaluation and certification according to the language skills of the students.
- By having an alignment of the curriculum with the CEFR, Ecuador can ensure that its students develop internationally recognized language competencies.
- The use of the CEFR as a frame of reference guides the design of study programs, as well as teacher training and the development of teaching materials, which helps to raise the quality of teaching (Ministerio de Educacion, 2023).

1.4.3. Methodologies for the evaluation of oral production according to the CEFR

The CEFR proposes various methodologies for the evaluation of oral production, some of them are:

- Illustrative scales: The CEFR presents illustrative scales in which the levels of language proficiency can be described. These scales evaluate aspects such as Range, Precision, Fluency, Interaction, and Coherence.
- Oral exams: Performing oral exams is one of the main tools where the teacher can evaluate oral production through Monologues, Dialogues, and spontaneous interactions.
- Portfolio Utilization: These portfolios help collect student work overtime, including Audio or Video Recordings, Transcripts, and Self-Assessments and Reflections (Council OF Europe, 2001).

1.4.4. Impact of the evaluation of oral production according to the CEFR and its performance in the educational system

The implementation of evaluation guidelines in oral production has had a significant impact:

- **Standardization of Evaluation:** The CEFR provides a common framework of reference which allows the standardization of evaluation processes at an international level, this facilitates student mobility and the ability to compare results.
- **Improves the quality of teaching:** Being aligned with these evaluation processes encourages teachers to adapt the CEFR standards of evaluation to their teaching methods to enhance students' oral skills.
- **Feedback and Personalized Development:** The evaluation profiles that are aligned with the CEFR provide detailed information that allows both students and teachers to identify their strengths, thus facilitating the development of individual plans (Council OF Europe, 2001).

CHAPTER II

II. METHODOLOGY

2.1.Type of Investigation

This research has a mixed approach, in which qualitative and quantitative elements were combined. A descriptive and interpretative research was carried out, which allowed us to identify and describe mixed elements since this type of research helped us to observe the data that were collected in our research (Rus, 2024), and these data helped us to know what were the effects of affective factors in the student's oral production.

2.2.Research methods, techniques, and instruments.

Methodology is the foundation of research credibility. A properly defined methodology allows readers to understand how the conclusions of the study were reached and how the robustness of the findings was assessed. A mixed approach was used in this research, according to (Salas, 2019) "This mixed approach can contribute to nullifying the possible biases of the research and strengthening the research process". "This mixed approach can contribute to nullifying the possible biases of the research and strengthen the research process". This will make it easier for us to obtain our research data and will contribute to its timely interpretation in this way, it will be easier to find the answers to the questions posed in the study.

2.3.Techniques

2.3.1. Interviews

We conducted three interviews at the institution, we interviewed the vice-rector of the educational institution, the English coordinator, and the English teacher of the Institución Educativa Luis Leoro Franco. (Folgueiras, 2016).

The interview consisted of ten open-ended questions, which helped us gather information for our research.

2.3.2. Observation Sheet

The observation cards are recognized to evaluate the educational performance of students. Thanks to the observation cards we can collect information about what happens in the classroom. (Díaz, 2021)

This observation was made to the sixth-grade students of the Luis Leoro Franco Educational Unit.

Through this observation, we were able to know the behavior, interactions, and relevant aspects that we needed for our research.

2.3.3. Survey

We conducted a survey among the sixth-grade students of the Educational Institution, which did not help us to obtain relevant information about the opinions, experiences, and perceptions of the students. (Gómez, 2023)

2.4.Instruments

Questionnaires for interviews

Questionnaires for surveys

Observation sheet

2.5. Research questions

1. What specific affective factors significantly influence the oral performance of sixth-grade students who complete level A2.1 of the CEFR at the Unidad Educativa Luis Leoro Franco during the 2024-2025 school year?
2. How do affective factors manifest in the process of acquisition and development of oral language skills in sixth-grade students at level A2.1 of the CEFR?
3. How do affective factors, such as anxiety, motivation, and self-confidence, influence the oral performance of sixth-grade students at level A2.1 of the Common European Framework of Reference for Languages during the 2024-2025 school year at Unidad Educativa Luis Leoro Franco?

2.6. Sample

The observation form and survey were applied to 150 students and an English teacher, the English coordinator, and the vice-rector of the institution were interviewed.

2.7. Data Analysis Procedure

A descriptive and interpretive statistical analysis was used to analyze the data collected during the survey and to determine the relationship between affective factors and students' oral performance. The results were interpreted, analyzed, and discussed to discover important behavioral patterns and trends.

CHAPTER III

III. RESULTS AND DISCUSSION

3.1. Survey conducted among sixth-grade students of the Luis Leoro Franco Educational Unit, Imbabura Canton.

3.1.1. How often do you volunteer to participate in English class?

Table 2

Volunteer to participate in English class.

VARIABLES	STUDENTS	PERCENTAGE
Always	22	14,8%
Almost Always	30	20,1%
Sometimes	59	39,6%
Almost Never	17	11,4%
Never	21	14,1%
Total	149	100%

Source: Own elaboration

According to the results in Table 2, the majority of the respondents, 39.6%, corresponding to 59 students mentioned that they sometimes volunteered to participate in English classes. 20.1% of the respondents corresponding to 30 students indicated that they almost always volunteer to participate in English classes, while 14.8% of the respondents corresponding to 22 students said that they almost always volunteer to participate in English classes. 14.1% of the respondents corresponding to 21 students said that they never do. Finally, 11.4% of the respondents corresponding to 17 students mentioned that they almost never volunteer to participate in English classes.

(Marquez Anaya, 2015), mentions in his study that one of the factors for which students do not participate in English classes is shyness, given that teachers have many students who very rarely can see this factor, strategies can be implemented so that students feel more confident and do not let shyness prevent them from actively participating in classes (Sag Legrán, 2009).

3.1.2. How often do you feel comfortable speaking English in front of your peers?

Table 3

Students shows shyness when speaking in front of peers.

VARIABLES	STUDENTS	PERCENTAGE
Always	23	15,4%
Almost Always	33	22,1%
Sometimes	43	28,9%
Almost Never	22	14,8%
Never	28	18,8%
Total	149	100%

Source: Own elaboration

According to the results in Table 3, the majority of the respondents, 28.9%, belonging to 43 students mentioned that they sometimes feel comfortable speaking in front of their peers. 22.1%, which is equivalent to 33 students indicated that they almost always feel comfortable talking in front of their peers. 18.8% of the respondents, which is equivalent to 28 students indicated that they never feel comfortable speaking in front of their peers. 15.4% of the respondents, equivalent to 23 students indicated that they always feel comfortable speaking in front of their peers, and 14.8% of the respondents, equivalent to 22 students indicated that they almost never feel comfortable speaking in front of their peers.

In his study (Carlos V Education, s.f.), mentions that the reason why students do not feel comfortable speaking in English is because they may have linguistic anxiety, given that sometimes when they dare to participate and make a mistake their classmates instead of encouraging them make fun of the mistake they made, and this triggers the student to not want to participate again and have anxiety in front of these activities (Escuela de Inglés de Guadalajara, 2023).

3.1.3. How often do you feel nervous when speaking English?

Table 4

Feel nervous when speaking English

VARIABLES	STUDENTS	PERCENTAGE
Always	31	20,8%
Almost Always	30	20,1%
Sometimes	46	30,9%
Almost Never	20	13,4%
Never	22	14,8%
Total	149	100%

Source: Own elaboration

According to the results in Table 4, the majority of the respondents, 30.9%, corresponding to 46 students, indicate that they sometimes feel nervous when speaking in English. 20.8% of the respondents, corresponding to 31 students indicate that they always feel nervous when speaking in English. 20.1% corresponding to 30 students said that they almost always feel nervous when speaking in English. 14.8% corresponding to 22 students said that they never feel nervous when speaking in English. Finally, 13.4% corresponding to 20 students indicated that they almost never feel nervous when speaking in English.

Students are exposed to levels of anxiety and nervousness when learning a new language, in this study (Teachify, 2024), indicates that one of the best ways for the student to gradually overcome the levels of nervousness and anxiety is to be constantly exposed to the language in a gradual way starting with the basics and increasing the difficulty (Quesada, 2024).

3.1.4. How often do you feel that your lack of confidence affects your ability to communicate in English?

Table 5

Feel that your lack of confidence affects your ability to communicate in English

VARIABLES	STUDENTS	PERCENTAGE
Always	28	18,8%
Almost Always	31	20,8%
Sometimes	43	28,9%
Almost Never	19	12,8%
Never	28	18,8%
Total	149	100%

Source: Own elaboration

According to the results in Table 5, the majority of respondents, 28,9% corresponding to 43 students, indicated that sometimes lack of confidence does affect their ability to communicate in English. 20.8% corresponding to 31 students indicated that a lack of confidence almost always affects their ability to communicate in English. 18.8% corresponding to 28 students said that a lack of confidence always affects their ability to communicate in English. 18.8% corresponding to 28 students said that never a lack of confidence affects their ability to communicate in English. Finally, 12.8% corresponding to 19 students indicated that almost never a lack of confidence affects their ability to communicate in English.

Confidence or self-confidence influences learning; since if a student has a good self-esteem, this will help him/her not to be afraid to participate in English classes, to try to communicate his/her ideas in front of the class (Buadas et al. 2011) (Socratic Garden, 2023).

3.1.5. How often do you experience frustration when expressing yourself in English?

Table 6

Experience frustration when expressing yourself in English

VARIABLES	STUDENTS	PERCENTAGE
Always	34	22,8%
Almost Always	29	19,5%
Sometimes	36	24,2%
Almost Never	25	16,8%
Never	25	16,8%
Total	149	100%

Source: Own elaboration

According to the results of Table 6, the majority of respondents, 24.2% corresponding to 36 students indicated that they sometimes feel frustration when expressing themselves in English. 22.8% corresponding to 34 students said that they always feel frustration when expressing themselves in English. 19.5% corresponding to 29 students indicated that they almost always feel frustration when expressing themselves in English. 16.8% corresponding to 25 students indicated that they never feel frustrated when expressing themselves in English. Finally, 16.8% corresponding to 25 students said that they almost never feel frustrated when expressing themselves in English.

Learning a new language always causes frustration and shyness in students, one of the ways to overcome this frustration is to learn new vocabulary that way when participating in class the student can feel more confident, (Talkpal, 2023), TalkpalAI helps students learn new words in a fun way, this way students can practice before class (Lopez, 2022).

3.1.6. How often do you feel participating in group activities helps you feel more confident speaking English?

Table 7

Participating in group activities helps you feel more confident speaking English

VARIABLES	STUDENTS	PERCENTAGE
Always	64	43,0%
Almost Always	30	20,1%
Sometimes	25	16,8%
Almost Never	14	9,4%
Never	16	10,7%
Total	149	100%

Source: Own elaboration

According to the results of Table 7, the majority of the participants, 43.0%, corresponding to 64 students, indicated that they always feel safe when participating in group activities. 20.1% corresponding to 30 students said that they almost always feel safe when participating in group activities. 16.8% corresponding to 25 students indicated that they sometimes feel safe when participating in group activities. 10.7% corresponding to 16 students indicated that they never feel safe when participating in group activities. Finally, 9.4% corresponding to 14 students indicated that they almost never feel safe when participating in group activities.

Teamwork helps students to feel more confident and their learning is more meaningful, with the application of playful activities during English classes helps to improve the students' oral skills, so they can express their ideas more easily and gradually achieve a correct pronunciation (Armijos, 2017) (Cuadro, 2024).

3.1.7. How often do you feel that feedback from your teachers improves your confidence in speaking English?

Table 8

Feel that feedback from your teachers improves your confidence in speaking English

VARIABLES	STUDENTS	PERCENTAGE
Always	35	23,5%
Almost Always	45	30,2%
Sometimes	33	22,1%
Almost Never	17	11,4%
Never	19	12,8%
Total	149	100%

Source: Own elaboration

According to the results of Table 8, the majority of the participants, 30.2%, corresponding to 45 students indicated that feedback almost always improves their confidence. 23.5% corresponding to 35 students said that feedback always improves their confidence. 22.1% corresponding to 33 students said that sometimes feedback helps them to improve their confidence. 12.8% corresponding to 19 students indicated that feedback never helps them improve their confidence. Finally, 11.4% corresponding to 17 students indicated that feedback almost never helps them improve their confidence.

Feedback has a great importance for students, thanks to this feedback many students can know where they are failing and correct it, this helps them to have a better learning.

(Bydand Education, 2024) (Cledera, 2009).

3.1.8. How often do you feel shy when speaking in front of your peers?

Table 9

Feel shy when speaking in front of your peers

VARIABLES	STUDENTS	PERCENTAGE
Always	34	22,8%
Almost Always	18	12,1%
Sometimes	43	28,9%
Almost Never	21	14,1%
Never	33	22,1%
Total	149	100%

Source: Own elaboration

According to the results of Table 9, the majority of respondents, 28.9%, corresponding to 43 students indicated that they sometimes feel shy when they speak in front of their peers. 22.8% corresponding to 34 students said that they always feel shy when they speak in front of their peers. 22.1% corresponding to 33 students indicated that they never feel shy when they speak in front of their peers. 14.1% corresponding to 21 students said they almost never feel shy when they speak in front of their peers. Finally, 12.1% corresponding to 18 students indicated that they almost always feel shy when speaking in front of their peers.

Most of the students are always shy in front of their peers, since they are afraid of making a mistake and being judged or made fun of. (Berdugo & Berdugo, 2023) In the study of the factors that affect the students' communication process, it was concluded that some of these factors are fear, nerves, anxiety, lack of vocabulary, among others. If the student has the tools to be able to overcome these factors, he/she will be able to have a better teaching of the English language, he/she will no longer see the subject as something that must be passed and will no longer be able to learn English (Burns, 2022).

3.1.9. How often do you prefer to listen to your classmates instead of speaking in English class?

Table 10

Prefer to listen to your classmates instead of speaking in English class

VARIABLES	STUDENTS	PERCENTAGE
Always	52	34,9%
Almost Always	31	20,8%
Sometimes	23	15,4%
Almost Never	14	9,4%
Never	29	19,5%
Total	149	100%

Source: Own elaboration

According to the results of Table 10, the majority of the respondents, 34.9% corresponding to 52 students indicated that they always prefer that their peers talk in English class. 20.8% corresponding to 31 students said that they almost always prefer their classmates to talk in English class. 19.5% corresponding to 29 students indicated that they never prefer their classmates to talk in English class. 15.4% corresponding to 23 students said they sometimes prefer their peers to talk in English class. Finally, 9.4% corresponding to 14 students indicated that they almost never prefer their peers to talk in English class.

Horwitz, Horwitz and Cope's model on foreign language anxiety, in his study indicates the importance of learning a new language, also emphasize that anxiety is one of the axes that makes learning in students is slower, since at the time of learning and want to speak or participate in front of the class feel the fear of not doing well (Cope et al., 2021) (Burns, Adiós, ansiedad: cómo superar la timidez, los miedos, las fobias y las situaciones de pánico. Grupo Planeta Spain., 2022).

3.1.10. How often do you feel anxiety when participating in oral tests in English?

Table 11

Feel anxiety when participating in oral test in English

VARIABLES	STUDENTS	PERCENTAGE
Always	58	38,9%
Almost Always	26	17,4%
Sometimes	29	19,5%
Almost Never	15	10,1%
Never	21	14,1%
Total	149	100%

Source: Own elaboration

According to the results of Table 11, the majority of the respondents, 38.9%, corresponding to 58 students indicated that they always feel anxiety when participating in oral exams. 19.5% corresponding to 29 students that they sometimes feel anxiety when participating in oral exams. 17.4% corresponding to 26 students indicated that they almost always feel anxiety when they participate in oral exams. 14.1% corresponding to 21 students said that they never feel anxiety when participating in oral exams. Finally, 10.1% corresponding to 15 students indicated that they almost never feel anxiety.

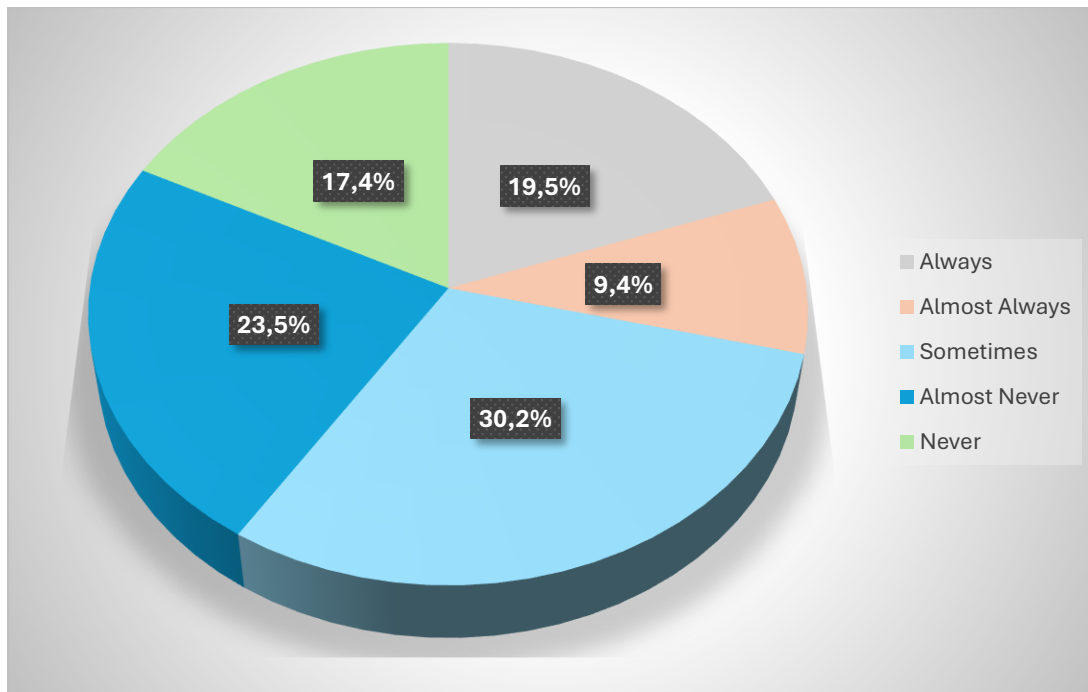
Anxiety is linked to negative feelings that students may experience when participating in oral tests, which causes them to have a lack of emotional stability, causing them to show nervousness and shyness. (Abad et al., 2021) (Berdugo y Berdugo, 2023).

3.2. Observation Sheet

3.2.1. Students volunteer to participate in class activities

Graph 1

Volunteer to participate in class activities



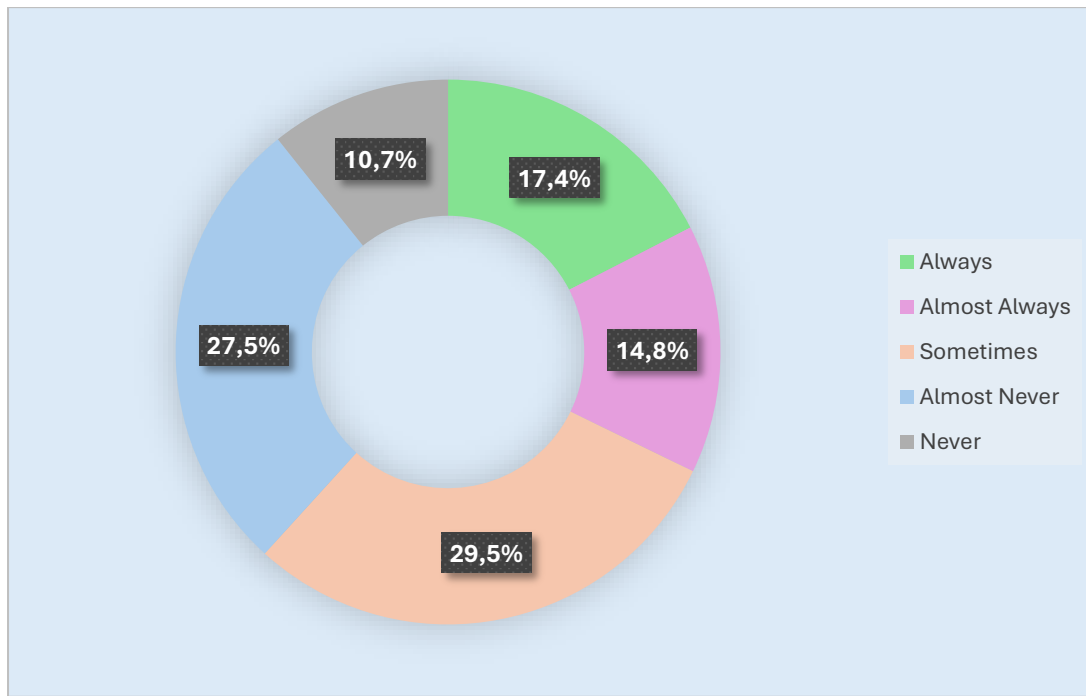
Source: Own elaboration

According to Graph 1, it can be observed that during the observation sections 30.2% sometimes volunteer to participate in English classes. 23.5% almost never volunteer to participate in English classes. 19.5% always volunteer to participate in English classes. 17.4% never volunteer to participate in the English classes. Finally, 9.4% almost always volunteer to participate in English classes.

3.2.2. Student shows comfort in expressing him/herself in English in front of peers.

Graph 2

Student shows comfort in expressing him/herself in English in front of peers



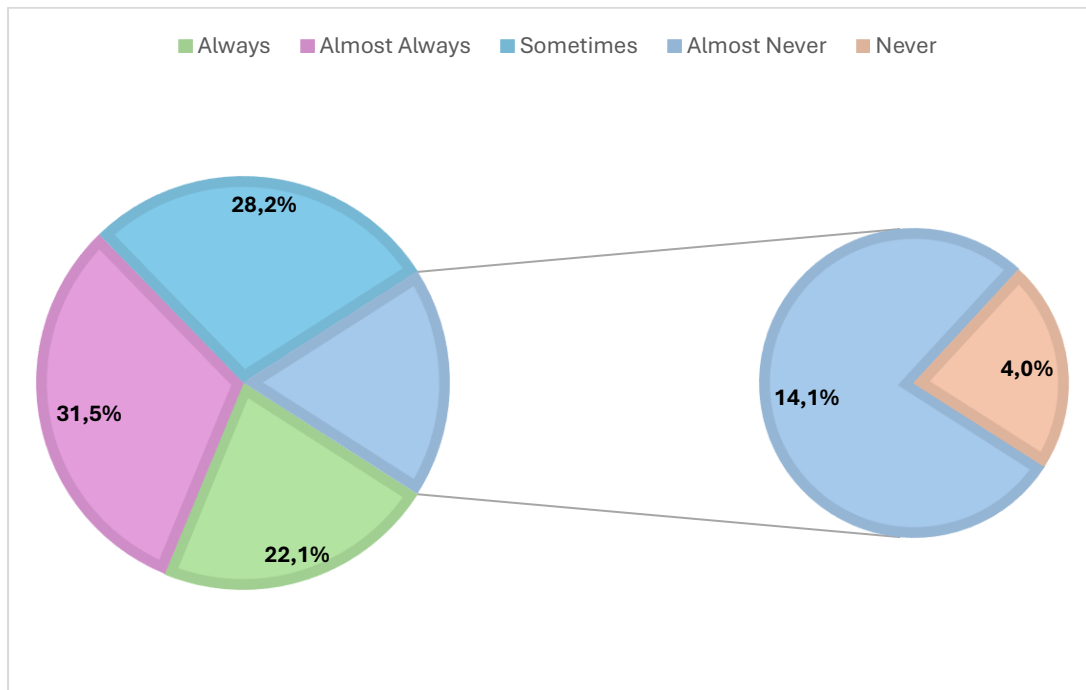
Source: Own elaboration

According to Graph 2, it can be observed that during the observation sections 29.5% sometimes feel comfortable speaking in front of their peers. 27.5% almost never feel comfortable speaking in front of their peers. 17.4% always feel comfortable speaking in front of their peers. 14.8% almost always feel comfortable speaking in front of their peers. Finally, 10.7% never feel comfortable speaking in front of their peers.

3.2.3. Student shows signs of nervousness when speaking in English.

Graph 3

Student shows signs of nervousness when speaking in English



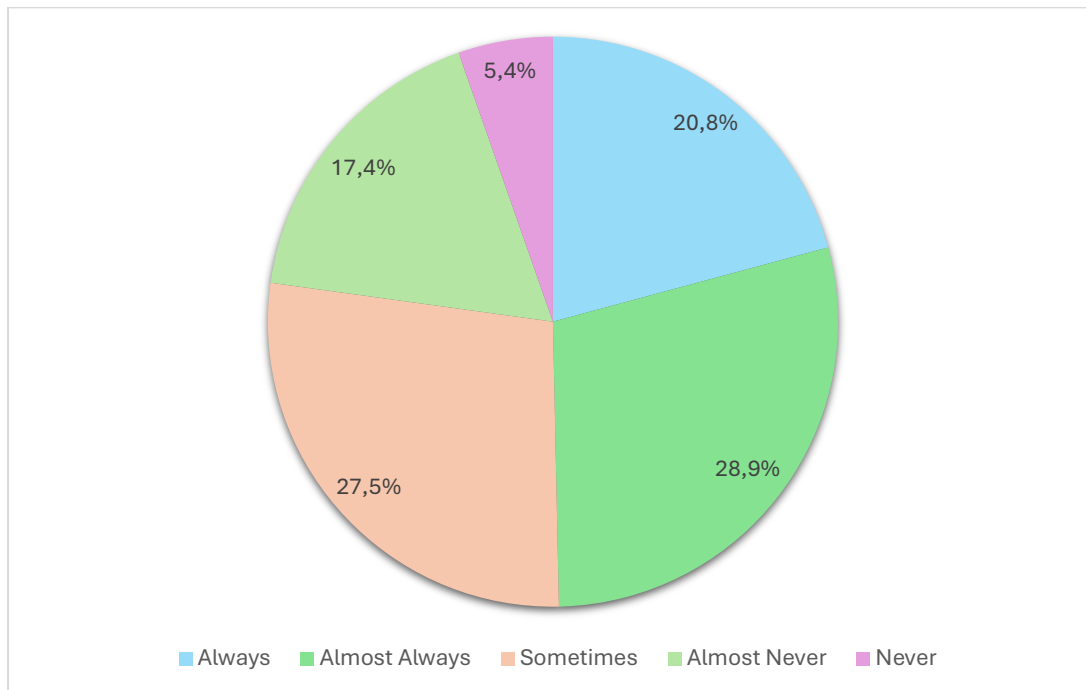
Source: Own elaboration

According to Graph 3, it can be observed that during the observation sections 31.5% almost always feel nervous when speaking in English. 28.2% sometimes feel nervous when speaking in English. 22.1% always feel nervous when speaking in English. 14.1% almost never feel nervous when speaking in English. Finally, 4% never feel nervous when speaking in English. Student demonstrates a lack of confidence that interferes with his/her communication in English.

3.2.4. Student demonstrates a lack of confidence that interferes with his/her communication in English.

Graph 4

Student demonstrates a lack of confidence that interferes with his/her communication in English.



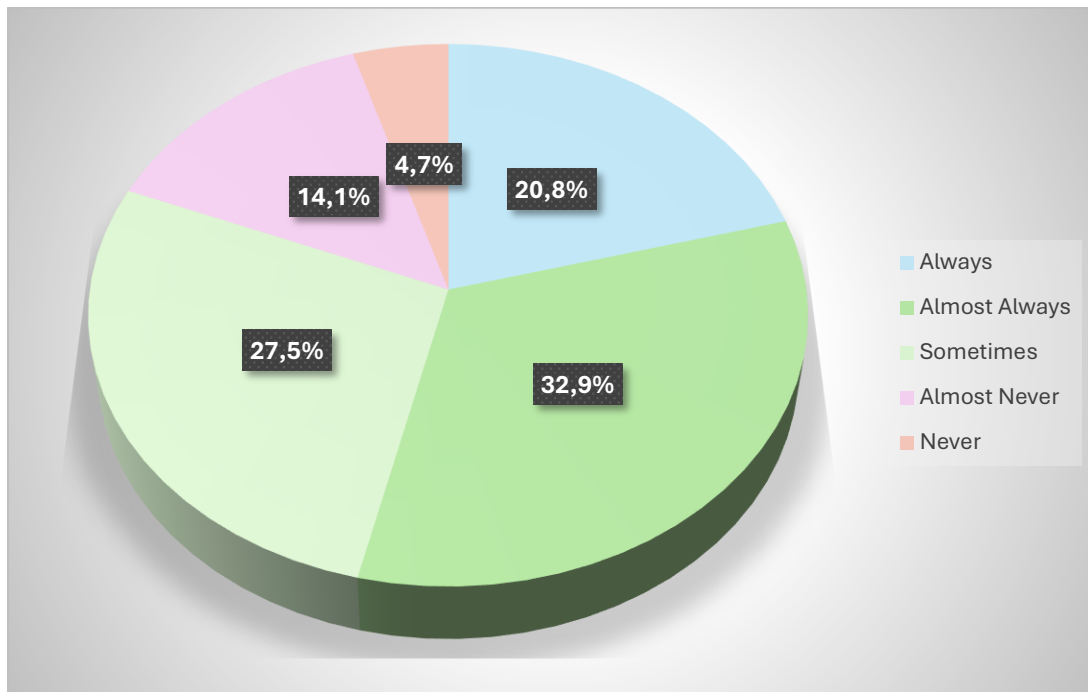
Source: Own elaboration

According to Graph 4, it can be observed that during the observation sections 28.9% almost always demonstrate lack of confidence. 27.5% sometimes show lack of confidence. 20.8% always show lack of confidence. 17.4% almost never show lack of trust. Finally, 5.4% never show lack of confidence.

3.2.5. Student shows frustration when attempting to express him/herself in English.

Graph 5

Student shows frustration when attempting to express him/herself in English.



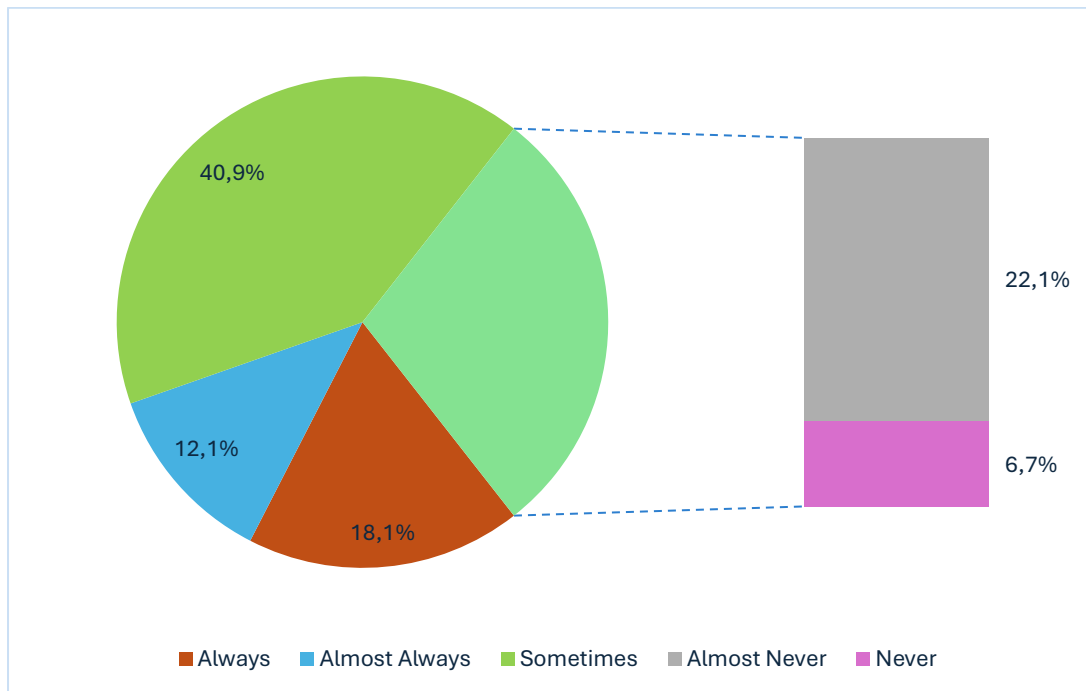
Source: Own elaboration

According to Graph 5, it can be observed that during the observation sections 32.9% are almost always frustrated when speaking in English. 27.5% are sometimes frustrated when speaking in English. 20.8% always get frustrated when speaking in English. 14.1% almost never get frustrated when speaking in English. Finally, 4.7% never get frustrated when speaking in English.

3.2.6. Students actively participate in group activities showing confidence

Graph 6

Students actively participate in group activities showing confidence.



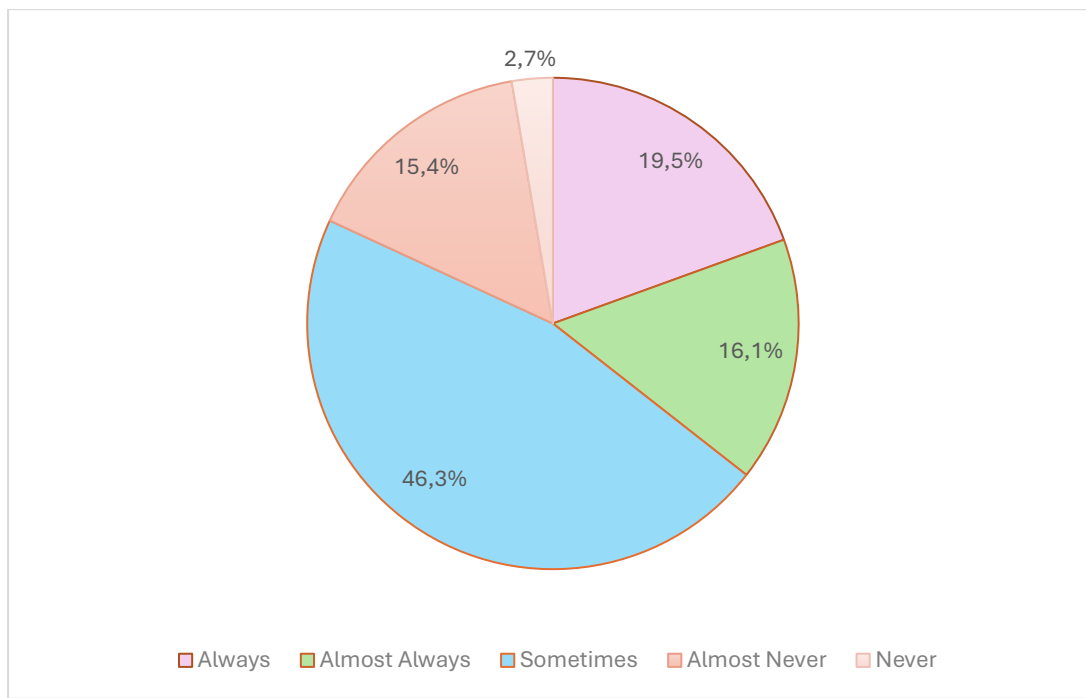
Source: Own elaboration

According to Graph 6, it can be observed that during the observation sections 40.9% sometimes participate in group activities by showing confidence. 22.1% almost never participate in group activities showing trust. 18.1% always participate in group activities showing confidence. 12.1% almost always participate in group activities showing confidence. Finally, 6.7% never participate in group activities showing confidence.

3.2.7. Student responds positively to feedback provided by the teacher.

Graph 7

Student responds positively to feedback provided by the teacher.



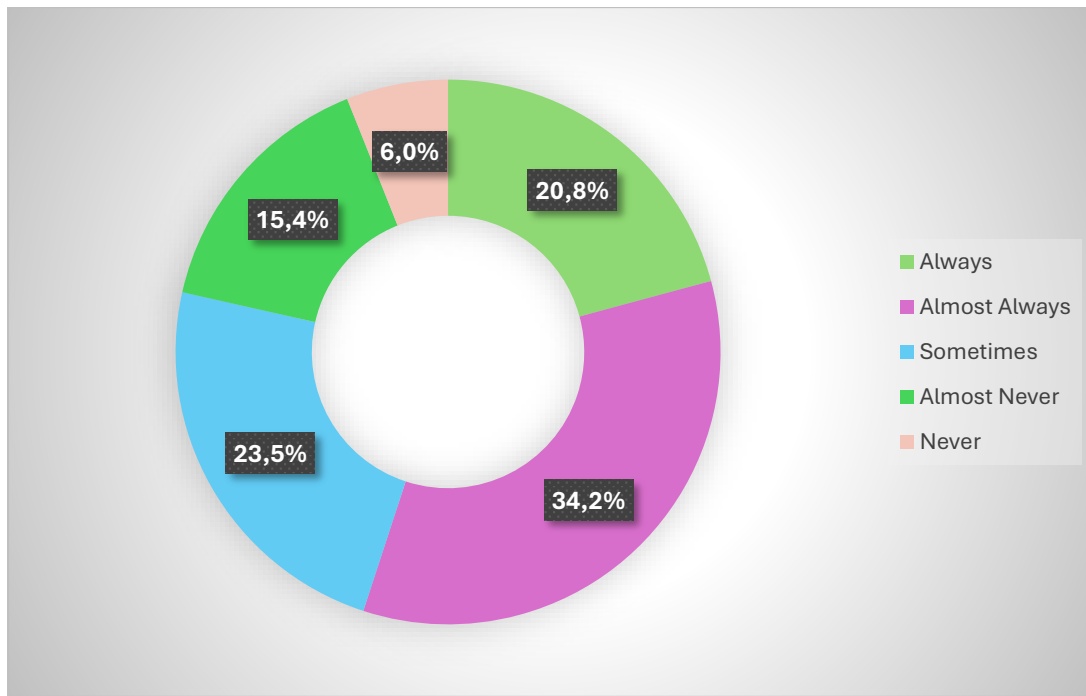
Source: Own elaboration

According to Graph 7, it can be observed that during the observation sections 46.3% sometimes respond positively to feedback. 19.5% always respond positively to feedback. 16.1% almost always respond positively to feedback. 15.4% almost never respond positively to the feedback. Finally, 2.7% never respond positively to feedback.

3.2.8. Students shows shyness when speaking in front of peers.

Graph 8

Students shows shyness when speaking in front of peers.



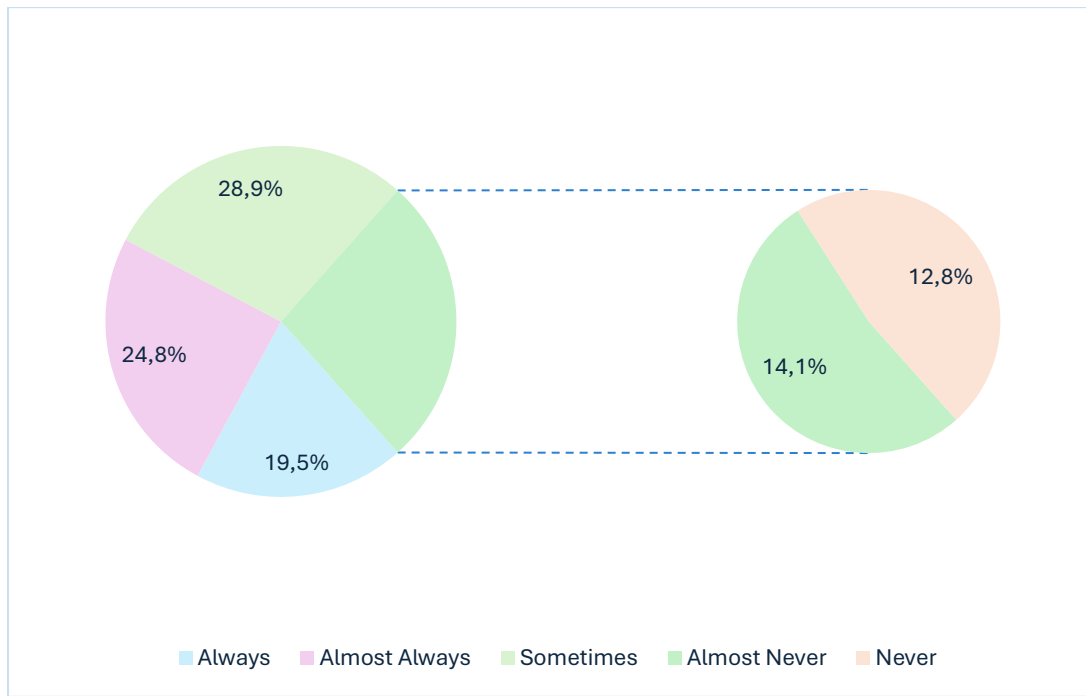
Source: Own elaboration

According to Graph 8, it can be observed that during the observation sections 34.2% feel shy about speaking in front of their peers. 23.5% sometimes feel shy when speaking in front of their peers. 20.8% always feel shy when speaking in front of their peers. 15.4% almost never feel shy when speaking in front of their peers. Finally, 6% never feel shy when speaking in front of their peers.

3.2.9. Students remain passive (listening only) during oral activities

Graph 9

Students remain passive (listening only) during oral activities.



Source: Own elaboration

According to Graph 9, it can be observed that during the observation sections 28.9% sometimes prefer to just listen during English classes. 24.8% almost always prefer to just listen during English classes. 19.5% always prefer to listen during English classes. 14.1% almost never prefer to just listen during English lessons. 12.8% never prefer to just listen during English classes.

IV. CHAPTER IV: PROPOSAL

4.1.Proposal Title

MINDFUL ENGLISH

4.2.Introduction

The objective of this proposal is to implement workshops to help sixth-grade students in level A2.1 at the Unidad Educativa Luis Leoro Franco during the year 2024-2025 to improve oral production, which is based on research on the affective factors that influence oral performance, this proposal seeks to create learning environments that foster confidence and fluency in the use of English.

4.3.Justification

The literature highlights the importance of affective aspects in second language learning, especially in oral production. However, a gap has been identified in understanding how these factors affect sixth-grade students in the aforementioned context. Therefore, it is important to implement pedagogical strategies that address the needs and promote optimal development of communicative competencies.

4.4.Objectives

- To promote fluency and confidence in oral production in English.
- To develop storytelling and listening skills through the creation of stories.
- Improve argumentation skills and the expression of opinions through debates.
- To practice asking and answering questions in an interview context.
- Develop presentation skills and organization of ideas in projects.



A2.1

MINDFULL ENGLISH

Fun workshops to

speak English

with confidence





Guide

2024

- The workshops presented in this guide are designed to be used for academic and non-profit purposes.
- Each activity was adapted to promote the participation of children in the sixth grade of elementary school.
- This guide was developed in the Canva application, which allows us to offer a clear and accessible format.

Prepared By

Pineda López María Isabel
Torres Fuertes Mayra Rocío

Icons used in the workshops

Canva





TABLE OF CONTENTS



Building My confidence

My voice is heard
I am an actor
Tell your story



Unit 1: communication and vocabulary

Greetings and Introductions
Countries and nationalities
General vocabulary (numbers, animals, colors)



Unit 2: Family and profesiones

My family
Professions
Celebrations



Unit 3: The school and home

The school
Parts of the house
Routine at home and at school



Unit 4: Food and drink

Food vocabulary
Grocery shopping
Simple recipes

A2.1

BUILDING MY CONFIDENCE

WORKSHOP 1

They will increase their self-esteem
and confidence to participate in the
English classes.



MY VOICE IS HEARD

Objective:

To motivate the self-esteem and confidence of sixth grade students to express themselves in English fluently and effectively in the school context.



Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.



Development

- Warm-up
- Pronunciation activities
- Song activities.
- Feedback



Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.



Workshop activities

1



1. Relaxation exercises for the tongue, lips, and jaw, such as moving the tongue in circles, stretching the lips, and making faces.
2. Two truths and a lie, each student tells three statements about themselves, using what they have learned in class, the other students must guess the false one.
3. Show and describe, the teacher should give instructions on how to perform the activity, the student chooses an object he/she knows, which should tell basic things about it, such as color, if it is big or small.

Introduction

2



1. Imitation of words or phrases from a recording.
2. Associating sounds with pictures or words.
3. Singing songs to practice pronunciation and intonation.
4. Identification of sounds in words
5. Identification of sounds that have the same sound.
6. Vocabulary Bingo.
7. Dictionary, one student must go to the board and draw an object. Their classmates must guess the name.

Development

3



1. Exit ticket, give each student a small card where they should write a question or something new they have learned.
2. Quick review, each student should say a new word learned in the workshop.
3. Memory game, the teacher will hand out pictures and the students will have to say the name.
4. Word search, students will have to find words.

Closing

Letter soup

Find the following words:

Intelligent

Tall

Fat

Small

Skinny

Pretty

Thankyou

Friends

Class

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

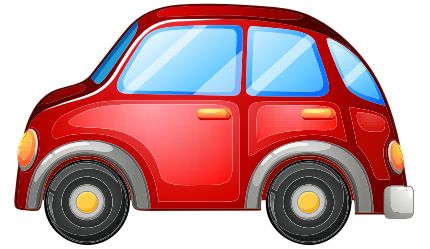
Supplementary material



police car



Children



car



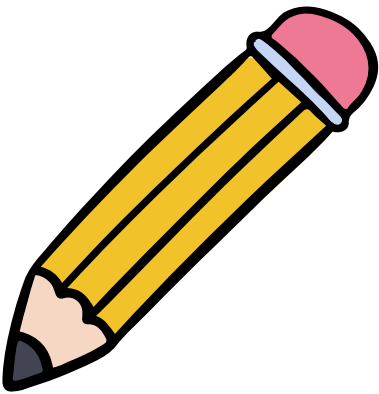
tree



greeting



class



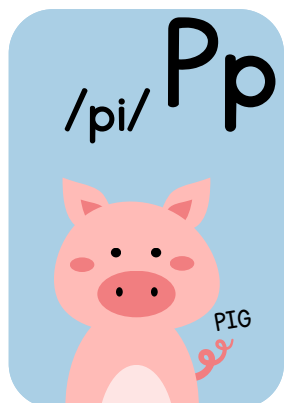
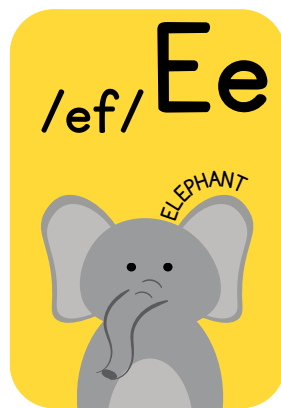
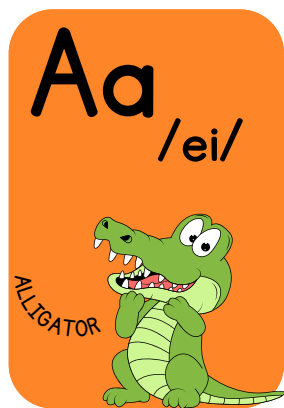
pincel



backpack



book



I AM AN ACTOR

Objetivo:

Develop communication skills that allow students to improve their oral expression and active listening skills.



Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.



Development

- Warm-up
- Facial expressions
- Character creation
- Creation and presentation of a scene.



Closing

- Recap the important points of the workshop.
- Answer questions from the students.
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- Motivate students to continue participating.
- Acknowledgement.

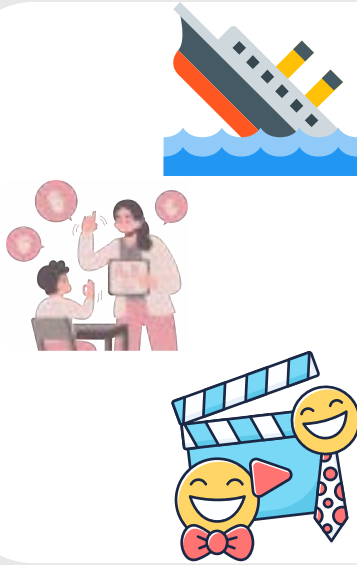
Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.

Workshop activities

Introduction

1



1. Using images of various characters, students must guess which movie they are from.
2. In the mime activity, a student introduces himself and acts out a scene from a movie, such as crying, laughing or hugging, while the others try to guess what he is acting out.
3. To enrich vocabulary, flashcards related to different genres, such as comedy, drama and action, as well as emotions such as happiness, nervousness and sadness, will be introduced.

2



1. Cards of facial expressions used in a movie.
2. Character creation, each student will place a short description of their character, such as age, profession, ect.
3. Students are divided to create short trailers of imaginary movies.
4. Say it with mime, cards with excerpts from children's movies will be handed out.
5. Create a review of the trailers presented in class.

Development

3



1. Creation of a memory book, with photos, drawings and texts from the students. Each student can write down words they learned in the workshop.
2. Vocabulary Bingo. With vocabulary cards related to the performance, the students will dictate the words and mark the words they hear on a sheet of paper.
3. Crucigram with the words the students learned in the workshop.

Closing



Superheroes



Animation



Animation



Adventure



Adventure



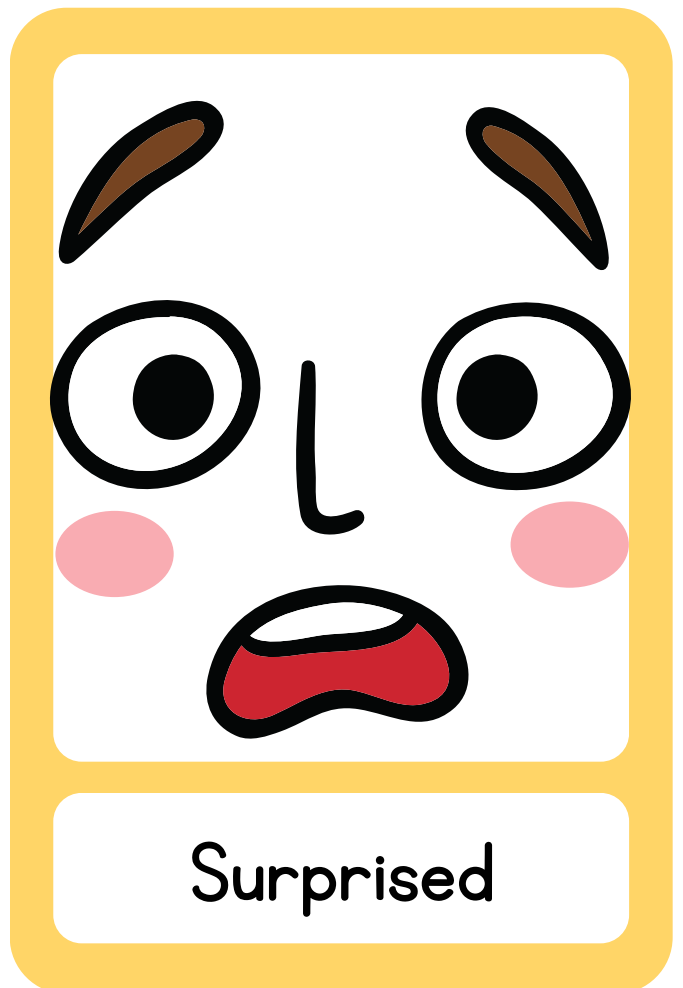
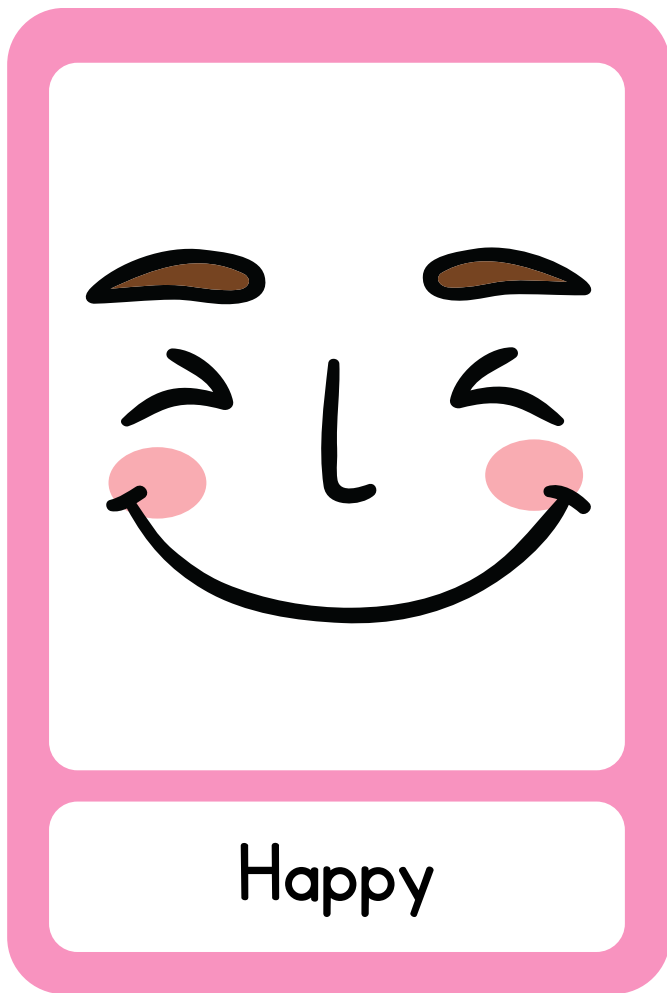
Drama



**Dramatic
comedy**



**Fantasy and
action**

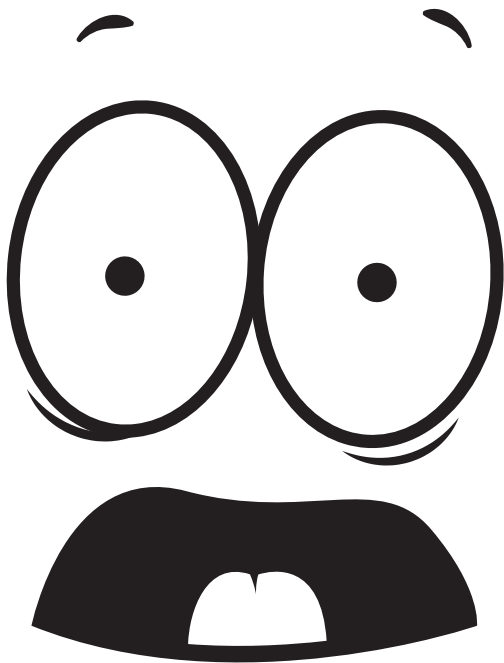




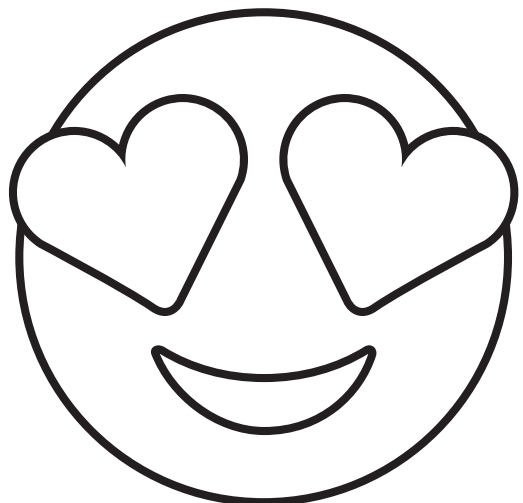
Bored



Nervous



Fear



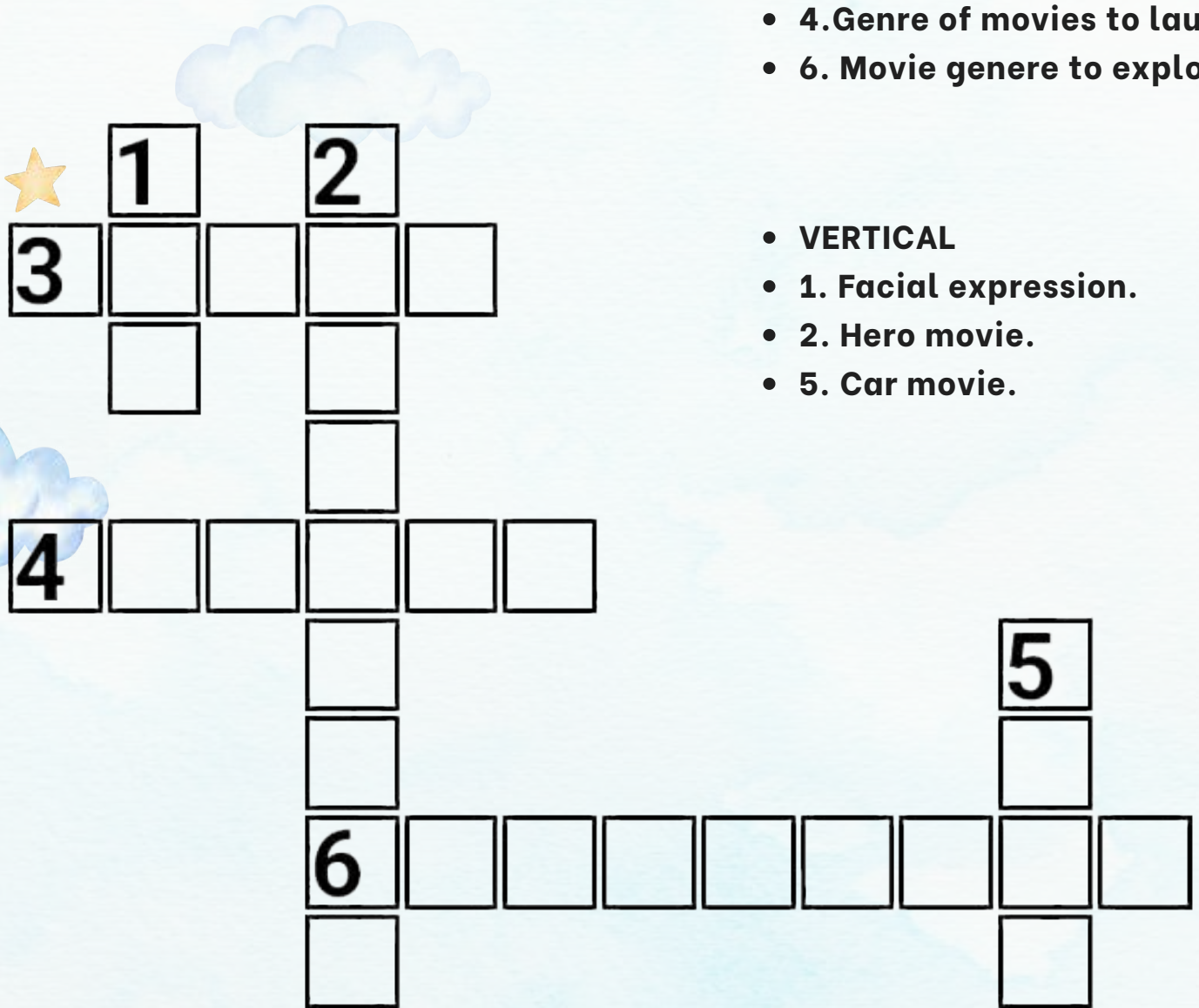
In love

CROSSWORD

Answer the questions and fill in the blanks.

- HORIZONTALS
- 3. Facial expression
- 4. Genre of movies to laugh.
- 6. Movie genre to explore.

- VERTICAL
- 1. Facial expression.
- 2. Hero movie.
- 5. Car movie.



TELL YOUR STORY

Objective:

Improve students' ability to express themselves orally with the support of creativity and imagination, encouraging confidence and autonomy in the use of the language.



Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.



Development

- It starts with open-ended questions What do you like to do in your free time? What is your favorite memory?
- Students will draw a picture that represents a special memory.
- Presentation of new vocabulary
- My story in words



Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.



Workshop activities

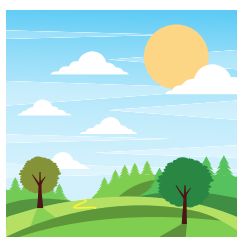
1



1. Using cards with the beginning of a story, students should continue the story using words they know.
2. Use of tic-tac-toe to break the ice.
3. To introduce the topic, cards with new vocabulary will be presented.
4. Presentation of a story, indicating that each story must have a beginning, a development and an end.

Introduction

2



1. With different picture cards, students will create a short story.
2. Dramatize a short story in groups of ten students using masks of different animals.
3. Arrange the cards to create the story and narrate it taking into account that the story must have a beginning, development and ending.
4. Students take turns reading to imitate different words pronounced by the teacher.

Development

3



1. Students will share an emotion they experienced during the workshop. This activity encourages reflection and emotional connection.
2. Students will put together a short story puzzle.
3. To conclude, students can share their experience.

Closing



FLASHCARDS

ONCE UPON A TIME



ONCE



LEGEND HAS IT



ONE NIGHT



AND THEN



HOWEVER



THEREFORE



IN ADDTION



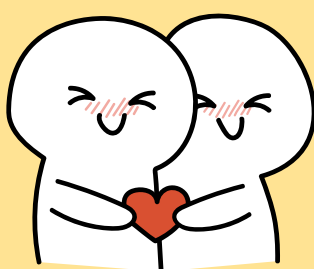
FINALLY



LASTLY



AT THE END



EVENTUALLY



Zacarias and the Giant Carrot

Then, he asked all his relatives for help and together they pulled hard to get the carrot out.



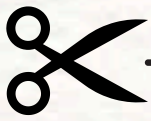
Once upon a time, there was a farmer named Zacarias, who went to his garden to harvest a carrot, but he kept pulling and pulling and couldn't get it out.



Finally, together they pulled out the giant carrot and shared a delicious lunch.



PUZZLE



A2.1

UNIT 1: COMMUNICATION AND VOCABULARY

WORKSHOP 2

They will increase their vocabulary
and have active communication.



(Canva, 2025)

GREETINGS AND INTRODUCTIONS

Objective:

To motivate learners to conduct friendly conversations with their peers, using greetings and introductions appropriately.

1

2

3

Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.

Development

- Warm-up
- Greeting activities
- Presentations
- Feedback

Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.

Workshop activities

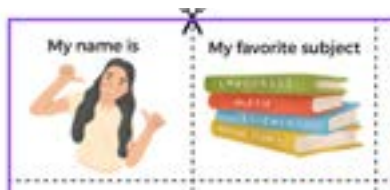
Introduction

1



1. To break the ice, we will start with questions, such as: what is your name, how are you doing?
2. Presentation of vocabulary cards related to greetings.
3. Game of situations, the teacher will provide the context or situation and they must respond with the greeting that corresponds to each case, for example, It's morning, what greeting do we use.

2



1. Presentation of phrases to be used for personal introduction.
2. In pairs, they will conduct a brief conversation in which they greet each other, ask each other about their well-being and share their personal information, such as age and name.
3. Question dice, two students will participate, one of them throws the dice containing questions about the presentation. The student who throws the die asks the question and the other student must answer.

Development

3



1. They will fill out a business card, where they will provide basic information.
2. Alphabet soup of greetings
3. To finish, students can share their experience.

Closing

Greetings

Hello



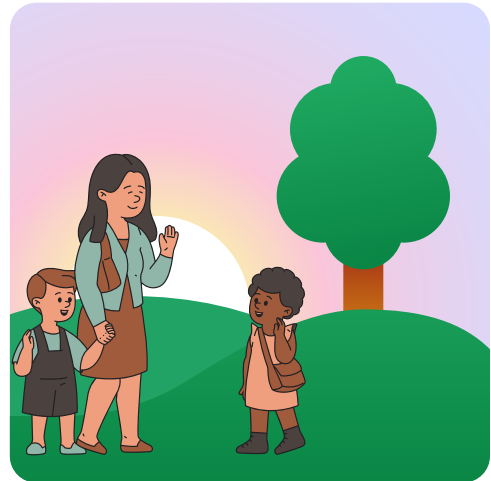
Hi



Good morning



Good afternoon



Good evening



Good night



How are you?



What's new?



Goodbye!



See you later!



See you
tomorrow!



Have a nice day!



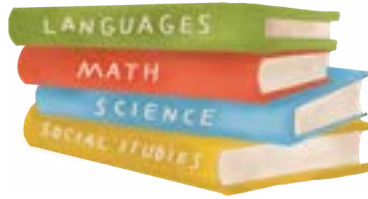
Introductory phrases



My name is



My favorite subject



My best friends is



Nice to meet you!



Pleased to meet you!



I'm from



I live in



I'm 24 years old



I'm a (profession or student)



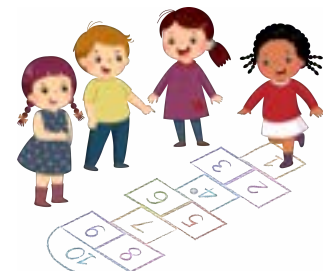
I study at (name of school)



I like (activity)



I can (activity)



My favorite hobby is



My favorite food



My favorite color is



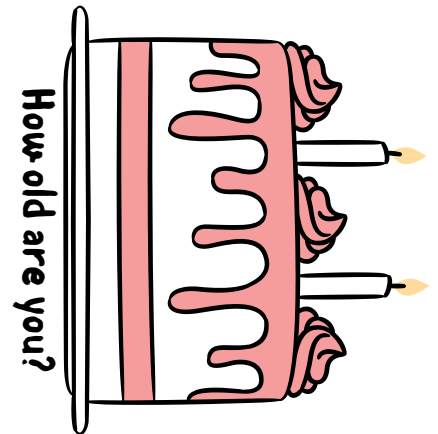
Pitch and question



What's your name?



Where do you live?



How old are you?



What's your favorite hobby?



What's your favorite subject?





GREETINGS

WORD SEARCH

Find the words listed below and mark them with colours.

É	D	É	A	Y	W	G	Ú	Á	L	M	N
N	S	E	E	Y	O	U	G	P	E	G	X
Q	V	N	M	F	H	H	N	G	Q	O	J
R	I	O	L	L	E	H	I	O	D	O	Á
H	G	G	Ü	X	A	V	N	O	G	D	T
E	Y	B	D	O	O	G	E	D	H	M	C
A	Y	Ó	W	Q	J	Í	V	N	I	O	Y
Í	G	B	P	Y	Q	Ó	E	I	S	R	Z
R	R	R	Á	L	M	Í	D	G	V	N	É
C	C	Q	Y	X	P	U	O	H	K	I	H
O	É	Y	O	L	I	Q	O	T	S	N	Ó
G	R	E	E	T	I	N	G	S	S	G	R

- HELLO
- GOOD MORNING
- GOOD EVENING

- GOODBYE
- GREETINGS
- GOOD NIGHT

- BYE
- SEE YOU
- HI

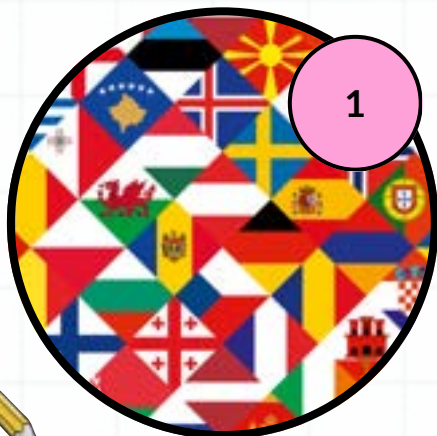


A simple line drawing of a girl's head and shoulders. She has a round face with a small smile, two dots for eyes, and a single line for a nose. Her hair is styled in two pigtails, each tied with a large, brown, flower-shaped bow. Her arms are raised in the air, with fingers spread. The drawing is positioned between two horizontal dashed lines.SS

COUNTRIES AND NATIONALITIES

Objective:

To know vocabulary related to countries so that they can associate countries with their nationalities.



Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.



Development

- Warm-up
- Matching game
- What is my nationality?
- Feedback



Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.

Workshop activities

Introduction

1



1. Presentation of the world map, where students can learn about the different countries.
2. Presentation of the cards of the countries with their nationalities.
3. Questions and answers, questions such as: What is the nationality of someone from Ecuador, where is someone from if he/she is French?

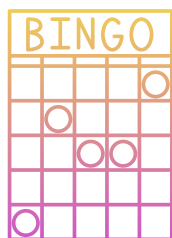
2



1. Visual association, images of different country flags are shown, students must say the country and the nationality.
2. Matching game, students must match the cards correctly with the country and its nationality.
3. Role play, one student will be the tourist and the other student will be the tourist guide, questions will be asked such as where are you from, what is your nationality, what language do you speak?

Development

3






1. Nationality Bingo, the teacher gives the teachers a cardboard containing different countries. The teacher mentions the nationality and the students write on the bottom of the cardboard.
2. Where are you from, students will be given a worksheet with the flags of different countries, students should write the country, nationality and language.
3. My passport, students will write their name, a country and a nationality, they will present their passport at the end of the class.

Closing





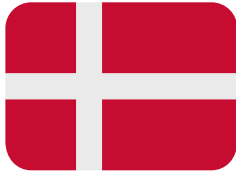
COUNTRIES AND NATIONALITIES



 <div>France</div> <div>French</div>	 <div>England</div> <div>English</div>
 <div>United States</div> <div>American</div>	 <div>Brasil</div> <div>Brazilian</div>
 <div>Argentina</div> <div>Argentinian</div>	 <div>Mexico</div> <div>Mexican</div>
 <div>China</div> <div>Chinese</div>	 <div>Italy</div> <div>Italian</div>
 <div>Japan</div> <div>Japanese</div>	 <div>Turkey</div> <div>Turkish</div>

COUNTRIES AND NATIONALITIES



 <div>Canada</div> <div>Canadian</div>	 <div>Germany</div> <div>German</div>
 <div>Chile</div> <div>Chilean</div>	 <div>Australia</div> <div>Australian</div>
 <div>Spain</div> <div>Spanish</div>	 <div>South Korea</div> <div>Korean</div>
 <div>Portugal</div> <div>Postuguese</div>	 <div>Poland</div> <div>Polish</div>
 <div>Russia</div> <div>Russian</div>	 <div>Ireland</div> <div>Irish</div>

COUNTRIES AND NATIONALITIES

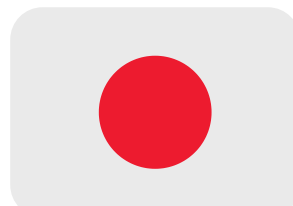
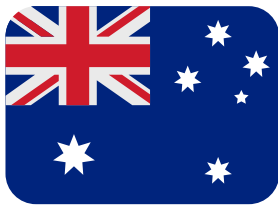
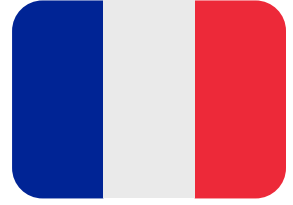


 <div>Venezuela</div> <div>Venezuelan</div>	 <div>Colombia</div> <div>Colombian</div>
 <div>India</div> <div>Indian</div>	 <div>Costa Rica</div> <div>Costa Rican</div>
 <div>Lebano</div> <div>Lebanese</div>	 <div>Finland</div> <div>Finnish</div>
 <div>Bolivia</div> <div>Bolivian</div>	 <div>Cuba</div> <div>Cuban</div>
 <div>Ecuador</div> <div>Ecuadorian</div>	 <div>Uruguay</div> <div>Uruguayan</div>

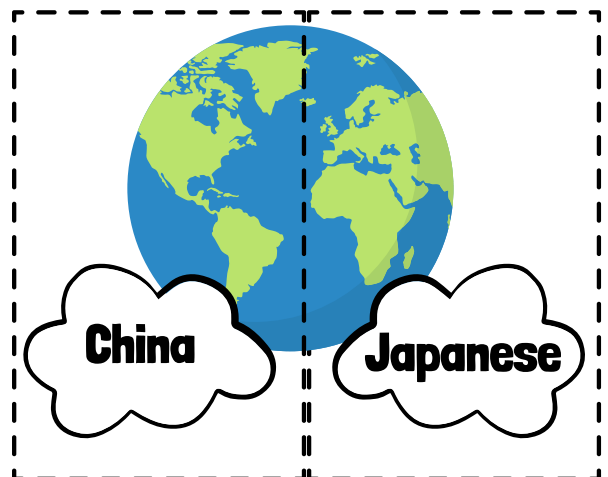
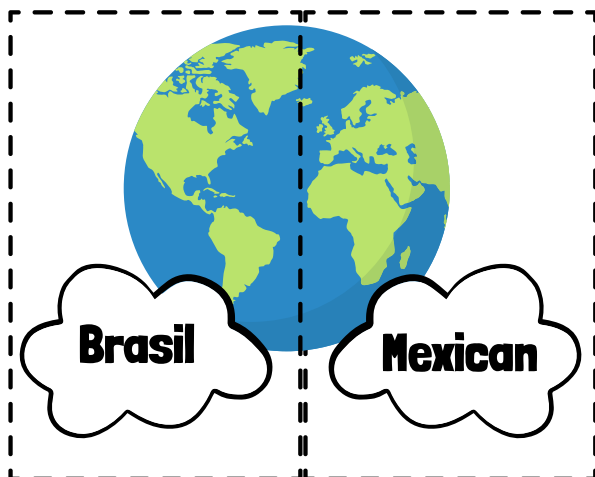
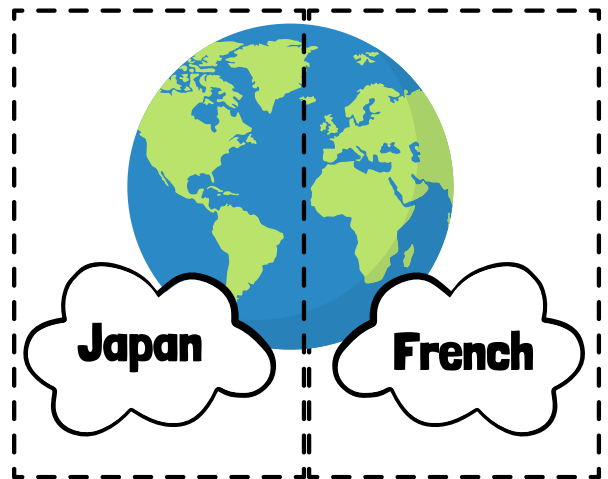
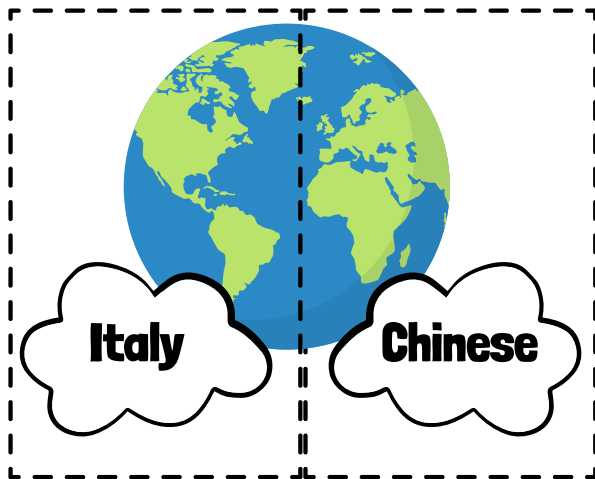
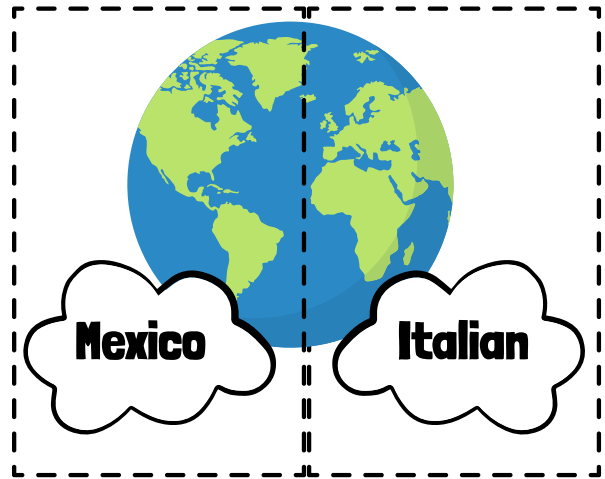
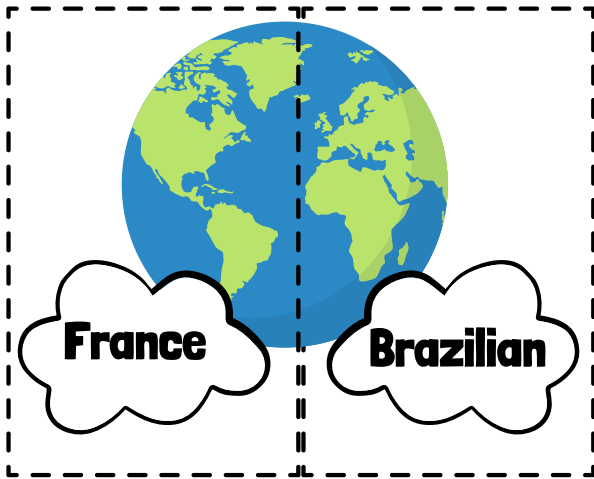
Visual association



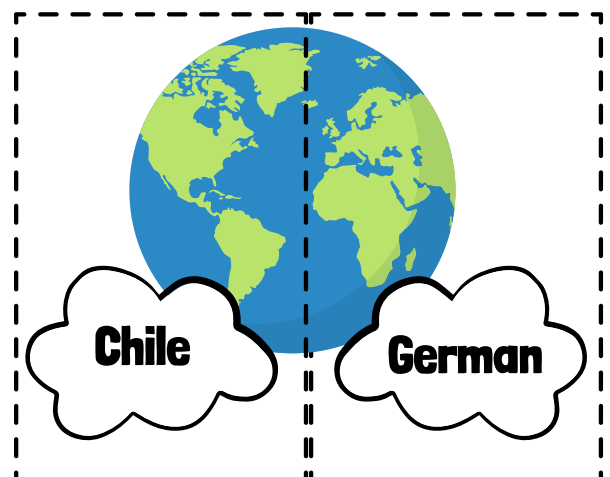
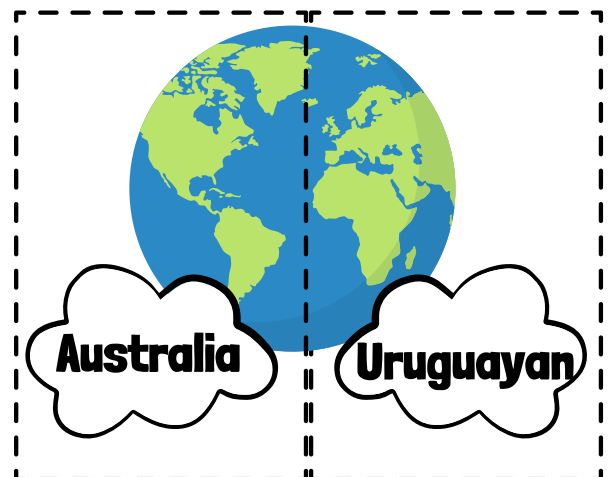
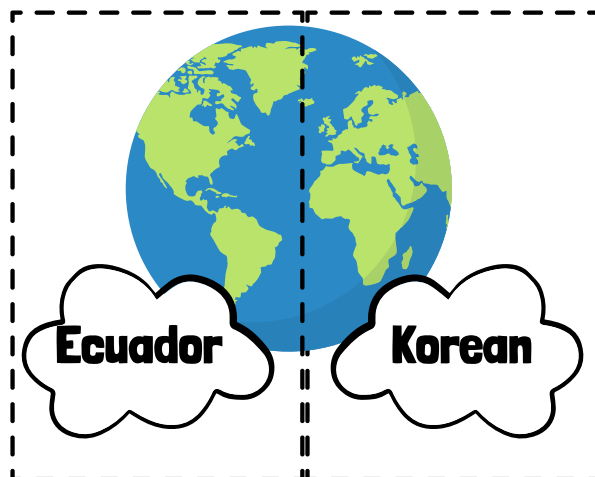
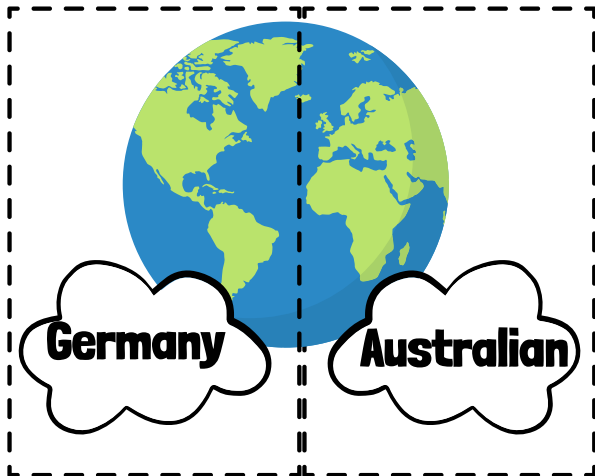
Countries and Nationalities



MATCHING GAME



MATCHING GAME



PASSPORT

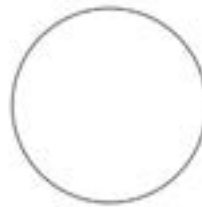
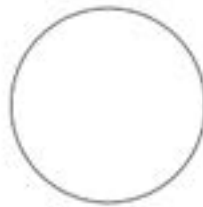
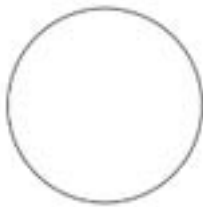
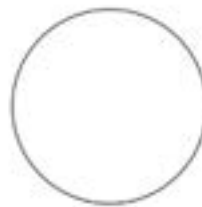
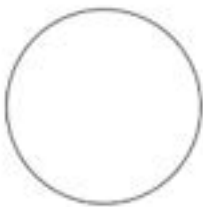
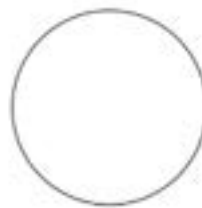
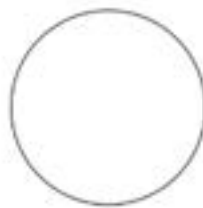
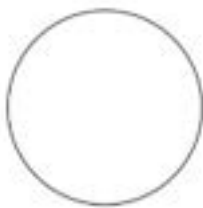


NAME: _____

COUNTRY: _____

NATIONALITY: _____

Countries and nationalities you know



GENERAL VOCABULARY (NUMBERS, ANIMALS, COLORS)

Objective:

Identify and use basic vocabulary related to numbers, animals and colors, terms that will be used in simple sentences.



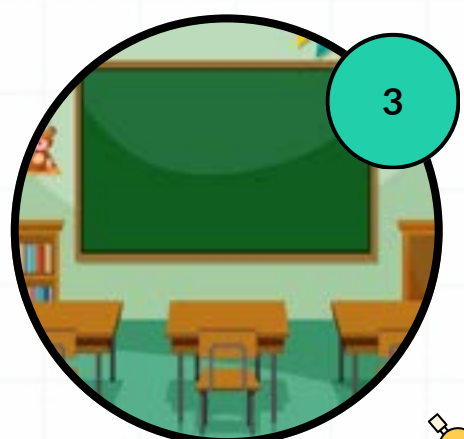
Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.



Development

- Warm-up
- Guess the number
- Animal sounds
- Create a story with the animals and colors.
- Presentations
- Feedback



Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.

Workshop activities

Introduction

1



1. To break the ice, the activity will be for students to number themselves, e.g. one, two, three, ect.
2. Recognize the colors found in the classroom, e.g. the blackboard is white, the pencil is red.
3. Present number cards, animal cards and color cards.
4. Say the animal you like.

2



1. Animal sound, the teacher imitates the sound of different animals and the students must say to which animal the sound corresponds.
2. With cards of different objects, students must say what color is the object in the image.
3. Students are given crowns of different animals, they must write a short sentence where they include numbers and colors. For example, I have three blue elephants.

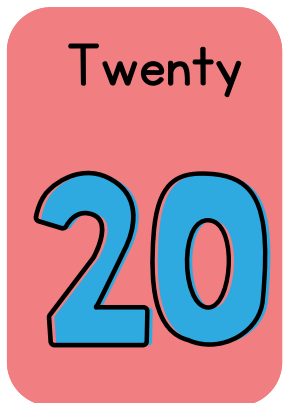
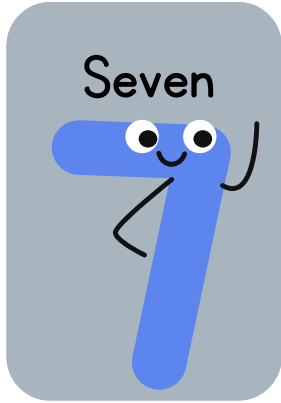
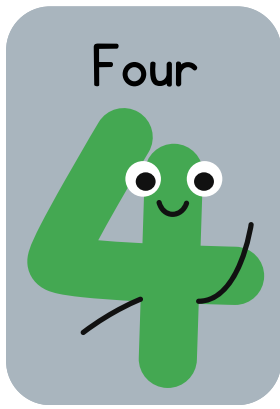
Development

3



1. In a box with several images (of animals, colors and numbers) the students take turns to draw the image and must say its name.
2. Crossword puzzle of numbers.
3. Color the image according to the corresponding color.
4. To conclude, students can share their experience.

Closing



Thirty
30

Forty
40

Fifty
50

Sixty
60

Seventy
70

Eighty
80

Ninety
90

One hundred
100

Two hundred
200

Three hundred
300

Four hundred
400

Five hundred
500

Six hundred
600

Seven hundred
700

Eighth hundred
800

Nine hundred
900

One thousand
1000

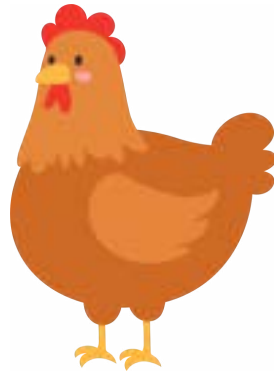
ANIMALS



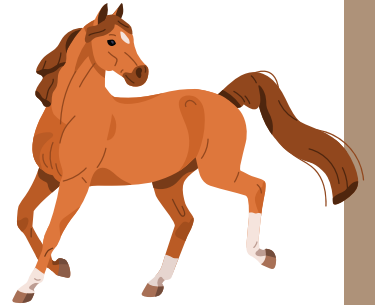
DOG



CAT



HEN



HORSE



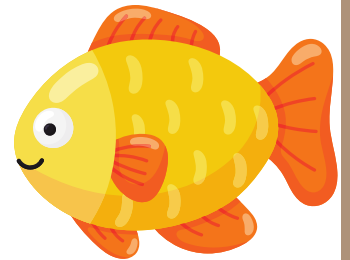
SHEEP



BIRD



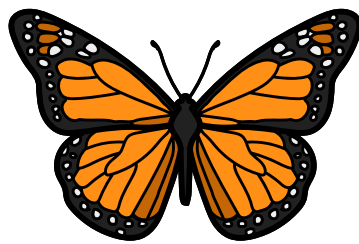
BEE



FISH



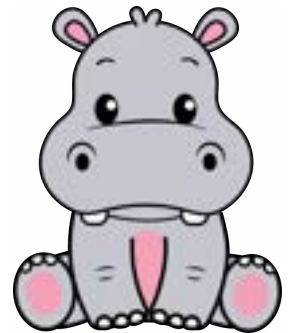
PIG



BUTTERFLY



SHARK



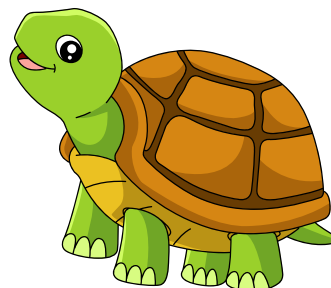
HIPPOPOTAMUS



COW



MOUSE

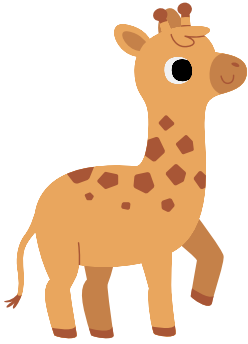


TURTLE



TOAD

ANIMALS



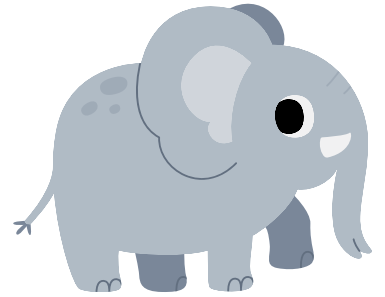
GIRAFFE



TIGER



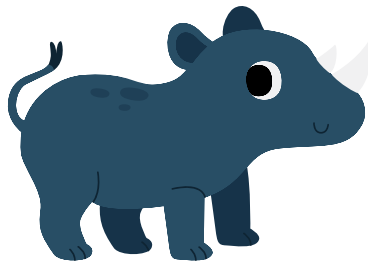
LION



ELEPHANT



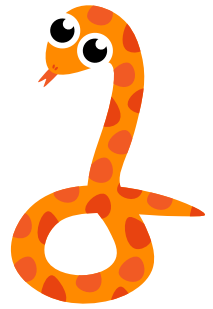
BEAR



RHINO



KOALA



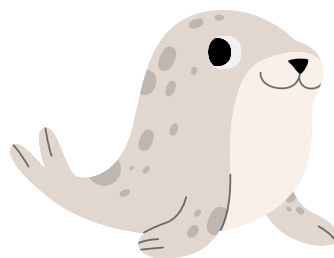
SNAKE



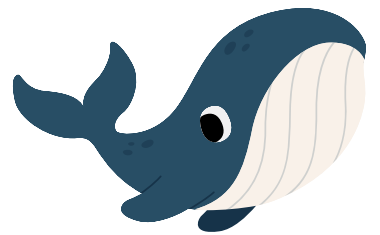
OTTER



WALRUS



SEAL



WHALE



DOE



RABBIT

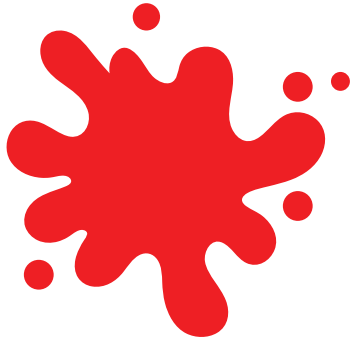


SQUIRREL



FOX

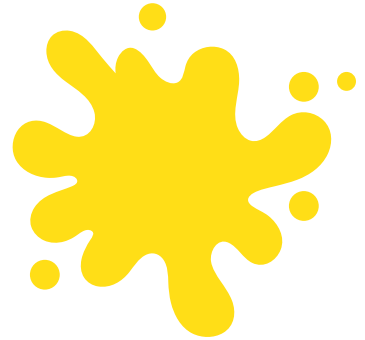
COLORS



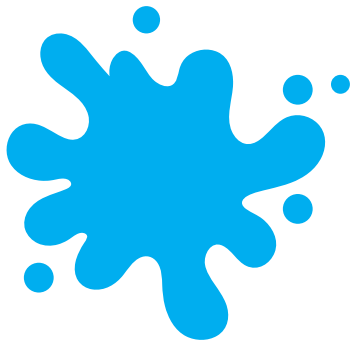
Red



Orange



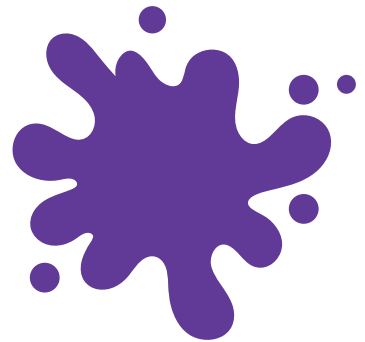
Yellow



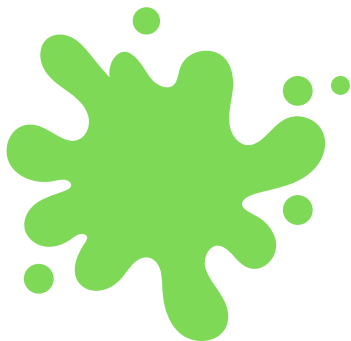
Blue



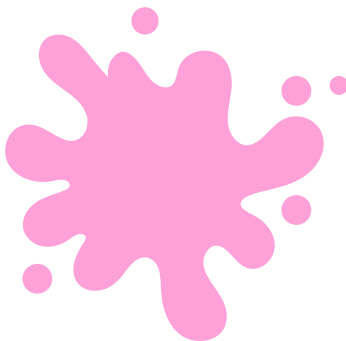
White



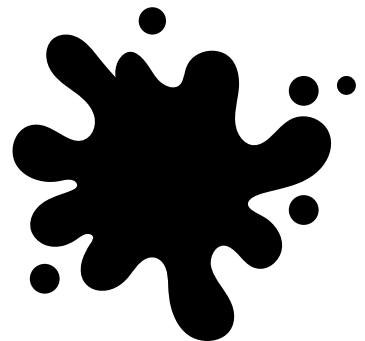
Purple



Green

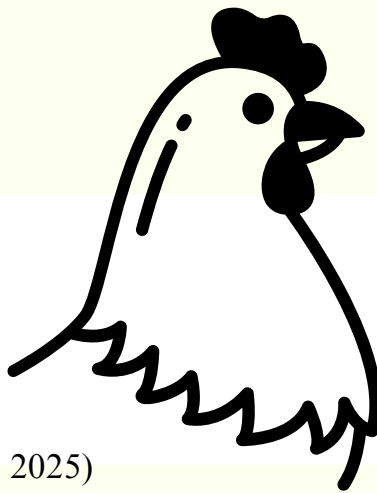
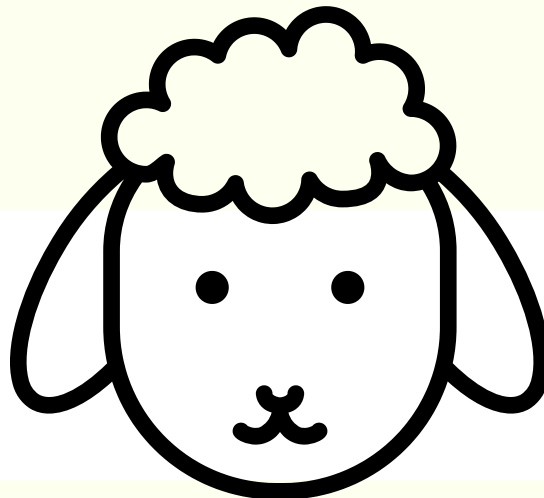
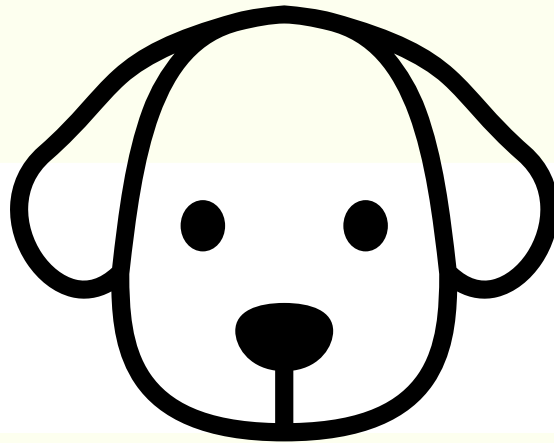
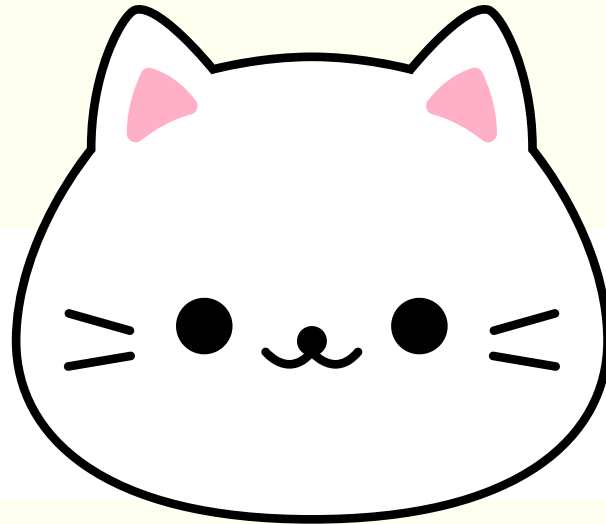


Pink

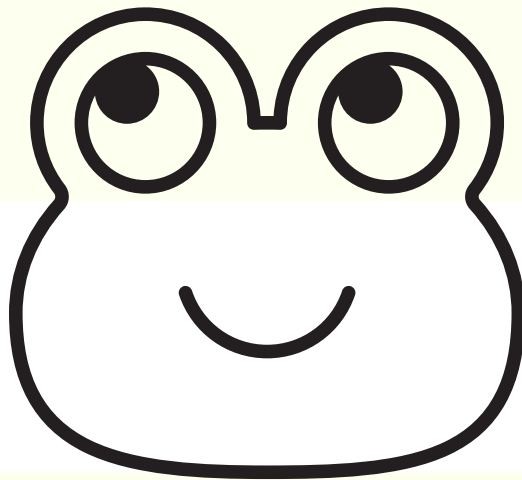
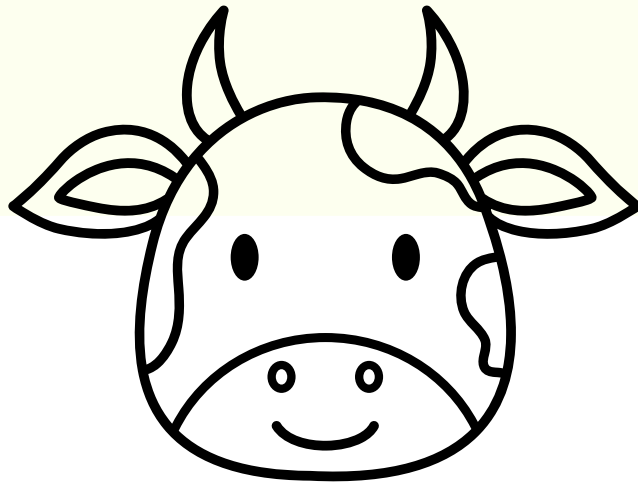
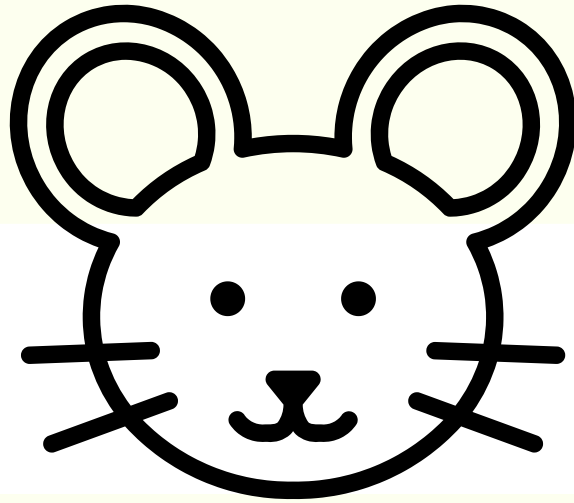


Black

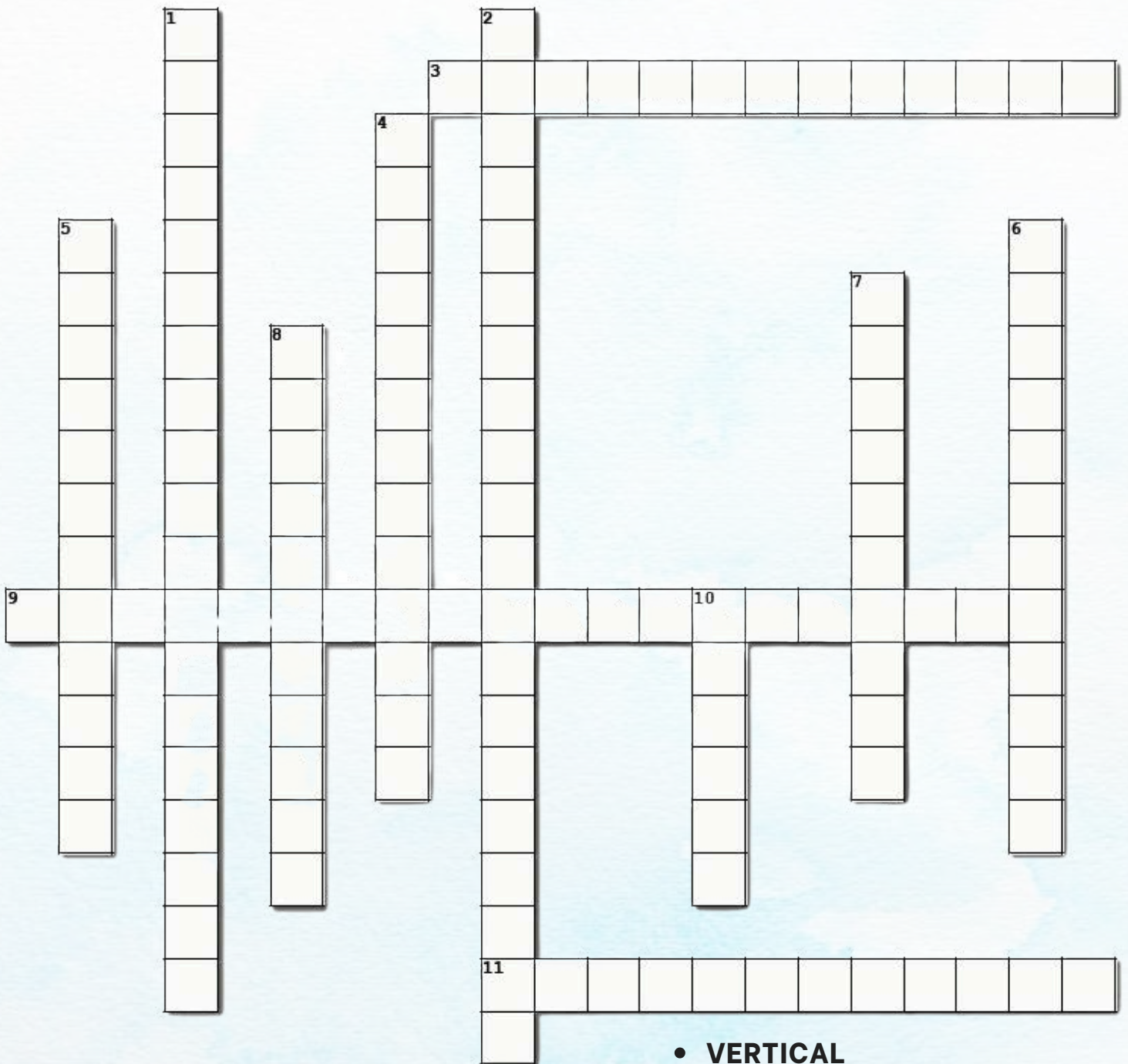
ANIMAL CROWNS



ANIMAL CROWNS



CRUCIGRAM



• HORIZONTALS

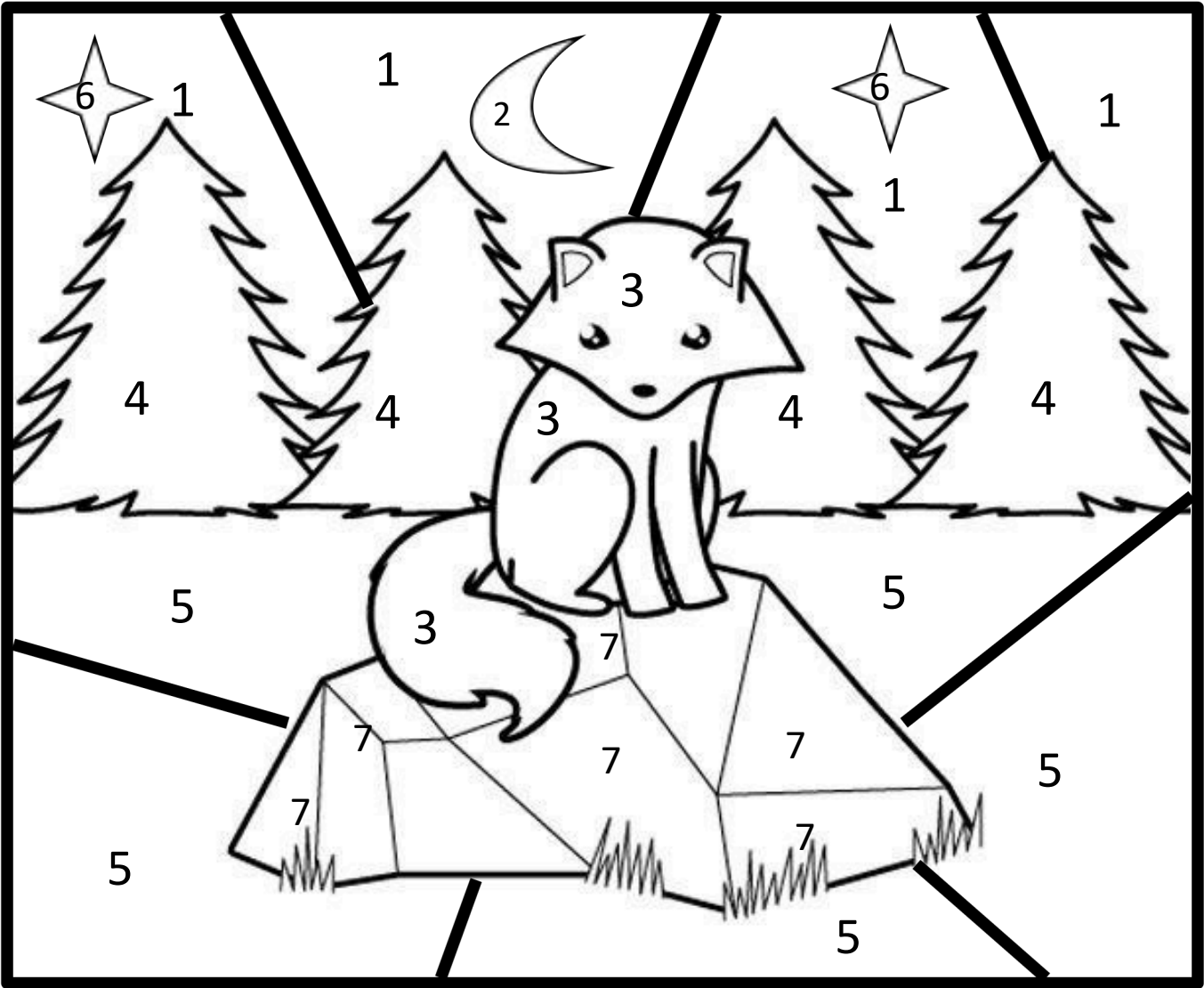
- 3. 300
- 9.150
- 11. 1000

• VERTICAL

- 1. 260
- 2. 301
- 4. 700
- 5. 400
- 6. 33
- 7. 55
- 8. 100
- 10. 9

COLOR

Black	Grey	Orange	Green	Purple	Yellow	Red
1	2	3	4	5	6	7



A2.1

UNIT 2: FAMILY AND PROFESSIONS

WORKSHOP 3

Develop the ability to express oneself orally in a fluent and coherent manner on topics related to the family and professions.



(Canva, 2025)

MY FAMILY

Objective:

Describe your family with basic vocabulary about family relationships and family characteristics.



Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.



Development

- Warm-up
- Card presentation
- Family Tree
- My family
- Feedback



Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.

Workshop activities

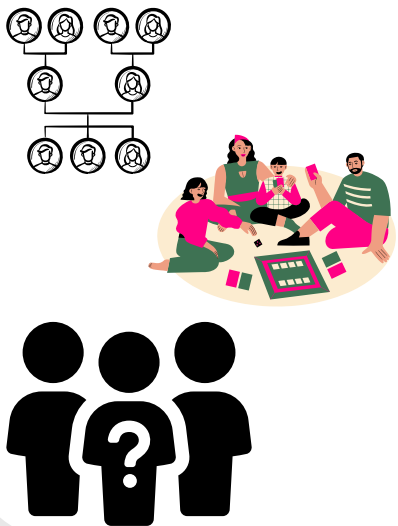
Introduction

1



1. Collage of family words, on a sheet of paper each student should place words that relate to family.
2. Presentation of picture cards of family members.
3. Family Pictionary, divide the room into two groups, one member of each group should go to the board and draw a family member if the team guesses the term in English wins.

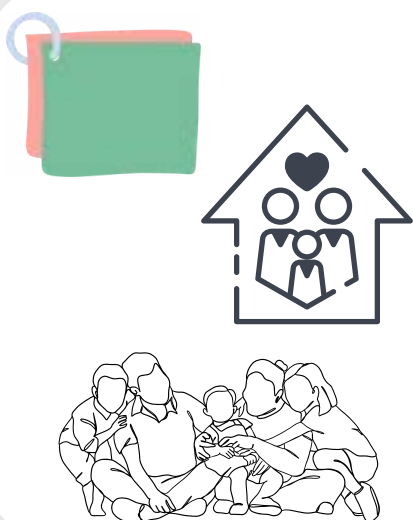
2



1. Family tree, students should complete the tree with their family members.
2. Quiz game, randomly students must go through and ask questions such as, I am your father's mother, who am I, I am your mother's husband, who am. The other students must guess which family member this is.
3. Describing my family, challenge, the teacher places on the board a list of adjectives and physical characteristics and each student must describe a member of his/her family using these descriptions.

Development

3



1. Match family flashcards with their correct description. for example mother should match the flashcard that says, she is loving and takes care of us.
2. Presentation of my family, each student should present their family on a worksheet, place and draw each member of their family and present in the classroom.
3. On a sheet of paper students should write 4 short sentences about their family, e.g. my mother is cute and caring.

Closing

FAMILY CARDS



**Great-
grandmother**



**Great-
grandfather**



Grandmother



Grandfather



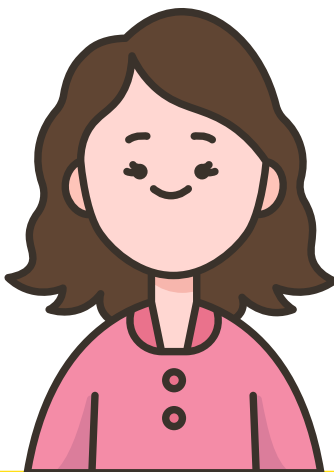
Mother



Father



Uncle



Aunt



Brother

FAMILY CARDS



Sister



Husband



Cousin



Cousin's wife



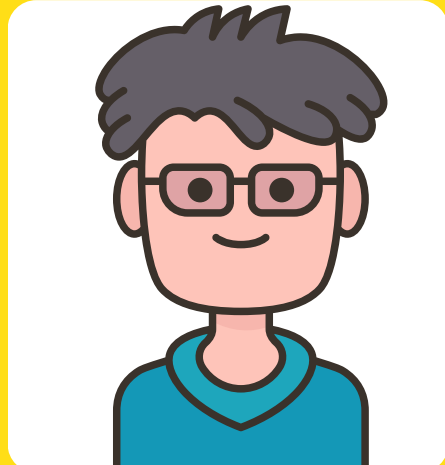
Son



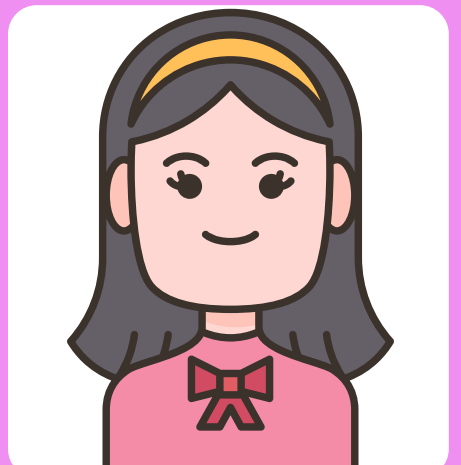
Daughter



Nephew

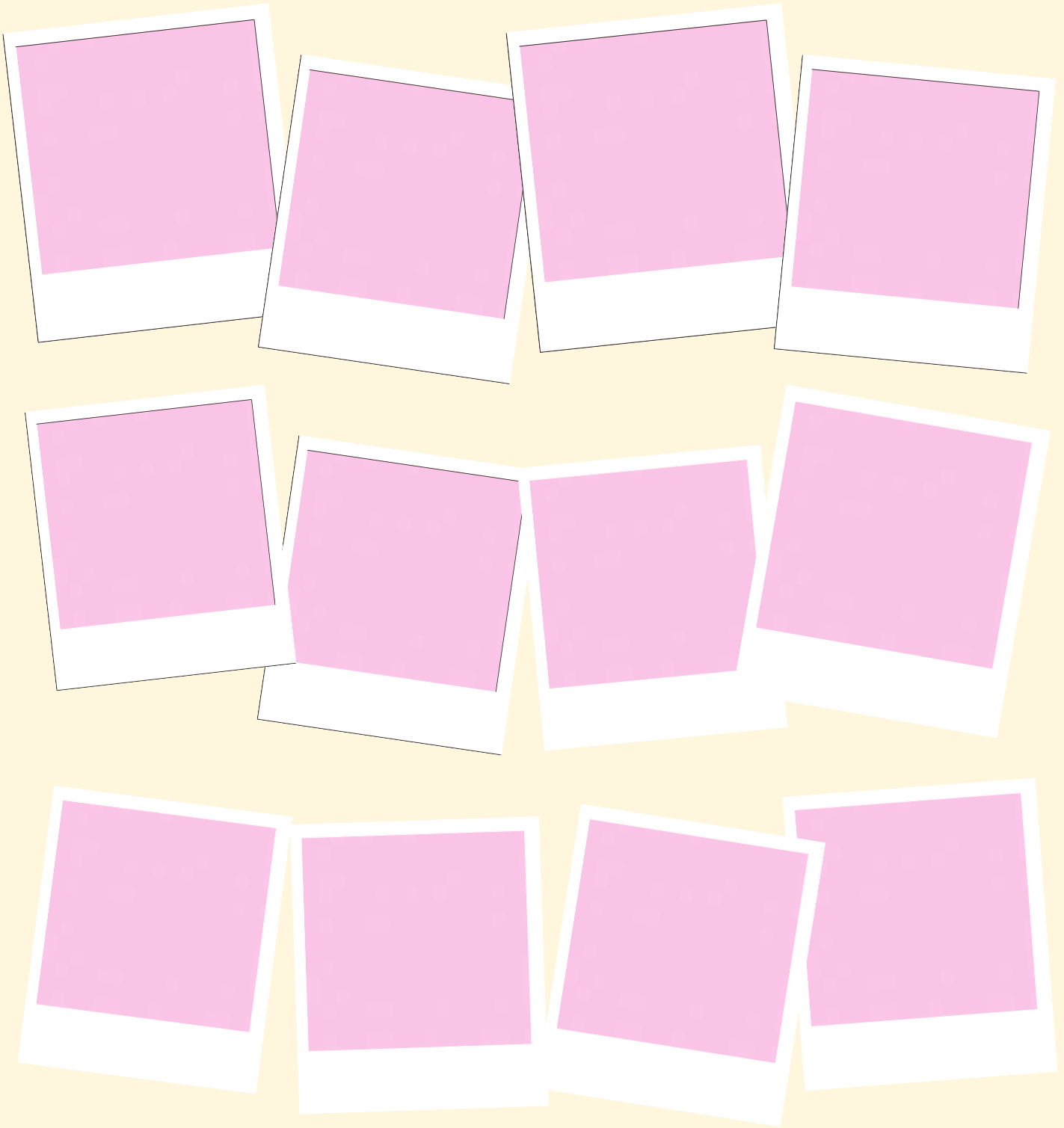


Brother-in-law



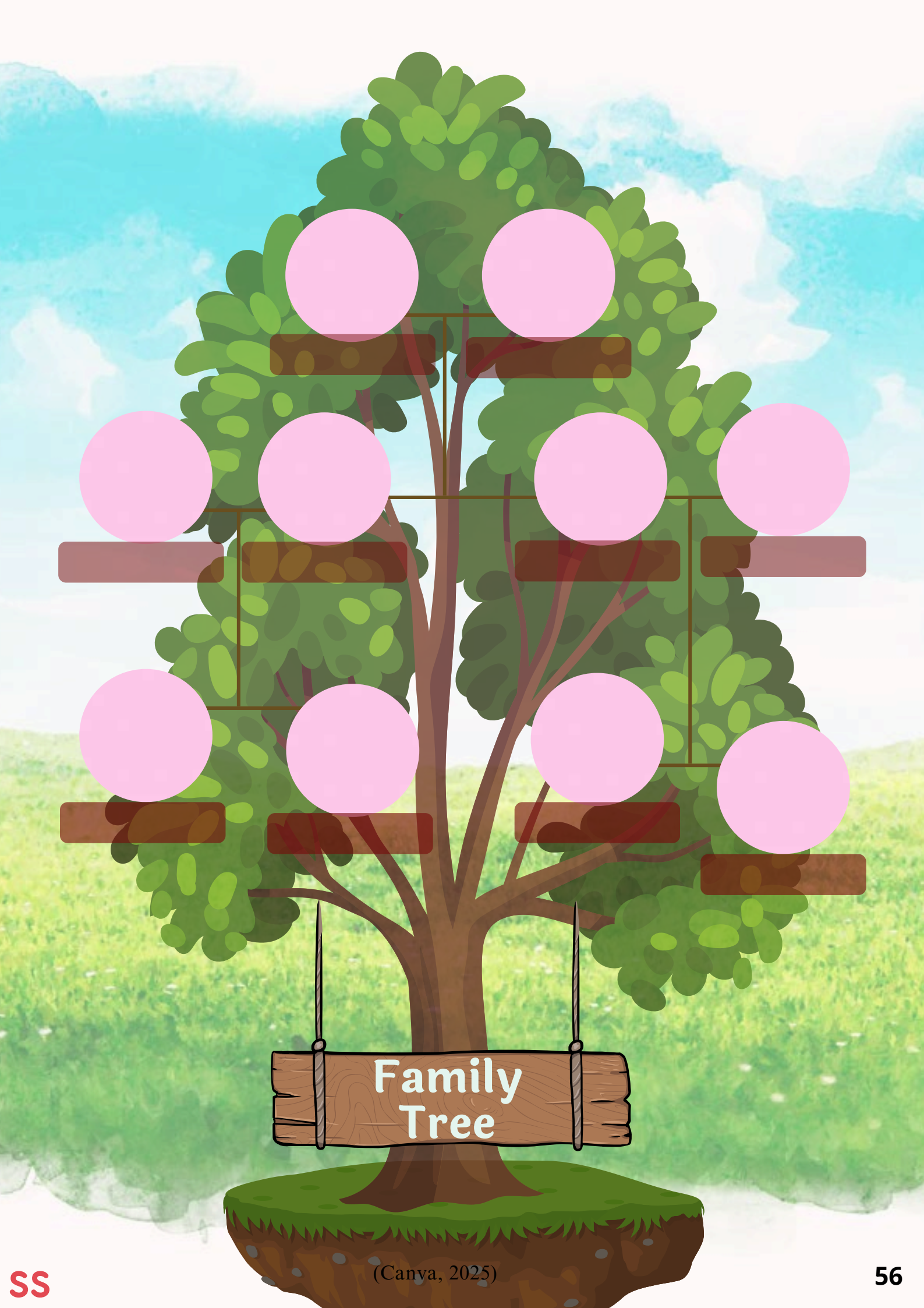
Sister-in-law

FAMILY



COLLAGE





Family
Tree

MATCH FAMILY FLASHCARDS

Grandmother

He plays
with me

Mother

She plays
with dolls

Uncle

She takes
care of
me

Father

I take
care of
you

Aunt

He is tall
and
strong

Sister

He plays
ball

Nephew

we play
video
games

Brother

He is tall
and gray-
haired

Cousin

She is
kind

Grandfather

She is
affection
ate

Describing my family

Grandmother is caring and cute



PROFESSIONS

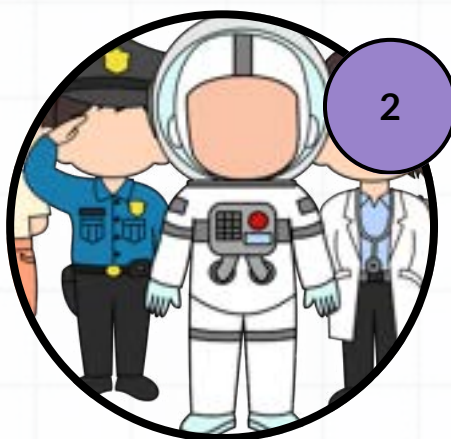
Objective:

Identify the different professions, introducing basic concepts about the world of work.



Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.



Development

- Warm-up
- Card presentation
- Say it with mimicry
- Simon says
- Feedback



Closing

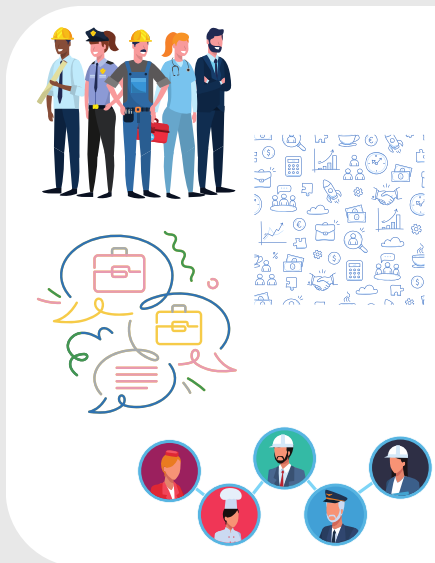
- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.

Workshop activities

1



1. Presentation of the cards of the different professions.
2. Guess the profession game, the teacher presents images that relate to the profession, such as a fire truck, the students must say which profession it belongs to.
3. Description of the functions of the professions, a student selected at random must say what a person does in his or her profession, for example, a doctor helps people.

Introduction

2



1. Say it with mime, one student presents a profession with mime, the other students must guess the profession.
2. Simon says, the teacher says act as if you are a chef, the student must mime as if he/she is a chef.
3. On a sheet of paper provided by the teacher, students must fill in the words for the professions.
4. Guess the professions game, with illustrative cards that give clues about the professions, students must guess which profession they belong to.

Development

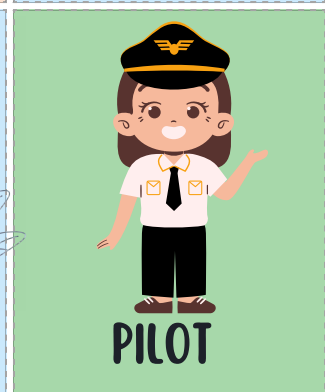
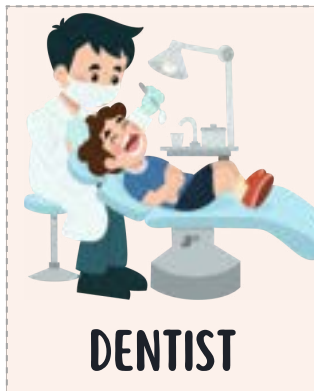
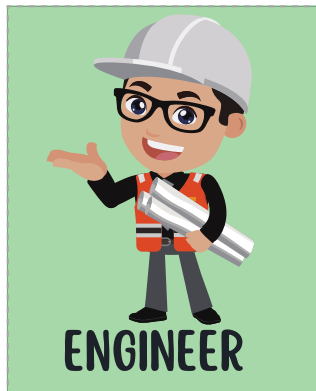
3



1. Each student must think about a profession that they would like to have in the future, they must give a short description of the profession.
2. Word search, they must find words from the different professions.
3. Students will present the professions of their family members.

Closing

PROFESSION CARDS



PROFESSION CARDS



POLICE



PLUMBER



SALESPERSON



SCIENTIST



TEACHER



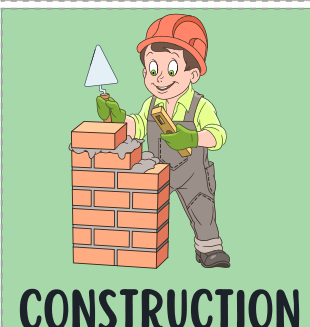
VETERINARIAN



BIOLOGIST



DESIGNER



**CONSTRUCTION
WORKER**



CARPENTER



HAIRDRESSER



ARTIST



FARMER



HOUSEWIFE

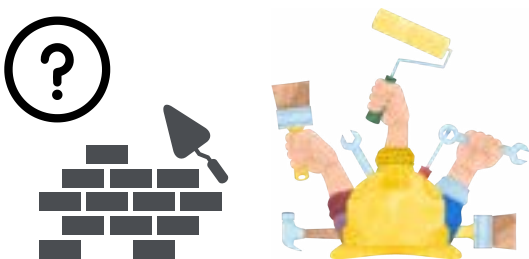
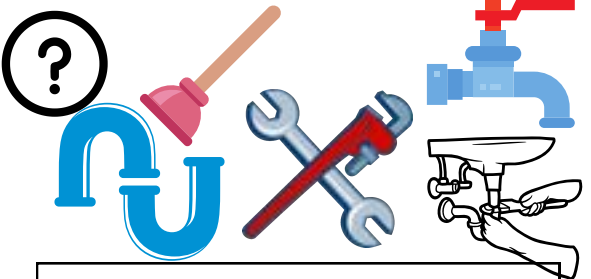
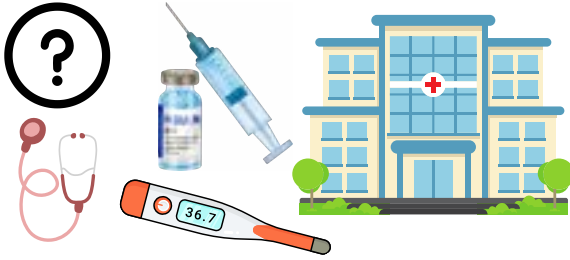


SINGER



ELECTRICIAN

GUESS THE PROFESSIONS



Name: _____

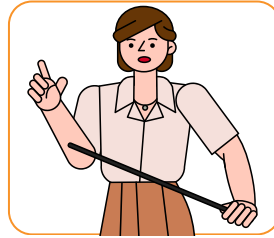
Class: _____

Jobs and occupations

Complete the words of the professions



_u_s_



_e____r



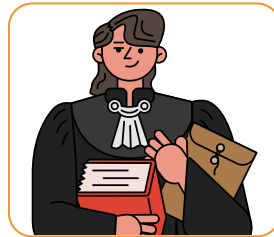
F____figh____



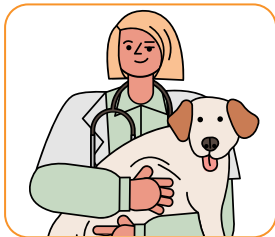
_h__



_l_c_



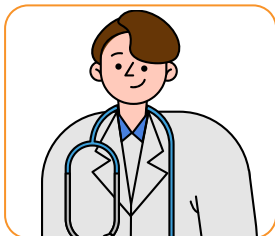
_w____



Ve__rina____



_r____



D_____



C__p__te_



_t____



S____spe____

JOBS

MY PROFESSION

DRAW

I am a/an

I can

CELEBRATIONS

Objective:

Expand the vocabulary of food and beverages to encourage the use of the language in everyday life.

1

2

3

Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.

Development

- Warm-up
- Card presentation
- Celebration Bingo
- Join the images
- Dice game
- Feedback

Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

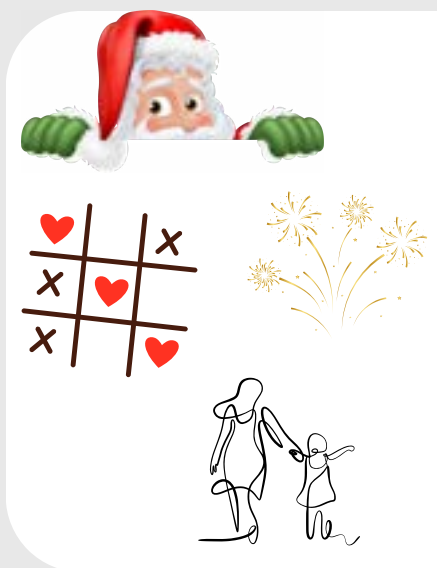
Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.



Workshop activities

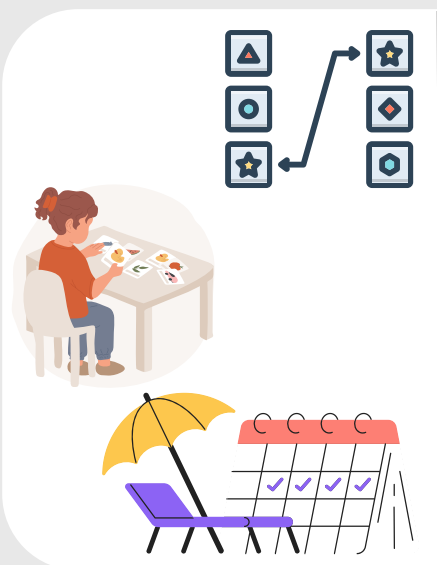
1



1. Word cloud, celebrities that students know and practice pronunciation are presented on the board.
2. Presentation of the illustrative cards of the different celebrations.
3. Questions and answers, the teacher asks questions about the different celebrations, such as: What is your favorite celebration? When is carnival celebrated?

Introduction

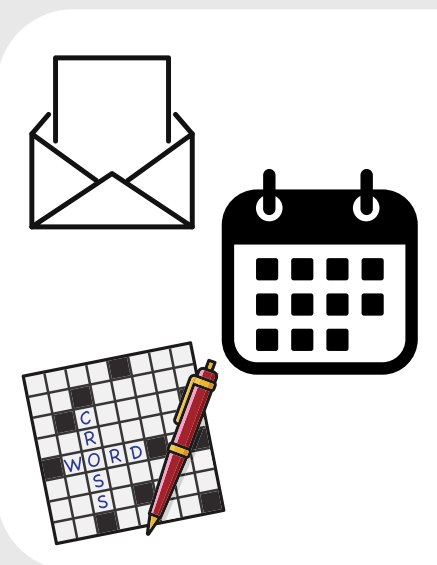
2



1. Match the images of the celebrations with their respective names.
2. Guess the celebration, the teacher presents the cards illustrating a holiday, the students must guess what celebration it is.
3. Questions and answers, the teacher asks questions like what is January 1st celebrated?
4. Didactic dice, the dice will have images of different celebrations, students will have to say which celebration it belongs to.

Development

3



1. Create an invitation for your celebration, they must make the invitation to a celebration, it can be a birthday, Christmas. This must have the date of celebration, what is being celebrated, address, among other relevant information.
2. Creating a calendar of celebrations, students must place the dates and reasons for the celebration, and also make a drawing.
3. Celebrations crossword.
4. Making a collaborative mural, drawing and placing the name of the celebration.

Closing

CELEBRATIONS CARD

Christmas



Diciembre

Carnival



Febrero-Marzo

Easter week



Abril

Inii Raymi



Junio-Julio

The Yamor Festival



Septiembre

Valentine's Day



Febrero

End of year



Diciembre

Birthday

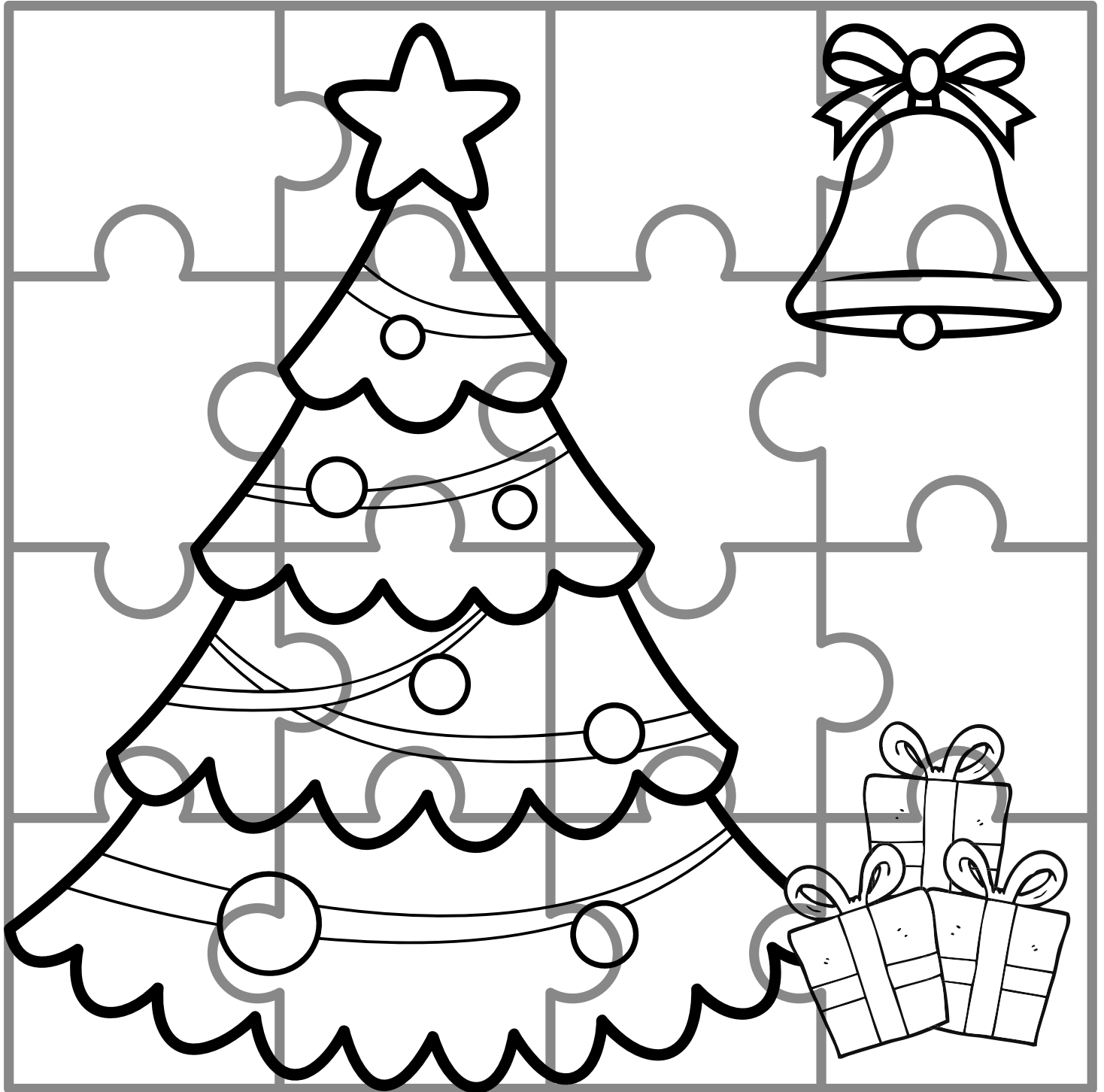


Marriage

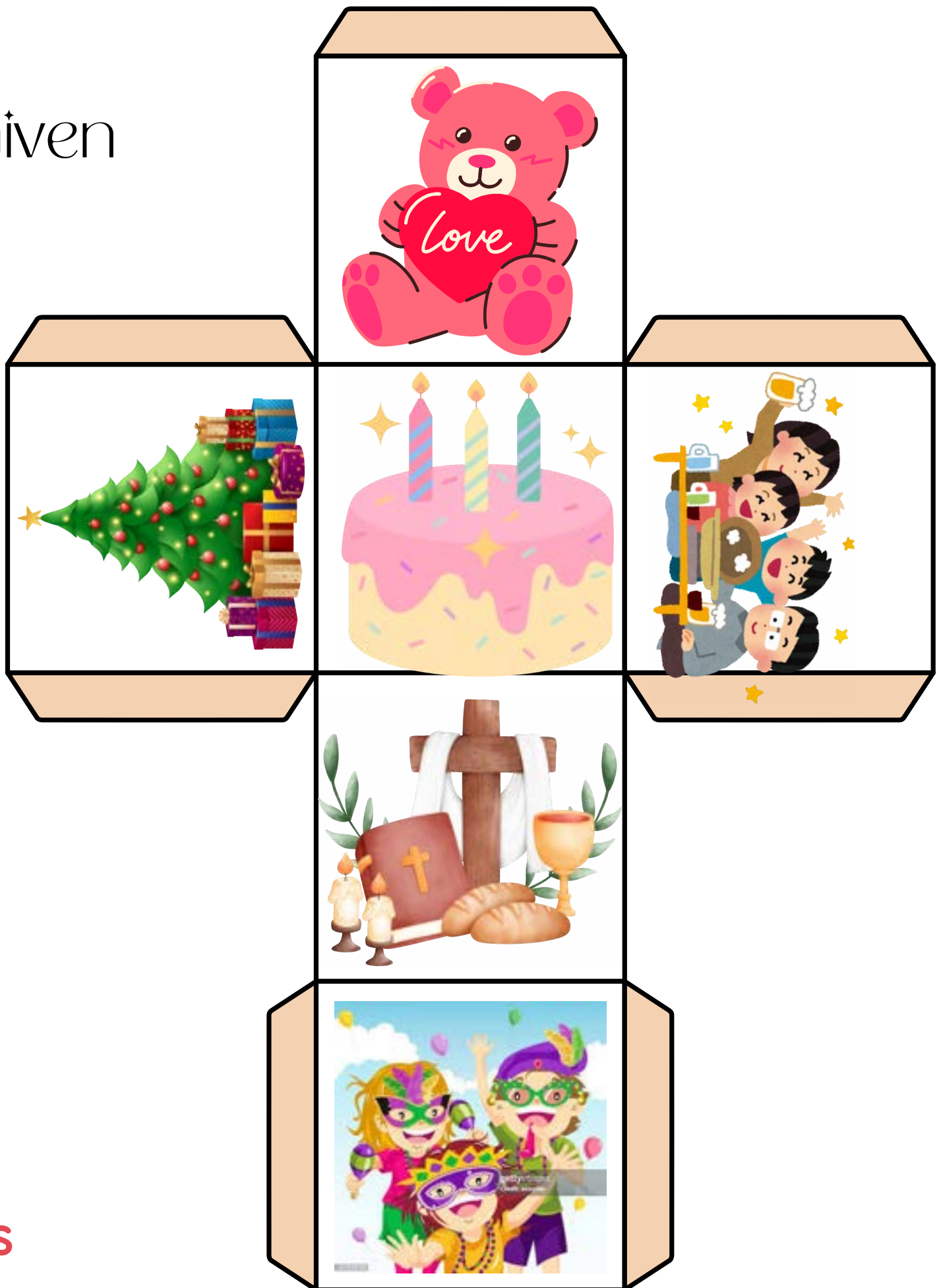


Puzzle

Color the puzzle, cut it out and paste it in the English notebook. Be sure to include the name of the celebration and a brief description.



Given



SS



CELEBRATION CALENDAR



INVITATION FOR YOUR CELEBRATION



For:

Of:

A2.1

UNIT 3: THE SCHOOL AND HOME

WORKSHOP 4

Develop the ability to express themselves orally in a clear, coherent and fluent manner on everyday topics related to school and home.



THE SCHOOL

Objective:

Identify and describe the school, its objects and the elements that can be found in it.

1

2

3

Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.

Development

- Warm-up
- Card presentation
- Short sentences with homework.
- Guess the subject.
- Feedback

Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.

Workshop activities

1



1. Visual vocabulary, present the objects found in the classroom, students should name those they know.
2. On a blank sheet of paper, students draw a picture of the school and name the most important places in the school, such as the classroom, bathrooms, playgrounds.
3. Simon says, the teacher asks the students to bring objects that can be found in the classroom or playground, the classroom with the most objects wins.

Introduction

2



1. Presentation of vocabulary cards related to school, such as objects found in the classroom, parts of the school and subjects.
2. Memory game, one partner shows several images related to the school, the other partners must mention as many as they can.
3. What's in my backpack, students must fill the backpack with the objects they bring to school.
4. Guess the subject, in which a student provides clues using cards labeled with subject names, allowing his or her classmates to make a guess

Development

3



1. Guided conversation, students will work in teams to survey each other on questions related to the school.
2. Label the parts of the school and the objects that can be visualized in the drawing.
3. Assemble your school, place the images on the school labels.
4. Match the subjects as appropriate.

Closing

MAIN PARTS OF THE SCHOOL



Classroom



Hallway



Gymnasium



Library



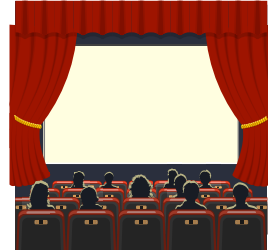
Cafeteria



Playground



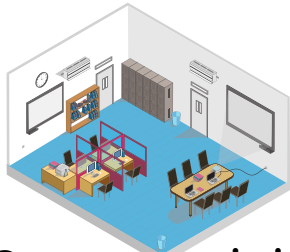
Office



Auditorium



Science lab



Computer lab



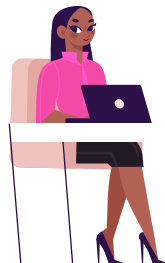
Music room



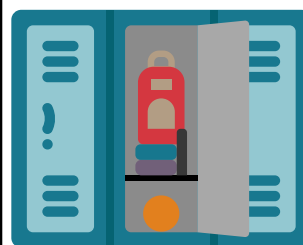
Nurse's office



Assembly hall



Secretariat



Locker room

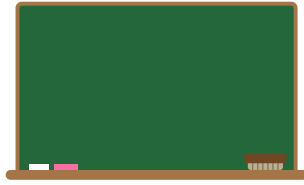


Lockers

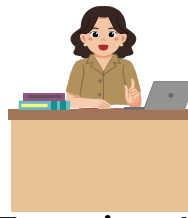
OBJECTS IN A SCHOOL



Desk



Blackboard



**Teacher's
desk**



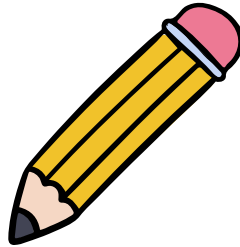
Chair



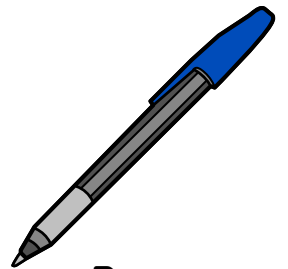
Book



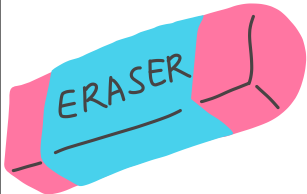
Notebook



Pencil



Pen



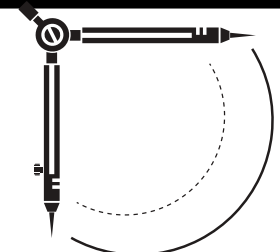
Eraser



**Pencil
sharpener**



Ruler



Compass



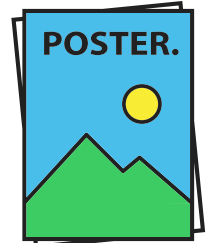
Scissors



Glue

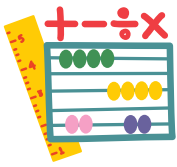


Globe



Poster

SUBJECTS



Mathematics



Language and Literature



Natural Sciences



Social Sciences



English



Physical Education



Chemistry



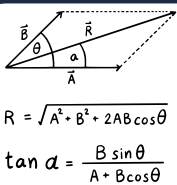
Biology



Computer Science



Art



Physics



Music

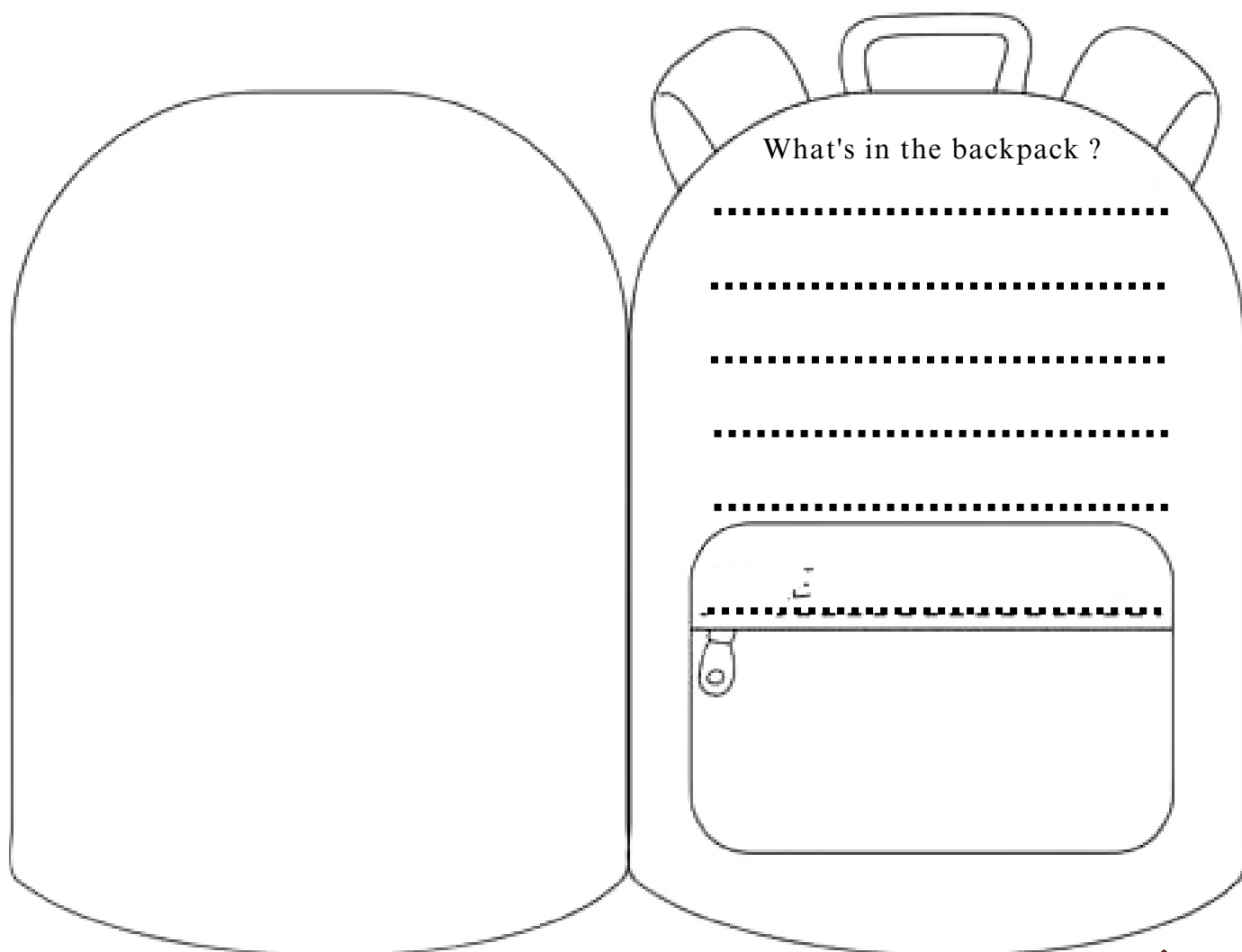


Ethics

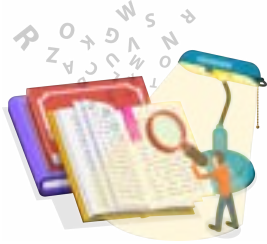


Entrepreneurship

BACKPACK



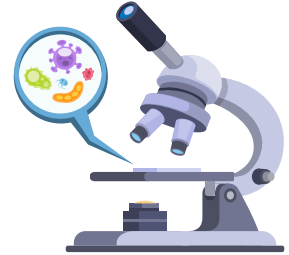
MATCH THE SUBJECTS



Mathematics



Physical
Education



Computer
Science



Language
and
Literature



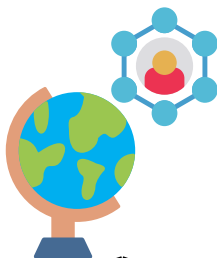
Biology



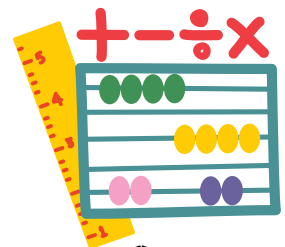
Social
Sciences



Chemistry



Music



English

PARTS OF THE HOUSE

Objective:

Become familiar with the vocabulary related to the parts of a house, which will improve the ability to identify and describe such a space.



Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.



Development

- Warm-up
- Heating
- Card presentation
- Memory game
- Recognition of the parts of the house
- Feedback
- Feedback



Closing

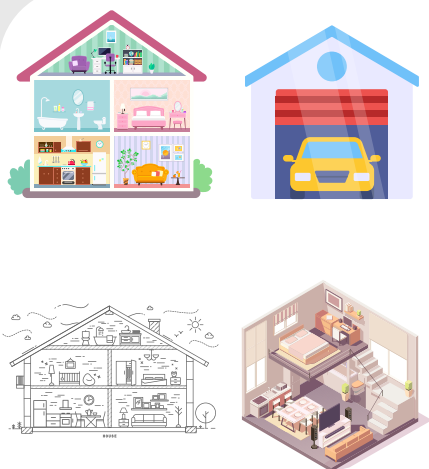
- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.

Workshop activities

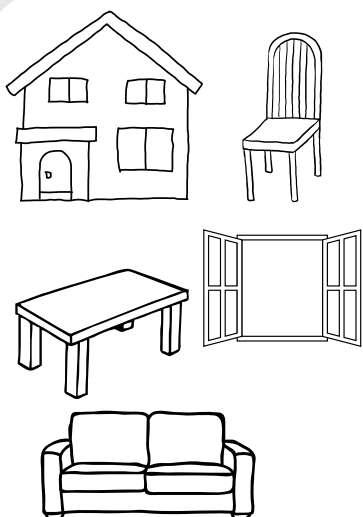
1



1. Presentation of new vocabulary with illustrative images.
2. Name the parts of your house, the students will have to indicate what parts of their house have.
3. Guessing game with images, the teacher will indicate images and the students will have to say the name of the part of the house.

Introduction

2



1. Presentation of the objects of a house with illustrative images.
2. Place the parts of the house.
3. Recognize objects that can be visualized in each part of the house.
4. Creative drawing, students should draw their house and place the parts and objects of their house.
5. Find in the alphabet soup the vocabulary learned in the workshop.

Development

3



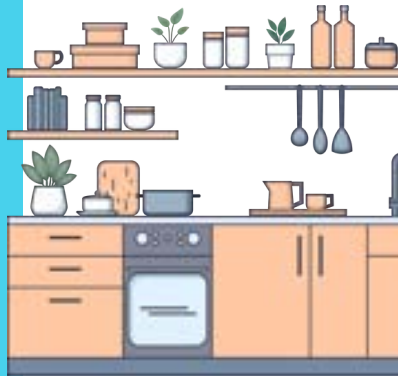
1. Tour of the house, students will pretend they are doing a tour of their house and introduce each part of the house.
2. Tell me with mime students will mime what is done in each part of the house and students must tell where in the house the mime is done.
3. I see, I see. The teacher begins by saying that he/she sees a part of the house or an object, everyone must participate without repeating the object, e.g., I see, I see a window.

Closing

PARTS OF THE HOUSE



House



Kitchen



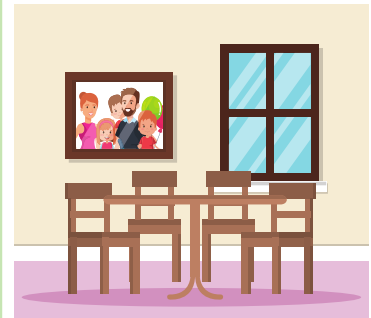
Bedroom



Bathroom



Room



Dining room



Garden



Balcony



Study room

HOUSEHOLD ITEMS

Sofa



Coffee table



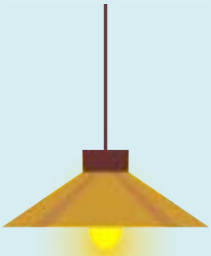
TV



Carpet



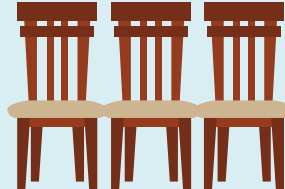
Lamps



Dining table



Chairs



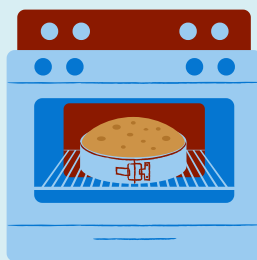
Refrigerator



Stove



Oven



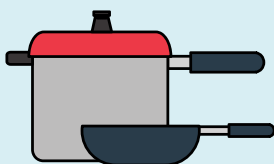
Microwave



Sink



Pots and pans



Tableware



Kitchen utensils

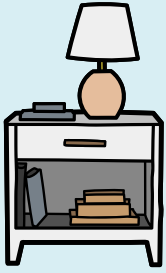


Bed



HOUSEHOLD ITEMS

Bedside table



Cabinet



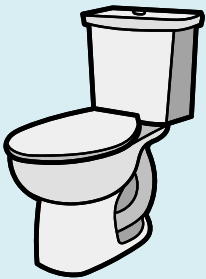
Furniture



Mirror



Toilet



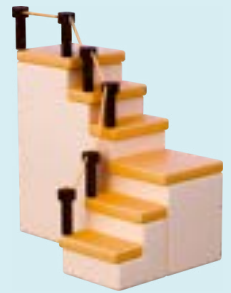
Washbasin



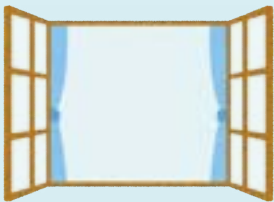
Shower



Stairs



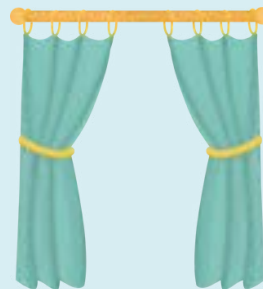
Windows



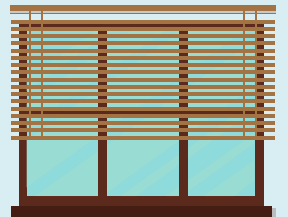
Doors



Curtains



Blinds



Table



Plant



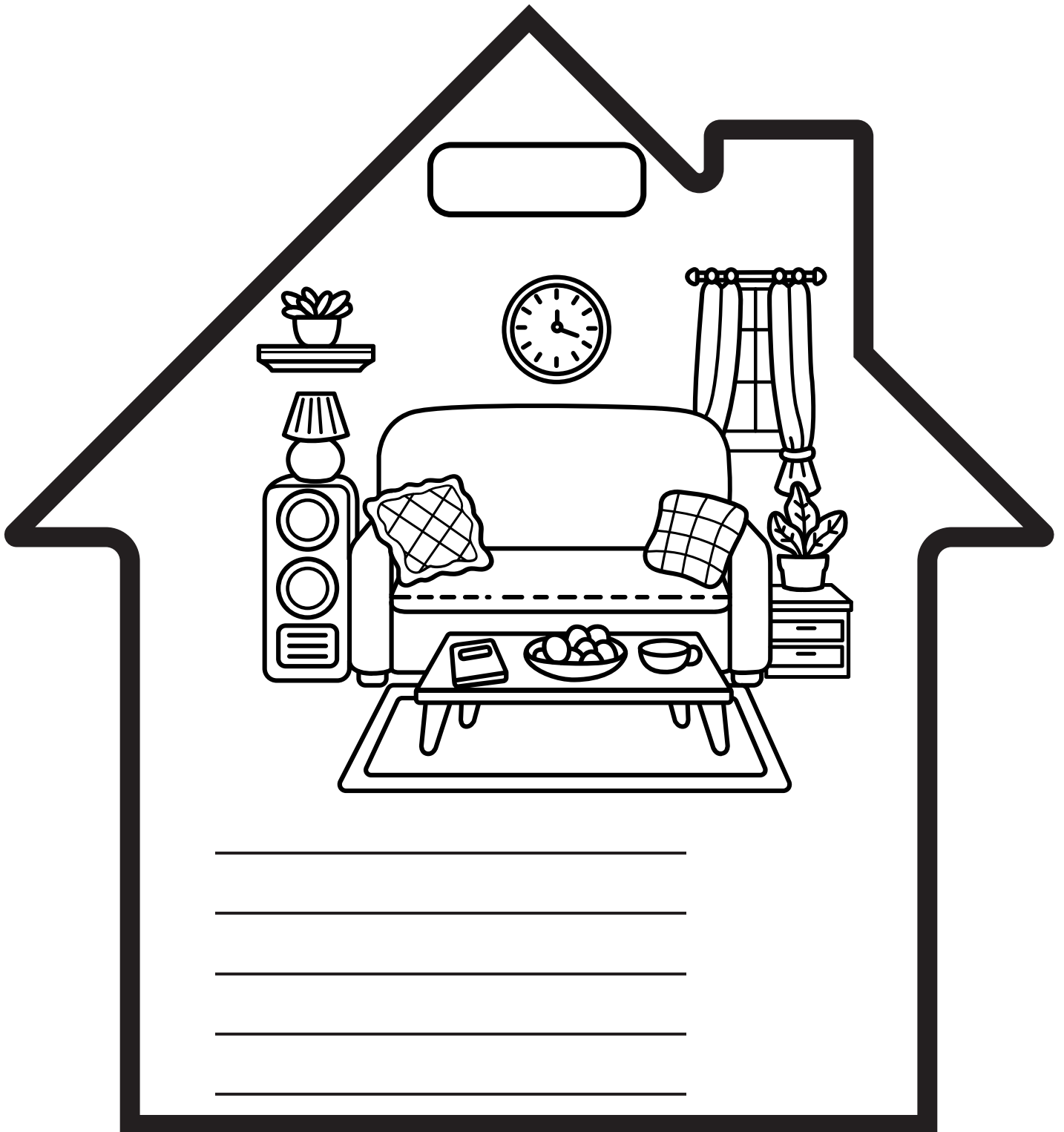
Watch



Desk



Recognizes objects



Recognizes objects



Recognizes objects

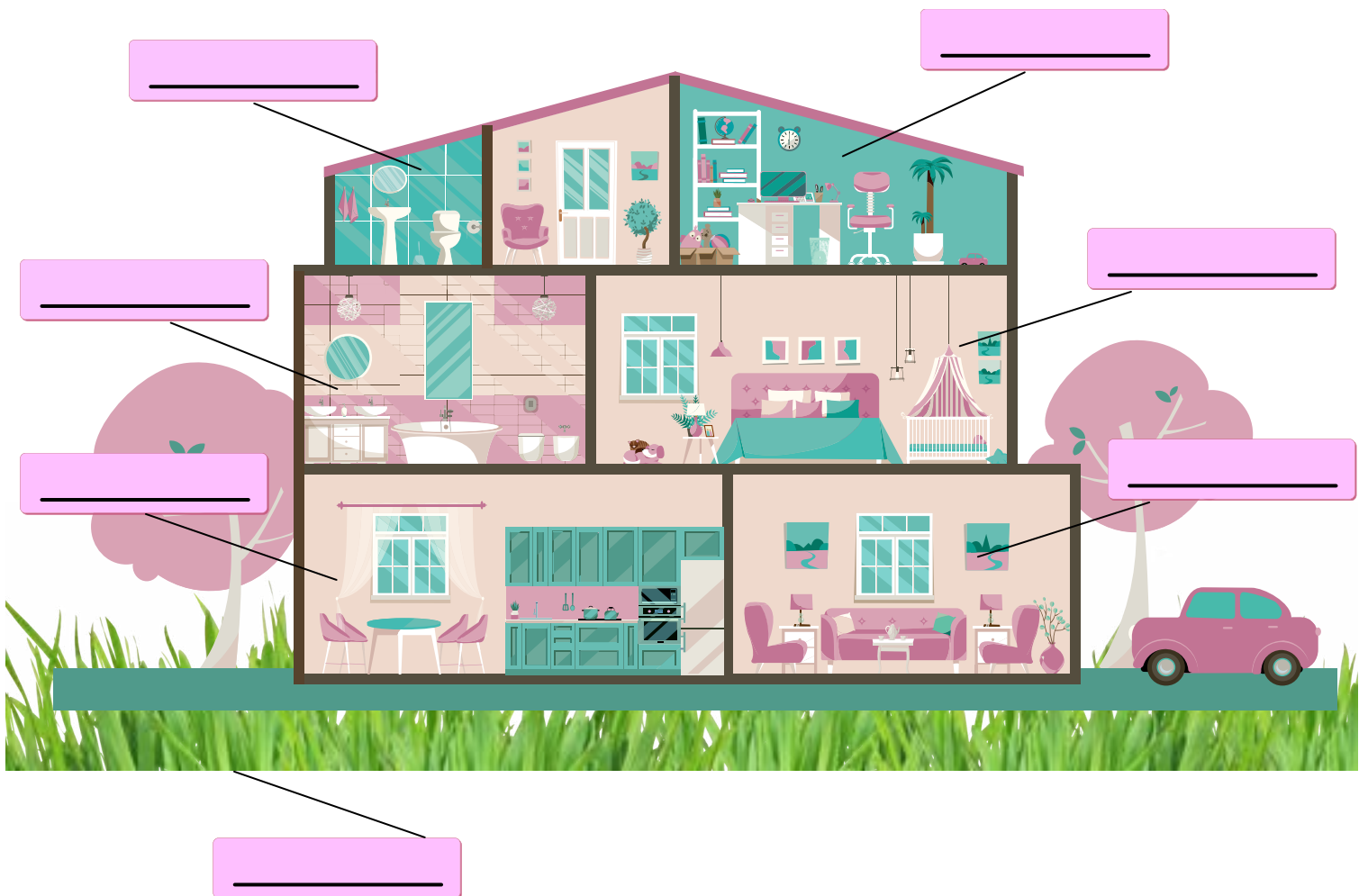


Recognizes objects















PARTS OF THE HOUSE

Label the parts of the house



LETTER SOUP

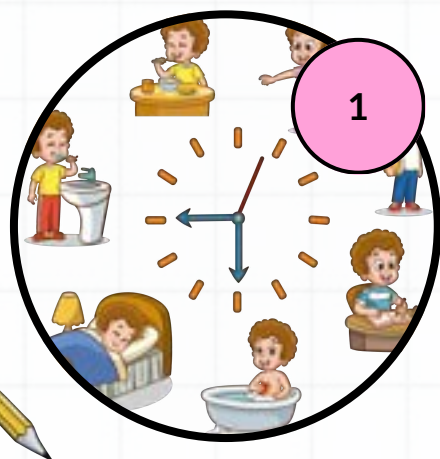
	House		Study room		TV
	Kitchen		Garden		Carpet
	Bedroom		Sofa		Lamps
	Bathroom		Coffe table		Dining table

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

TIME AND ROUTINES

Objective:

Describe their routines using vocabulary related to time and daily activities.



Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.



Development

- Warm-up
- Card presentation
- Set the time
- Create a calendar of your routines
- Feedback



Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.



Workshop activities

1



1. Guess the time, with a toy clock the teacher will start asking questions about what time it is, the students will have to tell the correct time.
2. Presentation of time vocabulary and routines.
3. Didactic cards of daily activities, such as getting up, eating breakfast, going to school, walking.

Introduction

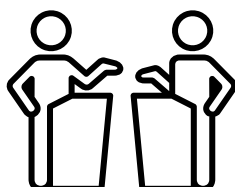
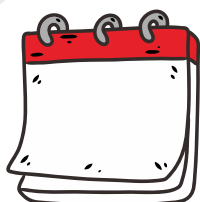
2



1. Question and answer, students should ask their partner what time do you get up, what time do you eat lunch, what do you do at nine o'clock in the morning, and so on.
2. Form sentences with the routines you do on a daily basis.
3. Create a short conversation about the daily activities they do.
4. Set the time on the clock.
5. Match the correct time with their watch.

Development

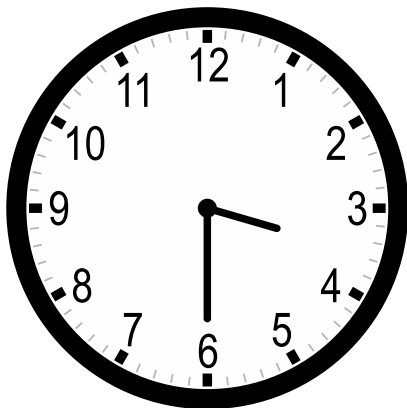
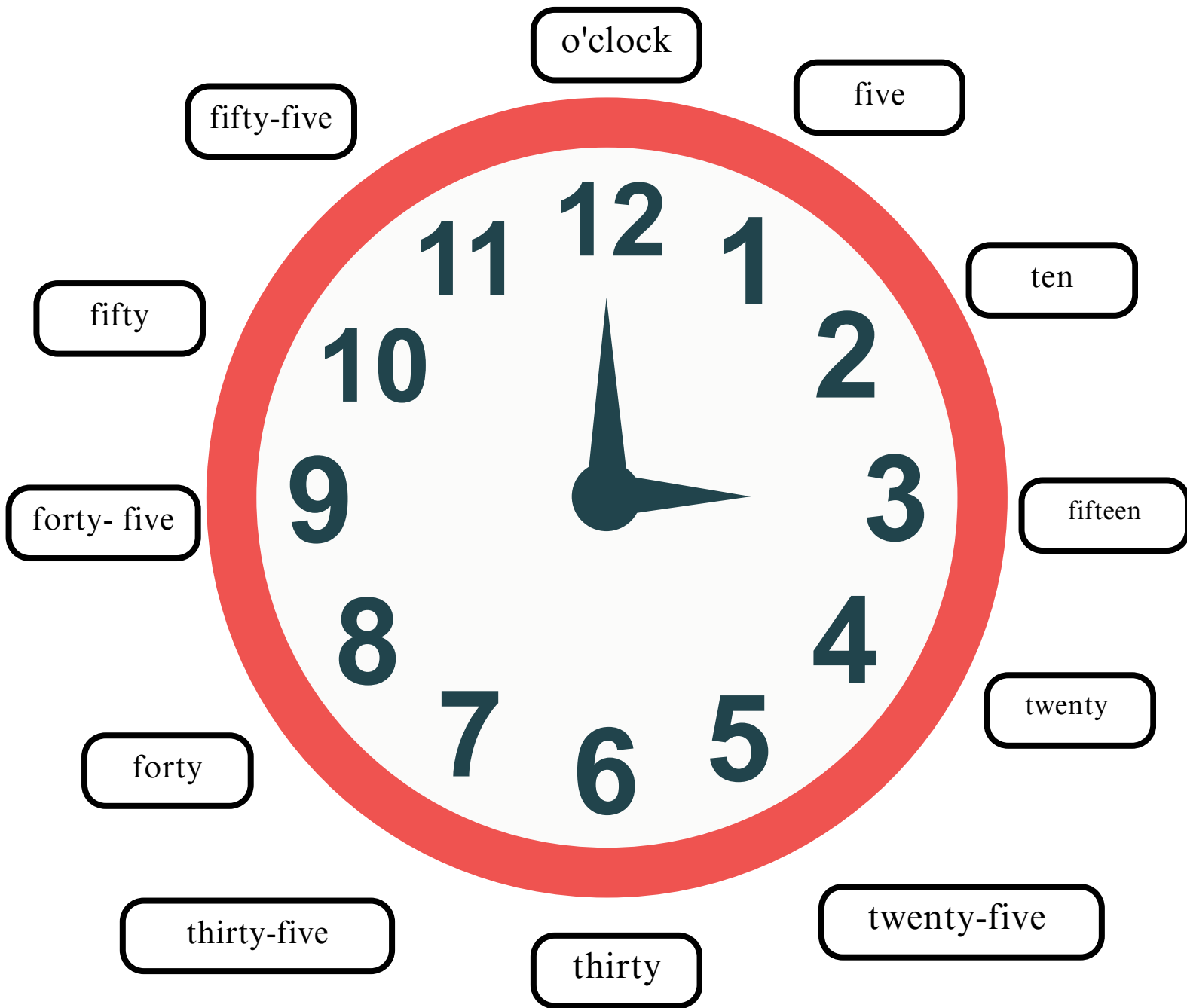
3



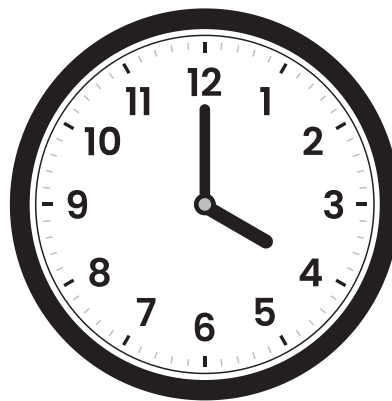
1. Create a calendar with your daily routines, this should have the time and the routine, for example 7am I go to school.
2. Matching game, students are given several cards to match, for example the 6:00am card must match the wake up card.
3. Students compare their calendar and know what other activities they do in their daily routine.

Closing

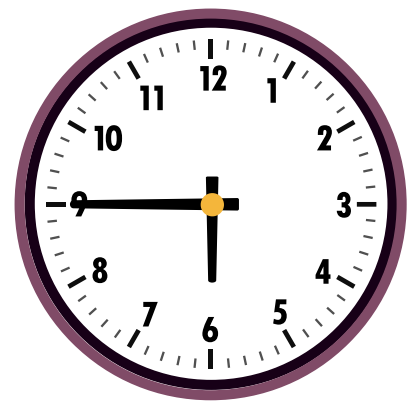
HOURS



It is three-thirty.



It's four o'clock



It is six forty-five.

DIDACTIC CARDS



WAKE UP



STAND UP



**BRUSHING YOUR
TEETH**



BREAKFAST



GO TO SCHOOL



START CLASSES



GO HOME

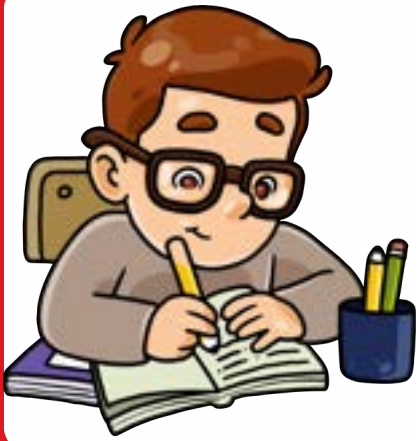


HAVE LUNCH



DO HOMEWORK

DIDACTIC CARDS



STUDY



PLAY



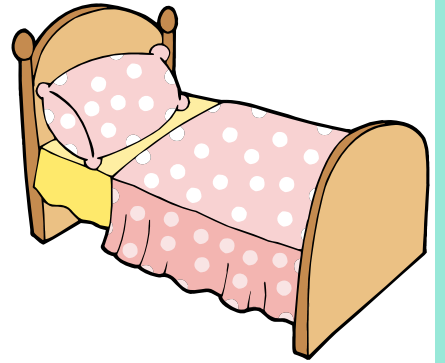
**WATCH
TELEVISION**



READ



GO TO BED



SLEEP



SHOWER



DRESS



WALK

DIDACTIC CARDS



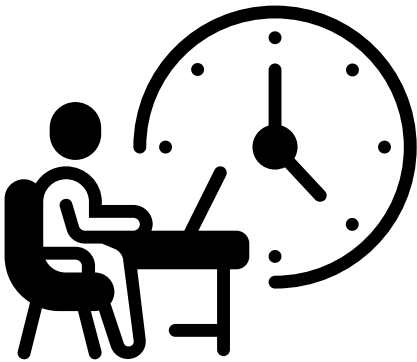
EXERCISE



Sleep



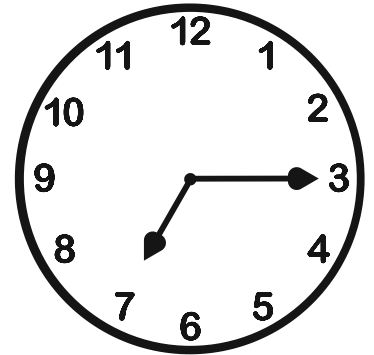
WHAT TIME IS IT?



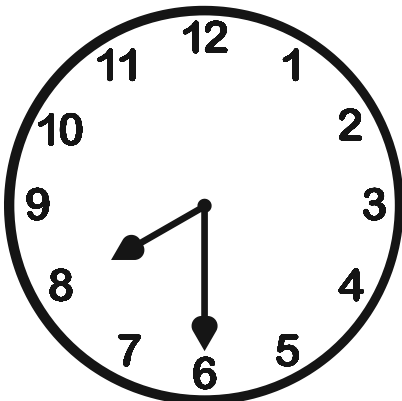
IT'S



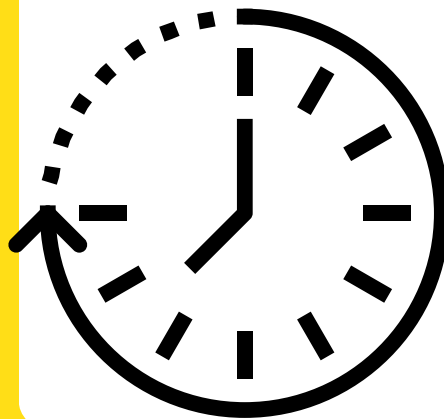
O'CLOCK



IT IS SEVEN-FIFTEEN



HALF PAST



QUATER TO

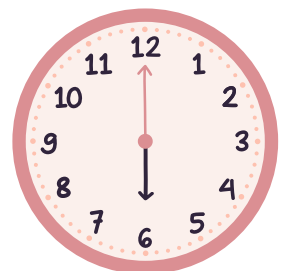
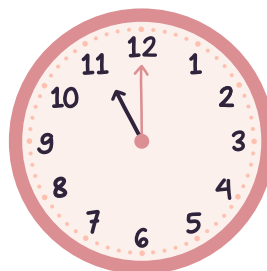
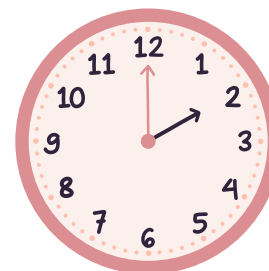
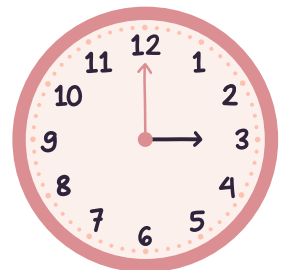
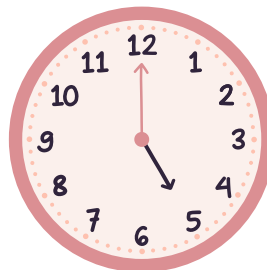
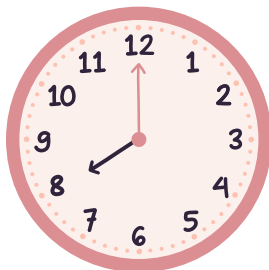
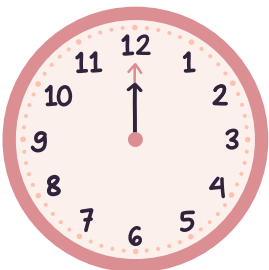
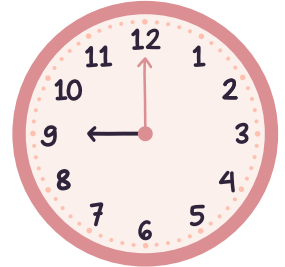
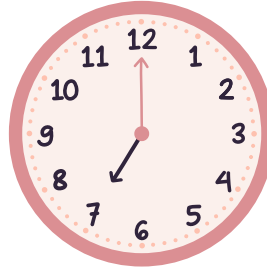
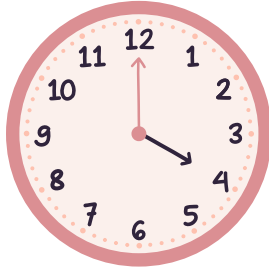
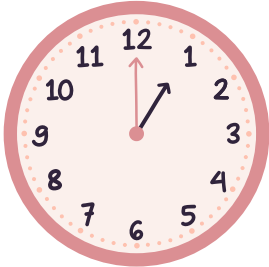


WHAT TIME DO...?

ROUTINE CALENDAR

[illegible]

WHAT TIME DO YOU HAVE?



A2.1

UNIT 4: FOOD AND DRINK

WORKSHOP 4

Develop fluency and confidence in speaking on topics related to food and drink.



FOOD VOCABULARY

Objective:

Expand the vocabulary of food and beverages to encourage the use of the language in everyday life.

1

2

3

Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.

Development

- Warm-up
- Card presentation
- Song activities.
- Favorite food.
- Feedback

Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.



Workshop activities

1



1. Memory game, several images of food are placed on a table, each student will turn over two cards if they are the same, the goal is to find all the pairs of food.
2. Presentation of cards of various foods.
3. Guess the guesser, students will have to describe a characteristic of a food, for example, "it is red and round". The other students will have to guess which food it is.

Introduction

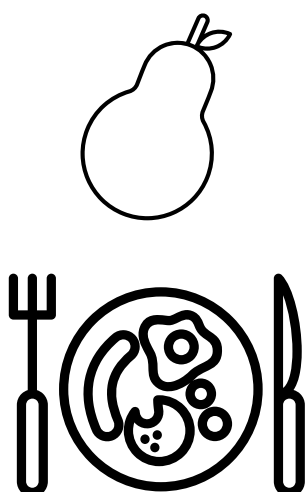
2



1. This or that, in this activity students are asked questions to help them relate to food vocabulary, e.g., Do you prefer an apple or a banana? Do you like pizza or hamburger better?
2. What's in the refrigerator? Students should write down on a sheet of paper what foods they can visualize in a refrigerator that the teacher will hand out.
3. With the food cards the students should divide into different categories, e.g., vegetables, fruits, ect.

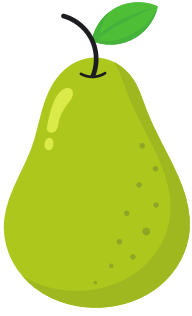
Development

3

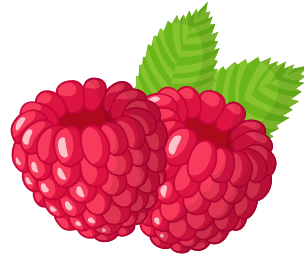


1. Students will share an emotion they experienced during the workshop. This activity encourages reflection and emotional connection.
2. Food Pictionary, students go to the board and draw a food and the other students must guess the name.
3. My food plate, students must fill their plates with foods they like and present to their classmates.
4. To conclude, students can share their experience.

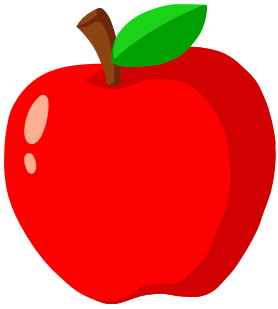
Closing



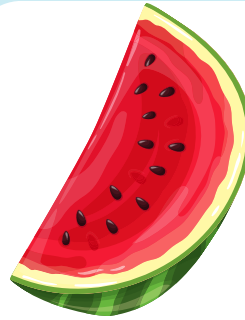
Pear



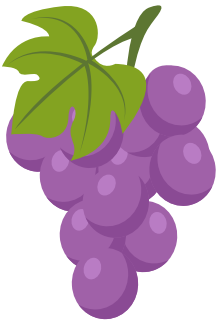
Blackberry



Apple



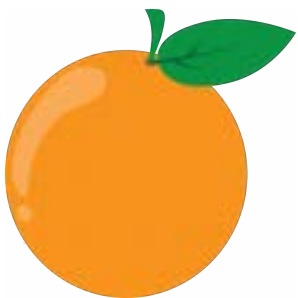
Watermelon



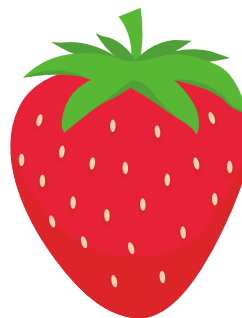
Grape



Banana



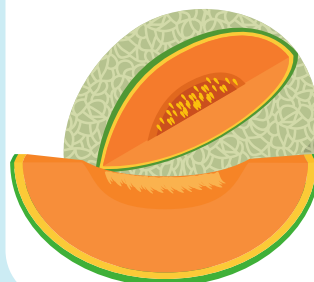
Orange



Strawberry



Pineapple



Melon



Corn



Garlic



Lettuce



Onion



Carrot



Broccoli



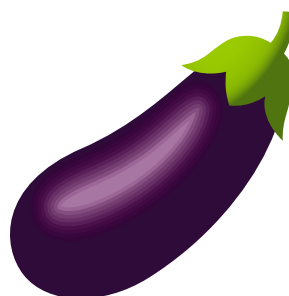
Bell
pepper



Radish



Avocado



Eggplant



Milk



Chicken



Rice



Pizza



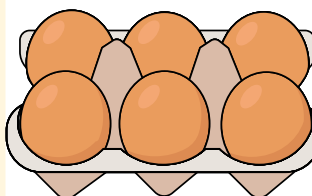
Fish



meat



Potatoes



Eggs



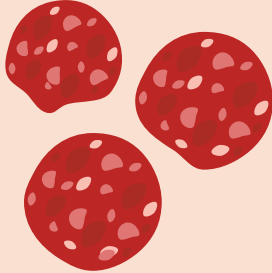
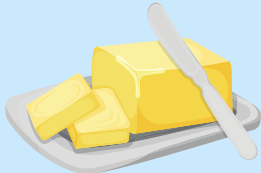









Hamburger



Cookies



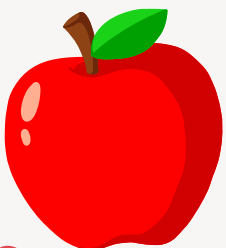
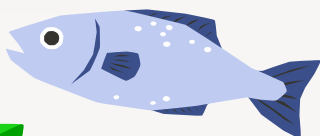
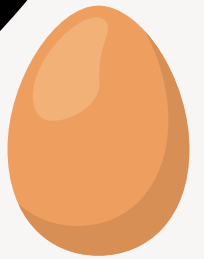
MEMORY CARDS

 Cheesse	 Mushrooms	 Pepperoni	 Butter
 Flour	 Kiwi	 Butter	 Bread
 Bread	 Mushrooms	 Pepperoni	 Oil
 Flour	 Kiwi	 Oil	 Cheesse

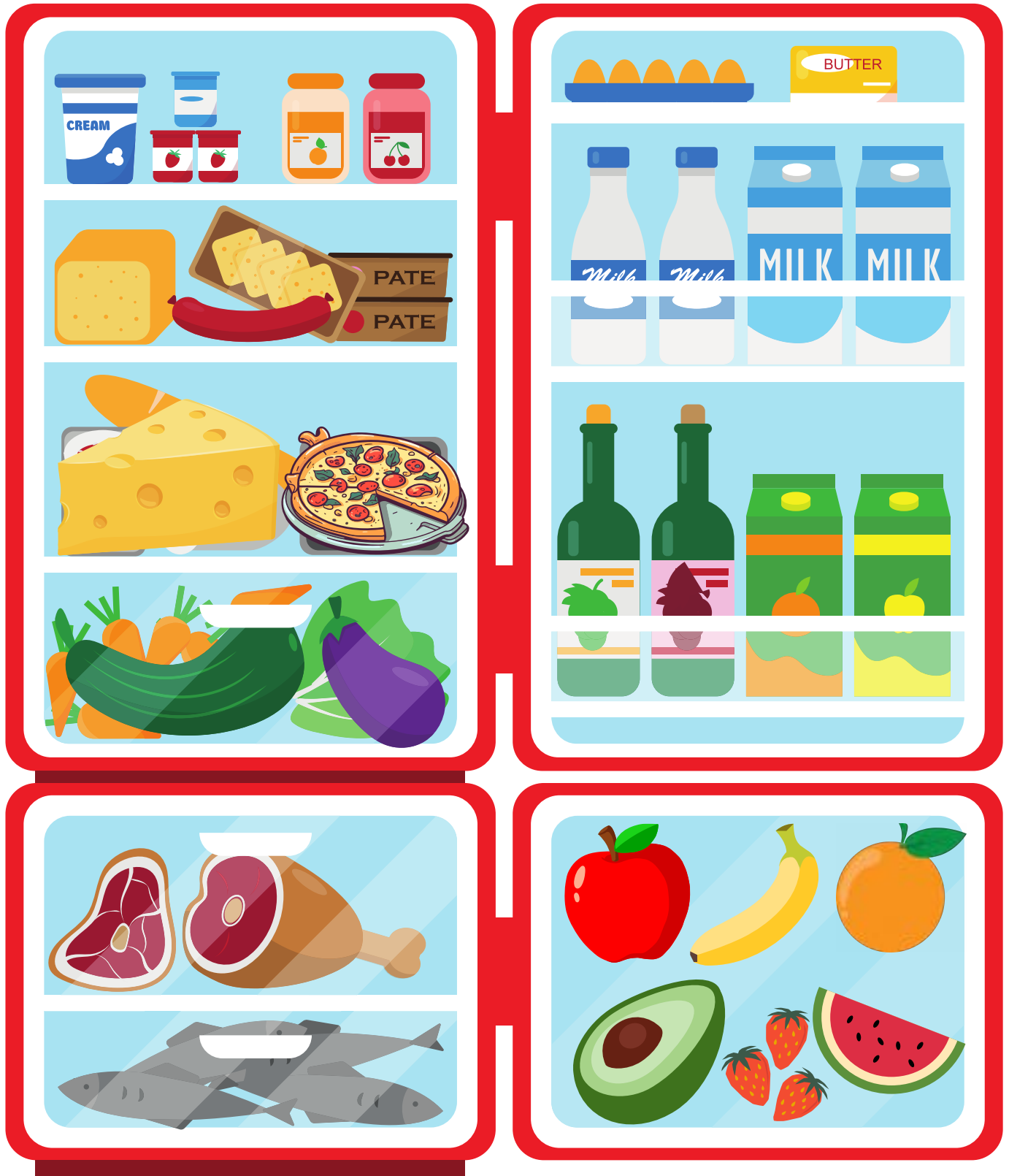
MEMORY CARDS



MY FAVORITE FOODS



What's in the refrigerator?



GROCERY SHOPPING

Objective:

Develop communication skills related to food and beverages to make a basic purchase in a supermarket.

1

2

3

Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.

Development

- Warm-up
- Role playing games
- Dialogues
- Feedback

Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.



Workshop activities

1



1. Simon says, the teacher gives commands such as "Simon says, pass me the broccoli card." The student who picks up the card first is the winner.
2. Relay race, the class is divided into two groups at the desk will be found with a box of food cards each student must take a card and say the word out loud and return to their team. The team that says the most words in a given time wins.

Introduction

2



1. Presentation of cards with the most common phrases when shopping.
2. Role play, students will have different roles and must act according to the role that corresponds to them can be customer or cashier.
3. What's in my pantry cart? students should present what they chose to buy and the other students should tell them the food item.
4. Explanation of how much and how many.

Development

3



1. Create a grocery shopping list for your pantry.
2. The teacher shares pictures of foods, students should place which ingredients they should buy.
3. Find the pair, students must match the images with their respective names.
4. To conclude, students can share their experience.

Closing

CUSTOMER PHRASES

Greeting



Hello! / Hi!

Greeting



Good morning/afternoon/evening!

Asking for items



Can I have some **bananas**, please?

Asking for items



Where are the **apples**?

Asking for items



I would like a **cookie**

When paying



Can I pay in cash?

When paying



Can you give me an invoice ?

When paying



Thank you for your help

CUSTOMER PHRASES

Greeting



Good morning, can I help you with anything?

Customer Service



Would like a plastic bags?

Customer Service



Do you have anything else to add to your purchase?

Customer Service



I recommend this bread.

By charging



Do you prefer to pay by cash or credit card?

By charging



The total is \$20

At the end of



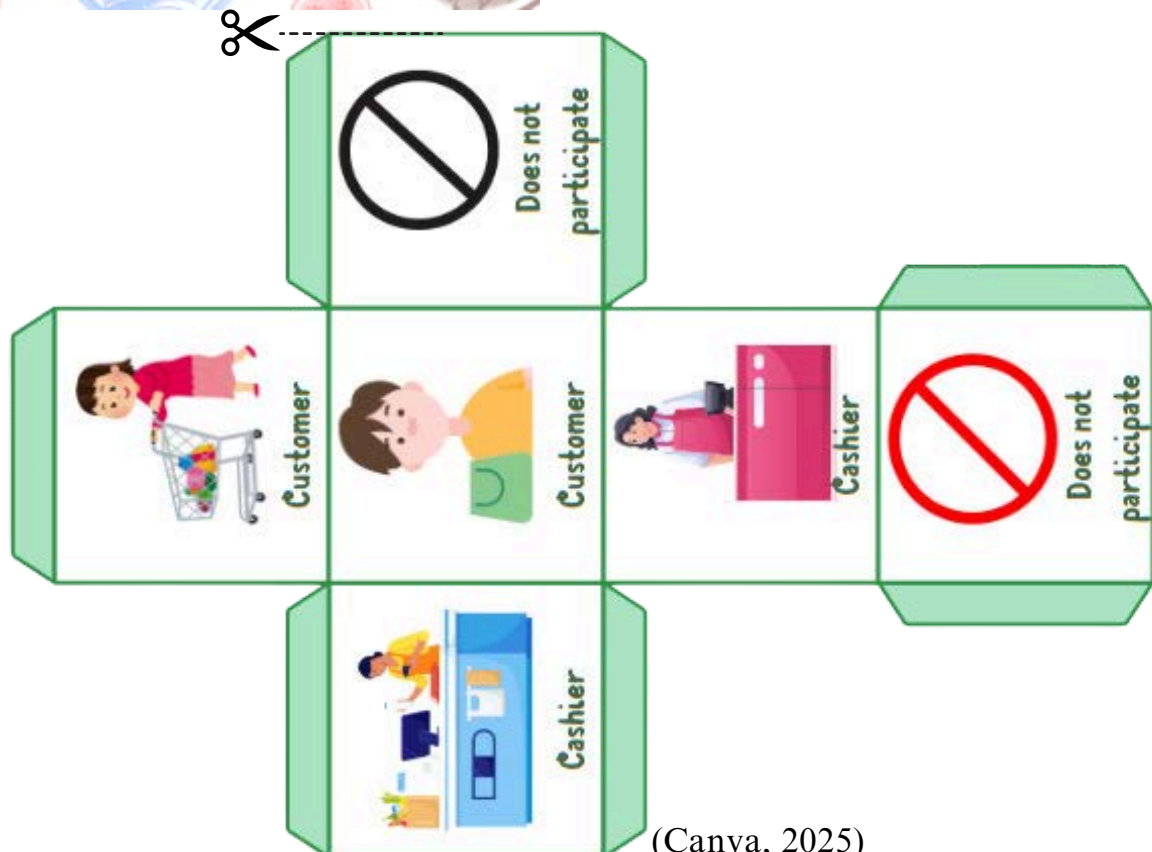
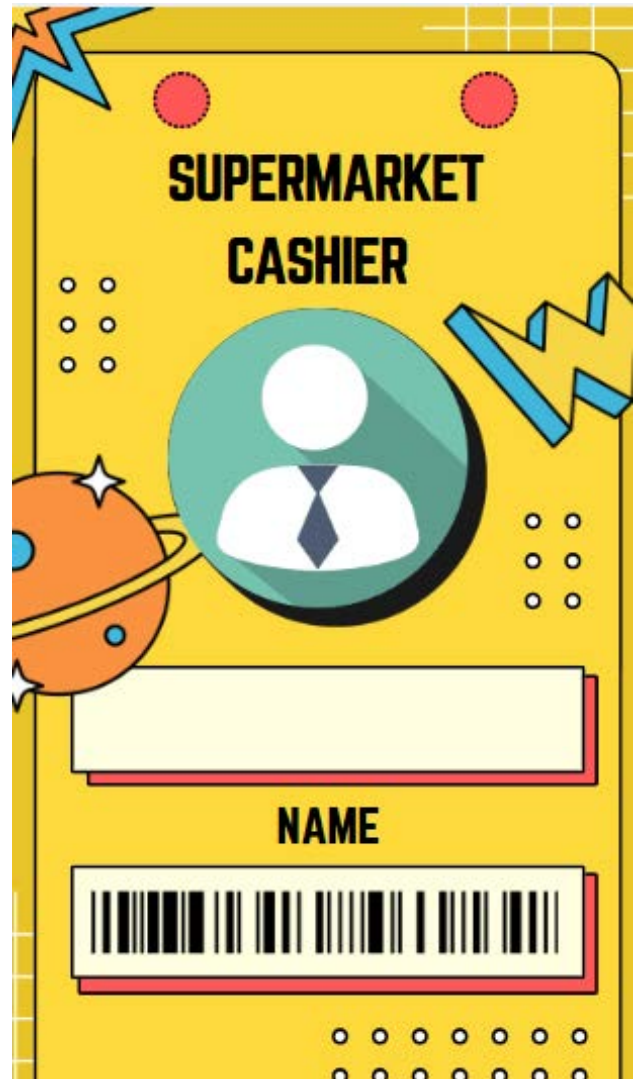
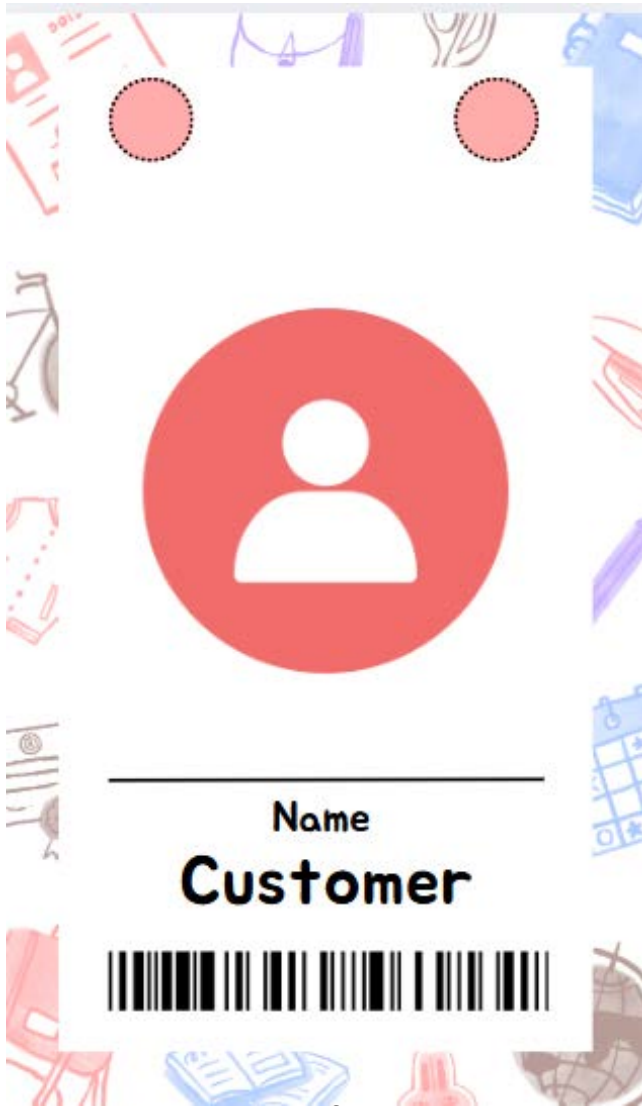
Thank you for your purchase.

At the end of



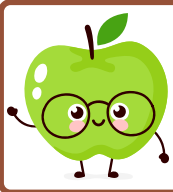
Come back soon!

ROLE PLAYING



Food: Countable and Uncountable nouns

Countables How many



Apple



Cookies



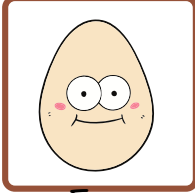
Carrot



Olives



Candies



Eggs



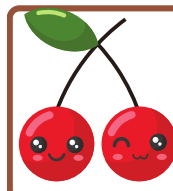
Grapes



Orange



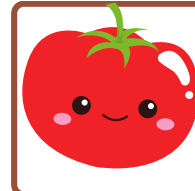
Watermelon



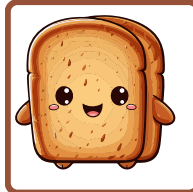
Cherries



Potatoes



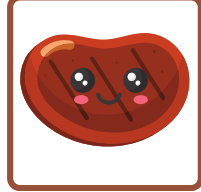
Tomato



Bread



Juice



Meat



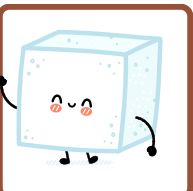
Rice



Water



Coffee



Sugar



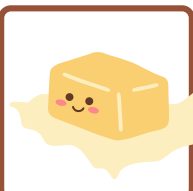
Salt



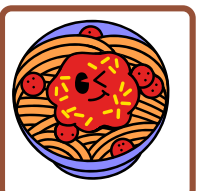
Tea



Cheese











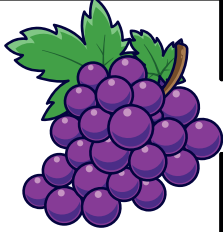












Butter



Pasta



Match

	Tomato		Customer		Eggs
	Cashier		Supermarket		Broccoli
	Juice		Cash		Milk
	Vegetables		Candies		Onion
	Grapes		Honey		Cheese
	Coffe		Fruit		Rice
	Salt		Suggar		Water

SHOPPING LIST FOR YOUR PANTRY

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

SIMPLE RECIPES

Objective:

Expand the vocabulary with the help of comprehensive reading skills focusing on easy recipes, encouraging teamwork and developing creativity.

1

2

3

Introduction

- Welcome and presentation.
- Ice-breaker dynamic
- Presentation of the workshop objective
- Indication of the materials to be used during the workshop.

Development

- Warm-up
- Card presentation
- Type it with mimicry
- Create your recipe
- Feedback

Closing

- Recap the important points of the workshop.
- Answer questions from the students.
- Ask students to share their impressions and learnings.
- Motivate students to continue participating.
- Acknowledgement.

Recommendations

- Adapt the complexity and vocabulary according to the students' level of English.
- Encourage shy students to participate and offer individualized support if needed.
- Adapt the workshop to the needs of the students.

Workshop activities

1



1. What is your favorite food? The teacher asks questions such as: What is your favorite food? and Do you like to cook?
2. Guess the food: the teacher presents images of various dishes, and students must identify which dish each image corresponds to.
3. Presentation of the steps to elaborate a simple recipe

Introduction

2



1. Presentation of cards illustrating kitchen utensils.
2. Presentation of cards with different types of food, such as fried, baked, grilled, and broiled dishes.
3. Guess what dish is going to be prepared: one student mentions the ingredients to be used, and the rest of the class tries to guess what dish it is.
4. Prepare your own pizza and present the ingredients you have used.

Development

3



1. Collective recipe book: Each student will paste in a notebook the recipe they have created.
2. Say it with mime: One student will mime actions such as chopping and kneading, while the others must guess what he or she is doing.
3. Find the path in the maze of the different dishes and mention what they are.
4. To conclude, students can share their experience.

Closing

Steps



1

Name of dish

Ingredients

2



3

Preparation

- First
- Next
- Then
- Last



Ejemplo:

PANCAKES

Ingredients:

- 1 egg
- 1 cup of flour
- 1 cup of milk
- Butter
- Salt
- Sugar



01



Put a cup of flour
in a bowl.
Add salt.

02



Add an egg
and a cup of milk

03



Put the butter in
the frying pan

01



Add the mixture

02

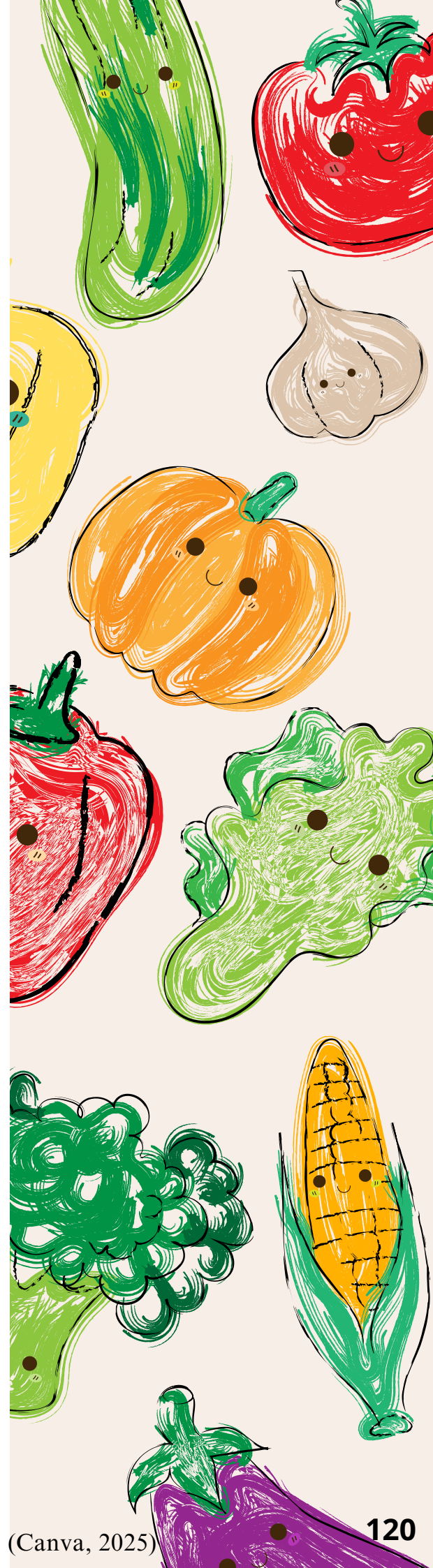


Toss the pancake

03



Eat the pancake



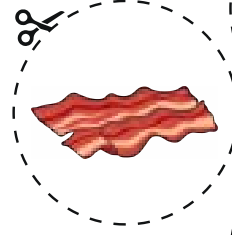
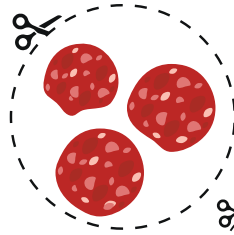
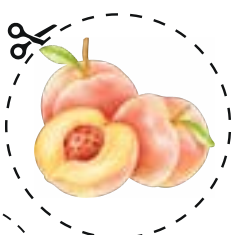
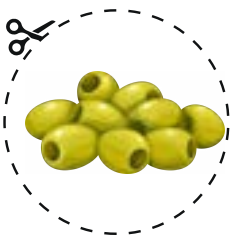
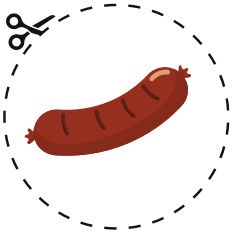
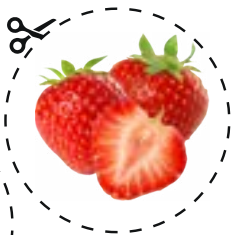
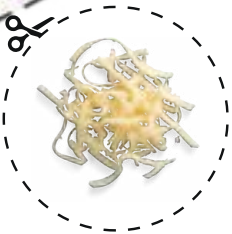
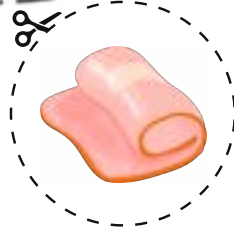
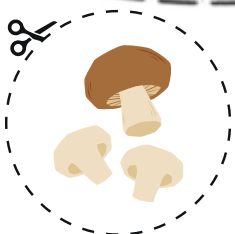
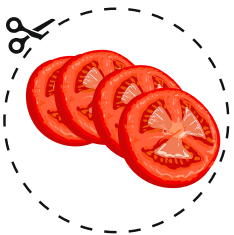
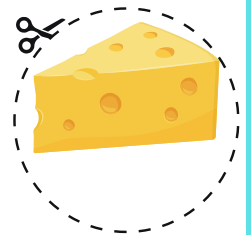
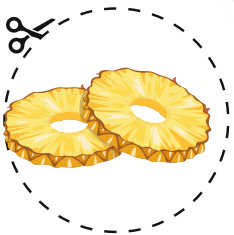
KITCHEN UTENSILS



VOCABULARY FOR FOOD PREPARATION

			
Baked	Grilled	Barbecued	Steamed
			
Stew	Salty	Sweet	Cocrante
			
Acid	Soft	Spicy	Healthy
			
Cooking	Greasy	Juicy	Creamy

BUILD YOUR PIZZA



RECIPE

Ingredients:



Difficulty::



Dibujo:

Preparation



First

Next

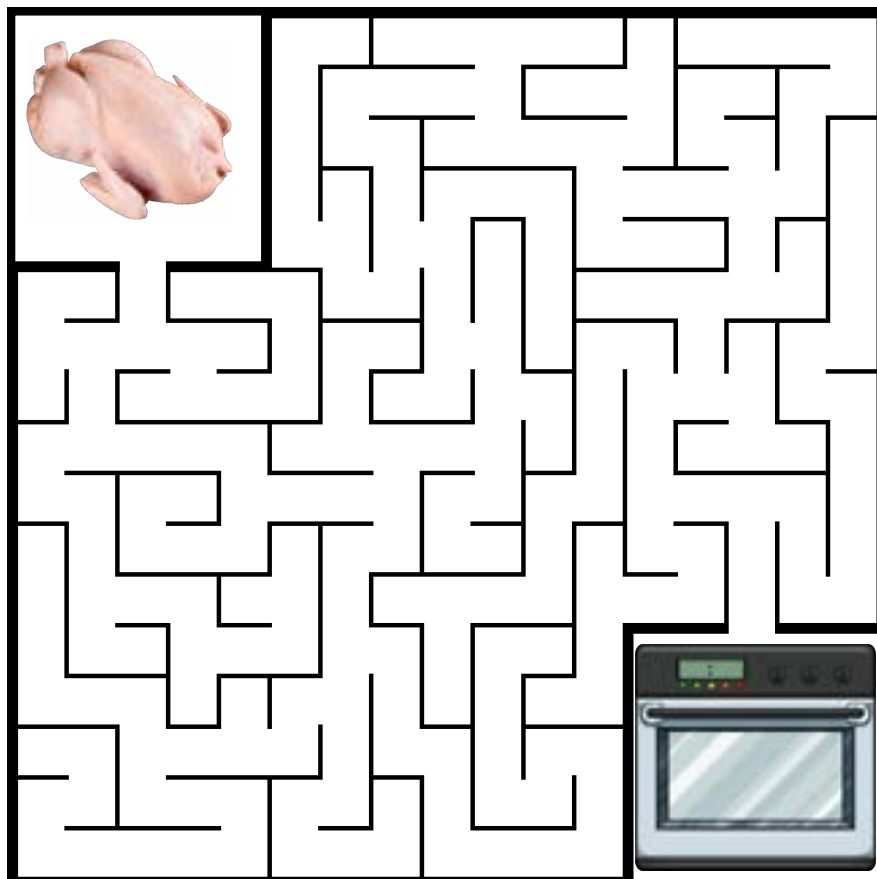
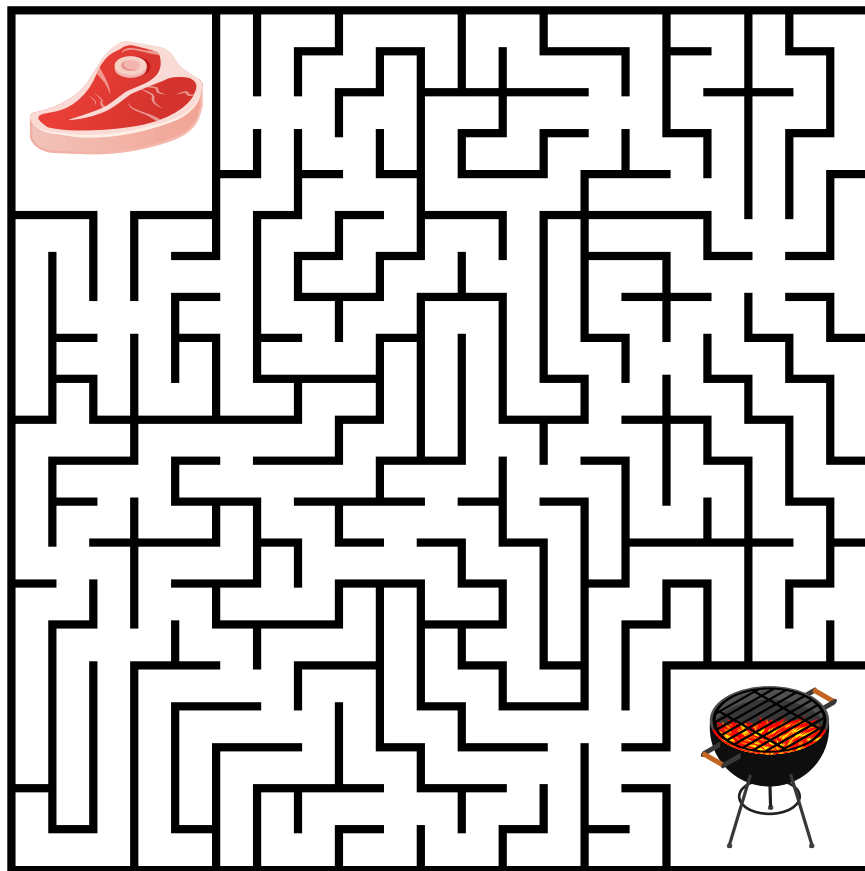
Then

Last

Elaboration time:



LABYRINTH



4.5.Impacts

There are three impacts to analyze

- Linguistic Impact
- Academic Impact
- Affective Impact

The scale to be used to measure the level of impact is shown below.

Table 12

Numerical impact levels

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

Taken from: (Posso, 2011)

4.5.1. Linguistic Impacts

Table 13

Linguistic impact

Indicators	Impact Levels						
	-3	-2	-1	0	1	2	3
1. I can understand using memorized expressions and pronounce simple words and phrases with clarity.							X
2. I can use a sufficient vocabulary to cope with simple everyday situations and I can use some simple structures correctly.							X
3. I can make and respond to invitations, as well as discuss with others what to do and where to go.							X
4. I can understand what is said clearly and slowly in simple conversations and can identify the main idea in short, clear messages.							X
5. I can ask questions about what other people do in their free time and answer them.							X
Total							15

$$\text{Linguistic impact level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Linguistic impact level = high positive

Analysis:

The indicators obtained a positive impact level, after the socialization of the proposal, the students demonstrated that they can comply with each one of the indicators, and the

students demonstrated that they can achieve compliance with what is established in the curriculum designed by the Ministry of Education.

4.5.2. Academic impacts

Table 14

Academic impacts

Indicators	Impact Levels						
	-3	-2	-1	0	1	2	3
1. I can describe my personal interests and experiences in a simple and accurate way which helps me to participate more actively in class.							X
2. I can understand simple instructions and written messages, which enables me to complete assignments and assessments more effectively.							X
3. I can describe everyday events and situations, which helps me analyze problems.							X
4. I can discuss with others what to do and how to organize group activities, which fosters collaboration.							X
5. I can use different strategies to follow speech and ask for clarification when I do not understand something.							X
Total							15

$$\text{Linguistic academic level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Linguistic academic level = high positive

The academic impacts have a high positive score, the students reacted very well to the proposed activities, they participated in the activities that were implemented in the socialization of the proposal, achieving that the level of stress and anxiety is minimal.

4.5.3. Affective impacts

Table 15

Affective impacts

Indicators	Impact Levels							
	-3	-2	-1	0	1	2	3	
1. I can experience an increase in self-confidence by participating in activities that allow me to express myself in English, which will help me feel more confident in my ability to communicate.							X	
2. I can participate in a supportive and collaborative environment, which will help me reduce my anxiety that is related to learning English, which allows me to enjoy the learning process more.							X	
3. I can develop a sense of belonging through group dynamics and interactive activities, feeling part of a group where my voice is valued and heard.							X	
4. I can learn English in a more active and enthusiastic way through fun and creative activities, developing a greater motivation for the language.							X	

5. I can develop empathy by interacting with my peers and sharing personal experiences during activities such as “Two truths and a lie”.	X
Total	15

$$\text{Linguistic affective level} = \frac{\Sigma}{\text{number of items}} = \frac{15}{5} = 3$$

Linguistic affective level = high positive

After the implementation of the activities, the students were encouraged to participate voluntarily, generating a minimum level of stress and anxiety, so that all students were involved in the activities proposed in the socialization.

Conclusions

- After conducting the literature review, it is known that affective factors, such as anxiety and motivation, play an important role in students' oral production. These factors can influence learners' confidence and performance in second language learning.
- With the research and development of the theoretical framework, we were able to find a basis that helped us understand how pedagogical approaches can impact students' oral production. Being able to integrate different methodologies can help make learning more effective and meaningful.
- With the methodology employed and the combination of mixed techniques, it helps to have a better comprehensive understanding of the factors that affect oral production. The interpretation of the data strengthens the validity of the data obtained.
- With the data collection instruments and the sample, it was possible to obtain relevant and representative information about the students' experiences with the use of oral production.

The results obtained helped us to know that anxiety and lack of confidence are the main obstacles faced by students when performing oral production activities in English.

- The discussion of the results indicates that the students need motivation, and the teacher can create a supportive environment where the student feels confident to speak in English without the fear that if he/she makes a mistake he/she will get a negative response from the teacher.
- The proposal of this research will help to improve confidence and decrease anxiety in students when speaking in English since it addresses the affective factors that were identified in the research.

- The importance of taking into account the affective factors in the teaching and learning of the English language is emphasized, this will help to have a more satisfactory and effective learning.

Recommendations

- It is suggested that teachers implement activities that work on anxiety and promote motivation in the classroom, thus achieving a more positive and welcoming teaching and learning environment.
- It is recommended that teachers integrate active methodologies, one of which could be collaborative work activities and projects that encourage student participation and oral practice.
- It is suggested that future research use mixed methodological approaches to obtain a more complete picture, which may enrich research in the field of English language teaching and learning.
- It is recommended that future research should take into consideration expanding the sample in order to have different educational contexts, which would help to have a broader perspective on how affective factors in oral production affect students.
- It is suggested that workshops could be implemented to help students manage anxiety and build their confidence when speaking in English.
- It is recommended that teachers periodically receive workshops on motivational techniques and classroom management so that they can create a more suitable environment for the student at the time of oral practice.
- It is recommended that the proposal be implemented gradually in the classroom, with evaluations that help adjust to the needs of the students.
- It is suggested that educational institutions integrate in their training the formation of affective factors to ensure that educators can address this issue in the classroom.

Glossary

1. **Affectivity:** A set of emotions and feelings that influence learning, including motivation, anxiety, and self-confidence.
2. **Collaborative Learning:** An educational approach that involves groups of learners working together to solve problems or complete tasks, enhancing language skills through interaction.
3. **Common European Framework of Reference for Languages (CEFR):** A system used to describe language learners' skills in Europe, establishing competence levels from A1 (beginner) to C2 (mastery).
4. **Cognitive Load:** The total amount of mental effort being used in the working memory, which can affect learning efficiency.
5. **Cultural Competence:** The ability to understand, communicate with, and effectively interact with people from different cultures, which is essential in language learning.
6. **Educational Context:** The environment in which the teaching-learning process takes place, which can include factors such as methodology, available resources, and interaction between students and teachers.
7. **Error Correction:** The process of identifying and addressing mistakes in language use, which can be a source of anxiety for learners.
8. **Extrinsic Motivation:** A drive that comes from external factors, such as rewards or recognition, that motivate a person to engage in an activity.
9. **Feedback:** Information provided to learners about their performance, which can help improve their language skills and confidence.
10. **Fluency:** The ability to speak a language smoothly and without interruptions, implying a natural and spontaneous use of language.

11. **Intrinsic Motivation:** An internal drive that leads a person to engage in an activity for the pleasure and satisfaction it provides, rather than for external rewards.
12. **Learning Strategies:** Methods and techniques that students use to facilitate their learning and improve their performance in a foreign language.
13. **Linguistic Competence:** The ability of an individual to use a language effectively in different contexts, including oral and written production.
14. **Metacognition:** Awareness and understanding of one's own thought processes, which can help learners regulate their learning strategies.
15. **Motivational Factors:** Elements that influence a learner's desire to engage in language learning, including personal interests, goals, and external rewards.
16. **Oral Production:** The ability to communicate verbally in a language, which includes fluency, pronunciation, and the ability to structure sentences correctly.
17. **Peer Evaluation:** The process of assessing a fellow student's performance, which can contribute to anxiety in language learning contexts.
18. **Public Speaking:** The act of speaking in front of an audience, which can induce anxiety for many students.
19. **Scaffolding:** A teaching method that involves providing support to students as they develop new skills, gradually removing assistance as they become more proficient.
20. **Self-Confidence:** The belief in one's own abilities, which can significantly impact language learning and oral production.
21. **Self-Determination Theory:** A psychological model suggesting that people are more motivated when they feel they have control over their actions and when their basic psychological needs are met.
22. **Task-Based Learning:** An approach to language teaching that focuses on the use of authentic language through meaningful tasks.

23. **Types of Anxiety:** Different forms of anxiety that can affect language learners, including communication apprehension and test anxiety.
24. **Vicarious Learning:** Learning that occurs by observing others, which can be particularly relevant in language acquisition contexts.
25. **Zone of Proximal Development (ZPD):** A concept that refers to the difference between what a learner can do without help and what they can achieve with guidance and encouragement from a skilled partner.

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ANNEXES

Annex 1. Formato de entrevista dirigida a: Msc. María Carmen Andrade Vicerrectora de la Unidad Educativa Luis Leoro Franco



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS
INTERVIEW FORMAT FOR THE HIGHEST AUTHORITY AT LUIS LEORO
FRANCO HIGH SCHOOL

Objective. We thank you for your willingness to participate in this interview, which aims to characterize the effect of affective factors on oral performance in sixth-grade students in level A2.1 of the Unidad Educativa “Luis Leoro Franco” in the 2024-2025 school year.

1. ¿Tiene conocimiento de investigaciones previas sobre la producción oral en el aprendizaje del inglés realizadas en esta institución?
2. ¿Cómo evalúa el cumplimiento de los objetivos establecidos por el Ministerio de Educación sobre la producción oral del idioma inglés en su institución?
3. Desde su perspectiva, ¿qué obstáculos enfrenta la institución en la implementación del currículo de inglés, especialmente en lo referente a la producción oral?
4. Según su experiencia, ¿qué factores emocionales o psicológicos ha observado en los estudiantes que puedan afectar su desempeño oral en inglés?
5. ¿Cree que es fundamental desarrollar e implementar estrategias específicas que apoyen a los estudiantes en su producción oral en lengua extranjera? ¿Por qué crees que es importante?
6. ¿Qué apoyos o recursos son necesarios para mejorar la confianza de los alumnos a la hora de hablar en inglés?
7. ¿Cómo participan los profesores en la identificación y tratamiento de las dificultades de los alumnos en la producción oral?
8. ¿Qué papel desempeñan las actividades prácticas y lúdicas en el aula a la hora de fomentar la producción oral de los alumnos?
9. ¿Cómo se fomenta la participación de los alumnos en las clases de inglés para mejorar su producción oral?
10. ¿Cuáles son sus expectativas a corto y largo plazo respecto a la mejora de la producción oral en inglés de los estudiantes de la Unidad Educativa Luis Leoro Franco?

THANK YOU FOR YOUR COOPERATION

**Annex 2. Transcripción de la entrevista dirigida a: Msc. María Carmen Andrade
Vicerrectora de la Unidad Educativa Luis Leoro Franco**



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS
INTERVIEW FORMAT FOR THE HIGHEST AUTHORITY AT LUIS LEORO
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Objective. We thank you for your willingness to participate in this interview, which aims to characterize the effect of affective factors on oral performance in sixth-grade students in level A2.1 of the Unidad Educativa “Luis Leoro Franco” in the 2024-2025 school year.

Entrevista dirigida a: Msc. María Carmen Andrade, Vicerrectora de la Unidad Educativa Luis Leoro Franco.

Fecha de aplicación: Lunes, 25 de noviembre del 2024

Isabel Pineda: Buenos días, Magister. Soy Isabel Pineda. Le voy a hacer una breve entrevista sobre mi tema de tesis. Es sobre los factores afectivos que afecta la producción oral en el aprendizaje del idioma inglés.

Msc. María Carmen Andrade: Muy buenos días, mi querida Isabel. Es un gusto también y quiero agradecerles a ustedes por tener su buena predisposición para tomarnos en cuenta para la realización de su tesis y también la realización de sus prácticas profesionales en nuestra institución.

Isabel Pineda: La primera pregunta seria, ¿Tiene conocimiento de investigaciones previas sobre la producción oral en el aprendizaje del inglés realizadas en esta institución?

Msc. María Carmen Andrade: No, en nuestra institución no contamos con ningún proyecto, no nos han entregado ningún plan en cuanto a esto de la producción oral en investigación de inglés.

Isabel Pineda: Gracias magister por su respuesta, la segunda pregunta seria, ¿Cómo evalúa el cumplimiento de los objetivos establecidos por el Ministerio de Educación sobre la producción oral del idioma inglés en su institución?

Msc. María Carmen Andrade: Bueno el Ministerio de Educación tienen su currículo, su pensum que se debe cumplir y nosotros como institución debemos alcanzar estos objetivos, pero a nivel de nuestra institución la realidad es totalmente diferente, se dificulta el poder cumplir con estos objetivos no porque no se quiera sino que a veces la falta de herramientas en el área de ingles limita mucho la enseñanza del docente y también los chicos no tienen esa

disposición por aprender, a veces faltan falencias en el momento de la producción oral en el área de inglés, no tenemos una secuencia que se pueda cumplir, como ustedes pueden ver es un proyecto macro en el cual nosotros debemos ir de poco a poco para nosotros poder cumplir con un objetivo y llegar a lo máximo que es el objetivo planteado por el Ministerio de Educación.

Isabel Pineda: Gracias magister. Si a veces por el tiempo se dificulta mucho el poder cumplir. La tercera pregunta es Desde su perspectiva, ¿qué obstáculos enfrenta la institución en la implementación del currículo de inglés, especialmente en lo referente a la producción oral?

Msc. María Carmen Andrade: Bueno, desde mi perspectiva son varias, lamentablemente palpamos esta triste realidad, uno de los obstáculos son recursos económicos, este sería el factor principal, podemos decir que no estamos cien por ciento comprometidos, incluso los padres de familia los cuales deberían ser un apoyo para la institución no lo son, nadie quiere colaborar y pues en parte se les entiende porque la mayoría son personas de escasos recursos económicos, pero a pesar de todo esto los docentes si están comprometidos en llegar a que los estudiantes desarrollen la producción oral utilizando los recursos que tengan a la mano.

Isabel Pineda: Si magister es una realidad que se ha podido observar gracias a las practicas que hemos estado haciendo en la institución. Bueno la cuarta pregunta es según su experiencia, ¿qué factores emocionales o psicológicos ha observado en los estudiantes que puedan afectar su desempeño oral en inglés?

Msc. María Carmen Andrade: Si bueno, de acuerdo con lo que he podido observar con las clases de inglés los chicos se emocionan mucho cuando se les enseña canciones en ingles de acuerdo a la época del año, a pesar de que no pueden tener una pronunciación muy correcta y ustedes también pueden dar fe de esta situación que ellos son felices aprendiendo las nuevas canciones, la parte afectiva se ve muy involucrada con estas actividades.

Isabel Pineda: Eso es verdad magister, bueno la quinta pregunta es ¿Cree que es fundamental desarrollar e implementar estrategias específicas que apoyen a los estudiantes en su producción oral en lengua extranjera? ¿Por qué crees que es importante?

Msc. María Carmen Andrade: Creo que es muy importante, porque es como nuestra carta de presentación al momento que nosotros estamos dirigiendo un grupo de estudiantes si no tienes claras las estrategias que se van a utilizar la clase no va a funcionar de la misma manera porque se va a notar que se está improvisando, yo siempre le aconsejo a mis compañeros que sean creativos especialmente en lecciones nuevas que tienen un nivel de dificultad mayor.

Isabel Pineda: Si magister creo que eso es muy importante, especialmente para poder tener la atención de los estudiantes, nuestra sexta pregunta dice ¿Qué apoyos o recursos son necesarios para mejorar la confianza de los alumnos a la hora de hablar en inglés?

Msc. María Carmen Andrade: Desde mi perspectiva creo que los padres serían un gran apoyo para los docentes, dado que el docente hace una parte al momento de enseñar y los padres deberían ser esa otra parte que nos ayuda a que el estudiante practique en casa lo aprendido en la escuela.

Isabel Pineda: Gracias magister, nuestra siguiente pregunta dice ¿Cómo participan los profesores en la identificación y tratamiento de las dificultades de los alumnos en la producción oral?

Msc. María Carmen Andrade: Desde mi punto de vista, los compañeros de que si ven que un estudiante está faltando mucho a las clases, intenten saber cuál es el motivo, dado que la falta de asistencia a las clases perjudica el aprendizaje del estudiante, otro factor que he podido observar es la falta de cumplimiento de tareas esto no ayuda a que el estudiante tenga el refuerzo que necesita sino que se quedan con lo que ven en clases y muchas veces esa información no se queda permanentemente.

Isabel Pineda: Gracias magister, nuestra siguiente pregunta es ¿Qué papel desempeñan las actividades prácticas y lúdicas en el aula a la hora de fomentar la producción oral de los alumnos?

Msc. María Carmen Andrade: Muy buena esa pregunta me gusta mucho, quisiera que usted la imprima para yo tenerla aquí escrita para todos los compañeros, si uno no está predispuesto al cien por ciento no se puede llegar a los estudiantes, eso también nos ayuda a buscar estos recursos que sean motivadores, también ayuda a que los chicos estén predispuestos, es verdad que a veces los compañeros podemos transmitir alegría, tranquilidad pero también podemos transmitir tristeza, por eso se les invita a que busquen canciones dinámicas que los chicos sean parte de la clase, créame que mientras el docente involucre a los estudiantes en sus clases ellos nunca olvidaran ese tema porque se sintió parte de la clase.

Isabel Pineda: Muy amable por su respuesta y si muchas veces esto ayuda a poder tener la atención de los estudiantes y lograr una mejor enseñanza. Nuestra siguiente pregunta es ¿Cómo se fomenta la participación de los alumnos en las clases de inglés para mejorar su producción oral?

Msc. María Carmen Andrade: Desde mi punto de vista creo que para mejorar la producción oral de los estudiantes, el docente debe fomentar el compañerismo al momento de dar sus clases, los compañeros deben realizar un análisis de cuál es la mejor estrategia para

llegar a los estudiantes, porque no todos aprenden de la misma manera, unos aprenden observando, otros escuchando, yo he visto que los compañeros llevan sus carteles, grabadoras entre otras cosas para poder realizar las actividades de participación en las clases.

Isabel Pineda: Si magister es un gran punto de vista, nuestra última pregunta es ¿Cuáles son sus expectativas a corto y largo plazo respecto a la mejora de la producción oral en inglés de los estudiantes de la Unidad Educativa Luis Leoro Franco?

Msc. María Carmen Andrade: Yo pienso que la meta es poder tener un laboratorio auditivo porque es muy importante que nuestros chicos aprendan y exploren para poder desarrollar sus cuatro habilidades, de esta manera se puede implementar no solo en las clases de inglés sino también en las otras áreas de aprendizaje.

Isabel Pineda: Magister quiero agradecerle por permitirme hacerle esta entrevista la cual es muy valiosa para nuestra investigación.

Msc. María Carmen Andrade: Soy yo quien está muy agradecida por que tomaron en cuenta nuestra institución para realizar su trabajo de grado y también por todo el tiempo que nos han ayudado en la institución que muchas veces no solo hacen sus prácticas, sino que también nos ayudan en cualquier evento o cualquier situación que lo requiera.

Annex 3. Interview format addressed to: Msc. Romulo Arciniega Coordinator of the English area of the. Unidad Educativa Luis Leoro Franco.



UNIVERSIDAD TÉCNICA DEL NORTE
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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS
INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT LUIS LEORO
FRANCO HIGH SCHOOL

Objective. We thank you for your willingness to participate in this interview, which aims to characterize the effect of affective factors on oral performance in sixth-grade students in level A2.1 of the Unidad Educativa “Luis Leoro Franco” in the 2024-2025 school year.

1. Have you been aware of previous research addressing oral production in English language learning at this institution?
2. What are the specific objectives you hope to achieve in the oral production of sixth-grade students at the A2.1 level of the English curriculum?
3. From your experience, what do students in English language oral production face the main challenges?
4. What roles do emotional factors, such as anxiety and fear, play in students' ability to express themselves orally in English?
5. What strategies do you consider effective in reducing students' anxiety when speaking English in public?
6. How can you build students' confidence and self-esteem in their ability to communicate orally in English?
7. What pedagogical methods or approaches have you observed to be most effective in improving oral production in the classroom?
8. Are there specific strategies implemented in the classroom that have not achieved the expected results in oral production? What are they, and why do you think they have not worked?
9. Do you think there is a need to develop new strategies or adapt existing ones to facilitate students' oral performance in English? Why?
10. What additional resources or supports would be beneficial to improve students' oral production in English?

THANK YOU FOR YOUR COOPERATION



Annex 4. Transcription of the interview addressed to: Msc. Rómulo Arciniega coordinator of the English area of the Unidad Educativa Luis Leoro Franco.

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS
INTERVIEW FORMAT FOR ENGLISH AREA COORDINATOR AT LUIS LEORO
FRANCO HIGH SCHOOL

Objective. We thank you for your willingness to participate in this interview, which aims to characterize the effect of affective factors on oral performance in sixth-grade students in level A2.1 of the Unidad Educativa “Luis Leoro Franco” in the 2024-2025 school year.

Entrevista dirigida a: Msc. Rómulo Arciniega Coordinador del área de inglés de la Unidad Educativa Luis Leoro Franco.

Mayra Torres: Good morning Magister Rómulo, thank you for allowing me to conduct this interview.

Msc. Rómulo Arciniega: Good morning, Miss Mayra. It is a pleasure to help you with your research.

Mayra Torres: Our first question says have you been aware of previous research addressing oral production in English language learning at this institution?

Msc. Rómulo Arciniega: No, we have not. So far we have not had any students or teachers who have worked on this important topic related to oral production. This is the first time I have worked on this topic.

Mayra Torres: Our second question says what are the specific objectives you hope to achieve in the oral production of sixth-grade students at the A2.1 level of the English curriculum?

Msc. Rómulo Arciniega: We have a specific curriculum that is addressed by the Ecuadorian Ministry of Education so we must follow those roles in order to reach those goals which in theory is a critical situation here in our school. We have low achievement concerning the sixth grade and we want the students to be able to present themselves. They learn the basics of vocabulary and we want them to be able to master anxiety, and we want them to have the knowledge that learning English is a method to be successful in the world.

Mayra Torres: Our third question is, in your experience, what are the main challenges students face in English language oral production?

Msc. Rómulo Arciniega: There are a lot of changes is interesting I think the biggest challenge that students can have access to good resources, for example:

Good books

There is a lack of internet connection even in the classrooms are small and we have many students so as an English teacher, I have to moderate the situation, and I have to manage the classroom environment, and try to develop skills in the students under this difficult situation, so the challenge is specifically:

- The lack of books provided by the ministry.
- The lack of internet connection in the classrooms.
- The large number of students in the classrooms.

Mayra Torres: Our fourth question is what roles do emotional factors, such as anxiety and fear, play in students' ability to express themselves orally in English?

Msc. Rómulo Arciniega: You know that L1 and L2 are different so when we are starting to learn our original language it is a natural process but when you are trying to learn the second language it is another thing. It is an important challenge not only for students but for children or anyone else so in this case anxiety is an important factor. In some cases, the learning process becomes difficult to learn a new language because of this factor. As a teacher, I consider it crucial to manage anxiety in students by introducing new strategies in every class.

Mayra Torres: Our fifth question asks what strategies do you consider effective in reducing students' anxiety when speaking English in public?

Msc. Rómulo Arciniega: Speaking English in public is not easy from my experience, I believe that teaching basic patterns and practicing them every day is a good way 'to help children feel confident not only in class but anywhere.

Mayra Torres: Our sixth question is how can you build students' confidence and self-esteem in their ability to communicate orally in English?

Msc. Rómulo Arciniega: This is a difficult point it is not easy to build the self-esteem of a student as a teacher you can work on it in the class but you need help from the parents if you work on building self-esteem in the class it is not enough because self-esteem is not a situation of the English classes, it is a general situation of the parents of the other teachers we must work on this to be able to help the students to regain their confidence.

Mayra Torres: Our seventh question is what pedagogical methods or approaches have you observed to be most effective in improving oral production in the classroom?

Msc. Rómulo Arciniega: Following patterns is the best way to improve oral production by following these patterns this means for example you want your students to introduce themselves, in this case you have to model that topic so the students can follow the model they can do it in a similar way and they can improve by following patterns from my point of view is the best way we have built a student's confidence in speaking English.

Mayra Torres: Our eighth question is are there specific strategies implemented in the classroom that have not achieved the expected results in oral production? What are they, and why do you think they have not worked?

Msc. Rómulo Arciniega: There are many strategies, but in our school from my early experience I have created specific real life situations and these conversations and dialects that I have created help me to teach students that speaking English in real life is possible. The problem is when we try to use conversations or dialects that come from books that are not included in our context in Ecuador in our social and cultural context so for me those conversations are not very practical.

Mayra Torres: Our ninth question is do you think there is a need to develop new strategies or adapt existing ones to facilitate students' oral performance in English? Why?

Msc. Rómulo Arciniega: Yes, I definitely think we have to emphasize our teaching and speaking because the most important issue is communication, the most important scale is speaking. Because communication is reinforced and then there is writing and listening, but in this case there is an urgency to implement or create new strategies to improve students' speaking skills.

Mayra Torres: Our last question is what additional resources or supports would be beneficial to improve students' oral production in English?

Msc. Rómulo Arciniega: I think we need more creative resources, you can also choose to invite native speakers which is a better strategy to improve oral production. In addition, you could teach by watching videos or doing interactive activities online.

Mayra Torres: Thank you, magister, for your time and for helping us with the data for our research.

Msc. Rómulo Arciniega: With pleasure, Miss Mayra, thank you for taking us into account.

Annex 5. Interview format addressed to: Msc. Gipssy Bracho English teacher of the Unidad Educativa Luis Leoro Franco.



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FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS
INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT LUIS LEORO
FRANCO HIGH SCHOOL

Objective. We thank you for your willingness to participate in this interview, which aims to characterize the effect of affective factors on oral performance in sixth-grade students in level A2.1 of the Unidad Educativa “Luis Leoro Franco” in the 2024-2025 school year.

1. What types of activities do you consider most effective in encouraging oral production in your English language learners?
2. What resources or materials do you use to motivate students to engage in speaking activities?
3. How important do you place on pair or group practice to improve your students' speaking skills?
4. How do you assess your students' confidence level in speaking English during lessons?
5. How do you address students' difficulties when expressing themselves orally in English?
6. What role do students' emotions play in their oral performance in English in your experience?
7. Have you noticed differences in students' oral production in English-related extracurricular activities?
8. What kind of feedback do you find most helpful in helping students improve their speaking?
9. How do you adapt your teaching strategies to accommodate different learning styles and levels of proficiency in your students' oral production in English?
10. What changes have you observed in your students' oral production over time, and what factors have influenced those changes?

THANK YOU FOR YOUR COOPERATION

Annex 6. Transcript of the interview addressed to: Msc. Gipssy Bracho English teacher of the Unidad Educativa Luis Leoro Franco.



**UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS
INTERVIEW FORMAT FOR THE ENGLISH TEACHERS AT LUIS LEORO
FRANCO HIGH SCHOOL**

Entrevista dirigida a: Msc. Gipssy Bracho docente de inglés de la Unidad Educativa Luis Leoro Franco.

Mayra Torres: Good morning magister, thank you for your time and help with our research.

Gipssy Bracho: Good morning, thank you for taking us into account for your thesis research.

Mayra Torres: Our first question says what types of activities do you consider most effective in encouraging oral production in your English language learners?

Gipssy Bracho: One of the most activities that can be useful for oral production is doing simple conversations, depending on the topic that is going to be studied, so that students can use the words learned.

Mayra Torres: Our second question says what resources or materials do you use to motivate students to engage in speaking activities?

Gipssy Bracho: For speaking activities sometimes, I use some cards where they can create stories and work in groups to share different ideas.

Mayra Torres: Our third question says how important do you place on pair or group practice to improve your students' speaking skills?

Gipssy Bracho: This is one of the most used in class where students can share ideas with their partners or groups, and it's a good opportunity to learn new vocabulary too.

Mayra Torres: Our fourth question says how do you assess your students' confidence level in speaking English during lessons?

Gipssy Bracho: Because of the number of students that I have in each class is difficult to assess each student in the period of class, but when it is possible sometimes, I try that each student can choose a partner who can be more confident to speak.

Mayra Torres: Our fifth question says how do you address students' difficulties when expressing themselves orally in English?

Gipssy Bracho: When it happens, I try to correct the mistake in a different place in the class just with the student, or sometimes I correct the mistake in the whole class.

Isabel Pineda: Our sixth question is What role do students' emotions play in their oral performance in English in your experience?

Gipssy Bracho: One of the biggest problems that students can have when they speak is to be nervous, specially because some partners can laugh of them, if they pronounce incorrectly.

Isabel Pineda: Our seventh question is Have you noticed differences in students' oral production in English-related extracurricular activities?

Gipssy Bracho: When there are some extracurricular activities in the institution the students are well prepared previously so that they can do their presentation without mistakes and feel confidence.

Isabel Pineda: Our eighth question is What kind of feedback do you find most helpful in helping students improve their speaking?

Gipssy Bracho: Asking the vocabulary learned in the previous class, doing different activities where they can use new words in short conversations.

Isabel Pineda: Our ninth question is How do you adapt your teaching strategies to accommodate different learning styles and levels of proficiency in your students' oral production in English?

Gipssy Bracho: The English level of the children where I teach is low for this reason the activities are only try to do oral production during the class with short conversations that are focus in daily activities.

Isabel Pineda: Our last question is What changes have you observed in your students' oral production over time, and what factors have influenced those changes?

Gipssy Bracho: They don't have a good level of speaking, only they use the words or vocabulary learned in class.

Isabel Pineda: Thank you, magister, for your time.

Gipssy Bracho: Thanks to you.

Annex 7. Survey format addressed to: sixth grade students of the Unidad Educativa Luis Leoro Franco.



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

**FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE SEXTO
GRADO DE LA UNIDAD EDUCATIVA “LUIS LEORO FRANCO”**

Objective: Agradecemos su disposición para participar en esta entrevista, la cual tiene como objetivo caracterizar el efecto de los factores afectivos en el desempeño oral en estudiantes de sexto grado del nivel A2.1 de la Unidad Educativa "Luis Leoro Franco" en el ciclo escolar 2024-2025

(We thank you for your willingness to participate in this interview, which aims to characterize the effect of affective factors on oral performance in sixth-grade students in level A2.1 of the Unidad Educativa “Luis Leoro Franco” in the 2024-2025 school year.)

Instrucciones: Estimados estudiantes de sexto grado de la Unidad Educativa Luis Leoro Franco:

La presente encuesta tiene como objetivo recabar información valiosa sobre diversos factores que influyen en la producción oral en el contexto educativo. Esta investigación se realizará exclusivamente con fines académicos y contribuirá a mejorar los procesos de enseñanza-aprendizaje en nuestra institución.

Agradecemos enormemente su colaboración y sinceridad al responder el siguiente cuestionario. Por favor, marque con una X la opción que mejor refleje su opinión en cada pregunta.

Gracias de antemano por su participación y compromiso con este estudio.

Instructions: Dear sixth-grade students of the Luis Leoro Franco Educational Unit:

This survey aims to gather valuable information about various factors influencing oral production in the educational context. This research will be carried out exclusively for

academic purposes and will contribute to improving the teaching-learning processes in our institution.

We greatly appreciate your cooperation and sincerity in answering the following questionnaire. Please mark with an X the option that best reflects your opinion on each question.

Thank you in advance for your participation and commitment to this study.

QUESTIONNAIRE (CUESTIONARIO)

1. ¿Con qué frecuencia participas voluntariamente en la clase de inglés? (How often do you volunteer to participate in English class?)
 - Siempre
 - Casi siempre
 - A veces
 - Casi Nunca
 - Nunca
2. ¿Con qué frecuencia te sientes cómodo/a hablando en inglés delante de tus compañeros? (How often do you feel comfortable speaking English in front of your peers?)
 - Siempre
 - Casi siempre
 - A veces
 - Casi Nunca
 - Nunca
3. ¿Con qué frecuencia te sientes nervioso/a cuando hablas inglés? (How often do you feel nervous when speaking English?)
 - Siempre
 - Casi siempre
 - A veces
 - Casi Nunca
 - Nunca
4. ¿Con qué frecuencia sientes que tu falta de confianza afecta tu capacidad para comunicarte en inglés? (How often do you feel that your lack of confidence affects your ability to communicate in English?)
 - Siempre
 - Casi siempre
 - A veces
 - Casi Nunca
 - Nunca

5. ¿Con qué frecuencia experimentas frustración al expresarte en inglés? (How often do you experience frustration when expressing yourself in English?)
- Siempre
 - Casi siempre
 - A veces
 - Casi Nunca
 - Nunca
6. ¿Con qué frecuencia sientes que la participación en actividades grupales te ayuda a sentirte más seguro/a al hablar en inglés? (How often do you feel participating in group activities helps you feel more confident speaking English?)
- Siempre
 - Casi siempre
 - A veces
 - Casi Nunca
 - Nunca
7. ¿Con qué frecuencia sientes que la retroalimentación de tus profesores mejora tu confianza al hablar en inglés? (How often do you feel that feedback from your teachers improves your confidence in speaking English?)
- Siempre
 - Casi siempre
 - A veces
 - Casi Nunca
 - Nunca
8. ¿Con qué frecuencia te sientes tímido/a al hablar ante tus compañeros? (How often do you feel shy when speaking in front of your peers?)
- Siempre
 - Casi siempre
 - A veces
 - Casi Nunca
 - Nunca
9. ¿Con qué frecuencia prefieres escuchar a tus compañeros en lugar de hablar tú en la clase de inglés? (How often do you prefer to listen to your classmates instead of speaking in English class?)
- Siempre
 - Casi siempre
 - A veces
 - Casi Nunca
 - Nunca

10. ¿Con que frecuencia sientes ansiedad al participar en pruebas orales en inglés?
(How often do you feel anxiety when participating in oral tests in English?)

- Siempre
- Casi siempre
- A veces
- Casi Nunca
- Nunca

THANK YOU FOR YOUR COOPERATION

**Annex 8. Format of the observation form addressed to: sixth-grade students of the
Unidad Educativa Luis Leoro Franco**



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

**FORMATO DE FICHA DE OBSERVACION APLICADA A LOS ESTUDIANTES
DE SEXTO GRADO DE LA UNIDAD EDUCATIVA “LUIS LEORO FRANCO”**

Objective: This observation sheet aims to characterize the effect of affective factors on oral performance in sixth-grade students in level A2.1 of the Unidad Educativa “Luis Leoro Franco” in the 2024-2025 school year.

QUESTIONNAIRE

1. Students volunteer to participate in class activities.
2. Student shows comfort in expressing him/herself in English in front of peers.
3. Student shows signs of nervousness when speaking in English.
4. Student demonstrates a lack of confidence that interferes with his/her communication in English.
5. Student shows frustration when attempting to express him/herself in English.
6. Students actively participate in group activities showing confidence.
7. Student responds positively to feedback provided by the teacher.
8. Student shows shyness when speaking in front of peers.
9. Students remain passive (listening only) during oral activities.
10. Students show signs of anxiety during oral evaluations.

Annex 9. Images of the application of interviews, surveys and observation form.





UNIVERSIDAD TÉCNICA DEL NORTE
Facultad de Educación, Ciencia y Tecnología - FECYT
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

PERSONAL INFORMATION:

OBSERVER: Isabel Pineda - Mayel Torres
DATE: 13 Nov 2024
NAME: Mayel Torres
COURSE: 6º

OBJECTIVE:

This observation sheet aims to characterize the effect of the effective factors on oral performance in sixth-grade students in the English classroom.

QUESTIONNAIRE:

RATING SCALE:	Always	Frequently	Sometimes	Rarely	Never
1. Students volunteer to participate in class activities.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Students express comfort in expressing orally in English in front of peers.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Students express English nervousness when speaking in English.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Students demonstrate a lack of confidence to interact with their communication in English.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Students express frustration when attempting to express orally in English.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Students actively participate in group activities following confidence.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Students respond positively to feedback provided by the teacher.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Students show nervousness when speaking in front of peers.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Students remain positive (calm) when expressing orally in English.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Students express English nervousness when attempting to interact.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

😊 😊 😐 😞 😡

UNIVERSIDAD TÉCNICA DEL NORTE
Facultad de Educación, Ciencia y Tecnología - FECYT
CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

ENCUESTA

Objetivo
Caracterizar el efecto de los factores afectivos en el desempeño oral en estudiantes de sexto grado del nivel A2.1 de la Unidad Educativa "Luis León Franco" en el ciclo escolar 2024-2025

Nombre: Mayel Torres Curso: 6º D

Instrucciones
Estimados estudiantes de sexto grado de la Unidad Educativa Luis León Franco. La presente encuesta tiene como objetivo recabar información valiosa sobre diversos factores que influyen en la producción oral en el contexto educativo. Esta investigación se realizará exclusivamente con fines académicos y contribuirá a mejorar los procesos de enseñanza-aprendizaje en nuestra institución. Agradecemos enormemente su colaboración y sinceridad al responder el siguiente cuestionario. Por favor, marque con una X la opción que mejor refleje su opinión en cada pregunta. Gracias de antemano por su participación y compromiso con este estudio.

QUESTIONNAIRE (CUESTIONARIO)

1. ¿Con qué frecuencia participas voluntariamente en la clase de inglés? (How often do you volunteer to participate in English class?)
Siempre ☐ Casi siempre ☐ A veces ☒ Casi nunca ☐ Nunca ☐

2. ¿Con qué frecuencia te sientes cómodo/a hablando en inglés delante de tus compañeros? (How often do you feel comfortable speaking English in front of your peers?)
Siempre ☐ Casi siempre ☐ A veces ☒ Casi nunca ☐ Nunca ☐

3. ¿Con qué frecuencia te sientes nervioso/a cuando hablas inglés? (How often do you feel nervous when speaking English?)
Siempre ☐ Casi siempre ☐ A veces ☐ Casi nunca ☐ Nunca ☒

4. ¿Con qué frecuencia sientes que tu falta de confianza afecta tu capacidad para comunicarte en inglés? (How often do you feel that your lack of confidence affects your ability to communicate in English?)
Siempre ☐ Casi siempre ☐ A veces ☐ Casi nunca ☐ Nunca ☒

5. ¿Con qué frecuencia experimentas frustración al expresarte en inglés? (How often do you experience frustration when expressing yourself in English?)
Siempre ☐ Casi siempre ☐ A veces ☐ Casi nunca ☐ Nunca ☒

6. ¿Con qué frecuencia sientes que la participación en actividades grupales te ayuda a sentirte más seguro/a al hablar en inglés? (How often do you feel participating in group activities helps you feel more confident speaking English?)
Siempre ☐ Casi siempre ☐ A veces ☒ Casi nunca ☐ Nunca ☐

7. ¿Con qué frecuencia sientes que la retroalimentación de tus profesores mejora tu confianza al hablar en inglés? (How often do you feel that feedback from your teachers improves your confidence in speaking English?)
Siempre ☐ Casi siempre ☐ A veces ☐ Casi nunca ☒ Nunca ☐

8. ¿Con qué frecuencia te sientes tímido/a al hablar ante tus compañeros? (How often do you feel shy when speaking in front of your peers?)
Siempre ☐ Casi siempre ☐ A veces ☐ Casi nunca ☐ Nunca ☒

9. ¿Con qué frecuencia prefieres escuchar a tus compañeros en lugar de hablar tú en la clase de inglés? (How often do you prefer to listen to your classmates instead of speaking in English class?)
Siempre ☐ Casi siempre ☐ A veces ☐ Casi nunca ☒ Nunca ☐

10. ¿Con qué frecuencia sientes ansiedad al participar en pruebas orales en inglés? (How often do you feel anxiety when participating in oral tests in English?)
Siempre ☐ Casi siempre ☐ A veces ☐ Casi nunca ☒ Nunca ☐

GRACIAS POR TU COLABORACIÓN
THANK YOU FOR YOUR COOPERATION

Annex 10. Images of socialization.

