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Autor (es): LUIS MATEO LARA BERNARDO

Director(a): MSC. GIPSSY LISBETH BRACHO GONZALEZ

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DATOS DE CONTACTO	
CÉDULA DE IDENTIDAD	1004657704
APELLIDOS Y NOMBRES	Lara Bernardo Luis Mateo
DIRECCIÓN	Atuntaqui, Gral. Enríquez 11-05 y Atahualpa
EMAIL	lmlarab@utn.edu.ec
TELÉFONO MÓVIL	0990179737

DATOS DE LA OBRA	
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ASESOR /DIRECTOR:	MSc. Gipssy Lisbeth Bracho González

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EL AUTOR:

_____
Lara Bernardo Luis Mateo
C.I: 1004657704

CERTIFICACIÓN DEL DIRECTOR

Ibarra, 25 de junio de 2025

Msc. Gipssy Lisbeth Bracho González

DIRECTOR DEL TRABAJO DE TITULACIÓN

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Gipssy Lisbeth Bracho González
C.C.: 0400937496

DEDICATORIA

Mainly I want to dedicate this work to God, who gave me the intelligence and the will to make great things happen. And I want to dedicate this project to my family, for the support to continue.

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ABSTRACT

The main reason for conducting this study lies in the understanding of motivation and how it can influence the learning process in bachillerato students of the Unidad Educativa Antonio Ante to provide different insights into the feedback strategies applied in the classroom. The general objective of this research is to characterize the effectiveness of feedback in enhancing L2 motivation in students, identifying the different types of feedback and applying strategies to incorporate the feedback in the learning process. To proceed with this, data was collected by directed surveys, and interviews with the English teachers and authorities of the institution. This provided useful information about the feedback processes conducted by the teachers, the impact of the feedback on students and how they perceive the different strategies applied in the classroom environment which has a high effect on their motivation to learn the second language. One of the main aspects of this research is the presentation of the proposal which is going to serve as a methodological tool for teachers to support their feedback strategies and applications and at the same time provide useful material for students to enhance their learning strategies and outcomes.

Keywords: feedback, motivation, self-efficacy, metacognition, second language.

RESUMEN

El motivo principal de la realización de este estudio radica en la comprensión de la motivación y cómo puede influir en el proceso de aprendizaje en estudiantes de bachillerato de la Unidad Educativa Antonio Ante para proporcionar diferentes perspectivas sobre las estrategias de retroalimentación aplicadas en el aula. El objetivo general de esta investigación es caracterizar la efectividad de la retroalimentación para mejorar la motivación de los estudiantes en L2, identificando los diferentes tipos de retroalimentación y aplicando estrategias para incorporar la retroalimentación en el proceso de aprendizaje. Para ello, se recopilaron datos mediante encuestas dirigidas y entrevistas a los profesores de inglés y las autoridades de la institución. Esto proporcionó información útil sobre los procesos de retroalimentación realizados por los profesores, el impacto de la retroalimentación en los estudiantes y cómo perciben las diferentes estrategias aplicadas en el entorno del aula que tienen un alto efecto en su motivación para aprender la segunda lengua. Uno de los aspectos principales de esta investigación es la presentación de la propuesta que servirá como herramienta metodológica para que los profesores apoyen sus estrategias y aplicaciones de retroalimentación y, al mismo tiempo, proporcione material útil para que los estudiantes mejoren sus estrategias y resultados de aprendizaje.

Palabras clave: retroalimentación, motivación, autoeficacia, metacognición, segunda lengua.

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INTRODUCTION

The process of learning a second language is highly influenced by a variety of factors, one of these is motivation which plays a crucial role in the process of shaping engagement, persistence and success at the moment of acquiring a new language, enhancing L2 motivation is important, for instance, feedback is one of the most crucial elements linked to motivation in language acquisition due its great influence in learners' perceptions and abilities.

Motivation is considered as an essential component of successful language acquisition, going by the hand of teaching methods, learners' strategies, and classroom environments. Feedback plays its role as a crucial component, molding and impacting directly on motivation.

Feedback is essential because it provides key information about learners' progress, strengths and weaknesses, allowing focus for many areas which need improvement, in addition serves as a tool for correcting mistakes, encouragement, self-efficacy, reinforcement and growth for mindset development. The relationship between feedback and L2 motivation is still complicated and sometimes a mystery in deeper research processes, but the significance of L2 motivation in learning has been well documented and provides a clear understanding on how feedback motivates learners and shapes their knowledge.

The current study aims to investigate how feedback and L2 motivation are related, with an emphasis on the influence of the different feedback kinds and how they impact on learners' motivation levels, by looking at this relationship, the study seeks to further advance on knowledge of how feedback can be used strategically to improve learners overall language learning experience and their outcomes, offering meaningful information for educators aiming to enhance L2 learning environments and assist students in their language acquisition processes. Also, seeks to explore how learner's characteristics serve as a mediator within the

feedback-motivation relationship offering a wider perspective into feedback strategies to influence learners. Thus, educators will be able to identify the best strategies in feedback delivery to foster motivation, reduce language anxiety and support learners to discover their full potential.

This investigation focuses on Bachillerato students of Unidad Educativa Antonio Ante during the 2024-2025 school year, looking forward offering a methodological strategy to implement feedback through metacognition allowing students to reflect on their knowledge and learning processes, in order to be used as a support for English classes and enhance motivation to higher levels.

<div align="center">**CHAPTER I**</div>

I.   THEORETICAL FRAMEWORK

1.1. Feedback

1.1.1.   Definition of feedback

Feedback is understood as the "end product" or the final information that a learner receives according to the success or failures during the learning process occurring only after a provided process which seeks to eliminate the consistent errors during the learning process (DeKeyser, 2007). In other context, feedback is also defined as "the manifestation of an opinion in the demonstration of a point of view" (Zendesk, 2024) to analyze the performance of the collaborators around aligning objectives, correcting mistakes and enhancing the learning process.

According to Khedda (2023) feedback in education is a process of the information provided to the students about the performance and the development of their learning process in the class, including relevant information about their comprehension of the contents of instruction and showing their abilities on the appropriate application and engagement on what they have learned.

One precise description of feedback provided by Winne and Butler (1994) states "feedback is information with which a learner can confirm, add to, overwrite, tune, or restructure information in memory, whether that information is domain knowledge, meta-cognitive knowledge, beliefs about self and tasks, or cognitive tactics and strategies."

Thus, feedback can be defined as an essential and multifaceted tool in education, serving as a bridge between learners' current performance and their potential growth. Providing actionable insights into their comprehension, skill application, and engagement, enabling continuous improvement. By addressing errors, aligning objectives, and enhancing

understanding, feedback supports learners in refining their knowledge and achieving academic success. This underscores its crucial role in fostering an effective and meaningful learning process.

In addition, feedback is also manifested in many different ways, starting from constructive comments and advice on behavioral and social interactions between users, provided through many different channels such as written text, audio recordings, verbal comments, images and more (Nguyen, 2021). Thus, it can address the differences between what is known and what should be known promoting an assertive teaching and learning process helping students to understand the subject in matter strengthening the classroom communication and improving the confidence and aligning the objectives to obtain a better retention.

1.2. Types of feedback

1.2.1. Corrective feedback

Corrective feedback is understood as "information communicated to the learner that is intended to modify his or her thinking or behavior for the purpose of improving learning" (Shute, 2008, p. 154). Learners will always commit mistakes during their learning process, and educators have the responsibility of creating a proper environment where students will feel confident and motivated. It is also said that corrective feedback is one of the most important tools to approach new learners to excellence.

Coleman (2020) states that corrective feedback is the correction of errors made by students allowing teachers to get a focus on the performance or the learners. Also divides corrective feedback in two sections, implicit and explicit feedback, suggesting implicit feedback as a "restarting error-field response" and explicit feedback as the explanation why the answer was wrong. It is important to mention that correction and explanation of an error

can clarify the status of the learning process of a student and enhances the awareness of not committing the same mistake in the future.

Corrective feedback also refers to a specific process where the learners show their improvement and how they can do it, allowing the process to be formulated positively and negatively reflecting the learners' strengths and weaknesses. Relying its importance on the proper identification of weaknesses and providing a correction demonstrating where the students still possess deficits and what is necessary for them to generate an effective learning process (Skillbest, 2024).

1.2.2. Positive reinforcement

Positive reinforcement is a form of allowing others to know the positive impact of their learning process and their behavior during the stages of building relationships and knowledge, instead of being with the hand of criticism, it goes by the constructivism providing information to keep applying and developing positive practices in the future (Hellman, 2024).

Matthews (2023) states the importance of praise, which is an aspect to consider while providing positive reinforcement. Defined as the act of attributing credit which can be positively given by the person giving the feedback, and it is useful in L2 classrooms due to its effective way of creating better student-teacher relationships and by providing the best learning environment.

Indeed, positive reinforcement ensures safety and increases that sense of belonging motivating students in the first stage of acquiring knowledge, the importance of the positive reinforcement lies in the proper manner of making an activity interesting, providing a healthy emulation for both groups and individuals creating this interest among students motivating them during their learning process. Basnet (2022) also defines positive reinforcement as the

presentation of a reward given immediately following a desired behavior that seeks to be repeated in the future, as a response teachers improve the classroom environment and enhance positive interactions in the class by the effective implementation of the positive reinforcement.

Linked to this positive reinforcement we can find that many different factors can have a positive or negative impact during the application of positive reinforcement. Interaction between teachers and students can expand the perspective and also allows to gain a broader insight of the classroom environment, many implications such as academic failure, social rejection, criminal activity and drug abuse are cases of a potential long term consequences of students' behaviors and responses, in this way teachers are given the opportunity to use the positive reinforcement to reduce the negative interactions and the frequency that can result in a long term issue (Basnet, 2022).

1.2.3. Formative feedback

Formative feedback is normally applied during the class time growing up the spirit of constant self-improvement allowing students to comprehend how they're performing, understanding, and communicating many different concepts used during the course, identify what are they lacking, and how they can improve in their learning process which helps students recognize the gaps they may possess to build a proper knowledge through the use of meaningful resources boosting the learning strategies used by the learners to enhance motivation (Stanford University, 2024).

The relevance of formative feedback lies in the proper identification of students to know where they have problems and how they are going to solve them, learners recur to the process of self-evaluation in order to achieve success, then the importance of receiving

feedback from their language teachers can result in a motivational way of acquiring the new language within a proper learning environment.

Formative feedback is one of the most influential factors determining the nature and effectiveness of a learning environment (Hannafin, et al., 2003, p. 256). During evaluation after classifying learners as a result of their performance, to show an effective learning feedback must be provided, this leads to obtain information about their learning levels and allows to maintain interaction during the class, that's the reason why feedback should always be applied during the teaching process and learners must be supported to analyze, understand and enhance their skills in order to achieve academic success as a result of the motivational process through feedback. In the absence of feedback in the learning process, learners tend to feel abandoned and unsuccessful (Miller & Corley, 2001).

Thus, formative feedback is defined as the feedback given to a learner ath the activity level and personal development level, allowing them to confirm expand and reorganize their existing knowledge throughout the learning process in a way that will serve in a better way to their goals. Valerie Shute (2008) states that formative feedback is presented as information for a learner in response to some action and it should be nonevaluative, supportive, timely and specific.

1.3.Motivation

1.3.1 **Definition of motivation**

Psychology Today (2024) states that motivation is the desire to act and the driving force behind behavior which fuels competition and allows the development of social connection, enhancing the desire to continue improving in something the user intends to learn or acquire. To understand motivation in a better way, the hierarchy of needs from Maslow details that humans are motivated to improve themselves and release their full potential.

In other definitions motivation helps to describe why people do something, why they act to achieve their goals. It is divided into two types, intrinsic motivation which is internal and is driven from the desire for self-satisfaction instead of the desire for a specific outcome occurring without an external reward, enjoying the activities and seeing it as an opportunity to learn and discover the truest potential (Cherry, 2023).

On the other hand, extrinsic motivation arises from external factors, tangible and intangible rewards such as money, grades, fame and praise. This type of motivation can be linked to operant conditioning which can be understood as the response when someone is conditioned to behave towards a future reward or consequence, extrinsic motivation can be really effective at the moment of helping someone to learn new skills or even mold the behavior in order to improve (Cherry, 2024).

These two main types of motivation either intrinsic or extrinsic can be effective on learning skills, offering a powerful influence on the development of human behavior and providing a balance in life due the rewards and the personal goals of each person, happiness has always been an important factor in enhancing interest in specific activities playing a crucial role on performance in many different areas of life.

1.4. Motivation theories in L2 Acquisition

Motivational theories are a main component in teaching and learning English, allowing teachers to generate a proper learning environment for students with the understanding the different theories which provide concrete explanations about how motivation works, how they can be used in many different contexts where people intend to learn a language in a better way (Kiruthiga & Christopher, 2024). In Second Language Acquisition (SLA), motivation is essential because it affects learners' engagement,

perseverance, and success. In this regard, a number of important theories have been developed to explain the dynamics of motivation.

1.4.1. Döenyei's L2 motivational self-system

According to Dornyei (2005), L2 motivation was developed as a paradigm for interpreting long term learning, focusing on motivation in the classroom. Learners will always be inspired to learn a language if they are motivated, minimizing the difference within the present selves and the future, motivation has offered the key catalyst to begin with L2 learning.

The L2 Self-Motivational System has three main components stated by Dornyei in 2005, the ideal L2 self which are wishes and hopes, developing what the individual wants to reach. The ought-to L2 self is the state that others would want the individual to reach, also known as the expectations projected by others to oneself. The last component is the L2 learning experience which is in a completely different level and refers to the direct immediate learning environment involving teachers, curriculums and classmates (Al-Hoorie, 2018).

Dörnyei's L2 Motivational Self-System, focuses on learners' experiences and self-perceptions, offering a thorough method for comprehending language learning motivation. This paradigm improves our knowledge of what motivates people to acquire languages by taking into account both internal motivations and external influences. It also helps guide instructional strategies that are meant to increase student engagement and language.

For Dornyei (2005) motivation offers the main component for starting L2 learning and the main driver for long term learning suggesting that L2 motivation has developed as a paradigm for interpreting and focusing on the idea that representations of themselves encourages people inspiring them to direct their motivation and increase it.

1.4.2. Gardner's socio-educational model

On the other hand, Gardner and Smythe (1975) stated that in EFL learners motivation is a valuable component for determining the final outcomes during the learning process, the dominion of a second language is challenging and the desire of students to practice and improve is a main component of the progress of the language learning process, highly motivated students can attain high levels of language skills, and skilled learners may find difficult to master an L2 without appropriate motivation.

Robert Gardner's theory is one of the most influential theories in the world, with the belief of a second language is a reflection and an educational concern of the culture of the speakers. Moreover, teaching a second language is an imposition of another culture into the student's lives resulting in a division of objectives into two categories among EFL learners which are stated as integrative motivation and instrumental motivation. Integrative motivated learners have an intense fascination with the language and the desire of more interaction with native English speakers, in the other hand instrumental motivated learners relies on the emphasis of real-world benefits and ambitions that learning English may provide to their lives, like academic progress, job opportunities, traveling abroad and professional success (Kiruthiga & Christopher, 2024).

1.4.3. Self-determination theory

Self-determination refers to the person's own ability to manage themselves and to make confident choices thinking on their own (Deci, 1971). Being a macro theory of human motivation and personality dealing with two fundamental factors: people's inherent growth tendencies and the innate needs of the individuals.

Taking into account those factors, self-determination allows the individual to achieve independence during the learning process, playing an essential role in the learners' well-being

and in the psychological health giving the full control and responsibility of the whole learning process highly impacting on motivation due the individual belief of management and self-controlled oriented task resolutions to encounter an enhanced level of motivation in every task to develop (Lopez Garrido, 2023).

Given this, the need for growth drives behavior, and people are always seeking to grow and improve (Deci & Ryan, 1985). The ability to improve is highly liked with the things we enjoy determined by intrinsic motivations and actions motivated by internal rewards. Feeling intrinsically motivated provides "that" satisfaction when an activity is fulfilled and generates that sense of satisfaction and well-being.

According to SDT, the distinction between intrinsic and extrinsic motivations are key factors for L2 acquisition. Intrinsic motivation provides enjoyment of completing tasks and working hard in what the individual is intended to do, while extrinsic motivation allows the individual to perform tasks along with the rewards or the fear of negative outcomes. Self-determination theory posits that people are driven by three innate and universal psychological needs, and that personal well-being is a direct function of the satisfaction of these basic psychological needs (Deci & Ryan, 1991; Ryan, 1995).

Competence, which is the need to be effective in dealing with the environment and showing the qualities to develop a given task facilitating interaction using the necessary skills to ensure success and achieve goals effectively. Autonomy on the other hand, as its name implies is that need of becoming independent, feeling in control of one's behavior involving self-initiation and self-regulation allowing the user to make own decisions and giving the ability to govern their own behavior. Finally, relatedness serves as a sense of attachment to other people and belonging to the environment among a social group, without connections,

self-determination is likely to fail in the achievement of competence and motivation with others (Lopez Garrido, 2023).

The need for human growth can play a significant role in driving behavior enhancing motivation to higher levels, intrinsic and extrinsic motivation plays as a supportive factor and can be reliable when supportive environments are provided to the learners fulfilling their psychological needs during L2 acquisition.

1.5. Impact of feedback on motivation

Feedback plays an important role in the influence of motivation, the correct understanding of feedback and its outcomes on motivation can help students and teacher to foster a proper and productive learning environment and for influencing learners with their language acquisition, the different types of feedback are an essential part of the process also having its influence on learner's confidence, autonomy and attitude toward the acquisition of new linguistic skills. Feedback can also be a tool for shaping students and directly affecting their motivation to learn. Effective feedback, apart from guiding the learner reinforces confidence and allows the students to have a proper sense of achievement.

1.5.1. Feedback and self-efficacy

Feedback can have a great influence on students' beliefs and their abilities. To understand this, self-efficacy is stated as "one's beliefs in one's capability to organize and execute courses of action required to achieve given results" (Tsang, Hui & Law, 2012). Bandura (1997) claimed that the positive sense of self-efficacy has a positive result on human well-being and goal achievement by increasing confidence during given tasks identifying that failure is linked to the lack of effort or knowledge instead of sufficient ability, serving as fuel to lead learners to try harder in order to face difficulties and not giving up.

Self-efficacy manifests in feedback to shape beliefs about competence and potential by continuous reinforcement providing individuals concrete information about the capabilities and performance enhancing the belief of one's ability to succeed and to improve, while constructive feedback guides the learner to improve and build confidence, self-efficacy hinders the importance of a balanced and supportive approach with feedback to construct a stronger sense of reliability and a greater sense of personal competence and motivation.

In a study conducted by Butz & Usher (2015), they claimed that student's confidence had increased when they received positive comments in contrast with those with low self-efficacy that claimed that "nothing" had affected their confidence. High self-efficacy has shown the development of confidence through previous experiences due to the positive feedback received in the past in the shaping of their knowledge.

The effect of feedback received from the educator highly influences the academic self-efficacy of the students, playing a key role in the generated perceptions and abilities. With constructive feedback being the most effective indicator of having a positive effect in learners' abilities while acquiring L2 enhancing their confidence, students can monitor their progress reinforcing their beliefs and capabilities having a positive effect as a result of their reliability on the teacher (Lajunen, n.d.).

However, students strongly believe in their ability to reach their goals, by the hand of self-efficacy is connected to the experience of achievement emotions (Frenzel et al., 2009). It is noticeable that students with high self-efficacy experience higher positive emotions, on the contrary students with low self-efficacy tend to feel negative emotions but they feel competent to improve when they receive feedback.

The perception of feedback and self-efficacy in students is meaningful, thus, goals and improvement can be achieved, emotions are linked to check progress in their work, the

relevance of feedback can enhance motivation for future objectives in the L2 learning process.

1.5.2. Feedback and autonomy

Feedback is praised for its effect on promoting students' autonomous learning and influencing their outcomes in L2 acquisition, students must be aware of their goals and the regular analysis of their needs, making an emphasis on their abilities and the strategies they apply to properly generate an effective learning process. It is also important to mention that feedback is an important part of the learners' process in building knowledge for English communication, and efficient feedback tend to orient students to reflect on their performance and allows them to complete their tasks successfully (Dmitrenko & Budas, 2021).

Real-time feedback is characterized by having an immediate response among learners boosting their performance and understanding of specific tasks, serving as a tool to reinforce knowledge and correcting mistakes reaffirming competence in the topic, providing constant feedback makes learning an active experience and motivates students to improve along with the process encouraging them to generate the sense of self-autonomy in L2 Learning.

Self-regulation in learning is a process where learners set their own goals, monitoring their cognition and motivation acquiring behaviors in response to their learning environment as a combination of cognitive, metacognitive and motivational components (Zimmerman, 2002).

Also is defined not just as a mental ability for academic performance, but as a process which allows learners to transform mental abilities into academic skills to become proactive in order to orient their self-generated thoughts, behaviors and feelings to achieve goals, generating awareness of the limitations they may face and the strengths they possess guided by a certain personality of achievement and accuracy at problem solving activities.

Zimmerman (2002) also states that "self-regulation is important because a major function of education is the development of long learning skills."

According to Kormos & Csizér (2014), collaborative tasks along with peer feedback demonstrated to have a great impact on the effectiveness of language skills and the self-regulatory abilities with learners, emphasizing the role of community learning as a supportive to promote success in L2 motivation and proficiency achievement.

To encourage student autonomy in learning, self-regulation and efficient feedback strategies must be combined. Teachers can improve students' capacity to control their own learning processes by creating a safe space where students may actively interact with feedback. In addition to enhancing academic performance, this fosters the lifelong learning abilities necessary for both professional and personal growth.

1.5.3. Feedback and anxiety

Anxiety is a characteristic with an important role in L2 learning associated with learning and communicating using a foreign language (Ellis, 2006). Krashen (1982) saw a negative relationship between anxiety and feedback, where emotional areas of the student are unfavorably affected generating a negative effect in the learning process having an impact in speaking tasks.

It is important that the use of feedback in the classroom environment is clarified among teachers and students, misunderstandings of its use in the classroom can lead to associations of feedback as something threatening, unless the teacher and the student understand the role of feedback in L2 acquisition, the levels of anxiety can decrease and learning as a consequence remains effective (Horwtiz et al, 1986).

Learner anxiety in L2 acquisition impacts directly on motivation and engagement, feedback influences anxiety levels and motivation among learners, that's why constructive

feedback contributes to establishing a supportive relationship within the creation of a safe learning environment where students can explore and improve their language skills (Gabrys-Barker, 2016). The nature of feedback allows teachers to foster motivation along with participation by lowering anxiety levels to shape language acquisition in order to be less stressful for students.

1.6.Strategies for effective feedback in L2 classrooms

Effective feedback techniques are used in L2 classes to improve language proficiency as well as learner autonomy, motivation, and confidence, all of which contribute to improved academic results.

1.6.1.   Personalized feedback

The use of personalized feedback allows students to promote their higher-order thinking skills, metacognitive skills, and self-assessment, offering a different alternative for educators to empower them to become proactive and generate useful strategies to conduct their learning experiences (Stefanic, n.d.). With the application of personalized feedback, students can perform better in the class as they become more competent to develop specific tasks and more importantly as they stay motivated to complete different activities, "personalization is the key driver for giving students feedback in a more conversational and personable tone that makes the content more accepting and constructive" (Steele & Holbeck, 2018, p. 1). Personalized feedback tends to have a positive impact on students and their performance which benefits goal achievement in L2 acquisition.

1.6.2. Peer feedback

According to Cambridge University Press (2020), peer feedback is effective in giving support both the receiver and the giver and providing a mutual benefit for them, separating the barriers of a teacher-centered learning and promoting self-efficacy in the classroom environment. The action of receiving and providing feedback encourages students to concentrate on different areas adopting a critical-thinking perspective to generate a better understanding of the work to develop (Nicol et al., 2014).

1.7. Contextual factors

In second language acquisition contextual factors play a relevant role influencing students, having a direct impact in their interaction with the learning environment and their internalization of the new language. Contextual factors are considered by the language perspective related to acquisition and its influence can directly impact the learning process of new second language (Walqui, 2000).

1.7.1. Classroom environment

A primary factor in the class environment is the influence of teacher-student relationships in learning. Positive teacher-student relationships are essential to the learning environment generating an enhanced teaching process to establish greater outcomes with a positive relationship which is a fundamental goal in educational contexts (Hagenauer et al., 2023).

As Pinyu (2024) stated, student interaction has a greater mental impact, such as anxiety being a common disorder coming from parental teachings and family expectations becoming a greater obstacle in the learning process, that's why teacher-student relationships serve as regulators to counteract the anxiety effect generated by external influences and lowering the negative impact on L2 acquisition.

Additionally, Mallik (2023) claimed that a positive teacher-student relationship can have a positive effect on behavioral student engagement, cognitive engagement and emotional engagement, being a key factor in fostering participation, improving learning outcomes and generating the sense of responsibility in academic processes.

Teacher leadership aims to lead students into participation within a learning environment, providing specific ways to engage students in the classroom making them feel involved in the process, the use of experiences as catalysts to guide students and develop critical thinking instead of being just individuals in a classroom environment, both teacher-student communication and understanding is beneficial for problem solving and interpretation of ideas within a learning community (Pinyu, 2024).

1.7.2. Institutional support

Feedback in schools has a greater importance on student development, and fostering self-improvement among students, teachers, and the administrative area enhancing communication and reflecting effectiveness in educational practices. According to Short (2024), comprehensive, methodical, and open feedback methods for educators and administrators foster relationships, increase trust, and create a collaborative, growth-oriented school culture.

1.8.Challenges and solutions in providing feedback

Delivering effective feedback is one of the most challenging things that a teacher must face during the professional practice, some educators may be more skilled than others but the ultimate action of providing effective feedback is an acquired skill over time, others may hesitate and try to avoid hurting feelings, the action of building confidence has a great impact on the teaching process through enhancing a enthusiastic and humorous environment

to promote confidence among learners (Sarkany & Deitte, 2017). In the process of building confidence and delivering feedback the following variables are considered.

1.8.1. Teacher training and development

Teachers reflect on their own instruction received from other teachers which served as facilitators for the process of feedback, that's the reason why professional development is important in enhancing the process of delivering feedback in students, with teachers working in schools during a big number of working hours, professional development is acquired in greater levels (Parpucu & Al-Mabuk, 2023).

Formative feedback demonstrates to have a positive effect on teachers' professional development, Mouraz et al. (2022) claimed that it permitted a positive improvement in teaching leadership and professional practices. On the other hand, Ben-Peretz et al. (2018) mentions that experienced teachers have the opportunity to enhance the passion and the intellect of students focusing on the passion for what they do and what they achieve leading them to a constant desire for improvement boosting professional development, giving and receiving feedback has the positive effect of providing growth in self-esteem among students, the positive comments of the teacher influence further participation in the class environment and in the future sessions.

1.8.2. Student perceptions and attitudes

Students' perception towards feedback is highly valued due to its effectiveness impacting on motivation to learn and how it improves their comprehension, feedback demonstrates to help students feel more confident and to develop greater understanding, also helps to identify different areas for improvement (Fisher et al., 2025).

On the other hand, motivation is a key determinant for students' success and learning outcomes, feedback allows the increasement of it providing specific aids for students to

determine which areas they need to improve to accomplish their academic goals. Teachers' personality and enthusiasm is a main factor of motivation highly received by students, Fisher et al., stated that "enthusiasm and a caring attitude are often seen as crucial in enabling students to achieve their full potential" (2025). With teachers who love what they do, students will provide better learning outcomes and behaviors during class time, their academic development and in their life.

The perception of feedback among students can provide an open insight into what students really need to improve and to construct according to their knowledge. It is a key factor that good feedback is given by the teachers and as a result, learners can clarify different aspects of their learning process, connect them with learning strategies and generate independence with their tasks. Students don't exactly know what effective feedback is (Poulos & Mahony, 2008). But Bjork et al. (2013) considered that "students' judgment of their own learning is subjective and highly influenced by their beliefs and intuitions", which means that students will always look forward for improving, correct mistakes and receive more positive responses about their work.

Feedback in students generate an immediate emotive response impacting on the motivation for future activities, students value feedback for its ability to provide a reflection process that implies recalling information to make things better the next time, providing important information and opportunities to discuss and to understand through multiple viewpoints what goals need to be achieved, when feedback is delivered correctly the acceptance within students is considerable for providing a better learning experience in relation to the individual needs brought to the classroom environment.

1.8.3. Overcoming barriers.

Providing effective feedback is a necessary skill that teachers must acquire during their career, various challenges and obstacles may be encountered during the application which can make the proper incorporation of this process difficult. One of the most common obstacles in providing effective feedback is time, being a limited resource for the proper implementation. Educators found that the lack of time can make things difficult, and they faced the situation where they had to decrease the volume of feedback to be timely with their activities (Henderson et al., 2019). One possible solution to this issue is breaking down feedback in two separate times, where immediate feedback is delivered in the heat of the activity being a crucial part of the process defined as a "hot time", and a delayed "cold" time where feedback can be more extensive focusing on reflection later on the activity (Improvus, 2025).

Another obstacle is the emotional implications when providing feedback, emotions can affect the purpose of feedback delivery, the fear of hurting someone's feelings makes things hard, constructive feedback is necessary to generate the sense of growth in students, an efficient way to overcome this barrier is to acknowledge own emotions and to focus on feedback as a non-judgmental comment which intends to help and motivate learners to create constant improvement on their academic activities (Gray, 2024).

Implementing feedback involves responsibility among the giver and the receiver; when students are aware of the feedback process, they tend to recognize that improvement comes along with the observations made by the teacher, and it only happens when they reflect and act as a consequence of the support provided. Some learners desire that feedback specifies what they should do but the role of the educator is to apply practices of self-

regulation to counterattack this dependency of unappropriated strategies to solve problems in the classroom and generate meaningful learning processes (Winstone et al., 2016).

1.9. Metacognitive assessment

Metacognition is defined as "*the process used to plan, monitor, and assess one's understanding and performance. By using metacognitive practices, it helps to increase students' abilities to transfer or adapt their learning to new contexts and tasks*" (Bransford, Brown, & Cocking, p.12; Palinsar & Brown, 1984; Scardamali et al., 1984; Schoenfeld, 1983, 1985, 1991). In simple terms, "thinking about thinking", and it evaluates the students' ability to think about their own thinking processes and how they analyze and interpret information, consisting in three main components: knowledge being the beliefs of how we apply learning strategies to learn, monitoring which is the assessment of the learning process, and control known as the regulation of learning outcomes (Rivers et al., 2020). Declarative, procedural and conditional knowledge are key components to develop conceptual knowledge to implement self-regulation strategies.

1.9.1.   Metacognitive Awareness Inventory

The metacognitive awareness inventory is an assessment tool to measure an individual's metacognitive abilities, designed to help evaluate whether an individual is able to manage his own thinking processes and outcomes and to assess the effectiveness of different strategies to provide clarification of how metacognitive strategies can improve learning outcomes (BlockSurvey, 2025). The instrument uses 52 statements where participants respond in order to address the components of knowledge, cognition and regulation within eight subcategories (Schraw & Denninson, 1994). The metacognitive awareness inventory has its main advantages in being a reliable tool adaptable to various educational contexts and problem-solving activities with short items to be easily evaluated and interpreted.

Table 1

Operational definitions of MAI and items

Categories	Subcategories	Definition	Items
Knowledge of cognition	Declarative knowledge	Knowledge about one's skills, intellectual resources, and abilities as a learner	5, 10, 12, 16, 17, 20, 32, 46
	Procedural knowledge	Knowledge about how to implement learning procedures	3, 14, 27, 33
	Conceptual knowledge	Knowledge about when and why to use learning procedures	15, 18, 26, 29, 35
Regulation of cognition	Planning	Planning, goal setting and allocating resources prior to learning	4, 6, 8, 22, 23, 42, 45
	Information Management	Skills and strategy sequences used on-line to process information more efficiently	9, 13, 30, 31, 37, 39, 41, 43, 47, 48
	Monitoring	Assessment of one's learning or strategy use	1, 2, 11, 21, 28, 34, 49
	Debugging	Strategies used to correct comprehension and performance errors	25, 40, 44, 51, 52
	Evaluation	Analysis of performance and strategy effectiveness after a learning episode	7, 19, 24, 36, 38, 50

Note: Own elaboration. Resource: (Schraw & Denninson, 1994)

1.10. CEFR

The Common European Framework of Reference for languages also known as CEFR is a guideline developed by the council of Europe in 1986, is an essential tool for language education divided into six reference levels from A1 for beginners to C2 for those who master the language. Facilitates the comprehension of the level acquired for individuals involved in the language learning setting, this is a worldwide standard framework for language abilities and its application allows the easy the identification of language needs (Council of Europe, 2025).

Table 2

CEFR Common reference levels - Global Scale

Proficient User	C2	Is able to understand everything heard or read, summarize information from spoken and written sources, express himself spontaneously and fluently with precision.
	C1	Understands a wide range of interconnected text and is able to recognize implicit meaning, uses the language flexibly and

		effectively for many purposes and produces clear well-structured text on complex subjects.
Independent User	B2	Understands the main ideas of complex text and interacts with a degree of fluency making regular interactions with native speakers, produces clear text on a wide range of subjects.
	B1	Understands the main points of familiar matters encountered in his context, produces simple connected text on topics familiar or of personal interest, describes events, dreams, hopes and ambitions with brief explanations or opinions.
Basic User	A2	Is able to understand sentences and frequent expressions related to areas of immediate relevance such as basic personal information, local geography and can describe simple aspects of the background.
	A1	Uses and understands familiar everyday expressions and very basic phrases, can introduce himself and others, ask and answer simple questions and provide simple information of residence, interaction is limited and simple.

Note: Own Elaboration. Taken and adapted from Council of Europe (2025).

CEFR aims to assist planning, curriculums and courses with a solid base on real-world communicative needs addressing real-life implementation in tasks and making the use of "can do" descriptors for learners.

Table 3

Can do descriptors

Descriptor	Statement
Can do descriptor Listening	I can understand sentences and expressions to areas of most immediate relevance.
Can do descriptor Writing	I can produce simple connected text on topics which are familiar or of personal interest
Can do descriptor Reading	I can understand short simple personal letters.
Can do descriptor Speaking	I can communicate in simple and routine tasks requiring simple and direct exchange of information. I can describe experiences and events, give reasons, opinions and plans about general culture.

Note: Own elaboration. Resource: Council of Europe (2025).

CHAPTER II

II.   METHODOLOGY

2.1. Type of Investigation

This research uses the mixed method approach which combines the qualitative and the quantitative method which provides a more comprehensive understanding of the research problem, the combination of quantitative and qualitative data allows to confirm the information gathered, and offering a panoramic perspective of the research background (Allison Shorten, 2017). The data gathered will contribute to the investigation and to analyze in a deeper way how motivation can have a greater impact along with feedback in the classroom.

2.2. Research methods, techniques, and instruments.

The research methodology has a mixed approach which facilitates the data gathering while combining quantitative and qualitative data providing a deep understanding and having a complete perspective of the data analyzed in the research study (George, 2021). The quantitative and qualitative data will allow us to understand the variables with an objective and subjective sight of the main problem.

2.3. Techniques

2.3.1. Interviews

An interview will be applied to the principal of Unidad Educativa "Antonio Ante" and the English teachers who oversee bachillerato students, they will be asked to answer 10 open ended questions to understand personal experiences, allow us to gain detailed insights and to explore the different perspectives with the feedback provided (Kvale & Brinkmann, 2009).

2.3.2. Survey

A survey is going to be conducted and will be applied to the students to identify which aspects of the feedback provided by the teachers, the frequency of feedback, how motivated they feel when they receive it, the engagement during class and the perspective of the students while receiving it (Patton, 2002).

2.4. Instruments

Questionnaires for interviews

Questionnaires for surveys

2.5. Research questions

1. How do different types of feedback (positive, negative, constructive) influence the L2 motivation levels of Bachillerato students at Unidad Educativa Antonio Ante?

2. What are the perceptions and attitudes of Bachillerato students at Unidad Educativa Antonio Ante towards feedback received in their L2 classes, and how do these perceptions affect their motivation?

3. How does the feedback provided by teachers in L2 classes at Unidad Educativa Antonio Ante correlate with students' self-efficacy beliefs and their motivation to improve their language skills?

2.6. Sample

The survey was applied to 203 Bachillerato students, the English coordinator, English teacher and the vice-principal of the institution were interviewed. The current study seeks to work with all the population with a census to avoid estimated errors and to get an accurate representation of the entire population in study, being a beneficial process which collects precise and reliable data compared to a smaller data set.

2.7.Data Analysis Procedure

The project will use a mixed-methods approach, combining questionnaires and interviews, to examine the effect of feedback on L2 motivation among Bachillerato students at Unidad Educativa Antonio Ante. In order to gather data, a representative sample of students will be given structured questionnaires. While thematic analysis will be used to examine the qualitative information from interviews, descriptive statistics will be used to study the quantitative data from the surveys. The results of these techniques will be combined to give a full picture of how various feedback formats impact students' desire to pick up a second language.
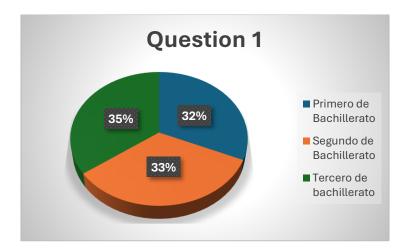
III.   RESULTS AND DISCUSSION

3.1. Survey to bachillerato students Unidad Educativa Antonio Ante

3.1.1.   High school year
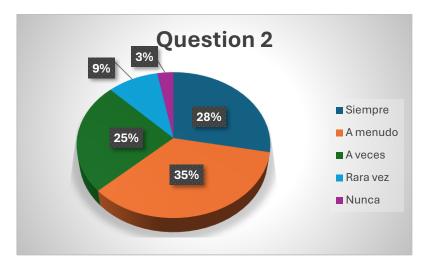
Figure 1

School year.

The pie chart provides information on the population for this study, with a sample of 203 students from high school, 35% of the interviewees in their third year of high school, followed by 33% of students in their second year, and 32% were in their first year of high school. This distribution shows the balance between the three years and suggests that the student population in the third year was larger, the proportions of the three years are relatively close to each other.

3.1.2. How often do you receive feedback from your English teachers about your performance in class?

Frequency of feedback.
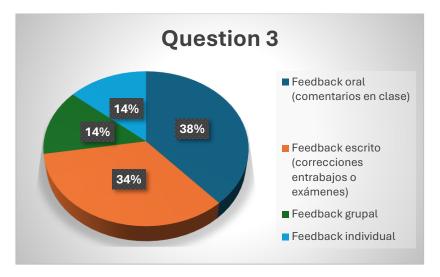
The pie chart shows the results of the second question related to the frequency of feedback received by the students in relation to their performance in class. On the first instance 35% of the students often receive feedback from their teachers, while 28% of the respondents affirm that always receive feedback from their performance in class. On the other hand, 25% of the respondents stated that feedback from the teachers is applied sometimes. 9% of the students mentioned that feedback is rarely used for their performance in class, 3% being the lowest percentage show that they never received feedback on their performance in class. It should be noted that the lowest percentages of students may not have received feedback due to the implication of fear or discomfort of knowing their result of performance during a direct task.

3.1.3. What kind of feedback do you usually receive in English class?

Figure 3
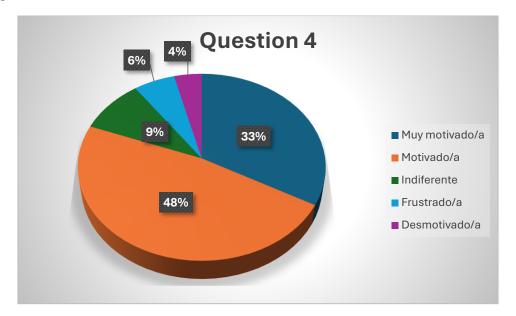
Type of feedback.

The information on the pie chart provides a clearer perspective of the type of feedback received by the students in the classroom. First, 38% of the interviewees stated that oral feedback is mostly used during the development of the class, then 34% clarify that feedback is given through corrections, classwork or homework and exams in the written form, and finally the equality between group feedback and individual feedback with the 14% of respondents in both cases. This answer rate can highlight the main strategies of feedback applied by the teachers in order to maintain an effective engagement during the classes and the effectiveness of the main strategies to implement the feedback and to seek for improvement among learners of the three school years.

3.1.4.   How do you feel when you receive feedback from your English teachers?
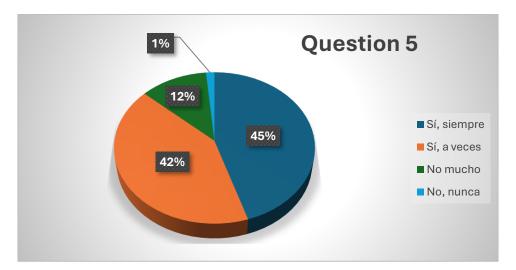
Figure 4

Feelings on teacher feedback.

The information on the pie chart provides important results, 48% of the interviewees indicated that they feel motivated when they receive feedback from their professors, 33% of the population feel highly motivated while 9% feel indifferent regarding the feedback received. Ob the other hand, 6% of the subjects feel frustrated and at last 4% feel demotivated from the feedback. For this reason, it is of utmost importance to take into consideration how to apply different strategies with individuals to increase their motivation levels, and as a result gain engagement and a better performance during the class.

3.1.5. Do you think that the feedback you receive helps you improve your English learning?

Feedback and improvement.

Regarding the result of the interview, the information on the pie chart shows that 45% of the respondents can evidence that feedback always makes them improve in their learning process, followed by 42% of the respondents where state that sometimes feedback is useful for their improvement in the second language acquisition, in minimum levels, 12% of the population shared that feedback not always is as much as effective for their improvement as the others, and last but not least just 1% of the respondents state that feedback never helps them improve In their learning process. Feedback is highly received from the students; it is also important to ensure that feedback strategies can help the lowest percentages of students to increase their confidence and improvement in the English language acquisition.

3.1.6.   When you receive feedback about your mistakes, how does it make you feel?
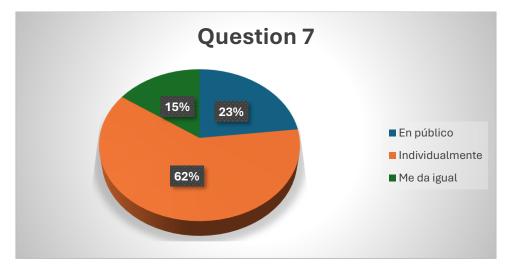
Feelings on errors.

The pie chart illustrates the most relevant information about the perception of feelings in relation to feedback and the committed errors. First, 56% of the studied population feel motivated and are willing to correct the mistakes made during the learning process. The willingness of improvement is demonstrated by 33% of the respondents where frustration is not a constraint to achieve excellence. On the other hand, 7% demonstrates indifference when feedback is internalized, and a 4% indicate demotivated by the implementation of feedback where errors are committed. Motivation reaches higher levels of acceptance among students; feedback once more demonstrates to benefit the learning processes and its importance to establish better learning outcomes.

3.1.7. Do you prefer to receive feedback publicly or individually?

Figure 7

Feedback preference.
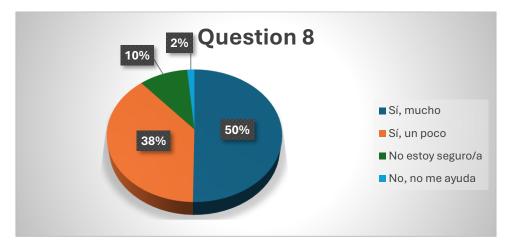
The pie chart provides a clear insight on the reception preference of feedback in students, where 62% of the respondents prefer to receive feedback individually representing the majority of the group studied, followed by a 23% who make a contrast and show a public preference for the feedback implemented making the process more general, and at last, 15% of the respondents have no preference in regard of public or individual feedback. Individuality proves to be more accepted by the population, the majority of students feel more confident when they perceive individually what they need to analyze and to implement in order to improve.

3.1.8. Do you feel that the feedback you receive better prepares you for evaluations?

Figure 8

Feedback and preparation.

The results on the pie chart demonstrate the perception regarding the influence on preparation for students as a result of the feedback received. In the first instance 50% of the population consider that feedback helps a lot with the preparation for exams, in contrast 38% of the respondents think that it helps a little with their evaluations. On the other hand, just 10% demonstrate insecurity with the relation within feedback and preparation for future assessments, and 2% consider that feedback isn't helpful at all for future evaluation. With the main characteristics of feedback being a fundamental tool for teachers, it proves to be a key factor not only for enhancing a better learning environment, but for providing students with as much correction and preparation to avoid mistakes in the future.

3.1.9. Would you like to receive more feedback from your teachers about your progress in English?

Figure 9

Receiving feedback.

According to the pie chart results the percentages indicate the amount of feedback students would like to receive in relation to the progress made in the English class, 52% of the interviewees share their need of receiving much more feedback to validate their advancement in the process of learning English as a second language, 34% of respondents consider that a little more of feedback about their progress. In contrast a low number of students representing 11% of the population state that they feel satisfied with the feedback they receive. Finaly just 3% of the interviewees state that the feedback they get is enough. Feedback is highly received by a great number of students; the proportions shared a positive response, and students would like to get more information about the progress they achieve.

IV. CHAPTER IV: PROPOSAL

4.1. Proposal Title

Unlock your potential, evolve!

4.2. Objectives

4.2.1 General Objective

To provide a workbook as a methodological strategy for implementing teacher-student feedback in bachillerato students at Unidad Educativa Antonio Ante.

4.2.2 Specific objectives

- Design a workbook with reading, writing, and speaking activities to implement feedback through metacognitive assessment.
- Develop reading, writing, and speaking activities according to A2 to B1 levels in students.
- Implement a teacher's scoring tool to comprehend self-regulation in students and assess goals to implement feedback.

4.3. Rationale

The following guide of activities allows teachers to facilitate methodological strategies through the use of a workbook of different activities focused on writing, reading and speaking skills which via metacognitive assessment are going come in handy for teachers for engaging an effective feedback process and as consequence increase motivation in the learning environment.

4.4. Theoretical foundation

4.4.1 Writing Skill

It is important to understand that writing skills allow us to communicate and to write effectively in a clear way using symbols such as letters, punctuation and spaces to provide comprehension in a readable form, the basic systems of language, vocabulary and a proper knowledge of grammar must be understood to generate effective writing and correct spelling

(Benwell, n.d.). Good writing comes along with planning, editing, revising and organizing to complement the process.

4.4.2 Reading Skill

The complementation of writing is reading. According to Arcos (2018), is the level of understanding a text or message coming from the interaction between written words and how they trigger knowledge outside the message, reading comprehension allows students to make connections, internalize contents, and to activate their prior knowledge. It also can be defined as a decoding process where learners use different strategies and techniques to translate symbols into meaning.

4.4.3 Speaking Skill

Speaking is a productive language skill; it is a person's ability to produce communication with others and the process of interaction where speakers build meaning while producing, receiving and processing information (Bailey, 2005). Speaking has its purpose in communicating. It is essential that learners develop this skill to express their ideas, feelings and perspectives to others. The role of the teacher is to establish proper guidance in order to provide activities to practice and enhance their performance.

4.4.4 Listening Skill through Speaking

Listening and speaking skills are key determinants of students' success. Listening, being a receptive skill which serves to understand the spoken language, is also defined as the act of hearing attentively to understand and interpret the meaning of a conversation, making you successful in society listening skills allowing understanding along with body language, eye contact and gestures (Sebongbong, 2024). Listening is also the ability to interpret a certain message transferred by others in the communicational process, it is not possible to speak in a conversation if there is no one to listen, communication takes place between a speaker and a listener allowing them to engage with oral and comprehensive skills, that is why both listening and speaking are co-related with each other.

4.4.5 Metacognitive Assessment

It is understood that metacognitive assessment is the process of evaluating learner's understanding and performance by assessing their metacognitive awareness linked to the ability to think independently, including the ability to direct thinking and at the same time engaging into different activities (Block, 2006). Metacognition has two dimensions, metacognitive knowledge which is the learners' knowledge about learning and metacognitive regulation which refers to the monitoring and control of what learners do with their learning (Cambridge International Education Teaching and Learning Team, 2024). Processes like planning, monitoring and evaluation and reflection are useful to set goals, validate the progress and achievements to determine whether the goal was fulfilled or if it's necessary to implement different strategies to improve. With metacognitive assessment, students tend to reflect on their own learning, and to make adjustments to achieve deeper understanding and improvement (Earl, Katz, & WNCP, 2006). Metacognitive processes are linked to self-awareness, which has its main role in enhancing problem-solving skills in students.

In simple terms, metacognition is the process used to plan, monitor, and assess one's understanding and performance. By using metacognitive practices, it helps to increase students' abilities to transfer or adapt their learning to new contexts and tasks (Bransford, Brown, & Cocking, 2000).

4.5. Location

Unidad Educativa "Antonio Ante" is a public educational unit located in the city of Atuntaqui in the urban area of the city, province of Imbabura, on Junín and Jorge Montalvo streets, where includes Basic Preparatory, Primary and General Secondary Education levels.

4.6. Beneficiaries

The main beneficiaries of the following guide are bachillerato students and teachers of the English Area of Unidad Educativa Antonio Ante. The implementation of the following guide can serve as useful material to enhance feedback and motivation in the L2 environment, and to address the different barriers students bring to the classroom, limiting their improvement and confidence. In the same way, the institution benefits with a helpful instrument which allows teachers to overcome one of the most difficult tasks during teaching development which is to motivate their pupils and make the process of L2 acquisition more dynamic and less stressful.

UNLOCK YOUR POTENTIAL...

EVOLVE!

Let's improve our learning skills and be able to use English in a better way!

(Canva, 2025)

Welcome!

Engage your learning abilities and get to know your full learning power while you have fun, don't get stressed, achieve your goals and create awesome strategies to become the best in English, you have the potential to create greater things.

And Always Enjoy The Process...

EVOLVE!

2

Table of Units

(Canva, 2025)

3

Unit 1

Daily Life and Routines

Lesson 1: My Daily Routine
Lesson 2: Healthy Habits
Lesson 3: A Busy Weekend
Lesson 4: Hobbies and

"I can understand sentences and expressions to areas of most immediate relevance."

4

(Canva, 2025)

Guidelines

At the end of Unit 1 you will find a "Self-assessment" section, which is going to be useful for you to analize the activeness in students, and also is going to help students to understand their learning process.

The section is divided into two parts:

- Self-assessment section, which is for the students.
- Teacher scoring guide section, which is for the teacher.

Provide to the students only the Self-assessment section.

Use the scoring guide to evaluate the key learning factors of each student, with the final score you will be able to identify the proper feedback strategy and direct it to the student allowing improvement on the learning process.

The following guide won't use quantitative assesment for students in order to reduce stress for obtaining high grades, instead is going to value creativity and autonomy.

Main Goals

- **Generate understanding in sentences and expressions.**

- **Reinforce skills.**

- **Gain ability to produde more language.**

- **Describe experiences and give opinions.**

5

(Canva, 2025)

Unit 1 Daily Life and Routines

Lesson 1: My Daily Routine

1. Let's read about Karen's routine.

Karen wakes up at 7:00 AM. She quickly brushes her teeth and takes a shower. After getting dressed, she goes to the kitchen for breakfast. Karen loves to eat cereal with milk and a banana. By 7:45 AM, she leaves home to catch the bus to school. Karen arrives at school around 8:15 AM. Her first class is math, which she enjoys because she likes solving problems. After math, she has English and science classes.

During lunch at 12:00 PM, Karen meets her friends in the cafeteria. They talk about their favorite shows and share funny stories. After school, Karen has soccer practice from 3:30 PM to 5:00 PM. She loves playing soccer and being part of the team. After practice, she returns home, takes a shower, and starts her homework. In the evening, Karen has dinner with her family at 6:30 PM.

They talk about their day and enjoy each other's company. After dinner, Karen spends some time on her phone, checking social media and chatting with friends. Finally, she prepares for bed around 10:00 PM. Before sleeping, she reads a book for about 30 minutes. By 10:30 PM, Karen is ready to sleep, excited for another day ahead.

2. Answer the following questions.

a) What time does Karen wake up?

_____

b) What is Karen's favorite breakfast?

_____

c) What time does Karen arrive to school?

_____

d) What time does she go to practice soccer?

_____

e) What time does Karen has dinner?

_____

Pro Info

Daily routines are a series of activities that people perform regularly, usually at the same time or in the same order. They can include personal care, work, leisure, or family tasks.

6

(Canva, 2025)

Useful Material

3.Write a paragraph about your own daily routine using the simple present time expressions with about 160 words.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4. Write 8 verbs used in the paragraph in the present and change them into past form.

Present	Past
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Let's talk!

Let´s discuss with a partner about your daily routine, compare schedules, share important information such as timing, favorite activities, and more.

7

Lesson 2:
Healthy Habits

1. Let's read the following article.

A healthy lifestyle

Scientists around the world agree that the key to staying healthy and keeping fit is to eat less and do physical exercise such as walking or cycling. However, people who exercise too intensively often reward themselves by spending the rest of the day in front of the TV set. At the same time, they have to eat more to give them energy for the next workout. To avoid gaining weight, researchers suggest that going for a longer walk or riding a bike for a few hours may actually be better than high-energy exercise. A low-fat diet may be good for your waistline, but research suggests it may have negative psychological effects. Medical experts have found out that volunteers who followed a strict twenty-five percent fat diet reported feelings of depression and bad mood.

Many of us already know that drinking coffee raises your blood pressure but according to the latest studies, it too, can make you bad-tempered. Mice that were given regular doses of caffeine by researchers turned out to be more aggressive than others. On the other hand, chemicals found in tea can reduce the risk of heart attacks and have a positive effect on cholesterol levels and high blood pressure. If you're a chocolate fan, there's good news for you! Recent studies have revealed that chemicals found in chocolate can not only put you in a good mood but also protect you from a variety of minor illnesses including colds, coughs, depressions and even help reduce the risk of heart disease.

2. Choose if the article statements are true or false with a ✔

	TRUE	FALSE
a) Scientists agree that eating less and exercising are key components of staying healthy and fit.	☐	☐
b) Exercising too intensely can lead people to spend the rest of the day watching TV.	☐	☐
c) People who exercise regularly do not need to eat more to maintain their energy levels.	☐	☐
d) Researchers suggest that longer walks or cycling may be better for weight management than high-energy exercises.	☐	☐
e) A low-fat diet is always beneficial for mental health according to the latest research.	☐	☐
f) Drinking coffee has been linked to increased blood pressure and can make individuals more bad-tempered.	☐	☐
g) Mice given regular doses of caffeine were found to be less aggressive than those that did not receive caffeine.	☐	☐
h) Chemicals found in chocolate can improve mood and may help protect against minor illnesses such as colds and coughs.	☐	☐

8

(Canva, 2025)

Pro Info

Adopting new, healthier habits may protect you from serious health problems like obesity and diabetes. New habits, like healthy eating and regular physical activity, may also help you manage your weight and have more energy. After a while, if you stick with these changes, they may become part of your daily routine.

3.Let's write! Create a list of three healthy habits you would like to adopt and describe why.

My healthy habits

1._____
_____
_____
_____
_____

2._____
_____
_____
_____
_____

3._____
_____
_____
_____
_____

4. Let's talk.

Make groups up to 6 members and answer the following:

- What do you do to stay healthy?

- How can you help others to stay healthy?
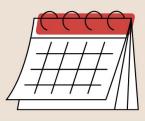
Discuss with your group and then share your comments to the class.

5. Write down 10 healthy foods you like to eat or would like to try.

_____
_____
_____
_____
_____
_____

9

(Canva, 2025)

Lesson 3:
A Busy Weekend

1.Read the chat between two friends.

Hey Alex! what did you do last weekend?

Hi Matt! I stayed home. What about you?

I went hiking to the Green Lake Trail on Saturday.

That sounds great! How was it?

It was quite interesting, I saw amazing animals there.

Cool, did you go alone?

No I didn't, I went with my family.

How long were you there?

We were there from saturday morning until sunday afternoon, we stayed to camp.

What about the weather?

It was excellent, the sky was clear and the night was a little bit cold.

How wonderful! It looks like you had a great time.

I did! We should go there some time.

I totally agree!

Useful Material

- Use **did** to make questions in the **past form**.
> **Did** you go to the cinema on saturday?
  Yes, I did. / No, I didn't.
> What **did** you do last weekend?
  I played with my sister. / I read a book.
- Use the auxiliary verb **didn't** for negatives in the past form.
> I **didn't** go to the lake. / He **didn't** finish his task.

2.Complete the dialogs with the correct verb form.

A: Did you do (do) something interesting on friday?

B: No, I didn't. I stayed (stay) at home and I saw (see) a movie.

A: How _____(be) your weekend?

B: Amazing! I _____ (play) on my computer in the morning and ____(go) shopping with my mother in the afternoon.

A: Where did you _____(go) saturday evening?

B: I _____(go) to Maria's party with my brother, we _____(have) a great time.

A: Did you_____(eat) at home on the weekend?

B: Yes, I _____(do), I _____(prepare) my special rice with vegetables.

10

3. Write an email of 100 words to your best friend describing your weekend activities.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4.Let's get creative! Fill out with a partner the following schedule for activities you did on the weekend.

Saturday	You	Your Partner
8:00 a.m.		
10:00 a.m.		
1:00 p.m.		
4:00 p.m.		
7:00 p.m		
Sunday		
8:00 a.m.		
10:00 a.m.		
1:00 p.m.		
4:00 p.m.		
7:00 p.m		

5. Let's talk.

Work in pairs, role-play an invitation to your partner to a weekend activity in your home. Make a short conversation.

11

Lesson 4:
Hobbies and Free time Activities

1. Read the following text.

Alex's love for painting began in childhood, inspired by the vibrant colors of nature and the emotions they evoke. With each brushstroke, he finds solace and expression, transforming blank canvases into vivid landscapes and abstract pieces. Painting not only serves as an outlet for creativity but also allows Alex to connect with other artists through local workshops and online communities. Sharing his work on social media has fostered friendships and sparked meaningful conversations about art, further enriching his experience.

Another passion that fuels Alex's spirit is hiking. The thrill of exploring new trails and discovering hidden landscapes fills him with an invigorating sense of adventure. Every weekend, he sets out to conquer a different path, often accompanied by friends who share his love for the outdoors. These hikes are not just physical challenges; they are opportunities for connection and reflection. As he stands atop a mountain, gazing at the breathtaking panorama below, Alex feels a profound appreciation for nature's beauty and the camaraderie of shared experiences.

Photography is another activity through which Alex expresses himself. Armed with his camera, he captures fleeting moments, sunsets that paint the sky in hues of orange and pink, candid smiles of friends during gatherings, or the intricate details of nature. Through photography, Alex learns to observe the world more closely, finding beauty in everyday life. He often shares his photographs online, encouraging others to appreciate the small wonders around them.

2. Answer the questions related to Alex's hobbies.

a) What hobbies does Alex enjoy?
_____

b) What does Alex fo on weekends?
_____

c) What does Alex enjoy about hikes?
_____

d) What does Alex likes to capture with his camera?

_____

e) How does Alex express his creativity?
_____

12

Pro Info

A hobby is considered to be a regular activity that is done for enjoyment, typically during one's leisure time. Hobbies include collecting themed items and objects, engaging in creative and artistic pursuits, playing sports, or pursuing other amusements or avocations. Participation in hobbies encourages acquiring substantial skills and knowledge in that area.

3.Let's write! Create a short paragraph of 150 words about your favorite hobbies and what you do in your free time, focus on activities you enjoy or new things you want to try and explain why you enjoy those hobbies.

My hobbies

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4. Write down 10 indoor or outdoor hobbies you consider interesting.

_____
_____
_____
_____
_____
_____

5. Let's talk.

Make groups up to 4 members and discuss about your hobbies, consider the following:

- What do you do in your free time?
- Are you learning something new?
- What hobby would you like to try in the future?

Discuss with your group and then share your comments with the class.

13

Self-assessment

Internalize about Unit 1 and choose if the statements are true or false according to your learning experience with this Unit.

	TRUE	FALSE
I am good at organizing information		
I know what the teacher expects me to learn		
I try to use strategies that have worked in the past		
I am aware of the strategies I use when i study		
I can learn best when I know something about the topic		
I can motivate myself to learn when I need to		
I set specific goals before I begin a task		
I read instructions carefully before I begin a task		
I consider several alternatives to a problem before I answer		
I ask myself questions of how well I am doing while learning something new		
I create my own examples to make information more meaningful		
I try to translate new information into my own words		
I ask others for help when I don't understand something		
I stop and reread when I get confused		
I know how well i did once i finish		
I summarize what I've learned after i finish		

Teacher Scoring Guide

Score every "true" answer as 1 point each, and every "false" answer as 0 points each.

Declarative knowlegde	score
I am good at organizing information	
I know what the teacher expects me to learn	
Total	/2

Procedural knowlegde	score
I try to use strategies that have worked in the past	
I am aware of the strategies I use when i study	
Total	/2

Conditional knowlegde	score
I can learn best when I know something about the topic	
I can motivate myself to learn when I need to	
Total	/2

Planning	score
I set specific goals before I begin a task	
I read instructions carefully before I begin a task	
Total	/2

Comprehension Monitoring	score
I consider several alternatives to a problem before I answer	
I ask myself questions of how well I am doing while learning something new	
Total	/2

Information Management Strategies	score
I create my own examples to make information more meaningful	
I try to translate new information into my own words	
Total	/2

Debugging Strategies	score
I ask others for help when I don't understand something	
I stop and reread when I get confused	
Total	/2

Evaluation	score
I know how well i did once i finish	
I summarize what I've learned after i finish	
Total	/2

(Canva, 2025)

Unit 2

Travel and Places

Lesson 1: Planning a Trip
Lesson 2: Asking for Directions
Lesson 3: Famous Landmarks
Lesson 4: At the Airport

"I can produce simple connected text on topics which are familiar or of personal interest"

15

(Canva, 2025)

Guidelines

At the end of Unit 2 you will find a "Self-assessment" section, which is going to be useful for you to analize the activeness in students, and also is going to help students to understand their learning process.

The section is divided into two parts:

- Self-assessment section, which is for the students.
- Teacher scoring guide section, which is for the teacher.

Provide to the students only the Self-assessment section.

Use the scoring guide to evaluate the key learning factors of each student, with the final score you will be able to identify the proper feedback strategy and direct it to the student allowing improvement on the learning process.

The following guide won't use quantitative assesment for students in order to reduce stress for obtaining high grades, instead is going to value creativity and autonomy.

Main Goals

- **Generate understanding in sentences and expressions.**

- **Reinforce skills.**

- **Gain ability to produde more language.**

- **Describe experiences and give opinions.**

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(Canva, 2025)

Unit 2 Daily Life and Routines

Lesson 1: Planning a Trip

1.Let's read about popular destinations in Ecuador.

AWESOME DESTINATIONS OF ECUADOR.

Quito has an impressive Historic Quarter that was among the first to be declared a UNESCO World Heritage Site. In the Old Town, you can visit and learn about the Presidential Palace and the value of Ecuador's Colonial-era art and architecture, which is on full display in the many churches, museums, and picturesque streets like La Ronda. The Andean Chocó is one of the most biologically diverse places on the planet. The Chocó is a "biodiversity hotspot" and UNESCO Biosphere Reserve. Because of the altitude, climate, and vegetation, the area is host to several fascinating and delicate ecosystems that are teeming with life, much of which is endemic to the region. The lush verdant forests are a focus of many research and conservation efforts.

Cuenca has it all! History and archaeology, music and dance, language and lore, literature and gastronomy, architecture and arts-and-crafts, a bustling street life and a booming culinary scene. Culture courses through this southern Andean gem of a city that has long been hailed as the "Athens of Ecuador", where the Panama hat was first created. Its Historical Center was added to the UNESCO World Heritage Site list in 1999. So, explore! Imbabura province is known mainly for the town of Otavalo, home to Ecuador's most famous crafts market. Thousands of locals and tourists converge on the plaza in the center of the town to shop for some of the most beautiful textiles, handicrafts, leather goods, and jewelry! But Imbabura's allure goes beyond Otavalo: it boasts historic haciendas nestled in the majestic Andes, artisans' workshops showcasing centuries-old crafts, and if you choose to venture further up north to the province of Carchi, you can observe the breathtaking natural beauty of the El Angel Ecological Reserve with its unique paramo ecosystems. The foothills of the Tungurahua are where you'll find the mystic town of Baños de Agua Santa, a very popular tourist destination. It is a favorite spot for adventure-seekers, with plenty of bungee jumping, ziplining, and river rafting opportunities. Baños gets its name from the relaxing natural hot springs that feature in this location. It is also host to a number of impressive waterfalls, among them the incredibly powerful and popular Pailón del Diablo.

2. Answer the following questions.

a) What places of Ecuador are mentioned?
_____

b) Why is Chocó considered a biodiversity hotspot?
_____

c) What makes Quito's Historic Quarter significant?
_____

d) What makes Cuenca a culturally rich city?
_____

e) What activities are enjoyed in Baños de Agua Santa?
_____

17

3. Identify 8 words new for you from the previous text, write its meaning on front.

Words	Meaning
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Useful Material

To create a travel itinerary you must consider this:
- Select your destination.
- Create a structure for your travel.
- Identify activities.
- Plan transportation and accomodation options.
- Enjoy!

4. Write a short itinerary of 100 words for a 5 day trip to a city you like, use the future tenses.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
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_____
_____
_____
_____
_____
_____
_____
_____

Pro Info

Travel itineraries ensure that you can manage your time. A travel itinerary must include your travel time to certain numerous attractions with a leeway for unforeseen circumstances like weather conditions and traffic. This might affect your plans but with a travel itinerary on hand, you can be more flexible.

5. Let's talk!

With a partner, discuss about your ideal trip, include information like:
- Place
- Duration
- Activities

Be creative! Then share your findings with the class

18

Lesson 2:
Asking for Directions

1.Let's read the conversation.

Tourist: Excuse me, can you help me? I'm looking for the museum.
Person: Certainly, it's about a five-minute walk.
Tourist: Maybe I should call a taxi.
Person: No, It's very easy. Really. I can give you directions.
Tourist: Thank you. That's very kind of you.
Person: Not at all. Now, go along this street to the traffic lights. Do you see them?
Tourist: Yes, I can see them.
Person: Right, at the traffic lights, turn left into Queen Mary Ave.
Tourist: Queen Mary Ave.
Person: Right. Go straight. Take the second left and enter Museum Drive.
Tourist: OK. Queen Mary Ave., straight on and then the third left, Museum Drive.
Person: No, it's the second left.
Tourist: Ah, right. The second street on my left.
Person: Right. Just follow Museum Drive and the museum is at the end of the road.
Tourist: Great. Thanks again for your help.
Person: No problem at all.

2. Draw a map with the information provided in the previous conversation.

(Canva, 2025)

Pro Info

When you're in a country or city you don't know, you can easily get lost at some point during the trip, even if you have a map. So it's really useful to know how to ask for and understand directions in English so you can reach your destination. It's also great to be able to give directions yourself to tourists or foreign colleagues.

Some expressions like: Between, next to, behind, on the corner, left, right, straight, street, go past, wrong way, and others are considered useful to provide information.

3.Let's write! Write the directions from your school to a place you love to go

Let's get there!

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

5. Let's talk.

4. Write down 10 places of a city.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

You are going to group witha a partner and develop a conversation, one has to take the role of a tourist and the other as a local. Consider the following:
- Choose a place of your city.
- Tourist role: ask questions to get to that certain place.
- Locals' role: Provide clear information to solve the tourist's doubts.

Share your roleplay with the class.

20

Lesson 3: Famous Landmarks

1.Read the following article.

The Sydney Opera House is one of the world's top tourist attractions and arguably Australia's most recognizable building. Located right alongside Sydney Harbor and its famed bridge, this landmark is also known as one of the busiest performing arts venues in the world, hosting operas, orchestras, ballet, theater and more. To get to know the famous Sidney Opera House, you can take the hourlong guided Sydney Opera House Tour. Additional guided options are also available, including a comprehensive backstage tour of the venue. Afterward, stay for drinks or dinner at the harborside of the venue's indoor and outdoor restaurants.

The second famous landmark is the ancient Incan citadel of Machu Picchu which sits perched on a mountaintop in the Peruvian Andes at an altitude of nearly 8,000 feet above sea level. Before you visit this incredible site, it's best to spend the evening in nearby Aguas Calientes to adjust to the region's altitude, but it is possible to visit on a long day trip from the larger city of Cusco. Then, take an early morning bus or a relatively strenuous hike of up to two hours to the citadel.

The Golden Gate Bridge spans 1.7 miles across the Golden Gate strait connecting San Francisco and Marin County. The welcome center on the San Francisco side features exhibits and information on the history and construction of the bridge, which was the tallest and longest suspension bridge in the world when it was completed in 1937.

Finally, located near the Nile River just a few miles outside of Cairo, the Great Pyramid of Giza and the surrounding pyramids are around 4,500 years old. The first of them, now called the Great Pyramid, was commissioned by Pharaoh Khufu as a tomb for his entry to the afterlife and completed around 2550 B.C. The pyramid is also one of the seven wonders of the ancient world – and the only one left standing today.

2.Match with a line the landmarks with the descriptions.

Known as the busiest performing arts venues in the world

Connects the city of San Franciso and Marin County, was the longest suspension bridge in the world in 1937.

Incan citadel located in the Peruvian Andes at an altitude of 8000 feet above sea level.

Located near the Nile River a few miles outside the Cairo city.

Pro Info

Landmarks give us a true sense of place. Monuments and natural wonders help connect us to a destination and inspire trips around the globe, whether to Paris for the Eiffel Tower or Giza for the ancient pyramids. All of these sites are icons of their respective cities or countries and their history, so these top landmarks should be atop your bucket list when you're traveling the world.

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(Canva, 2025)

Useful Material

For future expressions use "Will" and "Going to".
Will is used for decisions made at the moment of speaking, promises, and predictions.

> I **will** call you later (decision made at the time)
> It **will** probably rain tonight. (prediction)
"Going to" is used for plans or intentions that were made at the moment of speaking or when something is about to happen.

> We are **going to** the museum next week. (plan)
> He is too drunk to drive, he is **going to** crash. (prediction based on evidence)

3. Let's write! Describe in 150 words a famous place you want to visit, provide information about the location, interesting facts about the place, how to get there and what you consider necessary.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4. Let's get creative! Make a drawing of the previous description you offered.

5. Let's talk.

Make groups up to 4 members and give your opinion about the places described on activity 3 and 4, consider the following:
- Share your comments about the drawing.
- Compare the similarities of the place with your own description.

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Lesson 4:
At the Airport

1. Read the following interaction between the airport staff and a passenger.

Passenger: Hi, can you help me find my gate?

Airport Staff: Sure! Can I see your boarding pass?

Passenger: Of course, here it is.

Airport Staff: Your gate is B12. Just follow the signs for Terminal B, then look for gate 12.

Passenger: Excuse me, where can I get a luggage cart?

Airport Staff: There are luggage carts near the entrance and also by the baggage claim area. You can find one right over there.

Passenger: Thank you. Do I need to pay for it?

Airport Staff: Yes, it costs a small fee. You can pay with cash or a card.

Passenger: Thank you! Is there a place to get something to eat near there?

Airport Staff: Yes, there are several restaurants and cafes near gate B12. You'll find plenty of options.

Passenger: Perfect. And where is the nearest restroom?

Airport Staff: There's a restroom right by gate B10, just a few steps away from your gate.

Passenger: Thanks a lot for your help!

Airport Staff: No problem at all. Have a great flight!

2. Identify the different airport expressions used in the previous dialog.

_____
_____
_____
_____
_____
_____

23

(Canva, 2025)

Pro Info

Remember, the general rule when you pack for a trip is that you don't need as much as you think you do. Traveling with only a carry-on can save you time at the airport and help you avoid the hassle of lost luggage, don't forget to arrive to the airport at least three hours before an international flight or two hours before a domestic flight. If you're a first-time flier, give yourself extra time, especially if you're flying during the holidays, traveling with kids, or checking bags.

3.Let's write a checklist of what to bring to the airport before a flight.

My Airport Checklist:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4. Write down 8 elements of an airport.

_____
_____
_____
_____
_____
_____
_____
_____

5. Let's talk.

With a partner make a short dialog to check in for the airport, consider the following prompts:
- Time to register in the counter.
- Necessary documents for the flight.
- Things to bring to the flight.
- Finding the Gate to board the plane.

Then share the conversation with the class.

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(Canva, 2025)

Self-assessment

Internalize about Unit 2 and choose if the statements are true or false according to your learning experience with this Unit.

	TRUE	FALSE
I am good at organizing information		
I know what the teacher expects me to learn		
I try to use strategies that have worked in the past		
I am aware of the strategies I use when i study		
I can learn best when I know something about the topic		
I can motivate myself to learn when I need to		
I set specific goals before I begin a task		
I read instructions carefully before I begin a task		
I consider several alternatives to a problem before I answer		
I ask myself questions of how well I am doing while learning something new		
I create my own examples to make information more meaningful		
I try to translate new information into my own words		
I ask others for help when I don't understand something		
I stop and reread when I get confused		
I know how well i did once i finish		
I summarize what I've learned after i finish		

Teacher Scoring Guide

Score every "true" answer as 1 point each, and every "false" answer as 0 points each.

Declarative knowlegde	score
I am good at organizing information	
I know what the teacher expects me to learn	
Total	/2

Procedural knowlegde	score
I try to use strategies that have worked in the past	
I am aware of the strategies I use when i study	
Total	/2

Conditional knowlegde	score
I can learn best when I know something about the topic	
I can motivate myself to learn when I need to	
Total	/2

Planning	score
I set specific goals before I begin a task	
I read instructions carefully before I begin a task	
Total	/2

Comprehension Monitoring	score
I consider several alternatives to a problem before I answer	
I ask myself questions of how well I am doing while learning something new	
Total	/2

Information Management Strategies	score
I create my own examples to make information more meaningful	
I try to translate new information into my own words	
Total	/2

Debugging Strategies	score
I ask others for help when I don't understand something	
I stop and reread when I get confused	
Total	/2

Evaluation	score
I know how well i did once i finish	
I summarize what I've learned after i finish	
Total	/2

(Canva, 2025)

Unit 3

Food and Culture

Lesson 1: My Favorite Dish
Lesson 2: Eating Out
Lesson 3: Traditional Food Around the World
Lesson 4: Food and Culture

"I can describe experiences and events, give reasons, opinions and plans about general culture" 26

(Canva, 2025)

Guidelines

At the end of Unit 3 you will find a "Self-assessment" section, which is going to be useful for you to analize the activeness in students, and also is going to help students to understand their learning process.

The section is divided into two parts:

- Self-assessment section, which is for the students.
- Teacher scoring guide section, which is for the teacher.

Provide to the students only the Self-assessment section.

Use the scoring guide to evaluate the key learning factors of each student, with the final score you will be able to identify the proper feedback strategy and direct it to the student allowing improvement on the learning process.

The following guide won't use quantitative assesment for students in order to reduce stress for obtaining high grades, instead is going to value creativity and autonomy.

Main Goals

- **Generate understanding in sentences and expressions.**
- **Reinforce skills.**
- **Gain ability to produde more language.**
- **Describe experiences and give opinions.**

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(Canva, 2025)

Unit 3 Food and Culture

Lesson 1: My Favorite Dish

1. Let's read this blog.

Discover Ecuador's Culinary Treasure: Llapingacho

Ecuador is a food lover's paradise, bursting with incredible flavors and rich culinary traditions. Today, let's dive into the delicious world of "Llapingacho", one of my favorite Ecuadorian foods and a classic dish from the Ecuadorian highlands. Not only is it mouthwatering, but it's also super easy to make!

What You'll Need:

- Potatoes
- Cheese
- Cooking oil
- Spring onions
- Salt
- Achiote (or paprika)

How to Prepare It:

> First, boil the potatoes: Cook the potatoes for about 20 minutes or until tender. Once done, drain and mash them until smooth and creamy.
> Then, saute the onions: Heat 2 tablespoons of oil in a pan, add the chopped spring onions, and 1 teaspoon of achiote or paprika. Stir until the onions are soft and fragrant.
> Next, mix and shape: Combine the sauteed onions with the mashed potatoes and let the mixture cool. Once cooled, add the cheese and mix well.
> After that, cook the tortillas: Divide the mixture into 6 equal portions and shape them into small, flat tortillas. Heat 2 more tablespoons of oil in a pan and cook the tortillas for about 3 minutes on each side, or until golden brown.

Finally enjoy your homemade "Llapingacho" with a side of salad, fried egg, or avocado. It's a simple yet unforgettable taste of Ecuador that will leave you wanting more!

Pro Info

In Ecuador, food is an integral part of the culture. No matter where you're from, traveling to Ecuador is an exhilarating experience. There are beautiful sights to see, fascinating traditions to observe and- most importantly- delicious food to taste. However, Ecuador is a country rich in culture, food and adventures. What many don't realize is just how diverse of a country Ecuador truly is. In regards to gastronomy, popular dishes- and how they are prepared- vary from region to region.

2. Answer the following questions.

a) What was the name of the famous Ecuadorian dish?

_____

b) What ingredients are required to prepare it?

_____

c) How much time is required to cook the potatoes?

_____

b) What extras can you add to enjoy this dish?

_____

28

3. Write 10 words of kitchen vocabulary you identified from the reading

1._____   6._____
2._____   7._____
3._____   8._____
4._____   9._____
5._____   10._____

Useful Material

Sequencers are words that can be used to put events in sequence.

Here are some examples:

When, after, after that, afterwards, next, subsequently, later (on), followed by, to go on to and finally.

4. Write about your favorite dish in 150 words, provide ingredients and how it is prepared.

My favorite dish
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

5. Let's talk!

Make groups of 2 members discuss about your favorite dish, choose one of the dishes and make a dialogue of the steps to cook it, provide clear instructions and the ingredients required.

Share the information with the class.

(Canva, 2025)

Lesson 2:
Eating
Out

1.Let's read the following information about a local restaurant.

Italian Restaurant in London – Bella Roma

Bella Roma is a popular Italian restaurant located in the heart of London, at 123 Oxford Street. The restaurant is known for its warm and friendly atmosphere, making it perfect for a family meal or a night out with friends, we are open every day from 9:00 am to 11:30 pm .

Some of the dishes you can try at Bella Roma include classic pizzas, such as Margherita and Quattro Stagioni, as well as pastas like Spaghetti Bolognese, Lasagna, and Gnocchi with pesto sauce. For dessert, don't miss the Tiramisu or the Italian gelato.

Let's see some reviews from our satisfied customers:

- "I had a wonderful experience at Bella Roma. The pizza was absolutely amazing, especially the Margherita. The crust was perfectly crispy, and the toppings were fresh. The service was very quick, and the staff were friendly and professional. I'll definitely come back next time I'm in London!" – Alaska Marie

- "Bella Roma is a great place for a casual dinner with friends. The food tastes just like what you would get in Italy, and the staff are very welcoming. I had the Spaghetti Bolognese, and it was so flavorful. The restaurant has a cozy and relaxed vibe, which makes it a perfect spot for a chill evening." – Dann Dickenson

- "I visited Bella Roma for the first time last week and was blown away by the food. I tried their lasagna, and it was the best I've ever had! The layers of pasta were so soft, and the meat sauce was rich and delicious. The service was fast, and the staff were very attentive. I'll be recommending this place to my friends!" – Maria Teresa

- "The restaurant was very busy when I arrived, but the staff made sure we were taken care of immediately. I ordered the Gnocchi with pesto sauce, and it was absolutely delicious! The pesto had the perfect balance of flavors, and the gnocchi was soft and pillowy. Overall, a lovely experience, and I'll definitely return for more!" – Vladimir Kovacs

2. Answer the following questions according to the text.

a) Where is the restaurant located?
_____

b) What are the dishes available?
_____

c) Are the reviews from the restaurant positive or negative?
_____

d) What is the work schedule?
_____

e) Would you like to go there? Why?
_____

(Canva, 2025)

Pro Info

3.Let's write! Write information about a restaurant you have visited and provide a review in about 100 words.

An amazing place to eat.

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

4. What can you consider as a five star experience at a restaurant?

_____
_____
_____
_____
_____
_____

5. Let's talk.

In groups of two create a short dialogue between a waiter and a customer requiring service at a restaurant, consider the following instructions:
- Ask for the available dishes.
- Provide details to your order.
- Ask for extras if required.

Then share your presentation to the class.

(Canva, 2025)

Lesson 3: Traditional Foods Around the World

1. Read the following article.

Food is like a giant universe full of amazing flavors, and every country has its own special dishes. These traditional foods are shaped by culture, location, climate, local ingredients, and, most importantly, the people who live there.

For example, in Central America and Mexico, tortillas are super popular. In South America, people love using potatoes in their meals. North America is famous for BBQ ribs and wings. In Asia, there's an incredible variety of sushi and rice dishes. Turkey is known for its bread and garlic, while Venezuela is all about arepas, and Colombia shines with its bandeja paisa. In Ecuador, people enjoy cuy (guinea pig) and hornado (roast pork). Some of these dishes might seem exotic, but they're all part of a rich culinary tradition.

Food brings people together. It breaks down borders, connects us through flavors, and even takes us on a journey through time and memories. That's the magic of gastronomy—diverse, delicious, and uniting!

2. Match the countries of the box with the pictures below according to the reading.

| Mexico | North America | Asia | Turkey | Venezuela | Colombia | Ecuador |

_____   _____   _____   _____

_____   _____   _____

Pro Info

Landmarks give us a true sense of place. Monuments and natural wonders help connect us to a destination and inspire trips around the globe, whether to Paris for the Eiffel Tower or Giza for the ancient pyramids. All of these sites are icons of their respective cities or countries and their history, so these top landmarks should be atop your bucket list when you're traveling the world.

(Canva, 2025)

Useful Material

The simple present tense is often used to describe things that are generally true, regular, or habitual actions, as well as facts, descriptions, and situations that are considered permanent or unchanging. When making descriptions in the simple present, you are typically focusing on something that exists in the present or that is true all the time.

"This soup **contains** tomatoes, garlic, and herbs."
"The chicken **is** grilled with spices."
"The dish **looks** colorful with fresh vegetables on top."

3. Let's write! Make a description of traditional dishes you know from your province and where you can find them in about 100 words.

_____
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4.Let's get creative! Choose one of the dishes you described and make a drawing.

5. Let's talk.

Guessing: Provide the description and clues about the dish you drew to your class.
- Make them guess.
- Share ingredients and important information of the dish.

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Lesson 4: Food and Culture

1.Read the article about New Year's food traditions.

New Year's food traditions around the world

New Year's Day is meant for fresh starts. But maybe even more, it's meant for food. As the new year arrives around the world, special desserts abound, as do long noodles (representing long life), field peas (representing coins), herring (representing abundance) and pigs (representing good luck).

The people of Spain traditionally watch a broadcast from Puerta del Sol in Madrid, where revelers gather in front of the square's clock tower to ring in the New Year. Those out in the square and those watching at home partake in an unusual annual tradition: At the stroke of midnight, they eat one grape for every toll of the clock bell. Some even prep their grapes – peeling and seeding them – to make sure they will be as efficient as possible when midnight comes. The custom began at the turn of the 20th century and was purportedly thought up by grape producers in the southern part of the country with a bumper crop. Since then, the tradition has spread to many Spanish-speaking nations.

Tamales, corn dough stuffed with meat, cheese and other delicious additions and wrapped in a banana leaf or a corn husk, make appearances at pretty much every special occasion in Mexico. But the holiday season is an especially favored time for the food.In many families, groups of women gather to make hundreds of the little packets – with each person in charge of one aspect of the cooking process – to hand out to friends, family and neighbors. On New Year's, tamales are often served with menudo, a tripe and hominy soup that is famously good for hangovers.

The tradition of a New Year's cake is one that spans countless cultures. The Greeks have the Vasilopita, the French the gateau or galette des rois. Mexicans have the Rosca de Reyes and Bulgarians enjoy the banitsa. Most of the cakes are consumed at midnight on New Year's Eve – though some cultures cut their cake on Christmas or the Epiphany, January 6 – and include a hidden gold coin or figure, which symbolizes a prosperous year for whomever finds it in their slice.

2.Answer the following questions according to the article.

a) What do people in Spain eat at midnight?
_____

b) What do people find in New Year's cakes?
_____

c) What foods are associated with New Year's celebration?
_____

d) What is the role of women in preparation of tamales in Mexico?
_____

e) What foods symbolize good luck during new year?
_____

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(Canva, 2025)

3. Let's write about a traditional dish of Ecuador which is served during festivities in about 150 words.

Provide details, dates, and more!

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Pro Info

Traditional food represents the culinary heritage, customs, and cultural practices of a specific community, region, or country. These foods often have historical significance, passed down through generations, and are linked to the agricultural practices, climate, and local resources of a particular place. Traditional foods can also symbolize cultural identity, social cohesion, and community rituals, playing a key role in celebrations, festivals, and daily life.

4. Let's talk.

- Make small groups of 4 students.
- Each group chooses one of the dishes described on activity 3.
- List the ingredients and its preparation.

Each group is going to take turns to act in the class.

One or more students are going to act as chefs and the rest as co-host or assistants for a TV cooking show.

- Use imaginary bowls, utensils or drew ingredients. Be creative!

Use the following example as a script starter:

"Welcome to our cooking show! Today, we're going to teach you how to make the perfect (name of your dish). First, let's go over the ingredients. You'll need... Next, we'll start ...."

Interact with the audience by asking questions.

35

Self-assessment

Internalize about Unit 3 and choose if the statements are true or false according to your learning experience with this Unit.

	TRUE	FALSE
I am good at organizing information		
I know what the teacher expects me to learn		
I try to use strategies that have worked in the past		
I am aware of the strategies I use when i study		
I can learn best when I know something about the topic		
I can motivate myself to learn when I need to		
I set specific goals before I begin a task		
I read instructions carefully before I begin a task		
I consider several alternatives to a problem before I answer		
I ask myself questions of how well I am doing while learning something new		
I create my own examples to make information more meaningful		
I try to translate new information into my own words		
I ask others for help when I don't understand something		
I stop and reread when I get confused		
I know how well i did once i finish		
I summarize what I've learned after i finish		

TEACHER'S USE ONLY

Teacher Scoring Guide

Score every "true" answer as 1 point each, and every "false" answer as 0 points each.

Declarative knowlegde	score
I am good at organizing information	
I know what the teacher expects me to learn	
Total	/2

Procedural knowlegde	score
I try to use strategies that have worked in the past	
I am aware of the strategies I use when i study	
Total	/2

Conditional knowlegde	score
I can learn best when I know something about the topic	
I can motivate myself to learn when I need to	
Total	/2

Planning	score
I set specific goals before I begin a task	
I read instructions carefully before I begin a task	
Total	/2

Comprehension Monitoring	score
I consider several alternatives to a problem before I answer	
I ask myself questions of how well I am doing while learning something new	
Total	/2

Information Management Strategies	score
I create my own examples to make information more meaningful	
I try to translate new information into my own words	
Total	/2

Debugging Strategies	score
I ask others for help when I don't understand something	
I stop and reread when I get confused	
Total	/2

Evaluation	score
I know how well i did once i finish	
I summarize what I've learned after i finish	
Total	/2

(Canva, 2025)

Unit 4

Future Plans and Goals

Lesson 1: My Dream Job
Lesson 2: New Year's Goals
Lesson 3: Making Plans With Friends
Lesson 4: Life in the Future

"I can communicate in simple and routine tasks requiring simple and direct exchange of information" 37

(Canva, 2025)

Guidelines

At the end of Unit 4 you will find a "Self-assessment" section, which is going to be useful for you to analize the activeness in students, and also is going to help students to understand their learning process.

The section is divided into two parts:

- Self-assessment section, which is for the students.
- Teacher scoring guide section, which is for the teacher.

Provide to the students only the Self-assessment section.

Use the scoring guide to evaluate the key learning factors of each student, with the final score you will be able to identify the proper feedback strategy and direct it to the student allowing improvement on the learning process.

The following guide won't use quantitative assesment for students in order to reduce stress for obtaining high grades, instead is going to value creativity and autonomy.

Main Goals

- **Generate understanding in sentences and expressions.**

- **Reinforce skills.**

- **Gain ability to produde more language.**

- **Describe experiences and give opinions.**

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(Canva, 2025)

Unit 4 Future Plans and Goals

Lesson 1: My Dream Job

1. Let's read this blog.

My own Bike Dealership!

My name is Mauricio, and my journey has been one of hard work, learning, and believing in myself. When I was young, I started working in a small store. I worked 12 hours a day helping customers, learning about different products, and understanding how a business operates. The work was hard, but I always kept my eyes on the future. I knew that every experience, even the tough ones, was teaching me something important.

I've always had a passion for bikes. I loved riding them, fixing them, and talking about them. One day, I realized that many people in my area were looking for good-quality bikes, but there weren't many stores that could meet their needs. That's when I saw an opportunity. I decided to turn my love for bikes into a business.

Starting my own bike dealership was not easy. I had to find a good location, figure out how to manage my money, and make sure I had the best bikes for my customers. There were moments when I doubted myself, but I kept going. I worked harder than ever, believing that if I stayed focused and kept improving, I would succeed.

Slowly, my hard work started to pay off. More and more customers came to my store because they could trust that I would offer them great products and excellent service. Word spread, and my business grew. I was able to hire a team of people who shared my passion, and together we built something special.

Today, I am proud to own one of the biggest bike dealerships in the area. It hasn't been easy, but I've learned that with passion, perseverance, and the willingness to learn, anything is possible. My story is proof that no matter where you start, you can achieve your dreams if you're willing to work hard and never give up.

2. Answer the following questions.

a) What was Mauricio's first job when he was young?
_____

b) What motivated Mauricio to start his business?
_____

c) How did Mauricio's hard work eventually pay off?
_____

b) What iis Mauricio most proud of today?
_____

3. Write 10 verbs you could identify from the reading.

1._____   6._____
2._____   7._____
3._____   8._____
4._____   9._____
5._____   10._____

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(Canva, 2025)

4.Write a short paragraph about your dream job, what do you want to achieve. Use the future tense to complete the activity in at least 150 words.

Hints: consider answering these questions.

Why did you chose that job? What skills do you have for the job? What inspires you to achieve this job? What are you going to do to achieve it?

My dream job

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5. Let's talk!

Roleplay.
Make groups of 4 students and make a short job interview considering this situation:

You are the boss of a big business and you are hiring (one student plays the role of a boss).

- After the interviews each student will introduce themselves to the class explaining their dream job.
- Boss role: Ask for previous experience, abilities, goals and more.
- Interviewee role: provide information according to the questions.

Good luck!

(Canva, 2025)

Lesson 2: Next Year Goals

1. Let's read this personal diary with new year goals.

My new year goals

As the year comes to an end, I've been reflecting on everything that's happened in the last year and thinking about what I want to achieve this new year. Instead of making a long list of resolutions, I'm trying to focus on a few meaningful goals that will help me improve different areas of my life. I feel like it's time for a change, but I want to take it slow and make steady progress.

One of my main goals for the new year is to get in better shape. I've been putting off exercise for too long, and I know it's time to make it a priority. I don't need to run marathons or do anything extreme, but I'd like to commit to working out for at least 30 minutes a day, whether it's walking, yoga, or a short jog. I think this will help me feel more energized and healthier, both physically and mentally. I also want to make sure I'm taking time to rest and recharge, so I'll focus on activities that help me relax, like reading or spending time outside.

Another goal is to grow in my career. I've been comfortable in my role, but I know I can do more. I want to challenge myself by taking on new projects and developing my skills. I also want to speak up more in class and share my ideas, even if I'm not always sure they're perfect. I feel like it's time to push myself outside my comfort zone and take more risks at school.

On a personal level, I've realized I need to make more effort with the people I care about. I've been so busy that I often forget to check in with friends and family. This year, I want to be more intentional about reaching out and spending quality time with them. Relationships are important, and I want to make sure I'm nurturing the connections that matter most.

Lastly, I want to focus on gratitude. It's easy to get caught up in what's going wrong or what's missing, but I want to start each day by reflecting on the things I'm thankful for. Whether they're big or small, taking time to appreciate what I have will help me stay positive and present.

2. Write true or false to the following statements. If they are false, make them true.

a) The writer plans to make a long list of resolutions for the new year. [_____]
_____
_____

b) The writer wants to exercise for at least 30 minutes a day in the new year. [_____]
_____
_____

c) The writer plans to focus only on physical health goals in the new year. [_____]
_____
_____

d) The writer feels comfortable and doesn't want to make any changes in the new year. [_____]
_____
_____

e) The writer wants to spend more time with friends and family in the new year. [_____]
_____
_____

f) The writer plans to take risks and push themselves outside their comfort zone. [_____]
_____
_____

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Pro Info
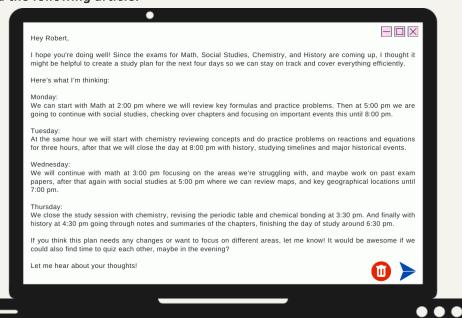
Goal setting provides a sense of direction and focus, which helps in altering the behaviors and attitudes required to accomplish the objectives. It gives you momentum and a thrust that pushes you in the direction of self-mastery to improve every day and be resilient in challenging times.

3.Let's write a list of goals for your next year and how you plan to acieve them in about 120 words, use the future tense to complete the activity.

In the new year I will.....

_____
_____
_____
_____
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_____
_____

4. How can you describe your last year?

_____
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_____
_____
_____
_____

5. Let's talk.

Share with the class your goals for the new year.

- What do you want to change?
- What do you want to achieve?
- How are you going make it possible?

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Lesson 3: Making Plans With Friends

1.Read the following article.

Hey Robert,

I hope you're doing well! Since the exams for Math, Social Studies, Chemistry, and History are coming up, I thought it might be helpful to create a study plan for the next four days so we can stay on track and cover everything efficiently.

Here's what I'm thinking:

Monday:
We can start with Math at 2:00 pm where we will review key formulas and practice problems. Then at 5:00 pm we are going to continue with social studies, checking over chapters and focusing on important events this until 8:00 pm.

Tuesday:
At the same hour we will start with chemistry reviewing concepts and do practice problems on reactions and equations for three hours, after that we will close the day at 8:00 pm with history, studying timelines and major historical events.

Wednesday:
We will continue with math at 3:00 pm focusing on the areas we're struggling with, and maybe work on past exam papers, after that again with social studies at 5:00 pm where we can review maps, and key geographical locations until 7:00 pm.

Thursday:
We close the study session with chemistry, revising the periodic table and chemical bonding at 3:30 pm. And finally with history at 4:30 pm going through notes and summaries of the chapters, finishing the day of study around 6:30 pm.

If you think this plan needs any changes or want to focus on different areas, let me know! It would be awesome if we could also find time to quiz each other, maybe in the evening?

Let me hear about your thoughts!

2.Match with a line the plans with their corresponding day and time.

Study Math   Study Social Studies   Study Chemistry   Study History

| Monday 2:00 pm | Monday 5:00 pm | Tuesday 2:00 pm | Tuesday 5:00 pm | Wednesday 3:00 pm | Wednesday 5:00 pm | Thursday 3:30 pm | Thursday 4:30 pm |

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3. Let's write a text message to a friend, invite him/her to go to a concert with you in about 120 words.

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Pro Info

Making plans allow you to allocate your time wisely, ensuring that important tasks are completed on time and that you maximize of each day. By prioritizing tasks and setting realistic deadlines, you can perfection your time and accomplish more.

4. Let's talk.

Join with a partner and create a dialogue.

- Plan a weekend activity.
- Porpose schedules, places, time, and more. Be creative!

Then share your role-play with the class.

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Lesson 4:
Life in The Future
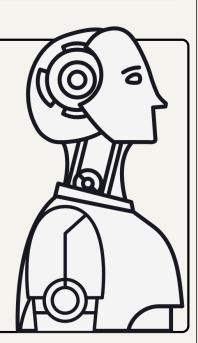
1. Read the following predictions.

THE WORLD IN 2050

Predictions about the future tend to overestimate the speed of technological development in the short term. Such development is never a leap forward, rather a smooth, gradual, complex process that unfolds over a relatively long period of time.

In 2050, humankind will see improved current technologies, not fundamentally new ones. The process of introducing environmentally friendly technologies will be gradual, and not ubiquitous. Medicine will not make any significant breakthroughs, but there will be incremental progress. Average life expectancy is set to increase by two years. The implementation of advanced technologies will happen faster in some countries. There will be a significant rise in social and financial stratification. Large cities will grow, and population density will increase. The most technologically and economically advanced countries will engage in a new space race and new crewed missions to the Moon. Technologies will progress stepwise. By 2050, these changes will have transformed human life.

We can expect widespread automation and artificial intelligence to transform industries, self-driving cars will become the norm, and many jobs will be automated. While renewable energy and electric vehicles will likely be common, climate change may still present challenges, with rising sea levels and extreme weather events requiring global cooperation.

2. Answer the following questions according to the previous test.

a) Why predictions overestimate the speed of technological development?
_____

b) What are the technological advancements predicted to change by 2050?
_____

c) How many years is life expectancy going to increase by 2050?
_____

d) How will population density in large cities change by 2050?
_____

e) How is medicine going to be in 2050?
_____

45

3.Let's write about your own predictions of life by 2050 in 100 to 150 words.

By 2050 life will be...

_____
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Pro Info

Traditional food represents the culinary heritage, customs, and cultural practices of a specific community, region, or country. These foods often have historical significance, passed down through generations, and are linked to the agricultural practices, climate, and local resources of a particular place. Traditional foods can also symbolize cultural identity, social cohesion, and community rituals, playing a key role in celebrations, festivals, and daily life.

4.Let's get creative! Imagine you wake up in 2050. How do yo see the future? Draw it below!

5. Let's talk.

In groups of 5 members discuss about your drawings, give details of your predictions and then share with the class all the information you provided about a 2050 society.

(Canva, 2025)

Self-assessment

Internalize about Unit 4 and choose if the statements are true or false according to your learning experience with this Unit.

	TRUE	FALSE
I am good at organizing information		
I know what the teacher expects me to learn		
I try to use strategies that have worked in the past		
I am aware of the strategies I use when i study		
I can learn best when I know something about the topic		
I can motivate myself to learn when I need to		
I set specific goals before I begin a task		
I read instructions carefully before I begin a task		
I consider several alternatives to a problem before I answer		
I ask myself questions of how well I am doing while learning something new		
I create my own examples to make information more meaningful		
I try to translate new information into my own words		
I ask others for help when I don't understand something		
I stop and reread when I get confused		
I know how well i did once i finish		
I summarize what I've learned after i finish		

Teacher Scoring Guide

Score every "true" answer as 1 point each, and every "false" answer as 0 points each.

Declarative knowlegde	score
I am good at organizing information	
I know what the teacher expects me to learn	
Total	/2

Procedural knowlegde	score
I try to use strategies that have worked in the past	
I am aware of the strategies I use when i study	
Total	/2

Conditional knowlegde	score
I can learn best when I know something about the topic	
I can motivate myself to learn when I need to	
Total	/2

Planning	score
I set specific goals before I begin a task	
I read instructions carefully before I begin a task	
Total	/2

Comprehension Monitoring	score
I consider several alternatives to a problem before I answer	
I ask myself questions of how well I am doing while learning something new	
Total	/2

Information Management Strategies	score
I create my own examples to make information more meaningful	
I try to translate new information into my own words	
Total	/2

Debugging Strategies	score
I ask others for help when I don't understand something	
I stop and reread when I get confused	
Total	/2

Evaluation	score
I know how well i did once i finish	
I summarize what I've learned after i finish	
Total	/2

(Canva, 2025)

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(Canva, 2025)

4.7. Impacts

There are three impacts to analyze:

- Linguistic impact
- Academic impact
- Motivational impact

Impact levels are described in the following tables.

Table 4
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 impact

Taken from: (Posso, 2011).

4.7.1. Linguistic impacts

Table 5
Linguistic Impacts

	Impact Levels	-3	-2	-1	0	1	2	3
Indicators								
1. I can understand sentences and expressions to areas of most immediate relevance.								X
2. I can produce simple connected text on topics which are familiar or of personal interest.								X
3. I can communicate in simple and routine tasks requiring simple and direct exchange of information.								X
4. I can describe experiences and events, give reasons, opinions and plans about general culture.								X
5. I can repeat what someone has said to confirm mutual understanding.								X
Total								15

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

Author: 9th level student-English Major 2025

Analysis:

The indicators from linguistic impacts reached the maximum score level, providing information about the proposal and its effectiveness in the development of comprehensible and achievable activities where students dealt with relevant familiar content, connecting previous acquired knowledge and making relationships to fulfill the task in an effective way.

4.7.2. Academic impacts

Table 6

Academic Impacts

Indicators	Impact Levels	-3	-2	-1	0	1	2	3
1. Reinforce reading, writing, listening and speaking skills in students with articles, reports and interaction.								X
2. Enhance students' ability to follow instructions in order to achieve a goal.								X
3. Increase motivation through feedback strategies and methodological tools.								X
4. Increase understanding of learning processes and outcomes.								X
5. Use earlier learning strategies to achieve success in new activities							X	
Total								14

Linguistic impact level=$\dfrac{\Sigma}{number\ of\ items} = \dfrac{14}{5} = 2.8$

Author: 9th level student-English Major 2025

Analysis:

The academic indicators provide an almost high positive impact, with an exception on indicator number 5, it reached a score of 2 out of 3 in relation to the application of early learning strategies for new activities, this is because students sometimes tend to being limited in their freedom to fulfill an activity due the fear to failure they bring to the class, they need to become aware and more confident with the strategies applied to complete activities. This analysis was based on the socialization and the implementation of Lesson 1 from the proposal.

4.7.3. Motivational impacts

Table 7

Motivational Impacts

Impact Levels	-3	-2	-1	0	1	2	3
Indicators							
1. Encourage students to apply learning strategies automatically to reduce stress while learning.							X
2. Allow students to value the learning process instead of the final product.							X
3. Promote self-evaluation in students to generate consciousness in their own learning process.							X
4. Allow students to reduce anxiety and fear to fail, promoting a growth mentality and self-efficacy among peers.							X
5. Increase peer collaboration in the classroom environment and promote autonomy.							X
Total							15

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

Author: 9th level student-English Major 2025

Analysis:

The motivational impacts of the proposal are practical having a high score, this has been analyzed with the reactions and the acceptance of the students with the methodological implementation of the proposal, various students shared their positive opinion regarding contents, structure and eye-catching visual content from the lesson 1, stating that everything from the activities is related with what they have learned before and gives them the opportunity to express freely while they learn and evaluate constantly their knowledge in the subject.

Conclusions

- Feedback can serve as a practical tool for improving motivation among learners to increase their outcomes and performance.

- Self-determination and self-efficacy can bring confidence and control in students over their own abilities to succeed and incorporate previous learning experiences.

- The surveys result exhibit that the amount perceived of oral and written feedback provided by the teachers, and the different feedback strategies help students to improve in their learning process.

- Teachers of Unidad Educativa "Antonio Ante" consider attractive the use of a methodological tool to analyze the most effective feedback strategies for application in students.

- Implementing feedback strategies though MAI can effectively support students' self-regulation and self-reflection to improve their learning outcomes.

- Students of Unidad Educativa "Antonio Ante" demonstrate confidence when they are reinforced with attractive content and interactive activities.

Recommendations

- Teachers should always take into account the effectiveness of their feedback and the impact on their students' motivation.

- Teachers can consider allowing more independence among their learners to complete tasks by reducing teacher-student interaction and implementing peer feedback.

- Different feedback strategies should be applied in the classroom environment to establish improvement and growth culture in their students.

- Teachers must benefit from different resources to engage students in their learning processes and increase motivation with friendly feedback strategies.

- Students must be familiarized to assess their own learning processes by reflecting on their progress in second language acquisition.

- The teacher is responsible for the confidence developed by students by motivating them to use different strategies and methods to complete activities.

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ANNEXES

SECTION

Annex 1. Presentation Letter for Unidad Educativa "Antonio Ante"

REPÚBLICA DEL ECUADOR

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

Oficio Nro. UTN-FECYT-D-2024-0127-O
Ibarra, 13 de junio de 2024

PARA: **MSc. Silvia Karina Ruiz Posso**
          RECTORA DE LA UNIDAD EDUCATIVA ANTONIO ANTE

ASUNTO: **Trabajo de integración curricular Sr. Lara Bernardo Luis Mateo**

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

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle de la manera más comedida, se brinde las facilidades necesarias al Señor LARA BERNARDO LUIS MATEO, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros en línea, para que obtenga información y aplique los instrumentos de investigación que se requieren para el trabajo de integración curricular: "THE IMPACT OF FEEDBACK ON L2 MOTIVATION IN BACHILLERATO, UE ANTONIO ANTE"

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE LUCIANO   Firmado digitalmente por
REVELO RUIZ   JOSE LUCIANO REVELO RUIZ
               Fecha: 2024.06.13 16:45:10
               -05'00'

MSc. José Revelo
DECANO DE LA FECYT

JLRR/M. Báez

Recibido
28-11-2024

UNIDAD EDUCATIVA
"ANTONIO ANTE"
RECTORADO

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

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Annex 2. Request to socialize the Proposal's guide of the project

Atuntaqui, 22 de enero del 2025

Msc.

Silvia Karina Ruiz Posso

Rectora de la Unidad Educativa Antonio Ante

Presente.

De mi consideración:

Por medio de la presente, yo Lara Bernardo Luis Mateo estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte, con cedula de identidad: 1004657704 me dirijo a usted para solicitar muy comedidamente se me brinde las facilidades necesarias para realizar la socialización de la propuesta con la guía **"Unlock Your Potential, Evolve!"** como parte del Trabajo de Integración Curricular con el tema **"THE IMPACT OF FEEDBACK ON L2 MOTIVATION IN BACHILLERATO, UNIDAD EDUCATIVA ANTONIO ANTE"** el día 22 de enero del 2025 en la Unidad Educativa que usted acertadamente administra.

De antemano le expreso mis más sinceros agradecimientos;

Atentamente,

Luis Mateo Lara Bernardo
Estudiante

Annex 3. Format of the survey for Bachillerato students of Unidad Educativa Antonio Ante

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

FORMATO DE ENCUESTA APLICADA A LOS ESTUDIANTES DE

BACHILLERATO DE LA UNIDAD EDUCATIVA "ANTONIO ANTE"

Objective: To gather valuable information from senior students about the L2 feedback used by English teachers for the increasement of motivation.

Instructions: Dear Antonio Ante High School Seniors, the following survey is intended to collect information for academic purposes only. That is why you are asked in the most restrained way to answer the following questionnaire, choosing the option that best suits your opinion.

All surveys are anonymous and confidential, so you are free to answer.

QUESTIONNAIRE

Datos Generales:

Edad:

a) 15-16 años

b) 17-18 años

c) Más de 18 años

Año de Bachillerato:

a) Primero de Bachillerato

b) Segundo de Bachillerato

c) Tercero de Bachillerato

¿Con qué frecuencia recibes feedback de tus profesores de inglés sobre tu desempeño en clase?

- a) Siempre

- b) A menudo

- c) A veces

- d) Rara vez

- e) Nunca

¿Qué tipo de feedback sueles recibir más en la clase de inglés?

- a) Feedback oral (comentarios en clase)

- b) Feedback escrito (correcciones en trabajos o exámenes)

- c) Feedback grupal

- d) Feedback individual

- e) Otro (especifica): _____

¿Cómo te sientes cuando recibes feedback de tus profesores de inglés?

- a) Muy motivado/a

- b) Motivado/a

- c) Indiferente

- d) Frustrado/a

- e) Desmotivado/a

¿Crees que el feedback que recibes te ayuda a mejorar en tu aprendizaje del inglés?

- a) Sí, siempre

- b) Sí, a veces

- c) No mucho

- d) No, nunca

Cuando recibes feedback sobre tus errores, ¿cómo te hace sentir?

- a) Motivado/a para corregirlos

- b) Frustrado/a, pero trato de mejorar

- c) Indiferente

- d) Desmotivado/a

¿Prefieres recibir feedback en público (delante de la clase) o en privado?

- a) En público

- b) En privado

- c) Me da igual

¿Consideras que el feedback que recibes te prepara mejor para las evaluaciones (exámenes, trabajos, etc.)?

- a) Sí, mucho

- b) Sí, un poco

- c) No estoy seguro/a

- d) No, no me ayuda

¿Te gustaría recibir más feedback de tus profesores sobre tu progreso en inglés?

- a) Sí, mucho más

- b) Sí, un poco más

- c) Estoy satisfecho/a con el feedback actual

- d) No, no necesito más feedback

THANK YOU FOR YOUR COOPERATION

Annex 4. Format of the interview directed to Lic. Roberth Sánchez vice-principal of Unidad Educativa "Antonio Ante"

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

INTERVIEW FORMAT FOR THE VICE-PRINCIPAL OF UNIDAD EDUCATIVA "ANTONIO ANTE"

Objective: Por medio de esta entrevista se pretende recolectar informacion acerca del uso de feedback y su efecto en la motivación de los estudiantes de Bachillerato en las clases de inglés.

1. ¿Cuál es su visión general acerca del aprendizaje de una segunda lengua en los estudiantes de Bachillerato?
2. ¿Qué rol considera que juega el feedback (retroalimentación) en el proceso de enseñanza-aprendizaje de una segunda lengua?
3. ¿Desde su experiencia cree que el feedback (retroalimentación) influye en la motivación de los estudiantes? ¿Cómo influye?
4. ¿Cómo considera usted que los profesores pueden adaptar el feedback a las necesidades individuales de los estudiantes para incrementar la motivación en el aprendizaje de la segunda lengua?
5. ¿En su opinión, considera que existe alguna diferencia en como el feedback influencia a los estudiantes en sus distintos niveles de competencia en la segunda lengua?
6. ¿Cuáles podrían ser los principales desafíos que enfrenta la institución en la implementación de un feedback efectivo para motivar a los estudiantes en su proceso de aprendizaje de la segunda lengua?
7. ¿Considera usted que el feedback tiene un impacto directo en el rendimiento académico de los estudiantes? ¿De qué manera?
8. ¿En qué manera el feedback ha modificado actitudes o comportamientos de los estudiantes acorde al aprendizaje de la segunda lengua? ¿Conoce algún ejemplo?
9. ¿Qué podría recomendar a los docentes del área para mejorar la forma en que brindan feedback a los estudiantes con el objetivo de incrementar la motivación para aprender un segundo idioma?

THANK YOU FOR YOUR COOPERATION

Annex 5. Transcrypt of the Interview directed to Lic. Roberth Sánchez vice-principal of Unidad Educativa "Antonio Ante"

Entrevista dirigida a: Lic. Roberth Sánchez

Fecha de aplicación: 28 de Noviembre de 2024

Mateo Lara: Muy buenas, mi nombre es Mateo Lara, estudiante de la Universidad Técnica del Norte, en la carrera de pedagogía de los idiomas nacionales y extranjeros en línea. El día de hoy se va a conducir la entrevista al vicerrector de la Unidad Educativa Antonio Ante, el licenciado Robert Sánchez.

Mateo Lara: ¿Cuál es su visión general acerca del aprendizaje de la segunda lengua en los estudiantes de bachillerato?

Lic. Roberth Sánchez: El aprendizaje de los estudiantes influye mucho porque hoy esta segunda lengua...el inglés es el idioma universal, entonces, por lo general lo van a utilizar mucho en el futuro. Creo que esa es la visión de los estudiantes, en utilizarle a futuro la lengua.

Mateo Lara: ¿Qué rol considera que juega el feedback (retroalimentación) en el proceso de enseñanza-aprendizaje de una segunda lengua?

Lic. Roberth Sánchez: La retroalimentación le permite al profesor, primeramente, ver si es que los conocimientos están captados y si es que no, para reforzar ese conocimiento que se quedó vacío.

Mateo Lara: Desde su experiencia, ¿cree que el feedback influye en la motivación de los estudiantes? ¿Cómo influye?

Lic. Roberth Sánchez: La retroalimentación le permite al estudiante ver que estoy fallando en alguna clase. Me permite ver qué puedo mejorar para tener un conocimiento más seguro.

Mateo Lara: ¿Cómo considera usted que los profesores pueden adaptar el feedback a las necesidades individuales de los estudiantes para incrementar la motivación en el aprendizaje de la segunda lengua?

Lic. Roberth Sánchez: Lo primero que tendríamos que hacer es adaptarnos a la comunidad, ver que la comunidad estudiantil que nosotros tenemos si está acorde con las necesidades. En el caso nuestro, la gran mayoría de estudiantes tenemos que son indígenas y en algunos casos no les interesa mucho el inglés. Pero hay unos casos en los que sí les interesa porque en el futuro piensan en salir al exterior, en ir a otro lado y para poder comunicarse con el resto de personas es necesario este idioma.

Mateo Lara: ¿En su opinión considera que existe alguna diferencia en cómo el feedback influencia a los estudiantes en sus distintos niveles de competencia en la segunda lengua?

Lic. Roberth Sánchez: La influencia...Aquí en nuestra instrucción sí le influye mucho porque como le dije anteriormente, son estudiantes que en su mayoría son indígenas y en algunos casos, como le dije, no quieren aprender otro idioma más que eso. Pero los

estudiantes no le prestan mucha atención al inglés, de lo que yo he visto aquí. Pero...hay gente que sí les interesa las expectativas de ir a futuro, tener a los estudiantes que están en el exterior y que sí les ha servido este idioma.

Mateo Lara: ¿Cuáles podrían ser los principales desafíos que enfrenta la institución en implementación de un feedback efectivo para motivar a los estudiantes en su proceso de aprendizaje de la segunda lengua?

Lic. Roberth Sánchez: El principal obstáculo es la idiosincrasia de acá de los estudiantes. En muchos casos los estudiantes solamente piensan en terminar el bachillerato y no estudiar la universidad o no seguir cualquier carrera futuro. La gran mayoría piensa en eso y se dedican solamente a fuentes de trabajo que no le...en la que no necesitan el inglés y por eso le ponen mucho interés al inglés.

Mateo Lara: ¿Considera usted que el feedback tiene un impacto directo en el rendimiento académico de los estudiantes? ¿De qué manera?

Lic. Roberth Sánchez: La retroalimentación tiene ese impacto porque, como le dije anteriormente, me permite ver si es que el estudiante aprendió esta parte del estudio del inglés o si no aprendió, y me permite reforzar eso. Lo ideal sería más bien hablar en el mismo idioma, tratar de hablar con los estudiantes en inglés, aunque sea con pocas palabras, pero tratar de hablar con el inglés. Nosotros solamente nos limitamos, es más, a recibir las clases, nos dan la fórmula de qué debo de hacer en el inglés, si le pongo el verbo, el sustantivo y estas otras cosas, y ahí quedó. Pero no le aplicamos en la vida diaria en el hablar el tú a tú.

Mateo Lara: ¿En qué manera el feedback ha modificado actitudes o comportamientos de los estudiantes acorde al aprendizaje de la segunda lengua? ¿Conoce algún ejemplo?

Lic. Roberth Sánchez: Ejemplos, no. Pero...que influye el inglés en los estudiantes. Aquí no le he visto muy poco, muy poca gente que venga y no está de hablar así el inglés…en inglés así medio fluido para poder... o sea, yo creo que para eso debe de haber una motivación. Si usted le ve a un estudiante, a un niño que habla en inglés, yo me pongo a, el ejemplo de que un niño, si le ve a aquel otro que habla inglés, entonces se pregunta ¿y qué me está diciendo? Entonces él también ya le sigue el ritmo del inglés. Pero en cambio acá ya en estudiantes más grandecitos ya no se da eso. Ya no tenemos eso.

Mateo Lara: ¿Qué podría recomendar a los docentes del área para mejorar la forma en que brindan retroalimentación a los estudiantes con el objetivo de incrementar la motivación para aprender un segundo idioma?

Lic. Roberth Sánchez: Yo creo que en los profesores del área sería más bien de hablarles en inglés y explicarles qué es lo que dije. En algunos casos yo he visto profesores que...entran hablando en inglés a la clase, dan su clase en inglés y salen hablando en inglés y el estudiante está que "que me dijo". Entonces, siempre yo creo que se le debe traducir, decirle qué le dije y tratar de hablar, conversar con los estudiantes en inglés. Porque si no, no, si solo vamos a las reglas, a las sintaxis, no creo que avancemos.

Mateo Lara: Perfecto, licenciado Roberth Sánchez, muchísimas gracias por su cooperación. Cabe recalcar que esta entrevista fue realizada con fines meramente educativos. Muchas gracias por su colaboración.

Lic. Roberth Sánchez: Gracias.

Audio: [Interview Lic. Roberth Sanchez.mp3](Interview%20Lic.%20Roberth%20Sanchez.mp3)

Annex 6. Translation of the Interview directed to Lic. Roberth Sánchez vice-principal of Unidad Educativa "Antonio Ante"

Interview directed to: Lic. Roberth Sánchez
Date of application: November 28, 2024

Mateo Lara: Good morning, my name is Mateo Lara, a student at Universidad Técnica del Norte in the online Pedagogy of National and Foreign Languages program. Today, we will conduct an interview with the Vice Principal of Unidad Educativa Antonio Ante, Lic. Roberth Sánchez.

Mateo Lara: What is your general perspective on second language learning among high school students?

Lic. Roberth Sánchez: Student learning is greatly influenced by the fact that English, as a second language, is the universal language. Generally, they will use it a lot in the future. I believe that students see English as something they will need in the future.

Mateo Lara: What role do you think feedback plays in the teaching-learning process of a second language?

Lic. Roberth Sánchez: Feedback allows the teacher to first determine whether students have understood the material. If they have not, it helps reinforce any knowledge gaps.

Mateo Lara: Based on your experience, do you think feedback influences student motivation? How?

Lic. Roberth Sánchez: Feedback allows students to recognize areas where they may be struggling in class. It helps them identify what they can improve to build a more solid understanding.

Mateo Lara: How do you think teachers can adapt feedback to meet students' individual needs and enhance motivation in second language learning?

Lic. Roberth Sánchez: The first thing we need to do is adapt to the community and assess whether our student population aligns with these needs. In our case, most of our students are Indigenous, and some are not particularly interested in learning English. However, there are students who are interested because they plan to travel abroad in the future, and learning the language is essential for communication.

Mateo Lara: In your opinion, is there a difference in how feedback influences students at different levels of language proficiency?

Lic. Roberth Sánchez: The influence... Here in our institution, it does have a significant impact. As I mentioned before, most of our students are Indigenous, and some do not have an interest in learning another language. From what I have observed, students do not pay much attention to English. However, there are those who are motivated because they have future aspirations, such as going abroad. Some of our former students who are now living abroad have found English to be useful.

Mateo Lara: What are the main challenges the institution faces in implementing effective feedback to motivate students in their second language learning process?

Lic. Roberth Sánchez: The biggest challenge is the students' mindset. Many students only focus on finishing high school and do not plan to attend university or pursue further studies. Most of them prioritize work opportunities where English is not required, which is why they do not place much importance on learning the language.

Mateo Lara: Do you think feedback has a direct impact on students' academic performance? In what way?

Lic. Roberth Sánchez: Feedback has a direct impact because, as I mentioned earlier, it helps determine whether a student has understood the material or not. It also allows teachers to reinforce learning. Ideally, more emphasis should be placed on speaking the language. Teachers should try to communicate with students in English, even if it is just using a few words. Currently, English lessons focus more on structure—learning grammar rules, verbs, and syntax—but there is little real-life application. Students are not encouraged to use the language in daily conversations.

Mateo Lara: In what ways has feedback changed students' attitudes or behaviors toward second language learning? Do you have any examples?

Lic. Roberth Sánchez: I don't have specific examples, but I believe English influences students. However, I have seen very few students who are able to speak English fluently. I think motivation plays a key role. For example, if a child sees another child speaking English, they might wonder, "What is he saying?" and become curious to learn. But among older students, this curiosity tends to fade. We no longer see this kind of motivation in high school students.

Mateo Lara: What recommendations would you give to English teachers to improve how they provide feedback and increase students' motivation to learn a second language?

Lic. Roberth Sánchez: I believe teachers should focus more on speaking English in class and explaining what they have said. I have seen teachers who start, teach, and end their lessons speaking only in English, leaving students confused, thinking, "What did they just say?" I believe teachers should translate and explain as needed while still encouraging students to speak in English. If lessons focus only on grammar and syntax, progress will be very limited.

Mateo Lara: Perfect, Lic. Roberth Sánchez. Thank you very much for your cooperation. I would like to emphasize that this interview was conducted solely for educational purposes. Thank you again for your time.

Lic. Roberth Sánchez: Thank you.

Annex 7. Format of the interview directed to Lic. Jacqueline Merlo English coordinator of Unidad Educativa "Antonio Ante"

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

INTERVIEW FORMAT FOR THE ENGLISH COORDINATOR OF UNIDAD EDUCATIVA "ANTONIO ANTE"

Objective: Por medio de esta entrevista se pretende recolectar información acerca del uso de feedback y su efecto en la motivación de los estudiantes de Bachillerato en las clases de inglés.

1. ¿Cómo evalúa el nivel de motivación de los estudiantes de bachillerato en el aprendizaje del idioma inglés como L2 en la Unidad Educativa?
2. ¿Qué papel considera que desempeña el feedback en el rendimiento y en la motivación de los estudiantes para aprender inglés?
3. Desde su perspectiva ¿Cómo reaccionan los estudiantes de bachillerato al feedback recibido? ¿Evidencia un impacto positivo o negativo en su motivación?
4. ¿Como considera usted que los profesores pueden adaptar el feedback a las necesidades individuales de los estudiantes para incrementar la motivación en el aprendizaje de la segunda lengua?
5. ¿Existe alguna estrategia especifica que los docentes empleen para proporcionar feedback constructivo a los estudiantes? ¿Como cuáles?
6. ¿Considera que los docentes de la institución están capacitados para brindar un feedback efectivo que permita incrementar la motivación y el rendimiento de los estudiantes?
7. Desde su perspectiva. ¿Cómo reaccionan los estudiantes al feedback recibido? ¿existe un impacto positivo o negativo? ¿por qué?
8. ¿Qué balance existe entre el feedback correctivo y el feedback positivo para mantener o lograr incrementar la motivación de los estudiantes durante la clase?
9. ¿Considera usted que los métodos de evaluación reflejan efectivamente el impacto del feedback en el aprendizaje del idioma?
10. ¿Como evalúa el nivel de motivación mostrado por los estudiantes en el aprendizaje del idioma inglés en la Unidad Educativa "Antonio Ante"?

THANK YOU FOR YOUR COOPERATION

Annex 8. Transcript of the Interview directed to Lic. Jacqueline Merlo English coordinator of Unidad Educativa "Antonio Ante"

Entrevista dirigida a: Lic. Jacqueline Merlo

Fecha de aplicación: 28 de Noviembre de 2024

Mateo Lara: Muy buenas, mi nombre es Mateo Lara, estudiante de la Universidad Técnica del Norte en la carrera de Pedagogía de los idiomas nacionales y extranjeros en línea. El día de hoy vamos a conducir la entrevista a la coordinadora del área de inglés, la licenciada Jacqueline Merlo, de la Unidad Educativa Antonio Ante. Cuénteme por favor, ¿cómo evalúa el nivel de motivación de los estudiantes de bachillerato en el aprendizaje del idioma inglés como segunda lengua en la unidad educativa?

Lcda. Jacqueline Merlo: Buenos días, con el licenciado Mateo Lara. Bien, yo evalúo la forma de la motivación, el aprendizaje de los estudiantes de bachillerato, haciéndoles diferentes juegos de acuerdo al tema que esté tratando, puede ser unas frases de iniciación de clases que ellos pueden dar con el vocabulario conocido de la clase anterior.

Mateo Lara: ¿Qué papel considera que desempeña el feedback en el rendimiento y en la motivación de los estudiantes para aprender inglés?

Lcda. Jacqueline Merlo: Bueno, es bastante ayudador, ¿no? Porque eso hace que los estudiantes recuerden el tema que se ha aprendido anteriormente y realmente con eso se parte para la nueva clase y eso ayuda a que ellos comprendan mejor el nuevo tema.

Mateo Lara: Desde su perspectiva, ¿cómo reaccionan los estudiantes de Bachillerato al feedback recibido? ¿Evidencia un impacto positivo o negativo en su motivación?

Lcda. Jacqueline Merlo: Eso evidencia bastante un impacto positivo, ya que el poder tener el feedback es una retroalimentación para ellos. Hace que ellos estén más motivados y preparados para el tema siguiente. Les ayuda bastante porque recuerdan también algo que ya aprendieron y que necesitan constantemente estar recordando.

Mateo Lara: ¿Cómo considera usted que los profesores pueden adaptar el feedback a las necesidades individuales de los estudiantes para incrementar la motivación en el aprendizaje de la segunda lengua?

Lcda. Jacqueline Merlo: ¿Cómo pueden incrementar? Cada clase que uno se ve se debe realizar para la siguiente clase, siempre se parte con algo del tema anterior. Entonces...Desde mi punto de vista, cada profesor sí debe hacer esta retroalimentación porque es importante para que ellos también estén constantemente motivados por aprender el nuevo idioma.

Mateo Lara: ¿Existe alguna estrategia específica que los docentes empleen para proporcionar feedback constructivo a los estudiantes? ¿Cómo cuáles?

Lcda. Jacqueline Merlo: Una estrategia es hacerles diferentes...Preguntas sueltas, puede ser utilizando frases sencillas o frases un poquito más extensas, pero siempre que estén

relacionadas con lo que ellos ya saben, utilizando bastante lo que es en W Questions, que es bien importante para que ellos no olviden. Me parece que esa sería una estrategia.

Mateo Lara:¿Considera que los docentes de la institución están capacitados para brindar un feedback efectivo que permite incrementar la motivación y el rendimiento de los estudiantes?

Lcda. Jacqueline Merlo: Yo creo que sí, todos los docentes están preparados para eso y deberían hacerlo porque de esa manera se podría incrementar el rendimiento de los estudiantes.

Mateo Lara: Desde su perspectiva, ¿cómo reaccionan los estudiantes al feedback recibido? ¿Existe un impacto positivo o negativo? ¿Por qué?

Lcda. Jacqueline Merlo: Los estudiantes sí reaccionan positivamente ya que cuando usted hace esa actividad del feedback, ellos vuelven a recordar tal vez algo que quedó en el vacío, se podría decir, que ellos no comprendieron. Es como una manera de que ellos vuelvan a tener ese tema y lo refuercen y comprendan mejor.

Mateo Lara:¿Qué balance debería existir entre el feedback correctivo y el feedback positivo para mantener o lograr incrementar la motivación de los estudiantes durante la clase?

Lcda. Jacqueline Merlo: Debe ser un balance que sea en equidad. Por ejemplo, correctivo tendría que ser corregir algún error que, en ellos, otra vez, quedó un malentendido y lo comprendieron de una forma errónea. Entonces, al volverlo a repetir, ellos vuelven a ver que está bien, que se han equivocado, y eso influiría positivamente, ya que esta vez sí, ya lo harían de una manera mejor.

Mateo Lara:¿Cuál es su percepción del nivel de motivación mostrado por los estudiantes en el aprendizaje del idioma inglés en la Unidad Educativa Antonio Ante?

Lcda. Jacqueline Merlo: Hay un nivel más o menos del 75% del nivel.

Mateo Lara: Perfecto. Muchísimas gracias por su cooperación. Cabe recalcar que esta entrevista es únicamente con fines académicos para la recolección de datos de la Universidad Técnica del Norte. Muchísimas gracias por su cooperación.

Lcda. Jacqueline Merlo: Muchas gracias.

Audio: [Interview Lcda Jacqueline Merlo.mp3](Interview%20Lcda%20Jacqueline%20Merlo.mp3)

Annex 9. Translation of the Interview directed to Lic. Jacqueline Merlo English coordinator of Unidad Educativa "Antonio Ante"

Interview directed to: Lic. Jacqueline Merlo
Date of application: November 28, 2024

Mateo Lara: Good morning, my name is Mateo Lara, a student at Universidad Técnica del Norte in the online Pedagogy of National and Foreign Languages program. Today, we will conduct an interview with the English area coordinator, Lic. Jacqueline Merlo, from Unidad Educativa Antonio Ante. Please tell me, how do you assess the level of motivation among high school students in learning English as a second language at the institution?

Lic. Jacqueline Merlo: Good morning, Lic. Mateo Lara. Well, I assess students' motivation and learning by implementing different games based on the topic being covered. For example, I use introductory class phrases that students can create using vocabulary from the previous lesson.

Mateo Lara: What role do you think feedback plays in students' performance and motivation to learn English?

Lic. Jacqueline Merlo: Well, it is very helpful, isn't it? Feedback allows students to recall previously learned topics, which serves as a foundation for the new lesson. This significantly enhances their understanding of the new material.

Mateo Lara: From your perspective, how do high school students react to the feedback they receive? Do you observe a positive or negative impact on their motivation?

Lic. Jacqueline Merlo: It has quite a positive impact. Feedback acts as reinforcement for them, keeping them more motivated and prepared for the next lesson. It helps them remember what they have already learned, which they need to constantly review.

Mateo Lara: How do you think teachers can adapt feedback to meet students' individual needs and enhance their motivation in second language learning?

Lic. Jacqueline Merlo: How can they enhance it? Every class should build upon the previous one, always starting with something from the last lesson. From my point of view, every teacher should implement this type of reinforcement because it is essential for keeping students consistently motivated to learn the new language.

Mateo Lara: Is there a specific strategy that teachers use to provide constructive feedback to students? If so, what are some examples?

Lic. Jacqueline Merlo: One strategy is asking different types of open-ended questions, using simple or slightly more complex sentences, but always related to what students already know. Utilizing "W Questions" (who, what, where, when, why, how) is particularly important to ensure they do not forget key concepts. I believe that would be a useful strategy.

Mateo Lara: Do you think the teachers at the institution are well-trained to provide effective feedback that helps increase students' motivation and performance?

Lic. Jacqueline Merlo: Yes, I believe all teachers are prepared for this, and they should implement it because doing so could help improve students' performance.

Mateo Lara: From your perspective, how do students react to the feedback they receive? Is the impact positive or negative? Why?

Lic. Jacqueline Merlo: Students react positively because when you conduct a feedback activity, they recall concepts that may have been unclear or that they did not fully understand. It serves as a way to reinforce those topics, helping them grasp the material more effectively.

Mateo Lara: What balance should exist between corrective feedback and positive feedback to maintain or increase students' motivation during class?

Lic. Jacqueline Merlo: There should be an equitable balance. Corrective feedback should address misunderstandings or errors students may have developed. By repeating and clarifying the correct information, they can recognize their mistakes and improve. This has a positive influence because they will perform better the next time.

Mateo Lara: What is your perception of the level of motivation displayed by students in learning English at Unidad Educativa Antonio Ante?

Lic. Jacqueline Merlo: The motivation level is approximately 75%.

Mateo Lara: Perfect. Thank you very much for your cooperation. I would like to emphasize that this interview is solely for academic purposes, as part of data collection for Universidad Técnica del Norte. Thank you again for your time.

Lic. Jacqueline Merlo: Thank you very much.

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS OF UNIDAD EDUCATIVA "ANTONIO ANTE"

Objective: Por medio de esta entrevista se pretende recolectar información acerca del uso de feedback y su efecto en la motivación de los estudiantes de Bachillerato en las clases de inglés.

1. ¿Qué tipo de feedback utiliza más frecuentemente en sus clases de inglés?
2. ¿Cómo suelen reaccionar sus alumnos cuando reciben el feedback sobre su desempeño durante las clases de inglés?
3. ¿Cree que el feedback tiene diferente impacto en estudiantes con distintos niveles de habilidad? ¿Cómo?
4. ¿Considera usted que los estudiantes entienden la relación entre el feedback que reciben y sus calificaciones?
5. ¿En qué momento considera más efectivo proporcionar feedback para maximizar la motivación de los estudiantes?
6. ¿Cree que el feedback proporcionado tiene un impacto positivo en el rendimiento académico de los estudiantes? ¿Podría explicar como lo ha observado?
7. ¿Qué estrategias ha implementado en las situaciones en las que el feedback no parece tener un efecto positivo en la motivación de los estudiantes?
8. ¿Qué desafíos ha enfrentado al momento de proporcionar feedback en la clase de inglés?
9. ¿Cómo incentiva a los estudiantes a aplicar el feedback recibido en sus futuras actividades académicas? ¿Ha presenciado mejoras cuando los estudiantes siguen el feedback o lo ignoran?

THANK YOU FOR YOUR COOPERATION

Annex 11. Transcript of the Interview directed to Msc. Rita Cacuango English Teacher of Unidad Educativa "Antonio Ante"

Entrevista dirigida a: Msc. Rita Cacuango

Fecha de aplicación: 28 de Noviembre de 2024

Mateo Lara: Muy buenas, mi nombre es Mateo Lara, estudiante de la Universidad Técnica del Norte. En la carrera de pedagogía de los idiomas nacionales y extranjeros, se va a administrar la entrevista al docente de inglés de la Unidad Educativa Antonio Ante, la magister Rita Cacuango. Por favor, cuéntenos, ¿qué tipo de feedback utiliza más frecuentemente en sus clases de inglés?

Msc. Rita Cacuango: Al momento de iniciar mis clases aplico el feedback escrito y a la vez en forma oral, ya que los estudiantes necesitan demostrar sus habilidades escritas y verbales.

Mateo Lara: ¿Cómo suelen reaccionar sus alumnos cuando reciben el feedback sobre su desempeño durante las clases de inglés?

Msc. Rita Cacuango: Como conocemos en la actualidad, hay estudiantes que reaccionan positivamente ya que son buenos estudiantes y prestan mayor atención. Hay otros estudiantes que no les interesa mucho y necesitamos motivar más para el aprendizaje del idioma.

Mateo Lara: ¿Cree que el feedback tiene diferente impacto en estudiantes con distintos niveles de habilidad? ¿Cómo?

Msc. Rita Cacuango: Claro que sí tiene diferente impacto, como le decía anteriormente. Los estudiantes más dedicados suelen prestar más atención y debemos aportar con mayores ejercicios verbales y escritos a estudiantes que no demuestran tener mayor interés en el idioma.

Mateo Lara: ¿Considera usted que los estudiantes entienden la relación entre el feedback que reciben y su rendimiento demostrado?

Msc. Rita Cacuango: Sí, sí hay relación. Los estudiantes que recibieron un feedback positivo, un feedback con actividades lúdicas, interesantes, demuestran que su rendimiento es alto. En comparación con estudiantes que no muestran mayor atención en su feedback.

Mateo Lara: ¿En qué momento considera más efectivo proporcionar feedback para maximizar la motivación de los estudiantes?

Msc. Rita Cacuango: El momento oportuno para un feedback o retroalimentación es al inicio de las clases, ya que al inicio de las clases nosotros tenemos que hacer un breve recordatorio del tema anterior o temas que se han enseñado en los años anteriores. Muchas veces necesitamos hacer el feedback de temas que se han dado en años anteriores porque como sabemos, el aprendizaje es consecutivo, va en secuencia. Y si no hay un feedback que aporte un feedback con ejercicios en forma verbal y escrita, los estudiantes no recuerdan el conocimiento anterior y encontramos vacíos en ellos.

Mateo Lara: ¿Cree que el feedback proporcionado tiene un impacto positivo en el rendimiento académico de los estudiantes? ¿Podría explicar cómo lo ha observado?

Msc. Rita Cacuango: Sí, el feedback tiene relación con el rendimiento, ya que los docentes día a día nosotros realizamos feedback de las clases anteriores. Y al no prestar atención a esa retroalimentación, lo que pasa es que los estudiantes van bajando en rendimiento académico. No...no mejoran su rendimiento ya que no prestan mayor atención a la retroalimentación y van cada vez, en vez de mejorar, van bajando el rendimiento académico.

Mateo Lara: ¿Qué estrategias ha implementado en las situaciones en las que el feedback no parece tener un efecto positivo en la motivación de los estudiantes?

Msc. Rita Cacuango: Yo he presenciado que estudiantes que no prestan atención a la retroalimentación o feedback demuestran falta de interés ya que no recuerdan el tema anterior o temas anteriores, no sienten motivación por aprender un idioma nuevo, sus notas comienzan a bajar. Hay estudiantes así, pero en esos casos debemos nosotros reforzar, tal vez cambiando la forma de darles el feedback y con ejercicios atractivos y dinámicos en el aula.

Mateo Lara: ¿Qué desafíos ha enfrentado al momento de proporcionar feedback en la clase de inglés?

Msc. Rita Cacuango: Puede ser que los docentes necesitamos más herramientas, tal vez innovadoras, tal vez algo que atraiga al estudiante para realizar el feedback. Muchas veces, por más que buscamos actividades que les atraigan los estudiantes, ellos no se sienten atraídos. Pienso yo y se me ha presentado casos que tal vez el tema es demasiado aburrido, entonces nosotros deberíamos optar por cosas innovadoras y que atraiga el interés del estudiante.

Mateo Lara: ¿Cómo incentiva a los estudiantes a aplicar el feedback recibido en sus futuras actividades académicas? ¿Ha presenciado mejoras cuando los estudiantes siguen el feedback o lo ignoran?

Msc. Rita Cacuango: El feedback es muy importante en el...en la hora de clases, en la hora que dictamos nuestra asignatura, es muy importante ya que, si el feedback no es motivante, no es innovador, no atrae a los estudiantes, los estudiantes en la hora de clases no se sienten atraídos por el tema y ellos siguen sin motivación y estudiantes sin motivación no aprenden. Entonces debemos nosotros es mejorar la manera como hacemos una retroalimentación.

Mateo Lara: Muchísimas gracias por su tiempo, magister Rita Cacuango. Cabe recalcar que esta entrevista es únicamente con el propósito de recolectar datos con fines educativos. Un excelente día.

Audio: Interview Msc. Rita Cacuango.mp3

Annex 12. Translation of the Interview directed to Msc. Rita Cacuango English Teacher of Unidad Educativa "Antonio Ante"

Interview directed to: Msc. Rita Cacuango
Date of application: November 28, 2024

Mateo Lara: Good morning, my name is Mateo Lara, a student at Universidad Técnica del Norte. As part of my studies in the Pedagogy of National and Foreign Languages program, I will be conducting an interview with the English teacher of Unidad Educativa Antonio Ante, Msc. Rita Cacuango. Please tell us, what type of feedback do you most frequently use in your English classes?

Msc. Rita Cacuango: At the beginning of my classes, I apply both written and oral feedback since students need to demonstrate their written and verbal skills.

Mateo Lara: How do your students usually react when they receive feedback on their performance in English classes?

Msc. Rita Cacuango: As we know nowadays, some students react positively because they are good students and pay more attention. However, there are other students who are not as interested, and we need to motivate them more in order to enhance their language learning.

Mateo Lara: Do you think feedback has a different impact on students with varying skill levels? How?

Msc. Rita Cacuango: Yes, of course, it has a different impact. As I mentioned earlier, more dedicated students tend to pay more attention. We need to provide additional verbal and written exercises for students who do not show much interest in the language.

Mateo Lara: Do you believe that students understand the relationship between the feedback they receive and their demonstrated performance?

Msc. Rita Cacuango: Yes, there is a relationship. Students who receive positive feedback, along with engaging and interactive activities, tend to perform better compared to those who do not pay much attention to their feedback.

Mateo Lara: At what point do you find it most effective to provide feedback in order to maximize students' motivation?

Msc. Rita Cacuango: The most appropriate time for feedback or reinforcement is at the beginning of the class. At that time, we must provide a brief review of the previous topic or topics covered in past years. Often, we need to give feedback on topics from previous years because, as we know, learning is sequential. If there is no feedback that includes verbal and written exercises, students may forget prior knowledge, leading to gaps in their learning.

Mateo Lara: Do you think the feedback provided has a positive impact on students' academic performance? Could you explain how you have observed this?

Msc. Rita Cacuango: Yes, feedback is directly related to performance. Teachers provide feedback daily on previous lessons. If students do not pay attention to this reinforcement,

their academic performance declines. They do not improve because they do not focus on the feedback, and instead of progressing, their performance worsens.

Mateo Lara: What strategies have you implemented in situations where feedback does not seem to have a positive effect on students' motivation?

Msc. Rita Cacuango: I have noticed that students who do not pay attention to feedback tend to show a lack of interest because they do not remember past topics, do not feel motivated to learn a new language, and their grades start to drop. In these cases, we need to reinforce learning by perhaps changing the way we provide feedback, incorporating more engaging and dynamic exercises in the classroom.

Mateo Lara: What challenges have you faced when providing feedback in English class?

Msc. Rita Cacuango: One challenge is that teachers may need more innovative tools, something that captures students' interest when delivering feedback. Sometimes, even though we try to find engaging activities, students do not feel attracted to them. I have encountered cases where the topic itself might be too boring, so we should opt for innovative approaches that capture students' interest.

Mateo Lara: How do you encourage students to apply the feedback they receive in their future academic activities? Have you observed improvements when students follow the feedback or ignore it?
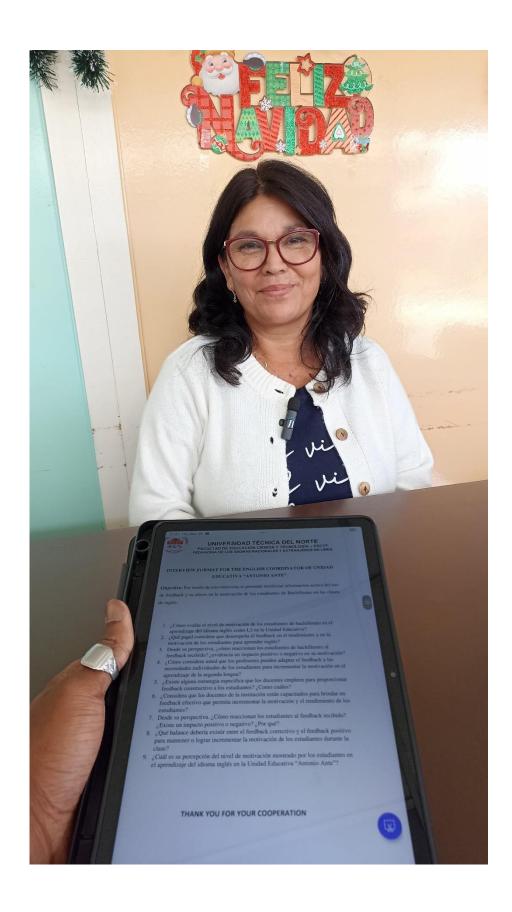
Msc. Rita Cacuango: Feedback is very important during class, as it plays a key role in teaching our subject. If feedback is not motivating, innovative, or engaging, students will not be interested in the lesson and will remain unmotivated. And unmotivated students do not learn. Therefore, we need to improve the way we provide feedback.
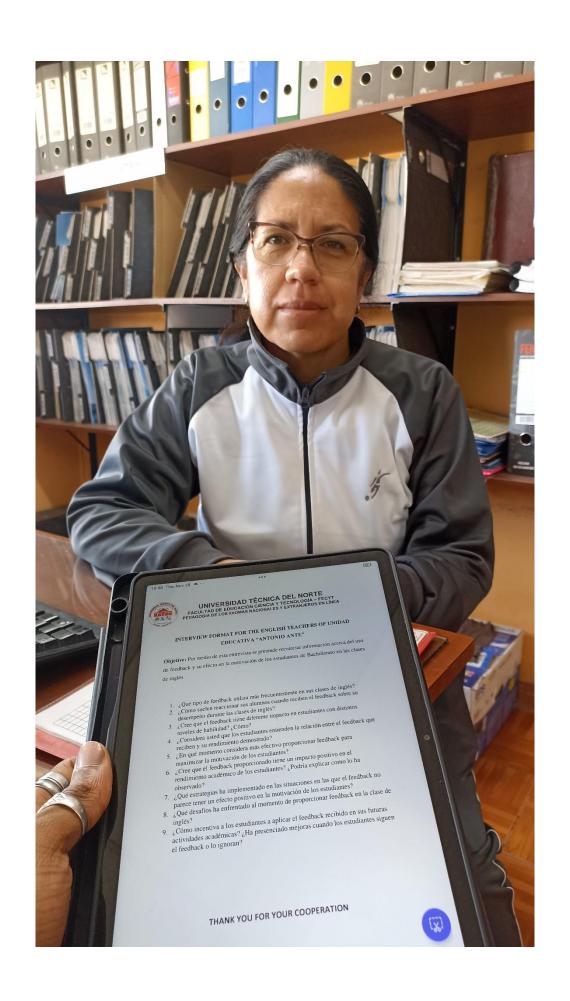
Mateo Lara: Thank you very much for your time, Msc. Rita Cacuango. I would like to emphasize that this interview is solely for the purpose of collecting data for educational purposes. Have a great day.

Annex 13. Photos of data collection

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS EN LÍNEA

INTERVIEW FORMAT FOR THE ENGLISH TEACHERS OF UNIDAD
EDUCATIVA "ANTONIO ANTE"

Objetive: Por medio de esta entrevista se pretende recolectar información acerca del uso de feedback y su efecto en la motivación de los estudiantes de Bachillerato en las clases de inglés.

1. ¿Qué tipo de feedback utiliza más frecuentemente en sus clases de inglés?
2. ¿Cómo suelen reaccionar sus alumnos cuando reciben el feedback sobre su desempeño durante las clases de inglés?
3. ¿Cree que el feedback tiene diferente impacto en estudiantes con distintos niveles de habilidad? ¿Cómo?
4. ¿Considera usted que los estudiantes entienden la relación entre el feedback que reciben y su rendimiento demostrado?
5. ¿En qué momento considera más efectivo proporcionar feedback para maximizar la motivación de los estudiantes?
6. ¿Cree que el feedback proporcionado tiene un impacto positivo en el rendimiento académico de los estudiantes? ¿Podría explicar como lo ha observado?
7. ¿Qué estrategias ha implementado en las situaciones en las que el feedback no parece tener un efecto positivo en la motivación de los estudiantes?
8. ¿Qué desafíos ha enfrentado al momento de proporcionar feedback en la clase de inglés?
9. ¿Cómo incentiva a los estudiantes a aplicar el feedback recibido en sus futuras actividades académicas? ¿Ha presenciado mejoras cuando los estudiantes siguen el feedback o lo ignoran?

THANK YOU FOR YOUR COOPERATION

Annex 14. Photos of the proposal socialization

Unit 1 Daily Life and R...

Lesson 1:
My Daily Routine

1. Let's read about K...

Karen wakes up at 7:00 AM... After getting dressed, she goes... school with milk and a banana. B... enjoys... school. Karen arrives at school around... science classes. she likes solving... During their favorite funny s... practice from 3:30 PM to 5:00 PM... in the evening, Karen has dinner with her family... They talk about their day and share funny... spends some time on her phone checking social media... Finally, she prepares for bed around 10:00 PM. Before sh... day ahead... for about 30 minutes. By 10:30 PM, Karen is ready to sle...

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2. Answer the following questions.

a) What time does Karen wake up?
She woke up at 7:00 AM

b) What is Karen's favorite breakfast?
Karen loves toast with almond...

c) What time does Karen arrive to school?
Karen arrives at school around 8:15 AM.

d) What time does she go to practice soccer?
For 5:00 PM

e) What time does Karen has dinner?
Karen has dinner with her at 6:30 PM.

5. Let's talk!

4. Write 8 verbs used in the paragraph in the present and change them into Past

present   Past

3. Write a paragraph about your own daily routine using the simple present t... expressions with about 160 words.

1. wakes up at 6:30 AM, I was awake

Useful Material

Here are some daily routine expressions you may consider useful

Wake up, have lunch, have dinner, brush your teeth, go to bed, have breakfast, do homework, have a shower, get dressed, get up, get home, go to work, cook dinner, do laundry, attend classes, go to sleep

Useful Material

Here are some daily ro...
Wake up, have lunch, a...
do homework, have a...
dinner, do laundry, at...

3. Write a paragraph a...
expressions with abo...