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FACULTY OF EDUCATION, SCIENCE AND TECHNOLOGY

ENGLISH MAJOR

RESEARCH PROJECT

THEME:

"MANAGEMENT STRATEGIES IN LARGE CLASSROOMS TO IMPROVE STUDENT'S PARTICIPATION IN ORAL ACTIVITIES IN UPPER SECONDARY EDUCATION AT IBARRA HIGH SCHOOL."

Undergraduate Work Prior to Obtaining the Bachelor Degree in Educational Sciences, English Specialty.

Line of research: Management, quality of education, pedagogical processes and languages

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DEDICATION

First of all, I dedicate this undergraduate work and all the effort to reach my goals to my mother. She has been my biggest support and always given me enough motivation and help to continue growing in any area of my life.

Secondly, I dedicate this undergraduate work to my younger brother in order that it could be an example for him and hoping for one day he could be even better than me.

Finally, I dedicate it to my students and teachers from the ¨Ibarra¨ high school because of their help in my formation as a teacher, and with the desire that this research project could be a useful tool for them.

ACKNOWLEDGMENT

RESUMEN

The purpose of the present project is to improve the oral production in students through the application of a didactic guide which will contain strategies for large classroom management. For the development of this, it was required an analysis of the strategies applied by the teachers and their efficiency into the classrooms. Which provided relevant information for the creation of the guide. This research project was applied during the school year 2019-2020, with the collaboration of the students from upper secondary education at ¨Ibarra¨ high school, from Canton Ibarra, Province of Imbabura. The methodology that was used was qualitative and quantitative. These methodologies have different tools such as surveys and interviews for the recollection of data and they were applied to the teacher and students. In addition, once the process of recollection of data had been realized; it has been concluded that students feel more motivated when the teacher applies more classroom management strategies that encourage the oral production. This project is justified because it has sustainable theoretical and didactics fundamentals, and the main beneficiaries will be the students from upper secondary education of the mentioned institution.

Key words: large classroom management, strategies, oral production, foreign language.

ABSTRACT

El propósito del presente proyecto es mejorar la producción oral de los estudiantes, mediante la aplicación de una guía didáctica que contendrá estrategias para el manejo de aulas grandes y numerosas. Para ello se requerirá de un análisis a las estrategias aplicadas por los maestros y su eficacia dentro de las aulas, lo cual proporcionará información relevante para la elaboración de la guía. Esta investigación se la llevo a cabo durante el año lectivo 2019-2020, con la colaboración de los estudiantes de primero de bachillerato de la Unidad Educativa ¨Ibarra¨, del Cantón Ibarra, Provincia de Imbabura. La metodología que se uso fue cualitativa y cuantitativa, las cuales sugieren para la recopilación de datos diferentes herramientas tales como encuestas y entrevistas. Estas herramientas fueron aplicadas tanto a los estudiantes como a los profesores. Adicionalmente, una vez realizado este proceso de recopilación de datos se concluyó que los estudiantes se sienten más motivados cuando el maestro aplica más estrategias de manejo de aulas que incentivan la producción oral. Este proyecto es justificable ya que posee fundamentos teóricos y didácticos sustentables y los principales beneficiarios serán los estudiantes del primero de bachillerato de la institución mencionada.

Palabras clave: manejo de aulas grandes, estrategias, producción oral, idioma extranjero.

INDEX

TABLE INDEX

FIGURE INDEX

ACRONYMS

EFL: English as a Foreign Language

ESL: English as a Second Language

TESOL: Teachers of English to Speakers of Other Languages

BGU: Bachillerato General Unificado

CEFR: Common European Framework of Reference

INTRODUCTION

English is the major window of the modern world and its importance cannot be ignored because this knowledge is necessary if someone wants to succeed in life. Nishanthi (2018) points out that English is a globalized language that helps people in the fields of communication, education, and jobs. Hence, this language opens a variety of opportunities for people who could use it communicatively. In the field of education most of the scientific studies, books, and websites are in English; for that reason, careers such as engineering, medicine, and education require this knowledge.

However, education has changed with the past of the years and one of these main changes had been the number of students that a class could have. These can be difficult to manage since they imply particular challenges that are not seen in smaller groups of students. Hence, the application of management strategies into the large classes is important. In addition, when applying management strategies; it is important to consider some aspects such as the number of students, the approaches used by the teachers to develop speaking, and the needs of students and teachers. Furthermore, it is indispensable to find which classroom management strategies may work better in the large classes of "Ibarra" High school to improve the quality of oral activities and participation of students.

The oral production has been considered one of the most difficult skills to achieve in the learning of a language because students do not have enough opportunities to use the language outside the classrooms. For that reason, it is important to create good learning environments for learners that improve the participation of students and gives them more opportunities to speak confidently.

Problem Background

In the current education, there are new problems that teachers should be prepared for. One of them is the number of students that are present in the classrooms and how this can influence the learning of a second language. These are the main problems that this research has determined.

Currently, teachers face large groups of students with at least forty of them by class. These classrooms are often difficult to handle if educators do not apply the adequate strategies. Thus, leading to some problems and difficulties that do not allow to achieve the desired results and goals in learners.

Another factor that contributes to the problem is a lack of students' participation in oral activities. Learners do not have enough contexts, situations, and activities that allow them to

speak and use the language more frequently and freely. This results in poor levels of oral skills that demotivate the classroom to use the language for communicative purposes.

Additionally, teachers use traditional strategies in current classrooms which have different needs. Large classes are a new phenomenon of the globalized world; so that, it is important that teachers keep updated with the new strategies to handle the current problems that education brings and achieve better results on learners.

Problem formulation

Lack of participation in oral activities into the large classes of upper secondary education at Ibarra high school.

Delimitation

Units of observation

The units of observation are going to be two courses from the "Ibarra" high school which in total complete 74 students. Besides, there is one teacher who is going to participate in the research who is the tutor of these classrooms.

Spatial delimitation

This degree work was carried out in the "Ibarra" High School, the Ibarra city, Imbabura Province. School year 2019 – 2020.

Temporal delimitation

This degree work was carried out until the end of the second quarter of the school year 2019 - 2020

Justification

It is well known that English is the most claimed language of the modern world. This is a great tool for communication, and it is indispensable in any area of knowledge such as

science, education, business, etc. For that reason, it is important to improve English education in schools and even more in oral skills. Consequently, the justification for this research project is to provide for the correct management strategies which could help teachers and students to develop oral skills increasing participation.

The management strategies will help teaches to organize better the number of students that a class could have. Allowing educators to have more control over the learners and give more attention to their individual needs and process of learning. In addition, there will be more options to make activities with students, and they will find it more dynamic increasing their motivation and participation.

Furthermore, it is expected to reach good levels of speaking in students because they will have more contexts, situations, and activities to develop this skill. Therefore, It will result in a better performance in the class and oral outcomes.

With this research, the contribution will help both teachers and students. The teachers could use it as a tool to handle effectively the large courses and improve the oral skills in the classrooms. While the students will be benefited with better English levels in speaking and even improve the learning environment.

Impacts generated by the research

The impacts that this research has generated could be divided into two social and pedagogical. In the social aspect because members of a classroom should work as a community to grow together in the language. Thus, improving the relationships among students and encouraging them to speak, self-correct, and feel more confident at the moment of use English communicatively. In addition, in the pedagogical aspect because teachers will have more strategies to apply in the classrooms according to students' needs and the current reality of classrooms.

Objectives

General Objective

Implement management strategies in large classrooms for the improvement of student's participation in oral activities with upper secondary education at Ibarra high school.

Specific Objectives

Identify what management strategies are which work effectively in the large classrooms from the perspective of teachers and students in order to improve student's participation in oral activities.

Determine which factors can be used to improve the oral production and participation of students in the large classrooms.

Create a guide with management strategies that could be applied to the large classrooms in order to improve student's participation in oral activities.

Problems and difficulties

This research project had difficulties in time for its development because into the period was presented the world pandemic which hindered due process; therefore, there were complications with application processes and some unexpected changes. Spatial problems also were presented with mobilization complications. It was not allowed to mobilize during the period of the pandemic.

Content

This academic research is divided into four specific chapters:

Chapter I presents the theoretical framework, which provides important information about the theories of classroom management, tips for managing a large classroom, and activities to improve oral skills in students. In addition, it provides information to be the base for the guide that is going to be the product of this research.

Chapter II covers the methodology that was used to collect the data for this research project, in this chapter it mentions the qualitative and quantitative research and their respective tools to gather the information.

Chapter III contains the data that was collected from the surveys and interviews applied to the teachers and students, and their respective analyses and discussions of the results in an ordered way. There will be graphics and a clear explanation for the information that will be essential for the research project.

Chapter IV contains the development of the proposal which will be based on the theoretical findings that were presented in chapter I and the relevant information of the interviews and surveys applied to teachers and students.

CHAPTER I: THEORETICAL FRAMEWORK

This chapter contains sustainable information for this research project, and the most outstanding elements to consider are management strategies that help teachers to have more control over the large classrooms, how to improve the oral communication as an important role in the current education, and also it is necessary to understand the different approaches and techniques which are more suitable to apply. All of these aspects will be a foundation to help students improve their speaking skills in large classrooms.

1.1. English as a foreign language (EFL)

First of all, it is necessary to understand what is English as a foreign language. According to Peng (2019) English as a foreign language could be defined as learning English, which is not spoken in the student's country, with different purposes such as tourism, communication, reading foreign text, etc. It differs from English as a second language because the ESL has the same importance as the mother tongue, and it could be used for survival purposes such as the case of immigration. (Peng, 2019)

1.1.1. EFL in Ecuadorian Education

Garzón (2018) in her article mentions that " English Foreign Language (EFL) in Ecuador: Background, policies, current and prospective situation" said that Ecuador has a low-performance level in English, and this could be the result of some issues such as large class sizes, lack of space, and poorly trained teachers. Taking a look at the past, there has been a lot of changes in the Education of foreign languages in Ecuador since 1966; however, primary and secondary schools have not been benefited as expected from that projects. For that reason, given the importance of the language in the international world, a lot of centers to learn English have been created in the country. Nevertheless, it is important to mention that the last governments have contributed a lot to the improvement of English education in Ecuador. In 2012, the Ministerio de Educación published a booklet called Teachers of English to Speakers of Other Languages (TESOL). This is going to help educators with guidance in the way they teach English, and it has been already implemented in other countries.

1.1.2. EFL in upper secondary education

The Ministerio de Educación (2019) mentions that "by the end of BGU learners will demonstrate at least a CEFR Level B1 (Threshold) and have a limited but effective command of the spoken language." (p. 420). It means that the students of upper secondary education should be able to:

- Handle communication in most familiar situations.
- Construct longer utterances.
- Sometimes have problems searching language structures to express ideas and concepts.
- Have a good pronunciation.
- Avoid communication breakdown.

Here, there is a chart to explain what the levels of competence of English are that students should have by the end of each course.
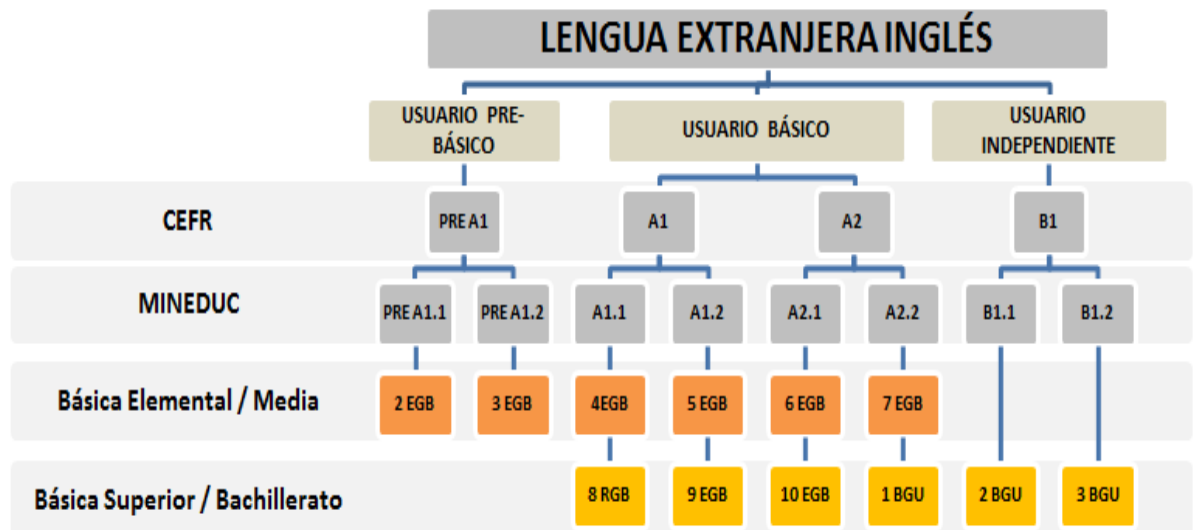
Graphic 1. Levels of proficiency. Taken from: Ministerio de Educación (2019).

1.1.3. The Common European Framework of Reference (CEFR)

The Council of Europe (2001) explains that the Common European Framework of Reference (CEFR), ¨Describes in a comprehensive way what language learners have to learn to do in order to use a language for communication and what knowledge and skills they have to develop so as to be able to act effectively.¨ (p. 1). This is a useful document that helps teachers and learners with a reference for achieving the desired results in the target language. In order to understand better the levels of English according to (CEFR), here there is a chart.

Table 1 *Common Reference Levels: global scale*

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

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

Taken From: Council of Europe (2001)

1.1.4. English as a foreign language teaching.

English as a foreign language teaching is not an easy task and it could represent many difficulties and challenges for teachers. One reason for these difficulties is the lack of situations to practice the language communicatively outside the classrooms. Samia (2015) argues that it is the responsibility of the teachers to know how to deal with these difficulties

and achieve the desired goals. She explains that giving a class involves different activities where the teacher needs to keep the student's attention, know their needs, use different methods, create situations to improve learning, provide knowledge, and give feedback. If teachers have clear all these points they could achieve the educational goals. Carabajo (2011) adds that "Teaching English as a foreign language can be fun and meaningful when teachers apply communicative activities in their classrooms." (p.1). In this way, students will feel more motivated and encouraged to participate in class, and little by little they will improve their oral production. Besides, communicative activities will create enough situations for students to practice the target language.

1.1.5. Learning environment in EFL

Gülderen & Pinar (2013) have defined the learning environment as "a broad and multilayered phenomenon involving socio-psychological, socio-cultural, pedagogical and physical domains" (p. 2). It means that into a classroom where education takes place there are some factors that have an influence on the achievement and success of the second language. This research project will be focused on two of them, the physical and pedagogical environment. Kiatkheeree (2018) said that the physical environment involves building, accommodation, equipment, and other instructional materials, while the pedagogical environment involves the learning strategy or academic performance.

According to Qaiser & Ishtiaq (2014) the physical environment is considered one of the most important components of education because it could affect the academic achievement in students. There are some factors that are part of a physical environment such as visual, acoustic, thermal, spatial, and time factors. The visual factors are the natural and artificial light, favorable atmosphere, lack of disruptions, interesting visual items, etc. It could affect students' capability of perceiving visual stimuli and also affect their mental attitude. The acoustic factor is the noise level in a classroom. It could affect cognitive performance and functioning on learners. The thermal factors are the heating and ventilation of the space. By making a classroom atmosphere comfortable for students; it could improve their behavior and performance. The Spatial factor is the space management and arrangement. It has an impact on students' behavior and communication. In addition, it is recommendable to arrange the desks in groups because it has several advantages. It could encourage cooperative learning, create a sense of community, and make the best use of the space. Finally, the Time factor refers to the management of time for students to participate in the learning process. In the physical atmosphere, it is important that students feel secure, safe, and involved in order to achieve educational goals and avoid fatigue and frustration in learners.

Alf, Keithia, & Roland (2002) mention that the pedagogical environment refers to the learning strategy or academic performance and during the learning process there are three factors that interact. These factors are: students' characteristics, approaches to learning, and learning outcomes. Into the students' characteristics, there are their prior knowledge, academic ability, and personality. The approach to learning is the most suitable for students to learn a specific topic and reach a deep understanding. Finally, the learning outcomes are the cognitive, affective, or behavioral results of the learning process. All these elements contribute to creating a positive pedagogical environment, which has a big influence on the success of students. In addition, it is important that the pedagogical environment has clear goals, organization, assessment, and good teaching. According to Mager (1962), the objectives play an important part in the pedagogical environment because these help educators to organize their teaching, select materials, content, and methods, and have clear results to achieve and evaluate in learners. Another advantage of setting clear objectives is that students are going to be more responsible for their learning. It means that they will be able to organize their efforts to achieve the desired results and provide the means to evaluate their own progress.

1.2. Classroom management

According to Brophy (2006) "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)" (p. 17). Hence, classroom management plays an important part in education, it helps teachers to achieve the desired learning and behavior in students by creating an appropriate environment. This environment could be managed in many ways such as physically and pedagogically. Which could have an emotional, physiological, and behavioral impact on students. If classroom management is applied correctly in the institution by the teacher, the educational goals will be achieved successfully.

Manoj & Anoop (2017) say that effective classroom management is when the teacher organizes and conducts a classroom to minimize misbehavior, interruptions, and create a learning environment that allows students to grow intellectually and emotionally. Effective teaching and learning cannot take place in a poorly managed classroom so that teachers should organize students, space, time, and materials.

It is important to correctly apply classroom management because it will help teachers to maintain order, motivation, and student's attention. A well-organized class keeps the

students concentrated and working, and teachers need to vary in activities to keep the motivation and attention.

1.2.1 Difficulties of managing large classes

Nguyen (2015) explains that the difficulties that teachers face could be divided into affective, management, and pedagogical problems. These summarize the main complaining that educators have on large classes. Each of them presents their own consequences as well as solutions in the moment of teaching and learning the target language.

The affective or discipline problems are issues that sometimes teachers have to find out the reason or make it with the help of some specialists. According to American English (2013) teachers should try to discover the reason for misbehavior, and set the corresponding rules. However, it is necessary to apply in the classroom some strategies to control misbehavior of students.

Management is another problem and there are some factors that could affect the students' learning in a large class. Some of those factors are the disorder of the class and the noise that it could produce affecting neighboring classes and their teaching process. Besides, it is difficult to motivate all students and keep them focused on a certain task because learners use to get lost in the activities; especially when these are about listening and speaking.

The pedagogical problems are presented when teachers cannot fulfill their lesson plans or it is difficult to apply activities to develop language skills, especially when the number of students in a class is too big. In many cases, it is hard for educators to remember the learners´ names and even worse, the individual needs and skills.

There are many challenges that educators face in large classrooms and can hinder the learning of students. However, for each of these difficulties, there is a right solution to apply according to the students' and teachers' needs in order to improve the quality of English education.

1.2.2 Management strategies for large classrooms.

According to Wang & Zhang (2011) classroom management strategies for large classroom could be divided into affective, Management- related, and pedagogical. This is a summary of what teachers can do in order to handle the large classes.

Table 2 *Management strategies for large classrooms*

Affective	1.- Knowing students well. American English (2013) says that a pedagogical planning helps educators to create an environment that supports all learners' needs and differences. It is recommendable to take a diagnostic test at the beginning in order to diagnostic students' strengths and needs. This is going to individualize experiences and interactions in the class. Also, the mentor should rotate attention between learners and allow them to make choice with freedom and responsibility. In addition, another thing that teacher should do is update curriculum regularly to meet student's needs.
	2.- Provide students with motivation and good rapport. These factors are going to create a good environment in the class to improve the learning. Teachers should use different strategies like giving feedback and use materials such as games, role plays, and realia.
Management-related	1.- Keep the discipline. You can make use of the following strategies.
	Use proximity to stop disruptive behavior: Teacher should stay close for a few minutes of the student who is interrupting the class or behaving in an inappropriate way. This will make the learner feel nervous, therefore, the disruptive behavior will be stopped

Stop and wait: Sometimes the teacher will need to stop the lesson and look for those students who are interrupting the class. Also, It can help to identify the problems and find a positive solution.

Location, location, location: Even when the class has been organized in a good way, there are some students who could have an extremely disruptive behavior. In this case, it is important to seat them in a strategic site. It could be near the teacher or far away from his/her close friends.

Use your voice: In a classroom, students are usually used to look for the teacher's voice. Sometimes, teachers should raise their voice in order to catch the learners' attention, but it is recommendable that teachers decrease the volume of their voice instead of increasing it. This will require students to really listen and focus on the lesson.

Stay cool: It is important to stay professional and keep calm when learners are not having a good behavior. To correct this behavior, you can follow the next steps:
1.   Speak with the student after class.
2. Make the conversation very centered on just you and the student.
3. Try to understand and see things from the student's point of view.
4. Help the student understand your point of view.
5. Make the students know what your expectations are.
6. Find a solution so next class the student will know how to handle the situation.
7. In the end you want the discussion with the student to be short, focused, and solution orientated. (Prevention First, 2014)

2.- Grouping students in multiple ways.
The teacher could make use of grouping strategies to handle large classes because as Trang (2015) said, divided the class into small parts is seen as the most useful strategy that could be used in large classrooms. It helps the students to maximize participation, promote collaborative, cooperative and communicative learning,

and encourage relationships between students. Example, pair work and group work by similar interest or mixed abilities.

3.- Prevention First (2014) recommends the following strategies:

Be genuine and sincere with praise: It is very important to praise students when they develop a good job. This is going to motivate them and create a good learning environment. Nevertheless, teachers should be careful in the way that they give praise to learners. They should feel that the encouragement is sincere, and it is according to the levels of difficulty of the task.

Balance teaching and facilitating: The teacher is known as the facilitator; for that reason, they should create opportunities to students participate actively in the class. For example, teacher could make students read aloud, write on the board, answer questions, and assist you during the lesson. It is important always consider the learners´ needs and preferences to learn.

Walk around the classroom: Facilitators should walk around the classroom and verify if students are working on the task. This is going to keep the class engaged and attentive to their jobs. Also, it allows the teacher to check and answer learners´ doubts.

Find a seating arrangement that promote learning: it is important to find good ways to organize the seats in a classroom. It helps students to stay on-task, be focused, and complete the work effectively. In addition, it is easy to manage disruptive behaviors in this way. For instance, some ways to arrange the classes could be in a u-shape or circle.

Be effective when giving instructions: for giving clear and concise instructions teacher could follow these suggestions.
1. Wait until students are seated and quiet.
2. Give one instruction at a time.
3. Use a clear firm voice and repeat each instruction.
4. Wait for student compliance.
5. Look an opportunity for praising students´ understanding.

Avoid answering too many questions and stalling the lesson: This helps to minimize interruptions and keep students focused on the task. Sometimes, teachers can use some strategies to answer learners' questions, such as having a place where students could leave their question to be answered the next class, or decrease the time between student responses and move on to the next question quickly. (Prevention First, 2014)

Pedagogical.	1.- Make use of different pedagogical strategies.
	The teacher should use different strategies to teach English such as establish clear objectives, use communicative, community, content-based, and direct language teaching to increase students use of the language.
	• Communicative: such as language games, role plays, etc.
	• Community: such as think pair share, tape-recording student conversation, and small-group task.
	• Content-based: such as making use of other subjects to increase vocabulary and communication competence on students.
	• Direct method: such as picture cued task, questions, and answers exercise, reading aloud, etc.
	•

Taken from: Wang & Zhang (2011) Teaching Large Classes in China - English as a Foreign Language. Author: Own elaboration

1.2.3. Classroom management strategies for speaking activities in large classes.

Nguyen (2011) in his article ¨Large Classes: Universal Teaching and Management Strategies¨ give teachers some guidelines to apply in these kind of classrooms. He recommends the following management strategies.

a) Using group work and pair work: It is recommendable to divide the large classes into small groups. It could maximize students' participation and growth in cooperative learning

activities. Once that these both are set in the classrooms, it improves oral and communication skills. In addition, these strategies could help to manage the active learning of students, develop on them collaborative learning, and create a sense of community. Some activities that could be applied in group work and pair work are sharing ideas, thoughts, and reflections, making debates, or questionnaires about certain controversial topics.

b) Using whole-class discussions or whole-class activities: In this activity, students have to face one person as a leader of a class. The topics already used in group work and pair work can be used; however, the teacher can choose the topic considering the students´ interests. These activities also are going to help the educator to know students better, know their preferences, and have a profile of the class. If some students do not participate, they still have an opportunity to improve their listening skill. Some activities that could be applied in a whole class are songs, games, and class newspapers. For instance, the teacher can provide students a song to order and build while they listen. Once that the song is done, students can practice their pronunciation by singing it.

c) Using role-plays and oral presentations: These are good strategies to develop communicative skills in front of a public. The teacher should provide the correct material to the student could perform in a fictitious situation and act out the characters. In addition, if we talk about an oral presentation the topic should be chosen according to the interest of students. This will motivate the class and keep learners engaged.

d) Using story-telling: This activity could be used in different ways. Students could participate in the class by sharing a personal experience, they could read aloud a story chosen by the teacher, or they could complete and story with the ideas of the whole class in order to make a funny story. Also, it would make use of volunteer students and take advantage of this to encourage students.

1.3. Teaching English as a foreign language in large classes.

Teaching English as a foreign language in large classes is not a new phenomenon in this globalized world. It has become a reality for most teachers around the world, and it brings a lot of challenges for them. However, Shagufta, Asma, & Ammaira (2019) say that the negative effects of teaching in large classes could be reduced by using certain strategies such as group work, pair work, and individualized work.

The group work or project work could increase the motivation and engagement in students. These kinds of works should be easy, understandable, and new for them in order to help learners be more creative, collaborative, and active in the class. The pair work is going to help them to feel more confident at the moment of using English. In this strategy students could correct mistakes among themselves and grow together in the language. Finally, the individualized work will make students become more autonomous, lifelong, and self-motivated people.

1.3.1 Approaches for teaching English as a foreign Language

According with Larsen (2000) in his book "Techniques and principles in language teaching". There are some approaches that could be useful to develop oral skills in students. Among them the direct method, the community language learning, the communicative language teaching, and the content-based are the most representative approaches to develop speaking skill. The following graph will show in detail each of them.

Table 3 *Techniques and principles in language teaching*

	Goals	**Characteristics**	**Students- Teacher interaction**
The direct method	• The main goal of the direct method is to communicate in the target language. In a way that students learn to think in English.	• The students have to learn the target language in a direct way. It means that they are not allowed to make translations. • They will learn it using realia, pictures, and pantomime. • Students should learn to communicate as if they were in real	• The teachers and the students are like partners in the learning process. • The interaction will be in both ways, but also learners are going to interact among them and try to self-correct themselves.

		situations and Grammar is taught inductively. •	
The community language learning	• The main goal is to use the target language communicatively. • Into the classroom, students will learn how to learn from one another.	• Teachers should be like counselors in the learning process by understanding students and help them to overcome negative feelings. • Students are inviting to share how they feel and thought. • Their values, feeling, and thoughts are considered important. • The most important skills are understanding and speaking the language using grammar points, vocabulary, and good pronunciation. Reading and writing are also	• Teachers must give support to students during the learning process. • The beginners are very dependent of the teacher; however, with the pass of the time they will become more independent and they increase accuracy and fluency. • Into the activities, the teacher will encourage the communication, but at the same time students should interact with one another.

		useful to develop the skill.	
The communicative language teaching	• The main goal is to enable learners to communicate in the target language • This approach points out that communication is a process and knowledge of the forms of language is insufficient. It will be necessary linguistic forms,	• All the activities are focused on success in the target language communicatively through activities such as games, role plays, and problem-solving task. • Good communicative activities have these three main factors: information gap, choice, and feedback. • Information gap is when on the communication, one person possesses information that the other not. Choice is when the person could choose about what they want to	• The teacher is the facilitator of the conversation into the classrooms by creating situations, answering student´s questions, and monitoring their performance. • The interaction between students is very important, it could be done in pairs, triads, small groups, and whole groups.

meaning and functions.	talk, and feedback is when partners correct between themselves and give the necessary opinions.

The content-based approach	The main goal is to use de language to communicative purposes.	• This approach gives priority to process over predetermined language content because it uses the target language during all the learning process. • The main purpose is to integrate the learning of a language with other subjects or content. • There should be clear language objectives as well as content objectives. • Students are not going to learn the language piece by piece. This theory points out that it is better to learn the language as a whole.	• The teacher must help students in the language process in order that they develop the skill and understand the academic content. • The teacher should provide learners tasks such as reading, writing, note-taking, and support them in the process. • It points out that collaborative learning between teacher and students and among students is necessary to create significant learning.

Taken from: Larsen (2000) Teaching and Principles in Language Teaching.
Author: Own elaboration

1.3.2. English four skills

The language is useful for many purposes because it is the base for communication and the use of all its skills is essential. Manaj (2015) points out that these four skills are like a chain where you cannot break one part because the whole chain will collapse. She explains in her article the importance of each of these areas which are reading, writing, listening, and speaking.

Reading is a skill where people can learn a lot of vocabulary and develop word power. It is well known that reading can bring a person wisdom and improve the language. For that reason, there are a lot of benefits that it brings. For example, when learners possess more vocabulary, they will listen better and understand more the language. Also, it will improve the writing and the speaking at the moment of self-expression and coherence.

Writing is like a copy of the intellectual level and self-expression of a person. It helps people to impregnate their ideas in a paper. In order to make this, people have to follow a coherent process. First, brainstorm about the topic. Second, Writing the ideas. Then, making a revision of your writing by looking at everything and by asking for the help of another person. Next, editing the punctuation, capitalization, grammar, and paraphrasing. Finally, publishing it.

Listening is an essential part of the communication process. It is not merely hearing the words. It needs the understanding and interpretation of the message. Also, some researchers had argued that a student can learn better when they are good listeners.

Speaking is a skill as much important as the others. It helps the communicator to express their ideas and thoughts into words. In order to acquire the language; the brain has to make several intellectual processes that also are responsible for the development of the person. In speaking there are some ways of expression such as public, friendly, or academic. All of them are useful for different contexts in life. It is important in this skill to have ample vocabulary, good pronunciation, and cohesion in the formation of sentences.

1.3.3. Oral Production.

Ali (2018) defines communication as "a process of understanding and exchanging messages that comprise of a set of behavior that uses in the perception, interpretation, and understanding of the meaning of the verbal and nonverbal behavior of individuals." (p.4).

However, speaking is the knowledge of the target language, and it can be divided into three areas which are mechanics, functions, and social and cultural rules and norms.

The mechanics are pronunciation, grammar, and vocabulary usage of the second language. It means that student should make use of the words in a correct way to communicate successfully. The functions are transactional which take care of transfer the information, and interactional which take care of the interaction and relationships. Finally, Social and cultural rules and norms which are the role of the participants, understanding of the social interaction, in what circumstances, about what, and for what reason.

In conclusion, speaking skill is the ability to use the knowledge of the language to communicate successfully. Through this communication people can express in an ordinary voice their ideas, feelings, and thoughts.

1.3.4. Components of speaking skills

According to Ali (2018) "English teachers should be creative in developing their teaching and learning process to create a good atmosphere, improve the students speaking skill, give attention to the speaking components, and make English lesson more exciting." (p 4) In order to achieve all these points mentioned, the educator should make use of classroom management strategies, methods, and approaches such as the communicative and content-based approach, direct method, and community language learning. Additionally, there are five components that teachers should be focused on developing at the moment of teach speaking. They are comprehension, grammar, vocabulary, pronunciation, and fluency.

a) Comprehension

Listening comprehension is understanding the meaning of the words and the message that the speaker is transmitting. It is an important step in the development of speaking skills because it helps the learners to get familiar with the language and start to process it. However, it is difficult to give enough exposure to students because they do not use the second language outside the classroom. For that reason, teacher should make use of different learning activities to improve oral comprehension in learners.

b)   **Grammar**

Grammar is all the rules that a language could have in order to create correct utterances. It is a very useful tool for communication because it allows the participants to speak using the same code. However, if a person does not have enough knowledge of grammar rules; it does not mean that they are not be able to communicate. They still can communicate effectively.

c)   **Vocabulary**

The vocabulary is all the knowledge of words that a person could have of a language. When learning a new language, students should make use of the right word in the right place to communicate well the meaning and the message. Knowing very little of grammar, the message could be conveyed, but without vocabulary nothing can be conveyed.

d)   **Pronunciation**

Pronunciation is the way in which a person articulates the words to produce sounds and communicate successfully. If learners do not have a good pronunciation of the target language, they could not transmit correctly the meaning of the message or even miscommunicate. Their communication will be severely limited.

e)   **Fluency**

Fluency is the ability of a person to speak the language in a fast speed and clear way, (Prevention First, 2014) as similar as a native speaker. When a person has fluency in his/her speaking there is a lack of "ums" and "errs" in the utterances. The communicator does not have to spend a lot of time searching for the words and tools to express the ideas.

1.**3.5. EFL speaking strategies.**

Teaching oral communication skills through different activities is an attractive way for students. Larsen (2000) recommends a set of strategies and activities to apply in the

classrooms according to the approaches already given and the needs of learners. These approaches are the most suitable to develop speaking competencies in students.

Table 4 *Strategies and activities according to the teaching approaches*

Direct method.	**• Reading aloud** Students are going to participate in class reading a passage, play or dialogue aloud. Teachers are going to use realia and pictures to clarify the meaning of the reading and create significant learning on learners. This stage includes reading beyond the sentence. It helps the teacher to analyze the oral production of students and have a control on it. **• Questions and answers exercise.** Teachers are going to ask a direct question to the students in the target language. This will help students to practice with vocabulary and grammar structures. These answers will need minimal processing of meaning and grammar. **• Getting students to self-correct.** The teacher could repeat what the students have already said using a signal or a questioning tone in order to make students be aware of the error. **• Conversation practice.** The students are going to ask questions that contain a grammar structure and make a conversation usually focused on themselves. **• Fill in the blank exercise.** The students should induct the grammar rule that is present to fill the blanks and complete a dialogue with their own words or with the help of an audio.

- **Picture cued task:** here, the pictures could be used for different purposes like description, comparison, minimal pair, etc. Students are recommended to use short language output and level up as necessary.

- **Dictation or map drawing.**
Students will have to listen to the teacher dictation and try to take notes or they can listen to the teacher directions to draw a map. It also could be done by the students giving instructions and directions to the teacher. (Brown, 2003)

Community language learning.

- **Tape recording student conversation.**
Students are asked to have a conversation about the topic that they prefer, and they will record it in order to be able to remember almost everything already said.

- **Small group task.**
There are a lot of activities that could be done in small groups. Teachers think that these activities help students to learn from one another and practice more with the target language.

Communicative language teaching.

- **Questions and answers:** students have the opportunity to produce brief interactions that are going to create significant learning. The questions and answers will depend on the creativity of the participants or they could choose among yes/no questions, why questions, etc.

- **Paraphrasing:** the teacher will provide students a paragraph no more than five

sentences and the participants will have to translate it into their own words. This will help students to develop their language and produce short conversation.

Word repetition task: or "repeat after me" in this strategy the student is going to reinforce vocabulary and the pronunciation of the words.

- **Authentic materials**

This could be helpful to motivate students learning. These could be real newspapers, weather forecast, realia, and timetables.

- **Scrambled sentences.**

Students should unscramble the sentences in order that they restored their original order. This is going to help them to grow cohesion and coherence of language.

- **Language games**.

The teacher should give students good topics of conversations and provide them with annoyable activities.

- **Picture strip story.**

The teacher has to show the first picture of a story, and ask students guess the next one.

- **Problem-solving task**

This activity usually has the three features of communication. Here, learners can share information and work together to find a solution.

- **Role play**

It is an important activity because this allows students to be part of different contexts and social roles. Creating more opportunities to communicate and increasing vocabulary. The participants could be between three and more, helping with a reduction of the levels of anxiety in the learner. In addition, the teacher could guide the learning process of students; giving them a propose and topic to speak.

- **Discussions and Conversations:** the students will make use of their academic and colloquial language, and the teacher will have to evaluate certain points such as learners' performance, language usage and structure, etc.

- **Interview:** two parts are needed, the person who make the interview, and who answers it. In this stage the student will make use of a rich vocabulary and pronunciation, and the teacher should evaluate the performance of the learner, his/her advance, and correcting mistakes. (Brown, 2003)

Content-based approach

- **Use of different subjects or content.**
These could be geography, philosophy, sciences, etc.

- **Previous experience**
The teacher could use the previous experience of students to start a new topic and to build significant learning on students.

- **Motivation.**

	Content-based approach will make feel students motivated because they will see that language can be used for different purposes and areas.

Taken from: Larsen (2000) Teaching and Principles in Language Teaching.
Author: Own elaboration

In conclusion, there are a variety of management strategies that could be applied to the large classroom in order to have control over students; these could be divided into affective, management related, and pedagogical. These strategies focused on the different students' needs and help teachers to understand their behavior and act according to them. Besides, there are different approaches and activities that educators can use in conjunction with the management strategies to improve oral participation. These could work together to archive the desired results in learners.

CHAPTER II: METHODOLOGY

2.1. Type of research

In order to develop this research, a qualitative and quantitative methodologies were used, which means that it was a mixed research. According to Hernandez (2014, 532p), "the goal of mixed research is not to replace quantitative research or qualitative research, but to use the strengths of both types of inquiry, combining them, and trying to minimize their potential weaknesses."

Qualitative research is a recent method which is interested in people´s behavior. It gathers information about stories of lives, personal experiences, and even feelings of people. It is considered as a subjective and inductive method because of the quality of information.

In contrast, quantitative research is an old method that is interested in objective information. It means that Its main purpose is to gather information about the variables. For that reason, the quality of the information in qualitative research is objective and deductive. (Posso, 2013)

2.2. Techniques and research instruments

The techniques and research instruments were chosen according to the characteristics of each research method. Qualitative research uses a variety of techniques to gather information. In this case, the tool that helped to gather information with the research project was a direct interview about personal teachers' experiences in large classes.

However, talking about quantitative research, the techniques and instruments that were considered more appropriate for this research was a survey that was applied to students from which are going to be generated the respective statistics. It provided objective information about the real situation that learners live in large classes, and how to improve their oral skills. (Posso, 2013)

2.3. Research question

For the current research plan, the question that has been formulated was:

What kind of management strategies effectively work in large classrooms in order to improve student's participation in oral activities from the perspective of teachers and students at Ibarra High School?

Given the question in which the research plan should be based, the main objective is to implement management strategies in large classrooms for the improvement of student's participation in oral activities with upper secondary education at Ibarra High School.

2.4. Participants

The research project was applied at ¨Ibarra¨ High School because it is one of the biggest educational institutions in Ibarra, and it must face large classrooms. Also, there is a need for improvement and innovation in large classroom management to handle oral activities.

For that reason, the participants in which this investigation was focused on were the students and teachers of the first level of general upper secondary education. The students were divided into two courses which are C, D. In addition, the teacher who participated was who is in charge of these courses. The next graphic will clearly explain the participants.

Table 5 Participants

Institution	Curse	N° Students	N° Teachers
"Ibarra" High School.	Tenth "C"	36	1
	Tenth "D"	38	
	Total	74	1

2.5. Procedure

The quantitative research was applied to the 74 students in order to have clear and objective information of all the participants. It was a survey with closed questions that asks about their current levels of speaking, their motivation and difficulties at the moment of using the language, beliefs, and thoughts about activities and strategies that could be more suitable to apply in the classroom according to their reality.

The qualitative research was applied to the teacher because it was necessary to gather information about her personal experiences in handling large courses in oral activities. It asked the educator about strategies that she has used to solve these problems and the activities that she frequently used to develop speaking skills in these kinds of classes. It was a non-probabilistic sample because it is the opinion of an expert sample.

CHAPTER III: RESULTS AND DISCUSSION

3.1. Topic

Management strategies in large classrooms to improve student's participation in oral activities with upper secondary education at Ibarra high school.

3.2. Introduction

After having applied the surveys and interview to the students and teacher from "Ibarra" high school; it is needed to process this information in order to get important data to develop this research project. So, Chapter III is going to be divided into two sections which are the results and discussion of the surveys applied to students, and the results and discussion of the interviews applied to the teachers in this educative institution.

The surveys applied to students have been focused on getting relevant information about students' current levels of speaking, their motivation and difficulties at the moment of using the language, beliefs, and thoughts about activities and strategies that could be more suitable to apply in the classroom according to their reality. The interview applied to the teacher provided information about the difficulties that she face at the moment of teaching in a large classroom, the strategies that have been used to solve these problems, and the activities that are frequently used to develop speaking skills in these kinds of classes. It is needed to interpret the results and compare them with the theory already given in the theoretical framework to make a concrete discussion.

3.3. Results and discussion of the surveys applied to students from upper secondary education at Ibarra High School.

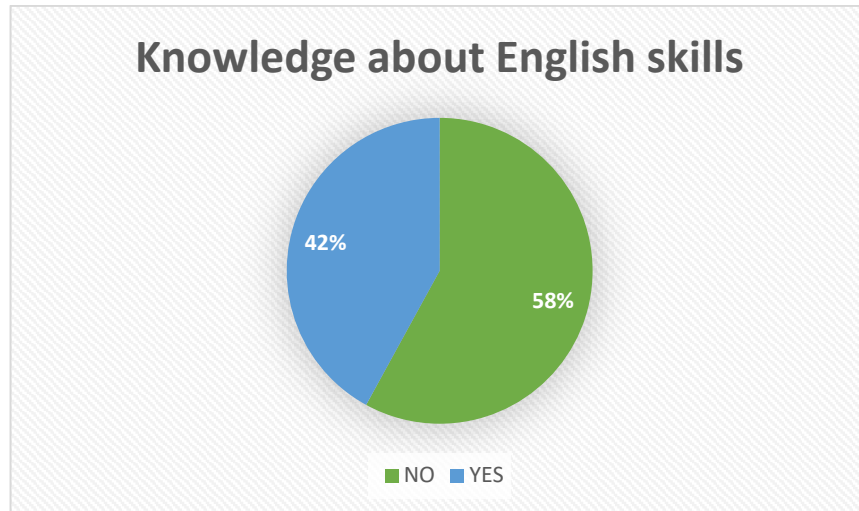### 3.3.1. Do you know what the four English skills are?

Figure 1 *Knowledge about English skills*

This pie chart shows if students know about the four skills of the English language. It can be seen that 42% percent of students know clearly which the English skills are. However, 58% of participants do not know about the four main skills in the target language. In conclusion, most of students are not clear about the four English skills. It means that in an English class, students are not clear about what the purposes of the activities are and their relationship with the English language. Mager (1962) mentions that when applying strategies to develop certain English skills such as speaking; the objectives should be clear for students. For instance, they should be clear about what they are going to develop with the strategy, and what should be the desired result at the end of the class.
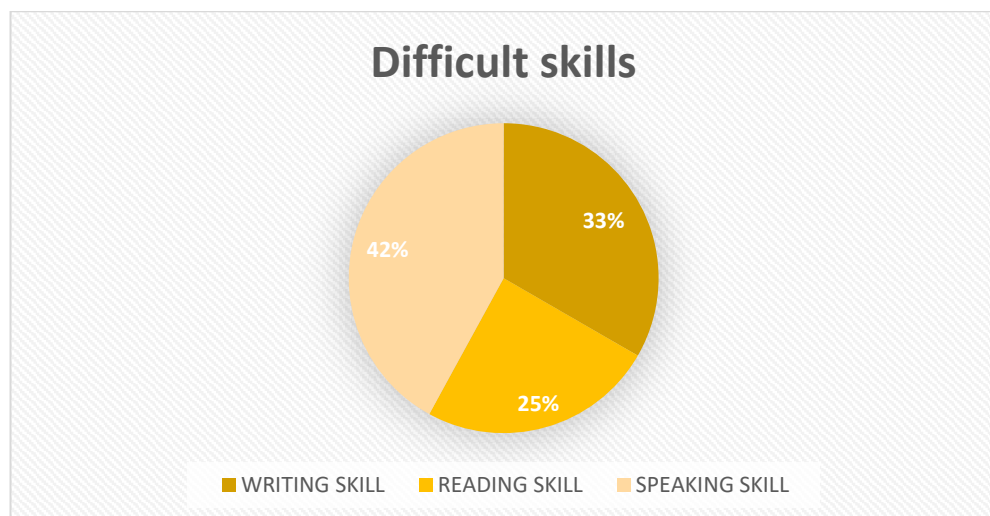
3.3.2. What skill do you think is the most difficult?

Figure 2 *Difficult skills*

From the pie chart, 42% of the students said that they have difficulties in the speaking skill. On the other hand, there are some students who consider that reading and writing are the most difficult skills. Writing with 33% and reading with 25%. As a conclusion, the majority of students consider that the most difficult skill is speaking. For this reason, it is important that teachers apply strategies in order to help students develop this difficult skill in an easy, fun, and attractive way. As Ali (2018) mentions, teachers should be able to create a good learning atmosphere to improve students´ speaking skills and make English lessons more exciting. This is going to facilitate the learning of oral skills.

3.3.3. Are you happy with your current level of speaking English?
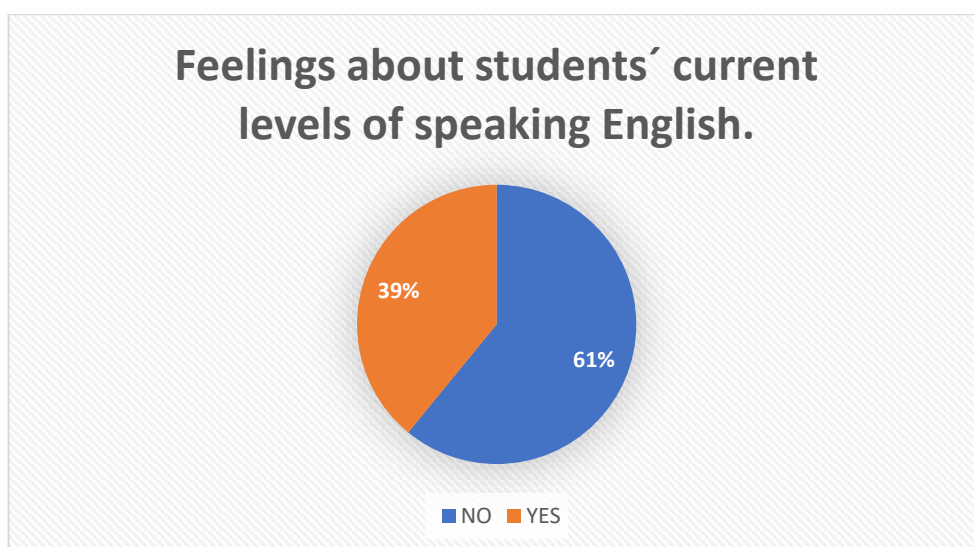
Figure 3 *Feelings about students´ current levels of speaking English.*

The chart gives information about how students feel with their current levels of English. From this chart, it is clear to see that most students do not feel good with their current levels of speaking English with 61% of dissatisfaction. However, 39% feel good at their current levels; being this a not discouraging percentage. In conclusion, it is clear that students are not comfortable with their levels of oral skills. For that reason, teachers should work to improve the speaking outcomes in order that students feel good with better results. Larsen (2000) recommends applying several approaches as the direct method, the community language learning, the communicative language teaching, and the content-based approach to develop this skill.

3.3.4. What do you think your level of speaking English is?

51

Levels of speaking English

19% 0%12% 26%

43%

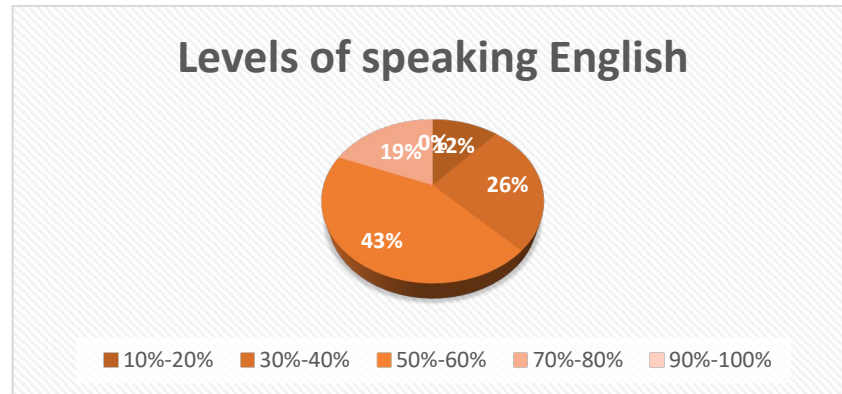■ 10%-20% ■ 30%-40% ■ 50%-60% ■ 70%-80% ■ 90%-100%

Figure 4 *Levels of speaking English*

This graph shows that 12% of students have levels between 10%-20% for speaking English, which are the lowest percentages. 26% of the students are between 30%-40%; which is acceptable, 43% of the students have levels between 50%-60%; which is an acceptable or intermediate level. Only 19% of the students consider that they have levels between 70%-80%; which are excellent levels. Finally, No one of the participants considered that they have the highest points at the moment of speaking English; which are 90%-100%. As a result, most of the students do not have good levels of speaking English. They have intermediate and lowest levels in this skill. For that reason, as mentioned before, it is important to apply different approaches to develop speaking. Larsen (2000) said that all these approaches have their unique argumentation to improve gradually the skill. In addition, they have their own techniques and principals to apply in the classroom and have an attractive learning with better outcomes.

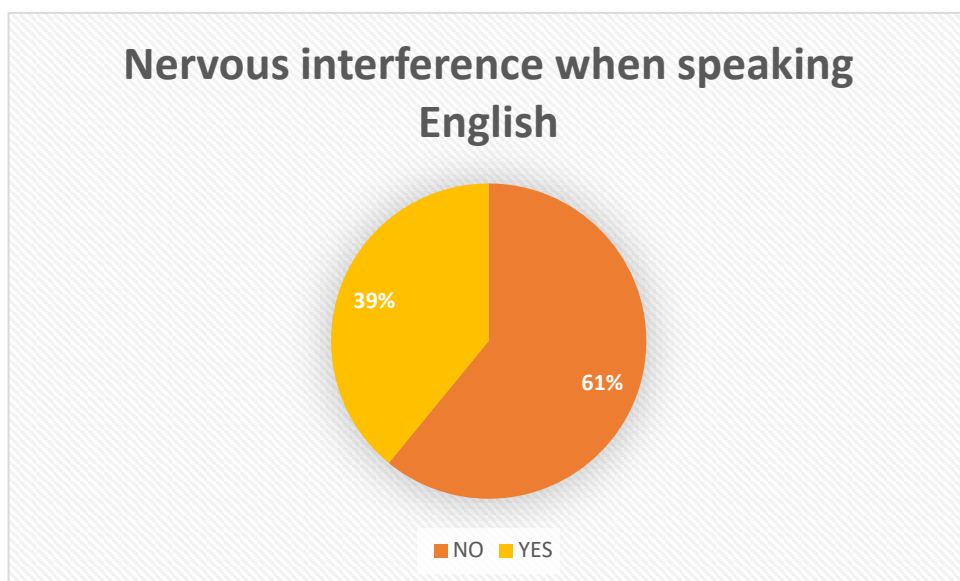**3.3.5. Do you feel nervous when you have to speak English?**

Nervous interference when speaking English

39%

61%

■ NO ■ YES

Figure 5 *Nervous interference when speaking English*

According to the chart, 61% of students do not feel nervous at the moment of speaking English, and only 39% of them feel in this way. As a conclusion, most of the students do not feel nervous when they are speaking English. In this case, according to Trang (2015), it is an advantage that most of students are not shy and it is recommendable to use whole-class discussions, whole-class activities, and role-plays to develop communicative skills. Furthermore, As the author mentions, these strategies help the educator to know students better, know their preferences, and have a profile of the class; hence, these are very useful for students and teachers for achieving the speaking goals.

3.3.6. Do you feel more pressure when you have to speak English in a group?
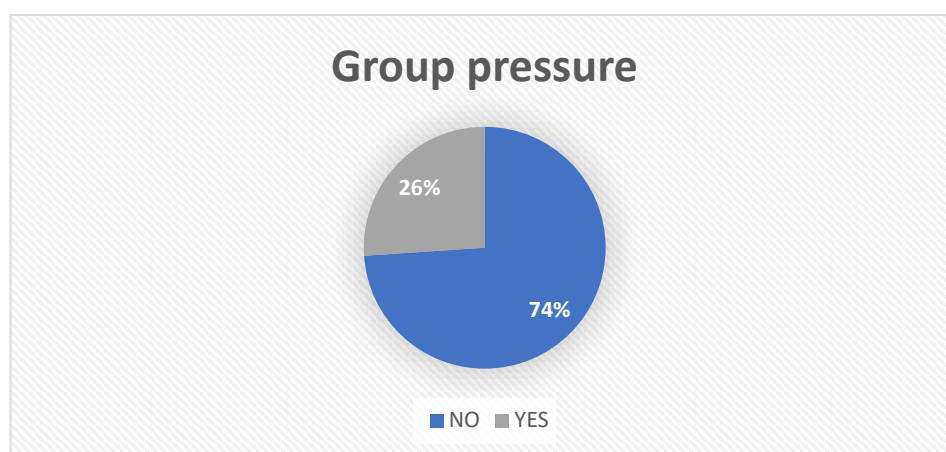
Figure 6 *Group pressure*

From the pie chart, it can be seen that 74% of students do not feel group pressure. On the other hand, only 26% of the students feel this pressure. As a result, most of the students do not feel any pressure at the moment of speaking English in a group. For that reason, according to Trang (2015), it is recommendable to apply group work and pair work because these are the strategies that work effectively in large classrooms. In addition, it could increase students' participation, improve oral skills, and create a sense of community. Into these group strategies, it recommendable to apply community language learning and communicative language teaching mentioned by Larsen (2000). These approaches focused on the interaction of the students in the class. They should learn from one another and create a cooperative learning environment.

3.3.7. Are you interested in developing a better ability to speak English?
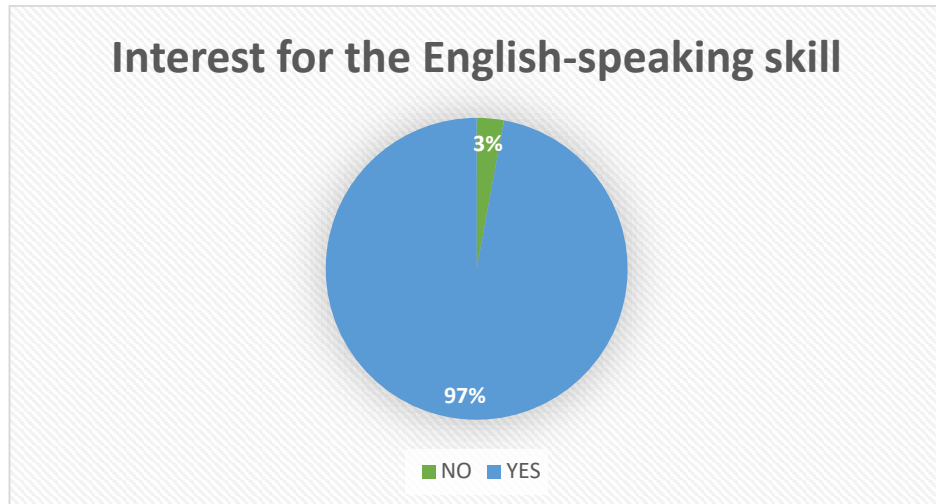
Figure 7 *Interest for the English-speaking skill*

According to the chart, most students feel interested in developing their speaking skills; they are 97% in total. While only 3% do not feel interested in it. In conclusion, students feel a lot of interest in having good levels of speaking English. It means that they are motivated enough to participate actively in the strategies applied by the teacher, and they will feel better if they see progress in their oral skills. In addition, this motivation could help to improve the learning environment.

3.3.8. Do you agree that teachers must apply different strategies in the classroom to improve oral production?

Figure 8 *Levels of agreement*

The pie chart illustrates the results of a survey that asks students if they want the teacher to apply different management strategies in the class to develop oral production. In this case, 88% of students agree. In contrast, only 12% disagree with the idea of applying new strategies in the classroom. In conclusion, most participants agree in teachers should apply management strategies for large classrooms in order to improve oral skills.

3.3.9. What strategies would you like your teacher to apply in class?

Figure 9 *Best strategies to apply*
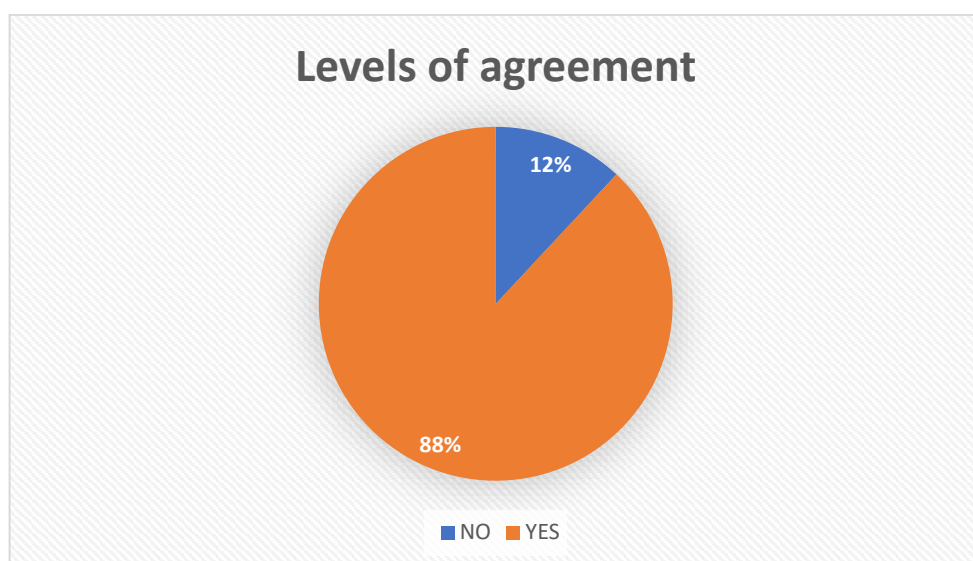
The chart gives information about the best strategies that teachers can apply in the classrooms according to the preferences of students. 62% of them agree that the best strategy could be group work or pair work. 15% of learners consider that the best strategy could be discussions with the whole class. 7% would prefer oral presentations. 9% conferences, and 7% storytelling. In conclusion, group work, pair work, and whole-class strategies are the most suitable for students in order to develop oral skills in large classes. As mentioned by Trang (2015), these are the best strategies for applying in large classrooms because it gives teachers the opportunity to divide the class into small parts and apply on these groups the community language learning and the communicative language teaching approaches to achieve the desirable speaking outcomes. In addition, there are a lot of activities that could be applied into groups such as conversation practice, questions and answers, getting students to self-correct, etc.

3.3.10. Do you feel motivated when the teacher applies different strategies to learn how to speak in English?
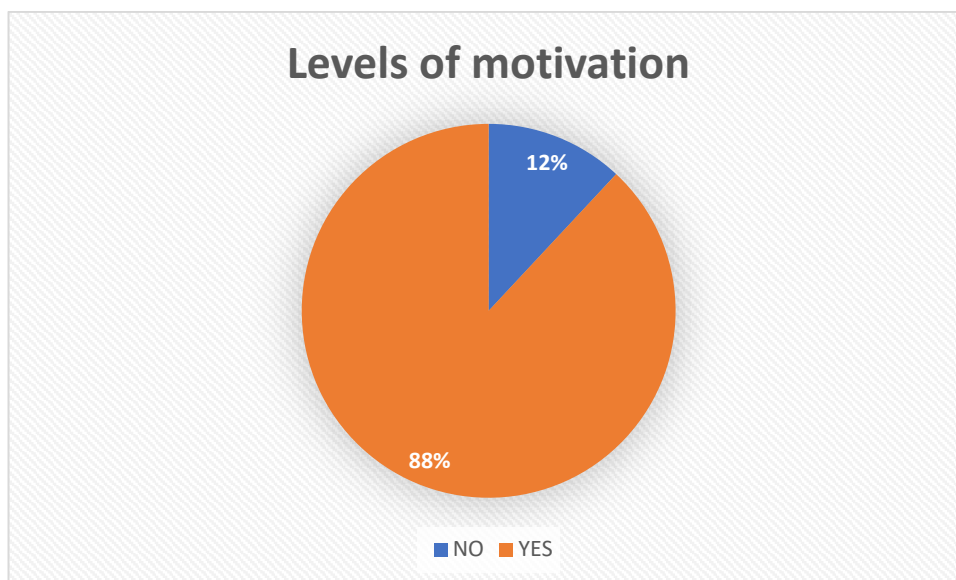
Figure 10 *Levels of motivation*

This graph shows learner's levels of motivation when the teacher applies different strategies to develop oral skills. It is clear that most of them feel motivated with 88% of students. In addition, 12% of students do not feel motivated when their teacher uses a new strategy in class. From this information, it is easy to conclude that it is important to provide to the English teachers a set of strategies that help them to develop the speaking skill in their students and manage the large classrooms.

3.4. Results and discussion of the interviews applied to the teachers of upper secondary education at Ibarra high school.

3.4.1. Main difficulties of managing large classrooms when teachers apply speaking activities.

According with the opinion of the teachers, the main difficulty that they face when teaching large classrooms is attendance to all the students. It is usually hard for them to monitor all of the students' participation and their needs. In addition, sometimes it is hard to control certain problems of discipline and make them cooperate in the activities. Trang (2015) mentions that there are many challenges that educators enconter in large classrooms such as pedagogical, management, and affective problems. This can hinder the learning process of students, and difficult the teaching process.

56

3.4.2. Management Strategies used by the teacher in order to solve common problems in large classes.

Teachers agree that the best management strategies to apply in large classrooms in order to develop oral skills are group work, pair work, and whole-class activities. As it was mentioned before, these are some of the best options to apply in large classrooms because the teacher could divide the classrooms into small parts where students can help each other to grow together in the language and create a sense of community. Furthermore, another good strategy that teachers recommend is role-play because this helps students to develop the language and speak in front of people increasing fluency.

3.4.3. Common English-speaking activities applied by teachers in large classrooms.

As mentioned by the teachers, the activities that they use to develop communicative skills are direct questions, picture descriptions, fill in the blanks, flashcards, and storytelling. All these activities are applied with an interesting topic for the learners in order to motivate them. For example, students could be asked to choose the topic that they prefer to talk about and develop an activity of picture description. In addition, it is important for teachers to create activities where students could personalize their learning. It means that students could talk about personal experiences because it could create significant learning.

In conclusion, teachers may make use of the approaches mentioned by Larsen (2000) and combine the approaches' principals in order to improve oral skills. For example, the content-based approach to make use of interesting topics for students and motivate them and the community language learning and the communicative language teaching to improve the students' levels of speaking in groups and develop a sense of community.

CHAPTER IV: PROPOSAL

4.1. Proposal title

Management strategies guide to be applied into large classrooms in order to improve students' participation in oral activities.

4.2. Objectives

4.2.1. General objective

Design a guide with management strategies that could be applied to the large classrooms in order to improve student's participation in oral activities.

4.2.2. Specific objectives

Identify which management strategies work effectively in the current large classrooms from "Ibarra" High School.

Implement activities to improve the student's participation in the large classrooms according to some linguistic approaches.

4.3. Introduction

Large classes are the new problem that English teachers should face in the current education. This short guide was created with the purpose of improve oral participation in these classrooms from "Ibarra" High School. In order to make a good tool for educators; it has been investigated the current reality of students and teachers using quantitative and qualitative research. Having gathered all this data, it has been concluded that students prefer participate more in activities like pair work, group work, and whole-class work. These have been the base to create this guide. In addition, to concreate the activities of each unit; it has been considered the suggestions of the direct method, content-based approache, community language learning, and the communicative language teaching approaches.

4.4. Justification

It is well known that English is one of the most claimed languages in the current world. It is indispensable for many areas of study and even more for communication. That is why educational institutions should have strategies to develop in students' good levels of speaking English. However, teachers and students face new realities and challenges with the pass of the years, and one of those challenges is the number of learners that could be present in a class. For that reason, this research project provides a guide with management strategies to face the large classrooms and help students to improve their oral skills increasing participation. This objective will be reached thanks to the careful research that has been done on the teacher and students from upper secondary education from "Ibarra" High School. It provided information such as in which activities learners feel more comfortable to speak, which challenges teachers face in large classes, how they can solve these, and how they both can work together to improve oral participation. In this way, teachers and students from the institution will be benefited because it will provide useful activities to organize the large classes in a way that learning, teaching, and speaking the language could be easy to increase the participation. Due to the difficulties that these large classes present and how hard could be making students speak and participate in English classes; this guide will be a useful tool.

MANAGEMENT STRATEGIES GUIDE TO BE APPLIED INTO LARGE CLASSROOMS IN ORDER TO IMPROVE STUDENTS' PARTICIPATION IN ORAL ACTIVITIES.

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2020-2021

Content

Welcome to the guide

This is a short guide that has been created after having studied the different management strategies that could be applied in the large classes. Having carried out the interviews and surveys to the educator and learners, this guide could be used as a tool by the teachers to help students to improve their oral participation in the classes and in the same time, students could feel more comfortable with the learning environment and achievements in the target language. The guide has been divided into three units, pair work, group work, and whole-class work. These units were created considering the student's preferences and needs at the moment to speak. The activities were created with what is suggested by the different approaches mentioned in the theoretical framework.

Unit 1

Taken from: https://trucoslondres.com/aprender-ingles/nivel-b1/speaking-b1/
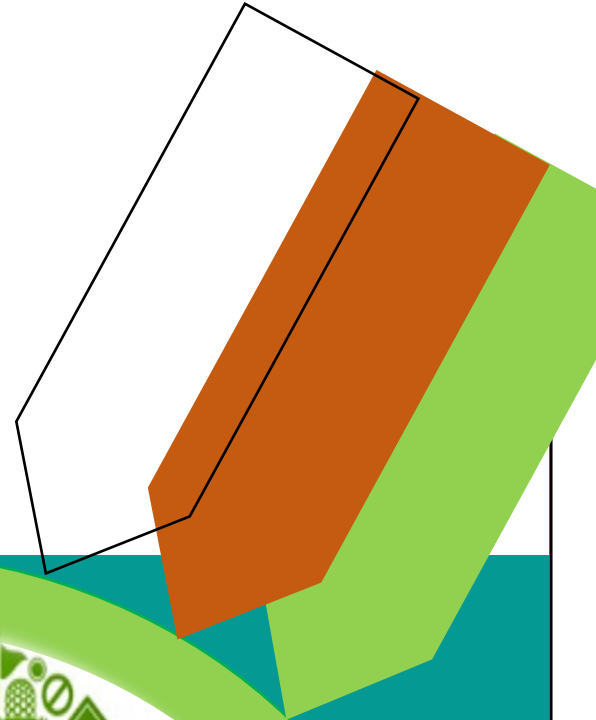
Pair Work
Strategies

Sharing Thinking and Reflection

ENVIRONMENT

Objective

Develop oral skills by reflecting, talking, and sharing an environmental issue and its solutions with their partners.

Desirable Results

Students will:

- Talk about an important issue in the environment and its possible solution
- Share own ideas about an environment issue
- Reflect on the importance of the environment
- Develop skills such as speaking, increasing vocabulary, disagree respectfully, and relationships.

Tips for managing the large classroom

- Use content-based approach to apply sharing thinking and reflection. It means that this strategy could be applied with different topics such as business, math, science, etc.
- Use the community language learning and the communicative language teaching to help students develop oral skills. These approaches emphasize to use the language communicatively and as a community where everyone learns from each other.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Locate the pairs in good places. It means that they should be in places where they could talk comfortably without any interruption.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Circulate the classroom while students are working in the activity in order to identify problems and help students if they need it.

Resources

*Proyector

*Realia

*Markers

*Sheet of

paper

* Pencils

and colors

Notes:

Taken from:

https://www.pinterest.com

64

WHAT TEACHERS DO	WHAT STUDENTS DO

Before
 	
* Start the class by sharing with students the goals of the strategy and the desirable results.
 	
* Introduce the topic by asking for previous experience in students.
 	
   • What is environment?
   • What is pollution?
   • What environmental issues have seen?
 	
* Clearly explain the activities they will do as pairs.
 	
* Divide the class into pairs. It could be as students prefer.
	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process.
	
	* Share with the class their previous knowledge about the environment and its problems. Answer the teacher's questions.
	
	* Pay attention to the teacher´s instructions in order to make a good job in pairs.
	
	* Choose partners as students prefer in order to feel comfortable at the moment of speaking with that person.

During ***** Assign student A and student B in each pair to give enough and equal time for them to speak. ***** This activity is going to be full fill with the guidance of the teacher. * Circulate the classroom to verify and monitor the students pair work and help them if necessary. * Teachers can interact with each pair in order to give enough exposure to the language to students. They will learn better if they have a good guide as a teacher.	* Think about an environmental issue pairs will prefer to talk. They could choose between soil, air, and water issues. For example: erosion, fossil fuels, etc. * Students will have to talk about background, trouble, and solution of the environmental issue they choose. They could make use of the chart below to write down their ideas. * Use the expressions below to make the communication more sustainable and increase vocabulary.
After * Call upon some pairs to share with the whole class their ideas about the topic. * Teacher can make students to swap partners and exchange ideas again.	*Give feedback between partners before sharing their ideas with the whole class.

Before...

PREPARING TO THE ACTIVITY

- Environment vocabulary
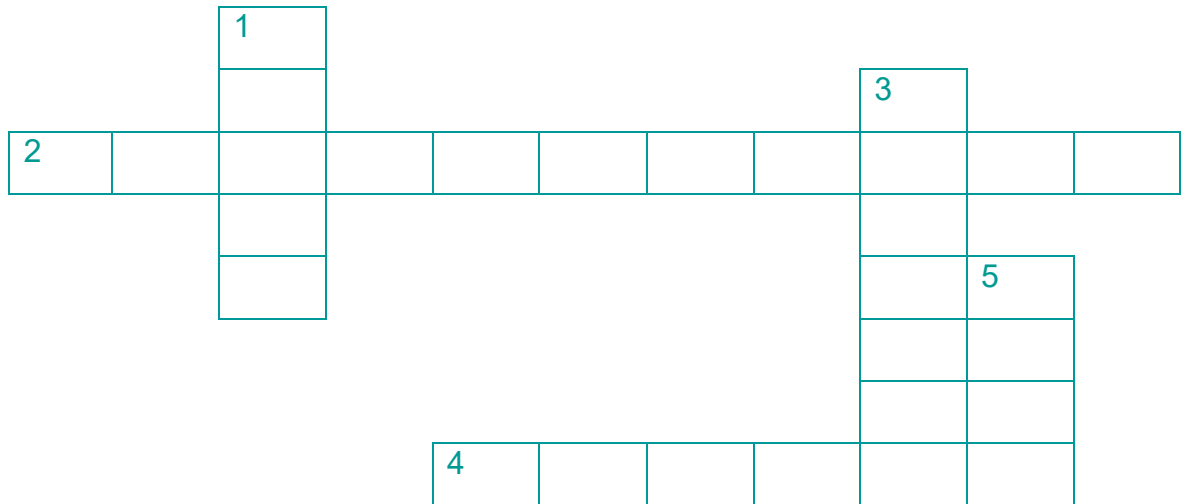
Solve the crossword

	1					3		
2								

Horizontal

2 Parts that combined with other parts form something bigger

4 A clear liquid, without color or taste

Vertical

1 The material on the surface of the ground in which plants grow

3 All the animals, plants, rocks, etc. in the world and all the features

5 The mixture of gases that surrounds the earth and that we breathe

- Pollution vocabulary

Put the words with their correct meaning

Harmful	Effect	Poisonous	Substance

Material with particular physical characteristics………………..

Physical or other injury or damage………………

A substance that can make people or animals ill or kill……………………

The result of a particular influence…………………..

Taken from: https://dictionary.cambridge.org/

During...

SOIL

AIR

WATER

Taken from: https://sites.google.com/site/contakk98/galeria-de-fotos

EXPRESSIONS

It started in…

It makes that…

It is caused by…

It damages the…

A possible solution could be…

It is recommendable to do…

ISSUE:		
	A	**B**
BACKGROUND		
TROUBLE		
SOLUTION		

Answers...

- Environment vocabulary
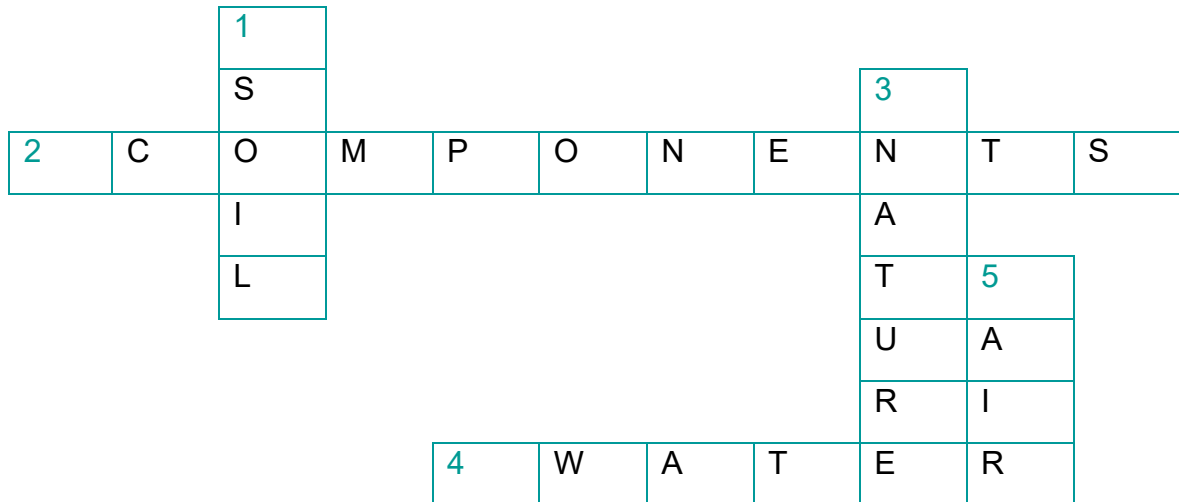
Solve the crossword

	1						3		
	S								
2	C	O	M	P	O	N	E	N	T	S
	I						A		
	L						T	5	
							U	A	
							R	I	
		4	W	A	T	E	R		

Horizontal

2 Parts that combined with other parts form something bigger

4 A clear liquid, without color or taste

Vertical

1 The material on the surface of the ground in which plants grow

3 All the animals, plants, rocks, etc. in the world and all the features

5   The mixture of gases that surrounds the earth and that we breathe

- Pollution vocabulary

Put the words with their correct meaning

Harmful	Effect	Poisonous	Substance

Material with particular physical characteristics Substance

Physical or other injury or damage Harmful

A substance that can make people or animals ill or kill Poisonous

The result of a particular influence Effect

Job Interview

JOBS

Objective

Develop oral skills by talking with their partners in a simulated job interview.

Desirable Results

Students will:

- Talk and uphold themselves in a job interview
- Use formal expressions to speak appropriately to the situation
- Develop skills such as formal communication, increasing vocabulary, and relationships

Tips for managing the large classroom

- Use content-based approach to apply Job interview. It means that this strategy could be applied with different topics.
- Use the community language learning and the communicative language teaching to help students develop oral skills. These approaches emphasize to use the language communicatively and as a community where everyone learns from each other.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Locate the pairs in good places. It means that they should be in places where they could talk comfortably without any interruption.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Circulate the classroom while students are working in the activity in order to identify problems and help students if they need it.

WHAT TEACHERS DO	WHAT STUDENTS DO

Before
 	
* Start the class by sharing with students the goals of the strategy and the desirable results.
 	
* Introduce the topic by motivating students about why it is important to know how to talk in a job interview. Ask students:
 	
    • Why is it important to know how to talk in a job interview?
    • What do you think will be the questions?
    • Do you know how to be polite?
 	
* Clearly explain the activities they will do as pairs.
 	
* Divide the class into pairs. It could be as students prefer.
	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process.
	
	* Share with the class students' opinions about job interviews. It is important to give their opinions based on their experiences.
	
	* Pay attention to the teacher´s instructions in order to make a good job in pairs.
	
	* Choose partners as students prefer in order to feel comfortable at the moment of speaking with that person.

During * Give equal and enough time for each student in the pairs to speak. * Circulate the classroom to verify and monitor the students pair work and help them if necessary. * Teachers can interact with each pair in order to give enough exposure to the language to students. They will learn better if they have a good guide as a teacher.	*Answer the job questions that are in the chart below individually. Each student in the pairs is going to do both roles, the boss and the employee in order to both speak fairly. They could write down their ideas to help themselves. * Students will have to talk the same amount of time for each question. Half of a minute would be enough.
After * When students had had some time talking in pairs, the teacher can evaluate them by approaching each pair and asking them to talk some important questions.	*Give feedback between partners before being evaluated by the teacher.

Before...

- Job interview vocabulary

Scramble the words

seWankes	csSecus	reiH	gttShren

To employ someone or pay someone to do a particular job……………

The fact or state of not being strong or powerful………………

The achieving of the results wanted or hoped for………………

The ability to do things that need a lot of physical or mental effort……………

Scramble the questions

is / What / your / strength / greatest / ?

………………………………………………………………

your / greatest / What / weakness / is / ?

………………………………………………………………

you / we / should / hire / Why / ?

………………………………………………………………

How / you / do / success / define / ?

………………………………………………………………

- Polite phrases

I think	Actually	I'm afraid
I'm sure that	I have a few concerns.	To be honest

During...

QUESTIONNAIRE

Talk about yourself?

....

What is your greatest strength?

....

What is your greatest weakness?

....

What are your salary expectations?

....

Why do you want this job?

....

Do you have any questions about the job?

....

Why should we hire you?

....

How do you define success?

....

How do you work under pressure?

....

How do you handle conflict at work?

....

Answers...

- Job interview vocabulary

Scramble the words

| seWankes | csSecus | reiH | gttShren |

To employ someone or pay someone to do a particular job Hire

The fact or state of not being strong or powerful Weakness

The achieving of the results wanted or hoped for Success

The ability to do things that need a lot of physical or mental effort Strength

Scramble the questions

is / What / your / strength / greatest / ?

What is your greatest strength?

your / greatest / What / weakness / is / ?

What is your greatest weakness?

you / we / should / hire / Why / ?

Why should we hire you?

How / you / do / success / define / ?

How do you define success?

Dialogue

WEATHER

Objective

Develop oral skills by speaking, sharing, and writing a dialogue about the weather in Ecuador and in different countries.

Desirable Results

Students will:

- Talk about the different kinds of weather.
- Write their own ideas about the weather.
- Share ideas between partners
- Develop skills such as speaking, increasing vocabulary, disagree respectfully, and relationships.

Tips for managing the large classroom

- Use content-based approach to apply dialogues. It means that this strategy could be applied with different topics.
- Use the community language learning and the communicative language teaching to help students develop oral skills. These approaches emphasize to use the language communicatively and as a community where everyone learns from each other.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Locate the pairs in good places. It means that they should be in places where they could talk comfortably without any interruption.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Circulate the classroom while students are working in the activity in order to identify problems and help students if they need it.

WHAT TEACHERS DO	WHAT STUDENTS DO
Before * Start the class by sharing with students the goals of the strategy and the desirable results. * Introduce the topic by asking for previous experience in students. • What is the weather? • How much weather do you know? * Clearly explain the activities they will do as pairs. * Divide the class into pairs. It could be as students prefer.	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process. * Share with the class their previous knowledge about the weather. * Pay attention to the teacher´s instructions in order to make a good job in pairs. * Choose partners as students prefer in order to feel comfortable at the moment of speaking with that person.
During * Assign student A and student B in order that they take the roles in the dialogue. * Circulate the classroom to verify and monitor the students pair work and help them if necessary. * Teachers can interact with each pair in order to give enough exposure to the language to students. They will learn better if they have a good guide as a teacher.	* Think cooperatively in a dialogue about the weather using the vocabulary provided. * Students will have to use the chart below to write down their ideas and use it as a guide. * Use their own ideas and thoughts.
After * Call upon some pairs to share with the whole class their ideas about the topic.	*Give feedback between partners before sharing their ideas with the whole class.

Before…

- Weather Vocabulary
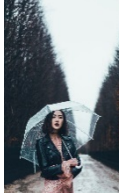
Match the words with the correct pictures

Windy

Rainy

Stormy

Sunny

Cloudy

Wet

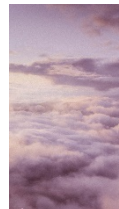Dry

Cold

During…

DIALOGUE ABOUT WEATHER

Student A: Hello my friend ………………..

Student B: Hello……………, how are you?

Student A: I am fine, what about you?

Student B:……………………………………………………………..

Student A: Well, what do you think about the weather today?

Student B:……………………………………………………………………

Student A:……………………………………………………………………

Student B:……………………………………………………………………

Student A: What kind of weather do you prefer?

Student B:……………………………………………………………………..

Student A:……………………………………………………………………

Student B:……………………………………………………………………

Student A: What kind of weather do we have in Ecuador?

Student B:……………………………………………………………………

Student A:……………………………………………………………………

Student B:……………………………………………………………………

Student A: Thank you for sharing my friend

Student B: You are welcome
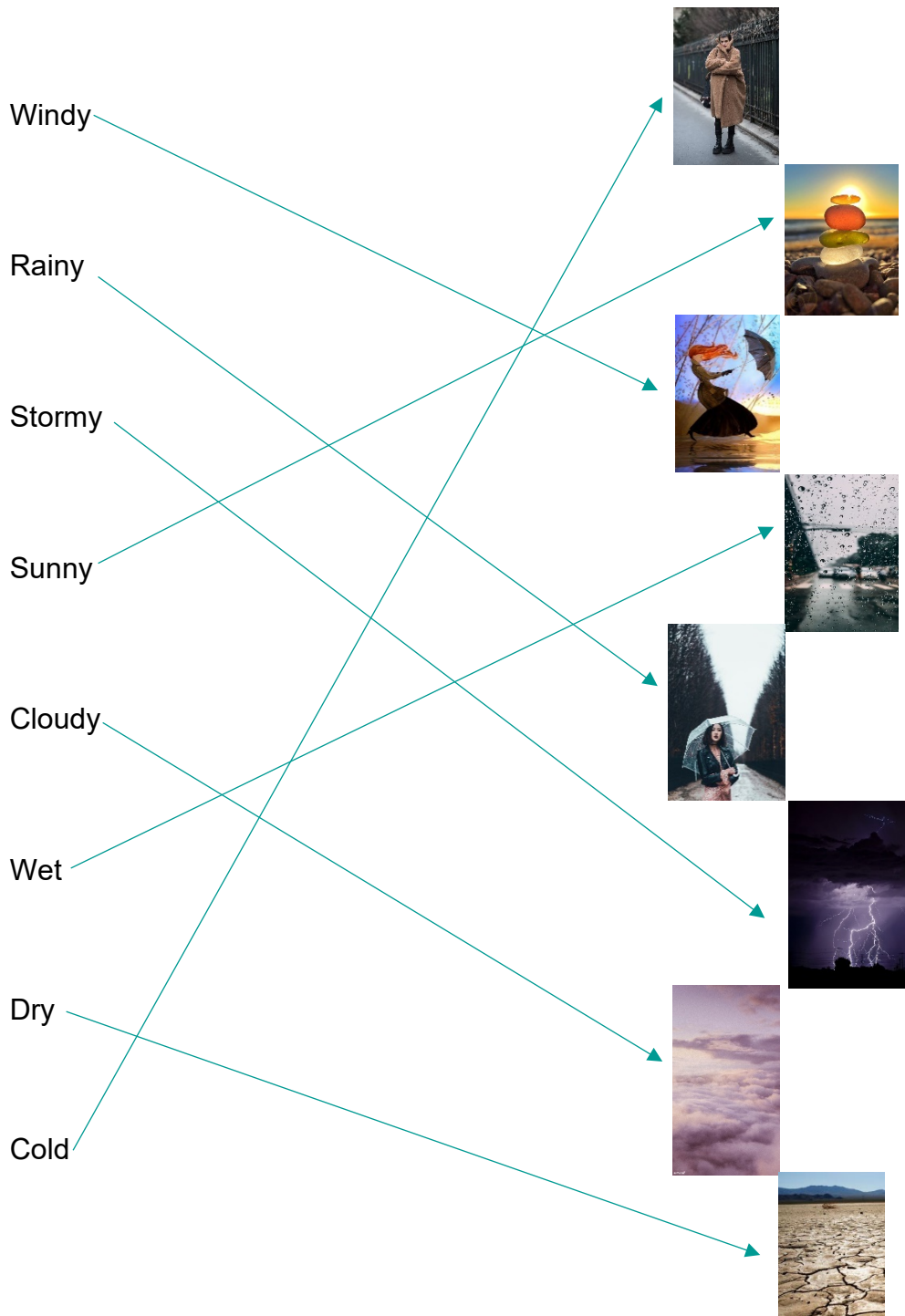
Student A: I hope to see you soon.

Student A: Me too.

Answers...

- Weather Vocabulary

Match the words with the correct pictures

Windy

Rainy

Stormy

Sunny

Cloudy

Wet

Dry

Cold

Dictation or Map Drawing

LOCATION

Objective

Develop oral skills by making a dictation between partners the position of the things in a map and trying to draw it.

Desirable Results

Students will:

- Dictate the position of the things using the new vocabulary and prepositions of place.
- Speak about locations of the things.
- Learn new vocabulary
- Develop skills such as speaking, increasing vocabulary, disagree, and relationships.

Tips for managing the large classroom

- Use content-based approach to apply sharing thinking and reflection. It means that this strategy could be applied with different topics such as business, math, science, etc.
- Use the community language learning and the communicative language teaching to help students develop oral skills. These approaches emphasize to use the language communicatively and as a community where everyone learns from each other.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Locate the pairs in good places. It means that they should be in places where they could talk comfortably without any interruption.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Circulate the classroom while students are working in the activity in order to identify problems and help students if they need it.

Resources

*Proyector

*Realia

*Markers

*Sheet of

paper

* Pencils

and colors

Notes:

| WHAT TEACHERS DO	WHAT STUDENTS DO
Before * Start the class by sharing with students the goals of the strategy and the desirable results. * Introduce the topic by presenting students pictures of maps on the projector and making the whole class try to describe the places of the things. * Clearly explain the activities they will do as pairs. * Divide the class into pairs. It could be as students prefer.	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process. * Participate actively with the whole class and try to correctly locate the places of the things in the maps. * Pay attention to the teacher´s instructions in order to make a good job in pairs. * Choose partners as students prefer in order to feel comfortable at the moment of speaking with that person.
During * Assign student A and student B. Students A will dictate students B, and after 10 minutes they will change places. * Circulate the classroom to verify and monitor the students pair work and help them if necessary. * Teachers can interact with each pair in order to give enough exposure to the language to students. They will learn better if they have a good guide as a teacher.	* Use the next paper sheet to have a place where to draw and write the sentences dictated. *Use the vocabulary provided. *Use the maps provided to complete them with the dictation. * Student A will have to dictate the places of the things in the map and students B will try to draw it correctly. *After 10 minutes they should change the places.
After * Call upon some pairs to draw their maps on the board making the same process.	*Give feedback between partners when they had finished their drawings.

Before...

Vocabulary

Above
Between
Behind
In front of
Next to
Below

PREPARING TO THE ACTIVITY

- Prepositions Vocabulary

Put the preposition with the correct word

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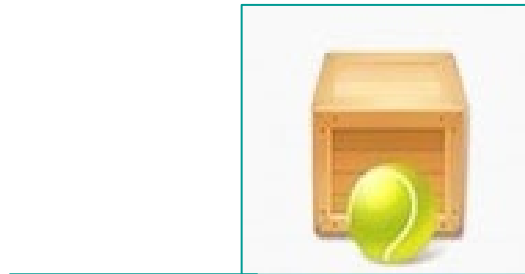
During...

MAP DRAWING STUDENT A

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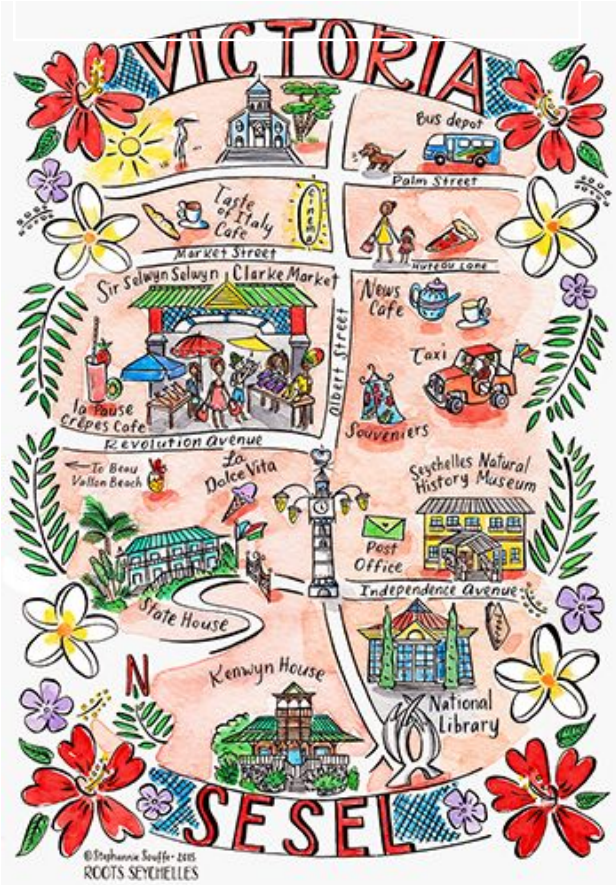
MAP DRAWING STUDENT B

Vocabulary
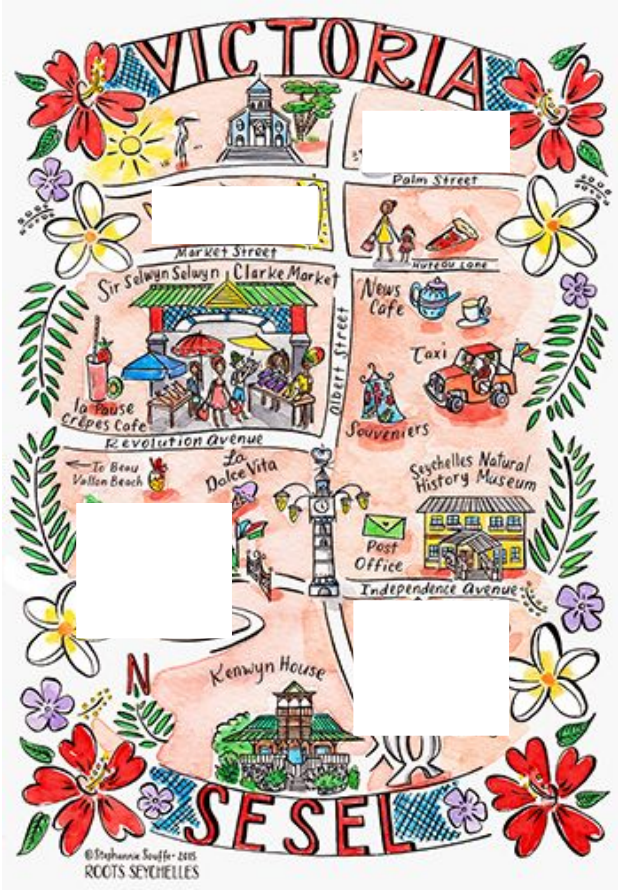
Above
Between
Behind
In front of
Next to
Below

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Taken from: https://www.pinterest.com

MAP DRAWING STUDENT A

IM AMAZING WORLD

ARCTIC OCEAN

EUROPE

ASI

ATLANTIC OCEAN

AFRICA

INDIAN OCEAN

SOUTH AMERICA

SOUTHERN

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Vocabulary

Above
Between
Behind
In front of
Next to
Below

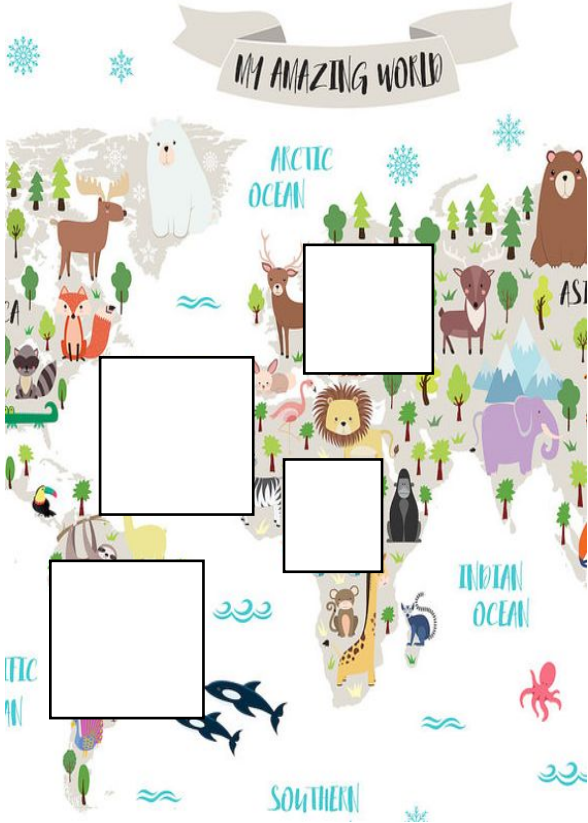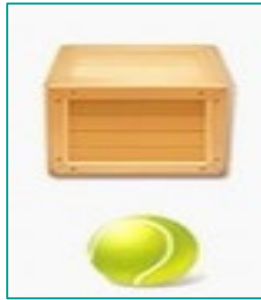..

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MAP DRAWING STUDENT B

MY AMAZING WORLD

ARCTIC OCEAN

ASI...

INDIAN OCEAN

...FIC ...N

SOUTHERN

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La Digue SEYCHELLES

Taken from: https://www.pinterest.com

Answers...

- Prepositions Vocabulary

Put the preposition with the correct word

Below

Between

Behind

In front of

Above

Next to

Taken from: https://www.pinterest.com

Unit 2

Taken from: https://groupworkandcommunication2018.wordpress.com/types-of-groups/
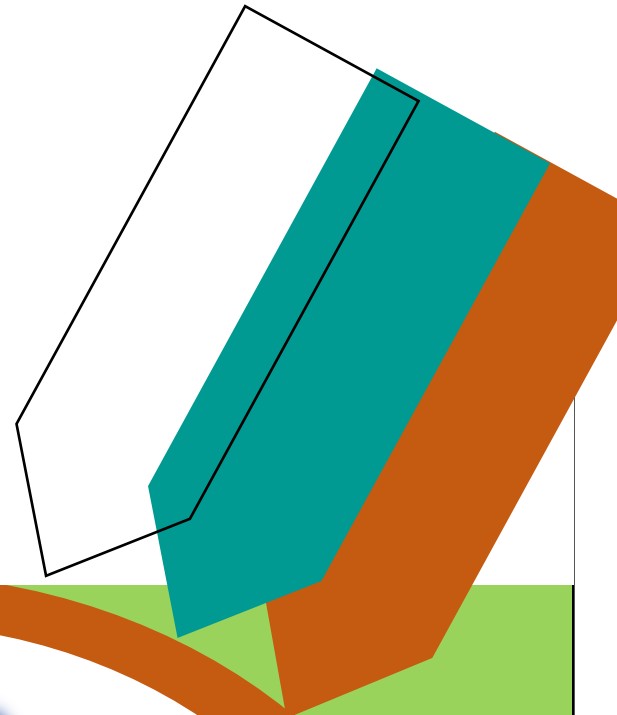
Group Work
Strategies

Debate

LAWS

Objective

Develop oral skills by speaking about a controversial problem in society and working as a group.

Desirable Results

Students will:

- Speak about a controversial problem in society
- Share and argue students´ points of view
- Fulfill specific roles
- Develop skills such as speaking, increasing vocabulary, disagree respectfully, sense of community.

Tips for managing the large classroom

- Use content-based approach to apply sharing thinking and reflection. It means that this strategy could be applied with different topics such as business, math, science, etc.
- Use the community language learning and the communicative language teaching to help students develop oral skills. These approaches emphasize to use the language communicatively and as a community where everyone learns from each other.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Provide students with good rapport when sharing their arguments. This is going to increase confidence in learners.
- Locate the groups in good places. It means that they should be in places where they could talk comfortably without any interruption.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Circulate the classroom while students are working in the activity in order to identify problems and help students if they need it.
- Be genuine and sincere with praise. students are going to need good encouragement at the moment of sharing their ideas with other students in the group. problems and help students if they need it.

WHAT TEACHERS DO	WHAT STUDENTS DO
Before	
* Start the class by sharing with students the goals of the strategy and the desirable results.	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process.
* Introduce the topic talking about controversial problems in the society. For example:	* Share with the class their ideas about controversial problems in the society, argue their points.
- Abortion - Vaccines - Immigration	* Pay attention to the teacher´s instructions in order to make a good job in groups.
* Ask for students' opinions about these topics.	* Join in groups of five people by similar interests or mixed abilities.
* Clearly explain the activities they will do as groups.	
* Divide the class into groups of five people. The students could be joined by similar interests or mixed abilities.	
During	
* Assign the roles to students. There must be one person as moderator, two people against, and two in favor. Each student should have equal and enough time for them to speak.	* Think about a controversial problem in the society to talk about. They could make use of the problems already mentioned at the beginning of the class.
* Circulate the classroom to verify and monitor the students group work and help them if necessary.	* Students will have to argue their point of view in favor or against it. The moderator must keep order in the opinions of the participants. They could make use of the chart below to write down their ideas.
* Teachers can interact with each group in order to give enough exposure to the language to students. They will learn better if they have a good guide as a teacher.	* Use the expressions below to make the communication more sustainable and increase vocabulary.
After	
* Call upon some groups to share their most important ideas with the whole class.	*Give feedback between partners before sharing their ideas with the whole class.

Before...

PREPARING TO THE ACTIVITY

- Controversial problems vocabulary

Match with their correct definition.

A.- Controversial ( ) to cause something to stop or fail before I begins

B.- Abortion ( ) a substance used to prevent getting a disease

C.- Vaccines ( ) causing disagreement or discussion

D.- Immigration ( ) the act of someone coming to live in a different country

Complete the sentence with the correct word from above

1.- ……………. is a problem that should be considered because this problem can

benefit certain women.

2.- We must consider that ……………… are an indispensable thing inside the medicine and health world.

3.- In my opinion, …………….. is a topic in which people can have different

opinions.

4.- ………………… is a problem that could cause many issues inside countries

such as more delinquency.

During…

EXPRESSIONS

This problem could cause

This problem can benefit

In my opinion…

I think…

Some important points are…

We must consider…

IN FAVOR   **AGAINST**

MODERATOR
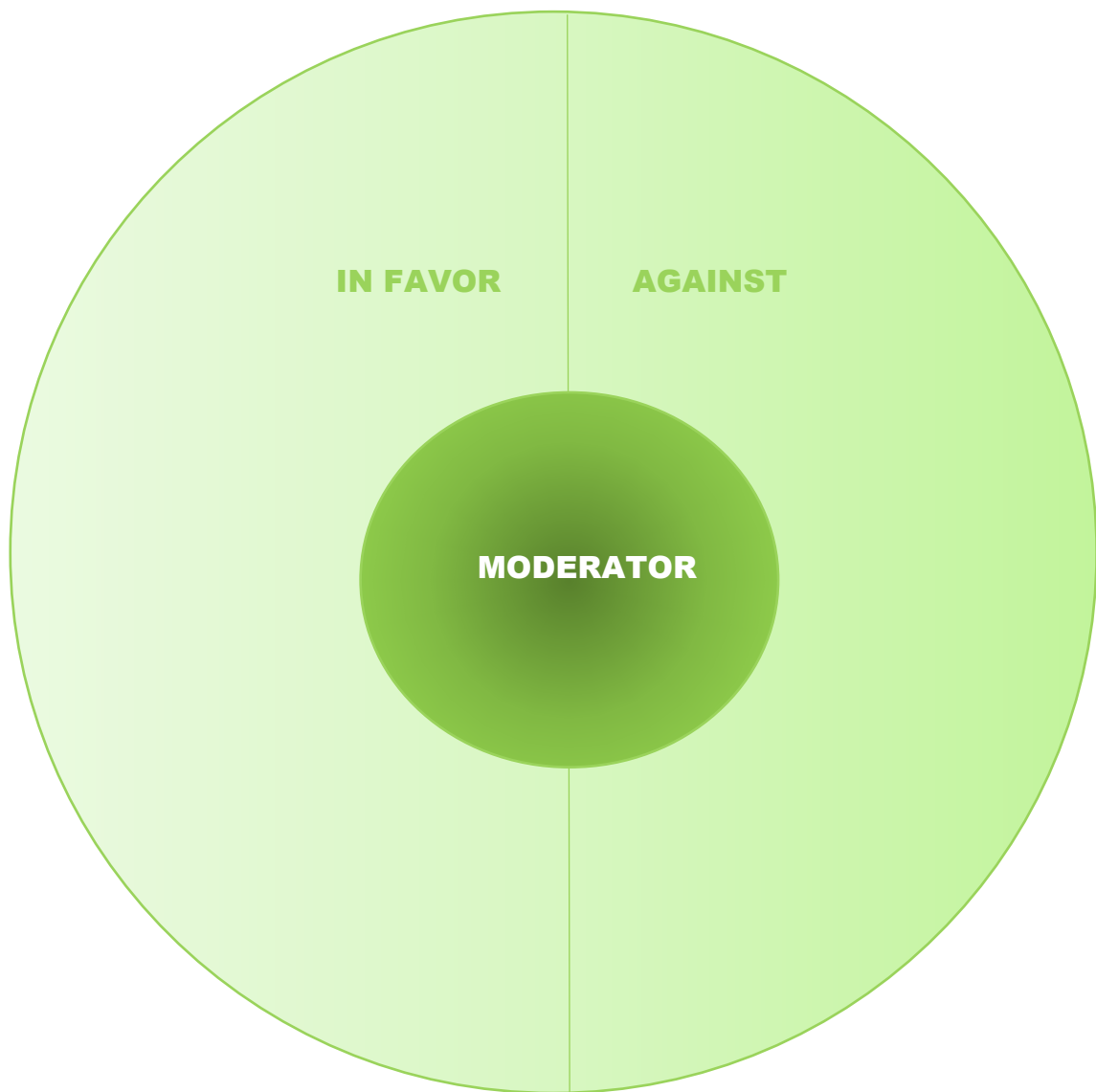
Answers...

- Controversial problems vocabulary

Match with their correct definition.

A.- Controversial   (B   ) to cause something to stop or fail before I begins

B.- Abortion   (C   ) a substance used to prevent getting a disease

C.- Vaccines   (A   ) causing disagreement or discussion

D.- Immigration   (D   ) the act of someone coming to live in a different country

Complete the sentence with the correct word from above

1.- Abortion is a problem that should be considered because this problem can

benefit certain women.

2.- We must consider that Vaccines are an indispensable thing inside the medicine and health world.

3.- In my opinion, Controversial is a topic in which people can have different

opinions.

4.- Immigration is a problem that could cause many issues inside countries such

as more delinquency.

Role Play

THEATER

Objective
Develop oral skills by using the language in a performance of a character and working as a group.

Desirable Results
Students will:
- Speak and fulfill a character personality
- Use formal expressions to speak appropriately to the situation
- Develop skills such as formal communication and relationships

Tips for managing the large classroom
- Use content-based approach to apply sharing thinking and reflection. It means that this strategy could be applied with different topics such as business, math, science, etc.
- Use the community language learning and the communicative language teaching to help students develop oral skills. These approaches emphasize to use the language communicatively and as a community where everyone learns from each other.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Provide students with good rapport when sharing their arguments. This is going to increase confidence in learners.
- Give students enough space to make their group presentations.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Circulate the classroom while students are working in the activity in order to identify problems and help students if they need it.
- Be genuine and sincere with praise. Students are going to need good encouragement at the moment of sharing their ideas with other students in the group.

Resources

*Proyector

*Costumes

*Markers

*Sheet of paper

* Pencils and colors

Notes:

WHAT TEACHERS DO	WHAT STUDENTS DO
Before * Start the class by sharing with students the goals of the strategy and the desirable results. * Introduce the topic by discussing with students what character in a history they would like to be. Asking them if they have taken part in a role-play before. * Clearly explain the activities they will do as groups. * Divide the class into groups of five people. The students could be joined by similar interests or mixed abilities.	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process. * Share with the class their thoughts and experiences in role-plays. * Pay attention to the teacher´s instructions in order to make a good job in groups. * Join in groups of five people by similar interests or mixed abilities.
During * Carry out a draw to distribute the role plays to students or give students the opportunity to choose. * Circulate the classroom to verify and monitor the students group work and help them if necessary. * Teachers can interact with each group in order to give enough exposure to the language to students. They will learn better if they have a good guide as a teacher.	* Once that the groups have their role-plays. They should create the story and the stage where it should be developed. Students should work as a group to decide who is going to make certain characters. *The story should be created with and introduction, problem, and resolution. * Students will have to use the language correctly in the performance they will do. * Students will have time enough to develop and prepare the presentation to the whole class.
After * Give feedback to each group in order to help students be better next time and improve themselves.	*After having presented their role-plays to the class, they will have the opportunity to make comments to the other group's presentations.

Before...

- **Elements of a story**

Decide what is the correct meaning for the elements of a story.

Plot	a situation or thing to deal with or needs be solved
Introduction	an official decision that is made to solve a problem
Problem	Something is put into use for the first time
Resolution	The story of a book, film, play, etc

Give characters for each story. For example a love Story: wife, husband, mother in law, friends, villain.

Bullying at school

A story of fantasy

95

During...

The graduation of the best student

A love story

Bullying at school

The election of the president

A divorce in a family

The arrival of your best pet

A story of fantasy

An accident on the street

Answers...

- **Elements of a story**
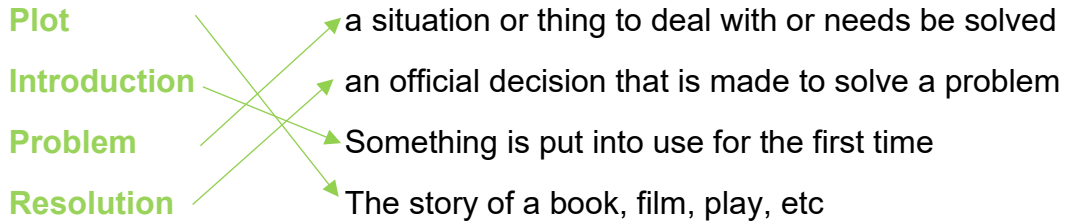
Decide what is the correct meaning for the elements of a story.

Plot — The story of a book, film, play, etc

Introduction — a situation or thing to deal with or needs be solved

Problem — an official decision that is made to solve a problem

Resolution — Something is put into use for the first time

Give characters for each story. For example a love Story: wife, husband, mother in law, friends, villain.

Big boy

Short boy

Mother

Bullying at school

Teacher

Director

Witch

Boy

Fairy

A story of fantasy

Girl

Rabbit
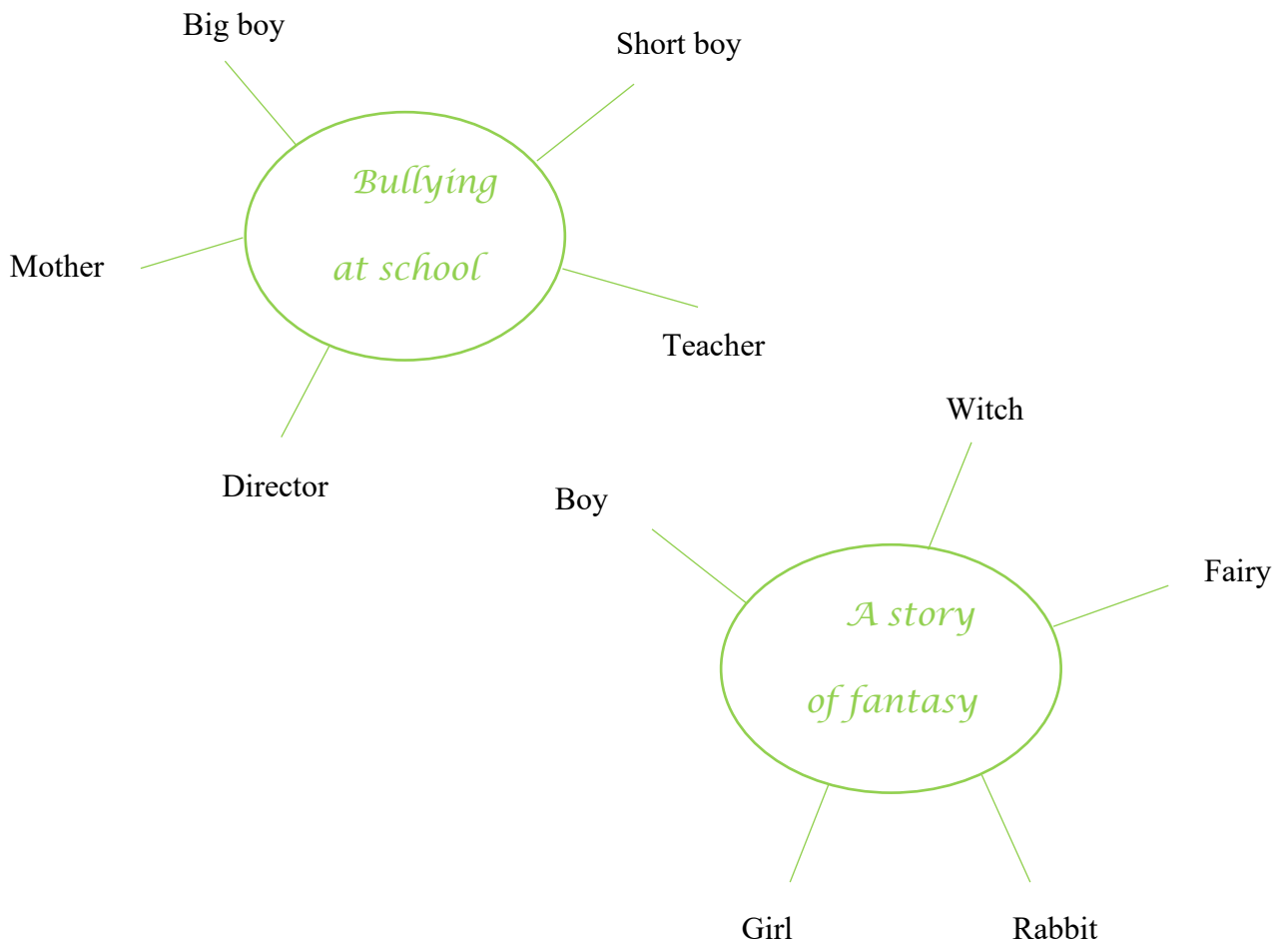
Group Presentations

LIFESTYLES

Objective
Develop oral skills by speaking about students´ own lifestyles and sharing with the group.

Desirable Results
Students will:
- Speak about their lifestyles.
- Share their relevant information and hobbies.
- Develop skills such as speaking, increasing vocabulary, disagree respectfully, sense of community.

Tips for managing the large classroom
- Use content-based approach to apply group presentations. It means that this strategy could be applied with different topics such as business, math, science, etc.
- Use the community language learning and the communicative language teaching to help students develop oral skills. These approaches emphasize to use the language communicatively and as a community where everyone learns from each other.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Provide students with good rapport when sharing their arguments. This is going to increase confidence in learners.
- Locate the groups in good places. It means that they should be in places where they could talk comfortably without any interruption.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Circulate the classroom while students are working in the activity in order to identify problems and help students if they need it.
- Be genuine and sincere with praise. students are going to need good encouragement at the moment of sharing their ideas with other students in the group. problems and help students if they need it.

Resources

*Proyector

*Markers

*Pictures

*colour cardboard

* Pencils and colors

Notes:

WHAT TEACHERS DO	WHAT STUDENTS DO
Before * Start the class by sharing with students the goals of the strategy and the desirable results. * Introduce the topic by motivating students with a teacher´s example about his/her lifestyle, and the activity they are going to realize and share. * Clearly explain the activities they will do as a group. * Divide the class into groups. It could be as students prefer.	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process. * Pay attention to the teacher´s example. * Pay attention to the teacher´s instructions in order to make a good with the activity. * Choose the groups as students prefer in order to feel comfortable at the moment of speaking.
During * Clearly explain the activity there are going to realize and how to realize the cube that students will have to create. * **G**ive each student of the groups 1 minute to speak and share their lifestyles. * Circulate the classroom to verify and monitor the students group work and help them if necessary. * Teachers can interact with each group in order to give enough exposure to students. They will learn better if they have a good guide as a teacher.	* Create a cube with their personal information. Use the subtitles that are include in the figure of the next page. *Students should make use of the vocabulary and the adverbs of frequency provided to speak about their lifestyles. * Students will have to talk about their lifestyles using the cube as a resource for their presentations. * Ask any question to the teacher if they have a problem with the creation of the cube.
After * Call upon some students to share with the whole class their personal lifestyles.	*Give feedback to the students who make the presentation for the whole class.

Before…

- Lifestyle vocabulary

Solve the following word search

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

Lifestyle	Friends
Hobbies	Pets
Family	Studies

Put the adverb of frequency in the correct position. (Sometimes, Never, Always)

100%   50%   0%

_____   _____   _____

Common phrases used when speaking about lifestyle

In my daily life I use to…	In my free time…
I live with…	I like to…
I never…	I practice…

During...

Common phrases used when speaking about lifestyle

Personal information

My family

My friends

My studies

Hobbies

My pets

My family

My friends

Personal
information
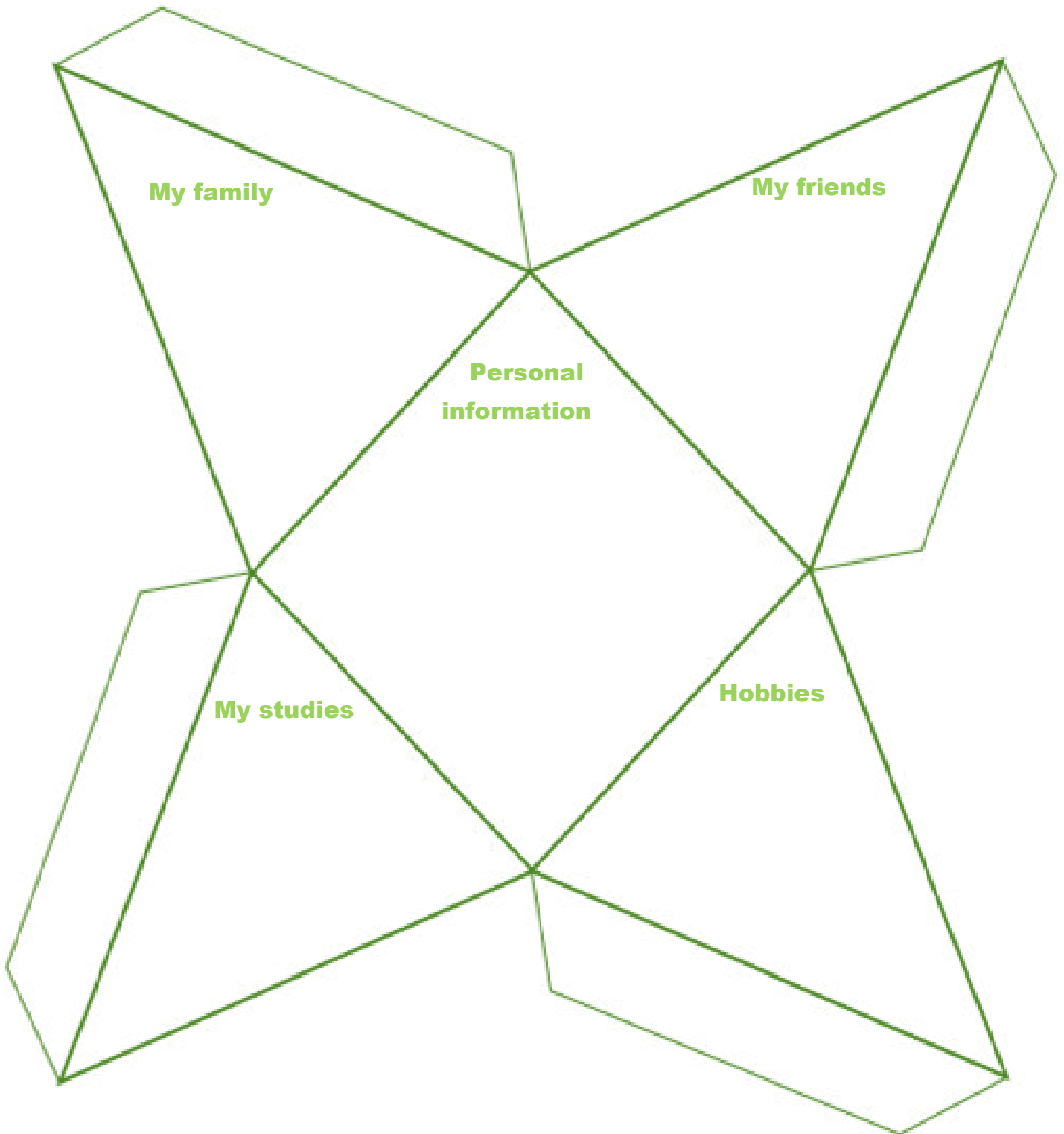
My studies

Hobbies

Answers...

- Lifestyle vocabulary

Solve the following wordsearch

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

Lifestyle	Friends
Hobbies	Pets
Family	Studies

Put the adverb of frequency in the correct position. (Sometimes, Never, Always)

100%	50%	0%

Always	Sometimes	Never

Common phrases used when speaking about lifestyle

In my daily life I use to…	In my free time…
I live with…	I like to…
I never…	I practice…

103

Sharing Information

NEWS

Objective
Develop oral skills by sharing and speaking about an interesting new

Desirable Results
Students will:
- Share about important news
- Speak about the news
- Develop skills such as speaking, increasing vocabulary, and relationships.

Tips for managing the large classroom
- Use content-based approach to apply sharing thinking and reflection. It means that this strategy could be applied with different topics such as business, math, science, etc.
- Use the community language learning and the communicative language teaching to help students develop oral skills. These approaches emphasize to use the language communicatively and as a community where everyone learns from each other.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Locate the pairs in good places. It means that they should be in places where they could talk comfortably without any interruption.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Circulate the classroom while students are working in the activity in order to identify problems and help students if they need it.

Resources

*Pictures

*Markers

* Cardboard sheet

* Pencils and colors

Notes:

Taken from:

https://www.pinterest.com

WHAT TEACHERS DO	WHAT STUDENTS DO
Before * Start the class by sharing with students the goals of the strategy and the desirable results. * Introduce the topic by motivating students with an important new that cause an impact on them. *Make students participate with the recent news that they could know. * Clearly explain the activities they will do as a group. * Divide the class into groups of 5 people. It could be as students prefer.	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process. * Pay attention to the teacher´s example. * Participate in the class with their previous knowledge about news. * Choose the groups as students prefer in order to feel comfortable at the moment of speaking.
During *Clearly explain the activity there are going to realize with the Cardboard sheet and the markers. **G**ive each student a topic to put in the newspaper. **G**ive to each group an old newspaper for then to cut pictures they will need. * Circulate the classroom to verify and monitor the students group work and help them if necessary. * Teachers can interact with each group in order to give enough exposure to students. They will learn better if they have a good guide as a teacher.	*Students will create a big newspaper with the cardboard. * The newspaper will have 5 pages with different topics and a cover. * They could use the pictures of an old news paper to decorate their big creation. *Ask to the teacher any question.
After * Call upon some students to share with the whole class their newspapers. 	*Give feedback to the students who make the presentation for the whole class.

Before...

- Vocabulary for the news

Read the newspaper article and try to guess the meaning of the underlined words.

THE DAILY NEWS

www.dailynews.com   THE WORLDS FAVORITE NEWSPAPER   - since 1879 -

A PERSON WAS FOUND KILLED

This happened in the Broadway street at 6 pm. First, the man was walking on the street when he found a billet of 1000 dollars. Then, people said that he tried to run from the place, but a thief found him. Next, the man kicked to the thief, but the thief stuck his knife in the man´s heart. Finally, the man was lying on the street. These were the people´s comments about the event.

Use the words on the text to give a coherent order to the following story.

1.-   It was great news for humanity. The cure for the disease was found.

2.-   It was tasted in 100 mouses. Giving positive results.

3.-   The vaccine was created in a Russian laboratory.

4.-   It was ready to be used on humans. The humans who participate in the experiment were volunteers.

Include the new words in your newspaper.

During...

NEWSPAPER

SPORTS

HEALTH

COVER

FASHION

STUDIES
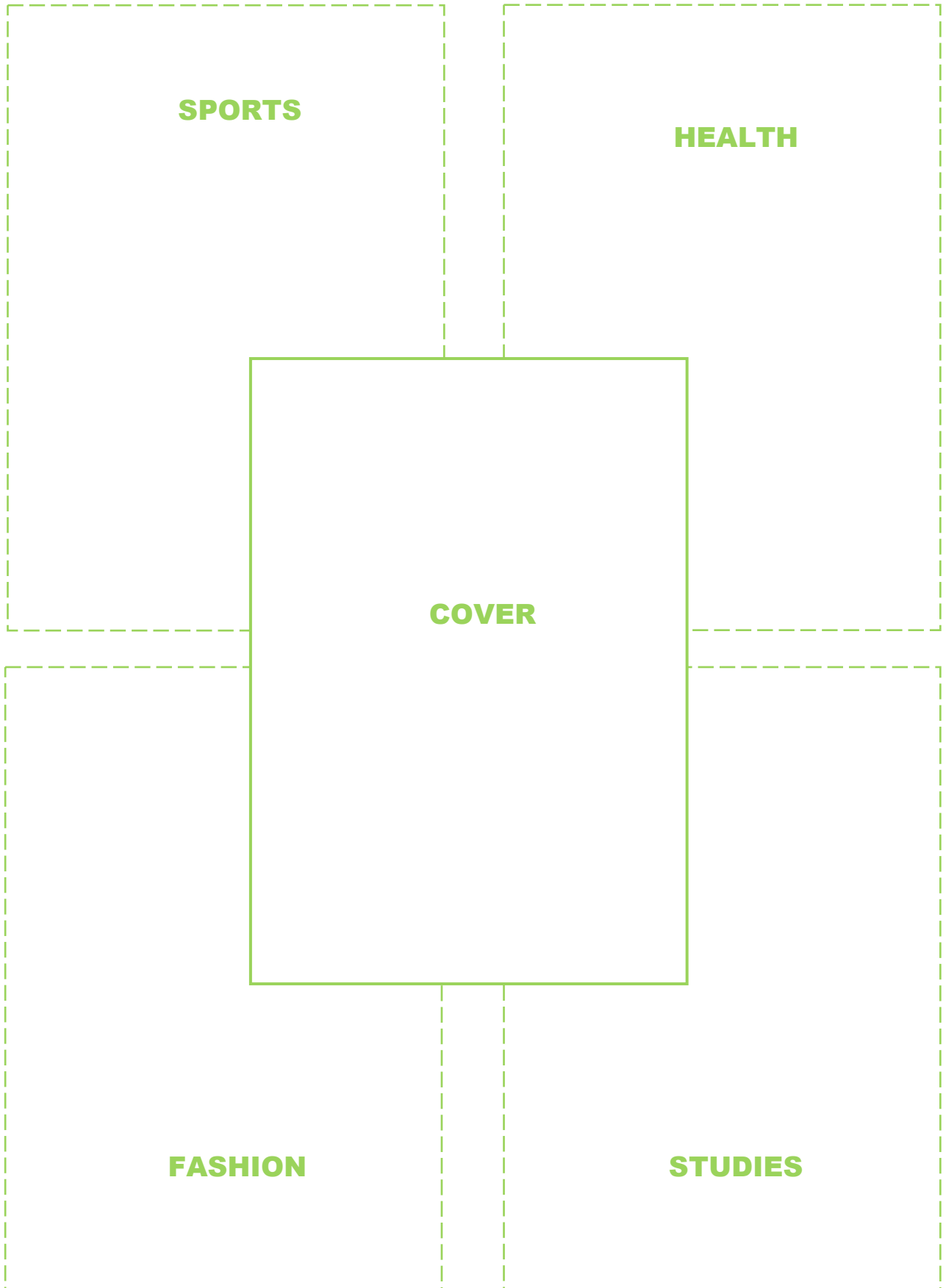
NEWSPAPER

CRIMES

ART

COVER

ASTRONOMY

GASTRONOMY

Answers...

- Vocabulary for the news

Read the newspaper artice and try to guess the meaning of the underlined words.

THE DAILY NEWS

www.dailynews.com   THE WORLDS FAVORITE NEWSPAPER   - since 1879 -

A PERSON WAS FOUND KILLED

This happened in the Broadway street at 6 pm. First, the man was walking on the street when he found a billet of 1000 dollars. Then, people said that he tried to run from the place, but a thief found him. Next, the man kicked to the thief, but the thief stuck his knife in the man´s heart. Finally, the man was lying on the street. These were the people´s comments about the event.

Use the words on the text to give a coherent order to the following story.

1.- Finally   It was great news for humanity. The cure for the disease was found.

2.- Then   It was tasted in 100 mouses. Giving positive results.

3.- First   The vaccine was created in a Russian laboratory.

4.- Next   It was ready to be used on humans. The humans who participate in the experiment were volunteers.

Unit 3

Taken from: https://sp.depositphotos.com/47995933/stock-photo-colorful-group-of-people-talking.html

Whole class
Strategies

Picture Description

LANDSCAPES

Objective

Develop oral skills by speaking about pictures of beautiful landscapes with the whole class.

Desirable Results

Students will:

- Describe what they see in the pictures
- Use a variety of vocabulary to speak appropriately about the landscapes.
- Develop skills such as oral communication, increasing vocabulary, and thought in the target language.

Tips for managing the large classroom

- Use content-based approach to apply sharing thinking and reflection. It means that this strategy could be applied with different topics such as business, math, science, etc.
- Use the direct method to help students to communicate and think in the target language.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Provide students with good rapport when sharing their arguments. This is going to increase confidence in learners.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Use proximity to stop disruptive behavior in students who are not paying attention or breaking rules.
- Stop and wait if students are not paying attention or misbehave.
- Use your voice by increasing or decreasing the volume to call the attention of students in the class.
- Be genuine and sincere with praise. Students are going to need good encouragement at the moment of sharing their ideas with other students in the group.

Resources

*Proyector

*Realia

*Markers

*Sheet of

paper

* Pencils

and colors

Notes:

Taken from:

https://www.pinterest.com

| WHAT TEACHERS DO	WHAT STUDENTS DO
Before * Start the class by sharing with students the goals of the strategy and the desirable results. * Introduce the topic talking about beauty places, and what landscapes students like most. For example: • The Mountains • The beach • The skyscrapers • The universe * Clearly explain the activities they will do.	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process. * Share with the class their thoughts about the most beautiful landscapes. * Pay attention to the teacher´s instructions.
During * Ask students different question about the landscapes such as: • What can you see there? • Do you like it? yes/no/why? • What things call your attention most? • What is the most beautiful thing in the landscape? • What is the most color full thing in the landscape? • Would you like to travel there? * Stop, wait, and use proximity to stop disruptive behavior in students who are not paying attention or breaking rules. * Use your voice by increasing or decreasing the volume to call the attention of students in the class.	* Answers the teacher's questions. * Students will have to argue their point of view for each question. *Try to think in the target language.
After * Teachers can divide the class into groups and make students talk about some pictures to practice with the language.	*Give feedback between students and encourage students to self-correct.

Before...

PREPARING TO THE ACTIVITY

- Vocabulary for landscapes

Label the pictures with the correct word from the box

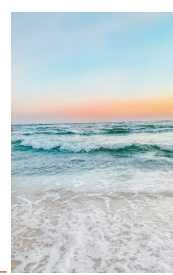| Mountains	Beach	Skyscrapers	Universe	Trees	Flower
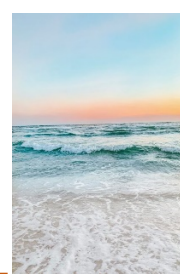
Use the words from the box above to complete the sentences

1.- There is a ………….. in the middle of the landscape.

2.- The thing that calls the most attention on the …………. is the clean water.

3.- The most colorful things in the …………… are the stars.

4.- There are a lot of ………….. in the forest.

5.- I can see many ……………. in the picture.

6.- The most beautiful things in the landscape are the ……………..

During…

Answers...

- Vocabulary for landscapes
  Label the pictures with the correct word from the box

Mountains	Beach	Skyscrapers	Universe	Trees	Flower

Mountains

Trees

Flower

Skyscraper

Universe

Beach

Use the words from above to complete the sentences

1.- There is a flower in the middle of the landscape.

2.- The thing that calls the most attention on the beach is the clean water.

3.- The most colorful things in the universe are the stars.

4.- There are a lot of trees in the forest.

5.- I can see many skyscrapers in the picture.

6.- The most beautiful things in the landscape are the mountains.

Sing a Song

MUSIC

Objective
Develop oral skills by singing songs with the whole class. It will increase the vocabulary and improve pronunciation in students.

Desirable Results
Students will:
- Sing and pronounce well the words in the song.
- Increase their vocabulary.
- Develop skills such as pronunciation and vocabulary.

Tips for managing the large classroom
- Use content-based approach to apply sharing thinking and reflection. It means that this strategy could be applied with different topics such as business, math, science, etc.
- Use the direct method to help students to communicate and think in the target language.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Provide students with good rapport when sharing their arguments. This is going to increase confidence in learners.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Use proximity to stop disruptive behavior in students who are not paying attention or breaking rules.
- Stop and wait if students are not paying attention or misbehave.
- Use your voice by increasing or decreasing the volume to call the attention of students in the class.
- Be genuine and sincere with praise. Students are going to need good encouragement at the moment of sharing their ideas with other students in the group.

WHAT TEACHERS DO	WHAT STUDENTS DO
Before * Start the class by sharing with students the goals of the strategy and the desirable results. * Introduce the topic talking about the favorite student´s musical genres. For example: • Pop music • Rock music • Classic music * Clearly explain the activities they will do.	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process. * Share with the class their personal preferences in the music. * Pay attention to the teacher´s instructions.
During ***** Give students a sheet of paper with the lyrics of the songs they will sing. ***** Give students the pronunciation and the meaning of the words of the song. * Make the whole class sing aloud in order to practice pronunciation. ***** Stop, wait, and use proximity to stop disruptive behavior in students who are not paying attention or breaking rules. * Use your voice by increasing or decreasing the volume to call the attention of students in the class.	* listen to the teacher pronunciation and meaning of the words. * Sing the song with the whole class to practice the pronunciation.
After * Teachers can divide the class into groups and make students talk about the song.	* Make comments about the song they had sung. What could they improve the next time? * Give feedback between students.

Before...

- How to sing a song

Read and listen to the following song and underline the new or unknown words for you.

INCHWORM

Inchworm, inchworm
Measuring the marigolds
Could it be, you stop and see
How beautiful they are

Two and two are four
Four and four are eight
Eight and eight are sixteen
Sixteen and sixteen are thirty-two

Inchworm, inchworm
Measuring the marigolds
You and your arithmetic
Will probably go far

Inchworm, inchworm
Measuring the marigolds
Seems to me you'd stop and see
How beautiful they are

Put and classify the new words in the chart below by meaning and pronunciation.

NEW WORD	MEANING	PRONUNCIATION

Taken from: https://www.azlyrics.com/

During...

SONGS

Say Something - A Great Big World

Say something, I'm giving up on you
I'll be the one, if you want me to
Anywhere, I would've followed you
Say something, I'm giving up on you
And I am feeling so small
It was over my head
I know nothing at all
And I will stumble and fall
I'm still learning to love
Just starting to crawl
Say something, I'm giving up on you
I'm sorry that I couldn't get to you
Anywhere, I would've followed you
Say something, I'm giving up on you
And I will swallow my pride
You're the one that I love
And I'm saying goodbye
Say something, I'm giving up on you
And I'm sorry that I couldn't get to you
And anywhere, I would have followed you
Oh, oh, oh, oh say something, I'm giving up on you
Say something, I'm giving up on you
Say something

Stay - Rihanna

All along it was a fever
A cold sweat, hot headed believer
I threw my hands in the air, said, "Show me something"
He said, "If you dare, come a little closer"
Round and around and around and around we go
Oh, now tell me now, tell me now, tell me now you know
Not really sure how to feel about it
Something in the way you move
Makes me feel like I can't live without you
It takes me all the way
I want you to stay
It's not much of a life you're living
It's not just something you take, it's given
Round and around and around and around we go
Oh, now tell me now, tell me now, tell me now you know
Not really sure how to feel about it
Something in the way you move
Makes me feel like I can't live without you
It takes me all the way
And I want you to stay
Ooh, the reason I hold on
Ooh, 'cause I need this hole gone
Well, funny you're the broken one
But I'm the only one who needed saving
'Cause when you never see the light
It's hard to know which one of us is caving
Not really sure how to feel about it
Something in the way you move
Makes me feel like I can't live without you
It takes me all the way
I want you to stay
Stay
I want you to stay
Ooh

SONGS

You're Beautiful – James Blunt

My life is brilliant
My life is brilliant
My love is pure
I saw an angel
Of that I'm sure
She smiled at me on the subway
She was with another man
But I won't lose no sleep on that
'Cause I've got a plan
You're beautiful
You're beautiful
You're beautiful, it's true
I saw your face in a crowded place
And I don't know what to do
'Cause I'll never be with you
Yes, she caught my eye
As we walked on by
She could see from my face that I was
Fucking high
And I don't think that I'll see her again
But we shared a moment that will last 'til the
end
You're beautiful
You're beautiful
You're beautiful, it's true
I saw your face in a crowded place
And I don't know what to do
'Cause I'll never be with you
La-la-la-la
La-la-la-la
La-la-la-la, la
You're beautiful
You're beautiful
You're beautiful, it's true
There must be an angel with a smile on her
face
When she thought up that I should be with you
But it's time to face the truth
I will never be with you

Creep – radiohead

When you were here before
Couldn't look you in the eye
You're just like an angel
Your skin makes me cry
You float like a feather
In a beautiful world
I wish I was special
You're so fuckin' special
But I'm a creep
I'm a weirdo
What the hell am I doing here?
I don't belong here
I don't care if it hurts
I wanna have control
I want a perfect body
I want a perfect soul
I want you to notice
When I'm not around
You're so fuckin' special
I wish I was special
But I'm a creep
I'm a weirdo
What the hell am I doing here?
I don't belong here, oh, oh
She's running out the door
She's running out
She run, run, run, run
Run
Whatever makes you happy
Whatever you want
You're so fuckin' special
I wish I was special
But I'm a creep
I'm a weirdo
What the hell am I doing here?
I don't belong here
I don't belong here

Answers...

- How to sing a song

Read and listen to the following song and underline the new words for you.

INCHWORM

<u>Inchworm</u>, inchworm
Measuring the <u>marigolds</u>
Could it be, you stop and see
How <u>beautiful</u> they are

Two and two are four
Four and four are eight
Eight and eight are sixteen
Sixteen and sixteen are thirty-two

Inchworm, inchworm
Measuring the marigolds
You and your <u>arithmetic</u>
Will probably go far

Inchworm, inchworm
Measuring the marigolds
Seems to me you'd stop and see
How beautiful they are

Put and order the new words in the chart below by meaning and pronunciation.

(SUGGESTED ANSWERS)

NEW WORD	MEANING	PRONUNCIATION
Inchworm	Gusano	Inchworm
Marigolds	Caléndulas	Merigolds
Beautiful	Hermoso	Biutifol
Arithmetic	Aritmética	Arizmetic

Taken from: https://www.azlyrics.com/

Story Telling

FAIRY TALES

Objective
Develop oral skills by speaking about fairy tales with the whole class.

Desirable Results
Students will:
- Share with the whole class fairy tales.
- Pronounce in a good way the new vocabulary
- Develop skills such as pronunciation, increasing vocabulary, and thought in the target language.

Tips for managing the large classroom
- Use content-based approach to apply storytelling. It means that this strategy could be applied with different topics.
- Use the direct method to help students to communicate and think in the target language.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Provide students with good rapport when sharing their arguments. This is going to increase confidence in learners.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Use proximity to stop disruptive behavior in students who are not paying attention or breaking rules.
- Stop and wait if students are not paying attention or misbehave.
- Use your voice by increasing or decreasing the volume to call the attention of students in the class.
- Be genuine and sincere with praise. Students are going to need good encouragement at the moment of sharing their ideas with other students in the group.

Resources

*Proyector

*Realia

*Markers

*Fairy Tales

Notes:

WHAT TEACHERS DO	WHAT STUDENTS DO
Before * Start the class by sharing with students the goals of the strategy and the desirable results. * Introduce the topic by asking students what their favorite fairy tales were when they were children. ***S**hare with the whole class what they remember about the fairy tale. *Present new vocabulary with realia. * Clearly explain the activities they will do.	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process. * Share with the class the students´ favorite fairy tales and what they remember about it. * Pay attention to the teacher´s instructions and new vocabulary.
During ***** Give students a sheet of paper with the fairy tale they are going to read aloud this day. ***** Give students the pronunciation and the meaning of some words with realia. * Make the whole class participate in the reading. ***** Stop, wait, and use proximity to stop disruptive behavior in students who are not paying attention or breaking rules. ***** Use your voice by increasing or decreasing the volume to call the attention of students in the class.	* Use the vocabulary of the sheet of paper to get a better idea of the reading. * listen to the teacher pronunciation and meaning of the words. * Read aloud with the whole class to practice the pronunciation.
After * Teachers can divide the class into groups and make students talk about the fairy tale. 	* Make comments about the story they read. What could they improve the next time? * Give feedback between students.

Before...

- Vocabulary for fairy tales

What is the name of the story?

Cinderella   Beauty and the Beast
Snow White and the Seven Dwarfs

Share your favorite part of the story

During...

Kingdom

Glass slippers

Foot

Stepmother

FAIRY TALES

Cinderella

One day, the king decided to throw a ball and invited all the young maidens in the kingdom. While Cinderella's sisters made her help them get ready for the ball, not once did they ask her if she would like to go with them.

Once they left, her Fairy Godmother appeared and helped Cinderella go to the ball with a bit of magic that would only last until midnight. At the ball, Cinderella caught the eye of the prince, as she was the most beautiful girl there, and they danced all night.

When midnight came, Cinderella had to leave the ball, and in her hurry, one of her glass slippers fell off her feet. The prince found this slipper and vowed to marry the girl who the slipper belonged to.

The prince went from house to house, looking for the girl who's foot fit the slipper, and he reached Cinderella's house. Though Cinderella's stepsisters and stepmother tried to keep her from trying it on, the glass slipper was a perfect fit, and she was soon married to the prince and lived happily ever after.
(Mrunal, 2019)

FAIRY TALES

Beauty and the Beast

Originating in France, this is the story of Belle, a beautiful peasant girl who took the place of her father, when he was taken prisoner by a fierce beast.

While things were uncomfortable and frightening for Belle at first, she soon grew fond of the beast, as he had done nothing but treat her with kindness. When Belle found out her father was sick, she begged the beast to let her go to him and promised to return, but she was held up by the evil Gaston, a famous hunter from the village who wanted to marry Belle. When the village found out about the beast, they vowed to kill him and stormed his castle. Though he nearly died, he was saved and turned into a handsome prince because of Belle's love for him. It turns out that he had been a prince who, along with his entire household, was cursed by a witch because he did not treat her with kindness. Belle and the Prince marry, and live a happy and peaceful life together. (Mrunal, 2019)

Beast

Hunter

Castle

Witch

FAIRY TALES

Snow

Queen

Mirror

Heart

Snow White and the Seven Dwarfs

A fair princess indeed, Snow White was named for the colour of her skin, which was white as snow, hair as black as ebony, and lips as red as a rose. Her father, having lost his wife, married again, and this new queen was as beautiful as she was proud. She would often consult her mirror and ask "Mirror Mirror, on the wall; Who is the fairest of them all?"

As Snow White began to grow, she became more and more beautiful, and the queen's magic mirror soon began to say so. Enraged and filled with jealousy, the queen sent a huntsman to kill Snow White and bring her her heart.

The Huntsman, pitying the innocent Snow White, told her to run away and never come back. He, instead, delivered to the queen the heart of a pig. When the queen consulted her mirror and found that she had been tricked, she determined to kill Snow White herself and so began to prepare her poisoned apple.

Snow White, in the meantime, found a place with seven dwarfs, whom she lived with and cared for. One day, when they were at work in the mines, the queen went to see Snow White, disguised as an old peasant woman selling apples. Snow White was convinced to take a bite out of the apple and instantly fell down, as if dead. When the dwarfs found her, they were distraught and laid her in a glass coffin.

One day, as a prince was passing by, he noticed the dwarfs mourning over a beautiful sleeping girl (for she remained as beautiful as she ever was) and was mesmerised by her beauty. He kissed her hand to bid her farewell, and at that moment, the apple dislodged itself, and Snow White opened her eyes. The prince was so happy that he asked for her hand in marriage and she accepted. There was a grand celebration, and they lived and reigned happily together. The evil queen became sick from her envy and eventually died. (Mrunal, 2019)

Answers...

- Vocabulary for fairy tales

What is the name of the story?

> Cinderella   Beauty and the Beast
>
> Snow White and the Seven Dwarfs

 Beauty and the Beast

 Snow White and the Seven Dwarfs

 Cinderella

Share your favorite part of the story

Taken from: https://www.pinterest.com

Scrambled Phrases

IDIOMS

Objective

Develop oral skills by talking and memorizing the idioms used in other countries.

Desirable Results

Students will:

- Talk about the idioms
- Pronounce in a good way the new vocabulary
- Memorize the new vocabulary and phrases
- Develop skills such as pronunciation, increasing vocabulary, and thought in the target language.

Tips for managing the large classroom

- Use content-based approach to apply scrambled phrases. It means that this strategy could be applied with different topics.
- Use the direct method to help students to communicate and think in the target language.
- It is important always to motivate students before starting the strategy by telling them the importance of work responsibly and achieve the desired results.
- Provide students with good rapport when sharing their arguments. This is going to increase confidence in learners.
- Be effective when given instructions. This is going to help students understand the activity well and avoid misbehavior in the class. The instructions are going to be given in the target language, only use the native language if necessary.
- Use proximity to stop disruptive behavior in students who are not paying attention or breaking rules.
- Stop and wait if students are not paying attention or misbehave.
- Use your voice by increasing or decreasing the volume to call the attention of students in the class.
- Be genuine and sincere with praise. Students are going to need good encouragement at the moment of sharing their ideas with other students in the group.

Notes:

WHAT TEACHERS DO	WHAT STUDENTS DO
Before * Start the class by sharing with students the goals of the strategy and the desirable results. * Introduce the topic by asking students if they know about the idioms, and one example. *Present new vocabulary with realia. * Clearly explain the activities they will do.	* Pay attention to the class goals and desirable results in order to be responsible in the language learning process. * Share with the class the students´ previous knowledge about idioms. * Pay attention to the teacher´s instructions and new vocabulary.
During ***** Give students a sheet of paper with the idioms and new vocabulary they are going to learn. ***** Give students the pronunciation and the meaning of some words with realia. * Make the whole class participate in the reading of the idioms. ***** Stop, wait, and use proximity to stop disruptive behavior in students who are not paying attention or breaking rules. * Use your voice by increasing or decreasing the volume to call the attention of students in the class.	* Read aloud and try to memorize the idioms with the pictures that describe them. * listen to the teacher pronunciation and meaning of the words. * Read aloud with the whole class to practice the pronunciation.
After * Teachers can divide the class into groups and make students talk about the idioms.	* Make comments about the idioms. What could they improve the next time? * Give feedback between students.

Before...

PREPARING TO THE ACTIVITY

- Vocabulary for idioms

Watch the pictures and guess what idioms are about. Use the idioms in the chart to help you.
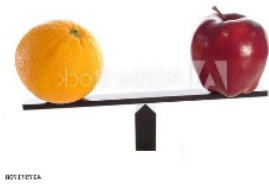
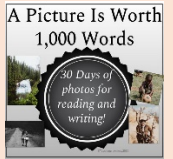|	
Actions speak louder than words	Break the ice
Comparing apples to oranges	Costs an arm and a leg
Don't cry over spilt milk	Don't count your chickens before they hatch

_____

_____

COST AN ARM AND A LEG
_____

Don't Cry Over Spilt Milk
_____

_____

_____

During...

IDIOMS

IDIOM	MEANING	REALIA
A bird in the hand is worth two in the bush	What you have is worth more than what you might have later	
A penny for your thoughts	Tell me what you're thinking	
A penny saved is a penny earned	Money you save today you can spend later	
A perfect storm	the worst possible situation	
A picture is worth 1000 words	Better to show than tell	
Actions speak louder than words	Believe what people do and not what they say	

Add insult to injury	To make a bad situation worse	
Barking up the wrong tree	To be mistaken, to be looking for solutions in the wrong place	
Birds of a feather flock together	People who are alike are often friends (usually used negatively)	
Bite off more than you can chew	Take on a project that you cannot finish	
Break the ice	Make people feel more comfortable	
By the skin of your teeth	Just barely	
Comparing apples to oranges	Comparing two things that cannot be compared	
Costs an arm and a leg	Very expensive	

Do something at the drop of a hat	Do something without having planned beforehand	
Do unto others as you would have them do unto you	Treat people fairly. Also known as "The Golden Rule"	
Don't count your chickens before they hatch	Don't count on something good happening until it's happened.	
Don't cry over spilt milk	There's no reason to complain about something that can't be fixed	

Taken from: (EF Education First, 2020)

Taken from: https://www.pinterest.com

Answers...

- Vocabulary for idioms

Watch the pictures and guess what idioms are about. Use the idioms in the chart to help you.

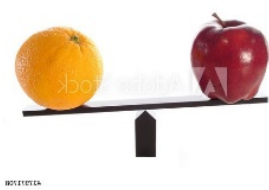|	
Actions speak louder than words	Break the ice
Comparing apples to oranges	Costs an arm and a leg
Don't cry over spilt milk	Don't count your chickens before they hatch

Comparing apples to oranges

Actions speak louder than words

Costs an arm and a leg Costs an arm and a leg

Actions speak louder than words

Don't count your chickens before they hatch

Actions speak louder than words

CONCLUSIONS

In the current education teacher should be able to manage a lot of students in the classrooms and this could be a problem if they cannot handle it well. For that reason, there are a variety of large management strategies that could be applied with the students of upper secondary education from "Ibarra" high school according to their own opinion. These are pair work, group work, and whole-class strategies. The mentioned could help the teacher to organize the class in a better way and facilitate the learning for students.

There are different approaches and activities that teachers can use in order to improve oral participation in large classrooms. These could be communicative, community, content-based, and direct language approaches with their respective recommended activities. Besides, these could work together with the strategies to archive the desired results in learners.

Having a guide to manage large classrooms and improve oral participation in students will be a benefit for both teachers and students. The teaches could have more ideas to manage their classrooms and students will achieve better levels of speaking the target language. In addition, these activities will be a motivation for learners.

RECOMMENDATIONS

It is recommended that teachers consider the students' opinions to apply strategies and activities in large classrooms. For example, learners feel more comfortable at the moment of speak with pair work, group work, and whole-class activities. These are good strategies that also can benefit the learning outcomes of students.

Teachers could make use of the approaches and combine them with large management strategies in order to improve oral skills. The approaches will help educators with activities that improve oral skill, and the large management strategies will help educators to organize the classroom in a way that learners also can feel comfortable.

Make use of the management strategies guide to improve the oral participation in the large classrooms. This will also motivate students and make them reach them more comfortable levels of English.

GLOSSARY

Sustainable: able to continue over a period of time

Research: a detailed study of a subject, especially in order to discover (new) information or reach a (new) understanding

Management: the control and organization of something

Strategy: a detailed plan for achieving success in situations such as war, politics, business, industry, or sport, or the skill of planning for such situations

Current: of the present time

Approach: a way of considering or doing something

Develop: to (cause something to) grow or change into a more advanced, larger, or stronger form

Enhance: to improve the quality, amount, or strength of something

Learning: the activity of obtaining knowledge

Environment: the conditions that you live or work in and the way that they influence how you feel or how effectively you can work

Phenomenon: something that exists and can be seen, felt, tasted, etc., especially something unusual or interesting

Broad: If something is a particular distance broad, it measures this distance from side to side

Domains: an area of interest or an area over which a person has control

Achievement: something very good and difficult that you have succeeded in doing

Success: the achieving of the results wanted or hoped for

Performance: how well a person, machine, etc. does a piece of work or an activity

Motivation: enthusiasm for doing something

Noise: a sound or sounds, especially when it is unwanted, unpleasant, or loud

Acquisition: the process of getting something

Arrange: to plan, prepare for, or organize something

Discipline: training that makes people more willing to obey or more able to control themselves, often in the form of rules, and punishments if these are broken, or the behavior produced by this training

Behavior: the way that someone behaves

Misbehavior: to behave badly

Handle: to deal with, have responsibility for, or be in charge of

Acquire: to obtain or begin to have something

Reward: something given in exchange for good behavior or good work, etc.

Punishment: to cause someone who has done something wrong or committed a crime to suffer, by hurting them, forcing them to pay money, sending them to prison, etc.

Reinforcement: the act of making something stronger

Encouragement: words or behaviour that give someone confidence to do something

Mistreating: to treat a person or animal badly, cruelly, or unfairly

Skill: an ability to do an activity or job well, especially because you have practised it

Tool: something that helps you to do a particular activity
Training: the process of learning the skills you need to do a particular job or activity
Failure: the fact of someone or something not succeeding
Praise: to express admiration or approval of the achievements or characteristics of a person or thing
Disruptive: causing trouble and therefore stopping something from continuing as usual
Leader: a person in control of a group, country, or situation
Engage: to interest someone in something and keep them thinking about it
method
Autonomous: independent and having the power to make your own decisions

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ANNEXES

Annex 1: Photography at Ibarra "High School" applying students the survey.

Annex 2: Analysis of the survey.

ENCUESTA

✓ Ponga un visto donde corresponda según su criterio.

No = ☹   Neutral = 😐   Si = 😊

1. ¿Sabes cuáles son estrategias de manejo del aula?

☐ ☐ ☐

2. ¿Está de acuerdo en que los maestros deben aplicar diferentes estrategias en el aula para mejorar la producción oral?

☐ ☐ ☐

3. ¿Qué habilidades del idioma inglés prefieres? (Puedes seleccionar dos)

Habilidad para escuchar	☐
Habilidad para hablar	☐
Habilidad para leer	☐
Habilidad para escribir	☐

4. ¿Sientes interés en desarrollar una mejor habilidad para hablar inglés?

☐ ☐ ☐

5. ¿Cuál crees que es tu nivel de hablar inglés?

10%-20%	☐
30%-40%	☐
50%-60%	☐
70%-80%	☐
90%-10%	☐

6. ¿Te sientes feliz con tu nivel actual de hablar inglés?

☐ ☐ ☐

7. ¿Te sientes nervioso cuando tienes que hablar en inglés?

☐ ☐ ☐

8. ¿Qué estrategias prefiere que el maestro aplique en clase?

Trabajo en grupo o en pareja.	☐
Discusiones con toda la clase.	☐
Presentaciones orales	☐
Conferencias	☐
Contar historias	☐

9. ¿Sientes más presión cuando tienes que hablar en inglés en un grupo?

☐ ☐ ☐

10. ¿Te sientes motivado cuando el maestro aplica diferentes estrategias para aprender a hablar?

☐ ☐ ☐

Revisado

15-01-2020

Msc. Fernando Flores S.

Annex 3: Survey applied to students.

ENCUESTA

✓ Ponga un visto donde corresponda según su criterio.

No = ☹ Neutral = 😐 Si = 😊

1. ¿Sabes cuáles son estrategias de manejo del aula?

☐ ☑ ☐

2. ¿Está de acuerdo en que los maestros deben aplicar diferentes estrategias en el aula para mejorar la producción oral?

☐ ☐ ☑

3. ¿Qué habilidades del idioma inglés prefieres? (Puedes seleccionar dos)

Habilidad para escuchar ☐

Habilidad para hablar ☑

Habilidad para leer ☑

Habilidad para escribir ☐

4. ¿Sientes interés en desarrollar una mejor habilidad para hablar inglés?

☐ ☐ ☑

5. ¿Cuál crees que es tu nivel de hablar inglés?

10%-20% ☐

30%-40% ☑

50%-60% ☐

70%-80% ☐

90%-10% ☐

6. ¿Te sientes feliz con tu nivel actual de hablar inglés?

☑ ☐ ☐

7. ¿Te sientes nervioso cuando tienes que hablar en inglés?

☐ ☐ ☑

8. ¿Qué estrategias prefiere que el maestro aplique en clase?

Trabajo en grupo o en pareja. ☐

Discusiones con toda la clase. ☑

Presentaciones orales ☐

Conferencias ☐

Contar historias ☐

9. ¿Sientes más presión cuando tienes que hablar en inglés en un grupo?

☐ ☑ ☐

10. ¿Te sientes motivado cuando el maestro aplica diferentes estrategias para aprender a hablar?

☐ ☐ ☑

145

1.- Ha tenido alguna dificultad en el manejo de grupos grandes al realizar actividades de orales dentro del aula. ¿Cuáles han sido?

Por supuesto, dado que nuestra Unidad Educativa ¨Ibarra¨ es muy amplia, muy grande, tiene cerca de 4500 estudiantes en general. Prácticamente los cursos son super poblados y ese es un tema de discusión con las autoridades porque realmente en el inglés difícilmente se puede trabajar, más aún en la destreza de speaking por que prácticamente existe mucha bulla, el control de diciplina es muy difícil, los estudiantes no escuchan, si estoy tomando una evaluación oral individual no escuchan al final del aula, los estudiantes no ponen atención, etc. Entonces, estos son problemas grandes de trabajo en cuanto al desarrollo de la destreza de speaking. Mas sin embargo se a optado por trabajar en grupos, por mantener un grupo vamos a decir si tenemos 40 estudiantes en un aula, los 20 los envió al laboratorio a trabajar con trabajo dirigido, mientras que con los otros 20 me quedo haciendo trabajo oral y luego pues a la siguiente clase hago viceversa. Entonces esas son limitaciones diría yo para poder trabajar con nuestros estudiantes cuando existen grupos altos de estudiantes, existen clases super pobladas. Ese si es un limitante para poder trabajar y desarrollar normalmente la destreza de speaking.

2.- Qué estrategias ha utilizado usted para solucionar estos problemas.

Bueno como estrategias he utilizado algunas. Primeramente, la de motivar al estudiante a que hable de forma espontánea, natural. A que diga lo que siente sin temor alguno, sin miedo de que sus compañeros se le burlen, se le rían. Eso en cuanto a motivación. Sin embargo,

estrategias lo que he utilizado es por ejemplo el trabajar en grupo, trabajar en parejas que eso si existe mayor comodidad buscando su compañero o compañera quien más deseen trabajar. Haya más afinidad de trabajo para que desarrollen una conversación al gusto y contento de ellos. Quiero decir que escojan el tema del que quieran hablar mostrando temas de interés. También estrategias de hacer Role-play les gusta a los muchachos dramatizar. Por lo tanto, todo se les deja a libertad de ellos para que ellos sean creativos en el desarrollo de la destreza de speaking.

3.- Cuáles son las estrategias más comunes que utiliza en clase desarrollar la capacidad comunicativa en los estudiantes.

Como estrategia más común lo que utilizo justamente es el hacer el picture description que es una de las estrategias que permite al estudiante hablar mirando o visualizando un cuadro, un cartel. En el mismo test también tienen cuadros en el cual se les pregunta, siempre se les va dirigiendo la pregunta, por ejemplo, do you like this? or what about you? Siempre hay que personificar el conocimiento. Si estamos hablando por ejemplo de deportes, etc. Después de todo preguntaría yo, what about you? What sport do you like? What is your favorite sport? Ect. Entonces esa es la manera donde yo trabajo más con los estudiantes haciendo el picture description. Ya lo dije anteriormente haciendo el trabajo de dramatizaciones, haciendo el trabajo también de open-ended sentences que es muy buen trabajo en donde yo les doy el inicio de la oración para que ellos complementen con algo que ellos les guste hacer. Otro trabajo de los embedded statements que también es un tipo de trabajo en el cual se deja siempre a mitad de la oración para que el estudiante vaya completando y vaya desarrollando la destreza de speaking a su manera.

4.- ¿Conoce algunas otras estrategias que se puedan utilizar dentro del aula?

Bueno estrategias hay simultáneas, muchas estrategias para poder desarrollar la destreza de speaking en los estudiantes. Todo depende del nivel de estudiantes que tengamos y sobre todo el material. El material es muy necesario, muy indispensable. Si tenemos flash cards eso es un instrumento principal para poder hacer que el estudiante desarrolle la destreza de speaking. Estrategias como, por ejemplo, dramatizar un Sketch es una de las estrategias que se podría aplicar en el aula. Por ejemplo, presentar un narrative o contar una historia, cosas así si se podría. La ventaja de todo esto es que, repito, personificando el aprendizaje es importantísimo para que el estudiante pueda desarrollar la destreza de speaking.

Annex 5: Permission to develop the research at Ibarra "High School"

Ibarra, 2 de Enero de 2020

MSC.
Marcelo Flores
Rector Unidad Educativa "Ibarra"
Presente

Estimado magister:

Reciba un cordial saludo. La presente carta tiene como objetivo informarle que la estudiante DEISY MARJORIE PEREZ VILLARREAL, con cédula de identidad 1004383517 de la Universidad Técnica del Norte de la Carrera de Licenciatura en Ingles, se encuentra realizando su trabajo de investigación para titulación. El tema de este trabajo es "Management strategies in large classrooms to improve student's participation in oral activities with upper secondary education at Ibarra high school." (Estrategias de manejo de aulas grandes para mejorar la participación de los estudiantes en actividades orales con primeros de bachilleratos de la Unidad Educativa "Ibarra"), y se relaciona con el proceso enseñanza-aprendizaje del idioma inglés. En tal virtud, solicito su autorización para que la estudiante recabe información en la institución que usted dirige para sustentar su investigación.

Se garantiza que los aportes de todos los miembros de la institución serán anónimos y tendrán uso y destino exclusivamente académico. Además, este estudio no conlleva ningún riesgo, el participante no recibirá ningún beneficio o compensación económica por su contribución. Como aporte a la institución educativa, se garantiza también el pleno derecho de los participantes a conocer los resultados de esta investigación, en tal virtud la estudiante se compromete a retribuir los siguientes productos:

- Si la autoridad de la institución lo solicita, se hará una presentación de resultados a la comunidad educativa.
- Entregar a la institución los hallazgos de la investigación en un documento final.

Si tiene alguna pregunta sobre esta investigación, se puede comunicar con la Dra. Lorena Toro Mayorga docente de la asignatura de Trabajo de Grado al teléfono: al correo electrónico: litoro@utn.edu.ec.

Cordialmente

Lorena I. Toro Mayorga
PROFESORA DE TRABAJO DE GRADO
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149