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**FACULTAD DE CIENCIAS DE LA EDUCACIÓN HUMANAS Y
TECNOLOGÍAS**

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THESIS TITLE:

“DESCRIPTION OF THE DEVELOPMENT OF SPEAKING SKILL IN A LARGE CLASS WITH STUDENTS IN NOVENO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “B” AT UNIDAD EDUCATIVA “RIOBAMBA”, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2016 – 2017”

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**CERTIFICATE OF MEMBERS OF COMMITTEE OF THE TRIBUNAL
UNIVERSIDAD NACIONAL DE CHIMBORAZO**

FACULTAD DE CIENCIAS DE LA EDUCACION HUMANAS Y TECNOLOGIAS

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Work presented as a part of requirements to obtain the degree of “Licenciada/o en Ciencias de la Educación, Profesor de Inglés.”

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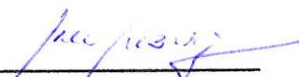
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CERTIFICACIÓN

Riobamba, 05 de Marzo de 2018

Yo, Mónica Noemí Cadena Figueroa, en mi calidad de Tutora del Proyecto de Investigación titulado: "Description of the development of speaking skill in a large class with students in noveno año de Educación General Básica class "B" at the unidad educativa "Riobamba" city of Riobamba, Chimborazo Province, during the academic year 2016-2017", certifico que el proyecto fue revisado y aprobado para que las señoritas estudiantes Taday Tagua Sara Socorro y Siza Amaguay Martha Yolanda puedan continuar con su proceso de Titulación sin ningún problema.

Atentamente,



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Content of this project is under the only responsibility of the authors Martha Yolanda Siza Amaguay and Sara Socorro Taday Tagua, students' Language School, with the following topic:

“DESCRIPTION OF THE DEVELOPMENT OF SPEAKING SKILL IN A LARGE CLASS WITH STUDENTS IN NOVENO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “B” AT UNIDAD EDUCATIVA “RIOBAMBA”, CITY OF RIOBAMBA, CHIMBORAZO PROVINCE, DURING THE ACADEMIC YEAR 2016 – 2017”

As well as the contents, ideas, analysis and conclusions are those of the authors and correspond to the National University of Chimborazo.

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DEDICATORY

This thesis is dedicated to God, to my parents who gave me life and especially to my children who have been my support. I thank to my best friend my husband, because he has always been there in good and bad moments. This work is dedicated to all my whole family who helped me in my difficulties. Thank you very much to my English teachers for sharing their knowledge and experiences.

Martha Yolanda Siza Amaguay

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Sara Socorro Taday Tagua

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Martha Yolanda Siza Amaguay

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RESUMEN

El objetivo de la investigación fue describir el desarrollo de la habilidad de hablar en una clase con un alto número de estudiantes para sugerir algunas estrategias con el fin de enfrentar la problemática identificada y así mejorar las habilidades de comunicación de los estudiantes. La investigación pertenece al enfoque cualitativo pues se basa en observaciones en situaciones que permiten describir el comportamiento de los estudiantes con respecto a las actividades orales realizadas en clase, el método utilizado fue el etnográfico y la técnica para recopilar datos fue la observación directa. Los principales resultados evidencian que, las estrategias que la maestra usó para organizar la clase; así como también, las actividades propuestas cuando se practica la habilidad de hablar son apropiadas en la mayoría de las ocasiones, ya que el uso de las mismas genera mayores oportunidades para que la maestra monitoree, apoye y refuerce a los estudiantes, y; por lo tanto, logre estar en contacto con la mayoría de ellos. La maestra se muestra predispuesta para ayudar a los estudiantes, pero en el caso de los estudiantes parece no interesarles el esfuerzo que ella hace, ya que su trabajo individual es muy pobre, por lo que los objetivos de aprendizaje establecidos no se logran significativamente. Por lo que es recomendable que se apliquen estrategias que duren menor tiempo y algunas que fomenten el autoaprendizaje de los estudiantes en contextos extracurriculares, esta práctica contribuirá significativamente en el desarrollo de las capacidades de los estudiantes para usar inglés, de manera particular en el desarrollo de la destreza de hablar.

ABSTRACT

The aim of the research was to describe the development of speaking skill in a large class in order to suggest some strategies to face the identified problematic to improve the students' communication skills. The research belongs to the qualitative approach because it is based on in situ-observations to describe students' behaviour regarding to speaking activities performed in class, the method used was the ethnographic and technique to collect data was the direct observation. The main results evidence that, the strategies the teacher used to arrange the class; as well as, the activities proposed when practicing speaking are proper almost all the time, since the use of them generate more opportunities for the teacher to monitor, support and reinforce students, and; make it possible to be in contact with most of them. The teacher appeared to be very eager to help students, but in the case of students, it seems that they do not value all the effort their teacher is doing, since their individual work is weak, in consequence the established learning goals are not acquired meaningfully. It is advisable for the teacher to research for strategies which last less time, and others to foster students' self-practice in extracurricular contexts, it will contribute significantly in the development of students' capabilities to use English, particularly speaking.



Reviewed by: González Marcela
English Professor



CHAPTER I

1. REFERENCIAL FRAMEWORK

1.1. INTRODUCTION

One of the biggest challenges a teacher has to face is teaching speaking in large classes, in those with 30 or more students due to they do not have the opportunity to practice the language, in consequence, it results difficult for the students to develop their oral communicative competence.

With the objective of improving the students' communication skills, the Ministry of Education of Ecuador (2014) proposed a new Curriculum in the English area, which involves many demanding changes for the teacher as well as for students. Nevertheless, those changes do not consider factors like infrastructure and the suitable number of students a class would have, issues that have hindered the accomplishment of the curriculum targets.

This reality is reflected in the "Unidad Educativa Riobamba," which is located in Chimborazo province, in the city of Riobamba. Its mission is "To give integral education for children and youth in the first, basic and upper levels to form bachelors of Science, within a basis of loyalty to the institution, discipline and permanent practice of values." The population of this educational institution is constituted by 1300 students distributed in 900 women and 400 men, most of them from surrounding areas, there are 55 teachers for different areas of knowledge and 8 English teachers, 15 administrators and 4 cleaning staff.

There are various problems derived from large classes in the teaching-learning process, one of them is that they do not have the enough opportunities to interact in communicative activities, and furthermore the teacher does not know strategies for working with these large classes.

The research focuses on describing how large classes affect in the development of the speaking skill in English. This topic was chosen because the current educational system demands students to be able to communicate worldwide, besides it is linked to the Language Skills and English Teaching Methodology subjects, which from their approach suggest some classroom organization strategies to improve students' speaking capabilities.

The research belongs to the qualitative approach because it is based on in situ-observations to describe students' behaviour regarding to speaking activities performed in class, the method and technique to be used are the ethnographic and the direct observation respectively.

The importance of this study was evidenced in the effectiveness of the description of the strategies that the English teacher should use to develop the speaking skill of students at Noveno Año de Educación General Básica class "B", in the Unidad Educativa Riobamba, bearing in mind that in this institution most of the classes have more than 35 students each.

The present research has been organized in four chapters as follows:

Chapter I.- Contains the referential framework that covers the problem statement, objectives and justification of the problem, in which it is explained in detail the significance and the final target of the study.

Chapter II. - Contains the theoretical-scientific data of the research, an important factor that supports the analysis, discussion and interpretation of the obtained results.

Chapter III. – In this chapter it is explained how the research process was done, in other words, the design, type and level of the research, methodology and techniques used in the process of data collection, analysis and interpretation.

Chapter IV. - The conclusions and recommendations would be found in this stage. It contains the more important finding of the research obtained from the analysis and interpretation of the result.

1.2.PROBLEM RESEARCH

In large classes students do not have the opportunity to practice English in speaking activities in consequence their communicative abilities are weak.

1.3.PROBLEM DEFINITION

Speaking is considered one of the most challenging skills to acquire and it results even more when there are a big number of students in the class. In this context the students do not have the opportunity to practice the language consequently their speaking skill usually is weak.

Unfortunately, this weakness is evidenced in the students of Noveno Año de Educación General Básica class “B”, at Unidad Educativa “Riobamba”, the class is constituted by 46 students (19 boys and 26 girls) and it gives the impression that the teacher does not know strategies for dealing with this context and foster students to develop their speaking skill. This fact was evidenced after some observations performed in the classroom during the researcher’s pre-professional practices in the mentioned institution.

At the same time, it was noticed that the students are demotivated and usually get bored while doing speaking activities because they do not have the opportunity to practice and when the teacher asks to perform the speaking task they perform it using mostly Spanish.

For the exposed reasons the present research pretends to observe in detail how the big number of students affects the development of their speaking ability and then describe some useful classroom organization strategies which can help the teacher and students to work on this oral communication skill, becoming in this way the principal beneficiaries of the research.

The study is feasible due to the researchers along their career have acquired the necessary professional tools to perform the investigation, the participating institution authorities are opened and willing, the teacher and students are eager to participate, as

well. Besides, the study counts with the necessary bibliographic, technological and economic resources to overcome it successfully.

1.4.OBJECTIVES

1.4.1. GENERAL OBJECTIVE

- To describe the development of speaking skill in a large class with students in Noveno Año de Educación General Básica class “B” at Unidad Educativa “Riobamba”, City of Riobamba, Chimborazo Province, during the academic 2016 – 2017”

1.4.2. SPECIFIC OBJECTIVES

- To observe how the seats are distributed by teacher in large class when practicing speaking.
- To find out the speaking skill activities the teacher uses in large class.
- To identify the students’ behavior when practicing speaking skill.

CHAPTER II

2. THEORETICAL FRAMEWORK

2.1 BACKGROUND

At Universidad Nacional de Chimborazo, there is a similar research to the present, which is considered for building the theoretical bases of this study. This study is entitled as: “THE ANALYSIS OF THE IMPORTANCE OF CLASS SIZE ON EFFECTIVE TEACHING OF ENGLISH AS FOREIGN LANGUAGE WITH STUDENTS AT SEGUNDO DE BACHILLERATO GENERAL UNIFICADO “A” AT UNIDAD EDUCATIVA “SAN ICENTE DE PAÛL” IN THE CITY OF RIOBAMBA, CHIMBORAZO PROVINCE IN THE ACADEMIC TERM FEBRUARY -JULY 2016”, by Chacha (2017), who affirms that, “Class size affects to boost quality in teaching – learning process regardless of level of education. Class size causes difficulty to plan quizzes and test regularly. That is why; the teacher is not able to assess his teaching effectively”.

2.2 THEORETICAL FOUNDATION

2.1.1 CLASSROOM ORGANIZATION

Focus on the physical environment. Effective teachers organize a safe classroom environment. The Educational Review Office (1998) suggests for getting this goal teachers should strategically place furniture, learning centers, and materials in order to optimize student learning and reduce distractions. A classroom organization affects the physical elements of the classroom, making it a more productive environment for its users. How the classroom environment is organized influences the behavior in it. For example, maintaining folders for students to pick up missed work after being absent, specific places for other classroom supplies can have a dramatic effect on classroom organization and, consequently, on student learning. This idea is shared by Stronge (2002) and adds that, these procedures and a multitude like them are simple matters; they nonetheless can be essential components for a smoothly operating classroom

Kohn (1996) affirms that classroom organization is evident in a room even if no one is present. Furniture arrangements, location of materials, displays, and fixed elements are all part of organization. Effective teachers decorate the room with student work, they arrange the furniture to promote interaction as appropriate, and they have comfortable areas for working. At the same time McLeod (2003) complements that teachers also

consider student needs in arranging the room by leaving space for wheelchairs to maneuver; having walkways so students can access materials, with minimal disturbance to others; and organizing in such a way as to allow the teacher freely move around the room to monitor student progress. (Lynch, 2012).

2.1.2 THE TEACHER ORGANIZES IN LARGE CLASS WHEN PRACTICING SPEAKING SKILL.

Seating arrangements are very important to the classroom for interaction, atmosphere, and behavior. It is easy to take seating for granted, or only see the partial benefits it provides, but proper seating can be a useful tool to accomplish class objectives. McLeod (2003) proposes two styles to be used in the classroom: U-shaped, and cluster (groups/pairs). Each has their own pros and cons, and each should be weighed carefully to meet the objectives of the lesson and the style of the educator.

- a. The U-Shape** method of seating came into being and necessary when instruction moved from teacher centered to student centered classrooms. Although the date is not absolutely known, it has its roots in cooperative learning and is recognized as a seating upgrade to traditional rows in classes seeking to involve students more in the learning process.

Space and class size are major concerns for this style of seating. If the class size is over twenty, then the room needs to be fairly large to accommodate the U-shape. Also, more students create a larger U-shape that starts defeating the purpose as students move farther away from the board and educator. For larger classes, instead of one big 'U,' educators can create multiple smaller "U's" of five or six students. Interaction is greatly facilitated in this seating arrangement. All students are now in direct eye contact of the educator and fellow students, thus allowing for a more natural construct in which to communicate as an entire unit. Students are naturally engage as they feel part of a larger group instead of just a single speck within a large frame. Also, the educator can occupy the center of the group to do experiments or demonstrations so students can easily see and be engaged by the lesson. Another benefit to this arrangement, the teacher can use a talking instrument, such as a stick, and pass it around the group and have the student holding the item talk. This gives everyone an opportunity to speak and really

encourages the others to listen as they are looking eye to eye with the speaker. Psychologically, it is easier for a listener to tune out if they cannot see the person that is speaking; this arrangement encourages listening as the listener may not want to be perceived as rude.

Cluster seating is when the educator places the students in either groups or pairs. Along with U-shaped seating, this became a preferred arrangement of students that promoted cooperative learning, the students usually work as a group to do some work or assignment with the belief that the contribution of many allows a more complete product, since each can contribute something the others do not know. This seating arrangement can be implemented in small and large classes. A classroom set up in traditional rows can quickly be changed to cluster seating. The versatility of this arrangement is magnified as educators can have students work in pairs, and in the matter of seconds, have students form larger groups. In addition to this, each group can be assigned a higher-level student who can help instruct lower level students during activities or projects. Since the educator cannot be with every group, an assistant teacher in each group can be more beneficial for the class as a whole. Therefore, the educator just has to oversee the groups. Of course, this is not explained to the class, but kept secret as not to have students feel inferior to other students. Interactions with cluster seating the students listen to instruction as in traditional row seating, but operate within a small community. This can be beneficial to shy students or students who wish not to talk in a larger group. In addition, the smaller group allows students an opportunity to formulate beliefs, receive feedback in a relatively safe confine of a few, and practice voicing their thoughts before opening up to the whole class.

2.1.3 LANGUAGE SKILLS

Bailey (1999) states that language skills are vital in the sense that it allows people to be able to interact or communicate effectively for conveying a message. It is imperative to understand that language varies from one society to another depending on a particular group of people. Therefore, there are four language skills that are commonly used to be able to interact or communicate, these are listening, speaking, reading and writing. These four skills enhance the process of communication and the language skills.

2.1.4 SPEAKING SKILL

Arias (2014) defines speaking as the art of communications and one of four productive skills that have mastered in learning foreign language. A good speaking skill is the act of generating words that can be understood by listeners. A good speaker is clear and informative for this reason finds the important activities for developing the speaking skill

Speaking skill activities. - the strategies bellow have been proposed for addressing common challenges at the moment to practice speaking skill in large class of the teaching English language.

- a) **Short speeches:** are activities that the teacher may put in practice with the students with the aim to reinforce the ability to express their thoughts and emotions using sounds and gestures.
- b) **Gap activities:** According to Jeremy Harmer, the information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice, they represent real communication, motivation can be high, and they require sub-skills such as clarifying meaning and re-phrasing. Typical types of information gap activities you might find include; describe and draw, spot the difference, jigsaw readings and listenings and split dictations. (Harmer, 2012)
- c) **Role play:** adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. If the teacher believes that the activity will work and the necessary support is provided, it can be very successful. However, if the teacher is not convinced about the validity of using role-play the activity "will fall flat on its face just as you expected it to" (Ladousse, 1987).
- d) **Picture description:** Pictures are a great supplement to traditional teaching methods. Most students, regardless of cultural and language barriers, can comprehend a picture. Pictures can help reinforce vocabulary, literacy, reading comprehension and language skills when combined with a writing or speaking activity (Mills, 2015).

2.1.5 Behavior

Shah (2009) insists that behavior is observable outcome of the teacher that affects the student performance in different activities in the institution. Behaviors are the action, which is different at different time. There are three types of behavior, thinking, feeling and doing. The classification of thinking behavior is very important for learning process and it can be divided into three domains. These domains are cognitive, affective and psychomotor. Cognitive behavior consists on knowledge outcomes and intellectual abilities and skills. Affective behavior based on individuals hidden abilities likes, attitude, interests, appreciation and modes of adjustment. Psychomotor domain based on perceptual and motor skills

DiGuilio (2000) sustains that Classroom behavior is one of the trickiest issues teachers face in large class. Disruptive behavior results in lost curriculum time and creates a classroom environment that is not always conducive to learning. In fact, almost half the teachers polled said that discipline was a serious problem in their schools with large class. Not surprisingly, when the public was polled on the same issues, they ranked classroom control/discipline as the number one challenge. One key to nipping behavioral problems in the bud is to promote positive behavior before problems arise

Finally Stronge (2007) argues that a positive behavior determine to a great extent their effectiveness in the classroom and, teacher responsibilities that contribute directly to effective teaching and, the impact they have on student achievement in the large class:

a) Positive Behavior

Individual contributions and participation in classes

Respect for everybody's ideas and backgrounds

The negative behavior in the class is a disturbance in the teacher's work and disruptive to students' ability to learn. Disruptive behavior can have effects not only the classroom environment, but also on the school experience as a whole (Ministry of Education, Guyana, 2015).

b) **Negative Behavior**

The noise level in class is too high.

It is difficult to promote active learning in large classes when resources such as text books, story books, and flash cards, audio and video tapes are limited.

Not all students participate, due to being in a large class.

2.2 DEFINITION OF KEY TERMS

LARGE CLASS: large class is one with more students than the teacher prefers to manage and available resources can support, from this point of view, large classes usually are consider to pose insurmountable problems for teachers.

SKILLS: Refer to the ability to do something or an activity well in order to achieve a particular goal or task.

BEHAVIOR: Is a person's (or any other living organism's) response to stimuli. What happens in the brain, behavior is physical and observable.

SPEAKING: Is an interactive process of constructing meaning that involves producing and receiving and processing information.

ACTIVITY: The situation in which many things are happening or people are moving around.

CHAPTER III

3 METHODOLOGICAL FRAMEWORK

3.1. RESEARCH DESIGN

This research is descriptive with a qualitative approach because, it broadly described the development of speaking skill in a large class with students in Noveno Año. It was used the ethnographic method which helped to describe what is happening in this educational context. Moreover, the hermeneutic method was used for the collection and interpretation of bibliography to build up the theoretical framework and to scientifically analyze the empirical data obtained in the research process.

3.2. TYPE OF RESEARCH

Qualitative.- When working with social sciences like education; researches were interested in studying human behavior and the social world inhabited by human beings, found increasing difficulty in trying to explain human behavior in quantifiable, measurable terms. Qualitative research attempts to broaden and or deepen our understanding of how things came to be the way they are in our social world.

This is a qualitative research because it:

- Tends to focus on how people or groups of people can have (somewhat) different ways of looking at reality (usually social or psychological reality)
- Takes account of complexity by incorporating the real-world context – can take different perspectives on board.
- Focuses on reports of experience or on data, which cannot be adequately expressed numerically.
- Focuses on description and interpretation.

3.3. LEVELS OF RESEARCH

Descriptive research. - because was described the information and data about how large classes affect the development of speaking, for this it was necessary to observe how the teacher organizes the class, the activities and behavior of students when practicing speaking skill. The information was taken directly from the student of Noveno Año and the teacher. By the level of knowledge, descriptive research is very useful for adequately formulating problems.

3.4 METHODS OF RESEARCH

Ethnographic method. - It was suitable for the educational field; it was feasible with the explored problem in a direct procedure. This was the best way to find out what is currently happen in the field of research and the role of the teacher in this educational context.

3.5 POPULATION AND SAMPLE

The proposed research took place at Unidad Educativa “Riobamba” located in the City of Riobamba, Chimborazo province, with students of Noveno Año de Educación General Básica class “B”, constituted by 46 students and 1 teacher.

This population was chosen due to experiences lived by the researchers during their pre-professional practices, where it was identified that the students in large classes did not have the opportunity to practice speaking, in consequence their communicative abilities were weak. Furthermore, gave the impression that the teacher did not know strategies for dealing with this context and foster students to develop their speaking skill.

3.6 PROCEDURE

To proceed with this research, four phases were considered:

Preparatory phase. First it was considered the area of study, in which the problem fits, getting as a result the Languages Skills area, because, focuses on describing how large classes affect in the development of the speaking skill in English. Which was selected during the pre-professional practices in the last semester of the career. While carrying out the practicing period, gave the impression that the teacher did not know strategies for dealing with this context and foster students to develop their speaking skill.

To establish the problem definition three levels were taken into account: macro, meso and micro. First in micro level the scenery was chosen it is the Unidad Educativa “Riobamba” located in the city of Riobamba in Chimborazo province. Second the research was carried out with Noveno Año de Educación General Básica class “B” specifically, considered as the meso level of the research. Finally, the problem was defined at micro level, which is that in large classes students do not have the opportunity to practice speaking in consequence their communicative abilities are weak.

The macro level was gathered through interviews to the general authorities. The information at meso level was collected through an observation sheet. Among the seven qualitative methods the ethnographic and hermeneutic were selected.

The Unidad Educativa “Riobamba” is an institution with vision and social commitment always looking for implementing new techniques in benefit of its students.

This study is into the Language Skills area, reason why for collecting the information the researcher had access to carry out this research because of its permission to perform her pre-professional practices into this institution. The headmaster gave the authorization and support to apply the corresponding instrument into the classroom. There was the necessary support from every one of the members at Unidad Educativa “Riobamba” to reach the success during this research.

The contact with every one of the participants was face to face. Having the opportunity to talk with the English teacher about the main objective of this study and asking about her help in order to observe her performance during a class and the activities related with Speaking Strategies used as a class exercise to improve the oral communication. Therefore, with her approval my participation was active, during the application of the instrument.

At the beginning of the project a descriptive observation was developed, the institution as a great scenery was observed with each one of the things involved on it, it means infrastructure, teacher’s staff, students, technology, and curriculum, to carry out this part, an interview was used with the aim to get the necessary information about this institution. After that Noveno Año de Educación General Básica class “B” was found out to know specific aspects.

3.7. Work Field

Upon completion of the first observation guide draft, had to correct some minor adjustments on wording based on discussion with our tutor, nevertheless getting at the end the necessary agreement to continue with the next part of this research

The data was obtained through an observation sheet, was based on eight criteria which were directly taken from the theoretical framework; it was applied to the population of this study.

To obtain the authorization was necessary to talk with the headmaster of the institution who gave the permission and support to apply the corresponding instrument into the classroom. There was the necessary support from every one of the members at Unidad Educativa “Riobamba” to reach the success during this research.

The contact with every one of the participants was face to face. Having the opportunity to talk with the English teacher about the main objective of this study and asking about her help in order to observe her performance during a class and the activities related with speaking strategies used as activities to develop this oral skill into the classroom with her students. Therefore, with her approval we introduced ourselves and started the activity. Our participation was non-active.

The aspects specifically observed were related with the speaking strategy used with large class as exercises to develop speaking skill such as: The U-Shape, Cluster seating and others. Some other information like type of school, number of students, where they come from, number of teachers, and professional background were investigated in order to have a perfect background of the place of research.

The results reflected that the that the teacher did not know strategies for dealing with this context and foster students to develop their speaking skill, therefore they rarely have the opportunity to develop their oral Skills in real life situations and contexts, therefore the students were demotivated and usually got bored while doing speaking activities because they did not have the opportunity to practice and when the teacher asks to perform the speaking task they perform it using mostly Spanish.

The information was gathered from observing the English class when the teacher planned to work speaking strategies to improve oral communication with students in a large class. The researchers attended the class and used an observation sheet, which was applied to the population during this period in order to obtain meaningful information about the speaking strategies to develop oral communication in a large class. Once the instrument was applied and completed, the researcher left the institution and thank for all the cooperation and support in each one of the research steps. Then all the information collected was critically analyzed, after that the description of the obtained results was done, at that time, the results were analyzed and interpreted based on the theoretical framework giving as a result the conclusions and recommendations of this investigation.

The sources used for this research were taken from of a series of selected documents, online information and some experiences of professional in the area of the investigation with the objective of collecting the most relevant and useful information to develop the theory sustaining the research.

3.8. TECHNIQUES AND INSTRUMENTS FOR DATA COLLECTION

3.8.1. Techniques

Observation: It was applied to students at Noveno Año de Educación General Básica class “B”, with the purpose of identifying the principal problems they have when developing speaking skill in large class.

Instrument

Observation sheet: it was developed considering aspects about working speaking skill with large classes, it is based on eight criteria which were directly taken from the theoretical framework; it was applied to the population of this study.

3.9. DATA PROCESSING AND ANALYSIS TECHNIQUES

- Description of the obtained data
- Analysis of data based on the theoretical framework
- Conclusions and recommendations

CHAPTER IV

4 INTERPRETATION OF THE DATA

After the observation phase, it was noticed that the problems regarding large classes and speaking development are marked in the study population; in other words, they are not only related with how the teacher arranges the class, the speaking activities she proposes or the behavior the students have in English classes. There exist other factors which affect the current development of the speaking skill in this kind of classrooms, for instance the weak infrastructure, the heterogeneous levels that students have and the English class hours they receive by week.

Even though it was discovered, the problematic presented before, this research focus to deeply cover the factors related with the three specific objectives explained as follows:

4.1.2. INTERPRETATION OF INFORMATION ABOUT THE DEVELOPMENT OF SPEAKING SKILL IN LARGE CLASS WITH STUDENTS IN NOVENO AÑO DE EDUCACIÓN GENERAL BÁSICA CLASS “B”.

Table 1

OBJECTIVES	ITEMS	GATHERED RESULTS	ANALYSIS AND INTERPRETATION	CONTRAST WITH THEORY
<p>1. To observe how the teacher distributed the seats in large class when practicing speaking.</p>	<p>The u-shape classroom organization strategy is used by the teacher</p>	<p>This activity was reality useful for the teacher to monitor and support the students speaking ability, but at the same time, it was noticed that students usually do not pay attention when the teacher is explaining the instructions, in consequence the final target not always was accomplished.</p>	<p>Due to students are not accustomed to this kind of environment, they tend to talk with the students next to them; therefore, they did not pay attention to the teacher’s instructions. In consequence, the students generally could not carry out the activities as the teacher proposes. An advantage when using this strategy is the facility that the teacher had to individually monitor and</p>	<p>The U-Shape method of seating is recognized as a seating upgrade to traditional rows in classes seeking to involve students more in the learning process (McLeod, 2003).</p>

			support weak students. It was possible to say that even the teacher did not obtain the desired results, she started applying different strategies mainly based on the learner centered approach.	
	Cluster seating	It was observed that the teacher mostly uses the cluster seating strategy for working in speaking activities in some cases she asked students to build up groups by affinity and in other cases she decided who are in the groups trying to have a high level student in each one of them.	This strategy benefited to both teacher and students, to the teacher because she had the control over all the students' performance, through the leader she assigned to each group and had more time to individually help weak students. In the case of the students, they had the opportunity to practice with their English, since their	Cluster seating is when the educator places the students either in groups or pairs. Along with U-shaped seating, this became a preferred arrangement of students that promoted cooperative learning, the students usually work as a group to do some work or assignment with the

			level of anxiety decreases compared when they had to speak with their teacher or in front of the class; furthermore, with this strategy to arrange the class, the students had the opportunity to support and be supported by others. Fact that demonstrate that the teacher followed the principals of the scaffolding approach.	belief that the contribution of many allows a more complete product, since each can contribute something the others don't know (McLeod, 2003).
OBJECTIVES	ITEMS	GATHERED RESULTS	ANALYSIS AND INTERPRETATION	CONTRAST WITH THEORY
2. To find out the speaking skill activities the teacher uses in large class.	Short speeches	There were a variety of shorts speeches proposed by the teacher and stablished in the workbook, it could be noticed that with these kind of activities most of the students	The speeches presented in the workbook were useful to have students practicing speaking. It was evidenced that learners enjoy when doing this activities, since	A short speech is not necessarily a good speech, but a short speech has several advantages over a long

	<p style="text-align: center;">Gap activities</p>	<p>actively participated.</p> <p>Regarding to the Gap activities, since they demand more time, planning, and the students' willingness to perform the tasks, the teacher hardly ever used them.</p> <p>Picture describing was widely used as usually the lessons presented in the workbook start with activities in which students have to talk</p>	<p>they are easy, fast and interesting. It was also noticed that, in this tasks most of students want to participate and start speaking at the same time generating a terrible noise, which disturbs the class harmony.</p> <p>When the teacher proposed an information gap activity the results were not so favorable, most of the students were not able to perform long dialogues and while a group was presenting the activity the rest did not pay attention. It was identified too, that students do not practice</p>	<p>speech. (Witt, 2014)</p> <p>According to Jeremy Harmer, information gap activities are useful for various reasons. They provide an opportunity for extended speaking practice.</p> <p>Picture description: Pictures can help reinforce vocabulary,</p>
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	<p>Picture describing</p> <p>about pictures.</p> <p>In the case of Role Plays along the time the observation was carried out, it could not be possible to determine if they help or not to de development of the speaking skill in large classes due to the teacher did not used them. Finally and idem to short speeches.</p> <p>Role play</p>	<p>English at home; they only do in class and with simple activities like short speeches and picture describing. These two strategies helped the teacher to have students practicing at least in class.</p> <p>Regarding to role-plays it was not possible to describe its effectiveness in this class because the teacher did not apply this strategy along the time the observation phase was carry out.</p>	<p>literacy, reading comprehension and language skills when combined with a writing or speaking activity (Sara Mills 2015).</p> <p>Role play: adds variety, a change of pace and opportunities for a lot of language production and also a lot of fun! It can be an integral part of the class and not a 'one-off' event. (Gillian Porter Ladousse 1987).</p>	
OBJECTIVES	ITEMS	GATHERED RESULTS	ANALYSIS AND INTERPRETATION	CONTRAST WITH THEORY
3. To identify the students' behavior	Individually contribute and participate in classes	The problem appeared to be the students' willingness to perform the activities, due to	Idem to what Stronge (2007) suggests, the teacher shares the philosophy that a	A Positive behavior determine to a great extent the effectiveness

<p>when practicing speaking skill.</p>	<p>Respect everybody's ideas and backgrounds</p> <p>Respect teachers' instructions and turn taking.</p>	<p>the number of learners they got easily get distracted, and not all of them contribute in the class.</p> <p>In some cases, they laugh about their English' ideas or presentations, and it results difficult for the teacher to identify the responsible students because of the number of students in class.</p>	<p>good behavior contributes directly to effective teaching. At the same time, she worries to use innovative methodologies to help students develop their speaking skill, tries to arrange the class in the way that all of the students can have the opportunity to participate and be supported by the teacher. She respects their students and does lot of efforts to make her students speak in English.</p> <p>Unfortunately, the students' behavior did not help to accomplish this goal. They easily get distracted and when the teacher is</p>	<p>in the classroom and, the teacher's responsibilities that contribute directly to effective teaching and, the impact they have on student achievement in the large class (Stronge, 2007).</p> <p>The negative behavior in the class is a disturbance in the teacher's work and</p>
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			<p>supporting a specific student; they generally did other activities or other subjects' homework.</p> <p>In consequence, the learning outcomes are hardly accomplished.</p> <p>It was possible to affirm that even though the results were not what the teacher expects; the speaking level of students has been improved in some way.</p>	<p>disruptive to students' ability to learn. Disruptive behavior can have effects not only the classroom environment, but also on the school experience as a whole (Ministry of Education, Guyana, 2015).</p>
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By: Sara Taday and Martha Siza

Source: Gathered information in the process of investigation.

5. CONCLUSIONS AND RECOMMENDATIONS

5.1 CONCLUSIONS.

- The strategies the teacher used to arrange the class when practicing speaking are proper, since they increase the space the teacher has to monitor, support and reinforce students, and make it possible to be in contact with all of the students even though the big number of students in a single class.
- The speaking activities proposed by the teacher such as: information gap, role play and picture description are completely acceptable for this skill, but they should be reconsidered when applying in large classes; in particular, those long activities, which hardly ever the teacher can evaluate to all of the students.
- The students do not value all the effort their teacher is doing, since their individual work is really weak, in consequence the established learning goals are not acquired meaningfully.

5.2 RECOMMENDATIONS

- The teacher should continue applying these innovative strategies bearing in mind that success always come after long and hard processes.
- The teacher has to improve her capabilities to manage the class in order to make all of the students participate and to deal with the noise and distraction that affect the learners' performance.
- The teacher should seek for strategies or policies that foster students' self-practice in extracurricular contexts, it will contribute significantly in the development of students' capabilities to use English.

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5.4 ANNEXES

ANNEX 1: Observation Sheet (Researchers' instrument)



UNIVERSIDAD NACIONAL DE CHIMBORAZO



FACULTAD DE CIENCIAS DE LA EDUCACIÓN, HUMANAS Y TECNOLOGÍAS

CARRERA DE IDIOMAS

OBSERVATION SHEET

Objective: To gather information about the development of speaking skill in large class with students in Noveno Año de Educación General Básica class “B”.

Instruction: Tick the statements observed in the class.

N°	INDICATORS	Always	Sometimes	Never
1	The u-shape classroom organization strategy is used by the teacher.			
2	Teacher uses the cluster seating arrangement.			
3	Teacher practices short speech with students.			
4	Students develop gap speaking activities.			
5	Teacher uses role plays to practice speaking.			
6	Teacher uses picture description for practicing speaking.			
7	Individually contribute and participate in classes.			
8	Respect everybody's ideas and backgrounds.			
9	Respect teachers' instructions and turn taking.			

Done by: Martha Siza and Sara Taday

Source: Gathered information from the theoretical framework

ANNEXES 2: Photos



1. Picture description activity



2. Short speech activity in front of the class.



3. Role play in groups of four



4. Individual information gap activity.