UNIVERSIDAD TÉCNICA DEL NORTE

INSTITUTO DE POSTGRADO

MAESTRÍA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS -MENCIÓN INGLÉS

Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura.

A Master Thesis

Submitted in Partial Fulfillment of the Requirements for the Maestría en Pedagogía de los Idiomas Nacionales y Extranjeros: Mención Inglés

AUTHOR: Dany Maribel Espinoza Calderón

DIRECTOR: PhD. Lorena Isabel Toro Mayorga

IBARRA -   ECUADOR

2021

UNIVERSIDAD TECNICA DEL NORTE
BIBLIOTECA UNIVERSITARIA

AUTORIZACION DE USO Y PUBLICACION
A FAVOR DE LA UNIVERSIDAD TECNICA DEL NORTE

1. **IDENTIFICACIÓN DE LA OBRA**

En cumplimiento del Art. 144 de la Ley de Educación Superior, hago la entrega del presente trabajo a la Universidad Técnica del Norte para que sea publicado en el Repositorio Digital Institucional, para lo cual pongo a disposición la siguiente información:

DATOS DE CONTACTOS	
CEDULA DE IDENTIDAD:	1003233424
APELLIDOS Y NOMBRES:	ESPINOZA CALDERÓN DANY MARIBEL
DIRECCION:	IBARRA/ AZAYA
EMAIL:	dmespinozac1@utn.edu.ec
TELEFONO FIJO:062546-736	TELEFONO MOVIL: 0995654758

DATOS DE LA OBRA	
TITULO:	"TEACHING STRATEGIES TO DEVELOP SPEAKING SKILLS CONCERNING CONTEXTUAL FACTORS A COMPARISON BETWEEN URBAN AND RURAL SCHOOL TEACHERS FROM IMBABURA"
AUTOR(ES):	ESPINOZA CALDERÓN DANY MARIBEL
FECHA: DD/MM/AAAA	22/07/2021
SOLO PARA TRADAJOS DE GRADO	
PROGRAMA:	☐ PREGRADO ☒ POSGRADO
TITULO POR EL QUE OPTA:	MAGISTER EN PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS MENCION: INGLES.
DIRECTOR:	PhD. LORENA ISABEL TORO MAYORGA

2. **CONSTANCIAS**

El autor manifiesta que la obra objeto de la presente autorización es original y se la desarrollo, sin violar derechos de autor de terceros, por lo tanto, la obra es original y que es el titular de los derechos patrimoniales, por lo que asume la responsabilidad sobre el contenido de la misma y saldrá en defensa de la Universidad en caso de reclamación por parte de terceros.

Ibarra, a los 22 días del mes de julio de 2021.

EL AUTOR:

(firma)………………………………………….

Nombre: Dany Maribel Espinoza Calderón

Thesis director Certification

After being appointed by the Honorable Board of Director of the Master Institute of Técnica del Norte University in Ibarra city. I have accepted to participate as Thesis Director of the research work: "**Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura**". An investigation carried out by Espinoza Calderón Dany Maribel, prior to obtaining the master's degree at Master in Pedagogy of National and foreign Language, English Mention.

As a direct witness and co-responsible for the development of this research work, which gather the sufficient requirements and merits to be publicly supported in court to be timely selected.

It is everything that I can certify in honor of truth.

PhD. Lorena Isabel Toro Mayorga
Thesis Director

UTN
IBARRA - ECUADOR | Instituto de Posgrado

Tribunal Approval

The members of the Tribunal approve on behalf of the Técnica del Norte University the undergraduate work, with the topic: **"Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura".** Made by Espinoza Calderón Dany Maribel, prior to obtaining the Master degree in Master in Pedagogy of National and Foreign Languages. English Mention.

For constancy sign:

MSc. Fernando Flores
PRESIDENTE/A DEL TRIBUNAL

PhD. Lorena Toro Mayorga
TUTOR/A

Msc.Sandra Guevara Betancourt
MIEMBRO DEL TRIBUNAL

DEDICATION

I always believe that the only limit for anybody is the sky and to get all what every person dream is thanks to the support of family. And definitely, I could not get that important success in my life without the their daily encourage. Thus, the present work I primarily dedicated to my little daughter who could not share some important moment with me because I was doing my academic duties, also to my mom, who always help me and does a lot of effort to support my studies, and of course to my sisters and my brother the ones who unconditionally help me and do not let me give up to get my goals.

D. Maribel Espinoza

ACKNOWLEDGEMENTS

INDEX CONTENT

ABSTRACT

This research focused on determining which strategies are suitable for English teachers to develop speaking skills in urban and rural contexts. The study was carried out through the mixed approach to guarantee the validity and truthfulness of the research data based on phenomenology and the comparative method. In the quantitative approach, a survey was applied to ten English teachers, five from the rural and five from the urban environment; this tool helps to understand the tendency to apply speaking strategies that the teachers use. While the qualitative consisted of applying an interview to the same ten English teachers, it helps confirm or contrast the survey data and knowledge in profound teachers' perspective of their workplace context. The results show that even teachers mention particular realities in each place, they tend to use the same strategies with their students. For example, in urban areas, English teachers deal with big class sizes, students' misbehavior, and lack of family involvement. In rural institutions, the problems are lack of adequate infrastructure, lack of technology, difficult work attendance, and parents and students may consider English learning as impractical or useless. And on the contrary, the advantages are an open character and fair physical conditions of infrastructure in city schools, but in non-city institutions, close contact with parents and students, and bilingualism. Consequently, based on all the research and data collection it was designed an English-speaking strategy training course for rural and urban teachers, suggesting some practical activities to develop oral competence in students that can fulfill the particular situation of the context.

Key words: rural, urban, context, challenges**,** speaking skills.

RESUMEN

Esta investigación se enfocó en determinar que estrategias son más favorables para desarrollar la destreza oral en contextos rurales y urbanos. El estudio se desarrolló mediante el enfoque mixto para garantizar la validez y veracidad de los datos basado en los métodos fenomenológicos y comparativos. Mediante el enfoque cuantitativo fue aplicado una encuesta a diez docentes de inglés, cinco de la zona rural y cinco del área urbana, este instrumento ayudo a entender la tendencia de los docentes por la aplicación de estrategias orales. Mientras que basado en el enfoque cualitativo se aplicó una entrevista al mismo número de decentes, la misma que ayudo a confirmar o contrastar la información obtenida en la encuesta y a su vez conocer en profundidad la perspectiva de los docentes sobre su lugar de trabajo. Los resultados muestran que los docentes enfrentan diferentes realidades en cada contexto, por ejemplo, los docentes del área urbana mencionan clases con gran número de estudiantes, indisciplina de los estudiantes y falta de interés por parte de los padres. Al contrario, los docentes rurales se refieren a la falta de infraestructura adecuada, falta de equipo tecnológicos, difícil acceso al lugar de trabajo, y que padres y estudiantes no le dan mayor importancia al estudio de un segundo idioma. Sin embargo, también se determinan ventajas en la parte urbana se cuenta con condiciones físicas de la infraestructura aceptable, y los estudiantes tiene acceso a las redes sociales, en caso de la zona rural los docentes cuentan con contacto cercano con estudiantes y padres de familia así la existencia de estudiantes bilingües. Por lo tanto, en base a los hallazgos se diseñó un curso de capacitación a docentes de Ingles tomando en cuenta las fortalezas y debilidades para poder sugerir estrategias para desarrolla la destreza oral en los estudiantes de acuerdo a su contexto.

Palabras claves: rural, urbano, contexto, desafíos, destreza oral

CHAPTER I

1.1. Introduction

Talking about English as a second language implies a lot information about several conditions that help or affect the practical process of developing speaking skills. Considering that without good communication is difficult for people to interact with others, English is one of the most common languages worldwide. According to the environment and researcher interests, the study of quality in education requires innovative questions, time, and commitment. It will ever be an exciting topic for researching projects.

This research aims to connect two aspects of teaching contextual factors and speaking strategies teachers use in different settings, rural and urban. Hence, this investigation's primary approach focuses on the socio-cultural approach; it analyzes the influence of the context in the environment and human social behaviors. On the other hand, to establish the importance of collaboration and interaction when students do speaking activities, it is important to analyze the cooperative learning approach and support applying speaking strategies to develop the oral competence for foreign language in learners.

The first chapter will describe the problem, establish the research questions explaining the doubts that awaken this investigation's purpose, explain the justification of the significance, and outline the objectives that support this research. Chapter two presents essential background information that is a significant contribution to this research. The deeply analyzed theoretical

framework will guarantee and enrich the topic's perspective and support some statements with expert opinions and then connect with the local reality where this investigation will be applied. Chapter three outlines the methodology applied in this investigation, which mainly focuses on determining English teachers' strategies used in rural and urban classrooms—using the qualitative, quantitative approaches, phenomenology, comparative designs, the research tools to gather information are questionnaire and semi-structured interviews.

Chapter four contains information related to finding and results gathered in applying the survey and an interview with the ten participants of this research.

Chapter five presents the proposal, which is a training module about the most suitable speaking strategies that English teachers can use considering their actual situation or context.

And finally, chapter six will present a conclusion and recommendation from the result and findings in the questionnaire and interviews.

1.1. Problem description

Some researchers in the education area wonder why rural students' English comprehension level is worse than the level of urban students. According to Akareem and Hossain (2016), many factors may affect the students' performance, like family and financial factors, logistic support, less qualified teachers, and good books. Those aspects contribute to the differences in the English language between students in rural and urban areas. "Some variation that also influences

the students are geographic location, incomes, accessibility of technology, and the quality of teachers" (Hossain 2016, p. 1).

In this research, the English teachers' experiences are the investigation object: how their knowledge and strategies related to students' speaking development. According to Bekes (2016), who wrote about teaching English in Ecuador, most teachers must pass some requirements to obtain their jobs, such as psychometric, personality, and knowledge tests. That indicates that there are the same qualified English teachers in rural and urban areas, but the question remains why the English level is different in those areas.

The magazine for English language teachers includes an article by Erzsebet Bekes about the real situation of the English teaching process in Ecuador and states that.

"The government is improving language proficiency levels and requires that English should be taught from Grade 2, rather than Grade 8 as before. As a result, there is a huge demand for well-trained English teachers everywhere: not just in the largest cities like Quito, Guayaquil, and Cuenca, but in small towns and even in the Amazonian jungle!". (Bekes,2016, p.1).

Another essential input to this research line is what Tehseen said, "school teachers' performance is contingent upon intrinsic and extrinsic motivation if there is the management of good personnel, good infrastructure and culture climate, teaching materials, and good supervision" (2011, p. 4). Sometimes rural teachers must travel long distances, or live in the

community, spend money on transportation or rent, do not have enough planning time, do not share with their families and their duties, etc.

Clopton and Knesting (2006), quoted by Boix et al., said that "when we compare the rural education with the urban educational context we can realize that more resourceful in terms of various aspects." For example, accessibility, budget, technology, courses, special programs, extra-curricular activities, and specialized staff, like school psychologists" (Boix, Champollion, & Duarte, 2015 p. 34).

Thus, it is crucial to investigate the particular situation in urban and rural schools regarding English speaking skills in Imbabura. English teachers may have preferences for specific strategies to encourage students to achieve and effective oral production.

1.2. Research Question

When the study's attention is a second language like English, we find several situations that affect the teaching process. Without a doubt, English teachers play an essential role in that reality. For instance, Peiser and Jones (2014) inquire about the relation between teacher's specific factors and contextual factors that incorporate the intercultural understanding of teaching. Similarly, this research aims to consider particular teaching conditions to answer How do contextual factors such as the school's urban or rural character relate to foreign language teaching strategies to develop speaking skills? And what are the differences between rural and urban English teachers concerning context factors and speaking teaching strategies?

1.3. Justification

Thinking about a topic to research is not an easy task; several education themes certainly are exciting that deserve a close understanding. However, considering that teachers have an essential role in the learning-teaching process, it is relevant to understand what happens with English teachers in different work contexts and develop effective speaking strategies to work with their students facing particular job situations.

Indeed, considering rural and urban education, we can find a lot of research that supports various points of view about what students and teachers experience every day, especially when the interest is about inequalities within the education system. Even though Ecuador does not have the best education situation, urban schools usually have better infrastructure and laboratories. Most urban students have ambitious futures perspectives compared to rural students, where a great part of schools is not in good conditions. According to Vos and Ponce (2018), some factors show gaps between rich and poor, rural, and urban areas, indigenous, black, and mestizo population groups in Ecuador, which is an overview of the contextual situation that many English teachers face in the place where they have to work.

Additionally, this research aims to identify common problems that many English teachers may face in their job contexts and apply suitable strategies according to this particularity and reality. This research can point to other interesting research questions to understand English proficiency in rural and urban areas. Goh and Burns (2012) said that speaking skills play an essential role in communication. It can facilitate language acquisition and development; even

listening, writing, and reading skills are crucial for communication. It is impossible to talk about a real people interaction without speaking.

1.4. Significance

This research's development is significant because it looks for improving language teaching, especially in speaking skills, highlighting the disadvantages in the context that may affect the final product, that learners can speak and effectively use the foreign language.

The academic purpose of this research is to propose a training course for urban and rural teachers to advance in material, environmental considerations, teaching management activities considering the number of students, electronic gadgets, etc., that will help individuals' language to improve their language teaching.

This research is socially relevant because it will reflect how rural English teachers face different realities and try to fulfill the national curriculum requirements, applying effective speaking strategies to help that Ecuadorian student to produce the second language orally. Finally, this project may show important information that helps understand problematic situations in different contexts and suggest future research.

Besides, this project will help us to understand, with the observation, how English teachers deal with their real contextual factors and, according to the result, prepare a training workshop that will suggest educators how to use the most suitable speaking strategies according to their situation.

The proposed study also directs an innovative methodology that will serve future researchers and investigations. The information was gathered from the participants using qualitative and quantitative approaches through phenomenology and a comparative design embracing virtual applications like Microsoft Teams and Microsoft forms.

1.5. Objectives

1.6.1. General objective

Identify how contextual factors such as the urban or rural character of the schools relate to foreign language teaching strategies to develop speaking skills.

1.6.2. Specific objectives

- Select informants from rural and urban schools from the selected area to gather information.

- Analyze the teaching context and English teachers' speaking strategies, establishing differences and or similarities between rural and urban teachers.

- Develop a proposal for a training module to improve English language teaching according to the context in order to reduce inequalities among rural and urban teachers.

CHAPTER II

THEORETICAL FRAMEWORK.

2.1.   Generalization of the Ecuadorian system administration

Van, Aguerrondo, et al. (2015) states that in 2012 the Ministry of Education in Ecuador divided the educational system administration into the following structure: nine zones which are grouped by bordered regions and provinces, 140 districts, which manage the public and private educative issues, and these offices are in the capital of the principal city of the province, and 1117 circuits that cope with schools or high schools depending to the numbers of institutions located in a specific area, However, urban and rural institutions in the same country, province, or region could vary significantly. According to Moulton (2001), rural schools in low-income nations frequently suffer because they are located far away from the Ministry of Education's central offices, zones, districts, and circuits that distribute instruction and resources. For instance, books, professional training, technology sources, among others, are insufficient. Moreover, it could be one reason why providing a good-quality education is more difficult in rural areas than in urban contexts.

Ecuador's education system has different conditions depending on the rural and urban context. Furthermore, it is vital to analyze how to develop these foreign language acquisitions in these particular areas based on second language teaching approaches.

2.2.   Approaches to teaching English

The second language teaching approaches are based on two essential theories: first, the theories of language, and second, learning theories. The first group is related to how the language is perceived and used, and the second group is based on the psychological and social context and conditions that promote learning (Tavakoli & Jones, 2018). These two theories originate from some approaches; however, this research presented some of them focusing on this investigation's purpose.

Table 1*:* Second Language Teaching Approaches

Psycholinguistic approaches	Communicative approaches	Critical approaches
It establishes that language is a set of words and structures governed by some rules and principles stored in each learner's mind.	It states language as a tool for meaning-making and communication. The rules and principles are acquiring through the use of language.	Language is situated usage shaped pervasive social, cultural, and political ideologies and forces, empowering some people and marginalizing others.

Note: Information adapted from Hawkins, 2011 quoted by Mattos (2018)

It is essential to support the information and the future proposal project in two crucial socio-cultural and cooperative approaches.

2.2.1. Socio-cultural

The socio-cultural approach studies the linguistics use concerning the social and cultural context. It suggests that language practice situates meaning-making, meaning -construction instead of not just based on oral communication. For example, it considers that gestures and facial expressions transmit meaning; in contrast, vocabulary and structure are not so crucial if it is not understood when, where, and the purpose in the local context. There are specific languages and ways of communication, depending on the culture and environment where the schools are (Hawkins, 2010).

Furthermore, Hawkins (2010) affirms that this approach, which is close to the one Lev Vygotsky developed and it is well-known as the theory of Zone Proximal Development (ZPD). It has two key phases that might guide teachers to structure classrooms adequately to support English learners and states two considerations.

The first consideration states that the learning process depends on social interaction when students make concepts of the language through scaffolded meaning and negotiation of the new

language with others. Additionally, the success of the learning process is throughout the classroom environment, located in teachers, staff, students, texts, and other resources; in that way, learners come to understandings of school-based practices, with the use mediated by and through books and materials" (Hawkins, 2010, p.99).

Second, it is difficult for the teachers to realize what occurs inside the class as separate and different from what appears outside the level. "classrooms are places where students come together to engage in specific kinds of activities mandated by schools" (Hawkins, 2010, p.99). For instance, it is essential to realize that teachers, students, authorities, and all of the education school members come with their own background experience, knowledge, and meaning are build up relating the new language with the previous one bringing the words of home with school. Additionally, that labor socio-cultural with learning teaching works are not tricky and suggest that teachers can achieve that "through typical multicultural events such as potlucks, acknowledging cultural holidays and celebrations, and displaying ethnic/ cultural music, dances, and costumes" (Hawkins, 2010, p.100).

Consequently, the socio-cultural approach argues that teachers may consider that learners come to class without previous knowledge; however, it is wrong because each student has the experience, language skills, and other aspects of her community. For instance, rural teachers may be an advantage of their students' environment because they spend time in the place where their students interact and share some community events with them, giving them the chance to know the historical and cultural backgrounds, knowledge, and experience.

2.2.2. Teachers and students' roles in the socio-cultural approach

The primary participant in a pedagogical process, the teacher, designers, and students, are crucial in teaching and learning development. Thus, it is important to summarize each of these people plays a role in the contest of socio-cultural perspective.

Table 2: Teachers and students' roles

Teachers role	Students roles	Designer roles
• Teachers help learners solve problems, determine goals, gather resources, and participate in the community. • The teacher helps each learner work in a personal way toward his/her own goals.	• Learners collaborate in the learning process and have an equal role in setting goals. • Learners are responsible for determining their personal goals and the learning processes to achieve goals based on their prior knowledge and experience. • Learners make most of the decisions related to what to learn, how to study, and which resources to use.	The instructional goals designer come from: • Real problems, cases, or projects within the community of practice to which the learner belongs • Learner problems and aspirations within their community

Note: Information adapted from (Grabinger, Aplin, & Ponnappa-Brenner,2007, p.7)

2.2.3. Contextual Factors in EFL Teaching-Learning Process.

This research presents factors that will significantly influence the EFL teaching-learning process concerning rural and urban areas' real situations. These factors are in socio-cultural challenges and teachers that affect the language used in the classroom, how teachers are involved in the teaching process highlighted in teachers' classrooms changeless. Finally, learners' motivation must be affected by teachers' self-efficacy (Shah 2013).

In urban or rural schools, the education process' the socio-cultural is a set of exchange of interaction or information between teachers and students according to the particular context following some social and cultural rules. Tudor (2001) affirms that community belief and behavioral norms influence the classroom. The context is diverse and depends on either the social or cultural situation for learners' and parents' expectations and assumptions; institutional authorities' policies may influence the classroom environment and teacher-student interaction.

For (Shah 2013, p. 106), "socio-cultural role in the development of learners, as well as the teaching practice, classroom environment, and learners, progress related to an acquisition of a foreign language".

However, Fagan, who is quoted by Shah (2013), asserts that the teaching-learning process of a foreign language cannot limit to any periphery of the classroom because this process occurs through social interaction outside of a specific context. Language teaching links the outside context with the experience inside it because life out of the school has an important effect on teachers' and students' interactions. There are significant numbers of students who learn English on the street more than in classrooms" many learners do not learn languages in classrooms; they understand them more or less well or poorly, on the street, in the community, and the place of work" (Shah, 2013, p. 107).

For instance, in Ecuador, look rural or urban students who cannot perform using the foreign language as the National Language Curriculum expect because the strategies are not according to the context. Alshumaimeri, cited by Al-Nasser (2015), affirms that teachers have pointed out that students leave high schools without the ability to carry out a short conversation.

In conclusion, the socio-cultural approach argues that teachers need to apply the appropriate skills according to the place where she is, like the place where the school is, and link the science with social and cultural community aspects, performing those skills both inside and outside the classroom. Therefore, foreign language teaching must be related to the students' actual situation and connected with students, parents, authorities, and teachers' expectations of teaching goals.

2.2.4. Teachers' self-efficacy

(Skaalvik & Skaalvik, 2010) defines teachers' self-efficacy as the individual teachers' belief about their ability to design, order, and develop their activities required to achieve the educational aims. Bandura, quoted by (Skaalvik, & Skaalvik, 2010), states that teachers' self-efficacy is not just the ability to conduct effective teaching; when they succeed in classroom management, the teaching-learning process occurs source classification parental involvement in

academic activities. Additionally, the same author quoted four reasons that Bandura refers to how self-efficacy happens:

First, mastery experiences refer to performance; second, vicarious experiences refer to observing other models and comparing with other people; third, verbal persuasion refers to feedback about performance and fourth, a physiological state that refers to emotional and biological states (p.1060).

In the same way, Bandura recommends items that can help to measure teachers' self-efficacy; the first item." should contain verbs kike "can" or "be able to" because self-efficacy is concerned with the perceived capability of each one. Second, we should understand the statement "I" because the goal is to assess each teacher's subjective belief about their capacity. Finally, it should contain a barrier (Skaalvik & Skaalvik, 2010, p-1060).

For instance, teachers' self-efficacy refers to the self-knowledge of their strongest or weakness in education activity, wondering the following questions: How confident and effective am I doing something? How successful do I feel breaking down the obstacles in my job? These considerations will affect second language teaching and how students acquire a foreign language. It is necessary to divide teachers' self-efficacy into learner's motivation and classroom management challenges factors.

2.2.5. Learners' Motivation Factors.

"Dialing efficiently with learners is one of the crucial and complex factors which teachers' skills and abilities must challenge in EFL classrooms" (Shah, 2013, p. 108); hence, learners' aptitude or interest is demonstrated in the classroom activities help fulfill English teachers' goal. There are different types of students in a typical class salon, the students who are into the learning process and are interested in foreign language acquisition becoming autonomous. According to Adam (cited by Csaba 2018), teachers' responsibility is to motivate the learners; consequently, if educators are not encouraged, students cannot acquire something new. "Learners

are positively or negatively affect teachers' implicit expectations, their empathy, and their sense of self-efficacy" (Adam, 2018, p. 40).

Legault (2017) also states that motivation is the main motor to achieve goals, which may be intrinsic or extrinsic motivation. "Intrinsic motivation (IM) refers to an appointment in behavior that is satisfying or enjoyable; IM is non-instrumental, that is, intrinsically motivated action is not contingent upon any outcome separable from the behavior itself. While extrinsic motivation (EM) refers to the performance of a behavior that is fundamentally contingent upon the accomplishment of an outcome that is separable from the action itself; in other words, EM is instrumental" (Legault, 2017, p3).

According to Kyriakou et al. (cited by Tziava, 2003), the subject's pleasure, working with children or teenagers, love classroom teaching, long holidays, and social hours are factors of teachers' intrinsic motivation. In contrast, Tziaya (2003) quoted Ozcan, who says that the aspects related to economic honorific and political participation in the decision making, included physical corking conditions and salary, are clear examples of extrinsic motivation. In the same line, Dornyaspectsed (quoted by Ipto Kanatlar, 2018) lists five factors that may demotivate teachers' activities as follows:

Considerably high-stress level, teaching autonomy (by imposed curricula, tests, and methods and government policies—teachers' low self-efficacy limited intellectual development and repetitive opportunities content and routinized—additionally, classroom practices and inadequate career structure lack of a professional contingent path (Kanatlar, 2018, p.26).

2.2.6. Teachers and their classroom challenges factor

Social and cultural factors have a crucial impact on classroom teaching and learning process in EFL teachers. According to their real students' situation education system in Ecuador, the National Curriculum addresses trends, approaches, and strategies; each teacher process and adjusts them in the teaching process. Because, Ministry of Education, zones, educational district administrators, and institutional authorities can influence English teacher planning decisions.

Shah (2013) asserts that school and Ministry policies influence social conventions and students' expectations when teachers select or design and specific teaching method. Thus, educators continuously shift between pedagogical and social-oriented behaviors making this decision process quite challenging according to the context, learners' needs, and learning style.

Thus, Shah (2013) mentions large class sizes, mixed-ability classes, and various development needs, high expectations from students and parents, lack of resources, inappropriate textbook material, students' low proficiency, odd contact hours, and lack of effective and efficient assessment, lack of professional training, lack of authentic environment and irrelevant teaching material; related with classroom challenges factors.

Large class sizes

Bahanshal (2013) affirms that a large class size is more than 30 students, less than ten is too small, and the ideal class should not exceed 12 students. However, the teachers' perception of a particular context, particularly tools, make classes small or large.

Even, the Ministry of Education is taking significant steps to raise quality in EFL Ecuadorian education, the number of students inside classrooms is still a problem, staying up to 50 to 60 students in a class (British Council, 2015). Moreover, this situation is more common in urban institutions rather than rural ones. In cities, public schools are almost regular, seeing English teachers struggle with class size. For (Bahanshal, 2013) there is no effective communication in classrooms with many students; the class is out of control, lacks individual attention, and challenging to set practical group activities. Besides that, teachers emphasize that it is impossible to concentrate on all students and not make enough reinforcement to encourage all to participate in different activities.

The teachers' role is monitoring learners' activities, individual feedback or presentations, knowing learning style or intelligence from each one controlling students' behavior, among others; however, having many students limit these teachers' activities. Kennedy & Kennedy (cited by Bahanshal 2013) assert the exceed the number of learners in a classroom difficult the labor of knowing or overcoming what occurs in class, but on the contrary, teachers in small

classes can realize what is happening with their students and the higher benefit from the presented activities.

Large class size limited English teachers to develop oral activities, organize significant activities, pay attention or contact with all students and control the mother's tongue use. Bahanshal (2013) concludes that teachers in large classes have few opportunities to apply quality teaching and learning to their students. Besides, the author suggests that when teachers have a large size class, they must consider the course objectives, the characteristics of their students, their teaching styles, and plan their activities. Setting good rapport between teachers and students to minimize the anxiety that students, team teaching, group work, reduce the workload, and utilize whole class discussion to reach their language teaching goals.

Mixed ability classes and various development needs

In mixed-ability classes, teachers explain students' different achievements, participation, and readiness at the learning foreign language process. Al-Shammakhi, & Al-Humaidi (2015) argue that EFL teachers could find learners with individual characteristics in a class EFL teachers, either in personal or academic experiences, English level, learning style, intelligence, interest, motivation concerns.

In Ecuadorian public schools, it is customary to observe classrooms with students divided according to their ages or scholar year; however, it is also common to find the strongest and weakest learners. Gordon (cited by Al-Shammakhi, & Al-Humaidi, 2015) describes mixed-ability classes as a place where students in the same grade and similar backgrounds differ in their subject area abilities. They affirm that language teaching will create confusion when some learners acquire language fast, and other students in the same class show little or poor performance.

For instance, English teachers lies are not sufficiently skilled to manage mixed-ability classes; they do not have the appropriate material or resources lack appropriate methodology and activities. Al-Shammakhi, Al-Humaid (2015) assert that "one problem that teachers struggle

with is that they are not equipped with the necessary skills and methodologies to deal with multileveled students (pp.33, 34). Even it is common to have students with different learning characteristics, sadly, there are no specific strategies that help EFL teachers to deal with this mixed-ability class concerning their context. Becoming in a challenge that English teachers must work on it, "they are not guidelines or books to support teachers with suitable activities adaptation according to students' needs" (Al-Shammakhi, Al-Humaid,2015, p. 34).

Textbooks and resources are crucial factors in mixed-ability classes; some students may consider texts exciting and unique. Other learners may think the same books and sources are updated or boring. Another group may consider them easy and straightforward; others may find them very difficult and challenging. Shammakhi & Al-Humaidi (2015) affirm that "textbooks may not accommodate the needs of different students, and it may disturb discipline in the classroom" (p.35). For instance, educational authorities should pay attention to mixed-ability classes and prepare appropriate textbooks concerning their different needs, affecting students' behavior.

High expectations from students and parents

Education institutions or schools in Ecuador integrate authorities, teachers, and students, which expect that at the end of the school year, learners will perform as expected at the beginning of the period. Goldenberg et al. (2001) assert that child performance is evidence that high or low student performance causes or contributes to raised or lowered parental expectations. Besides that, these authors refer that teachers often cite low parental expectations and aspirations as part of explaining children's generally low educational performance.

Lack of authentic materials, environment, and resources

Lack of appropriate environment and resources is another challenge for EFL teachers in some rural and urban schools; for instance, textbooks are the sole reference for teachers and students and could be bored for educators and learners. Nevertheless, the internet with realistic, authentic native-speaker models of the text and online radio broadcasts audio could provide enormous

advantages in language teaching due to EFL classrooms allowing real interaction between teachers and students (Al-Maini,2011, p.478).

As explained in the paragraph above, it is general knowledge that urban and rural institutions have entirely different conditions concerning resources and infrastructures; it is difficult to find a public school with an English lab, projectors, or a television to watch an English video. According to (Khattri et al. l, 1997, p.17), "one difference between rural and urban schools is that schools in rural context are in remote locations; with smaller budgets, fewer technological resources and offer fewer courses, special programs, and extra-curricular activities. Even teachers have books, audios, or videos provided by the Ministry of Education; most rural institutions do not have labs or appropriate equipment to use these materials. For Chen and Goh (2011), "English teachers are not pleased with the textbooks that they believe are outdated and somewhat useless for classroom teaching" (p.10).

Information sources like songs, academic/ informal audio, conversation, piece of writing, graphics, newspapers, videos, cartoons, and visuals resources complement EFL teachers' activities allowing students to build their knowledge from different perspectives in the four language skills and acquire vocabulary expressions from real context (Merchan, Carrasc, et al., 2015, p.26). Thus, EFL teachers crucial work with different resources, not only with textbooks to help make classroom activities more creative but also innovative in the EFL teaching-learning process adapted to learners' context. However, Hernandez (2012) suggests collaborative learning, cooperative rather than competitive, and peer-tutoring; it is also crucial to apply student-centered pedagogy instead of teacher-centered without appropriate resources, environment, and materials.

The English teachers' ability and experience are the main pivotal in the foreign language teaching process that helps in mixed ability classes. Educators' capacity to catch up with student attention, rise, or keep students motivated by teachers' works, adapting the conditions and resources to achieve an adequate language acquisition level.

Inappropriate or irrelevant textbooks and materials.

"Textbooks are valuable with numerous roles in each language classroom in English Language Teaching (ELT) curriculum and help in the language teaching-learning process" (Ahmadi, & Derakhshan, 2016, p. 260). Hence, Ecuadorian rural or urban EFL teachers' use of English textbooks in public institutions must work with books suggested and delivered by the Ministry of Education. Akbari (2015) affirms that the Ministry of Education design and prepare texts which teachers use, and then learners are evaluated in formative and summative assessments according to the books' content. Nevertheless, for Shah (2013, p. 107), "in most cases, teaching materials come from English-speaking countries which not specifically reveal to the local contexts of the place where these books contents are going to be applied, making challenging to implement them. Also, Shah (2013) asserts that texts and materials selection require appropriate and profound analysis of the tasks to match the teaching goals and contextual characteristics.

Thus, textbooks are one of the most crucial instruments in a daily EFL teachers' activity that helps them prepare or design classroom tasks, exercises, or evaluations; a part of that book may be the supporter for teachers with a lack of confidence. However, this process could be more significant if educators may be part of the textbook selection that suits the individual characteristics of students' context. Oakes (2002, p.7) states that those EFL teachers could have access to textbooks, and another curriculum material, equipment, and technology to support the teaching and learning process is most significant for the learner from low-income or urban communities and families since students from these places do not have access to other books and learning material outside of classes.

Brown, 8quoted by Ahmadi, & Derakhshan, 2016), mentions five advantages of EFL teachers using textbooks. Books are language sources; learning support, motivation, stimulation, and reference are not merely instruments to fill in blanks or complete tasks; they are essential resources used by EFL teachers to achieve classes or course goals learners needs. Therefore, its

selection must follow some reasons, and O'Neill (1982) provides us four for the use of text in class:

First, coursebook materials are helpful for students' needs. It is essential to consider if the framework results from the language itself as it is of the learner's needs; in a classroom, students have different interests. For example, who does not need to learn how to explain cause and effect, make requests, suggest things, ask for other people's opinions about things and give their own, or make fundamental tense distinctions, such as past and present? Is there any practical use of English that escapes the need to express modal differences such as 'You can do it,' 'You should do it, and 'You must do it? In other words, do not almost all learners at elementary, intermediate, and even many advanced levels have to learn the same basic grammatical and functional framework to make use of the language in their particular ways? (O'Neill, 1982, p.106). For instance, urban' students' interests and needs may vary from rural' students and public and private learners, so if the textbooks selections are making with standardized perspectives, they could not fulfill what students are interested in adapting to their context.

Second, the program for students' future learning and a review of previous course books. Textbooks made it possible for the students to prepare for coming lessons and prepare themselves to awake learners' surprise and maintain their curiosity—one purpose for which books are best suited. For example, in a twenty-six-page book, one page devotes to a continuous story running through the book. This text reinforces the language presented in the other five pages of the unit. However, the information need not appear on the sixth page—that page is used for questions and exercises based on material provided only in the teacher's book. The teacher could read out or play a tape of the story when and as necessary, and the class would never see the full text of the information in their books (O'Neill, 1982, p.106).

Third, textbooks' appearance and quality do not mean that books should be glossy, glittering products in full color, packaged, and sold like deodorants or American automobiles. But neither should they, simply because they must be functional in several senses of the word, look like one of those catalogs you sometimes see in funeral parlors advertising coffins or cremation urns (O'Neill, 1982, p.107). Books are not just how expensive or cheap, beautiful or awful, the size or

shape these are, the enormous value in textbooks are in the purpose for what they were designed; for instance, some insufficiency in textbooks' quality according to (Akbari, 2015) are the following:

The use of unattractive, boring, outdated, and incoherent texts, incorrect, inappropriate, and unflattering pictures of the book, the lack of cohesion and morale relevance among the lessons and the readers of the subsequent book. Additionally, "the lack of a shortage of variable activities containing nonstandard questions, a lack of logical manner and difficulty in presenting grammar points, and a lack of transparency in the general-purpose" (p. 398).

And fourth, teachers can adjust and modify the course books according to students' needs (O'Neill, 1982, p.108). Textbooks must be designed and organized that a great deal of improvisation and adaptation by both teacher and class is possible teachers-training and coursebook design. The concept of language teaching is dominant, with the idea that teachers must know what will happen in the lesson and have planned for it.

EFL Ecuadorian public's teachers must work with textbooks suggested by the Ministry of education with standardized criteria; in other words, books used in big cities are the same as learners in tiny communities or towns. Ruth Paredes Santín et al. (2018, p. 15) affirm that "in Ecuador, English teaching materials follow a system knowing as immersion program," which means that public learners use the same books. Nevertheless, EFL teachers have the opportunity to adapt these materials, especially in the initial school years.

Thus, even English textbooks selection obey mainly from national culture learners' background perspective. Instead of specific context from places that learners come from, the ELT curriculum is flexible, allowing Ecuadorian English teachers to choose at least textbooks' content related to students' needs and contexts. Ahmadi & Derakhshan (2016, p. 261) assert that "teachers, supervisors, administrators, and materials developers must make a judgment about the textbooks and how to choose them for the learners' needs."

Students low proficiency

At the beginning of each school year teachers establish, methods, strategies, activities, and exercise, with the idea that at the end, their students perform according to CEFR foreign language learners' performance specification; nevertheless, in most cases, the reality is entirely different. Mou (2008, p. 227) supports that "in a classroom where the number of students is 40, at least 5 to 7 students have low proficiency in the English Language". This situation is not different in Ecuadorian EFL classrooms, where sadly, it is easy to observe almost the same percentage related to students' English proficiency level. However, it is essential to clarify that low proficiency means misperception of necessary spelling, sentence making, frequent mistakes, insufficient development of ideas in all four language skills, listening, speaking, reading, and writing.

When students struggle, problems decode meaning from the person standing in front of them; it is considered learners' low proficiency. For example, students cannot find the correct word to express their feelings and thoughts, feel uncomfortable using the foreign language, present a lack of enriched vocabulary, fear being embarrassed in front of classmates. At the same time, they try to speak in the classroom environment (Mou, 2008).

Factors like compensation, learners' performance in class (proficiency), among others, influence teachers' motivation, educators' self-conception affects students' knowledge (Iliya and Ifeoma, 2015). For instance, how teachers feel, use teaching material, develop class activities, or encourage students, influences the learning process. Besides, students' attitude towards teachers' classroom tasks affects teachers' performance. An academic article recuperated from the internet maintains that "teachers remain motivated when they see their students achieve as they expect" (Iliya and Ifeoma, 2015, p.13).

Odd contact hours

The current National English curriculum in Ecuador determines that in a public school in urban and rural areas, learners from second of elementary education to the seventh year of primary education must have at least 3 hours a week (academic time 40 to 45 minutes long) of English. In comparison, from eighth superior classes to second of baccalaureate students have 5 hours a week of English class, while third of bachelor have 3 hours (academic time 40 to 45 minutes long. Nevertheless, Shah, Hussain, and Nasseeef state in their research finding towards their participant that suggests the average period of class duration should be 50 minutes, preferable in the morning to avoid students' tiredness.

Drew, Oostdam, and Toorengurg (2007) state that success in ELL teaching is not a problem of time. It is necessary to require a realistic number of EFL lessons and adequate teacher training, scheme, the application of appropriate teaching methodology and activities, and the use of a variety of resources. Hence, considering that the National Ecuadorian Curriculum is flexible, it is the teachers' role to establish and organize what lessons and activities are suitable according to the time provided in the national curriculum schedule.

Lack of effective and efficient material

As mentioned in other paragraphs, language teaching development is not merely using textbooks; instead, it is essential to incorporate creative and innovative material to encourage students' interest and motivation for the foreign language learning process. Sultana & Ashrafuzzaman (2016) state that authentic material related to the real-life component to the learners' learning in the classrooms can stimulate students' motivations (p.212). However, the lack of effective and efficient materials must be more common in rural areas than urban schools; therefore, the authors affirm that rural schools do not get sufficient and adequate materials produced from local resources.

It is also important to assert that the materials' effectiveness is also a teachers' role because they must apply them concerning their lesson goals and students' reality. In other words, the

same materials will be suitable with different uses and the context; for example, flashcards may be used and adapted in a wide variety of activities, lessons, and for specific settings. Tamo (cited by Sultana & Ashrafuzzaman 2016) states that the same materials and resources are suitable in various circumstances and tasks.

Lack of professional training

Richard (2010, p.23) talks about English teachers' professionalism, "English language teaching is not something that anyone who can speak English can do." In other words, the English teaching process requires specialized people with academic knowledge and experience that can be skilled in applying their expertise in different settings, situations, and realities. According to Leung (quoted in Richard 2010), there are two types of professionalism, institutionally prescribed and independent professionals. The first one refers to the Ministry of Education, teaching organizations, regulatory bodies, school principals, and the expectation of teaching quality that teachers want to know according to the national standards. In contrast, independent professional states teachers' views of the teaching process related to their values, beliefs, and practices.

Therefore, the language teaching process requires that EFL teachers have sufficient and accurate knowledge of pedagogy and context issues for Richard (2010, p.11)

Teachers must be training to teach in the different context, such as local public schools, community institutions, private language institutes with children, teenagers, or adults; with a variety of social, economic, cultural, and educational background, understanding the dynamic relationship among classroom, rules and specific behavior to the particular location.

For instance, how much or less English teachers know the setting could positively or negatively affect the teaching process. In other words, rural and urban teaching strategies depend on the school context. Educators need to train themselves to fulfill these factors, considering plans according to the classrooms or setting realities and teachers' current situations and demands. Calderon, Slavin, and Sanchez (2011, p. 114) affirm that "teachers became more

effective in the school after receiving training in eight specific strategies." Those are enhanced instruction via planning, student engagement, vocabulary building and fluency, oral language development, literacy development, reading comprehension, parental support and involvement, and reflective practice through portfolio development".

As stated before, English training must be an integral process involving pedagogical aspects that allow them to improve their teaching practice and collaborative work with parents and authorities. Additionally, nowadays, the use of technology helps English teachers to wake students' creativity and, at the same time to develop speaking skills. Future use of foreign language expectations and successfully fulfilling these contextual factors challenges for English teachers is essential to be training in suitable strategies that can help in foreign language teaching.

2.3.   Cooperative Learning approach

Felder & Brent (2007) define cooperative learning as a group work approach that decreases the incidence of unpleasant situations and increases students' satisfaction in the learning process, getting high performance in teams working. Therefore, with the application of the cooperative learning approach, "students tend to exhibit higher academic achievement, greater persistence, better high-level reasoning, and critical thinking skills, deeper understanding of learned material, lower levels of anxiety and stress, greater intrinsic motivation to learn…." among others, (p.2).

Felder and Brent (2007) also referred to the Johnson and Johnson model about cooperative learning that involves teamwork and must follow five elements.

First, positive interdependence means that every team member must rely on one another to achieve the group goal. If one of them fails, all the groups suffer the consequences. Second, individual accountability is when all students in the team are held accountable for doing their part of the work and master the material to be learned. The third face-to-face promotes interaction. It refers to the parallel position; for example, some group members work individually, while some groups must be done interactively. Fourth, give feedback, etc. The

group members may act in different roles in teamwork. Finally, Felder and Brent (2007) mention that the last element is group processing; it states that the group members must assess their team goal from time to time. If they are doing well or not, the planned activities and changes are necessary to make them function effectively in the future.

Not everything is perfect, and the cooperative approach is not the exception. Felder & Brent (2007) establish some problems that teachers may struggle with applying this approach. For example, they mention that "most of the activities made in groups, and some participant may not contribute to the teamwork, as it expected that only the strongest student (s) present or defend the partnership" (p.11). That situation may create tiredness in the rest of the participants, and when they notice that the nonparticipant members are getting good grades for the task work they did not do. The hardworking students begin to omit names. Besides that, other adverse effects could be a student are very familiarized with team works.

When students have to perform individual assessments, tasks, or evaluations, they cannot do them when they achieve group tasks. For that reason, teachers must combine individual and team assignments, providing a mixture of opportunities for students to demonstrate their ability and get learners different roles to establish responsibility in their work.

Hence, the cooperative learning approach is the other principal for this investigation because the speaking strategies require constant pair or group interaction, allowing students to share their opinions, feelings, ideas, and sustain their criteria in a topic discussion, posed questions, etc.

2.4. English Teaching Methods and Strategies

There are differences between teaching methods and teaching strategies.

Teaching methods organize and rational manners of procedure or way to do something, "teaching method is what kind of activity we use to teach" (Arvind & Kusum, 2007, p. 6694). Similarly, the authors affirm that method refers to the proper building of the order of acts generally represented by instructions and divided into non-participatory and participatory. In

non-participatory ways, teachers' role relies on authority or master and experts of the subject matter; for instance, learners are passive listeners and performers who only have an unconscious knowledge acquisition; lecture and demonstration are examples of the non-participatory method. In contrast, in a participatory way, teachers and students are infrequent interaction, with active participation in the learning-teaching process encouraging better knowledge retention. Examples of this method are the discussion method, question-answer method, project method, problem-solving method, etc.

Teaching methods are then a systematic understanding of how to do the teaching process related to the plan that teachers follow to achieve the lesson or class goals. For instance, the method connected the general methodology from teachers' actions with the curriculum and textbooks specifications.

Strategies are plans and procedures that teachers follow in each activity that takes advantage of some difficulties during the teaching practice. Summing up, as Arvind & Kusum (2006) affirm, strategies are "skills full planning of a working system to achieved objectives easily" (p. 6695). For example, role play is one teaching strategy in which students organize a planned presentation for various viewpoints.

According to Cohen, Weaver, et al. (1996), the attention to language use and language learning strategies has been increasing, and educators have been looking for suitable ways to help learners succeed in using the foreign language. Therefore, strategies are the vehicle for encouraging more significant success in the foreign language teaching and learning process.

For instance, strategies generally are plans and actions designed to get an overall purpose in the classroom. In other words, strategies respond to what I will do to achieve my objectives, according to the individual characteristics, style learners' context, etc.? It is essential to classify them according to their application in foreign language teaching classrooms.

Hence, strategies generally are plans and actions designed to get an overall purpose in the classroom. In other words, strategies respond to what I will do to achieve my objectives,

according to the individual characteristics, style learners' context, etc.? For example, teachers must consider the following strategies of effective educators: establishing reasonable control in the class, knowing what to do at the right moment, pay enough care to the whole level, concentrate on each student who is speaking, clarify any mistake occurring during the lesson and holding optimistic outlooks of all students.

Teachers must also create helpful classroom management techniques, collaborate, learn from coworkers, and design lessons for students. Furthermore, teachers realize that teaching is not a private practice; they are flexible and adaptable, understand the process of learning, teaching with proven research-based practices. It could be possible that teachers realize the difference between an influential teacher and an ineffective one; an example of that may be simple just when teachers introduce themselves the first class day, avoid ambiguous ways, and use provocative questions.

Among many requirements that educational authorities are looking for in teachers' performance related to managing students' behavior, lack of effort, and lack of cooperation. However, the teachers can apply strategies for maintaining students' collaboration; visible examples demonstrate how the techniques are used in daily and real classroom situations. With the application of strategy, educators provide learners a learning environment favorable to achievement and free from disruption, distractions, and threats to their security and well-being, Cangelosi (2013).

In the same line, the author suggests that if teachers want to determine the suitable research-based strategies in their classrooms need to analyze, contrast, and compare the cases like: establishing safe, nurturing classroom communities, efficiently managing classroom time, fostering cooperative relationship and healthy productive interaction, effectively communicating with students and their parents, establishing and enforcing standards of conduct and procedures for classroom routines, collaborating in the development and implementation of school complete safety and discipline policies, working with individual differences among students, accommodating students exceptionalities, utilizing the diversity among students to build robust and productive classroom communities, teaching students to productively manage conflict,

motivating students to engage in learning activities, conducting engaging learning activities, effectively teaching students to supplant off-task behaviors with on-task behaviors and effectively dealing with misbehaviors both nonviolent and violent (Cangelosi, 2013, p.vi).

When teachers must consider the appropriate strategies to fulfill in their teaching activities, they must view the final products they, as teachers, want to look at in their students at the end of the process. Killen (2006) affirms that "there are many things to consider at the moment to select a teaching strategy, but the most important thing to remember is that you have to choose teaching strategies" (p.74). Thus, this investigation's purposes are related to teaching strategies that can help English teachers develop speaking skills considering the context; for instance, the following part will discuss language skill development plans.

2.5. Strategies for Teaching Speaking Skill

It is essential to start presenting a general concept of what is speaking. For Torky (2006), "speaking is one of the four language skills (reading, writing, listening and speaking); speaking is the most useful of the fourth which learners can communicate with people to accomplish some goals or to express their opinions, intentions, hopes and viewpoints" (p.13). For instance, speaking is the integration of the other three language skills that allow people an oral interaction either in personal, professional, business, or in the field that communication is required.

Boonkit (2010) stated that practical speaking skills are linked to English performance: pronunciation, vocabulary, and collocation. Still, he also mentions that it is vital that English teachers provide various situations and tasks to help learners acquire confidence and competence in speaking, including in their planning.

These speaking activities allow build up grammatical discourses, sociolinguistic, socio-cultural. The British Council (2015) claims that in Ecuador, the "large class sizes and poor training also mean that Spanish used as the teaching medium in English language lessons. The result of poor teaching is inefficient learning outcomes and negative language learning (p. 54). Khamis (2007) affirms that when "teachers should look for strategies that focus on capture

students' attention; like songs, poems, chants, drama, stories, games, and Total Physical Response (TPR) activities" (p. 112). For example, with games, students may establish fundamental rules, sane competition, relaxation, and learning. Those activities must be planned to consider a natural learner environment, situation, and perspectives, to encourage them to use the new language.

Thus, English teachers must decide the speaking activities for their students considering students' needs, learning style, individual students' characteristics, environment, multiple intelligences, encouraging the use of the English language with the actual situation rather than repetition. For instance, even though there are many speaking strategies suitable for developing speaking skills in foreign learners, this paper presents some of them based on socio-cultural and cooperative learning approaches.

2.5.1. Socio-cultural strategies to develop speaking skills

The socio-cultural approach is the first approach that supports this research work; thus, the present investigation gathers three strategies to help the teacher establish speaking skills according to their real environment or context.

Dramatization strategy

Aldavero (2008) states that drama or dramatization activities help students communicate using the target language even if they have enough or limited vocabulary. It can be used with learners of different levels and contexts, developing kinesthetic ability. Dramatization can incorporate writing and reading skills, increase students' foreign language vocabulary, and motivate them to draw on all the language they already learned.

Heldenbrand (2003) states that using drama strategy in classrooms has many advantages; some of them are:

First, he mentions that learners who were exposed to the dramatization activities excel in their language development. Secondly, dramatization is a fun activity "There is no better reason, a fun class improves the learning environment as the affective filter is lowered" (p.28). English classes not necessary must be severe; the combination of drama and second language acquisition allows students to learn and laugh at the same time. Third, it is a relaxed and informal way to learn a foreign language; some textbooks provide excellent drama models to follow in class. Teachers can adapt those according to their classroom situation, students' interests, and level.

Maley and Duff (quoted by (Heldenbrand, 2003, p. 29) affirm that "every single student needs periods in which to practice what he or she knows without restraint, without fear of being wrong", fourth, dramatization helps to learn new expressions, and vocabulary according to the environment, however this benefit cannot be fulfil it if teachers only use the common phrase "repeat after me", "unfortunately, it is simply verbalizing words and sentences does not reinforce second language comprehension" (p.30) but in the contrary, if teachers include specific scenarios, with props and costumes, certain words and expression according to the context dramatization will be very useful for learning new vocabulary acquisition, encourage students creativity, sensibility and imagination, fifth, it helps to improve pronunciation and intonation, to achieve that teachers can use words and expression found in drama script and focus on a particular phonetic sound and give individual feedbacks "in an learning English as a foreign language environment, drama clubs, which perform in English, need assistance in correct pronunciation and proper intonation" (Heldenbrand 2003, p.30).

Dramatization is a strategy that provides many benefits for English teachers, adaptable for any setting or context; however, the most important is the teachers' creativity. Dramatization is one of the most common activities that English teachers use either as drama or role-play (the last a variation of this strategy). However, in the end, students still struggle with a lack of vocabulary, wrong pronunciation, fair to produce the language, etc., because they are familiar with the common expression "repeat after me" or listen and repeat. Not adopting the textbook's script to the real context or creating something that refers to students' interest, level, or environment limits their creativity and sensitivity and makes that strategy dull.

Flipped classroom

Bergmann and & Sams (2012 quoted by Basal, 2015) states that a flipped classroom is a context "which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (p.29). It means that flipped classroom strategy inverted the traditional task procedures. Students only work and follow teacher instructions inside the class to emphasize the independent students' work at home or outside the classroom applying the knowledge acquired in the course. "The flipped classroom is pedagogically sound; it is the principles of personalized-differentiated learning, student-centered instruction, and constructivism" (Basal, 2015, p.29).

"In a flipped classroom, students prepare for an upcoming lesson by watching instructional videos before class. Instead of using class time for lecture and passive, individual acquisition or practice of skills, …., a key component of Vygotsky's theories of cognitive development" (Polly et al., 2018, para. Flipped Learning Environments). As stated in the approaches section, in his theory, Vygotsky supports the socio-cultural approach, emphasizes the crucial role of the environments or the context where learners acquire the knowledge, and flipped strategies are a helpful teacher tool to maximize social learning.

Brame (2013, quoted by Polly et al., 2018, para. Flipped Learning Environments) asserts that "discussion, project collaboration, debate, student-led inquiry, etc." are activities that highlight the crucial role of social context in the learning process engaging student towards cognitive works." The flipped classroom strategy has the following steps:

First, students spend more time communicating and constructing knowledge with hands-on activities during class. Secondly, as students are watching the videos and learning new skills and knowledge. They can pause, rewind, and think about their learning as it is happening, a phenomenon that rarely occurs during a lecture given in class and in real-time (Polly et al., 2018, para. Flipped Learning Environments).

Hence, flipped classroom strategy is a tool that English teachers can use to encourage students' motivation and break down the barrier of constant face-to-face teacher, student, or student-student interaction. "When the focus of the flipped classroom is on giving students the freedom to interact with the content according to their learning style, the flip seems to be more successful" (Roehl, Reddy, & Shannon, 2013, p. 47).

Nevertheless, the application of a flipped classroom strategy requires the use of technology. (Roehl, Reddy, & Shannon, 2013 quoted by Basal 2015, p.49) assert that "one method for incorporating technology like videos is the flipped or inverted classroom, which brings an innovative perspective to traditional lectures." Besides that, Basal (2015) affirms that technology is a crucial factor in education issues. Teachers have to re-evaluate how they teach and incorporate tech into the pedagogy activities. For instance, teachers can use Youtube, Teachertube, or any other video recorder to develop this strategy with their students.

According to Roehl, Reddy, & Shannon (2013), flipped classroom strategy offers some benefits, here are presented some of them:
 First, "students become more aware of their learning process than do students in more traditional settings. Second, a flipped classroom allows teachers greater insight into students' grasp of information and learning due to increased student/teacher interaction. Third, the flipped classroom model includes the ability of the class to move forward despite both teacher and student absences" (p.47).

However, the application of the flipped classroom strategies presents some limitations. For example, "it may not apply to all subjects, some students were uncomfortable participating in group learning activities because they preferred working alone. The flexibility required to make adjustments to course content may become dependent on the technology originally used to create the lecture" among others (Roehl, Reddy, & Shannon, 2013, p. 48).

Thus, a flipped classroom strategy allows teachers to go ahead with innovative methods to motivate students' performance, applying the outset classroom the knowledge acquired inside it. The paragraph below states that teachers can use Youtube or Teachetube to develop that strategy;

however, it is considering that teachers have the freedom to search the online or virtual application that can better adapt to their real pedagogy context.

Dialogue strategy

According to Berardo (quoted by Rahmawati, n.d), "dialogue is a communication tool that allows people to understand other viewpoints without pitting themselves against different perspectives" (p.135). Additionally, Vygotsky's socio-cultural approach proposes that learners' intellectual development happens through language acquisition because the dialogue between the children's community makes that language arise (Mercer & Littleton, 2007). Thus, the dialogue is a habitual activity as a natural process of human language development that can easily apply as a regular classroom activity among teachers- students or students- students. Lieberman (cited by Rahmawati, n.d.p.135) states that "dialogue can be a useful tool to help build a foundation of understanding and set guidelines for effective ongoing interaction."

Rahmawati (n.d.) formulates ten steps to develop dialogue as a teaching speaking strategy. Here are summarized the most essentials stages: first, choose a scene for the dialogue, introduce the characters and describe the setting. Students must use their langue according to their culture, social contexts, and interest. Second, allow students to listen to the original dialogue without looking at the text in their books or papers. Third, let the students follow the textbook while they hear the conversation and ask the students to repeat it in chorus. Fourth, repeat the dialogue, cueing the responses first on the speaker, then change roles. It is crucial to ask questions to check comprehension or doubts. Fifth, ask students to produce the whole dialogue in response to pictorial cues. Sixth, give the students enough time to read and practice the texts. And finally, divide the learners into smalls groups that can practice and act it out.

Developing this activity allows students to apply dialogue strategy according to their real context; hence, teachers must adapt the book's dialogue to the environment and students' interest. Thornbury (1995 quoted by 1996, para dialogues, role-plays, and discussions) adds that the importance of conversations lies in the fact that they tend to mirror interactions with the real world becomes an essential factor for language education.

2.5.2. Cooperative learning strategies to develop speaking skills

There are many activities based on the cooperative learning approach. This research considers three innovative strategies that fulfill this investigation purpose.

Sharing Topics and Raising Questions Strategy

Sharing topics and raising questions strategy is a creative and effective strategy. It is beneficial to improve speaking skills in the classroom; many students develop learners' motivation and interest, enhance critical thinking, and create speaking confidence in learners who want to talk more.

E-Castel Mechanism Strategy

The original idea of this strategy suggested by Setiawan & Wahyuni (2017) is based on the Telegram app to develop speaking skills using technology. However, this strategy will be used with Messenger, WhatsApp, or any other standard application according to students' situations and contexts.

Setiawan & Wahyuni (2017) state that E-Castel Mechanism stimulates students' speaking skills in English. Students have the freedom to speak anything about their reality. It is necessary to follow these steps to implement that strategy in the classroom.

(Setiawan, & Wahyuni (2017, p 197), propose some procedures to develop an E-Castel mechanism strategy:

Thus, students should register themselves, then they will be divided into several groups/classes, and each group/class has a mentor. The registered learner should speak minimally one story per day about everything (and even the given topic) related to their real-life in English, with there is no limitation for the length of the speech. Then students should record their address on telegram, WhatsApp, Messenger, or any applications group, using a recording

tool. After that, students report to their mentors. And finally, learners will get feedback from their English teachers.

Think-Pair-Share Strategy

According to Usman (2015), the think pair share strategy was developed by Lyman to develop students' participation. The student must establish cooperative discussion group work, demanding individual students' analysis to answer the teachers' questions or their classmates. Usman states that this strategy is very significant in developing reading skills because students have a background about the discussed topic in the next class. This strategy adapts to all levels and class sizes. Besides that, Samples (2013) think–share–share strategy allows teachers to convert the class materials into a meaningful understanding.

Think pair share is one of the most common strategies to develop reading skills. This investigation due to the task procedure, and learners must discuss their ideas. Hence think – pair-share allows English teachers to develop speaking skills. Still, they can also incorporate reading skills first, creating confidence in students knowing in advance their vocabulary needed in the discussion. Besides that, teachers can develop interest topics according to age, interest, environment, and other aspects that can encourage students' participation and motivate them to use the target language.

To develop a think-pair-share strategy in classrooms, English teachers need to follow three steps:

First, think: in that step, students can work individually and analyze the posted question. Second, pair work: in that part, students can join with other partners and discuss or compare their ideas, and finally, third, share: it is the chance for students to share their ideas with other pairs or with the whole group.

English teachers must follow the stages to develop that strategy to encourage and empower students with the vocabulary, create confidence in them because another person can support them in their thought, and finally set the communicative skill. These three steps allow the English

teachers to be a monitor or an organizer. In the end, he or she can provide individual or group feedback according to what he or she hears in the discussion. Supporting that idea, it is necessary to cite Cooper and Robinson (2000), who affirm that think–share pairs can be used as a formative assessment.

Philosophical Chairs strategy

Bendall et al. (quoted by Diazibarra 2016, p.20) affirm that "this strategy gives the opportunity that students improve their verbal capacity and fluency as well as their academic and content-language." There are not many articles or books discussing this strategy; however, Diazibarra also states that it is closely similar to a debate. The difference that discussions allow that learners investigate, formulate arguments and offer rebuttals developing listening and speaking skills. Simultaneously, philosophical chairs are based on a prompt in the form of a statement or question based on discussion and formal debates.

Similarly, Diazibarra (2016) states that the philosophical chair strategy is more than a competition task. It encourages students to take risks and motivates them to share their thoughts, claims, or ideas based on the evidence (background information), forcing them to come out of their comfort zones. Furthermore, teachers can adapt this strategy in smaller or big class sizes, allowing all the students to participate; however, classrooms with a considerable number of students, like 40 to 60 students, can be difficult for students' participation. One possible solution to use with large classes will be that half of the learners could participate first when they pose a question or statement. The rest of the learners will take notes or analyze what their classmates say, giving their opinions if they agree to disagree or neutral.

To develop that activity strategy English teachers, need to provide the student with print, digital, or class content material, which learners need to analyze. It is also crucial to establish task rules that students must follow during the task; these rules will vary according to the class, situation, content, etc.

Besides, a media resource published by Fletcher (2019) affirms that the philosophical chair strategy is helpful for speaking skills; it is also a versatile way to develop listening in students. First, English teachers present a statement to the whole class to be considered by students; then, each sing at least three minutes writing their ideas and decide which position will take on the information, agree, disagree, neutral. Next, students discuss their opinion with another partner for about 10 to 15 minutes. Finally, they write a conclusion or reflection from classmates that most challenge their thinking, even if they could or no change their mind is the most common task process.

Hence, even the philosophical chair strategy is not a common speaking strategy. It helps English teachers develop communicative language skills listening and speaking, developing critical thinking capacity, analyzing students in the discussed topic, and confidence. Students support themselves to take the risk when they maintain their point of view; even some other partner may disagree with them.

CHAPTER III

RESEARCH METHODOLOGY

The participant experience in the second language teaching to develop speaking skills might be approached from different investigation perspectives. This research project is developed through inductive reasoning, which goes from specific observation to general arguments.

At the beginning of the research plan, it was considered that the most suitable perspective to see phenomena more in-depth is the qualitative approach. Raimo Streefkerk, quoted by Karpilovich (2019), asserts that qualitative research expresses in words helping to understand concepts, thoughts, or experiences. This type of lens enables one to gather in-depth insights on topics that are not well understood. Thus, considering that one purpose of this investigation is to analyze the speaking strategies used in English teachers' work, the qualitative approach is the most suitable to deal with this goal.

Nevertheless, considering the uncertainty and require social distancing caused by COVID -19 pandemic, it was necessary to include in the methodology a small part of the quantitative approach. Thus, this investigation will be developed with a mixed approach design, allowing the use of the two perspectives it makes more effective the interpretation process because "triangulation rests on the premise that the counter-balancing strengths of another will compensate the weaknesses in each method" (Amarantunga, 2002, p.23). Additionally, Amarantunga (2002) mentions that this kind of approach is a combination of quantitative and qualitative. It combines multiple observers, theoretical viewpoints, methodologies, and techniques to study a topic.

3.2. Research Method/ design

Because this research focuses on identifying strategies that English teachers are applying to develop speaking skills in rural and urban contexts in Imbabura, the design is comparative from a phenomenological point of view.

Pelin (2015) argues that phenomenological studies seek and produce a profound explanation of phenomenon and individuals' narratives reality of their experience and feelings. For instance, phenomenology is one of the qualitative types of design that describes something that exists as an integral part of the world in which teachers' work. Indeed, we are somehow aware of it but do not fully understand. "phenomenological study will not essentially offer conclusive explanations, but it does raise consciousness and increases insight about the phenomena" (Astelin, 2013, p. 119).

"The empirical phenomenological approach involves a return to experience to obtain a comprehensive description, that provides the basis for reflective structural analysis, that portrays the essences of the experience" (Moustakas, 1994, p.13).

 Hence, the classroom context analysis requires knowing the English teachers' opinions and experiences about the influences in their second teaching strategies. This methodology aims to provide a complete understanding of the actual situation that the participants face in their specific environment or area.

This research is comparative because it is a proper method of social sciences to analyze specific kinds of contrasts or similarities. Frank (2018 quoted by Michael and William), in his research, affirms that comparative analysis emphasizes the explanation of differences and the explanation of similarities. "Comparative…. relevance of the contextual environment for communication outcomes and aims to understand how the systemic context shapes communication phenomena differently in different settings" (Esser & Vliegenthart, 2017, p 3). Consequently, the study of English teachers' speaking strategies uses two different areas considered as comparable.

The comparison considers some characteristics in the participants, such as age, sex, experiences, place of birth, certificated teacher, and work schedule. (Kosmützky,2018, p. 15) "comparative researchers are benefiting but at the same time very complex, due to usually proceeds simultaneous and make the logical comparison of similarities and differences, and additionally, it gathers, analyzes, and compares data from different national, geographic, cultural, etc.."

3.3. Population and sample

Before discussing this part, it is necessary to establish the difference between population and sampling. Thus, the population is the total participants, and sampling is a part of the population. To select the sample, it is important to consider the core features, which means that the applicant in an investigation is only part of the universe (Kabir 2016). This research will use convenience sampling, selecting participants with similar characteristics.

 This research mainly focuses on a small sample of English teachers who work in rural and urban areas at public schools. This investigation is non-experimental, with voluntary participants. For instance, this research sample is formed by ten English teachers; five from rural and five from urban areas. According to Creswell (2002), a number of less or equal to 10 interviews is good for phenomenological studies. Considering the emergency caused by the COVID -19 pandemic, the participants are part of a convenience sample with voluntary participants fulfilling similar requirements: age, experiences, English certification, teaching level, the status of high school educator, and urban or rural workplace. In that way, the researcher guarantees the feasibility and credibility of the standard that comparative research establishes.

The information from the participants was gathered in three stages. The first stage emphasized a careful consideration of voluntary participant selection to guarantee the reliability and validity of the information. The participants were ten English teachers that work in rural and urban contexts with students from octavo (eight courses) to Tercero de bachillerato (third course of high school). Teachers hold B1 to B2 English certification, they are in the range from 30 to 40 years old, they have more than five years of experience, and they have tenure or temporary positions.

According to Rosenthal (2016), the researcher must adhere to a qualitative perspective during the entire process. The main issue is to achieve the rigor and credibility that make the results as trustworthy as possible. This research followed this suggestion to guarantee that the participants' selection fulfilled the specification and similarities in their condition, lifestyle, and job condition specified in the sampling part.

Table 3: Research Participants Information

Participants Pseudonyms	Location	Sex	Age	Years of experience	Students Level	English Certification	Tenure or provisional position
Day	Rural	Female	32	9	Superior and bachillerato	B2	Tenure
Gaby	Urban	Male	36	17	Superior and bachillerato	B2	Tenure
Mary	Urban	Female	40	10	Superior and bachillerato	B2	Provisional
Henry	Urban	Male	32	12	Superior and bachillerato	B2	Tenure
Fabry	Rural	Male	37	6	Superior and bachillerato	B1	Tenure
Sabry	Urban	Male	33	12	Superior and bachillerato	B2	Provisional
Cata	Urban	Female	32	10	Superior	B2	Tenure
Katy	Rural	Female	32	9	Superior and bachillerato	B2	Provisional
Fer	Rural	Male	40	17	Superior and bachillerato	B2	Tenure
Marl	Rural	Female	39	15	Superior and bachillerato	B2	Tenure

The second stage of gathering information was planned through the observation technique, which according to Kawulich, "study the social sociology, psychology, education, and others social sciences to collect data about people, processes, and cultures" (2012, p. 151). However, limitations brought by the COVID-19 pandemic nowadays made it difficult to observe the classes, as teachers in Ecuador are working in the modality known as virtual classes. Under this teaching modality, the observation will not fully allow to understand the strategies that teachers usually use to develop speaking skills.

To overcome this shortage, an online survey was considered as an efficient tool to apply in the current situation, any place, or condition and at the same time guarantee the credibility of the data. (Braun et al. 2020, para What can online qualitative surveys offer social researchers?).

A key advantage of online qualitative surveys is openness and flexibility to address a wide range of research questions of interest to social researchers. This tool allows access to data that range in focus from peoples' views, experiences, or material practices, through to representational or meaning-making practices—the range of possible questions illustrated by existing qualitative survey research – which has, to date.

Mathers (1998) affirms surveys gather information on attitudes and behavior. It may be possible to work with control groups with random sampling techniques to recruit participants with a small sample size. The finding from this population helps to elaborate a basic understanding of the characteristics of the whole population. Consequently, the survey was suitable for conducting this research with a considerable credibility in gathering information from ten participants.

Additionally, Mathers (1998) says some types of surveys fit with the research interest or investigation purpose. For instance, the model applying is the cross-sectional e-survey because it allows researchers to snapshot of what is happening in that group at a particular time, describing behavior and attitudes.

Nevertheless, the author also acknowledges one of the survey's limitations: it is not fair to explain or analyze what the investigation participant is thinking, acting, or doing. That is why

the third stage included the application of online semi-structured interviews using Microsoft Teams as a virtual tool.

Interviews provide a deeper understating of the social phenomenon; when researchers design an interview, it is essential to ask questions that are likely to yield as much information with the wonders, interests, and investigation's goals (Gill, Stewart, Treasure, & Chadwick, 2008). Thus, the limitation that can appear in the survey can be fulling with the interview, allowing a broad exploration of the research interest, participants opinion, perspectives, beliefs, or motivation of the research's participants in specific topics.

Then, it is crucial to adapt and innovate the data collection and use technological devices like cell phones, computers, text chat, virtual conferences, videos, etc., that help contact the researcher and interviewee due to de pandemic. "Online interviews are a viable alternative because researchers can choose from varied communication options and easily talk directly with participants anywhere, at any time" (Salmons, 2014, p.2).

3.4. Tools/techniques

As Wilkinson & Birmingham (2003) mention in their book, research tools get relevant information for the research project. It means that this technique is an instrument/s that any researcher uses to get the information required for the investigation. Hence, for this current investigation, it is necessary to use two main tools a questionnaire (see appendix 1) and a semi-structured interview guide (see appendix 2).

The first survey technique applied to ten English teachers for urban and rural areas was the questionnaire (Mathers 1998). There are three main ways to gather information with surveys face to face interviews, telephone interviews, and questionnaires. This questionnaire included twelve open-ended questions to know the English teachers' speaking teaching strategies in their classrooms to develop oral communication. "Qualitative surveys consist of a series of open-ended questions, crafted by a researcher and centered on a particular topic. They are self-administered, with questions presented in a fixed and standard order to all participants" (Braun et al. 2020, para intro).

Furthermore, the online survey gives benefits that fulfill the research purpose considering the current situation. It is flexible to adapt to the researcher and research participants' conditions. (Braun et al. 2020, para Both a 'wide-angle lens' and the potential for rich and focused data).

"Beyond their scope to address a wide variety of questions, the use of online qualitative surveys offers numerous benefits to both researchers and participants. Some of these benefits are conceptual or design-related, some more practical. We outline them next. In the subsequent section, we reflect on the practical aspects of using online qualitative surveys" (p.6).

The second mechanism that helped to get the required information was the semi-structured interview. Gill (2008) et al. state that there are three types of interview, structured, semi-structured, and structured, and according to the interest of that this research carries on.

A semi-structured interview is one of the most common forms of discussion because it gives the interviewees a chance to express their opinions, experience, or perspective, allowing the researcher to study abroad in their interest data. For (Brinkmann 2014, p.286), "semi-structured interviews can make better use of knowledge-producing potential of dialogues by allowing much more deemed important by the interviewee…rather than hiding behind a present interview guide".

Kvale and Brinkmann (2008) define a semi-structured interview as "an interview to obtain descriptions of the life world of the interviewee to interpret the meaning of the described phenomena" (p.286, 287). This specific technique allows analyzing each English teacher's experience in their workplace to contrast the similarities or differences in rural or urban contexts.

3.5. Ethical considerations

Gajjar (2013) argues that one definition of 'ethics consideration' focuses on the restraints that study values of behavior, such as viewpoint, religion, rule, thinking, or sociology. This research's success depended on how the instruments were applied to the questionnaires and the semi-structured interviews.

At the beginning of the research, it was planned to meet the places and people who were chosen as participants, but the COVID-19 pandemic prevented the initial contributors from being part of this research. Consequently, the convenience sample was formed with participants that provided their information by telephone. All were informed about the research profile, the purpose and process of this investigation, and why they were chosen for this research. In the end, the wiliness to participate in the study was voluntary, and they were allowed to choose to be part or not be part of the study.

Arifin (2018) explains that "participants need to be adequately informed about the research, comprehend the information and have a power of freedom of choice to allow them to decide whether to participate or decline" (p.30).

Furthermore, it was necessary to provide an information letter explaining the research policy asking for permission, guaranteeing that their names and the school's names will be kept anonymous and confidential. "The identity of participants must be kept confidential or anonymous, and the assurances extend beyond protecting their names also to include the avoidance of using self-identifying statements and information" Fleming & Zegwaard, 2018). Considering that this research's success depended on how comfortable the participants felt to provide reliable and accurate information about their speaking teaching strategies experiences in their specific contexts, it was necessary to conduct the interview with the participants' mother tongue that is Spanish.

CHAPTER IV
FINDINGS AND DISCUSSION

4.1.   First thinks emerging

Once all teachers were asked to describe their immediate teaching context, some patterns emerged. Few interviewees from urban areas described their location as the first concern; there were mixed responses regarding infrastructure, and some agreed that the schools were provided with labs and computers. But the aspect that emerged among several of the interviewees was concerning "class behavior." Two English teachers mentioned that dealing with more than thirty students in almost every class makes it difficult to manage students' behavior, even more, when their schools have to receive learners from other rural schools with low English level backgrounds. According to teachers, the class behavior is occasioned mainly for the large number of students they manage. Hence, "*creating activities that can help to maintain discipline and at the same time motivates students to learn a foreign language in classrooms with many students is something challenging for me,*" said (Mary, online interview, March 9th, 2021).

Regarding rural teachers, they described their work, talked about the climate, and described how distant the schools were; some identified a "difficult work attendance." But in most cases, rural teachers referred to "unsuitable physical conditions," like old or inadequate infrastructures, no lab or equipment. At the same time, others complained about the lack of suitable spaces o resources. "*Es una zona rural donde lastimosamente... pues no hay las clases no son adecuadas*" (Fabry, online interview, March 9th 2021). The last quotation is only one example of summarizing what most of the rural teachers affirm about the context where they work.

4.2.   Context advantages and disadvantages to teach English with a focus on speaking. Emerging topics in urban contexts

The research findings give some interesting results depending on the context where English teachers are working. However, one opinion that can better highlight the actual situation in Ecuador's foreign language education system is what Sabry mentions.

"El *contexto en el que trabajamos como país no contribuye completamente al desarrollo de del inglés como lengua extranjera, ya que no tenemos tanto afluente de angloparlantes al menos de mi institución es más común encontrar quichua hablantes que angloparlante, no entonces el contexto del país no es favorable. El currículo realmente no refleja la realidad del contexto de nuestro país, no se presta para el desarrollo como una lengua extranjera y encima y la educación pública tenemos muy pocos recursos tecnológicos, que no nos permiten brindar el estudiante una experiencia más real en el idioma, más cultural con el idioma. Los libros son los reflejos del currículo y el currículo no está bien concatenados, pero nos tienen más de un año trabajando con casi nada con audios que existen con un montón de cosas y después quieren que los estudiantes reflejen cosas increíbles cuando no ha habido un proceso"* (Sabry, online interview, March 9th, 2021).

However, some benefits were highlighted by various teachers' responses to urban schools. The first one is "the open character of the urban context*."* Thus, some educators affirm that city offers a more authentic environment for learners to acquire a foreign language, thanks to those students who have the most access to the mass media and internet. For example, learners can listen to music, watch English movies, or have more chances to interact with English speakers or tourists in their city. For example, Omar (online interview, March 9th, 2021) asserts that:

> "*Es un lugar que está situado en el centro de la ciudad, creo que la ciudad de Otavalo al decir que es la capital turística de Imbabura permite a los estudiantes poderse relacionar en un contexto más real con personas que vienen a visitarnos de otros países"*

Furthermore, city teachers argue that urban institutions at least count on IT technological support such as computer labs and some essential electronic devices like stereo or televisions that help apply the different activities with learners. For example, Mary affirms that "La *mayoría de veces sí se puede porque tenemos laboratorios de computación o grabadora, televisión entonces se puede hacer uso de estos materiales*". (Mary, online interview, March 9th, 2021).

Finally, another factor that emerges from urban teachers is "bilingualism*."* According to Sabry, one advantage in her institution is that she counts with bilingual students from the

nearest communities *La Esperanza or Rumipamba.* Sabry believes that some students who manage two languages, Spanish and Kichwa, benefit from acquiring a third language (English) for them. On the contrary, Omar considers this same aspect as negative condition in the city, "*Es realmente difícil trabajar con estudiantes que hablan Kichwa, muchos casi ni hablan bien el español te podrás imaginar es muy difícil que entiendan el Inglés*". (Omar, online interview, March 9th, 2021).

The majority of urban teachers also talked about some disadvantages in their daily teaching activity. For example, the first that emerged is the "fair physical conditions of infrastructure, some of them agree that even though their schools do not have enough equipment as they would like, at least those are not so good, not so bad. For example, Mary asserts that her institution counts with computer labs, which sometimes are adapted to teach English; however, those computers are not enough for students and do not have some particular specification required in the English activities teaching process. Hence physical infrastructure, a significant necessity, becomes one of the difficulties that complicate the city teachers' labor. They think that there is no possible solution for that problem (Gabo, online interview, March 10th, 2021). *"Me gustaría tener un laboratorio solo de inglés por ejemplo que no tenemos y difícil le veo que lo tengamos"*.

Other disadvantages identified by urban teachers refer to "class size," indicating that most of their classes have thirty to thirty-five learners. Cata describes that it is challenging to control discipline or develop practical activities because the class salon is too crowded. Additionally, the increase of class size is also identified by some teachers as a problem of registration of non-urban students; in this aspect, there could be a sort of prejudice reported by urban teachers. They consider that dealing with students from nearest rural communities who enroll in city high school with lack of English knowledge makes it difficult to even up the English level with urban students of foreign language. Omar affirms that most non-urban learners usually register to the first bachelor (*primero de bachillerato)*. They are only increasing the number of students rather than contributing as an advantage in the language acquisition because rural students do not have an excellent English background or as they usually do not have English professors at primary school.

As stated at the beginning of the chapter, a significant aspect identified in the urban context is "class behavior," which various interviewees repetitively mention. Most students

present misbehavior caused by interfamily or socioeconomic difficult situations. Those factors have a consequence that learners steal from their classmates and teachers or fail the school year, *"Tenemos problemas de comportamiento…. hay hasta robots"* (Gabo, online interview, March 10th, 2021*)*. Besides that, teachers refer to students' house location, socioeconomical status, scholar grades and discipline record, as aspects that can cause misbehavior, in some schools more than in others; professors think that in the institutional practice it exists a sort of segregation of students, *"El nivel socioeconómico de la mayoría de estudiantes es bajo son estudiantes que comúnmente nos mandan los sobrantes de otras instituciones. Esta institución es una institución que tiene problemas de comportamiento"* (Cata, online interview, March 9th 2021).

Additionally, the "lack of family involvement" makes the learning acquisition more challenging. Teachers mention that even though parents are invited to several meetings during the year, they do not always assist; consequently, it is difficult to control their misbehavior because they do not have family support. Cata, a teacher who has experience working in rural and urban areas, makes an interesting comparison among the two contexts and say. *"Entonces yo creo que esa una de las ventajas más fundamentales que existen en el sector rural los padres son un poquito más preocupados de los materiales en este caso de sus hijos"* (Cata, online interview, March 9th ,2021).

4.3. Emerging topics in rural contexts

Teachers from rural contexts mentioned different perceptions about parental involvement in the English learning process. There is an apparent paradox between cooperation and the distancing of rural families. Some teachers value the "close contact with families*"* because, even though rural areas' economic situation is not the best, parents often try to support teachers in the teaching process. For example, when they realize that teachers need something, like any technological device, equipment, or material, parents organize themselves in *mingas*, gather money, or give things they have at home. Nevertheless, in some cases, even though parents make their effort, it is challenging to solve all rural institutional necessities.

On the other hand, teachers perceive that parents see "English learning as impractical or useless." Some parents consider that acquiring a foreign language will not help the children's

future lives because they see their kids working in the family job as farmers, ranchers, homemakers, etc. For instance, parents think that speaking their mother tongue Spanish or Kichwa is enough. Consequently, people usually show low education levels in rural areas, and parents are also included. Damy said that most parents belong to the Awa nationality, who did not have a chance to study even primary school in her workplace. So that lack of knowledge would be a reason why parents think that English is unnecessary for their context, making it hard to motivate or support their children to acquire a foreign language.

Similarly, Fer affirms that most rural parents only want the children to finish their primary scholar education (*Educaciòn General Bàsica)* and then follow their family activity heritage; English is not necessary for those activities. *Que en el sector rural pasa eso, sabes porque hay muchos padres de familia que no saben leer ni escribir también entonces no… no le dan importancia".* (Fer, online interview, March 9[th,] 2021). *Thus, learners do not feel motivated or interested in learning a foreign language, affecting their English process acquisition.*

Some teachers also talked about the benefit of "close contact with the student," highlighting that most of the teachers must live in their workplace, renting the house, and returning to their original place during weekdays. This situation makes it possible to directly or indirectly have contact with the majority of the villagers, especially with students' parents. Thus, teachers can have the advantage to know students' needs, interests, worries, expectations, and among others, and use that knowledge at the moment to plan the foreign language teaching activities. Additionally, rural teachers highlight the close relationships that they can get with parents, making it easier for them to access local families because they meet each other. For example, Kattie states that if the teacher knows how to manage a respectful, cordial, reliable relation with community people, it will help them get some material benefits and get emotional, personal, and professional support from local people.

> *"Mucho depende de cómo el maestro se muestra en la comunidad para tener la cercanía con los pobladores de la comunidad, y de ese trato dependerá que logre ayuda solo para conseguir algún material que falta sino también de vuelven en un apoyo para el proceso de enseñanza"* (Kattie, online interview, March 9th ,2021)

"Bilingualism" is also perceived as an advantage in rural settings with indigenous kichwa students. For example, 90% percent of students of two non-urban teachers speak Kichwa as

their mother tongue and Spanish as the second and primary way of communication. Hence, Marl considers that those students' capacity helps them produce some English sounds, like [sh], allowing them to have an advantage in acquiring a foreign language. "*El hecho de hablar quichua algunos de ellos les facilita porque existen algunos sonidos que se asimilan en quichua y en inglés*" (Marl, online interview, March 9th ,2021). Besides that, Kattie supports Marl's affirmation, asserting that most of her students speak two languages because they can better comprehend a third one.

Other responses also referred by non-urban teachers as difficulties were the "unsuitable physical conditions for learning. Unfortunately, most of the schools' infrastructures are old, inadequate, limited for students' number and climate or local condition, making it more challenging. Damy, for example, mentions the climate as one negative aspect that affects the English classes, and most of the time, her English class schedule is scheduled (from 10:30 am to 1:30 pm) during the last hours of the school day, causing that learners feel bored and tired. Additionally, that teacher mentioned that most of the schools were designed for few learners, but sometimes classes exceed that number; consequently, teachers must use other areas outside the classroom and adapt it to teach English.

Additionally, another factor that emerged in most rural English teachers is the "lack of technology." "En *mi caso pues solamente estaríamos el profesor, estudiantes, y el pizarrón y nada más*" (Fer, online interview, March 9th ,2021). Day asserts that one of the most challenging situations in her institution is that they do not have devices or lab where develop the four English skills, listening, reading, writing, and speaking. Besides that, the interviewee mention that there is no mobile device carrier signal or internet connection, so it is complicated to work with innovative activities "*la tecnología en lo que es la señal de internet o cellular aquí no hay Mientras que en la Ciudad si lo disponen*" (Damy, online interview, March 9th ,2021). Consequently, it is difficult for the rural teachers to create or use online platforms that can support their teaching process, limiting learners' opportunity to interact with other activities, dialects, or reading according to their age, interest, or context.

"Even though we carry out with our own devices to help the teaching process, it is challenging to solve the lack of technology in my school," said Fabry in the online interview. He also states that nowadays, English teachers' essential tool is technology, computers, YouTube videos or audios from the internet, etc. However, in our institution, no, we cannot

count on that. "*Yo creo que la tecnología lastimosamente es muy complicado[acceder] a pesar de que uno mismo se lleva sus devices sus aparatos, pero no es lo mismo…. no es lo mismo*" (Fabry, online interview, March 9th ,2021).

Finally, another aspect identified by rural teachers, as stated before, was "difficult work attendance." Usually, most rural areas are located in places that are far away and with difficult access. For instance, teachers have to stay there during the week. For example, Fer affirms that few of the coworkers are from the local area. Still, most of them come from cities, especially the English teachers, so they must rent houses in the community. Furthermore, it causes teachers to not participate in seminars, courses, or training, because professors are not close to the universities or institutions that offer that services, and traveling during the weeks means at least two days of teachers' absenteeism in schools due to the distance.

"*Por ejemplo, ese es una desventaja que tenemos al trabajar en el sector rural, porque mientras los profesores de la ciudad están cerca de las universidades y pueden ir a los cursos que proponen en diferentes instituciones, para nosotros que estamos lejos es difícil a veces ni nos enteramos, y salir a un curso significa pedir permiso viajar y perder 2 o a veces 3 días de clase, entonces no…no ee es muy difícil.*" (Fer, online interview, March 9th ,2021).*

Table 4: Summary of Identified Topics

	Urban contexts	Rural contexts
ADVANTAGES	Open character of the urban context	Close contact with families
	Fair physical conditions of infrastructure	Close contact with the student
		Bilingualism
DISADVANTAGES	Class size	English learning as impractical or useless
	Class behavior	Unsuitable physical conditions for learning
	Lack of family involvement	Difficult work attendance
		Lack of technology

Note: Summary interviews' findings

As we can see here, even teachers were asked to describe the context where they work. Rural professors first came out with the difficulties concerning class behavior caused by many learners inside crowded classrooms, having more than 30 students. This finding is supported by the background information stated in the theoretical framework, where Bahanshal (2013) affirms that it is hard to get effective communication in classrooms with many students. The class presents misbehavior and lacks individual attention, and the teachers cannot set applied group activities easily. And apart from these factors, the lack of family involvement in the teaching process challenges their daily activity. (Calderon, Slavin, and Sanchez, 2011) Affirm that teachers became more effective in the school via planning, student engagement, vocabulary building and fluency, oral language development, literacy development, reading comprehension, parental support, and involvement. Hence, the current results are related to some studies stated before.

However, it is essential to highlight that the interview findings also reflect some positives aspects that emerged. For example, students' expositions to the foreign language with an open character, social media, television programs, radio broadcast, etc. Besides, urban learners support at least count with unfair physical conditions and infrastructures, with computer labs with an in-focus which can be used as or adapted to teach English.

Rural teachers mention as disadvantages the unsuitable physical conditions for learning teaching; for example, inadequate or old infrastructures with small classrooms that are not sufficient for the number of students. Another aspect is the problematic "work attendance" because rural schools are far away and have difficult access, which prevents teachers from attending training courses for the distance and advancing in their academic careers. And finally, "the lack of technology" is one of the things that worries teachers, for instance, the lack of computers or at least a radio or stereo to play English audio conversations. Moulton (2001) asserts that rural schools in sub-developed countries often suffer because they are located far away from the Ministry of Education's central offices, zones, districts, and circuits that distribute instruction and resources.

Similarly, the interviews give some positive aspects like how teachers have to maintain close contact with families. The professor must live in the community during the week, allowing them to familiarize themselves, socialize, or be involved in the local activities. And of course, if teachers have close communication with parents, this will enable them to contact

students to know their realities, conflicts, interest, likes, dislikes, or, for example, if they speak Kichwua and Spanish turning them into bilingual learners.

Hence, the results support the necessity to establish the differences that English teachers must consider when planning or selecting their teaching activities according to the context. In other words, Hawkins (2010) states that the socio-cultural approach depends on where the school's culture and environment are to consider the precise languages and communication methods in the teaching process. Hawkins suggests that a socio-cultural approach based on (ZPD) can guide teachers to structure classrooms adequately considering a social interaction when they make language concepts.

4.4. Strategies to develop speaking skills

The teacher's participant in the interviews was also asked to answer a short questionnaire to assess the kinds of strategies they use in class and how they are immersed to develop the speaking skill. Most teachers deal with large classes, but this is more of a problem in urban contexts. Thirty (30%) percent of the surveyed participants work with an average of twenty-five to thirty students in a class, and 20% percent mentioned working with more than thirty-five students in their classrooms. In contrast, in rural areas, only ten (10%) percent indicated that they manage ten to fifteen students in class, and 20% affirm that they have fifteen to twenty students in their classrooms.

Figure 1: The typical size of each class you teach in terms of student numbers
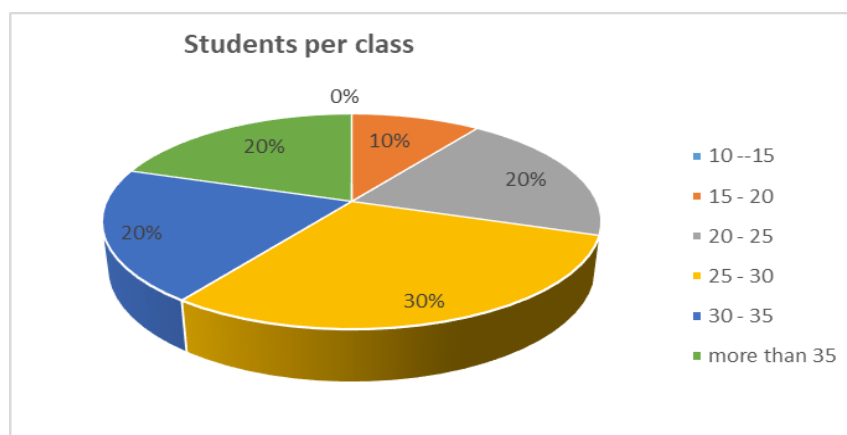
In regard to important aspects related to the development of speaking skills, 90% of the teachers interviewed consider that developing speaking skills are associated with "creating confidence" and "creating a positive attitude" more than only a technical aspect.

Table 5: Most Significant Aspects linked to Speaking Skills.

Aspect developed through speaking activities	Place according to the importance						
	1st	2nd	3rd	4th	5th	6th	7th
Creating confidence	90%	10%					
Creating a positive attitude		50%	30%	10%			10%
Providing new vocabulary		20%	30%	40%	10%		
Providing an opportunity for self-expression	20%	10%	40%	10%	10%	10%	
Reinforcing new pronunciation		10%		10%	50%	20%	10%
Providing the opportunity for individual feedback				20%	10%	40%	30%
Special mention of using standard usages and words			10%	10%		30%	50%

Table 5 indicates that English teacher participants give special priority with a ninety percent (90%) to create confidence in their students when planning a speaking activity, supported by creating a positive attitude with the fifty percent (50%) of preferences and reinforcement self-expression. According to teacher perception, the least important is providing individual feedback and using standard usages and words.

Figure 2: How often do you use the following activities to develop Speaking skills?
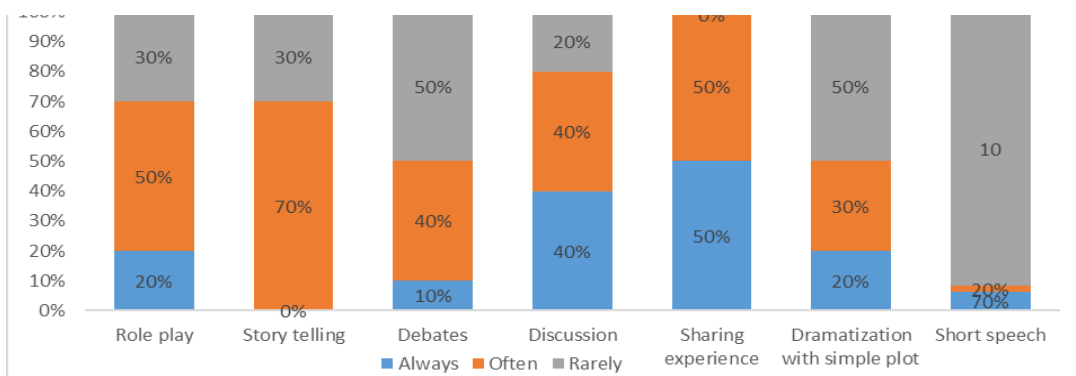
Figure 2 shows a chart of the use of some everyday activities to develop speaking skill. It can be seen that the most strategy are short speech and storytelling, with seventy (70%) percent of the application as always and often applied respectively. Besides that, it is essential to highlight this percentage was obtained by rural and urban teachers, who present some similarities in the frequency of using the activities. It means that it does not matter where teachers work; they commonly apply the same strategies in different contexts.

Figure 3: Level of impact of English-speaking activities for language production
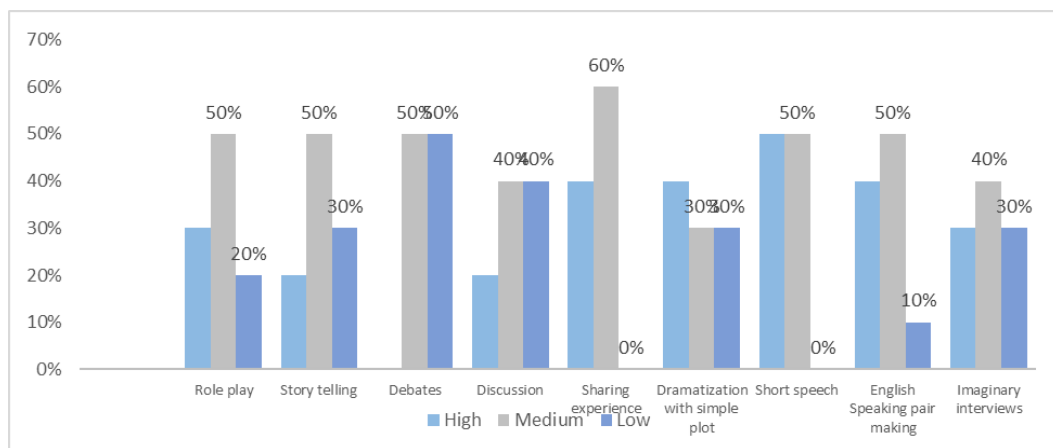
The first figure 3 shows English teachers' perception about the level of impact of some speaking activities. It illustrates how those rural and urban professors consider sharing experience, short speech, speaking pair making, dramatization with simple plots, and role-plays have among the forty (40%) and sixty (60%) percent of big or medium significant influence to develop oral skill. In contrast, debates and imaginary interviews with the fifty percent (50%) are perceived as not very practical to create speaking.

Figure 4: Level of difficult to develop English-speaking activities in big-size classrooms
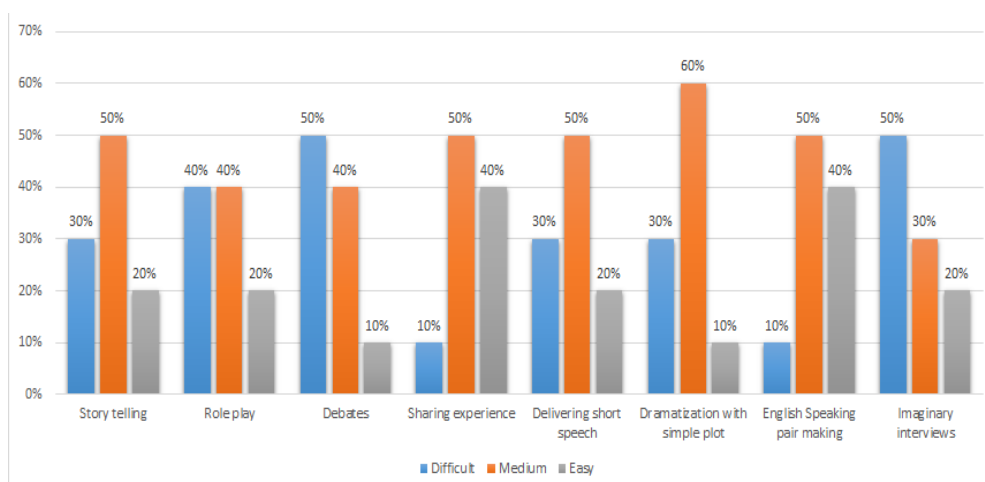
Similarly, figure 4 shows that sharing experience and short speech with the forty percent (40%) are the easiest ones. In contrast, debates and imaginary interviews, and dramatization referred to as low impact by the teacher in figure 3 are considered fifty percent (50%) medium and hard to apply in English classes.

Table 6: Importance for English Teachers' Performance in Class Speaking Activities

FACTORS	Place of importance for teachers' performance						
	1st	2nd	3rd	4th	5th	6th	7th
Teacher training	60%		20%	10%	10%		
Materials and equipment		30%	40%		20%	10%	
Class size	10%	30%	10%	10%	20%	10%	10%
Students proficiency	10%	20%	10%	20%	30%	10%	
Language of instruction	10%	10%	20%	50%	10%	10%	
Students and parents' attitudes	10%	10%			10%	40%	30%
School location	10%			10%		20%	60%

Note: Place of importance for teachers' performance

Regarding factors and items and their significance for teachers' performance, teachers gave the first place to "teachers training." As table No 6 shows 60 percent (60%), followed by material and equipment with a small percentage thirty percent 30%. And class size in the third place.

On the other hand, the table also illustrates that according to teachers' perception for them is not so important the students and parental attitudes as well the school location. These aspects show forty (40%) to (60%) percent placed as the least important in their teaching performance.

In summary, the research findings demonstrate that even teachers work in two different areas, students' interest, school physical condition, and pedagogical difficulties. English teachers apply almost the same activities to develop speaking skills. However, it is important to recall what Hawkins (2010) asserts in the definition of socio-cultural approach, and teachers must apply strategies according to the particular situation where students are learning a new language.

Furthermore, rural and urban teachers present an apparent patron in applying pair or group speaking activities like role play, short speech, or sharing experience, instead of individual activities like imaginary interviews or dramatization. So it means that the teachers try to achieve the main goal in speaking practice, to motivate a social interaction among students. "Speaking is the most useful of the fourth which learners can communicate with people to accomplish some goals or to express their opinions, intentions, hopes, and viewpoints" (Torky, 2006, p.13).

The results also support the proposal to establish the English speaking strategies based on the cooperative learning approaches that give significant importance to the pair and group work activities. For example, Felder & Brent (2007) defines collaborative learning as a group work approach that looks to reduce the incidence of unpleasant situations and raise students' pleasure in the learning process, getting high performance in teams working.

CHAPTER V

ACADEMIC PROPOSAL

6.1 Tittle

"You and Me Learning Together"
ENGLISH SPEAKING STRATEGY TRAINING COURSE

6.2 Rationale

A natural characteristic of human beings is to be ready for the constants changes during their whole life, and education is not an exception. The pedagogical issues are constantly developing with the aim to improve how students acquire the second language according to current realities. Thus, teachers need to get to know more innovative strategies that help students perform according to what they need and maintain those activities that are still productive for knowledge attainment.

The practical speaking skills teaching-learning process can influence students' future academic perspectives, and teachers play a crucial role there. For instance, update the class activities, use technology issues, adapt the textbook content with learners' reality, and learning style, among others. These are only some examples that educators are called incorporate in order to motivate and encourage students in the speaking production.

6.3 Theoretical framework

Fagan, quoted by Shah (2013), asserts that the teaching-learning process of a foreign language cannot limit itself to any periphery of the classroom because this process occurs through social interaction outside of a specific context. Language teaching links the outside context with the experience inside of it because life outside of the school has an essential effect on teachers- student and students- students' interactions; we could say that there might be a significant number of students who could learn English on the street more than in classrooms:

Hence, this training course is based on two vital approaches that support the foreign language teaching process, taking into account the students' context. One is the socio-cultural approach and the other is cooperative learning approach.
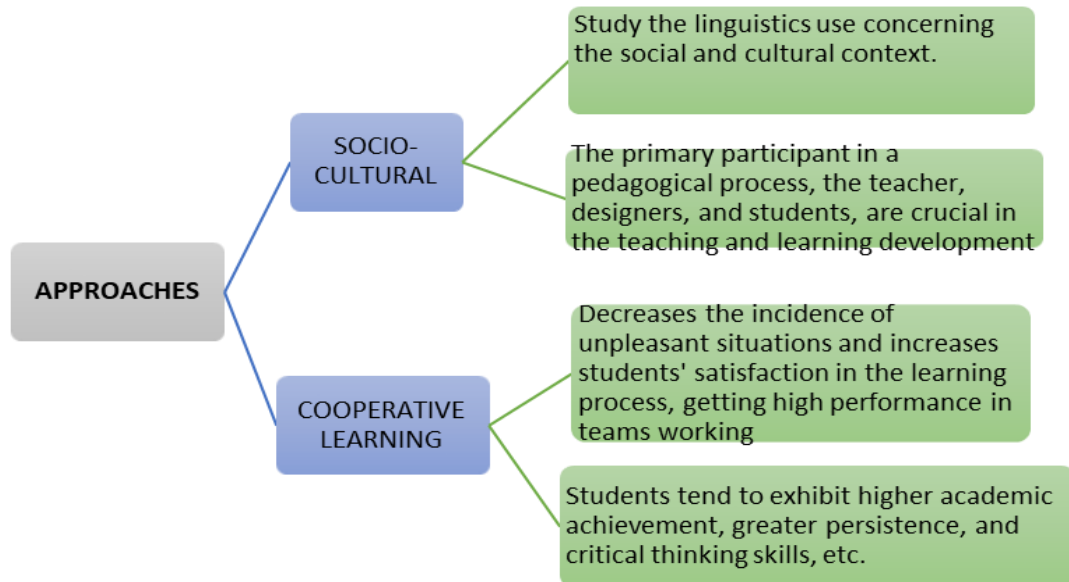

Illustration 1: Approach summary

Teachers training

Richard (2010, p.23), states that "English language teaching is not something that anyone who can speak English can do." In other words, the English teaching process requires specialized people with academic knowledge and experience that can be skilled in applying their expertise in different settings, situations, and realities. According to Leung (quoted in Richard 2010), there are two types of professionalism, institutionally prescribed and independent professionals.

The first one refers to the Ministry of Education, teaching organizations, regulatory bodies, school principals, and the expectation of teaching quality that teachers want to know according to the national standards. In contrast, independent professional states teachers' views of the teaching process related to their values, beliefs, and practices.

Therefore, it is also crucial to states the language teaching process as everything requires that EFL teachers have sufficient and accurate knowledge of pedagogy and context issues.

Richard (2010) asserts that teachers must be training to teach in the different context, such as local public schools, community institutions, private language institutes with children, teenagers, or adults; with a variety of social, economic, cultural, and educational background, understanding the dynamic relationship among classroom, rules and specific behavior to the particular location (p.11).

For instance, how much or less English teachers know the setting could positively or negatively affect the teaching process. In other words, rural and urban teaching strategies depend on the school context. Educators need to train themselves to fulfill these factors, considering plans according to the classrooms or setting realities and teachers' current situations and demands. Calderon, Slavin and Sanchez (2011) affirm that teachers became more effective in the school after receiving training in eight specific strategies. Those are enhanced instruction via planning, student engagement, vocabulary building and fluency, oral language development, literacy development, reading comprehension, parental support and involvement, and reflective practice through portfolio development.

As stated before, English training must be an integral process involving pedagogical aspects that allow them to improve their teaching practice and collaborative work with parents and authorities. Finally, the tech uses to wake students' creativity nowadays. Future use of foreign language expectations and successfully fulfilling these contextual factors challenges for English teachers is essential to be training in suitable strategies that can help in foreign language teaching.

2.2. English Teaching Methods and Strategies

This proposal is mainly focused on providing English teachers suitable speaking strategies to develop oral competence in students from the rural and urban context. Hence, it is necessary to establish the difference between methods and strategies to avoid any misunderstanding.
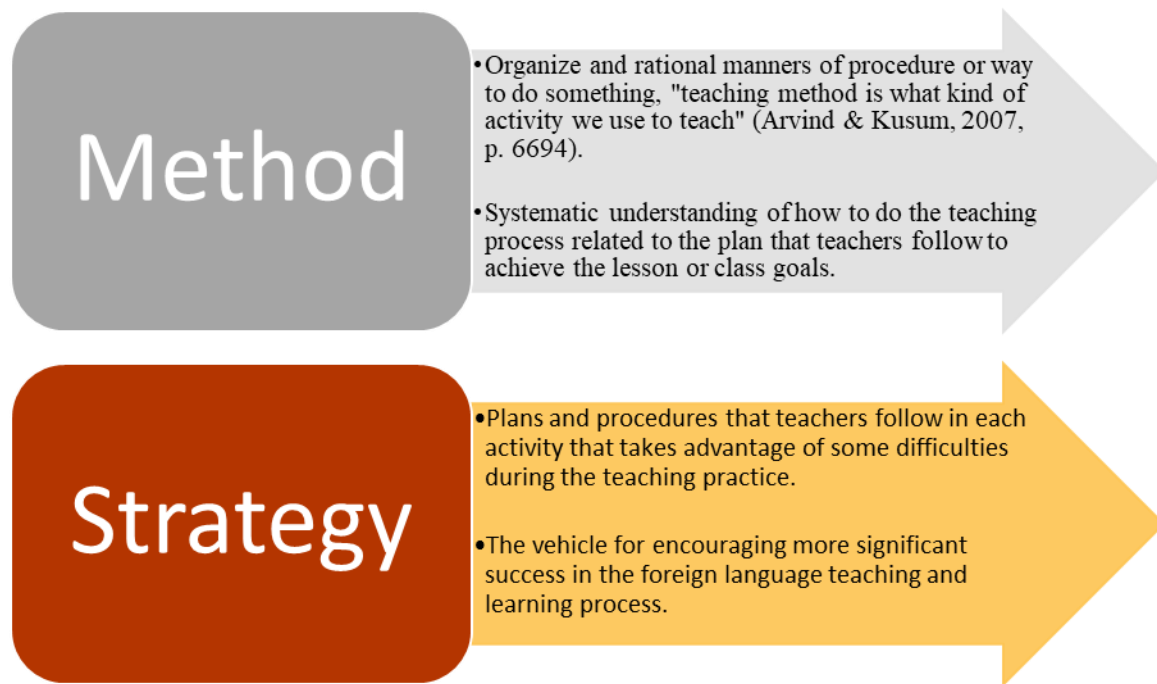
Illustration2: Summary of Differences Between Method and Strategy.

2.2.   Strategies for Teaching Speaking Skill

It is essential to start presenting a general concept of what is speaking. According to Torky (2006), "speaking is one of the four language skills (reading, writing, listening and speaking). Speaking is the most useful of the fourth which learners can communicate with people to accomplish some goals or express their opinions, intentions, hopes, and viewpoints" (p.13). For instance, speaking is the integration of the other three language skills that allow people an oral interaction either in personal, professional, business, or in the field that communication is required.

Thus, English teachers must decide the speaking activities for their students considering students' needs, learning style, individual students' characteristics, environment, multiple intelligences, encouraging the use of the English language with the real situation rather than repetition. For instance, even though there are many speaking strategies suitable for developing speaking skills in foreign learners, this paper presents those based on socio-cultural and cooperative learning approaches.

Think- pair- shair → Dramatization → Dialogue → Gallery walk

Illustration 3: Strategy Proposed to Rural Context.

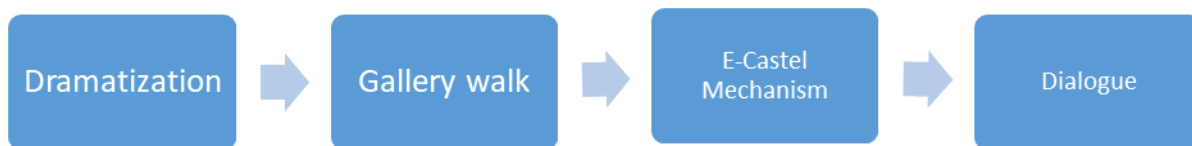Dramatization → Gallery walk → E-Castel Mechanism → Dialogue

Illustration 4: Strategy Proposed to Urban Context.

6.4 Objectives

6.4.1 General

To develop a proposal for a training module to improve English language teaching according to the context.

Specifics

•	Select the accurate strategies that English teachers can use to develop interaction among speaking skills according to the particularities of school settings.

•	Train English teachers in speaking strategies taking into account their particular conditions to help learners perform oral communication effectively.

•

6.5 Beneficiaries

The current proposal called "You and Me Talking Together" aims to provide training in English speaking strategies to ten teachers from different rural and urban schools in Imbabura province. The indirect beneficiaries are high schools' learners –students. Teachers will apply

the strategies suggested in the course with their students to get an effective speaking production.

6.6 Impact

Nowadays, English language is one of the most spoken languages worldwide, spreading faster in many non-Anglo speaker countries. Besides, people consider English as a global form of communication, in business, health, sports, education, among other purposes. In this context, the education system in most Latin-American countries is challenged to get effective English learning-teaching processes.

Ecuadorian curriculum includes English as a mandatory subject, from elementary education to high school, in schools of all kinds, public, fiscomitional, municipal and private schools in rural or rural areas must teach English as a foreign language. Considering contexts in this proposal aims to give teachers support in their job, training them ineffective and innovative speaking strategies.

Thus, this English training course is designed to improve the way teachers apply speaking strategies. If teachers are aware of the differences in each place, they will make the necessary changes to improve the traditional activities and look for new ones. Besides, if teachers learn and apply the speaking strategies suggested, it would be a significant impact on the speaking teaching process.

6.7 Development

Considering the research finding and the challenges English teachers have in their specific context. The current training course is designed in separate sections for rural and urban teachers. The two groups' classes are forty hours long, divided into twenty class sections and the other twenty hours of online autonomous activities. Two facilitators will develop the twenty class hour according to their expertise.

First, 16 hours will be presented by me, Maribel Espinoza, I will introduce the use of some speaking strategies from a specific context to the teachers. Simultaneously, the rest of the four hours of the class section will be guided by an expert in strategies about classroom

management. The class section will incorporate different online applications like, Canva, Mentimeter, and Padlet.

The other twenty hours of autonomous online activities will be designed with the use of Microsoft form, where teachers can listen to YouTube videos and do some exercise, putting in practice and assessing their level of comprehension in the oral classes section.

FIRST DAY

NAME:

WELCOMING SECTION

Objectives

Introduce the purpose of the English speaking training course "You **and Me Learning Together"** to the participants, giving them a general idea about how to teach speaking and how and explaining to them the mechanism of the class section and the autonomous work.

Let teachers know how to manage big class size, unfair physical conditions, material and equipment, and no parents' interest or collaboration according to the specific challenges of each particular context.

Duration: Four hours

AGENDA

- Welcoming message
- Conservatory section

    o What do you expect to learn in this training course?
    o What are the most common speaking strategies for you?
    o How often do you plan to speak in your classes? Why?

- Explanation of the main objective of the training course
- Importance of the development of speaking skill in our students
- Video about how to teach speaking
- Classroom management
- Ending section

WELCOMING MESSAGE

Dear colleagues English teachers, welcome to this speaking strategies training course. Thanks for accepting to be part of this training course. I am Maribel Espinoza; I am also an English teacher nowadays. I work in a rural area here in Imbabura in a place called Buenos Aires in *Urcuqui*. I am a student from the master degree program at *Universidad Tècnica del Norte.*

This training course results from an investigation called "**Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura. "**. The dynamic of this course is the following.

First, we will have the opportunity to hear a magisterial class from an expert in classroom management. He will suggest to us how to advance the facilities' physical condition, material, and equipment that we have or not in the school. Second, I will introduce some innovative and traditional speaking strategies with activities practice that will help you raise the level of speaking performance in your students. And finally, you have autonomous work where you can practice and put into practice what we have already learn in the class section.

It is a pleasure for me to have the opportunity to share with you some essential ideas that definitely will help us in our daily activity as English teachers, especially in the development of practical exercises to develop oral competence in our students. To start that training it is essential to introduce speaking skills, and I would like to know your opinion.

- What is speaking skill for you?
- What do you want to get at the end of the speaking students' production? Why?

Thanks for your opinion. Well, let me introduce some information about speaking.

According to Torky (2006), "speaking is one of the four language skills (reading, writing, listening and speaking. Speaking is the most useful of the fourth which learners can communicate with people to accomplish some goals or express their opinions, intentions, hopes, and viewpoints" (p.13). For instance, speaking is the integration of the other three language skills that allow people an oral interaction either in personal, professional, business, or in the field that communication is required.

However, poor teaching is inefficient learning outcomes and negative language learning (p. 54). Khamis affirms that when "teachers should look for strategies that focus on capture students' attention; like songs, poems, chants, drama, stories, games, and Total Physical Response (TPR) activities" (2007, p. 112). For example, with games, students may establish real rules, sane competition, relaxation, and learning. Those activities must be planned to consider a natural learner environment, situation, and perspectives, to encourage them to use the new language.

I would like that now you help me again answering some question

- What steps do you follow when you plan a speaking activity for your students.?

Let's watch a video and clarify any doubt about teaching speaking by Develop Your English Skills (2020) How to teach speaking, teaching method, English didactic.
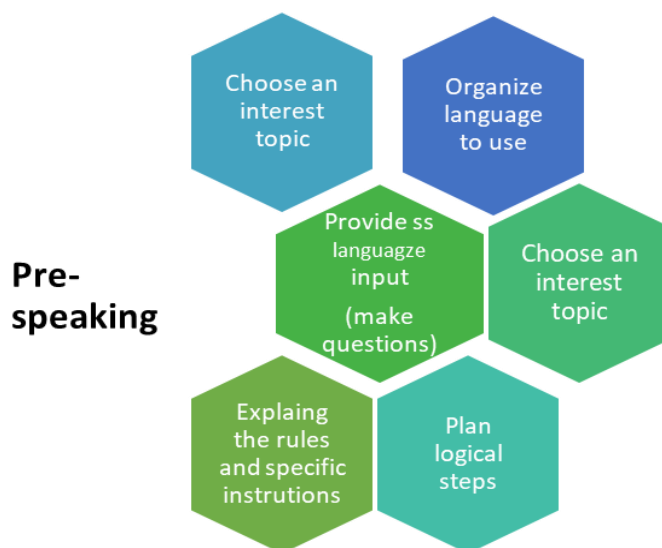

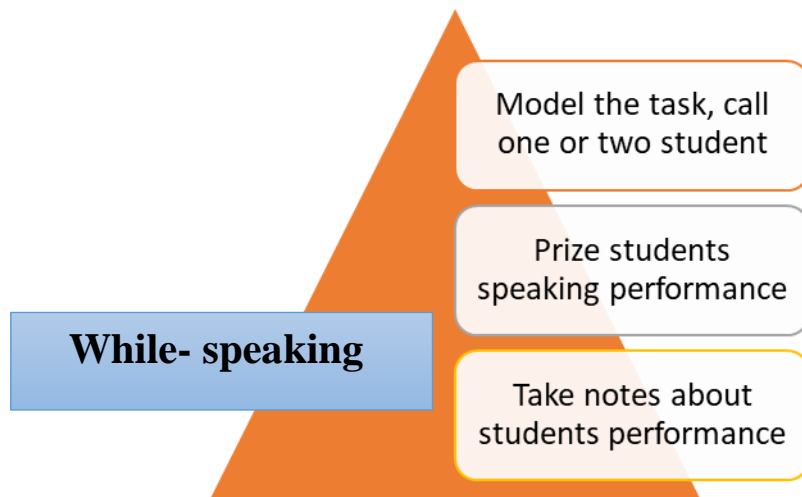Illustration 5: Summary from video by Develop Your English Skills (2020)

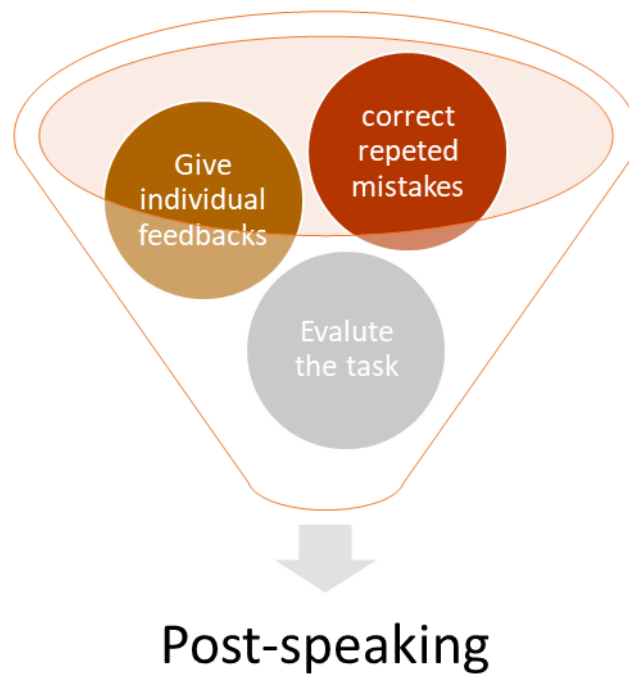Illustration 6: Summary from video by Develop Your English Skills (2020)

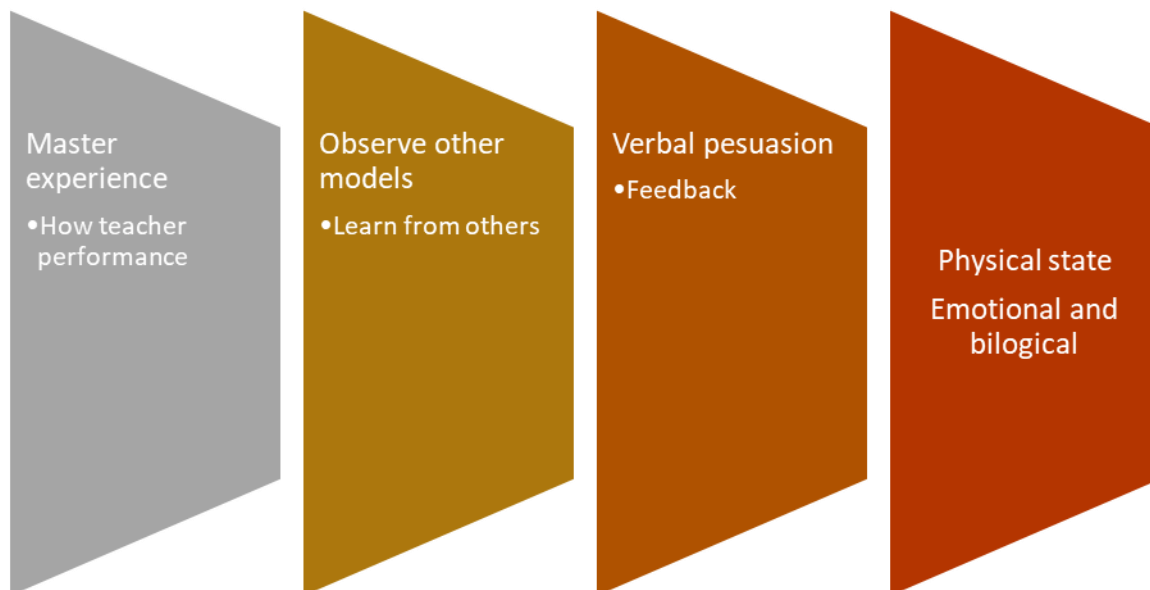Illustration 7: Summary from video by Develop Your English Skills (2020)

CLASSROOM MANAGEMENT

- Discussion part

  o How important do you consider is the classroom management in de development of speaking skills?

  o What ways that you follow to organize students into groups to develop any English activity?

Overview: To start talking about classroom management, it is essential to begin introducing the importance of teachers' self-efficacy. Because this proposal is focused on gives some tools that can help them to develop speaking skills effectively.

(Skaalvik & Skaalvik, 2010) defines teachers' self-efficacy as the individual teachers' belief about their ability to design, order, and develop their activities required to achieve the educational aims. Bandura, quoted by (Skaalvik, & Skaalvik, 2010), states that teachers' self-efficacy is not just the ability to conduct effective teaching; when they succeed in classroom management, the teaching-learning process occurs source classification parental involvement in academic activities. Additionally, (Skaalvik & Skaalvik 2010) quoted four reasons that Bandura refers to how self-efficacy happens:

Master experience
•How teacher performance

Observe other models
•Learn from others

Verbal pesuasion
•Feedback

Physical state
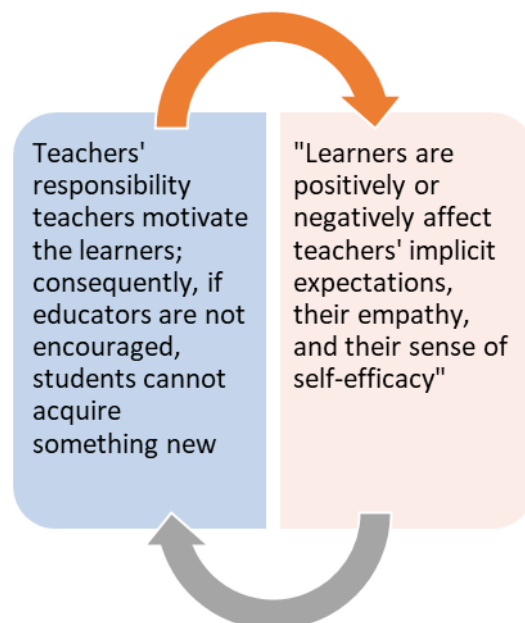Emotional and bilogical

Illustrations 8: Reason for self-efficacy.

As you can see, Skaalvik & Skaalvik refer to teacher experience as the first reason as an indicator of efficiency. As we know how well teachers are in their labor, better are going a be the result. For example, suppose I know how to apply the different strategies, using other material, equipment, or know-how to adapt to the particular situation in the context, in the end. In that case, it will show how well they master the subject. However, teachers do not always know everything, even their experience, that is why it is essential to the training courses and learn from others. But if you do not have access to the training you can learn from your colleagues, or make self -education takes to the internet access.

Additionally, how well teachers feel will be reflected when they give feedback to their students. For example, "Dialing efficiently with learners is one of the crucial and complex factors which teachers' skills and abilities must challenge in EFL classrooms" (Shah, 2013, p. 108). Hence, learners' aptitude or interest is demonstrated in the classroom activities to help fulfill English teachers' goals. There are different types of students in a typical class salon, the students who are into the learning process and are interested in foreign language acquisition becoming autonomous.

Social and cultural factors have a crucial impact on classroom teaching and learning process in EFL teachers.

Teachers' responsibility teachers motivate the learners; consequently, if educators are not encouraged, students cannot acquire something new

"Learners are positively or negatively affect teachers' implicit expectations, their empathy, and their sense of self-efficacy"

Illustrations 9: Learners' Motivation Factors (Csaba 2018, p.40)

CHALLENGES IN CLASSROOM MANAGEMENT

British Council, 2015 states that even the Ministry of Education is taking significant steps to raise quality in EFL Ecuadorian education. The number of students inside classrooms is still a problem, staying up to 50 to 60 students in a class. Moreover, this situation is more common in urban institutions rather than rural ones.
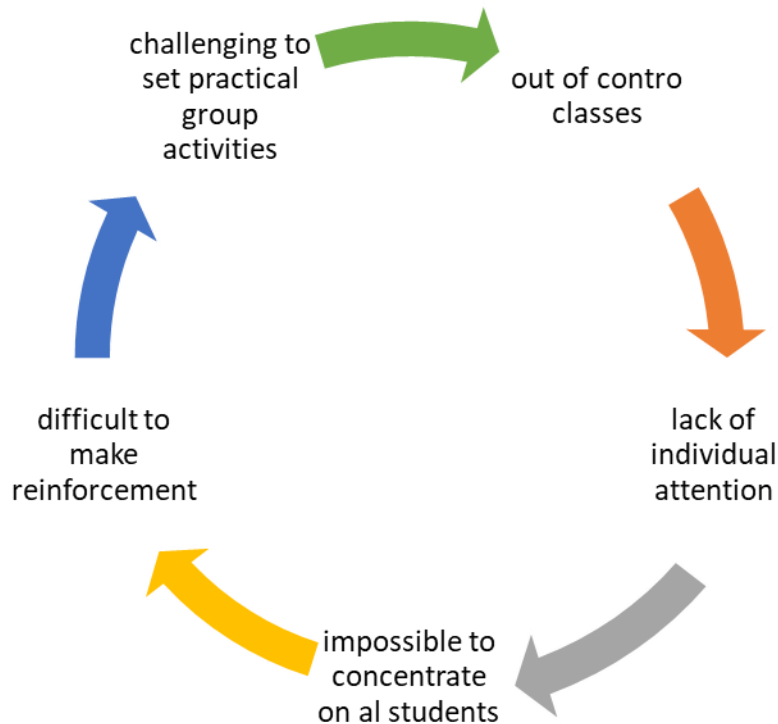
challenging to set practical group activities → out of contro classes → lack of individual attention → impossible to concentrate on al students → difficult to make reinforcement →

Ilustración 10: challenges in big class size (Bahanshal, 2013)

Classroom management is treating the students' disruption, involving students in classroom activities, and establishing a friendly learning-teaching environment. As part of the challenge that English teachers mention, especially in urban areas, the student's misbehavior was one factor that complicates the students' performance and interaction with others inside the school and affects their learning acquisition. For that, some theories defend behavioral modification in students, but other researchers complain about misbehavior modification.

BEHAVIORAL MODIFICATION
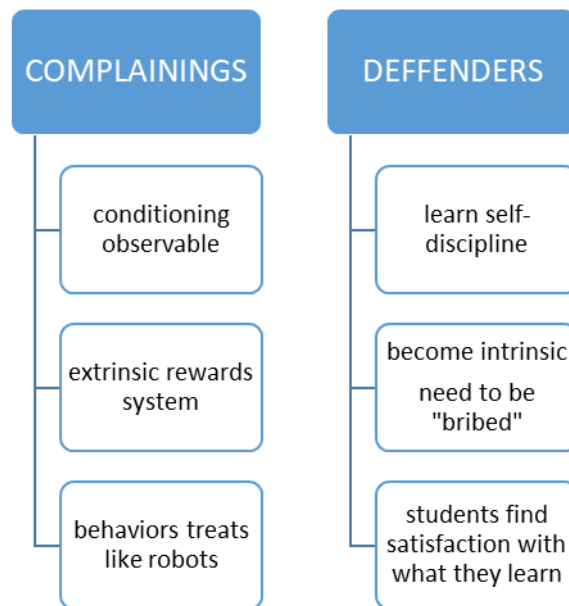
Illustrations 11: Summary of behavioral modification by (Shores 1993)

However, to start changing the students' misbehavior in students, English teachers also need to apply practical strategies to develop speaking skills better and effectively.
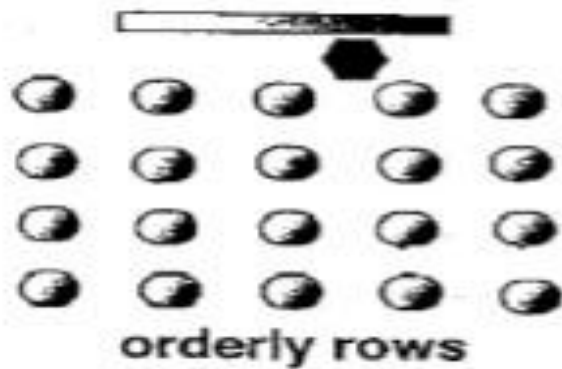
"Classroom management includes grouping and seating, setting up activities, time management, teachers' control over students in the classroom."
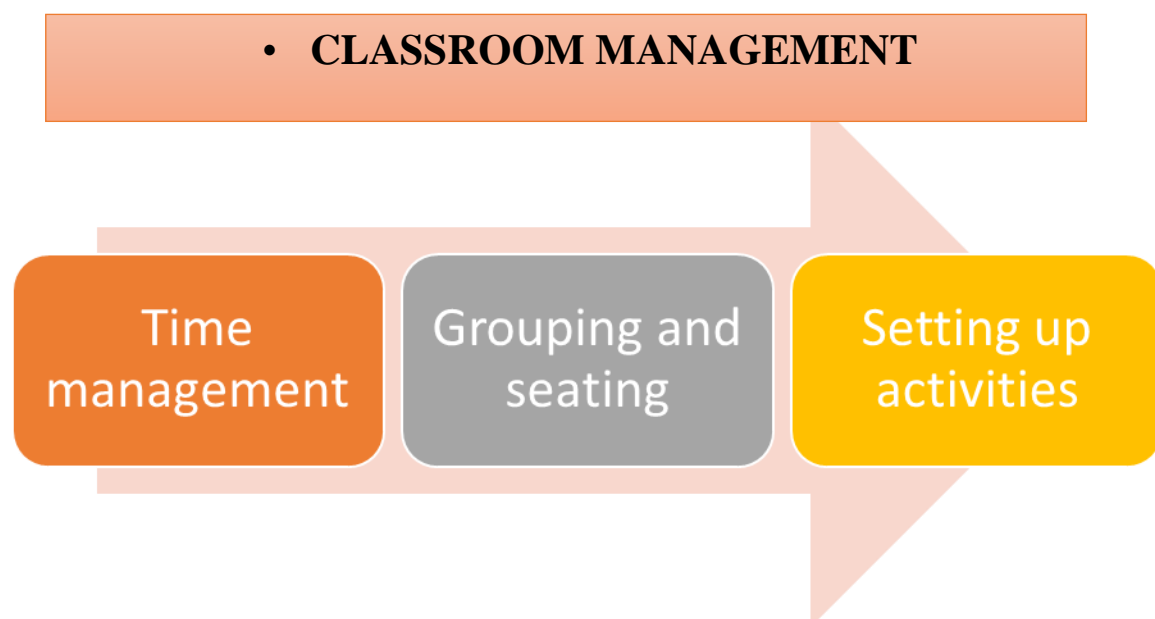
Illustrations 12: Information recovery from (Zerin, S. (2009). Classroom management

Types of setting arrangements (Zerin, S. (2009).

Orderly rows

In that setting, teachers and students can see each other having eye contact. Maintaining discipline, the teacher can walk around. This order is better for medium and large classrooms.

Ilustración 13: Zerin, S. (2009) Classroom management

It can be used to watch videos then discuss about them, use the board, explain a grammar point, demonstrate text organization, etc.
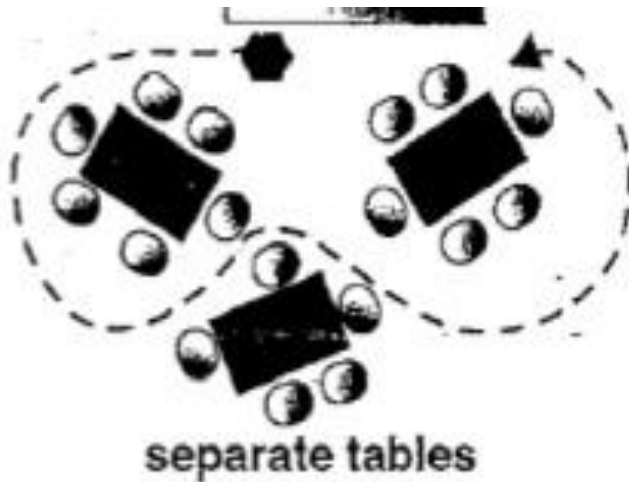
Horseshoes seating arrangement

In this type teacher stays at the center of the class, getting close contact with students and allowing that all of the students can see each other. It suits in small classrooms.

Illustrations 14: Zerin, S. (2009) Classroom management

The horseshoe can engage speaking activities, whole-class discussions, students' presentations, or performance in dramatization.

It is one of the most informal seating arrangements where students sit in groups at separate tables. The role of the teacher is a facilitator who monitors students' tasks.

separate tables

It works better in activities that require group interaction, like talking about and specific topic, dialogue, etc.

Cluster seating arrangement
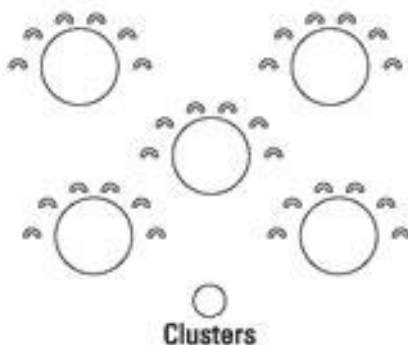
It consists of arranging four or five student's tables together facing each other. The students who are in working together can have better visual contact. The role of the teacher is to monitor, helps, and guides the students' tasks.

Clusters

Illustrations 1: Recovered from dummies.com by Elaine Beach

Cluster seating arrangement cannot be used in exams or when the teacher is given instruction. However, it is used in a correct way to is very helpful for dramatization, dialogues, gallery walk in groups, etc.

Of course, there are other seating arrangements like desk row, circle, semi-circle, stadium ant, etc. However, here we're introduced to the seating arrangement to help develop speaking skills in taking into account different class physical conditions. Nevertheless, it is vital to state it does not matter what steps the teacher may follow if they do not think about the group

of students, kind and goals of the activity. Additionally, it is essential to promote students' interaction, collaboration and facilitates the teacher role.

To support the idea of classroom management, let me share with you a video called Classroom Arrangement Styles: Pros, Cons, & Analysis by Teachings in Education (2018)

Now let me give some ideas about how we can involve parents in the teaching process.
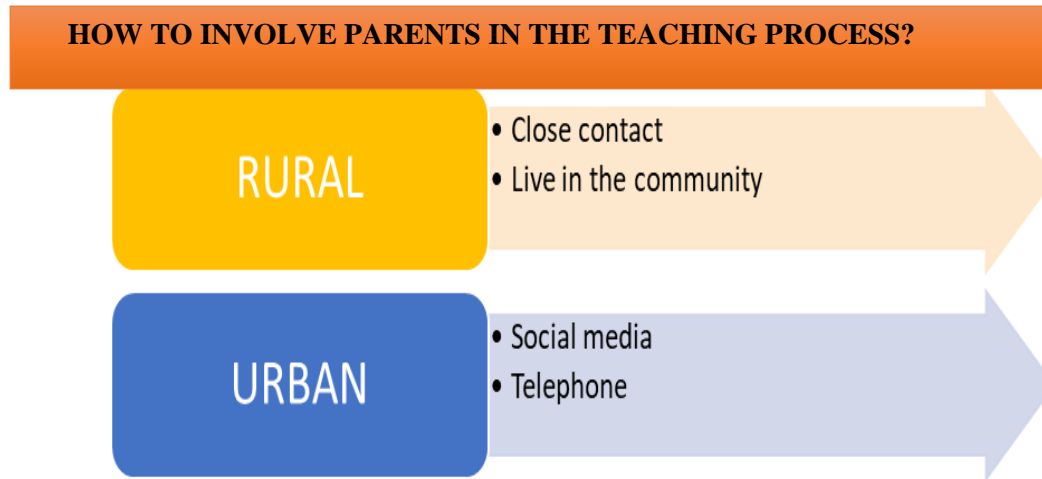
HOW TO INVOLVE PARENTS IN THE TEACHING PROCESS?

RURAL
- Close contact
- Live in the community

URBAN
- Social media
- Telephone

Ilustración 15: Advantags in rural and urban context

The real situation in rural and urban institutions provides teachers some difficulties and advantages concerning parents. However, now we will focus on the edges and advance those to help students in language acquisition.

In the rural context, English teacher has the advantage that they have close contact with parents or live in the community. Hence, it is suggested that the teacher invite parents to the speaking teacher performance more often, not only at the end of a project, lesson, or school year. The idea is that parents can realize how their kids start and how there are acquiring the language. For example, if an activity is a dramatization, do no wait at the end of a school year or a special event to show in open house activities the students learning development, try to create that kind of activities at least once a month and let parents be part of that process.

While in the urban context, it is suggested that if it is difficult for parents to come to school to be aware of their children. The teacher can create a chat room in the most common social media for parents, then recover the activities made in class finally share that with parents. Moreover, do not give up inviting parents to face to face classes and be part of the process.

Ending section message

Thanks for your attendance on the first day of this English speaking strategies training course. Tomorrow we will continue discussing one of the strategies suggested for you applicable in the rural context. Remember, please, that I have already sent you a link to practice more about the topic that we discuss today.
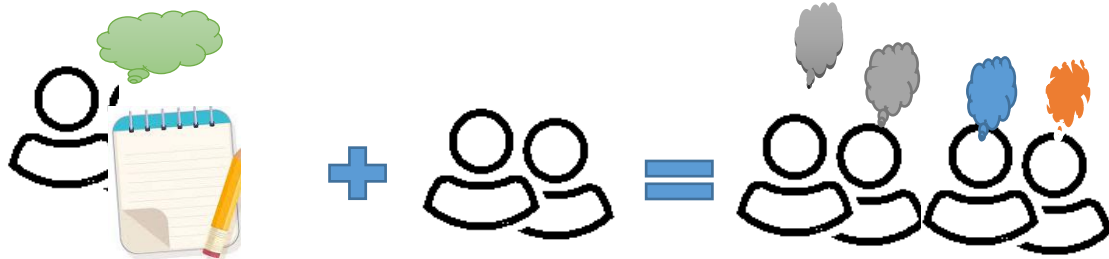
RURAL TEACHERS TRAINING COURSE THEMATIC

SECOND DAY

NAME:

"THINK-PAIR-SHARE STRATEGY"

Objective

Introduce "think-pair-share speaking strategy, as an innovative, easy and effective way to develop speaking skill in students from rural areas, allowing the participant to practice with a real activity.

Duration: four hours

AGENDA
- Discussion of previous autonomous work
- Conservatory section

  o Have you heard about the think-pair-share strategy?
  o How effective do you consider is to apply a think-pair-share strategy with your students?
  o Which steps do you consider teachers must follow to develop a pair-share strategy?
- Introduce "THINK-PAIR-SHARE strategy
- Practice activity
- Ending section

Overview: According to Usman (2015), the think-pair-share strategy was developed by Lyman to develop students' participation. The student must establish cooperative discussion group work, demanding individual students' analysis to answer the teachers' questions or their classmates. Usman states that this strategy is very significant to develop reading skills because students have a background about the discussed topic in the next class. A critical

value of this strategy will be adapted to all levels and class sizes. Besides that, Samples (2013) states that the think–share–share strategy allows teachers to convert the class materials into a meaningful understanding.

Let's watch a video by Reading Rockets about think-pair-share

Approach: think–pair–share strategy is an effective way to motivate students' interaction and individual participation. However, this strategy encourages a **cooperative learning approach,** because at the end of the activity development, learners must share their opinion with other people.

Development:

Illustration 16: Process of the Strategy

First, Students **think** independently about the question that has been given by the teacher, ideas of their own.

Second, students work in **pairs**, and afterward, they discuss their thoughts in pairs.
Third, student pairs **share** their thoughts with a larger group, such as the whole class.

Benefits: the application of the think-pair-share strategy allows the student to develop their personal opinion and independent critical skill. Then, learners interact with other people with self-confidence about what he/ she already thought. Finally, they feel supported by the rest of the group to sustain a good speaking discussion with others groups.

Now is time to watch a video about how to do a think – pair – share video by Teach Like This (2013).

Requires students to think then pair up with a partner and finally share their thoughts

Motivate students speaking performance providing questions or a prompt that provokes students curiosity

It helps studnets that are not very confident with their answers become confident because they have to talk about what they wrote down

This strategy minimizes time on task by building an accountability at every level of students

It also uses way time that slows down the question and aswers process that can often be dominated by overage students

Illustration 9: Summary from How to do a Think Pair Share Teach Like This video,

SAMPLE ACTIVITY PRACTICE

TOPIC: Healthy and unhealthy habits

OBJECTIVE

At the end of the lesson, students will be able to talk about healthy and unhealthy habits following the think-pair-share strategy encouraging practical speaking skills, critical thinking, autonomous work, and active interaction with classmates.

MATERIALS

White Board

Paper

Pens/pencils

Worksheets (find them in the annexes section)

INSTRUCTIONS:

- Teachers present writing on the board the topic to the whole class, explain that this activity has three stages.

- Give to the students the vocabulary and phrases needed for the task
- Draw two-column divided into **healthy and unhealthy habits.**

THINK. In this stage have to think or brainstorm their ideas in the columns. Give students 10 minutes to individual work. Teachers have to be often monitoring.

Illustration 10: Think

PAIR. In the second stage, the teacher must join students in pairs depending (if you have a big class, join students in groups). Give them 10 minutes to discuss and agree or disagree with their classmates' ideas. Provide teacher support.

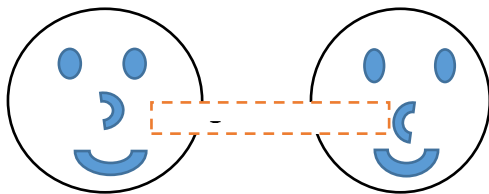Illustration 26: Pair

SHARE: finally, students must share their pair thought with the other couple. Give students enough time to develop that step. Support students if it is necessary, and motivate them to share their ideas.
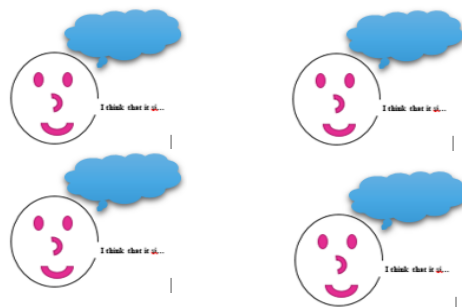
Illustration 37: Share

Note: It is suggested that pairs can sit or stand in a circle, teachers can adapt the grouping according to school physical condition. It also can be done outside classrooms.

ASSESSMENT: At the end of the discussion teacher can give pair or individual feedback according to the students speaking production. (you can find a speaking activities rubric, which helps you know what to focus on in the students' output).

Ending section message

Thanks for your attendance on the second day of this English speaking strategies training course. Tomorrow we will continue discussing other strategies that will help you develop oral competence in students from rural contexts. Remember, please, that I have already sent you a link to practice more about the topic we discuss today.

THIRD DAY

Name:

DRAMATIZATION STRATEGY

Picture1: Students from Unidad Educativa Buenos Aires. Real dramatization

Objective

To present the benefits to use more often dramatization strategy with rural students, taking in advance the real facilities that their environment gives to develop oral competence quickly and funnily.

Duration: four hours

AGENDA

- Discussion of previous autonomous work
- Talking section
    - o How often do you use dramatization with your students to develop speaking skills?

    - o How do you apply dramatization in class? Can you help me with an example, please?

o Do you consider that you get the activity objective at the end of students' performance dramatization? Why?

- Introduce "dramatization strategy."

- Video presentation

- Ending section

Overview: Dramatization strategy help students communicate using the target language even if they have enough or limited vocabulary. It can be used with learners of different levels and contexts, developing kinesthetic ability. Additionally, it can incorporate writing and reading skills, increase students' foreign language vocabulary, and motivate them to draw on all the language they already learned.

Approach: Dramatization is based on a socio-cultural approach because it is a strategy that provides many benefits for English teachers, adaptable for any setting or context. However, the most important is the teachers' creativity, due to it can include others countries cultures and let students to dramatize them. Additionally, dramatization is one of the most common activities that English teachers use either as drama or role-play (the last a variation of this strategy).

Now, I would like you to give us some ideas of what benefits you consider when applying dramatization as a speaking strategy in our classes.

BRAINSTORMING IDEAS ("Mentimeter" online app to do the activity)
Possible answers

Students interaction   **Teamwork**

Problem - solving

Develop creativi

Oral competence

Benefits: Heldenbrand (2003) states that using drama strategy in classrooms has many advantages; however, there are only some of them.

Firstly, he mentions that learners who were exposed to the dramatization activities excel in their language development. Secondly, dramatization is a fun activity "There is no better reason, a fun class improves the learning environment as the affective filter is lowered" (p.28). English classes not necessary must be severe; the combination of drama and second language acquisition allows students to learn and laugh at the same time. Thirdly, it is a relaxed and informal way to learn a foreign language; some textbooks provide excellent drama models to follow in class. Teachers can adapt those according to their classroom situation, students' interests, and level.

Now, let me share with you a video about dramatization strategy by Achariya Teaching Methodology.

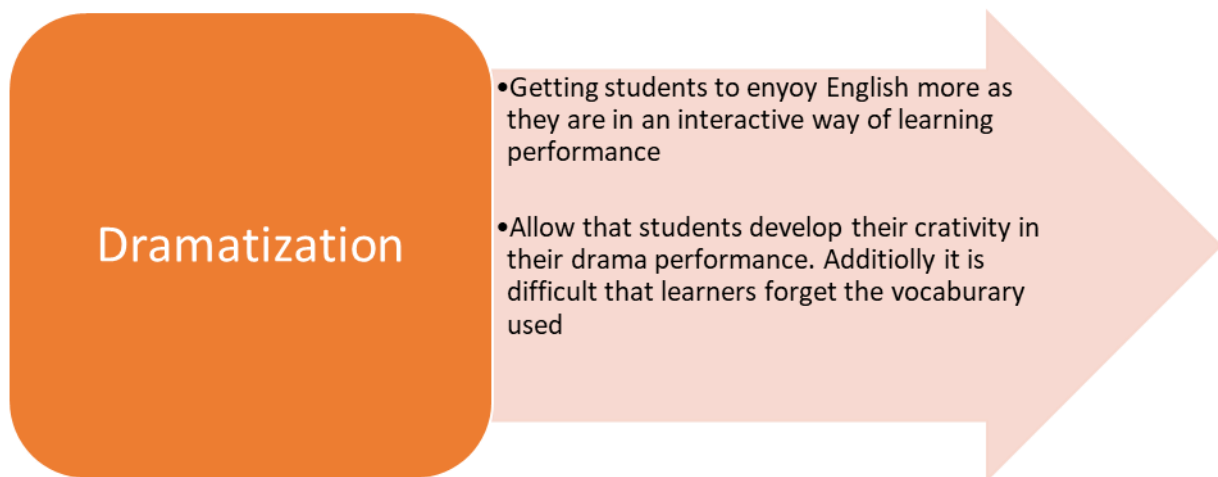Illustration 18: Summary from Dramatization Method | Achariya Teaching Methodology

SAMPLE ACTIVITY PRACTICE

TOPIC: Occupations and public places

OBJECTIVE

At the end of this activity, the students will feel motivated to use the vocabulary and grammar learned about occupation and public places, in-class ineffective and funny speaking skill while self-confidence and self-creativeness.
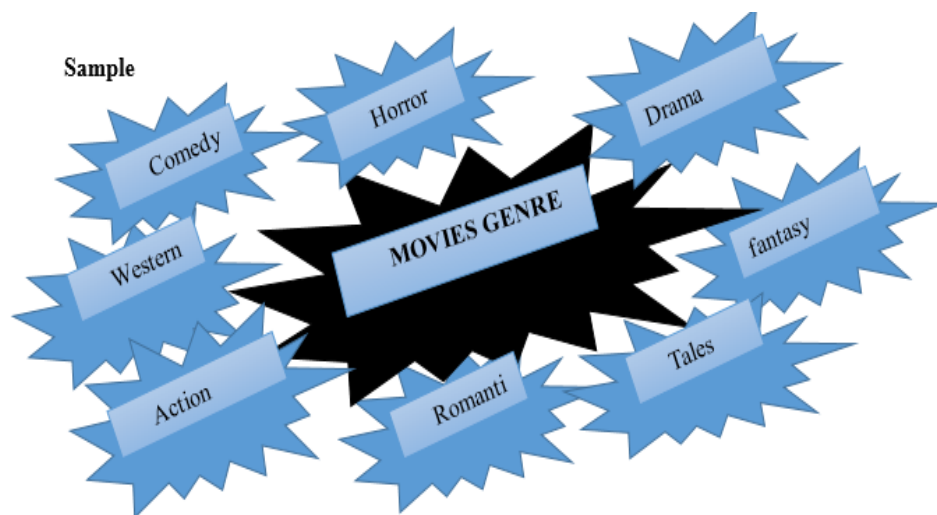
MATERIALS

White Board

Worksheet (Find it in the annexes section)

Pens/pencils

INSTRUCTIONS:

- Present the student the topic, write occupation and public places on the whiteboard.
- Deliver students some phrases and vocabulary needed for the activity development.

- Ilustración 19: Possible sample activity

- Divide students into groups and give them the topic randomly. Explain to them the procedure.
    - Each group must act the sub-topic that they have. For example, the group who has "fantasy movies" must adapt the script about what they are going to perform.
    - Students need to create a scenography with materials they have in the institution, developing the creative ability.
- Afterward, teachers give them enough time to practice their lines and practice with partners.
- Teachers must be monitoring, motivate, encourage and support students if it is necessary.

- Finally, students sit forming a circle, and each group's performance their play in front of the whole class, respecting turn given by teachers randomly.

ASSESSMENT: At the end of the discussion teacher can give individual group or whole class feedback according to the students speaking production. (you can find a speaking activities rubric, which helps you know what to focus on in the students' output.

There are some possibilities in this activity to include parents in the students' performance. First, you can invite them to look at the students' presentation inside the classroom; it is unnecessary to do a big presentation. The idea is that students and parents feel comfortable. Second, you can recover the students' performance and then sent that to any parent group to access social media.

Ending section message

I wait that you have learned something important this day, as I know about your experience. Thanks for your attendance on the third day of this English speaking strategies training course. Tomorrow we are going to continue discussing other strategies suggested for you applicable in the rural context. Remember, please, that I have already sent you a link to practice more about the topic that we discuss today.

FOURTH DAY

Name:

DIALOGUE STRATEGY

Picture 2: Real Dialogue Activity with Student at "Unidad Educativa Buenos Aires"

Objective

Reinforce dialogue strategy to develop speaking skills in non-urban students, advance the natural environment and raise students' interest in the foreign language.

Duration: four hours

AGENDA

- Discussion of previous autonomous work
- Talking section
  - o Why do you think that dialogue is one of the most used speaking strategies to develop speaking skills?

  - o What are some cons and pros of dialogue strategy, according to your context?

- Introduce "dialogue strategy."

- Ending section

Overview: According to Berardo, quoted by (Rahmawati, M, n.v d), "dialogue is a communication tool that allows people to understand other viewpoints without pitting themselves against different perspectives" (p.135). Additionally, the dialogue is a habitual activity as a natural process of human language development that can easily apply as a regular classroom activity among teachers- students or students- students.
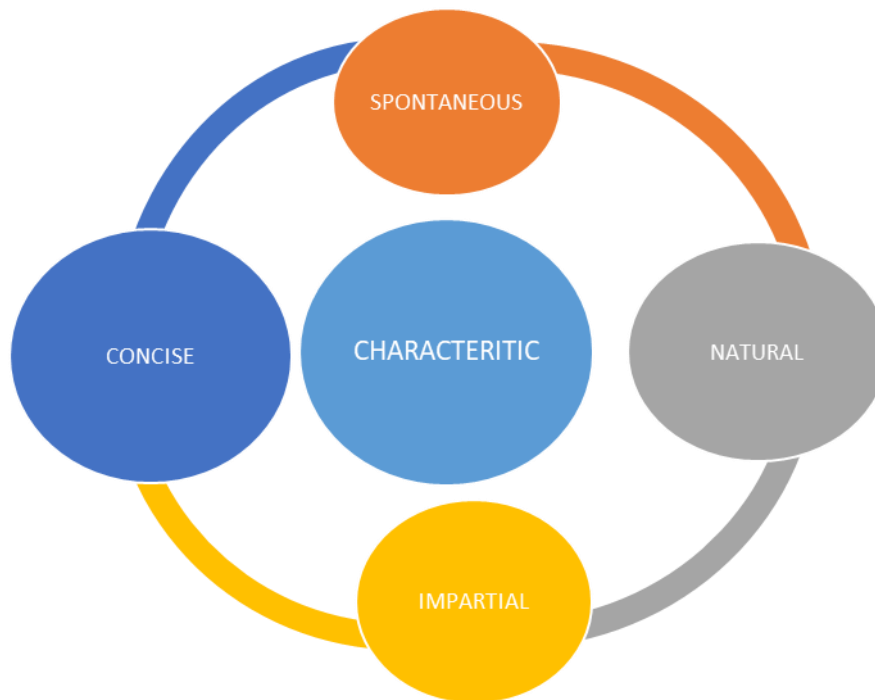

Ilustración 20: Sumary from Dialogue Writing | How to write a Dialogue by Nihir Shah (2020)

Teachers need to conduct discussion session so that students engage in "true dialogue"

It is time to watch a video that is going to help as to understand better how effective is dialogue to develop speaking skill by Edutopia (2016)

Figure 21: Information recovery from Strategies for Effective Talk

Approach: A socio-cultural approach proposes that learners' intellectual development happens through language acquisition because the dialogue between the students' community makes that language arise.

Benefits: The use of dialogues allows students to adapt, introduce the characters, and describe the setting according to their culture, social contexts, and interest. Besides that, dialogue's importance lies in the fact that students tend to mirror interactions with the real world, which becomes an essential factor for language education. However, the success of this strategy depends on how the teacher applied the steps. It is necessary to advance the proper phrases, vocabulary, and grammar that students need to develop the activity.

According to the survey made for this proposal, participants mention "dialogue" as one of the most used strategy in their classroom, but the question is: Are they applying it in the correct way? Let see a video by Nihir Shah (2020) to know some tips about how to write a dialogue.

Figure 22: Information recovery from how to write a dialogue video

SAMPLE ACTIVITY PRACTICE

TOPIC: Talking about the weather

OBJECTIVE

To practice vocabulary related to seasons of the year, weather forecast, and the use of the simple present in the oral production

MATERIALS

White Board

Worksheet (find it in the annexes section)

Pens/pencils

INSTRUCTIONS

- Teachers review the previous vocabulary about season and weather. Please write on the boar phrases that help students to remember what they have already learned.
- Make students pronounce the new phrases and words, correct pronunciation mistakes.

- Explain the instructions and activity rules clearly. Ask questions to notice if students understand the instructions.
- Divide students into pairs or groups according to the class size.
- Give students a worksheet with a dialogue pattern related to season and weather. Let them read and understand the phrases, vocabulary, and new words.
- Tell students to change the dialogue template to their real context. Monitoring students' works and support them if it is necessary.
- Give students enough time to practice orally what they have already written. Student change lines must get that student to memorize one line and interiorize the whole conversation.

ASSESSMENT:

First, ask some questions about the reason for some grammar and language **use**. The teacher can then correct repeated mistakes with the whole class and make a mistake reviewed a king of discussion. Finally, give individual group or whole class feedback according to the students speaking production. (you can find a speaking activities rubric, which helps you know what to focus on in the students' output.

Ending section message

I wait that you have learned something important this fourth day of the training course, as I know about your experience. Thanks for your attendance. Tomorrow we are going to finish learning about strategies to develop speaking skills in our students. Remember, please, that I have already sent you a link to practice more about the topic that we discuss today.

FIFTH DAY

NAME: **GALLERY WALK STRATEGY**
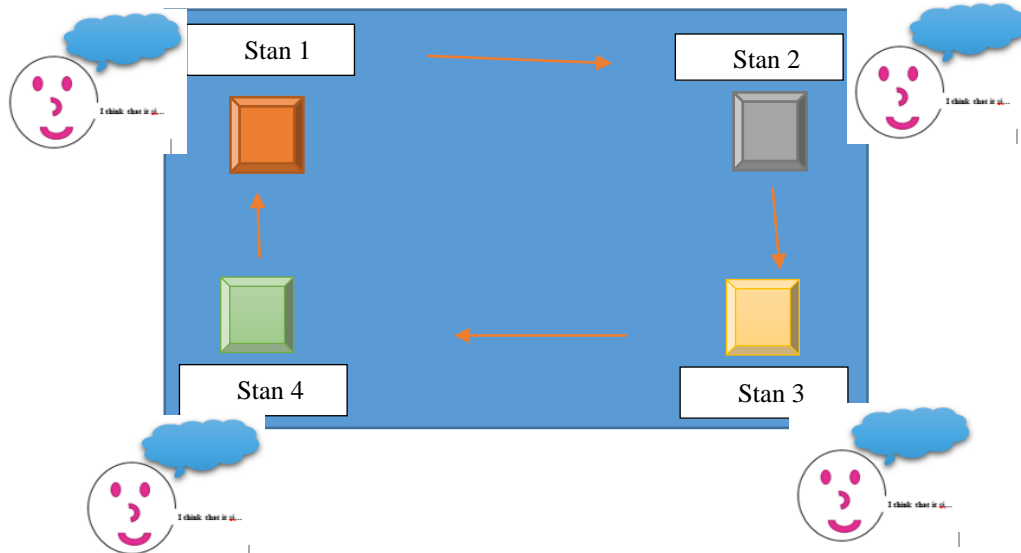
Illustration 43. Possible stands position

Objective

To present "gallery walk" strategy as an effective way to develop speaking skills in students and motivate them to empower the foreign learning process with critical thinking and problem-solving.

Duration: four hours

AGENDA

- Discussion of previous autonomous work
- Talking section (answer using "Padlet app"
    - Have you heard about the gallery walk strategy?

    - How do you consider that you can apply that strategy with your students?
- Introduce "dialogue strategy."
- Ending section

Overview: Gallery walk is a flexible activity where the center of the speaking teaching process is the students. This strategy helps learners to be part of the language acquisition, motivating them to develop their self-confidence. Anwar (2015), quoted by Kaking M. (2019), affirms that students respond to meaningful questions, images, and problem-solving during the application of gallery walk activities. Additionally, learners can enjoy the teaching process, expressing what they want to say in a not too formal environment.

Picture 3: Students from "Unidad Educativa Buenos Aires, Gallery walk activity

Now that you have learned something about gallery walk strategy, please Brainstorm some advantages of a gallery walk, (Mentimeter app.).

Students interaction   Team work   Problem - solving

Develop creativity

Oral competence

Approach:

Gallery walk is cooperative learning in which students work together in a small group to express and share their opinion and ideas with their classmates. They discuss something, and it can get students out from their chair and actively involved in synthesizing public speaking Francek (2006) quoted by Hakinm, 2019, p. 28).

Benefits: The gallery walk strategy includes students' emotional power of the language and motivates them to be active in the speaking process with a high confidence level. According to Anwar (2015), cited by (Hakinm 2019, p. 28), "gallery walk allows students to be actively engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts".

Let's watch a video and hear about other benefits of the gallery walk strategy by K20 Center (2016)

GALLERY WALK

Offer students the opportunity to get out of their seats and become active participants

Get a chance that students compare ideas or evaluate other students work

Everyone has an opportunity to contribute to answer offer feedback and to consider everyone else's thought

Helps students practice critical thinking and forming opinions while still leaving their minds open to change if some new information comes
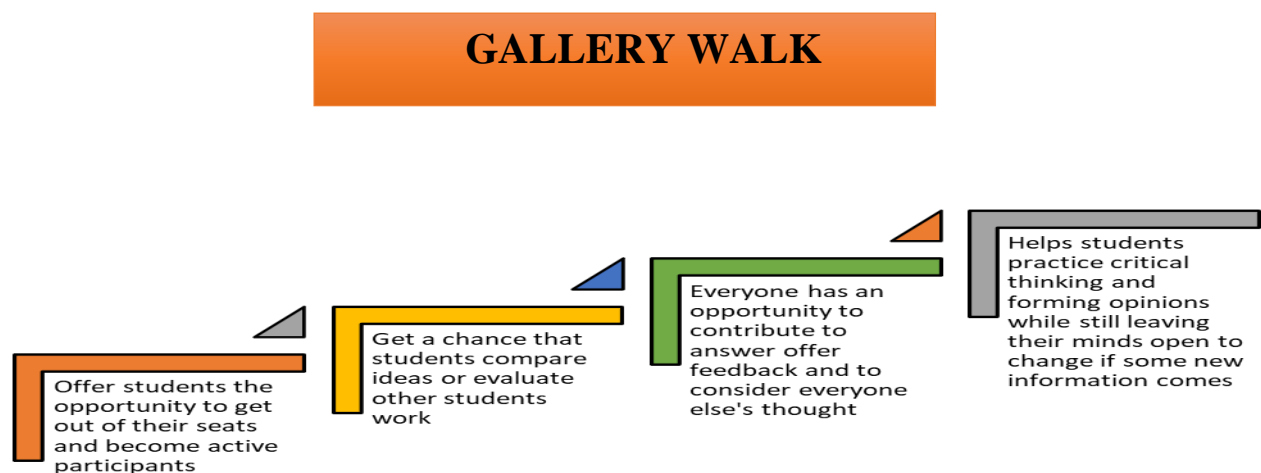
Illustration 24: Summary from Gallery Walk - Learn Strategy by K20 Center (2016)

SAMPLE ACTIVITY

TOPIC: My typical day

OBJECTIVE

At the end of these activities, students will present posters with information about countable and uncountable nouns, using quantifiers in oral performance.

MATERIALS

White Board

Worksheet (find it in the annexes section)

Pens/pencils

White-Paper

markets

INSTRUCTIONS

(post-speaking)

- Write the topic on the board **"MY TYPICAL DAY",**
- Give students a worksheet with some vocabulary and valuable phrases relate to routines or habits.
- Explain the instruction, rules, and time to develop the speaking activity
- Model the task with your own authentic "Typical day" Highline the phrases, linking words and vocabulary

Ilustración 24: Posible teacher example

- Structure to explain students. Ask a question to realize if the instructions are clear.
- Give them enough time to design, write and organize their ideas.
- Monitor students frequently work, support them if it is necessary
- Tell the students that they have to post their poster in any part on the glass walls

(While –speaking)

- Tell students that they have to visit at least five of their classmates' stands and hear and take notes about what their classmates have to say.
- Explain to them that if they want, they can ask some questions to the presenter student.
- Teachers must walk around and hear the students speaking performance, take notes to avoid interrupt students' participation.

(post-speaking)

- According to your notes, give feedback to the whole class, congratulate them for the effort, and clarify some repeated mistakes in your students.
- If it is necessary, give individual feedback to clarify specific mistakes in a student or prize.
- Evaluate students. (you can use the speaking rubric that is in the annexes section).

Ending of training course message

I wait that you have learned something important this day, as I know about your experience. Thanks for your attendance on the third day of this English speaking strategies training course. It was a pleasure form me to have the opportunity to share with you some imports aspects to develop speaking skills in our students. I want to say thanks for your active participation and support in this process. Remember, please, that I have already sent you a link to practice more about the topic that we discuss today.

URBAN TEACHERS TRAINING COURSE THEMATIC

SECOND DAY

NAME:

GALLERY WALK STRATEGY
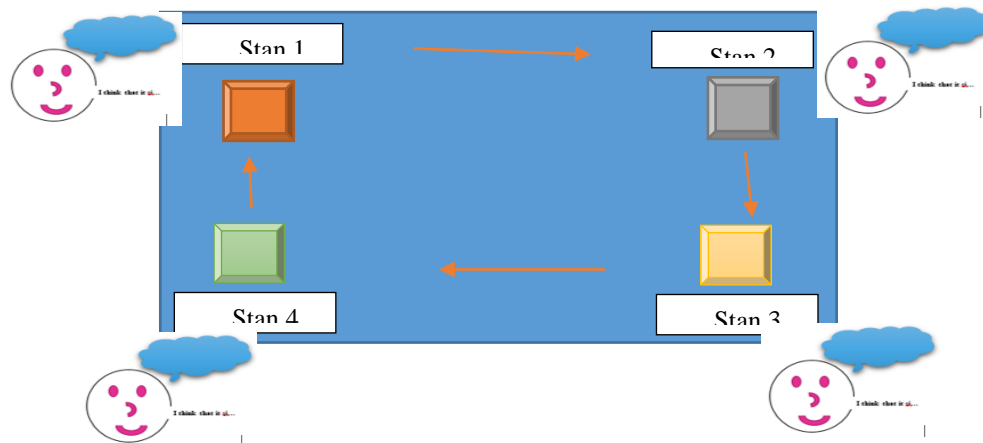
Objective

To present "gallery walk" strategy as an effective way to develop speaking skills in students and motivate them to empower the foreign learning process with critical thinking and problem-solving.

Duration: four hours

AGENDA

- Discussion of previous autonomous work
- Talking section
  - o Have you heard about the gallery walk strategy?
  - o How do you consider that you can apply that strategy with your students?
- Introduce "Gallery walk."
- Video presentation
- Ending section

Overview: Gallery walk is a flexible activity where the center of the speaking teaching process is the students. This strategy helps learners to be part of the language acquisition, motivating them to develop their self-confidence. Anwar (2015), quoted by Kaking M. (2019), affirms that students respond to meaningful questions, images, and problem-solving during the application of gallery walk activities. Additionally, learners can enjoy the teaching process, expressing what they want to say in a not too formal environment.

Besides, teacher can use come free online application to make that activity more attractive and innovative for teenagers. For example, a suggest "Padlet" and Steller, or students can use Word, PowerPoint, and other Microsoft documents that allows students develop their creativity.

Now that you have learned something about gallery walk strategy, please Brainstorm some advantages and disadvantages of a gallery walk.

Possible answer

Students interaction   Team work   Problem - solving

Develop creativity

Oral competence

Approach:

Gallery walk is cooperative learning in which students work together in a small group to express and share their opinion and ideas with their classmates. They discuss something, and it can get students out from their chair and actively involved in synthesizing public speaking Francek (, 2006) quoted by (Hakinm, 2019, p. 28).

Benefits: The gallery walk strategy includes students' emotional power of the language and motivates them to be active in the speaking process with a high confidence level. According to Anwar (2015), cited by (Hakinm 2019, p. 28), "gallery walk allows students to be actively

engaged as they walk throughout the classroom. They work together in small groups to share ideas and respond to meaningful questions, images, and problem-solving situations or texts".

Let's watch a video and hear about other benefits of the gallery walk strategy by K20 Center (2016)

GALLERY WALK

Offer students the opportunity to get out of their seats and become active participants

Get a chance that students compare ideas or evaluate other students work

Everyone has an opportunity to contribute to answer offer feedback and to consider everyone else's thought

Helps students practice critical thinking and forming opinions while still leaving their minds open to change if some new information comes

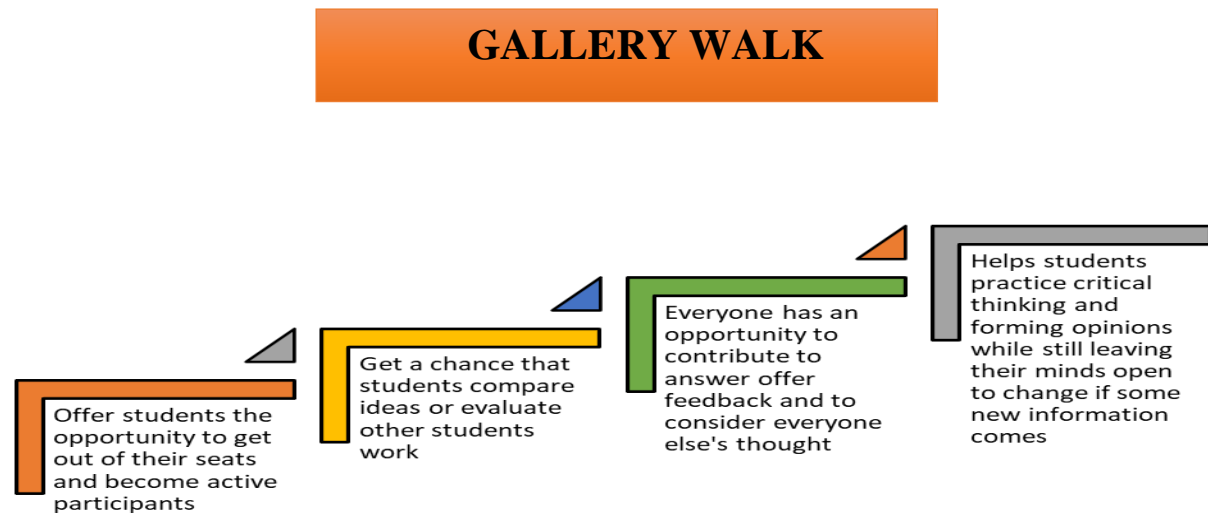Illustration 26: Summary from Gallery Walk - LEARN Strategy by K20 Center (2016)

SAMPLE ACTIVITY

TOPIC: Countable and uncountable nouns

OBJECTIVE

At the end of these activities, students will present posters with information about countable and uncountable nouns, using quantifiers in oral performance.

MATERIALS

White Board

Worksheet (find it in the annexes section)

Pens/pencils

Cellphone or computer

White-Paper
INSTRUCTIONS

(post-speaking)

- Write the topic on the board **"COUNTABLE AND UNCOUNTABLE NOUNS",**
- Give students a worksheet with some information relates to countable and uncountable nouns and quantifiers.
- Divide the students into groups. Organize them randomly.
- Randomly, please select the topic for each group (it could be possible that two or three groups have the same topic, depending on the class size).
- Explain the instruction, rules, and time to develop the speaking activity
- Model the task with a real exercise and ask the students to realize if they understand the task instruction.
- Give them enough time to design, write and organize their ideas.
- Monitor students frequently work, support them if it is necessary
- Tell the students that they have to post their poster in any part on the glass walls

(While –speaking)

- Tell students that they have to visit all of their classmates' stands and hear and take notes about what their classmates have to say.
- Explain to them that if they want, they can ask some questions to the presenter student.
- Teachers must walk around and hear the students speaking performance, take notes to avoid interrupt students' participation.

(post-speaking)

- Ask questions about the student presentation. For example, group one talks about the poster of group two.
- According to your notes, give feedback to the whole class, congratulate them for the effort, and clarify some repeated mistakes in your students.
- If it is necessary, give individual feedback to clarify specific mistakes in a student or prize.
- Evaluate students. (you can use the speaking rubric that is in the annexes section).

THIRD DAY

NAME:

E-CASTEL MECHANISM STRATEGY'
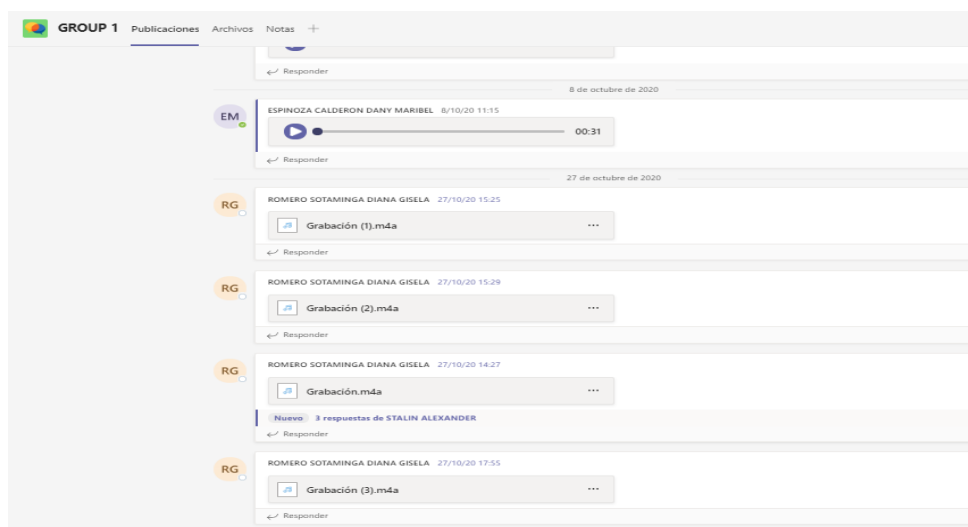
Illustration 27: Real activity with students.

Objective

To advance the access that urban students have to social media like Messenger, WhatsApp, Telegram, etc., and develop constant and effective speaking practice using technology.

Duration: four hours

AGENDA

- Discussion of previous autonomous work
- Talking section
    - Have you heard about the gallery walk strategy?

    - How do you consider that you can apply that strategy with your students?

- Introduce "E-Castel Mechanism Strategy"

- Video presentation

- Ending section

Overview. The original idea of this strategy suggested by Setiawan & Wahyuni (2017) is based on the Telegram app to develop speaking skills using technology. However, this strategy will work with Messenger, WhatsApp, or any other standard application according to students' situations and contexts.

Ilustración 28: Summary E-castel procedure

SAMPLE ACTIVITY

TOPIC: Public place and preposition of place

OBJECTIVE
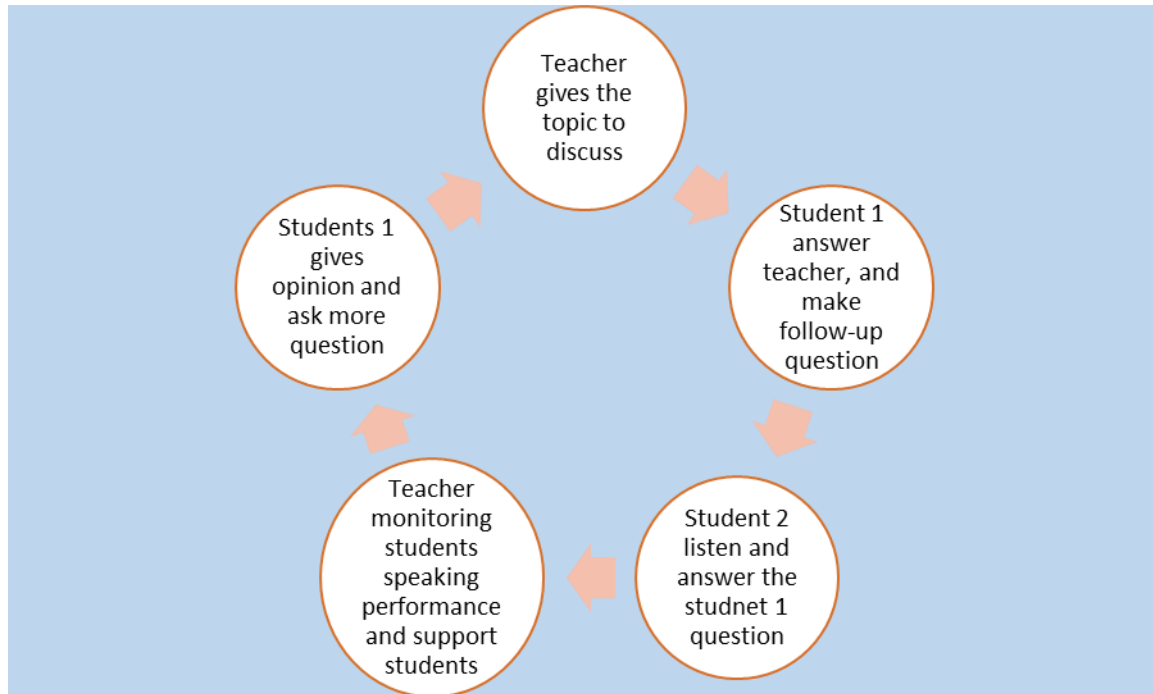
At the end of this activity, students will be able to give direction using the preposition of places orally, using the Messenger chat room.

MATERIALS

White Board

Worksheet (find it in the annexes section)

Pens/pencils

Cellphone or computer

INSTRUCTIONS

Inside class (pre-speaking activity)

- Provide students the vocabulary related to public places and preposition of place

- Practice more than twice the vocabulary and the correct pronunciation of the new words. Clarify doubts if necessary.

- According to their number of students, divide students into groups with no more than four or five members in each one, choose them randomly.

- Explain rules and instruction clearly. Ask some questions to verify if students understand the process of the activity.

- Tell students that they must send a picture about a place located in a specific location, and they have to send audio saying the direction of that place. Then the other members make the same changing their roles.

- Describe students how they have to use the Messenger chat room, the uses' rules, and the mechanism

- Model the activity to the whole class. And let students practice how they are going to work.

Outside class (while-speaking activity)

- Send a message with a picture and encourage one of the students in the group to start the speaking part**.**

(post-speaking activity)

- The teacher sees and listens to the students' performance, takes notes, and gives group feedback.

- Finally, the teacher can evaluate the speaking activity.

Ending section message

I wait that you have learned something important this day, as I know about your experience. Thanks for your attendance on the third day of this English speaking strategies training course. Tomorrow we are going to continue discussing other strategies suggested for you applicable in the rural context. Remember, please, that I have already sent you a link to practice more about the topic that we discuss today.

FOURTH DAY

Name:

DRAMATIZATION STRATEGY

Ilustración 4: Students from Unidad Educativa Buenos Aires. Real dramatization activity

Objective

To present the benefits to use more often dramatization strategy with rural students, taking in advance the real facilities that their environment gives to develop oral competence quickly and funnily.

Duration: four hours

AGENDA

- Discussion of previous autonomous work

- Talking section

    o How often do you use dramatization with your students to develop speaking skills?

    o How do you apply dramatization in class? Can you help me with an example, please?

   o Do you consider that you get the activity objective at the end of the dramatization of students' performance? Why?

- Introduce "dramatization strategy."

- Video presentation

- Ending section

Overview: Dramatization strategy help students communicate using the target language even if they have enough or limited vocabulary. It can be used with learners of different levels and contexts, developing kinesthetic ability. Additionally, it can incorporate writing and reading skills, increase students' foreign language vocabulary, and motivate them to draw on all the language they already learned.

Approach: Dramatization is based on a socio-cultural approach because it is a strategy that provides many benefits for English teachers, adaptable for any setting or context; however, the most important is the teachers' creativity. Additionally, dramatization is one of the most common activities that English teachers use either as drama or role-play (the last a variation of this strategy).

Now, I would like you to give us some ideas of what benefits you consider we have applying dramatization as a speaking strategy in our classes.

BRAINSTORMING IDEAS (activity made using "Mentimeter" online app)
Possible answers

Students interaction Team work Problem - solving

Develop creativity

Oral competence

Heldenbrand (2003) states that using drama strategy in classrooms has many advantages; however, there is only enlisted some of them.

Firstly, he mentions that learners who were exposed to the dramatization activities excel in their language development. Secondly, dramatization is a fun activity "There is no better reason, a fun class improves the learning environment as the affective filter is lowered" (p.28). English classes not necessary must be severe; the combination of drama and second language acquisition allows students to learn and laugh at the same time. Thirdly, it is a relaxed and informal way to learn a foreign language; some textbooks provide excellent drama models to follow in class. Teachers can adapt those according to their classroom situation, students' interests, and level.

Now, let me share with you a video about dramatization strategy by Achariya Teaching Methodology.

Dramatization

- Getting students to enyoy English more as they are in an interactive way of learning performance

- Allow that students develop their crativity in their drama performance. Additiolly it is difficult that learners forget the vocaburary used
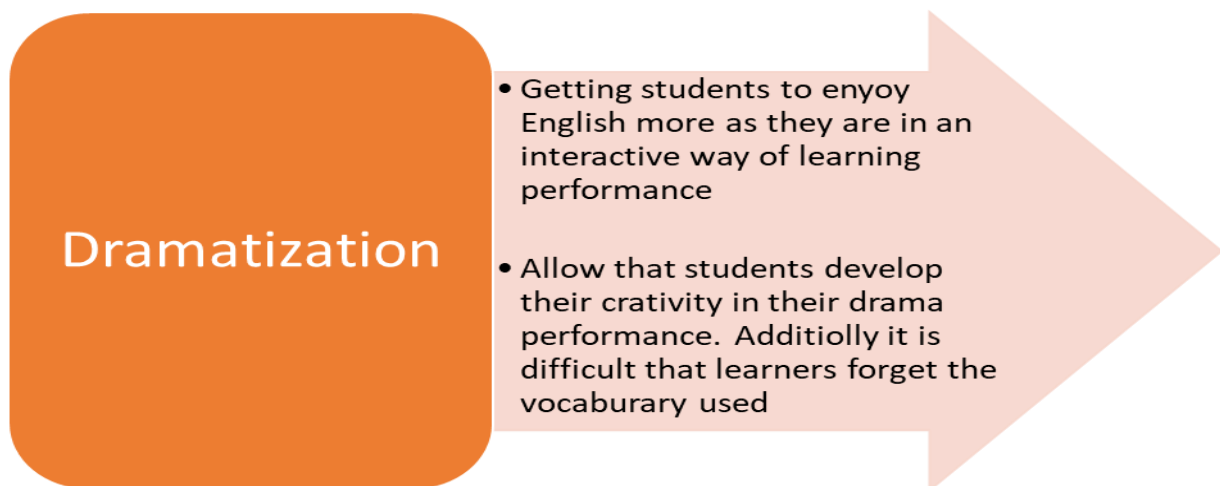
Illustration 29: Summary from Oracy in the Classroom: Strategies for Effective Talk video

SAMPLE ACTIVITY PRACTICE

TOPIC: Holidays and traditions

OBJECTIVE

Students will use the vocabulary and grammar learned about holidays and traditions in Ecuador and other countries in oral production at the end of this lesson, demonstrating creativity, problem-solving, and interest.

MATERIALS

White Board

Worksheet

Pens/pencils

INSTRUCTIONS:

- Present the student the topic, write cultures around the word on the whiteboard.
- Deliver students some phrases and vocabulary needed for the activity development

Ilustración 30: Possible topics

- Divide students into groups and give them the topic randomly. Explain to them the procedure
    - o Each group must act the sub-topic that they have. For example, the group with "police officers" must write the script about their performance.
    - o Students need to create a scenography with materials they have in the institution, developing the creative ability.
- Afterward, teachers give them enough time to practice their lines and practice with partners.
- Teachers must be monitoring, motivate, encourage and support students if it is necessary.

- Finally, students sit forming a circle, and each group's performance their play in front of the whole class, respecting turn given by the teacher randomly.

ASSESSMENT: At the end of the discussion teacher can give individual group or whole class feedback according to the students speaking production. (you can find a speaking activities rubric, which helps you know what to focus on in the students' production.

Ending section message

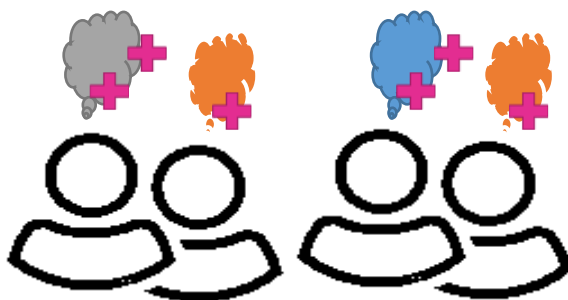I wait that you have learned something important this day, as I know about your experience. Thanks for your attendance on the third day of this English speaking strategies training course. Tomorrow we are going to continue discussing other strategies suggested for you applicable in the rural context. Remember, please, that I have already sent you a link to practice more about the topic that we discuss today.

FOURTH DAY

Name:

DIALOGUE STRATEGY

Objective

Reinforce dialogue strategy to develop speaking skills in non-urban students, advance the natural environment and raise students' interest in the foreign language.

Duration: four hours

AGENDA

- Discussion of previous autonomous work
- Talking section

  o   Why do you think that dialogue of one of the most used speaking strategies to develop speaking skills?

  o   What are some cons and pros of dialogue strategy, according to your context?

- Introduce "dialogue strategy
- Video presentation
- Practice task
- Ending section

Overview: According to Berardo, quoted by (Rahmawati, M, n.v d), "dialogue is a communication tool that allows people to understand other viewpoints without pitting themselves against different perspectives" (p.135). Additionally, the dialogue is a habitual activity as a natural process of human language development that can easily apply as a regular classroom activity among teachers- students or students- students.
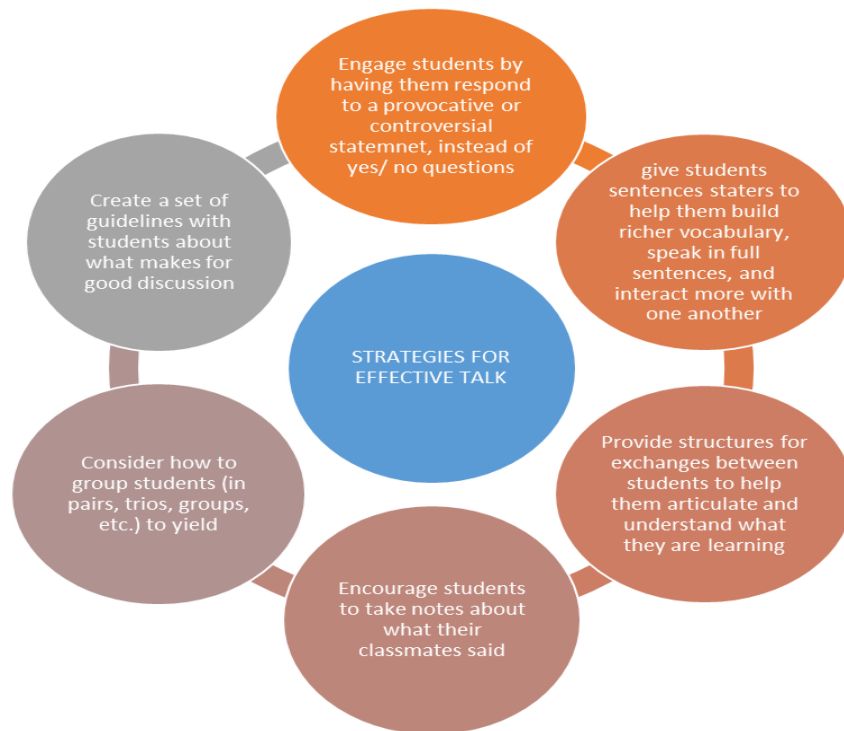
Figure 1 Information recovery from Strategies for Effective Talk

Approach: A socio-cultural approach proposes that learners' intellectual development happens through language acquisition because the dialogue between the students' community makes that language arise.

Benefits: The use of dialogues allows students to adapt, introduce the characters, and describe the setting according to their culture, social contexts, and interest. Besides that, dialogue's importance lies in the fact that students tend to mirror interactions with the real world, which becomes an essential factor for language education. However, the success of this strategy depends on how the teacher applied the steps. It is necessary to advance the proper phrases, vocabulary, and grammar that students need to develop.

SAMPLE ACTIVITY

TOPIC: Talking about the weather

OBJECTIVE

To practice vocabulary related to seasons of the year, weather forecast, and the use of the simple present in the oral production

MATERIALS

White Board

Worksheet

Pens/pencils

INSTRUCTIONS

- Teachers review the previous vocabulary about season and weather. Please write on the boar phrases that help students to remember what they have already learned.

- Make students pronounce the new phrases and words, correct pronunciation mistakes.

- Explain the instructions and activity rules clearly. Ask questions to notice if students understand the instructions.

- Divide students into pairs or groups according to the class size.

- Give students a worksheet with a dialogue pattern related to season and weather. Let them read and understand the phrases, vocabulary, and new words.

- Tell students to change the dialogue template to their real context. Monitoring students' works and support them if it is necessary.

- Give students enough time to practice orally what they have already written. Students must change lines to get that student no only to memorize one line. On the contrary, he or she interiorize the whole conversation.

Ending section message

I wait that you have learned something important this fourth day of the training course, as I know about your experience. Thanks for your attendance. Tomorrow we are going to finish learning about strategies to develop speaking skills in our students. And then, the last section will be a meeting with the expert in classroom management. Remember, please, that I have already sent you a link to practice more about the topic that we discuss today.

Ending training course

Dear colleagues English teachers, it was a pleasure for me to share some essential aspects of strategies to encourage speaking skills in students. I learned and found in the development of

my investigation "**Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura.".** Thanks to your interview and survey responses, it was possible to understand the particular situation that each one has in their workplace.

I wait that the information given in that training course will help you develop the speaking skills of your students and get that they can have a good performance using the foreign language at the end of the school year.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

This research work stated from two research questions ¿How do contextual factors such as the school's urban or rural character relate to foreign language teaching strategies to develop speaking skills? And ¿what are the differences between rural and urban English teachers concerning context factors and speaking teaching strategies?

Regarding English teaching contextual factors in urban and rural areas, the investigation found some particular contextual challenges that English educators' experiences in their schools. While urban teachers mention the "class size," "class behavior," and "lack of family involvement," rural professors refer to "unsuitable physical condition for learning," "difficult work attendance," and "lack of technology" as the main difficulties in the speaking teaching process as well as English in general.

Concerning positive aspects in cities and in rural villages, some differences were found in each context. On the one hand, urban teachers mention "open characters of the rural context" and "fair physical condition of infrastructure" as advantages that their environment provides in planning, designing, and applying speaking strategies. On the other hand, rural teachers remark the "close contact with family and students, and "bilingualism" as strength factors in the speaking teaching process. Therefore, each group of teachers deal with specific setting characteristics that could be taken into account to plan and implement oral production activities.

Concerning the speaking teaching strategies, the results found no differences in the use of activities in urban and urban environments. For instance, role plays, short speech, and sharing experiences were the most used strategies. while debates, dramatizations, and discussion were the least applied strategies. Furthermore, the most used strategies were also considered as the easiest or with a medium level of difficulty for their application. In contrast, the least applied strategies were estimated as the most challenging to achieve with students.

The research findings also show that English teachers give significant importance to training courses, materials and equipment, and class size as factors that influence their teaching performance. Teachers need to know how to manage big classes, the most suitable strategies for bilingual students, how they can work with inadequate infrastructure or lack of materials and technological devices. In other words, professors need to update their speaking strategies according to their specific particularities.

5.2 Recommendations

The difficulties that English teachers must be deal with every day found in both urban and rural institutions supports one of the investigation's original goal. That goal was to make visible if there were particular or challenging situations in each environment that can be related to the development of English speaking teaching strategies students. It was found a necessity that, both community and city professors must consider their context limitations to plan speaking activities for their students in order to provide students with the opportunity to produce the foreign language orally.

Besides, in light of the advantages found in the investigation, it is appropriate that English teachers take advantage of each factors. For instance, if urban teachers count on "open characters of the rural context" and "fair physical condition of infrastructure," they should design activities helping with technological devices or activities that can be supported by media use. In the case of rural teachers that rely on "close contact with family and students, and "bilingualism," they should include the knowledge that they might gather from their contact with parents and community to motivate the use of a third language.

The other reality is that rural and urban teachers' redundant activities to develop students' English oral production. Hence, teachers are called to take into account their particular situations, advantages, and disadvantages in each area. For example, if community teachers have the possibility to develop a close contact with families, but most of the community member consider English unnecessary, teachers could organize "open class to parents" where students could show how much they learn in English class. And if in urban cases, teachers count with at least computer labs or internet connection, but the courses are too large, they might use other social media like Facebook or WhatsApp to create chat rooms.

The investigation findings demonstrate that it is very important that the *Ministerio de Educacion* implement English training courses, according to the particularities of rural and urban teachers. In that way, educators from each area can implement a selection of innovative and effective teaching strategies in their classes with the primary purpose of developing the English speaking skill among students. Besides, it is recommended that teachers from rural areas receive incentives and stimulus to advance in their academic careers.

Finally, the training course designed in accordance with the research findings is a contribution to give teachers the opportunity to update their speaking strategies knowledge and learn how to improve traditional material and equipment, and manage big classes. It is also a contribution for students, as they are always searching for new activities and challenges as a tool to achieve a more effective oral production and to develop good attitudes towards learning a foreign language.

ANNEXES

"YOU AND ME LEARNING TOGETHER"

TRAINING SCHEDULE

Rural teachers training course

Date	Section's topic	Hours	Instructors
Monday	Welcoming message How to teach speaking Classroom management	8:00 a.m. 10:00 a.m. 10:00 a.m. 12:00 a.m.	Licda. Maribel Espinoza Classroom management expert
Tuesday	Thing- pair-share strategy	8:00 a.m. 12:00 a.m.	Licda. Maribel Espinoza
Wednesday	Dramatization strategy	8:00 a.m. 12:00 a.m.	Licda. Maribel Espinoza
Thursday	Dialogue strategy	8:00 a.m. 12:00 a.m.	Licda. Maribel Espinoza
Friday	Gallery walk strategy	8:00 a.m. 12:00 a.m.	Licda. Maribel Espinoza

"YOU AND ME LEARNING TOGETHER"

TRAINING SCHEDULE

Urban teachers training course

Date	Section's topic	Hours	Instructors
Monday	Welcoming message How to teach speaking Classroom management	14:00 a.m. 16:00 a.m. 16:00 a.m. 18:00 a.m.	Licda. Maribel Espinoza Classroom management expert
Tuesday	Thing- pair-share strategy	14:00 a.m. 18:00 a.m.	Licda. Maribel Espinoza
Wednesday	Dramatization strategy	14:00 a.m. 18:00 a.m.	Licda. Maribel Espinoza
Thursday	Dialogue strategy	14:00 a.m. 18:00 a.m.	Licda. Maribel Espinoza
Friday	Gallery walk strategy Closing message	14:00 a.m. 18:00 a.m.	Licda. Maribel Espinoza

PLANNING SAMPLES FOR URBAN STRATEGIES PRACTICE

LESSON PLANNING "THINK-PAIR-SHARE STRATEGY"

INFORMATIVE DATA

SCHOOL: TEACHER'S NAME:

CLASS: **DATE**:   **SKILL**: speaking

TOPIC: Healthy and unhealthy food

OBJECTIVE

At the end of the lesson, students will be able to talk about healthy and unhealthy habits following the think-pair-share strategy encouraging practical speaking skills, critical thinking, autonomous work, and active interaction with classmates.

MATERIALS: White Board, Paper, Pens/pencils, Worksheet

Steps	Task (teacher)	Task (student)	Interaction	Purpose
WARM-**UP** **5 minutes**	Present the vocabulary and phrases related to foods	Let students work on the task.	Teacher-student	Familiarize the students with the vocabulary
Pre- speaking 10 minutes	Give explicit instruction to students. Explain that now they must **think** Ask students the following question • What are the healthy products that you eat every day? • Why is it important to eat healthy products? • What unhealthy food do you usually eat? • Why is it better to avoid eating	The students work individually, brainstorming, organizing, and writing their thoughts. Students think the most suitable answers.	No interaction (teacher monitor and help only if it is necessary)	Let students organize their ideas.

	junk food? And fill in the table. Teachers have to be often monitoring.			
While-speaking 15 minutes	Join the students in **pairs.** Explain the process a model the task (use some suggestions given in the classroom management class section). Tell students to talk about their opinions Monitor the students and help if it is necessary	First, the students work in pairs and discuss their previous individual work, agree or disagree, respecting their classmate's opinion. Students listen carefully and take notes about agreements.	Student A –students B	Let students discuss, confirm or change their minds, finding support in each other.
Share 15 minutes	Sit the students in a circle and explain that now they have to **share** the pairs' agreements opinion. Model the task with a pair of students Encourage them to continue talking about the topic.	Share their thoughts with their classmates. Make follow-up questions to continue the conversation.	Whole class interaction	Get that students feel comfortable and supported by someone else when they start a discussion, presentation, or conversation.
Evaluation 5 minutes	Give individual or whole class feedback	Students pay attention to the teacher clarification	Teacher-student	Allow that students realize how was his/ her task performance

CURRICULAR ADAPTATION

There are ……. students with special needs. One with………of…. and the other with……………of…. Hence, these students will mention to the group some healthy products like fruits, vegetables, and junk food like hamburgers, pizza, etc.

FOOD WORKSHEET

Recovery fromSneider0325 (2013)

Classify the previous vocabulary in healthy (like hand) and unhealthy (dislike hand)

Adapted from Muhammad n.d Like and DislikeHand.

LESSON PLANNING "DRAMATIZATION STRATEGY"

INFORMATIVE DATA

SCHOOL:

TEACHER'S NAME:

CLASS: **DATE**:   **SKILL**: speaking

TOPIC: Movie Genres

OBJECTIVE

At the end of this activity, the students will feel motivated to use the vocabulary and grammar learned about movies in class, ineffective and funny speaking skills, self-confidence, and self-creativeness.

MATERIALS: White Board, Paper, Pens/pencils, Worksheet

Steps	Task (teacher)	Task (student)	Interaction	Purpose
WARM-UP 5 minutes	Remember some different kinds of movies.	Let students work on the task.	Teacher-student	Familiarize the students with the vocabulary
Pre- speaking 15 minutes	Explain clearly the rules and instructions needed for the task	Students pay attention to the students' instruction		
			Teacher -students	Let students organize their ideas and clarify any doubt
	Deliver students some phrases and vocabulary needed for the activity development.	Repeat the pronunciation and ask some questions to clarify any misunderstanding		
		Complete the activity		
	Play some short clicks or trailers from			

	movies that students choose from the list. Divide students into groups and give them the topic randomly. Explain to them the procedure Each group must act the sub-topic that they have. For example, the group who has "fantasy movies" must adapt the original script about what they are going to perform. Select the movie for each group randomly. Let students be creative at the moment to design the scenography	Let students pick up papers and know which is the movie for the group Monitor students work and help if it is necessary	Students – students	
While-speaking 20 minutes	Afterward, teachers give them enough time to practice their lines and practice with partners.	Students practice their lines, organize the presentation and ask for teacher helps.	Student –students Teacher- students	Let students practice, feel sure, and comfortable acting a play.
	Monitor, motivate, encourage and support students if it is necessary. Present the task in front of the whole class.			
Evaluation **15 minutes**	Provide individual or whole feedback to the students.	Pay attention to the teachers explaining and ask questions if it is necessary.	Whole class interaction	Clarify any mistake in the students' performance

CURRICULAR ADAPTATION

There are ……. students with special needs. One with………of…. and the other with……………of…. Hence, these students will present their group presentation mentioning the movie gender and the role of each student, etc.

12 MOVIE GENRES

ROMCOM	THRILLER	SCI-FI	COMEDY
HORROR	ACTION	CHICK FLICK	DOCUMENATRY
ADVENTURE	ANIMATION	PERIOD DRAMA	FANTASY

Recovery from www.ultimatemovierankings.com/getting-to-know-philhof17/. Movie Genres
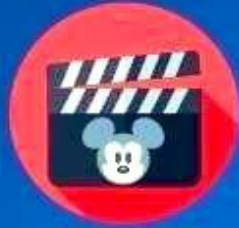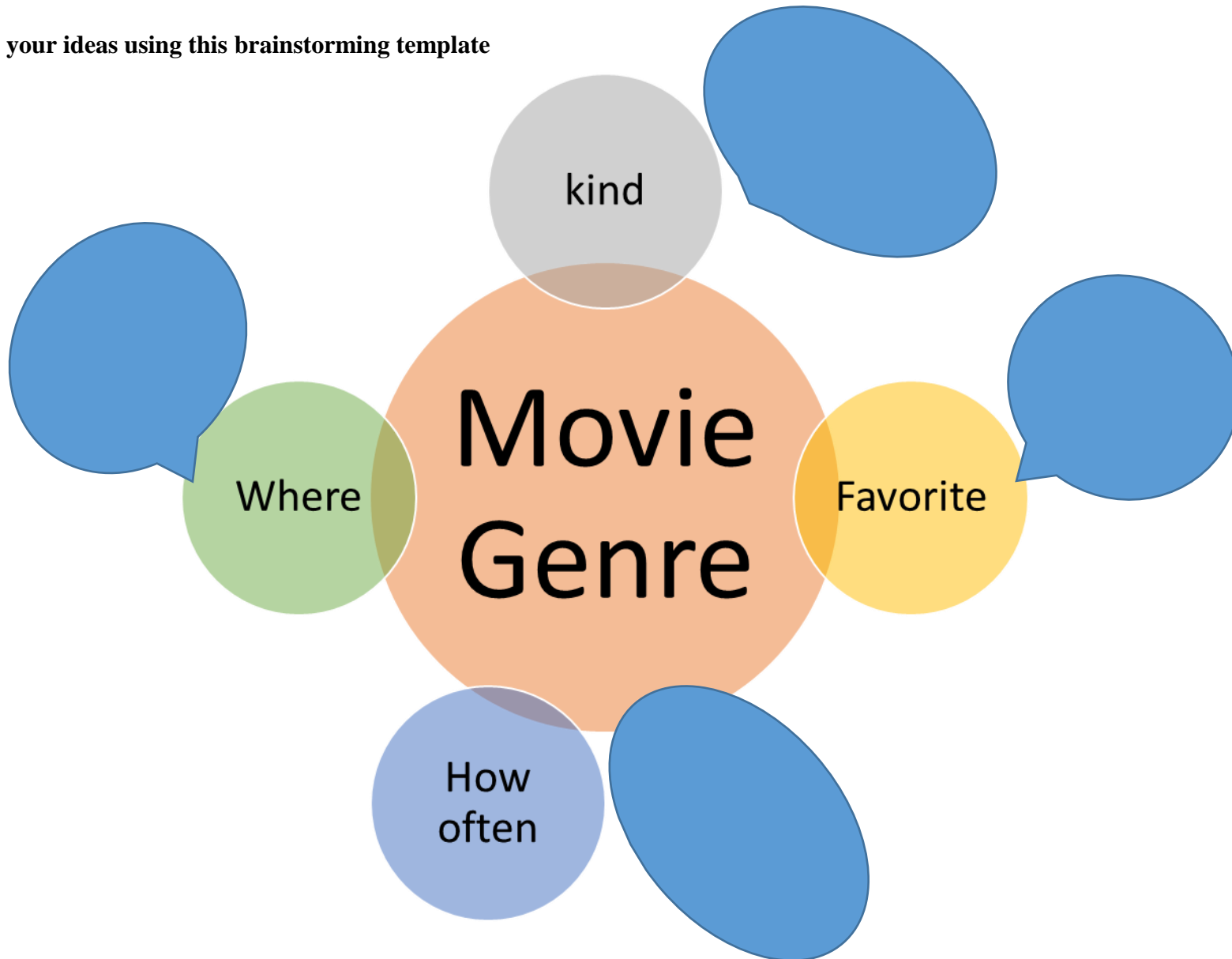
WHAT KIND OF MOVIE DO YOU LIKE?

WHAT IS YOUR FAVORITE MOVIE?

HOW OFTEN DO YOU WATCH MOVIES?

WHERE DO YOU PREFER WATCH MOVIES?

AT HOME OR CINEMA

Organize your ideas using this brainstorming template

kind

Movie Genre

Where

Favorite

How often

Present short clicks or trailers for the movies that students prefer

Pictures recovery from google.

Use this outline to organize group ideas

Movie's name	
Genre	It is a/an …………………….
Setting	It takes place in…………………….
Actors, actress	…………………………………………is/ are in it
Plot	It is about
Climax	At the end………………….

LESSON PLANNING "DIALOGUE STRATEGY"

INFORMATIVE DATA

SCHOOL:

TEACHER'S NAME:

CLASS: **DATE**:   **SKILL**: speaking

TOPIC: **Seasons, weather clothes and activity**

OBJECTIVE

At the end of this lesson, students will remember vocabulary related to seasons of the year, weather forecast, and clothes using of present continuous in the oral production.

MATERIALS: White Board, Paper, Pens/pencils, Worksheet

Steps	Task (teacher)	Task (student)	Interaction	Purpose
WARM-**UP** **5 minutes**	Teachers review the previous vocabulary about season and weather. Write on the board phrases that help students to remember what they have already learned.	Let students work on the task Ask us more questions as possible to realize if students remember or not the vocabulary.	Teacher-student	Recall the students with the vocabulary. Allow students to remember previous knowledge.

Pre- speaking 15 minutes	Make students to pronounce the new phrases and words, correct pronunciation mistakes.	Students repeat the pronunciation and ask questions to clarify any doubt.	Teacher-student	Create confidence in students to change general weather situations according to their environment.
	Explain the instructions and activity rules clearly.	Divide students into pairs or groups according to the class size.	Teacher- students	
	Ask questions to notice if students understand the instructions.	Give students a worksheet with a dialogue pattern related to season and weather. Let them focus on new phrases, vocabulary, and words.	Students- students	
	Tell students to change the dialogue template to their real context. Monitoring students' works and support them if it is necessary. Give students enough time to practice orally what they have already written. It is essential that students change lines to get	Adapt a general context to their particular and actual situation	Students- students	

	that student no only memorize one line. On the contrary, he or she interiorize the whole conversation.			
While-speaking 10 minutes	Model how the students have to do the dialogue, choose one or two students to demonstrate the activity.	First, the students work in pairs and discuss their previous individual work, agree or disagree, respecting their classmate's opinion.	Student A –students B	Let students discuss, confirm or change their minds, finding support in each other.
While- speaking 15 minutes	Model how the students have to do the dialogue, choose one or two students to demonstrate the activity. Teachers do not interrupt students' performance.	Students act their line parts, reinforcing their message with gestures, mimics, facial expressions, etc.	Students- students	Develop speaking sill with a familiar topic using phrases, vocabulary, and grammar needed in a real-life context
Evaluation 5 minutes	Give individual or whole class feedback	Students pay attention to the teacher clarification	Teacher-student	Realize if students use the vocabulary, phrases and grammar learned before.

CURRICULAR ADAPTATION

There are ……. students with special needs. One with………of…. and the other with……………of…. Hence, these students are going to be able to relate season with weather and clothes.

SAMPLE OF SEASONS, WEATHER CLOTHES AND ACTIVITY

SEASONS WEATHER,CLOTHES AND ACTIVITIES

WEATHER
- HOT
- SUNNY

CLOTHES
- SUNGLASSES
- SHORTS

ACTIVITIES
- GO SWIMMING
- GO TO THE BEACH

USEFUL PHRASES:

ON SUMMER/ WINTER   IT'S REALLY SUNNY/ COLD   I PUT ON   I TAKE OFF

I PREFER OUTDOOR/ INSIDE ACTIVITIES

DIALOGUE SAMPLE LINES

Olger: what's going on, Alex?

Alex: Hey Olger, what's up. How are you?

Olger: I am good, thanks, but It is freezing today, isn't it?

Alex: Ohh yes, you know we are in winter. It is a typical climate

Olger: Yea, I know; I would like to be in *Atacame*s. The weather is nice there.

Alex: I agree with you. But it depends on the season because in winter it rains cats and dogs there!

Olger: Ohhh yes, and sometimes they're much flooding. Many people lost their properties. However, in summer the weather is fantastic we can go swimming in the sea.

Alex: I think the weather during July and August is beautiful, that's why it is the summer vacation here in Ecuador.

Olger: I think so. I can't wait for the coming summer vacation. I want to enjoy the warm climate on the beach, go swimming in the sea, and lying down in the sand.

Alex: Honestly, I prefer something different. I like winter because I can stay at home, do some indoor activity with my family or prepare cakes with my mom.

Olger: Definitely, we are such a different guy. Well, I have to go out, take care, Alex.

Alex: ok, Olger, keep in touch, bye.

LESSON PLANNING "GALLERY WALK"

INFORMATIVE DATA

SCHOOL:

TEACHER'S NAME:

CLASS: **DATE**:   **SKILL**: speaking

OBJECTIVE

At the end of these activities, students will present posters with information about their typical days, use simple present, and develop creativity and empathy for others in the oral performance.

MATERIALS: White Board, Paper, Pens/pencils, markets

Steps	Task (teacher)	Task (student)	Interaction	Purpose
WARM-UP **10 minutes**	Write the topic on the board **"MY TYPICAL DAY,"** Give students a worksheet with some vocabulary and valuable phrases relate to routines or habits.	Let students work individually on the task.	Teacher-student	Remember to the students the background information.

Pre- speaking 10 minutes	Explain the instruction, rules, and time to develop the speaking activity.	The students work individually, brainstorming, organizing, and writing their thoughts.	No interaction (teacher monitor and help only if it is necessary)	Let students organize their ideas.
	Model the task with your own authentic "Typical day" Highline the phrases, linking words, and structure to explain to students.			
	Ask questions to realize if the instructions are clear.			
	Give them enough time to design, write and organize their ideas.			
	Monitor students frequently work, support them if it is necessary			
	Tell the students that they have to post their poster in any part on the glass walls.			
While-speaking 15 minutes	Tell students that they have to visit at least five of their classmates' stands and hear and take notes about what their classmates have to say.	First, the students work in pairs and discuss their previous individual work, agree or disagree, respecting their classmates' opinion.	Student –students	Let students discuss, confirm or change their minds, finding support in each other.
	Explain to them that if they want, they can ask some questions to the presenter student.			
	Walk around and hear the students	Students listen carefully and take notes about agreements.		

	speaking performance, take notes to avoid interrupt students' participation.		Student - student	
	Monitor the students and help if it is necessary.			
Evaluation 10 minutes	According to your notes, give feedback to the whole class, congratulate them for the effort, and clarify some repeated mistakes in your students. If it is necessary, give individual feedback to clarify specific mistakes in a student or prize. Evaluate students.	Students pay attention to the teacher's clarification. Ask questions to the teacher and clarify any doubt	Teacher-student	Allow that students realize how was his/ her task performance
			Teacher-student	

There are ……. students with special needs. One with………of…. and the other with……………of…. Hence, these students will be able to present basic information and the most relevant habits and routines.

DAILY ROUTINES VOCABULARY

Get up

Go to bed

Have breakfast

Get dressed

Have lunch

Watch TV

Go to school

Read a book

Play soccer

Do homework

Recovery from www.liveworksheets.com/worksheets

MY DAILY DAY

- I am Maribel Espinoza. FIRST, In the morning I wake up at seven o`clock and get up at ten past seven, then I take a shower, I get dresssed and I have breakfast at twenty past seven. AFTER THAT, I go to school and start class at half past seven, at half past ten I have break.

- In the afternoon, I get home and I have lunch at half past one, NEXT I do my homework and take a nap at three o`clock. AFTER THAT, I watch TV and play video game with my friends.

- In the evening, I have dinner at eight o`clock, THEN, I watch TV again, and FINALLY, at night, I go to bed at half past eight and I sleep at nine o`clock

PLANNING SAMPLES FOR URBAN STRATEGIES PRACTICE

LESSON PLANNING "GALLERY WALK"

INFORMATIVE DATA

S**CHOOL:**

TEACHER'S NAME:

CLASS: **DATE**:   **SKILL**: speaking

 TOPIC: **Countable** and uncountable noun

OBJECTIVE

At the end of these activities, students will present posters with information about countable and uncountable nouns, using quantifiers in oral performance.

MATERIALS: White Board, Paper, Pens/pencils, markets

Steps	Task (teacher)	Task (student)	Interaction	Purpose
WARM-UP **10 minutes**	Write the topic on the board **"COUNTABLE AND UNCOUNTABLE NOUNS,"** Give students a worksheet with some vocabulary and useful phrases relate to routines or habits.	Let students work individually on the task.	Teacher-student	Remember to the students the background information.
Pre- speaking 10 minutes	Explain the instruction, rules, and time to develop the speaking activity. Divide students into groups and select	The students work individually, brainstorming, organizing, and writing their thoughts.	Teacher-students	Let students organize their ideas.

	the topic for each one.	Students join together and follow the teachers' instructions.	Student- students	Develop cooperative teamwork.
	Model the task with your own authentic "Countable Uncountable poster noun" Highline the phrases, linking words, and structure to explain students.			
	Ask questions to realize if the instructions are clear.			
	Give them enough time to design, write and organize their ideas.			
	Monitor students frequently work, support them if it is necessary			
	Tell the students that they have to post their poster in any part on the glass walls.			Let students develop their critical thinking and respect other opinions
While-speaking 15 minutes	Tell students that they have to visit all of their classmates' stands and hear and take notes about what their classmates have to say. Explain to them that if they want, they can ask some questions to the presenter student.	First, the students work in pairs and discuss their previous individual work, agree or disagree, respecting their classmates' opinions. Students listen carefully and take notes	Student –students	Let students discuss, confirm or change their minds, finding support in each other.

	Walk around and hear the students speaking performance, take notes to avoid interrupt students' participation.	about agreements.	Student - student	
Evaluation 10 minutes	Monitor the students and help if it is necessary. According to your notes, give feedback to the whole class, congratulate them for the effort, and clarify some repeated mistakes in your students.	Students pay attention to the teacher's clarification.	Teacher-student	Allow that students realize how was his/ her task performance
	If it is necessary, give individual feedback to clarify specific mistakes in a student or prize. Evaluate students.	Ask questions to the teacher and clarify any doubt	Teacher-student	

CURRICULAR ADAPTATION

There are ……. students with special needs. One with………of…. and the other with……………of…. Hence, these students will be able to identify countable and uncountable food.

FOOD VOCABULARY

Recvery from Sneider0325 (2013) Food Vocabulary. Recovery from

en.islcollective.com/english-esl-worksheets/vocabulary/food

SAMPLE OF POSSIBLE STUDENTS POSTERS

GROUP 1

GROUP 2

LESSON PLANNING "E-CASTEL MECHANISM STRATEGY"

INFORMATIVE DATA

SCHOOL:

TEACHER'S NAME:

 CLASS: **DATE:**   **SKILL**: speaking

TOPIC: Public places and preposition of place

OBJECTIVE

At the end of these activities, students will give directions using prepositions of place orally, using Messenger chat room to develop speaking skills, and taking advantage of social media access.

MATERIALS: White Board, Paper, Pens/pencils, markets

Steps	Task (teacher)	Task (student)	Interaction	Purpose
WARM-UP 10 minutes	Provide students the vocabulary related to public places and preposition of place Practice more than twice the vocabulary and the correct pronunciation of the new words. Clarify doubts if necessary.	Let students work individually on the task.	Teacher-student	Remember to the students the background information.

	Phrases relate to routines or habits			
Pre- speaking 10 minutes	Tell students that they must send a picture about a place located in a specific location, and they have to send audio saying the direction of that place. Then the other members make the same changing their roles. Describe students how they have to use the Messenger chat room, the uses' rule, and mechanism. Model the activity to the whole class. And let students practice how they are going to work.	Students ask questions to the teacher and clarify any doubts.	Teacher-students	Let students organize their ideas.
		Join in the group designed for the activity	Student- students	Take in advance the access of social media and the interest of students in technology.
		Organize time and the way that they are going to work with their classmates.	Students- students	
				Let students develop their critical thinking and respect other opinions.
While-speaking 15 minutes	Send a message with a picture and encourage one of the students in the group to start the speaking part.	Students see the classmates' images, listen to audios, answer questions, and make follow-up questions.	Student –students	Let students discuss, confirm or change their minds, finding support in each other.

	Monitor the students and help if it is necessary.			
	The teacher sees and listens to the students' performance, takes notes, and gives group feedback.		Student - student	
Evaluation 10 minutes	Congratulate students' groups for the effort and clarify some repeated mistakes in your students according to your notes. In class, make a reinforcement about the most repeated mistakes and, **i**f it is necessary, give individual feedback to clarify specific errors in a student or prize. Evaluate students.	Students pay attention to the teacher's clarification. Ask questions to the teacher and clarify any doubt	Teacher-student Teacher-student	Allow that students realize how was his/ her task performance

CURRICULAR ADAPTATION

There are ……. students with special needs. One with………of…. and the other with……………of…. Hence, these students will be able to participate in the chat room at least giving or asking basic information about prepositions of place.

WARM-UP WORKSHEET

Ilustración 3 Galimberti (2014)

SAMPLE OF THE ACTIVITY

BUS STOP

PARK

Larco Ave.

Shell St.

Figure 2: Galimberti ()2019). Map to give direction

AUDIO SAMPLE

Alejo: Hi Mary. As you know, I am nowhere in the city. Could you help me, please?

Mary: Of course tell, how can I help you?

Alejo: Well, I need to get to the bus stop.

Mary: Ok, pay attention. There is a bus stop on Shell Street **across** from the park in the middle of the block. Do you know the central city part?

Alejo: Yes, I know it. Thanks a lot for your help.

Mary: your welcome, call me back if you need more help

Alejo: thank you very much,

LESSON PLANNING "DRAMATIZATION STRATEGY"

INFORMATIVE DATA

SCHOOL:

TEACHER'S NAME:

CLASS: **DATE:**   **SKILL**: speaking

OBJECTIVE

At the end of this activity, the students will feel motivated to use the vocabulary and grammar learned about movies, ineffective and funny speaking skills, self-confidence, and self-creativeness.

MATERIALS: White Board, Paper, Pens/pencils, Worksheet

Steps	Task (teacher)	Task (student)	Interaction	Purpose
WARM-UP 5 minutes	Present the student the topic, write cultures around the word on the whiteboard.	Let students work on the task.	Teacher-student	Familiarize the students with the vocabulary
Pre-speaking 5 minutes	Deliver students some phrases and vocabulary needed for the activity development. Divide students into groups and give them the topic randomly. Explain to them the procedure • Each group must act the sub-topic that they have. For example, the group who has "food in Peru" must adapt the script	Students pay attention to the students' instructions. Monitor students' work and help if it is necessary.	Teacher -students	Let students organize their ideas and clarify any doubts.

	about what they are going to perform.	Students look for material and some things necessary for the dramatization activity.		
			Students – students	
While-speaking

20 minutes | Teachers clarify the mechanics of the activity production.
Take notes about students' oral performance, do not interrupt their presentation. | Students present their play using gestures, mimics, facial expressions, etc., to reinforce their message. | Student –students
Teacher- students | Let students practice, feel sure, and comfortable acting a play. |
| Evaluation
15 minutes | Provide individual or whole feedback to the students. | Pay attention to the teachers explaining and ask questions if it is necessary. | Whole class interaction | Clarify any mistake in the students' performance |

CURRICULAR ADAPTATION

There are ……. students with special needs. One with………of…. and the other with……………of…. Hence, these students will present their group and the role of each student, etc.

12 MOVIE GENRES

|			
ROMCOM	THRILLER	SCI-FI	COMEDY
HORROR	ACTION	CHICK FLICK	DOCUMENATRY
ADVENTURE	ANIMATION	PERIOD DRAMA	FANTASY

WHAT KIND OF MOVIE DO YOU LIKE?

WHAT IS YOUR FAVORITE MOVIE?

HOW OFTEN DO YOU WATCH MOVIES?

WHERE DO YOU PREFER WATCH MOVIES?

AT HOME OR CINEMA

Recovery from www.ultimatemovierankings.com/getting-to-know-philhof17/ . Movie Genres

Organize your ideas using this brainstorming template
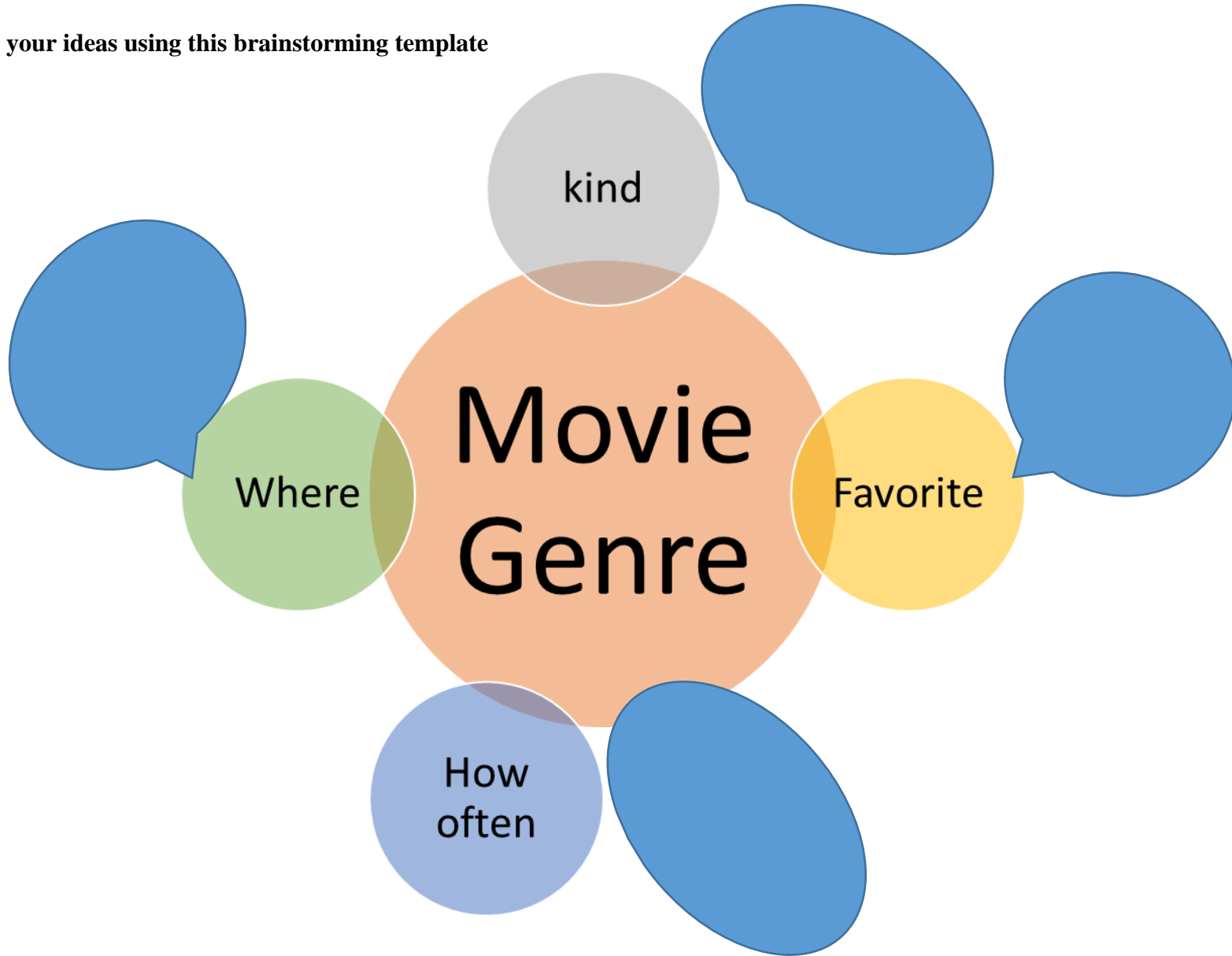
Present short clicks or trailers for the movies that students prefer

Recovery from Google pictures

Use this outline to organize group ideas

Movie's name	
Genre	It is a/an ……………………..
Ssetting	It takes place in……………………..
Actors, actress	…………………………………………is/ are in it
Plot	It is about …………………………………….
Climax	At the end………………….

LESSON PLANNING "DIALOGUE STRATEGY"

INFORMATIVE DATA

SCHOOL:

TEACHER'S NAME:

CLASS: **DATE:**   **SKILL:** speaking

OBJECTIVE

At the end of this lesson, students will remember vocabulary related to seasons of the year, weather, clothes, and activities using present continuous in the oral production.

MATERIALS: White Board**,** Paper, Pens/pencils, Worksheet

Steps	Task (teacher)	Task (student)	Interaction	Purpose
WARM-**UP** **5 minutes**	Teachers review the previous vocabulary about season and weather. Write on the board phrases that help students to remember what they have already learned.	Let students work on the task. Ask us more questions as possible to realize if students remember the vocabulary or not.	Teacher-student	Recall the students with the vocabulary. Allow students to remember previous knowledge.

Pre- speaking 15 minutes	Make students pronounce the new phrases and words, correct pronunciation mistakes.	Students repeat the pronunciation and ask questions to clarify any doubt.	Teacher-student
	Explain the instructions and activity rules clearly.	Divide students into pairs or groups according to the class size.	Teacher- students
	Ask questions to notice if students understand the instructions.	Give students a worksheet with a dialogue pattern related to season and weather. Let them focus on new phrases, vocabulary, and words.	Students- students
	Tell students to change the dialogue template to their actual context. Monitoring students' works and support them if it is necessary. Give students enough time to practice orally what they have already written. Students must change lines, allowing that	Adopt a general context to their particular and real situation	Students- students

Create confidence in students to change general weather situations according to their environment.

	student no only to memorize one line. On the contrary, he or she interiorize the whole conversation.			
While-speaking 10 minutes	Model how the students have to do the dialogue, choose one or two students to demonstrate the activity.	First, the students work in pairs and discuss their previous individual work, agree or disagree, respecting their classmates' opinions.	Student A –students B	Let students discuss, confirm or change their minds, finding support in each other.
While- speaking 15 minutes	Model how the students have to do the dialogue, choose one or two students to demonstrate the activity. The teacher does not interrupt students' performance.	Students act their line parts, reinforcing their message with gestures, mimics, facial expressions, etc.	Students- students	Develop speaking sill with a familiar topic using phrases, vocabulary, and grammar needed in a real-life context.
Evaluation 5 minutes	Give individual or whole class feedback	Students pay attention to the teacher clarification	Teacher-student	Realize if students use the vocabulary, phrases and grammar learned before.

CURRICULAR ADAPTATION

There are ……. students with special needs. One with………of…. and the other with……………of…. Hence, these students will be able to relate season with weather and clothes.

SAMPLE OF SEASONS, WEATHER CLOTHES AND ACTIVITY

USEFUL PHRASES:

ON SUMMER   IT'S REALLY SUNNY/ COLD   I PUT ON   I TAKE OFF

I PREFER OUTDOOR/ INSIDE ACTIVITIES

DIALOGUE SAMPLE LINES

Olger: what's going on, Alex

Alex: Hey Olger, what's up. How are you?

Olger: I am good, thanks, but It is freezing today, isn't it?

Alex: Ohh yes, you know we are in winter, it is a typical climate

Olger: Yea, I know; I would like to be on *Atacame*s. The weather is nice there.

Alex: I agree with you. But it depends on the season because in winter it rains cats and dogs there!

Olger: Ohhh yes, and sometimes they're much flooding. Many people lost their properties. However, in summer the weather is fantastic we can go swimming in the sea.

Alex: I think the weather during July and August is beautiful, that's why it is the summer vacation here in Ecuador.

Olger: I think so. I can't wait for the coming summer vacation. I would like to enjoy the warm climate on the beach, go swimming in the sea, and lying down in the sand.

Alex: Honestly, I prefer something different. I like wither because I can stay at home, do some indoor activity with my family or prepare cakes with my mom.

Olger: Definitely, we are such a different guy. Well, I have to go out, take care, Alex.

Alex: ok, Olger, keep in touch, bye.

RUBRIC SAMPLE TO ASSESS SPEAKING ACTIVITIES

ORAL SPEAKING RUBRIC ASSESSMENT

Points	Production		Reception	Non-linguistic competence	Attitude
	Language	Pronunciation			
10 -9	Produce language correctly or with few mistakes using that appropriate language and structure	Uses the pronunciation worked in class correctly	Can understand the instruction	Is confident and uses non-linguistic competencies to the competence (gestures, mimics)	Has prepared activity and makes an effort to have a good result
8-7	Produce language with several although it is comprehensible	Tries to use the correct pronunciation but makes several mistakes	Needs a little bit of help	Uses non-linguistic competence to help communication mare than linguistic competences	Has prepared the activity well enough to have a nice result
7-6	Only use single words and sometimes with mistakes	Pronounces the words as they are written	Needs lots of helps	Relies on non-linguistic competences to communicate	Has worked only a little bit before but not enough for a good result
-5	Doesn't try to speak or speech is incomprehensible	Doesn't try to speak or speech is incomprehensible	Doesn't understand anything	Isn't able to communicate even with non-linguistic strategies	Has not prepared the activity at all and doesn't care about result

Information recovered from (Outeiral, A, 2014, p.62)

AUTONOMOUS WORK

Vista previa   Tema   **Compartir**

Preguntas   Respuestas

"You and Me Learning Together"
ENGLISH SPEAKING STRATEGY
TRAINING COURSE

FIRST DAY
TEACHERS TRAINING COURSE
AUTONOMOUS WORK
(10 puntos)

Dear English teachers, Thanks for being part of this training course, which will help us improve our students speaking skills.

Please listen to the video carefully and answer the question below.
Some of the activities make here are going to be discussed in the training class section tomorrow. Be ready for that.

1

NAME: *

Escriba su respuesta

2

How many activities can you identify in the video? Video by English TV (2015)
(1 Punto)

○ 3

○ 5

○ 4 ✓

3

Which of the activities mentioned in the video, may you not implement with your students why. Please name one *
(2 puntos)

Escriba su respuesta

4

Which was the activity that catches your attention the most? Why? *
(2 puntos)

Escriba su respuesta

5

Which of the video's activities can be applied with your students? *
(2 puntos)

Escriba su respuesta

6

Make a lesson plan from the activity mentioned in question 5. If you prefer, You can send it to dmespinozac1@utn.edu.ec *
(3 puntos)

Escriba su respuesta

SECOND DAY
TEACHERS TRAINING COURSE
AUTONOMOUS WORK
(10 puntos)

"You and Me Learning Together"
ENGLISH SPEAKING STRATEGY TRAINING COURSE

Dear English teachers, Thanks for being part of this training course, which will help us improve our students speaking skills.

Please listen to the video carefully and answer the question below.
Some of the activities make here are going to be discussed in the training class section tomorrow. Be ready for that.

1

NAME: *

Escriba su respuesta

2

What is your opinion about how Allan encourages students' discussion?
Video by English TV (2015) *
(1 Punto)

Escriba su respuesta

3

How can adapt Allan's strategy for developing speaking skills in your context and students' interests? *
(1 Punto)

Escriba su respuesta

4

Imagine that you are going to apply Barbara's activity with your students. What can you use if you do not have the same equipment and material as Barbara? *
(2 puntos)

Escriba su respuesta

Escriba su respuesta

5

Have you used Bill's strategy to apply dialogue with your students? If your answer is YES, explain HOW. If your answer is NO explain Why *
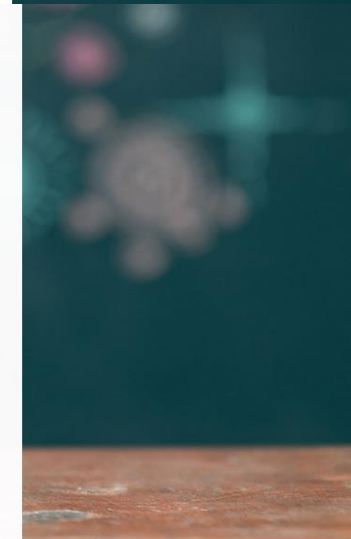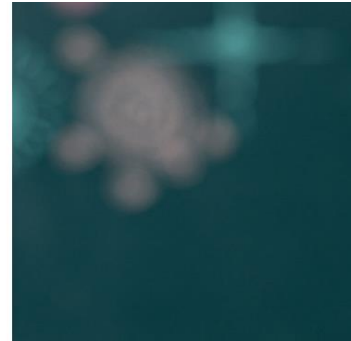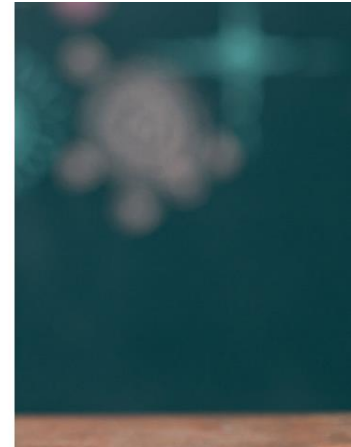(1 Punto)

Escriba su respuesta

6

Write a lesson plan from your students based on Barbara's activity, makes as most changes as possible. If you prefer, You can send it dmespinozac1@utn.edu.ec *
(5 puntos)

Escriba su respuesta

Enviar

THIRD DAY
TEACHERS TRAINING COURSE
AUTONOMOUS WORK

"You and Me Learning Together"

ENGLISH SPEAKING STRATEGY
TRAINING COURSE

(10 puntos)

Dear English teachers, Thanks for being part of this training course, which will help us improve our students speaking skills.

Please listen to the video carefully and answer the question below.
Some of the activities make here are going to be discussed in the training class section tomorrow. Be ready for that.

1

NAME: *

Escriba su respuesta

2

Which of the two strategies do you interest the most? by English TV, (7 March, 2015) *
(1 Punto)

Teaching Speaking Conversational English - Learning Englis...

- ○ Silvana´s lesson
- ○ Tony´s lesson
- ○ None

Preguntas   Respuestas

3

What is the main purpose of Silvana´s lesson? Explain it *
(1 Punto)

Escriba su respuesta

4

What activity (ies) may you include at the of Silvana´s class? *
(1 Punto)

Escriba su respuesta

5

What step will you drop out from Tony´s class, Explain why and what can you applied instead of Tony´s procedure. If not explain why. *
(1 Punto)

Escriba su respuesta

5

What step will you drop out from Tony´s class, Explain why and what can you applied instead of Tony´s procedure. If not explain why. *
(1 Punto)

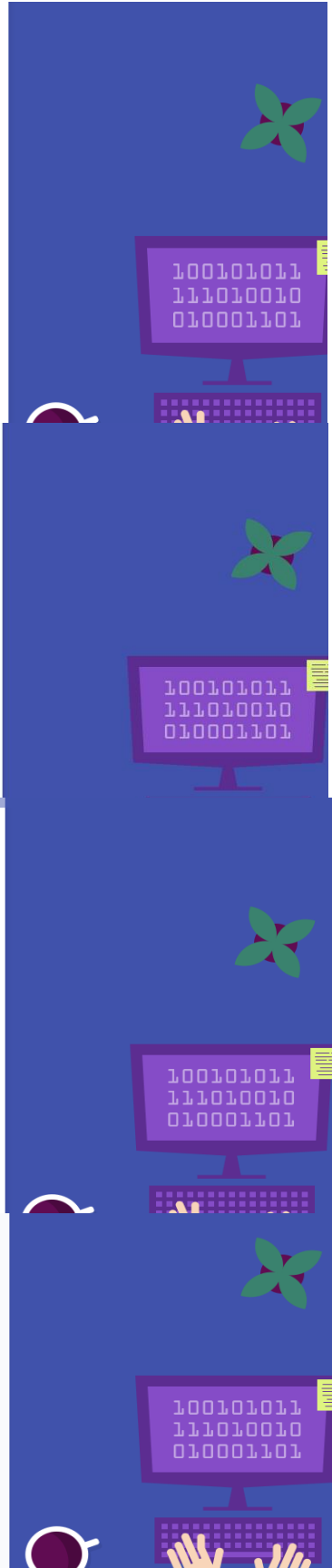Escriba su respuesta

---

6

Write a lesson plan according to your students' particular situation based on Silvana´s class, makes as most changes as possible. If you prefer, You can send it dmespinozac1@utn.edu.ec *
(6 puntos)

Escriba su respuesta

Enviar

FOURTH DAY

"You and Me Learning Together"
ENGLISH SPEAKING STRATEGY
TRAINING COURSE

TEACHERS TRAINING COURSE
AUTONOMOUS WORK

Dear English teachers, Thanks for being part of this training course, which will help us improve our students speaking skills.

Please listen to the video carefully and answer the question below.
Some of the activities make here are going to be discussed in the training class section tomorrow. Be ready for that.

...

Hola, DANY MARIBEL: al enviar este formulario, el propietario podrá ver su nombre y dirección de correo electrónico.

* Obligatorio

1

NAME: *

Escriba su respuesta

2

Why do think the author of the video states the following opinion "the behaviors of the student within the classroom are a direct product of the teachers environment" by English TV, (2015) *

2

Why do think the author of the video states the following opinion "the behaviors of the student within the classroom are a direct product of the teachers environment" by English TV, (2015) *
(2 puntos)

Escriba su respuesta

3

Apart from the ideas given in the video. What other aspect do you think is necessary to demonstrate in from of the students to be an AUTHORITY? *
(2 puntos)

Escriba su respuesta

3

Apart from the ideas given in the video. What other aspect do you think is necessary to demonstrate in from of the students to be an AUTHORITY? *
(2 puntos)

Escriba su respuesta

4

Which of the "classroom management mention in the video have you never taken into consideration?. Why? *
(2 puntos)

Escriba su respuesta

5

Which of the "classroom management mention in the video cannot be applied in your school context?. Why? *
(2 puntos)

Escriba su respuesta

6

What do you think the video author refers to when he mentions the phrase "Pick your battle"? *
(2 puntos)

Escriba su respuesta

Enviar

FIFTH DAY
TEACHERS TRAINING COURSE
AUTONOMOUS WORK

"You and Me Learning Together"
ENGLISH SPEAKING STRATEGY
TRAINING COURSE

Dear English teachers, Thanks for being part of this training course, which will help us improve our students speaking skills.

Please listen to the video carefully and answer the question below.
Some of the activities make here are going to be discussed in the training class section tomorrow. Be ready for that.

Hola, DANY MARIBEL: al enviar este formulario, el propietario podrá ver su nombre y dirección de correo electrónico.
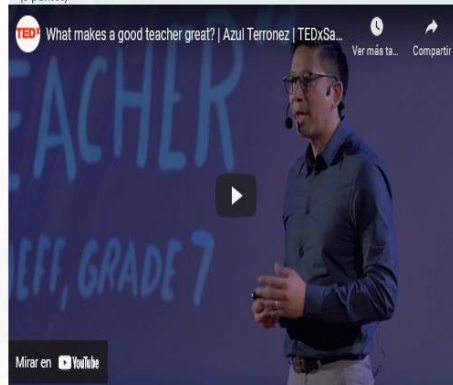
* Obligatorio

1

NAME:

Escriba su respuesta

2

Please, listen to the video and reflect on it. What makes a good teacher great for you? by TEDx Talks(2017) *
(5 puntos)

What makes a good teacher great? | Azul Terronez | TEDxSa...
Ver más ta...   Compartir
Mirar en ▶ YouTube

Escriba su respuesta

3

It is going to be very healful for me to know if your expectation of this training course were fulfilled. Please, write your reasons, suggestions, and recommendation. *
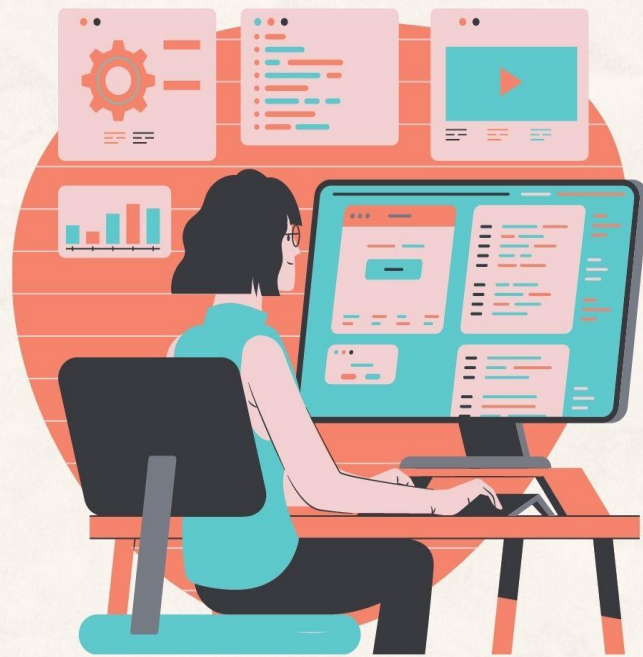(5 puntos)

Escriba su respuesta

Nos encantaría recibir tus comentarios.
Solo necesitamos hacerte dos preguntas.

TRAINING COURSE'S SLIDES

"You and Me Learning Together"

ENGLISH SPEAKING STRATEGY TRAINING COURSE

Author: MARIBEL ESPINOZA

WELCOMING SECTION

Objectives

• Introduce the purpose of the English speaking training course "You and Me Learning Together" to the participants, giving them a general idea about how to teach speaking and how and explaining to them the mechanism of the class section and the autonomous work.

• Let teachers know how to manage big class sizes, unfair physical conditions, material and equipment, and no parents' interest or collaboration according to the specific challenges in rural and urban areas.

AGENDA

-Welcoming message
-Conservatory section
Explanation of the main objective of the training course
-Importance of the development of speaking skill in our students
- Video about how to teach speaking
-Classroom management
Video about classroom management
-Ending section

WELCOMING SECTION

12 years   work and study

                                    5 years

You and Me Learning   Buenos Aires
Together

            UTN

• Conservatory section

o What do you expect to learn in this training course?

o What are the most common speaking strategies for you?

o How often do you plan to speak in your classes? Why?

"Speaking is one of the four language skills (reading, writing, listening, and speaking. Speaking is the most useful of the fourth which learners can communicate with people to accomplish some goals or express their opinions, intentions, hopes, and viewpoints" (Torky,2006),

https://www.youtube.com/watch?v=7d-BcRoabT0

Pre-speaking
- Choose an interest topic
- Organize language to use
- Provide ss language input (make questions)
- Choose an interest topic
- Explaing the rules and specific instrutions
- Plan logical steps

While- speaking
- Model the task, call one or two student
- Prize students speaking performance
- Take notes about students performance

- Give individual feedback
- correct repeted mistakes
- Evaluate the task
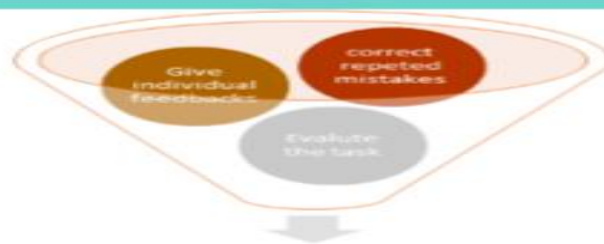
Post-speaking

Classroom Management in speaking activities

Teachers' self-efficacy
(Skaalvik & Skaalvik, 2010) defines teachers' self-efficacy as the individual teachers' belief about their ability to design, order, and develop their activities required to achieve the educational aims.

How self-efficacy happens

Master experience
- How teacher performance

Observe other models
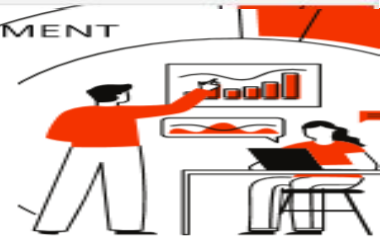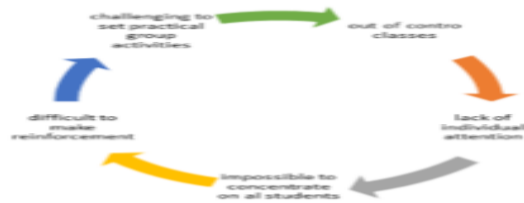- Learn from others

Verbal pesuasion
- Feedback

Physical state Emotional and bilogical

Learners' aptitude or interest is demonstrated in the classroom activities to help fulfill English teachers' goal " (Shah, 2013)

Teachers' responsibility teachers motivate the learner; consequently, if educators are not encouraged, students cannot acquire something new

"Learners are positively or negatively affect teachers' implicit expectations, their empathy, and their sense of self-efficacy"


CHALLENGES IN CLASSROOM MANAGEMENT

challenging to set practical group activities

out of contro classes

lack of individual attention

impossible to concentrate on all students

difficult to make reinforcement

BEHAVIORAL MODIFICATION

COMPLAININGS	DEFFENDERS
conditioning observable	learn self-discipline
extrinsic rewards system	become intrinsic need to be "bribed"
behaviors treats like robots	students find satisfaction with what they learn

horseshoe
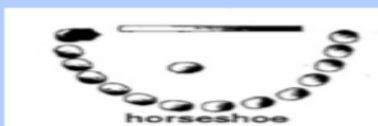
The teacher stays at the center of the class, getting close contact with students and allowing that all of the students can see each other. It suits in small classrooms.

It can engage in speaking activities, whole-class discussions, students' presentations, or performance in dramatization.
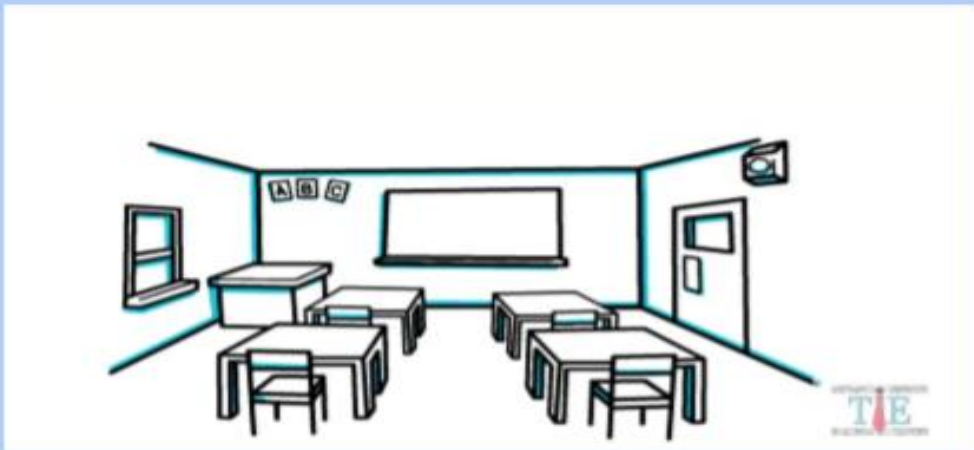
separate tables

It is one of the most informal seating arrangements where students sit in groups at separate tables. The role of the teacher is a facilitator who monitors students' tasks.
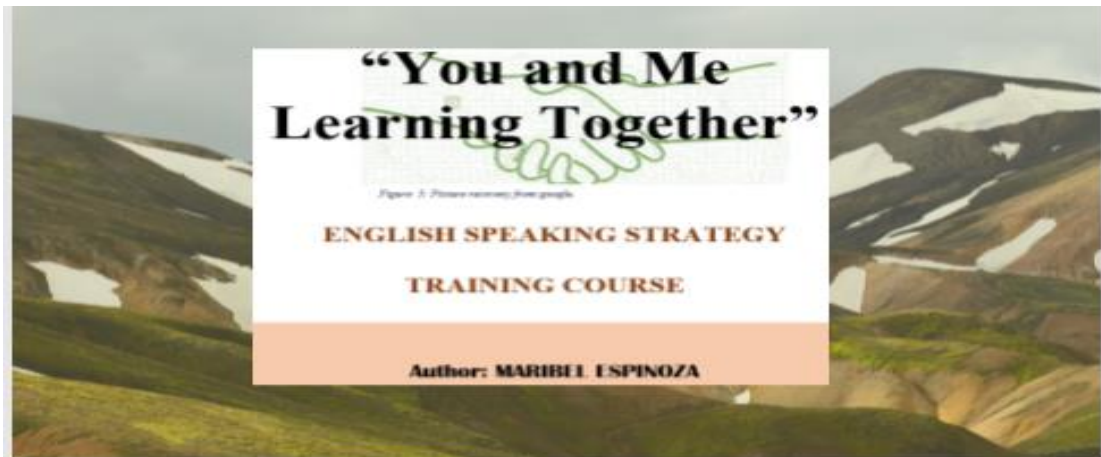
Clusters

It consists of arranging four or five student's tables together facing each other. The students who are in working together can have better visual contact. The role of the teacher is to monitor, helps, and guides the students' tasks

Cluster seating arrangement cannot be used in exams or when the teacher is given instruction. However, it is used in a correct way to is very helpful for dramatization, dialogues, gallery walk in groups, etc.

HOW TO INVOLVE PARENTS IN THE TEACHING PROCESS?

RURAL
- Close contact
- Live in the community

URBAN
- Social media
- Telephone

"You and Me Learning Together"

Figure 3: Picture recovery from google.

ENGLISH SPEAKING STRATEGY

TRAINING COURSE

Author: MARIBEL ESPINOZA

OBJECTIVE

Introduce "think-pair-share speaking strategy, as an innovative, easy and effective way to develop speaking skill in students from rural areas, allowing the participant to practice with real activity.

AGENDA

• Discussion of previous autonomous work
• Conservatory section
• Introduce "THINK-PAIR-SHARE strategy
• Practice activity
• Ending section

Go to www.menti.com and use the code 1119 2117

Speaking reinforce listening, reading, and writing skills

Completely agree   Not sure   Completely disagree

AUTONOMOUS WORK DISCUSSION
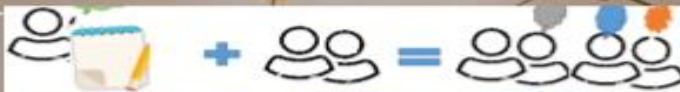

Classroom Management

o Have you heard about the think-pair-share strategy?

o How effective do you consider is to apply a think-pair-share strategy with your students?

o Which steps do you consider teachers must follow to develop a pair-share strategy?

THINK-PAIR-SHARE SPEAKING STRATEGY

Think -pair- share strategy was developed by Lyman to develop students' participation.

Establish cooperative discussion group work, individual students' analysis to answer the teachers' questions or their classmates.

It will be adapted to all levels and class sizes
allows teachers to convert the class materials into a meaningful understanding

Usman (2015),

DEVELOPMENT

Students think independently about the question that has been given by the teacher, ideas of their own.

Students work in pairs, and afterward, they discuss their thoughts in pairs

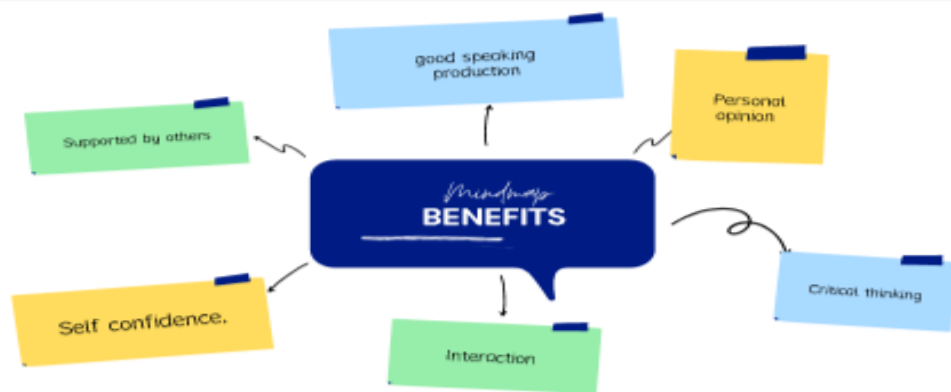Student pairs share their thoughts with a larger group, such as the whole class

APPROACH

Think–pair–share strategy is an effective way to motivate students' interaction and individual participation
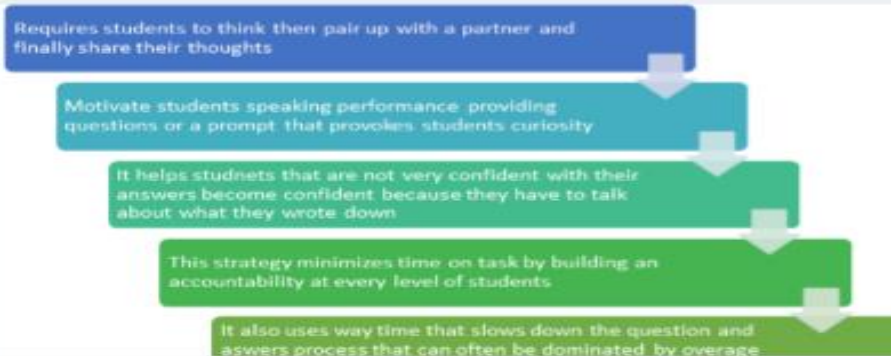
Cooperative learning approach

Share their opinion with other people.

good speaking production

Personal opinion

Supported by others

Mindmap
BENEFITS

Critical thinking

Self confidence.

Interaction

READING rockets

How to teach Think-Pair -Share

Requires students to think then pair up with a partner and finally share their thoughts

Motivate students speaking performance providing questions or a prompt that provokes students curiosity

It helps studnets that are not very confident with their answers become confident because they have to talk about what they wrote down

This strategy minimizes time on task by building an accountability at every level of students

It also uses way time that slows down the question and aswers process that can often be dominated by overage

Summary from How to do a Think Pair Share Teach Like This video

LET'S PRACTICE

Share material in PDF formant

Ending section message

Thanks. Tomorrow we will continue discussing other strategies that will help you develop oral competence in students from rural contexts. Remember, please, that I have already sent you a link to practice more about the topic we discuss today.

"You and Me Learning Together"

Figure 1: Picture courtesy from google.

ENGLISH SPEAKING STRATEGY

TRAINING COURSE

Author: MARIBEL ESPINOZA

DRAMATIZATION STRATEGY
Objective

To present the benefits to use more often dramatization strategy with rural students, taking in advance the real facilities that their environment gives to develop oral competence quickly and funnily.

AGENDA

• Discussion of previous autonomous work

Talking section

• Introduce "dramatization strategy."

• Video presentation

Practice

• Ending section

How can you adapt Allan`s strategy for developing speaking skills in your context and students' interests?

Have you used Bill`s strategy to apply dialogue with your students? If your answer is YES, explain HOW. If your answer is NO explain Why

Would you mind share with us your idea, how adapt Barbara's lesson with your students

DRAMATIZATION STRATEGY

Dramatization strategy help students communicate using the target language even if they have enough or limited vocabulary. It can be used with learners of different levels and contexts, developing kinesthetic ability. Additionally, it can incorporate writing and reading skills, increase students' foreign language vocabulary, and motivate them to draw on all the language they already learned.

Talking section

o How often do you use dramatization with your students to develop speaking skills?

o How do you apply dramatization in class? Can you help me with an example, please?

o Do you consider that you get the activity objective at the end of students' performance dramatization? Why?

Go to www.menti.com and use the code 1704 4606

NAME THREE BENEFIT OF DRAMATIZATION TO DEVELOP SPEAKING SKILLS

BENEFITS

- Dramatization activities excel in their language development
- It is a fun activity, allows students to learn and laugh at the same time
- It is a relaxed and informal way to learn a foreign language

VIDEO SUMMARY

Dramatization

- Getting students to enyoy English more as they are in an interactive way of learning performance
- Allow that students develop their crativity in their drama performance. Additiolly it is difficult that learners forget the vocaburary used

Summary from Oracy in the Classroom: Strategies for Effective Talk video

SAMPLE ACTIVITY PRACTICE

Planification and worksheet shared in PDF format

Ending section message

I wait that you have learned something important this day, as I know about your experience. Thanks for your attendance on the third day of this English speaking strategies training course. Tomorrow we are going to continue discussing other strategies suggested for you applicable in the rural context. Remember, please, that I have already sent you a link to practice more about the topic that we discuss today.

"You and Me Learning Together"

Figure 1. Picture recovery from google

ENGLISH SPEAKING STRATEGY

TRAINING COURSE

Author: MARIBEL ESPINOZA

Discussion of previous autonomous work

Which of the two strategies in the video do you interest the most? Please explain why.

What step will you drop out from Tony's class, Explain why and what can you applied instead of Tony's procedure. If not explain why.

DIALOGUE STRATEGY

OBJECTIVE

Reinforce dialogue strategy to develop speaking skills in non-urban students, advance the natural environment and raise students' interest in the foreign language

Dialogue section (Padlet App.)

○ Why do you think that dialogue is one of the most used speaking strategies to develop speaking skills?

○ What do you think are some cons and pros of dialogue strategy, according to your context?

DIALOGUE STRATEGY

"Dialogue is a communication tool that allows people to understand other viewpoints without pitting themselves against different perspectives".

dialogue is a habitual activity as a natural process of human language development that can easily apply as a regular classroom activity among teachers- students or students-students.
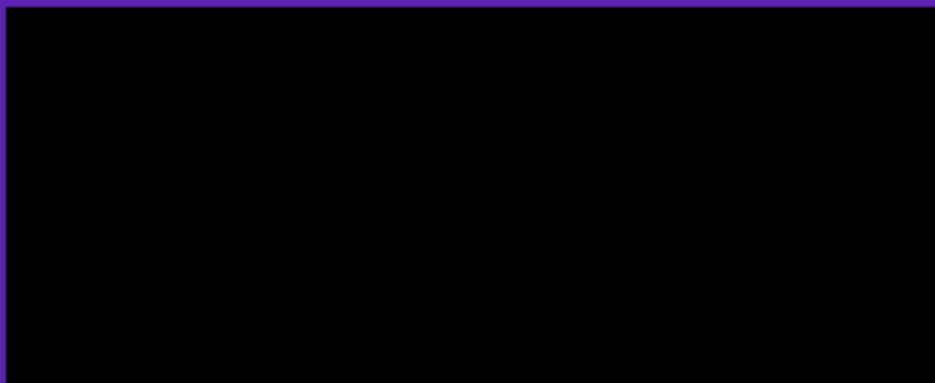
(Rahmawati, M, n.v d)

Sumary from Dialogue Writing | How to write a Dialogue by Nihir Shah (2020)

APPROACH

A socio-cultural approach proposes that learners' intellectual development happens through language acquisition because the dialogue between the students' community makes that language arise.

GALLERY WALK

GALLERY WALK
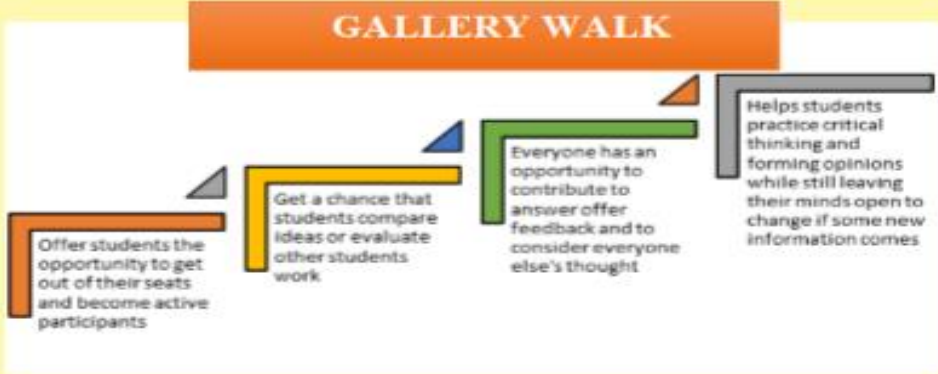
Offer students the opportunity to get out of their seats and become active participants

Get a chance that students compare ideas or evaluate other students work

Everyone has an opportunity to contribute to answer offer feedback and to consider everyone else's thought

Helps students practice critical thinking and forming opinions while still leaving their minds open to change if some new information comes

ILLUSTRATION 17: SUMMARY FROM GALLERY WALK — LEARN STRATEGY BY K20 CENTER (2016)

LET'S SEE AND ACTIVITY

Ending of training course message
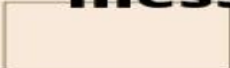
RESEARCH ANNEXES

1. **Describa brevemente el entorno-contexto-lugar o ambiente donde trabaja/as dando da/as clases de inglés.**

	Extracto	Contenido que responde al objetivo	Categoría o ESQUEMA DE CODIFICACIÓN. Indique un nombre sintético que capture el significado de lo subrayado. Integración de las ideas anteriores. Son categorías más inclusivas y abstractas que las anteriores. Están depuradas y corresponden a los RESULTADOS codebook.	Tema o patrón.
1R Damy	Pues hee…un gusto en ayudarle yo trabajo en la zona rural de la provincia de Imbabura de la parroquia de Lita en la comunidad de Parambas. Este es un lugar calido húmedo donde en horario de,, de las 10 a 1:30 que se trabaja el sol pues el sol a veces es insoportable, hee..ese es de pronto un factor que influye en las clases de..heee nuestra materia porque a veces nuestra material la ponen al final a las ultimas horas.	"Este es un lugar cálido húmedo. de pronto un factor que influye en las clases de..heee nuestra materia porque a veces nuestra material la ponen al final a las ultimas horas " (María en entrevista con la autora. 02-2021)	One of the informants refered to the climate and the local conditions of teaching. "Este es un clima…).	Unsuitable physical conditions
2 U Mary	Bueno el colegio es grande es más o menos una cuadra el tamaño de la unidad educativa estructura es muy buena hay más espacios verdes que construcción pero está bien equipada tiene laboratorios, laboratorios de computación en donde se puede usar para que los estudiantes practican Inglès, heee no ahí también puedo practicar inglés cada parte ta actualmente La mayoría de cursos tiene 30 a 35 estudiantes como te digo si es grande el número de estudiantes Como te digo hay desde el inicial los niños chiquitos de inicial 1 hasta tercero de bachillerato general unificado	Bueno el colegio es grande es más o menos una cuadra el tamaño de la unidad educativa estructura es muy buena está bien equipada tiene laboratorios, laboratorios de computación en donde se puede usar para que los estudiantes practican Inglès. La mayoría de recursos tiene 30 a 35 estudiantes como te digo si es grande el número de estudiantes	The school has good equipment. Alto número de estudiantes	Fair physical conditions. Class size
3 U Gabo	Buenos heee yo trabajo en la ciudad de Ibarra en un colegio donde tenemos gran número de estudiantes, por eso las aulas son de 30 estudiantes o más muchas veces hemos tenido más de 40 estudiantes algunos vienen de	gran número de estudiantes, por eso las aulas son de 30 estudiantes o más muchas veces hemos tenido más de 40 estudiantes algunos	Estudiantes de otras zonas no urbanas. Problemas de comportamiento	Class behavior

	pueblos cercanos como Salinas, Chota y hee otros noo entonces no saben mucho ingles. No tiene un laboratorio específicamente de inglés pero si tiene laboratorios con computadoras que cuando se puede y no choca con otros curso se puede usar y trabajar en las computadoras en donde se sientan a veces 2 o 3 por dispositivo. Tenemos problemas de comportamiento, hay hasta robos entre compañeros y a los docentes heeee eso que más podría decirte.	vienen de pueblos cercanos como Salinas, Chota y hee otros noo entonces no saben mucho ingles Tenemos problemas de comportamiento, hay hasta robos		
4U Deo	Se trabaja en la ciudad de Otavalo es un lugar que está situado en el centro de la ciudad, creo que la ciudad de Otavalo decir la capital turística de Imbabura extranjeros Y esto les permite a los estudiantes poderse relacionar en un contexto más real con personas que viene a visitarnos de otros países es sin duda un gran aporte para que ellos quieran aprender y desarrollar la el idioma inglés	es un lugar que está situado en el centro de la ciudad, creo que la ciudad de Otavalo decir la capital turística de Imbabura permite a los estudiantes poderse relacionar en un contexto más real con personas que viene a visitarnos de otros países	For some techers, the city offers a more "real" environment for kids to learn a foreign language.	Open character of the urban context
5R Faby	Bueno buenas tardes Yo trabajo en Unidad educativa rumipamba queda en rumipamba vía Zuleta es una zona rural donde lastimosamente Pues no hay las clases no son adecuadas por ejemplo no tiene proyector No se puede conectar por eléctricos y tampoco cuenta con un laboratorio de inglés que sería el éxito a veces se ocupa el laboratorio de computación Pero eso también está haciendo No sé si de pronto necesita más información sobre esto	es una zona rural donde lastimosamente... pues no hay las clases no son adecuadas	Ambiente físico no adecuados,	Unsuitable physical conditions
6 U Sab	Yo trabajo en el colegio Víctor Manuel Guzmán en su contexto urbano donde la mayoría de estudiantes provienen de las comunidades de indígenas que están adyacentes de la esperanza Rumipamba y para arriba pero aun así es un contexto urbano	en su contexto urbano donde la mayoría de estudiantes provienen de las comunidades de indígenas	For some techers, class size in some urban settings grow bigger because they enroll students from other locations.	Class size

7 U Cata	Ah bueno es una institución relativamente mediana diríamos donde el nivel socioeconómico de la mayoría de estudiantes es bajo son estudiantes que comúnmente nos mandan los sobrantes de otras instituciones estudiantes que han tenido problemas de pérdida de año , problemas de conducta esas cosas y bueno también se basan la ubicación geográfica La ubicación geográfica de su residencia en conclusión Yo podría decir que a esta institución es una institución que tiene problemas de comportamiento intrafamiliares que eso afectan al desarrollo o adquisición del aprendizaje	El nivel socioeconómico de la mayoría de estudiantes es bajo son estudiantes que comúnmente nos mandan los sobrantes de otras instituciones. Esta institución es una institución que tiene problemas de comportamiento	Tipo de estudiantes, actitudes problemáticas de los estudiantes en la institución	Class behaviour
8R Katt	Es en el sector rural la gente por lo general son pocos hiiii el… los espacios donde se trabaja son limitados si, pero si son suficientes como para el número de estudiantes el espacio es adecuado	En el sector rural la gente por lo general son pocos... los espacios donde se trabaja son limitados sí, pero si son suficientes	Limitaciones del espacio, pero no como problema importante.	Contexto referido a condiciones físicas. Posi y negativo
9R Fer	Pues es un lugar muy lejano difícil de acceder es una pequeña unidad educativa que se formó es porque cuando recién ingrese era haaa solamente colegio y no tenía todas las todos los años de colegio solamente hasta décimo año luego ya fue incrementando es un colegio pequeño Con la nueva ley se formó unidad educativa heeeee hay pocos estudiantes en ciertos cursos se acumulan más estudiantes Pero en general hay pocos estudiantes heee haa no hay mucha infraestructura son aulas muy haaa antiguas heee los compañeros pues heee la mayoría son de ahí mismo del pueblo y los demás maestros pues pertenecemos aaaa no pertenecemos al pueblo sino que tenemos que viajar y	Es un lugar muy lejano difícil de acceder No hay mucha infraestructura son aulas muy haaa antigua s ahora en el caso de profesores de inglés Son son del lugar de donde en donde se encuentra o son proviene el de otras ciudades cercanas a la al lugar de trabajo No los profesores de inglés específicamente	Problemas de infraestructura Lugares de difícil acceso Profesores locales y de fuera Profesores no formados en inglés	Difficult work attendance Profesores: diversa procedencia

	Extracto	Contenido que responde al objetivo	Categoría o ESQUEMA DE CODIFICACIÓN	Tema o patrón.
	arrendar Okay ==ahora en el caso de profesores de inglés Son son del lugar de donde en donde se encuentra o son proviene el de otras ciudades cercanas a la al lugar de trabajo No los profesores de inglés específicamente== Bueno mi compañera Ibarra y yo estaba de otavalo			
10R Marl	Donde en este momento estoy trabajando en la parroquia de Miguel egas es un sector rural indígena rural que está a unos 10 minutos de la ciudad de otavalo es una parroquia es la cabecera parroquial es pequeña y ==el colegio donde yo estoy es bastante alejado del centro del pueblo está como a caminando a 10 minutos más o menos== está sólo es sólo el colegio y alrededor están los terrenos En total nosotros tenemos como 700 estudiantes Pero tiene tres bloques diferentes Yo estoy en el bloque principal y en donde trabajan de octavo al bachillerato y hay dos bloques y uno está en el centro de peguche Qué es solamente que trabaja solamente de primero a séptima y el otro que está en Quinchuqui igual están trabajando de primero a séptimo también existe otro bloque más dónde están los de inicial inicial 1 y 2 ==mis estudiantes son mayormente bilingües hablan Quichua y Español en un 90%==	el colegio donde yo estoy es bastante alejado del centro del pueblo está como a caminando a 10 minutos más o menos

mis estudiantes son mayormente bilingües hablan Quichua y Español en un 90% | Distancia del colegio | Difficult work attendance

Estudiantes: diversos |

¿Considerando las condiciones del contexto donde trabaja/as, cómo estas condiciones le/ te contribuyen a desarrollar sus / tus estrategias de enseñanza de inglés? ¿Cómo le / te aporta?

	Extracto	Contenido que responde al objetivo	Categoría o ESQUEMA DE CODIFICACIÓN Indique un nombre sintético que capture el significado de lo subrayado. Integración de las ideas anteriores. Son categorías más inclusivas y abstractas que las	Tema o patrón.

			anteriores. Están depuradas y corresponden a los RESULTADOS codebook.	
1R	Las condiciones del entorno si más bien dificultarían bueno en mi caso, si con el entorno en donde estamos el aula estamos, porque nosotros tenemos un número de estudiantes de hasta 35 y el espacio nos da para 25, entonces se imaginara es demasiado el espacio pequeño, hay muchas actividades estrategia que se las puede aplicar pero por el espacio no se puede... igual por el clima que tenemos aca, heee…en relación a padre de familia no no hay aca que se opongan hee..más bien ahí padres de familia que por no saber leer, hoooo hay bastante analfabetismo todavía hay persona awas que no saben leer ni escribir entonces estas personas de pronto no nos ayudan porque no les pueden a los chicos guiar en actividades que se les envía a la case de ahí de lo demás no hay problema. **Pero cada lugar tiene sus pro y sus contras que podriamos rescatar de trabajar en el lugar en donde trabaja** Umm puede ser que yo conozco más a mis estudiantes y a su familia, es ummm es más fácil para mi saber que pasa dentro de su familia, osea los problemas	Puede ser que yo conozco más a mis estudiantes y a su familia, es ummm es más fácil para mi saber que pasa dentro de su familia, osea los problemas	For teachers it is easier to access local families because they know each other.	Close contact with families
2 U	La mayoría de las veces porque por ejemplo si uno se trata de aplicar diferentes técnicas como el roleplay, entrevistas es complejo como te decía ahí	mayoría de veces sí se puede porque tenemos laboratorios de computación o grabadora, televisión entonces se puede hacer uso de estos	ITechnological support such as labs, computers and electronic devices.	Fair physical conditions

	alrededor de 30 35 estudiantes entonces a veces como que el tiempo no no los da para aplicar diferentes estrategias y técnicas más o menos la mayoría de veces sí se puede porque tenemos laboratorios de computación o grabadora, televisión entonces se puede hacer uso de estos materiales pero hay otro que no se puede hee..entonces a veces si se complica	materiales		
3 U	Ummm contribuyen mmm hee… pues no ayudan mucho. **Pero algo que podamos rescatar del lugar para la enseñanza de ingles que seria** Hee bueno puede ser el hecho que muchos estudiantes les gusta mucho escuchar música en ingles y siempre me están preguntando licen que significa esti que dice en esta música. Heee entonces se interesan en el segundo idioma. Ummm eso y en entonces hay es cuando utilizo de vez en cuando los laboratorios de computación y les hago escuchar canciones en inglés y ellos se memorizan y les gusta	Hee bueno puede ser el hecho que muchos estudiantes les gusta mucho escuchar música en ingles y siempre me están preguntando licen que significa esti que dice en esta música. Heee entonces se interesan en el segundo idioma. Ummm eso utilizo de vez en cuando los laboratorios de computación y les hago escuchar canciones en inglés	CERCANÍA DE ESTUDIANTES AL INGLES POR LA MÚSICA que escuchan.	Open character of the urban context
4U	Eso decíamos que permite a los estudiantes por ejemplo la mayoría de estudiantes trabajan en la plaza de ponchos donde mucha gente de diferentes rincones del país y del mundo llegan y al ser extranjeros también las que llegan ellos muchos estudiantes de una u otra manera tratan de hablar ingles para ayudarles **Okay entiendo claro la convivencia Ellos están practique prácticamente expuestos y tienen esa necesidad de**	mayoría de estudiantes trabajan en la plaza de ponchos donde mucha gente de diferentes rincones del país y del mundo llegan y al ser extranjeros también las que llegan ellos muchos estudiantes de una u otra manera tratan de hablar ingles para ayudarles	CERCANÍA DE ESTUDIANTES AL INGLES POR el contacto con turistas	Open character of the urban context

	utilizar el segundo idioma bueno para ellos día sería inclusive el tercer idioma verdad Si así es exacto			
5R	Por ejemplo en mi zona los favorables que son indígenas entonces de Ellos hablan en quichua pero muchos de ellos dicen que solo perdón si saben quichua pero dicen que no lo hablan entonces para mí es favorable porque ellos manejan otro idioma entonces aprender un nuevo idioma se les hace más fácil ya que hablarian quichua inglés y el español en este caso entonces y otro factor que es beneficioso Es que no son muchos estudiantes Entonces es más fácil manejar los grupos Como se mencionaba antes de los equipos de la tecnología que usted maneja que por lo general tiene que buscar para llevar para poder dictar la clase sus hijos aprendan algo nuevo en otras palabras Cómo es la actitud de los padres de familia a que sus hijos aprendan ingles Bueno eso si sería una desventaja porque la mayoría de padres trabajan casi no pasan con los hijos o por la mayoría no tienen estudios de primer grado segundo grado de la escuela entonces para mi si es una desventajas no se cuenta con el apoyo de los padres de familia	en mi zona los favorables que son indígenas entonces saben quichua pero dicen que no lo hablan entonces para mí es favorable porque ellos manejan otro idioma entonces aprender un nuevo idioma se les hace más fácil ya que hablarían quichua inglés y el español en este caso en mi zona los favorables que son indígenas entonces	Los estudiantes de la zona hablan otro idioma materno	Bilingualism
6 U	Nooo (RISAS)no ayudan mucho No ayuda mucho porque HEEE si bien es cierto los estudiantes están expuestos a un nivel de inglés digamos de cualquier	los estudiantes están expuestos a un nivel de inglés digamos de cualquier medio no por medio de la	Los estudiantes están expuestos a los medios de comunicación	Open character of the urban context

	<mark>medio no por medio de la comunicación, de la televisión</mark> aún así el contexto en el que Trabajamos como país no contribuye completamente al desarrollo de del inglés como lengua extranjera ya que no tenemos tanto afluente de de angloparlantes al menos de mi institución es más común encontrar quichua hablantes que angloparlantes no entonces las condiciones del contexto en sí ummn no son muy favorables AUNQUE tomando como digo tomando en cuenta los medios de comunicación que ahora exponen más a un Estudiante al inglés que lo que sientes por ese lado <mark>podríamos decir que tienes cierto nivel de exposición aun así no es un contexto favorable que tenemos de todo el Ecuador Claro entonces podríamos decir que un contexto pero digo un contexto adecuado para desarrollar una segunda lengua sería una exposición</mark> más antes extranjeros (interrumpe al entrevistador) más real	comunicación, de la televisión podríamos decir que tienes cierto nivel de exposición aun así no es un contexto favorable que tenemos de todo el Ecuador Claro entonces podríamos decir que un contexto, pero digo un contexto adecuado para desarrollar una segunda lengua sería una exposición más real		
7U	Yaaa...Por ejemplo si yo envío a mis estudiantes hacer un trabajo de campo obviamente cuando teníamos cuando no existía COVI, supongamos les pedía hacer un video les pedía que ese video lo dramaticen con un atuendo de acuerdo al contexto de vídeo Entonces <mark>es fácil en la ciudad obtener los trajes se les pedía hacer una investigación a otros colegios a otros docentes lo podían hacer porque se puede movilizar</mark> en cambio en el campo	es fácil en la ciudad obtener los trajes se les pedía hacer una investigación a otros colegios a otros docentes lo podían hacer porque se puede movilizar Así que en conclusión hay más herramientas para trabajar en la ciudad que en el	Disponibilidad y diversidad de recursos y materiales para trabajar,	Open character of the urban context

	eso eso recursos son limitados ahí no tenemos tenemos nada más que un colegio por ejemplo ya muy difícil ir a buscar a otro docente no van a haber extranjeros que a veces hasta ese ejercicio hecho invitando extranjeros a mi colegio para que socialicen con mis estudiantes pero por ejemplo traerlos acá al campo va a ser un poco más difícil <mark>Así que en conclusión hay más herramientas para trabajar en la ciudad que en el campo o recursos heee fisicos y humanos</mark>	campo o recursos heee fisicos y humanos		
8R	<mark>El mismo de hecho de que sean pocos es muy difícil cuadooo es por ejemplo en dramatizaciones los chicos pueden en el momento que están dramatizado los dos o tres estudiantes digamos que se involucran</mark> ennnn laaa actividad los demás pueden poner atención y es muy fácil para obtener looss… <mark>el hecho de que no seaaan, igual como son pocos estudiantes estudiantes, que digamos queee,no es muy applio el espacio digamos queeee no hay que estar</mark>	<mark>El mismo de hecho de que sean pocos es muy difícil cuadooo es por ejemplo en dramatizaciones los chicos pueden en el momento que están dramatizado los dos o tres estudiantes digamos que se involucran</mark> <mark>el hecho de que no seaaan, igual como son pocos estudiantes estudiantes, que digamos queee,no es muy applio el espacio digamos queeee no hay que estar en un lugar tratando de vigilar a los demás viendo lo que hace cada grupo, entonces eso facilita un poco las cosas</mark>	Los padres de familia se involucran con el material que necesitan sus hijos.	Close contact with families

<mark>en un lugar tratando de vigilar a los demás viendo lo que hace cada grupo, entonces eso facilita un poco las cosas</mark> En el lugar en donde yo me encuentro inclusive es mucho más creo que más avanzado porque los papàs siempre creo que se preocupan un poquito más de.. de los materiales que tienen los estudiante porque por ejemplo en lo urbano es un poquito no se si por DEJADES o no se (risas) como llamarlo he inclusive una grabadora que se necesita para reproducir los audios para que los estudiantes practique la destreza de listening no hay, en cambio en lo rural es más factible los estudiantes se pueden comunicar con los padres de familia y decirles necesitamos esto y ellos dicen perfecto no tenemos	entonces yo creo que esa una de las ventajas más fundamentales que existen en el sector rural los padres son un poquito más preocupados de los materiales en este caso de sus hijos		

ahorita en este momento pero ahorita vamos a realizar cualquier colecta y lo que usted desea ahorita le tenemos ==entonces yo creo que esa una de las ventajas más fundamentales que existen en el sector rural los padres son un poquito más preocupados de los materiales en este caso de sus hijos==. Si hablamos de infraestructura por ejemplo y si existe inundaciones o deslaves y todo entonces ellos mismos hace una colaboración para tratar de mejorar los sitios en donde se encuentran los estudiantes cosa que no sucede en el sector urbano, porque es como que esperemos haber que nos dan las autoridades

(YO) entonce podríamos decir que una de las principales ventajas en el sector rural es el apoyo de padres de familia en la

	adquisición de materiales físicos, o tecnológicos Si claro podríamos decir eso, pero debemos tomar en cuenta que (risas) que mucho depende de la actitud con la que el docente imparta sus clases y tenga laa suerte de la amistad se podría llamar en el aspecto de cordialidad con los padres de familia, porque en la encuesta hablamos justamente de que la mala actitud de los estudiantes y los padres de familia es un aspecto difícil de tratar. Pero como digo siempre depende de la actitud con la que el docente realice su práctica justamente para poder ganarse tanto a los padres de familia como a los estudiantes de eso depende todo			
9R	Bueno en las condiciones no ayudan mucho faltan Sí para que el profesor de	Puede ser el número de estudiantes que a diferencia	Cercanía con los estudiantes	Close contact with students

inglés de clases Pues sí se necesita tener algunas herramientas para facilitar el aprendizaje del idioma inglés en mi caso Pues solamente estaría el profesor y el estudiante y el pizarrón nada más Pero entonces sí se necesita un poquito de ayuda para poder implementar algunas cosas como ya sea carteles, ya sea heee haa letrero que ayuden a la visualización el aprendizaje del idioma Ingles Entonces las condiciones en las que uno se trabaja pues no son tan favorables heee además están lo que es el factor estudiantes que por lo general no le ponen mucho énfasis en lo que es o agrado Qué es el aprendizaje del idioma ingles ya que para ellos en la zona rural en el campo casi no es necesario aprender inglés <mark>En inglés entonces es muy raro que el estudiante realmente enganchado no que porque no le hace falta hablariammos de falta de interes o motivacion por aprender un segundo idioma que que role tienen los padres en este factor por ejemplo de motivar a sus hijos. Yo creo que los padres son una factor que dificulta más bien porque es muy diferente si hacemos una</mark> comparación en la ciudad del Padre de Familia Busca pagar cursos de inglés Busca seminarios busca tener algún contacto con el inglés para que el hijo el estudiante esté en contacto con el inglés mientras que en el sector rural no pasa eso no sabes porque hay <mark>muchos padres de</mark>	de la ciudad es poco y las correcciones de tareas, seguimiento de lo que pronuncian por ejemplo se puede controlar más fácilmente		English learning uselessness

o no no no hay esa necesidad de aprender no entonces el Padre de familia no tiene necesidad de hablar en inglés el estudiante siente lo mismo al saber que el padre de familia no necesita hablar inglés hola necesito hablar en español Estudiantes padres de familia ahora que qué crees que sucede con los profesores tal vez hay una diferencia de la aplicación de estrategias de la zona rural y en la zona urbana qué opinas Yo creo que en ese aspecto ya ya depende más del maestro No porque si es necesario aplicar estrategias para que el estudiante aprenda si es necesario que el profesor También domine el inglés si es necesario que el profesor le gusta el inglés porque si no es así ahí heee ahiii es pues es doble conflicto Padres de familia estudiantes y el profesor que no le gusta inglés es que Pasa nooo hee se ha visto que ha pasado eso por eso digo nooo. Entonces hee en realidad sí el profesor tiene que estar bien enganchado en lo que es la enseñanza del idioma ingles con estrategias con actualizaciones con heee con nuevas cosa que hee traiga el maestro porque sinceramente nos dedicamos al libro que no es nada funcional y se vuelve muy aburrida la materia, entonces si es necesario que el maestro aprenda que el maestro se auto eduque coja cursos, seminarios para

		Extracto	Contenido que responde al objetivo		Tema o patrón.
		actualizarse y Buscar nuevas estrategias y metodologías para poder llegar a los estudiantes **Pero si debe haber algún factor que podamos rescatar del lugar en donde uste trabaja para la enseñanza del idioma** Ummm puede ser el número de estudiantes que a diferencia de la ciudad es poco y las correcciones de tareas, seguimiento de lo que pronuncian por ejemplo se puede controlar más facilmente			
10R		Si así es uno Es que el hecho de hablar quichua algunos de ellos les facilita porque existen algunos sonidos que se asimilan en quichua y en inglés Por ejemplo el uso sh de la pronunciación casi no suelen tener muchas dificultades, pero si requieren práctica	el hecho de hablar quichua algunos de ellos les facilita porque existen algunos sonidos que se asimilan en quichua y en inglés		Bilingualism

¿Qué aspectos del contexto dificultan desarrollar sus/tus estrategias de la enseñanza del inglés?

		Extracto	Contenido que responde al objetivo	Categoría o ESQUEMA DE CODIFICACIÓN Indique un nombre sintético que capture el significado de lo subrayado. Integración de las ideas anteriores. Son categorías más inclusivas y abstractas que las anteriores. Están depuradas y corresponden a los RESULTADOS codebook.	Tema o patrón.
1R		Por ejemplo, los cambios de libros sacan un módulo luego otros módulos y así entonces no tiene una secuencia lo	no disponemos son de tecnología, por ejemplo, no tenemos un laboratorio hee para poder aplicar las destrezas. también digamos la tecnología en lo que es la señal de internet aquí		*Lack of technology*

cual heee… aunque este no es un problema del lugar solamente sino de todo el país entonces esto si dificulta al estudiante lo confunde porque hee últimamente hay libros que viene supuestamente en todo habla en contexto pero más difícil y a eso también lo que nosotros en la institución no disponemos son de tecnología, ==por ejemplo no tenemos un laboratorio hee para poder aplicar las destrezas,== puede ser un listening a continuación un speaking un feedback no se tiene eso, haaa ==también digamos la tecnologia en lo que es la señal de internet aquí no hay mientras que en la ciudad si lo disponen== si..hee usteded pone una recarga hace la activación de datos y también se puede trabajar,	no hay mientras que en la ciudad si lo disponen		

	mientras que eso aca no porque en el sector noo hay señal in…. Hee dee celular entonces es difícil hee trabajar en todas las habilidades, pero hay que buscar la manera como como seguir y sacar adelante al estudiante			
2 U	De pronto el tiempo muy poco tiempo en la hora de clases de 40 minutos si entonces es muy poco tiempo el número de estudiantes el espacio reducido a la infraestructura porque como decía es una institución grande pero las aulas son pequeñas en relación al número de estudiantes , por que si uno quisiera hacer por ejemplo un roleplay el espacio como que no apremia heee, entonces estas serían las dificultades	• De pronto el tiempo muy poco tiempo en la hora de clases de 40 minuto • el número de estudiantes el espacio reducido a la infraestructura porque como decía es una institución grande pero las aulas son pequeñas en relación al número de estudiante	Mucha cantidad de estudiantes	Class size
3 U	Ahí si son muchos hee por ejemplo el número de estudiantes porque como te digo a veces tengo curso de más de 40 lo mínimo que llegamos es 30 35 estudiantes, ummm también el espacio por que las aulas son pequeñas pues para tanto alumno, me gustaría tener un laboratorio solo de ingles por ejemplo que no tenemos y difícil le veo que lo tengamos, tu sabes que es muy difícil conseguir algunas cosas en los colegios públicos en cambio en los privados ahí si hay mucha diferencia, umm y n haaa no pues la verdad son muchas	Ahí si son muchos hee por ejemplo el número de estudiantes porque como te digo a veces tengo curso de más de 40 lo mínimo que llegamos es 30 35 estudiantes me gustaría tener un laboratorio solo de ingles por ejemplo que no tenemos y difícil le veo que lo tengamos	At least they count on one English lab.	Class size Fair physical

4U	Bueno un poco las dificultades son los estudiantes como ellos prácticamente habla más el quichua incluso de español es un poco difícil para que ellos puedan hablar porque la mayoría de mis estudiantes son podriamos decir el 90 por ciento indigenas y ellos tienen un poco dificultad para la pronunciación y el desarrollo de la lengua De la lengua habla pero tiene muchos errores socialmente pronunciación esa es una de las dificultades otra puede ser que no toda la población estudiantil de la institución donde yo trabajo viene únicamente de otavalo sino que también se compone de sectores Rurales que llega hasta nuestra institución Y eso es un poco difícil porque todos sabemos	un poco las dificultades son los estudiantes como ellos prácticamente habla más el quichua incluso de español es un poco difícil para la pronunciación y el desarrollo de la lengua otra puede ser que no toda la población estudiantil de la institución donde yo trabajo viene únicamente de otavalo sino que también se compone de sectores Rurales que llega hasta nuestra institución Y eso es un poco difícil porque todos sabemos que la educación rural y la urbana es un poco diferente y al estos mezclarse la institución urbana esto se complica un poco que llegan del sector rural a veces se han quejado de que no han tenido hasta el décimo año un profesor de inglés o que no ha recibido ingles	Urban teachers think that students coming from rural areas delay the progress of others and see bilingualism not as an asset but as a problem	Class size

que la educación rural y la urbana es un poco diferente y al estos mezclarse la institución urbana esto se complica un poco

Qué deficiencias vienen trayendo los estudiantes de la zona rural rural Sí a la institución qué falencias tal vez no tienen profesor en la escuelita o qué pasa con ellos muchas veces a mí la mayoría de años me ha tocado dar clases desde primero de bachillerato y los estudiantes que llegan del sector rural a veces se han quejado de que no han tenido hasta el décimo año un profesor de inglés o que no ha recibido ingles una de las falencias Y entonces ahí se puede tornar un poco difícil porque yo tengo que tomar en cuenta a

	todos mis estudiantes no sólo a velar por un grupo por los que saben más sino que me toca empezar desde el inicio para que todos empiezan desde un mismo nivel Es decir de la básico para que no se sientan perdidos los estudiantes que llegan del sector rural			
5R	Yo creo que la tecnología sí porque hoy en día se trabaja con la tecnología con audios con internet computadora con muchas cosas que nos que podrían ayudar a que las clases sean más dinámicas y los estudiantes se sientan motivados puedan aprender, pero lastimosamente es muy complicado a pesar de que uno mismo se llevan su devices sus aparatos, pero no es lo mismo no es lo mismo	Yo creo que la tecnología lastimosamente es muy complicado a pesar de que uno mismo se llevan su devices sus aparatos, pero no es lo mismo no es lo mismo	English teacher must use their own devices	*Lack of technology*
6 U	Son bastantes las dificultades que se tiene más que nada a nivel de la educación pública porque no se permiten primero desde desde lo más pequeñito que es de número de estudiantes en la clase no permiten la atención especializada en las	número de estudiantes en la clase no permiten la atención especializada en las necesidades de cada estudiante mi colegio al menos no tenemos heee ayuda tecnológica que permita exponerles a los estudiantes haaaa mmm haaa contextos culturales más reales no como por ejemplo laboratorios heee.. hee headphones cosas así	There are a lot of students The leanguage teaching in not in a real contex	*Class size* *Lack of technology*

Entonces no se puede apuntar a que todos puedan progresar entonces empezando desde ahí de la más pequeña desde él Desde la clase hacia lo más grande no a un colegio para osea tecnológicos que les permita escuchar mejor más de lo que puedo hacer yo que es elaborar mi material de llevar mi propio material imprimir, cortar, pegar, dibujar y hacer todo lo que puedo y aun Así es muy muy poco muy limitado para lo que

y ahora hablando al nivel más más amplio El currículo está adaptado a la realidad es que nosotros todavía no manejamos

A mi parecer demasiado desde los niveles bajos y con una preparación a la docente casi nula pues pide mucho en el currículum por la poca preparación que le dan al docente yyyy no le contextualizan a lo que nosotros vivimos en nuestro en nuestro entorno

necesita un idioma extranjero que no son sólo palabras y estructura sino una cultura completa Entonces no no se le puede dar al estudiante un nivel más real porque el colegio encima limita tecnológicamente ==y ahora hablando al nivel más más amplio El currículo está adaptado a la realidad es que nosotros todavía no manejamos== y yo le veo buenas nuevo currículo como que está un poquito mejor concatenado desde los niveles iniciales medios sin embargo no está contextualizado sea todavía están pidiendo ==A mi parecer demasiado desde los niveles bajos y con una preparación al docente casi nula pues pide mucho en el currículum por la poca preparación que le dan al docente yyyy no le contextualizan a lo que nosotros==

entonces El currículo realmente no refleja la realidad del contexto de nuestro país no se presta para el desarrollo como una lengua extranjera y encima y la educación pública tenemos muy pocos recursos tecnológicos que nos

	<mark>vivimos en nuestro en nuestro entorno</mark> de nuestro en nuestro contexto en mi institución hay como un buen no me acuerdo el número Exacto pero si hay un buen número de estudiantes que son bilingües y y él y El currículo no considera estos estudiantes que son bilingües que son heee una una ventaja para las clases de inglés porque ellos tienen otro nivel cognitivo y deberían incluso ir a otro ritmo diferente a los estudiantes de que son monolingües Pero eso no se les no se considera no se considera tenemos una educación en bueno sea hecho la la dirección o el Ministerio de Educación le ha dividido como que una parte a la a la cómo se llama currículo diferente para para para el grupo que es bilingüe no me acuerdo	permitan brindar el estudiante una una experiencia más real en el idioma más cultural con el idioma los libros son los reflejos del currículo y El currículo no está bien concatenados pero nos tienen más de un año trabajando con casi nada con audios que me existen con un montón de cosas y después quieren que los estudiantes reflejen cosas increíbles cuando no habido un proceso		

	Pues nada ...bueno si tiene otro currículo en el cómo es incluso tienen otra dirección dirección distrital ministerial y tienen otros procesos incluso quienes están en la en la parte bilingüe no me acuerdo cómo se llama que venga mi esposo le preguntó tenemos nuestro nuestro currículo todo en el área de inglés que está apuntando a todos pero en cambio en las áreas si está dividido para el grupo que es del grupo intercultural bilingüe y el del resto de los del grupo intercultural bilingüe tiene su propia dirección tiene sus propios procesos eligen los maestros de sus fechas con sus pruebas con sus cosas y y tienen un currículo más especializados mientras que por el otro lado es que tenemos otros procesos	Libros son reflejo del currículo que también no está bien asentado pues seguimos de manejando un material que no nos ayudan mucho		

	para para el resto no no me acuerdo cómo se llama Esta división Pero bueno Ahí está división que sí tome en cuenta los estudiantes que son bilingües a las instituciones que son bilingües pero no han hecho lo mismo en el área de inglés y el área de inglés y debe tomar en cuenta sus particularidades del currículo porque no es lo mismo enseñar inglés a un estudiante monolingüe bilingüe y deberíamos tener estás particularidades reflejando nuestro currículo de inglés ==entonces El currículo realmente no refleja la realidad del contexto de nuestro país no se presta para el desarrollo como una lengua extranjera y encima y la educación pública tenemos muy pocos recursos tecnológicos que nos permitan brindar el estudiante una==			

una experiencia más real en el idioma más cultural con el idioma porque aprender un idioma es no sólo aprender palabras como diciendo sólo Son estructuras desde exponerle a una cultura completamente nueva diferente y no se puede es es bastante limitado lo que se puede hacer en este sentido

Crees que los libros por ejemplo que probé el Ministerio tampoco permite esa exposición al segundo idioma

Lógicamente Por qué los libros son los reflejos del currículo y El currículo no está bien concatenados Ah no está bien reflejado Aldo que deberíamos estar trabajando Yo sé que han hecho un gran esfuerzo de misterio por

elaborará los nuevos módulos desespera ==pero nos tienen más de un año trabajando con casi nada con audios que me existen con un montón de cosas y después quieren que los estudiantes reflejen cosas increíbles cuando no habido un proceso== proceso debe darse siquiera Heee (piensa) de uno 6 a 12 años para poder ver el producto que están sacando pero nos cambian de libros cada que cada cuatro años cada cinco años y no se permite ver un proceso real Así que no sé no se da seguimiento a que se haga un buen material y si es que a ese material le falta algo se pule se cambia se agrega se quita pero no es acento curso cada que cada 4 años Quién gana nueva editorial listo nuevo material y con eso otros 4

	años más después 9 editorial y no hacen un estudio de lo que en realidad refleja el uso de eso no qué debilidades tuvieron que fortalezas hay que hay que buscar hace nada no se hace ningún estudio simplemente tomé un nuevo ==libro== trabaje no es como es un ==reflejo== ==del currículo que también no está bien== ==asentado pues seguimos de manejando== ==un material que no nos ayudan mucho==			
7U	Bueno podría decir podría decir que esos factores como ==yo decía que tiene== ==un nivel de un nivel económico bajo no== ==nos ayuda a que los estudiantes== ==adquieran por ejemplo material de== ==estudio es muy difícil que tenga== ==inclusive un diccionario== y si se quiere implementar otro tipo de materiales tampoco la institución cuenta ==a pesar de==	yo decía que tiene un nivel de un nivel económico bajo no nos ayuda a que los estudiantes adquieran por ejemplo material de estudio es muy difícil que tenga inclusive un diccionario a pesar de ser un colegio técnico cuenta con un Infocus pero para el uso de todos los docentes Entonces tenemos limitado material de trabajo	Parents do not attend to the meeting or to ask about their studnets development	*Lack of family involvement* Fair physical condition

ser un colegio técnico cuenta con un Infocus pero para el uso de todos los docentes Entonces tenemos limitado material de trabajo lo que a los profesores nos toca como que involucrarnos un poquito más y tratar de adquirir el material a la medida de nuestras posibilidades Aunque Cómo usted conoce no se puede hacer mucho noo porque nuestros ingresos tampoco son suficientes. Pues si lastimosamente y por lo general este tipo de situaciones de equipamiento en la en las instituciones uno espera Escuchar tal vez en los Colegios Rurales Qué es por eso la investigación no Y sí Y si es una pena ver que inclusive en en colegios urbanos que se supone que tienen un poquito más de beneficio en este

aspecto se evidencia la falta de equipamiento inclusive a veces hasta de textos verdad Exacto sii no llegan los textos completos entonces y ya se manda sacar copias a los estudiantes ummm muy difícil que traigan en el momento oportuno si si se dan esos problemas como le mencionaba el colegio Veintimilla es un colegio considerado no taaaan heee ummm como se les dice (jajaja) no tan buenos utilizando ese tipo de términos Aunque cómo se les dice a los estudiantes no es absolutamente necesario decir Vengo del colegio de renombre siempre y cuando los estudiantes y los docentes pongamos mucho en nuestra tarde para adquirir los aprendizajes porque yo misma que estudié en un colegio de

pueblo no tuve problemas al estudiar en las universidades en el estado porque cuando se está predispuesto prender no hay obstáculos o se sobrepasa la Barrera de los obstáculos pero si hay ese tipo de problemas en la ciudad también.

Es bueno saber que se tiene experiencia también en la parte rural usted podría determinar algunas diferencias en el tipo de aprendizaje que adquieren o cómo lo adquieren el aprendizaje del inglés en una zona y en otra o sea en la zona rural y en la zona urbana podríamos que decir que si hay una gran diferencia entre los dos sectores

sii porque por ejemplo ahorita que estoy haciendo mi año de rural acá en el

	Valle del chota en esa comunidad casi tiene acceso a internet de un 10% es muy pero muy bajo entonces ahí el aprendizaje se dificulta muchísimo más, porque ni siquiera tenemos la herramienta de darles clases zoom por ejemplo entonces en lo urbano incluso mi colegio la estadística de acceso a internet si es más alta si hay cierta si hay en ese caso sí diferencia o como que también en la ciudad los padres a pesar de sus problemas y están como un poquito más pendientes del aprendizaje de sus hijos y se le llama a una reunión incluso que tienen trabajos con empleadores si hay como la acogida de un 80% que no es un 100% lo que se requiere pero acá en el campo los estándares está mucho más bajos			

	Entonces ssí sí se visualizan ese tipo de diferencias Ahora hablando la situación de docentes Qué creen que es la situación de docentes en cada una de las zonas urbanas y Rurales la situación de los docentes siempre he dicho que eso no depende de si trabaja en lo urbano o rural el docente responsable hace bien su trabajo y cualquiera de los dos lugares y el que no lo es o es Incluso en la ciudad tenemos docentes que dan mucha pena y en el campo también los hay entonces yo digo los docentes somos la mayoría graduados en una universidad tenemos los conocimientos y ya depende de la personalidad del docente se hace de menos a uno o el otro lugar donde			

	trabaja			
8R	Ummm <mark>yo creo que la principal desventaja es que todos se conocen en su mayoría y no solo se conocen entre ellos sino que a los familiares y todo lo que involucra su círculo social,</mark> entonces es más fácil por ejemplo lo que conocemos que <mark>por ejemplo entre los chicos se realizan burlas</mark> o algo sobre los temas de clase, entonces si el estudiante es buen estudiante tiene una buena comunicación oral en inglés<mark>, pues es factible que siempre le estén burlando hasta como te digo con los mismo amigos en el círculo en el que se desarrolla</mark> para estarle molestado ¡Hay es que tú eres hecho el bueno en el INGLES! hoo… es al contrario también ¡haaa él no sabe ni como se dice PAPA	desventaja es que todos se conocen en su mayoría y no solo se conocen entre ellos sino que a los familiares y todo lo que involucra su círculo social entonces, por ejemplo entre los chicos se realizan burlas, pues es factible que siempre le estén burlando hasta como te digo con los mismos amigos en el círculo en el que se desarrolla siempre en el aula se da este tipo de situaciones de bullying entonces esto hace que los chicos sean un poquito más tímidos	In communities teachers, parents and students have a close relation among them	Close contact

	en ingles yo no sé porque estás ahí entonces siempre en el aula se da este tipo de situaciones de bullying entonces esto hace que los chicos sean un poquito más tímidos en el desarrollo sobre todo de su comunicación oral dentro del aula.			
9R	Bueno en las condiciones no ayudan mucho faltan Sí para que el profesor de inglés de clases Pues sí se necesita tener algunas herramientas para facilitar el aprendizaje del idioma inglés <mark>en mi caso Pues solamente estaría el profesor y el estudiante y el pizarrón nada más</mark> Pero entonces sí se necesita un poquito de ayuda para poder implementar algunas cosas como ya sea carteles, ya sea heee haa letrero que ayuden a la visualización el aprendizaje del idioma Ingles Entonces las condiciones en las que uno se trabaja pues no son tan favorables heee <mark>además están lo que es el factor estudiantes que por lo general no le ponen mucho énfasis o agrado en lo Qué es el aprendizaje del idioma ingles ya que para ellos en la zona rural en el campo casi no es necesario aprender inglés</mark> En inglés	<mark>en mi caso Pues solamente estaría el profesor y el estudiante y el pizarrón nada más</mark> además, están lo que es el factor estudiantes que por lo general no le ponen mucho énfasis o agrado en lo Qué es el aprendizaje del idioma ingles ya que para ellos en la zona rural en el campo casi no es necesario aprender inglés falta hablaríamos de falta de interés o motivación por aprender un segundo idioma	Theri are only the teacher and students inside class, we do not have tolos that support the teaching process	Lack of technology

entonces es muy raro que el estudiante realmente enganchado no que porque no le hace ==falta hablaríamos de falta de interés o motivación por aprender un segundo idioma== que que role tienen los padres en este factor por ejemplo de motivar a sus hijos. Yo creo que los padres son una factor que dificulta más bien porque es muy diferente si hacemos una comparación en la ciudad del Padre de Familia Busca pagar cursos de inglés Busca seminarios busca tener algún contacto con el inglés para que el hijo el estudiante esté en contacto con el inglés mientras que en el sector rural no pasa eso no sabes porque hay muchos padres de familia que no saben leer ni escribir también entonces no no no le dan importancia o no no no hay esa necesidad de aprender no entonces el Padre de familia no tiene necesidad de hablar en inglés el estudiante siente lo mismo al saber que el padre de familia no necesita hablar inglés hola necesito hablar en español Estudiantes padres de familia ahora que qué crees que sucede con los profesores tal vez hay una diferencia de la aplicación de estrategias de la zona rural y en la zona urbana qué opinas Yo creo que en ese aspecto ya ya depende más del maestro No porque si es necesario aplicar estrategias para que el estudiante aprenda si es necesario que

hee en realidad sí el profesor tiene que estar bien enganchado en lo que es la enseñanza del idioma ingles con estrategias con actualizaciones con heee con nuevas cosas que hee traiga el maestro porque sinceramente nos dedicamos al libro que no es nada funcional y se vuelve muy aburrida la materia,

	el profesor También domine el inglés si es necesario que el profesor le gusta el inglés porque si no es así ahi heee ahiii es pues es doble conflicto Padres de familia estudiantes y el profesor que no le gusta inglés esque Pasa nooo hee se ha visto que ha pasado eso por eso digo nooo. Entonces hee en realidad sí el profesor tiene que estar bien enganchado en lo que es la enseñanza del idioma ingles con estrategias con actualizaciones con heee con nuevas cosa que hee traiga el maestro porque sinceramente nos dedicamos al libro que no es nada funcional y se vuelve muy aburrida la materia, entonces si es necesario que el maestro aprenda que el maestro se auto eduque coja cursos, seminarios para actualizarse y Buscar nuevas estrategias y metodologías para poder llegar a los estudiantes **Pero si debe haber algún factor que podamos rescatar del lugar en donde uste trabaja para la enseñanza del idioma** Ummm Puede ser el número de estudiantes que a diferencia de la ciudad es poco y las correcciones de tareas, seguimiento de lo que pronuncian por ejemplo se puede controlar más fácilmente			
10R	De pronto el entorno en Sí porque todos hablan español y quichua no sienten la necesidad de aprender otro	De pronto el entorno en Sí porque todos hablan español y quichua no sienten la necesidad de aprender otro idioma	Students use Kitwa and Spanish to communicate with other, do not need necesity to learn a new language	

		Extracto	Contenido que responde al objetivo	Categoría o ESQUEMA DE CODIFICACIÓN Indique un nombre sintético que capture el significado de lo subrayado. Integración de las ideas anteriores. Son categorías más inclusivas y abstractas que las anteriores. Están depuradas y corresponden a los RESULTADOS codebook.	Tema o patrón.

idioma porque están en están cómodos con el idioma que saben, saben que si hablan quechua iguales les van a entender Si hablan español les van a entender Entonces no siente la necesidad de hablar otro idioma entonces eso es lo que hace que el aprender un tercer idioma se les dificulte no quiere no dicen no para quee si ya puedo hablar mis dos idiomas.

Cuáles son las estrategias que más usa/ as para desarrollar habilidades de speaking en sus/tus estudiantes?

	Extracto	Contenido que responde al objetivo	Categoría o ESQUEMA DE CODIFICACIÓN Indique un nombre sintético que capture el significado de lo subrayado. Integración de las ideas anteriores. Son categorías más inclusivas y abstractas que las anteriores. Están depuradas y corresponden a los RESULTADOS codebook.	Tema o patrón.
1R	Pues las estrategias son hee... más fáciles de acuerdo a mi contexto en el aula es work in pairs	work in pairs, telling shooort idea or short dialigues, short conversations.	Try to use activities that allow students to interact	Pair and group work

hoo..heee también eeel..umm ==telling shooort idea or short dialigues, short conversations== hee, esas las actividades para que el estudiante no tenga que moverse mucho porque el espacio no nos pada porque por ejemplo para hacer una obra de teatro heee necesitamos tener espacio enntonce en esos casos hay que llevarlos al espacio del patio y esas cosas hee por ejemplo, también hay actividades que se hace speaking com… umm la última letra que termina dando oraciones (alza la voz) hee, esas que vayan en columna o de un hombre a una mujer uando la última letra que termina dando OraCiONES entonces que vaya desarrollando la

	habilidad			
2 U	Yo creo que es <mark>más cuando ellos comparten opiniones</mark> porque a veces se presentan diferentes temas en el libro no por ejemplo de viajes entonces a veces se pregunta al azar heee de pronto Cuál es su opinión acerca de la forma en que personas de otros países viajan entonces ellos tienen más oportunidad de hablar por decir Háblame un minutito hablan dos minutitos pero me alcanza para poder escuchar a varios estudiantes, hee entonces yo creo que cuando los estudiantes comparte su opinión heee puedo yo hacerles practicar lo que es speaking. <mark>Igualmente por ejemplo cuando se hace pequeñas participaciones de pronto yo les presento ciertos temas, a veces les pido que que digan de qué se trata esos temas o de que se puede tratar el tema que vamos a ver la clase de hoy</mark> por ejemplo de participar entonces es la forma de cómo les hago practicar speaking Por ejemplo si yo le digo a ver vamos a hacer de pronto un interview ahorita de manera virtual un interview dura más o menos dura entre 2 3 minutos entre estudiantes como con son 30 el tiempo no no alcanza entonces yo creo que esa es la mejor forma o la forma que a mi me ha resultado para trabajar speaking con mis estudiantes	más cuando ellos comparten opiniones

Igualmente, por ejemplo, cuando se hace pequeñas participaciones de pronto yo les presento ciertos temas, a veces les pido que que digan de qué se trata esos temas o de que se puede tratar el tema que vamos a ver la clase de hoy | Teachers ask some questions and studnets answer those question | Short speech |
| 3 U | Ummm la verdad no muchas | Pero cuando hacemos | Activities where studnets join in pair or groups to | Roleplay |

	para speaking más trabajo con writing, por para speaking necesito espacio primero, y muy difícil controlar el speaking de todos. <mark>Pero cuando hacemos speaking es más roleplays, en grupos trabajo mucho con group work, y revisión de vocabulario en el warm up se le hace alguna pregunta y ellos responde</mark>, haa heee también mmm pequeñas conversaciones en parejas pero de vez en cuando no más … umm la verdad me gustaría poder trabajar más en speaking porque sé que es importante que ellos hablen pero es muy difícil porque tengo muchos estudiantes y ya te imaginaras es difícil y a eso júntale el espacio peor todavía, umm si es difícil trabajar en colegios grandes sobre todo	speaking es más roleplays, en grupos trabajo mucho con group work, y revisión de vocabulario en el warm up se le hace alguna pregunta y ellos responde	review vocabulary or to do warm up	
4U	Bueno las más utilizadas primeramente Para irle saltando a los estudiantes me gusta empezar <mark>con diálogos cortos en parejas</mark> puede ser donde ellos se sientan en confianza luego ya les hago crear pequeñas historias o descripciones que ellos hagan uso de la Lengua extranjera puede ser escribir por	• con diálogos cortos en parejas • pequeñas historias o descripciones • haciendo preguntas de los unos a los otros	Students speak using short dialogues, describing or asking and aswering short questions	Short dialogues and descriptions

ejemplo lugar donde viven o puede ser haciendo preguntas de los unos a los otros hee en si desarrollo Algunas estrategias que les ayudan para que ellos desarrollan su speaking

Estás Estas actividades que ellos hacen al momento del speaking son basadas realizadas netamente con un bosquejo previo y ha realizado o sacado de algún texto o se los adapta de acuerdo a la realidad del lugar en donde ellos viven

me gusta siempre ponerlos como un ejemplo algún texto y que ellos se basen en eso y cree en algo propio puede ser de dónde viven o de acuerdo a su realidad pero que

	siempre se basan en algo okay			
5R	Ok hablando de estrategias seria el work pair que sería trabajar en grupos Sí para que tengas más más confianza y después de eso Pues haiii como sería el el Igual hee <mark>por ejemplo preguntas y respuesta sería un estudiante hace una pregunta y el otro estudiante responde seria work in pair o working Group</mark> sería la otra entonces Esas son son algunas veces también se hace lo que son las dramatizaciones o en las casas abiertas de eso también no sé cómo llamaría de estrategia porque ellos exponen sobre la cultura Productos de la zona lo podríamos enmarcarle dentro del sharing experience Tal vez porque están hablando de su	• work pair que sería trabajar en grupos • ejemplo preguntas y respuesta sería un estudiante hace una pregunta y el otro estudiante responde seria work in pair o working Group • dramatizaciones o en las casas abiertas • sharing experience	Students work in pair and in grous Asking and aswering their classmates questions	Short speech Sharing experience

	vivencia Están hablando de eso Esas serían las las 3 más que se utilizarían para mejorar el speaking **Y cree que si le ayudan estas estrategias para desarrollar speaking en sus estudiantes** Si yo creo que si Es una forma de motivarlos para qué Para que practiquen en inglés siempre se le se les motiva eso no porque para eso estamos Entonces si no es nada fácil pero ahí estamos dando lo mejor que uno se puede hacer			
6 U	Yo utilizo más ==visual prons que soooon medios visuales para desarrollar la creatividad del estudiante== lo que más me interesa a mí al al aaal empezar a desarrollar ejercicios de speaking es desarrollar	visual prons que soooon medios visuales para desarrollar la creatividad del estudiante	Activities tha help to develop the creativity Teacher use Fllashcards, picture , expositions, etc	Visual prons Expositions

un ambiente de confianza no necesitan tranquilo donde no haya burlas entonces en los dos primeros meses yo me enfocó bastante en eenn asentar bien mis reglas de no permitir nada de burlas de no permitir muchas cosas en eso me enfocó al inicio bastantisimo para que ellos se sientan tranquilos de hablar aunque hablen piedras les digo me encanta que hablen piedras Pero hablé entonces al inicio cuando ya se sienta se sienta eso y ya entienden Cuál es el ambiente de mi clase se siente más más relajados para tratar de hablar y lo que como te digo a mí me gusta utilizar bastante son visual prons son cosa otras cosas son es mi material	desde picture dictionary carteles con exposición de vocabulario tengo un bonche de flashcards

role plays pequeños roleplays lo que no he hecho nunca JEJEJE son debates he hecho dramatizaciones he hecho pequeñas obritas de teatro pero nunca he hecho debates | | |

didáctico que he desarrollado desde picture dictionary carteles con exposición de vocabulario tengo un bonche de flashcards increíble de todos los temas de todas las cosas y cada año intentó aumentar más flashcards y más cosas tengo verbos tengo carpetas enteras de imágenes que me gusta utilizar me gusta exponerles a imagen sea de cuadros sea de vocabulario sea de revistas Y a partir de ahí desarrollar creatividad y desarrollar el habla en grupos en juegos en exposiciones en role plays pequeños roleplays lo que no he hecho nunca JEJEJE son debates he hecho dramatizaciones he hecho pequeñas obritas de teatro pero nunca he hecho debates no he tenido

	un grupo con el inglés suficientemente fuerte como para que puedan debatir ideas a la par y y hacerla en el idioma extranjero Eso es algo que nunca le ha hecho porque no ha tenido el nivel de estudiantes o el el nivel de proficiencia requerirá mis estudiantes de Educación Pública para llevar algo algo tan grande y excelente Pero nunca lo he hecho Para desarrollar las estrategias para desarrollar en el speaking el cambio de estrategias muchos elementos visuales		
7U	Okay me gusta primeramente su tema porque ese es el tema que yo lo escogí también en mi investigación para obtener mi título de Tercer	más desarrollo son los diálogos y los roleplays aunqueee ummm con temas muy cortos o también a mi me gusta realizar descriptions games juegos juegos de palabras	The use of short dialogues, roleplay, description Try to alwasy speak in English with students	Dialogue, role plays, descriptions, games

nivel preocupada de que los estudiantes y los docentes no se enfoca en el speaking entonces yo desde que empecé con mi trabajo docente Esa es la estrategia que más me guste desarrollar y comúnmente lo que yo trabajo en ninguna había una pregunta donde decía que sí con qué frecuencia utiliza tal o cual estrategia yo no puse ninguna es siempre Porque no todos los días se puede aplicar heee por ejemplo diálogos o los debates o las conversaciones no siempre le puse a menudo pero las estrategias que yo ==más desarrollo son los diálogos y los roleplays aunqueeee ummm con temas muy cortos o también a mi me gusta realizar descriptions== que no	considero que es muy importante utilizar nuestras clases de inglés		

creo que había ahí dentro de la lista en la encuesta incluido Entonces yo tomo comúnmente pictures para que los estudiantes Escriban aunque sea simple words y los que son capaces utilizar sentences Entonces los pictures me ayudan bastante o también utilizó people personas que describan un personaje que describan una ocupación entonces las descripciones como eso toma mucho en cuenta su previous knowledge, heee si les ayuda heee también trató de realizar ==games juegos juegos de palabras== y Los trató de hacer más o menos como en Warm up comúnmente lo hago en forma grupal estamos trabajando con verbos Entonces los estudiantes

tienen que mimic hooo escribir o lo que sea, utilizamos mucho los games para aperturar una con una clase Eso sí siempre tratando de proveer speaking Claro en si las estrategias que nos están mencionando más de colaboración o un coooperative approach Obviamente en speaking sí que se necesita trabajar en grupo, parejas, que sea Dinámico y a la misma vez ellos se divierten porque en el momento de que describen por ejemplo una persona alguien que a ellos les gusta se trabaja inclusive dentro de algo real de un speaking que va a necesitar después verdad			

	sí Exacto Esa es la idea y yo al principio hacía lo de hablarles en inglés y traducir de inmediato al español Entonces estás fue algo que me corrigieron y Estoy totalmente de acuerdo porque ya cuando se siente saben que les voy a Traducir español en atención al inglés entonces ahora digamos que utiliza inglés un seventy - thirty para que los estudiantes me entienda lo que yo trato de utilizar están bien mimicas gestoso siempre hay un estudiante que tiene un poquito más de de de conocimiento del idioma inglés entonces a eso estudiante le permito de ser así como un resumen de lo que entendió pero trato de que los estudiantes se enfoquen y		

entiendan el idioma ingles asi que ==considero que es muy importante utilizar nuestras clases de inglés== porque hay docentes que más utilizan español y he ahí los resultados que estudiamos tanto inglés y nuestros nivelos son muy bajos incluso hasta niveles superiores. Asi mismo me acuerdo que habia una pregunta en donde había que rankear en digamos las las causas de los niveles del inglés ya no recuerdo bien entonces yo no les puse a los estudiantes como primera causa o los padres de familia que no colaboran Yo puse el training teacher training porque nosotros sí tenemos un buen entrenamiento tenemos que ir buscando las

	estrategias los métodos de tratar de obtener aprendizaje yo creo que hay estos factores como nooo la colaboración de los mismos estudiantes heee de los padres de familia Pero depende de nosotros motivarles, heee encarrilarles en el camino del aprendizaje y luego cuando ellos ya estan hee digamos preparados para adquirir el aprendizaje lo van hacer junto con nuestra dirección		
8R	Yo creo que, umm que heee, las que me han resultado las dramatizaciones, son las que más resultan en la clase otra es laaaaa, por ejemplo, la eell (PIENSA) el de contar historias entre ellos creo que si resulta porqueeee les motiva a los estudiantes a investigar más sobre el vocabulario y también les va a dar la oportunidad de ir perdiendo un poquito el miedo que tiene al hablar para mí es muy funcional este tipo de actividades. Ahhh los roles también son muy importantes y a los chicos es como que les motiva les	• las dramatizaciones, son las que más resultan en la clase • de contar historias entre ellos creo que si resulta porqueeee les motiva a los estudiantes a investigar más sobre el vocabulario	Dramatization and short histories help to motivate the speaking skills	Dramatization

	agrada y les divierte entonces si tenemos la motivación por nuestra parte es mucho más fácil llegar a conseguir el objetivo de la destreza de la clase			
9R	Ya tengo decirlas o tú me vas a indicar las estrategias o entre las que tú tilizan las cuales utilizas más tú haaa yaa Lo que más utilizó es roleplay haa también brainstorming storytelling De las estrategias que se pueden desarrollar en el aula heee conozco más estrategias pero no las he utilizado porque se vuelve un poquito complicado para realizarlas por ejemplo debates requieren hee más de organización requieren más que los estudiantes razonen que los estudiantes heee tengan ideas claras de lo que están hablando del tema que se va a tratar Entonces no las he podido hacer Por ese motivo pero las que más utilizó son roleplay, storytelling, Brainstorming con las que siempre me defiendo en el aula	Ya lo que más utilizo roleplay haa también brainstorming y storytelling poquito complicado para realizarlas por ejemplo debates	The most that I use are role play. Braimsting, and storytelling	Roleplay storytelling
10R	Una de las estrategias que utilizó más es del Déjame recordar un ratito a ver los interviews casi siempre me gusta que estén con las entrevistas también hacemos dialogs diálogos entre ellos que pregunten respondan casi siempre es más que traten de	interviews casi siempre me gusta que estén con las entrevistas también hacemos dialogs diálogos más es el roleplay, y el interview	Most of the time I like to apply interview and dialogues	Dialogues, roleplay and interview

	hablar cosas de reales como un roleplay como en uno como mencionaba Maribel de pronto les pongo que uno es el turista que está perdida <mark>más es el roleplay, y el interview</mark>			

En qué orden tienen prioridad el desarrollo de habilidades en el idioma (speaking, Reading, writing, listening)

	Extracto	Contenido que responde al objetivo	Categoría o ESQUEMA DE CODIFICACIÓN Indique un nombre sintético que capture el significado de lo subrayado. Integración de las ideas anteriores. Son categorías más inclusivas y abstractas que las anteriores. Están depuradas y corresponden a los RESULT ADOS codebook.	Tema o patrón.
1R	Ummm ya hee..en este todas las destrezas son importantes, peroooo en mi caso yo lo que hago es <mark>writing siii una vez que el estudiante hace writing viene el speaking, el speaking es la</mark> consecuencia para que èl hee lo que èl ya piensa ya escribe	writing siii una vez que el estudiante hace writing viene el speaking, el Reading y ya da el speaking	The most used skill is writing then speking and finally Reading	Writing, speaking and reading

	y dice pues noo, entonces el <mark>Reading es igual usted lee y ya da el speaking</mark> el feedback y esas son las estrategias que les pongo el orden.			
2 U	ummm <mark>Yo creo que primero estaría listening</mark> es una de las destrezas que se practica más que todo porque yo trato de hablarles más en inglés y en español a veces sí se trabaja con audios del mismo libro audios diferentes, pero yo creo que al momento de profesor hablarle todo el tiempo en inglés o la mayoria del tiempo en Ingles está practicando listening. después heee <mark>igualmente me enfoco en el speaking porque no soy yo la única que habla en las las clases</mark> sino que siempre estoy tratando de que participen hee hablen digan opininones, heee de pronto haiga un intercambio de ideas <mark>hee luego seguiría reading lo que es el reading porque más que todo yo les mandó eso como tarea</mark> para que lean porque igual se ponemos a leer 1, 2 reading en la clase de pronto en la clase no nos alcance el tiempo porque como te digo la clase es de 40 minutos y finalmente entonces hee y finalmente seria el writing, pero <mark>quedaría más o menos como tarea porque ellos hooo también se puede hacer de pronto a manera de chat pero más como tarea</mark>	Yo creo que primero estaría listening igualmente me enfoco en el speaking porque no soy yo la única que habla en las las clases hee luego seguiría reading lo que es el reading porque más que todo yo les mandó eso como tarea quedaría más o menos como tarea porque ellos hooo también se puede hacer de pronto a manera de chat pero más como tarea	At the first time is listening then speaking and afterwards Reading and writing	Listening, speking Reading and writing

3 U	Heee como te dije antes yo más realizo heee writing porque puedo controlar mas a los estudiantes no se requiere mucho movimiento y entonces hago gramamar, sentences, ummmm tambein trabajo mucho con Reading igual porque ahí solo ellos leen y luego responden en el libro hoo lecturas que yo le llevo y van contestando y creo que van de la mano con writing. No hago mucho listening porque en algunas aulas no valen los interruptores o porque tengo que llevar mis parlates y por alguna cosa no puedo llevar y eso nooo y heee speaking si trabajo en speaking cuando les pregunto sobre el Reading hiiii así conversaciones básicas de como están, hee les pregunto del clima, de la comida de sus vacaciones hee eso. Y el problema es que los estudiantes, los papàs hasta algunos compaleros quieren que yo les hable en español y si no hablo se hace el problema los papás reclaman que no me entienden, entonces no trabajo mucho con speaking, en cambio en Reading por ejemplo de ley tienen que hacer lo que dice el libro o la hoja, aunque también a veces se traduce para que entiendan lo que tienen que hace	más realizo heee writing tambein trabajo mucho con Reading igual porque ahí solo ellos leen y luego responden No hago mucho listening porque en algunas aulas no valen los interruptores o porque tengo que llevar mis parlates y por alguna cosa no puedo llevar y es speaking si trabajo en speaking cuando les pregunto sobre el Reading hiiii así conversaciones básicas de como están, hee les pregunto del clima, de la comida de sus vacaciones	I work in writing first and then the listening, speaking is at the end	Writing and listening
4U	Bien Siendo sincero yo le aplicó más las destrezas del writing,. Por qué Porque la mayoría de situaciones	writing y al speaking seria... las 2 entonces prácticamente y al final le pondría a listening y reading	At the first time I apply writing and speaking finally listening and Reading	Writing and speaking

siempre tenemos que hablar nos enseña la gramática de acuerdo a lo que nosotros vamos enseñando lógicamente tenemos que hacer que nuestros estudiantes produzcan de lo aprendido Y en este caso sería realizando oraciones y pues de eso también me baso de lo escrito para que ellos le produzcan de forma oral ==pero a lo que se le da más énfasis es al writing y al speaking seria... las 2 entonces prácticamente== sería trabajan writing y luego lo que hicieron escrito tiene que producir lo oralmente exacto de todos los temas que yo enseño gramática yo me seguro que mis estudiantes hayan aprendido también tomándoles una evaluación de speaking ==y al final le==

	<mark>pondría a listening y reading</mark> si así seria			
5R	Bueno <mark>para mí la prioridad es el speaking porque ellos tienen que comunicarse</mark> con Ellos tienen que comunicarse con las demás personas lo que siempre les digo que por ejemplo hay hay van muchas personas extranjeras entonces y para mí él es speaking <mark>sin menospreciar las demás que también son importantes y las pongo como para reforzar y que mis estudiantes lleguen al speaking</mark> Entonces yo me enfoco más en que hablen me doy modos pero ya tienen que hablar al final tienen que producir el lenguaje que pasa Tiene que hablar aunque sea oraciones sencillas aunque sea	para mí la prioridad es el speaking porque ellos tienen que comunicarse, sin menospreciar las demás que también son importantes y las pongo como para reforzar y que mis estudiantes lleguen al speaking	The most important activity for me is speaking	Speaking

	con poco vocabulario pero tienen que ver al menos este es mi Este es mi meta es mi lo que yo mi objetivo Sería para que los estudiantes salgan hablando o sea porque la gramática las otras cosas y son importantes pero yo creo que más importante es hablar y poder comunicarse Claro es como cuando viene de los extranjeros ellos no no están cuidando si hablan bien gramaticalmente o con el mejor sonido sino tratar de hacerse entender		
6 U	==creo que estaría a la par entre el writing y el speaking no trabajo mucho el listening y el reading creo que no les expongo demasiado a textos largos== porque tal vez no tengo	creo que estaría a la par entre el writing y el speaking no trabajo mucho el listening y el reading creo que no les expongo demasiado a textos largos	I think that writing and speaking are in the same level of importance	Writing ans speaking first Then writing and Reading

	confianza en que va a poder y les subestimó de que no van a entender y listening porqueeee aunque he Aunque utilizado audios de los libros la verdad es que no me gusta los audios como preparados con qué hooo wouaww María Aquí está esto Cuánto cuesta el pan!!! no me gusta eso no me gustan los audios de los libros Entonces no les expongo en realidad mucho al listening o al reading pero sí desarrollo bastante writing y a partir del writing speaking creo que estaría a la par las dos en Las dos destrezas me enfocó más en writing and speaking			
7U	<mark>Listening and speaking primero</mark> Porque si vamos a utilizar en inglés en un contexto real supongamos	Listening and speaking primero. Esas son las que más me enfocó yo y además porque como que él writing and reading especialmente lo podemos hacer incluso de manera	First listening and speaking Then writing and Reading	Listening and speaking

vamos a hablar necesitas vamos a acusar con extranjero vamos a viajar entonces lo que tenemos que tener más desarrollado es un diseño de speaking Quizá si somos buenas escribiendo una persona lo va a tener la paciencia de que nosotros estamos escribiendo una oración leernos y y volvernos escribe incluso yo hago la comparación de nuestra primera lengua esas dos son las primeras destrezas que se desarrollan escuchar y hablar hasta looooos 5 años de edad anteriormente o bueno Hasta los ahora también No nos enseñan a leer y escribir así que <mark>Esas son las que más me enfocó yo y además porque como que él writing and reading especialmente lo podemos</mark>	desarrolla de manera individual personal	

	==hacer incluso de manera desarrolla== ==de manera individual personal== Mientras más leemos más aprendemos pero para las otras sí necesitamos de la colaboración en este caso de nuestros teacher and classmates por eso es que me enfocó porque para la vida nos van a servir de santos en primer lugar claro que sin descartar las otras dos			
8R	Ummmm el speaking…==el speaking y listening que van de la mano== van primero porque razón? Porque heee (RISAS) porque es lógico y se ha dado cuenta uno que por más años que pase un estudiante==... estudiante la gramatica que más cuida el writing y Reading yo creo heee no va a aprender a poder comunicarse con un nativo== por ejemplo con un extranjero del habla inglés porque HIII digamos el estudiante es, pero buenísimo en gramática, pero al final llega el extranjero el que habla inglés y le dice haaaa! (PIENSA) hee MY MOTHER HAVE y el estudiante estaba esperando el HAS entonces se confunde. O si no típico el estudiante	el speaking y listening que van de la mano creo heee no va aprender a poder comunicarse con un nativo	Speaking and listening are the skills that are most applied	Speaking and listening

	no aprendió de forma contractiva y el gringo llega y le habla y le dice heee todo le habla contractivamente el chico se queda y ahora qué hago si yo la gramatica no dice nada. En cambio, si nosotros como docentes fortalecemos la parte de... del speaking del listenig entonces esa persona puede ser un poquito más funcional y sobre todo va a poder mantener una conversación que es lo más fundamental y entender una conversación		
9R	Ya es por lo general el ==trato de ser un poquito equilibrado en lo que son estrategias pero en sii si se trabaja un poquito más en lo que es writing== osea no específicamente en lo que es writing cómo writing essays o compositions no específicamente en eso pero por ejemplo se trata de buscar a informar información de una lectura pues lo Tratamos deeee lo trato de que lo escriban los estudiantes lo escriban haaa también si se están realizando	trato de ser un poquito equilibrado en lo que son estrategias pero en sii si se trabaja un poquito más en lo que es writing	To have a balance among the four skills	The four skills

	alguna tarea de grammar tratamos heee trató de que los estudiantes escriba Entonces por lo general siempre Todas las estrategias tratò de que tengan un balance pero más un poquito como que me enfoco en lo que es wriiting noo que los estudiantes están produciendo ahi heee un poco de inglés con la destreza de writing. Apezar de qué si trató de que los estudiantes desarrollen también el speaking pero como que se facilita más que el estudiante de hablar también lo escriba y pueda tener a sus ideas claras		
10R	En mi caso más voy a decir que siempre estoy insistiendo de que tenemos que hablar la producción	En mi caso más voy a decir que siempre estoy insistiendo de que tenemos que hablar la producción hacer una destreza de producción	Speaking skill, because it is the real studnet production	Speaking

		Extracto		
		hacer una destreza de producción y entonces yo les digo que para mí pienso que es importante Consideró que es importante que para nosotros saber que una persona si habla un idioma es Tiene que hablar entonces Yo siempre voy por el speaking		

¿Cómo incide el entorno del que hablábamos al inicio con las estrategias para desarrollar speakilg skills particularmente?

		Extracto	Contenido que responde al objetivo	Categoría o ESQUEMA DE CODIFICACIÓN Indique un nombre sintético que capture el significado de lo subrayado. Integración de las ideas anteriores. Son categorías más inclusivas y abstractas que las anteriores. Están depuradas y corresponden a los RESULTADOS codebook.	Tema o patrón.
	1R	Como incide…ummm la realidad ayudarnos en el speaking en un 100% pues aca en la zona nooo no está al speaking por eso hay esa baja, ese bajo nivel de los estudiantes	ummm la realidad ayudarnos en el speaking en un 100% pues aca en la zona nooo no está al speaking por eso hay esa baja, ese bajo nivel de los estudiantes aca	Rural context do not help to develop speaking skill	Negative factor

==aca== no porque ummm como lo acabe de mencionar más arriba es sobre la tecnología si la tecnología es un factor muy importante no solo en nuestra materia si no en todas las materias pues hee con la tecnología si nosotros hee en la institución tuviéramos una grabadora tuviéramos un laboratorio podríamos hacer la estrategia del listening para que después el estudiante desarrolle hee el listening y consecuentemente el speaking para que pueda hablar. Porque una cosa es escribir y otra cosa es hablar en nuestra materia tonces siii tenemos ese problema			

	en esta estrategia que digo en esta destreza.			
2 U	Ummm de cierta manera incide negativamente porque al momento de haber varios estudiantes en un aula ya se limita el tiempo para poder hacer que los estudiantes practiquen speaking si por ejemplo hubiese un aula de 10 hasta 20 estudiantes Yo creo que sería más sencillo enfocarse en lo que es speaking pero el mismo hecho que un aula este llena de 25, 30, 40 estudiantes ya es un limitante entonces a lo que me refiero es la cantidad de estudiantes podría ser un limitante y ahora que estamos de manera virtual y cuando era de manera presencial si yo quería hacer algún hee que se yo un role play el espacio incide y me limita un poco	haber varios estudiantes en un aula ya se limita el tiempo para poder hacer que los estudiantes practiquen speaking sé yo un role play el espacio incide y me limita un poco	It is difficult to develop speaking skills in class with a lot of studnets	Class size
3 U	Umm bueno no hay mucha incidencia positiva la verdad, porque igual los estudiantes se interesan pero a vece por la música como dije, pero sabemos que ingles es mucho mas no solo música, y como a veces hasta las autoridades me dicen que debo hablar más en español para que mis estudiantes me entiendan entonces no se desarrolla mucho speaking y el inglés en general en si.heee	bueno no hay mucha incidencia positiva la verdad, porque igual los estudiantes se interesan, pero a vece por la música como dije, pero sabemos que inglés es mucho mas no solo música autoridades me dicen que debo hablar más en español para que mis estudiantes me entiendan	The students are interested in lintenign music, watching TV	Open character

	antes en un colegio donde trabajaba antes si era muy diferente pues el nivel de mis alumnos era mejor, **cual crees que era la diferencia del contexto anterior con el que estas ahorita.** Ummm puede ser porque antes estaba en <mark>Otavalo y alla si vez extranjeros y los alumnos si es como que tratan de al menos saludar en inglés, umm pero aca no, aca ellos dicen que no les gusta ingles</mark>, por eso casi siempre la mayoría se quedan a supletorio a remedial hasta de gracias nooo porque dicen que no les gusta ingles	entonces no se desarrolla mucho speaking y el inglés en general

Otavalo y alla si vez extranjeros y los alumnos si es como que tratan de al menos saludar en inglés, umm pero aca no, aca ellos dicen que no les gusta ingles | | |
| 4U | He haber aquí como puede ser.hee bien mi institución Nosotros desarrollamos muchas muchas cosas por ejemplo damos énfasis bastante al realizar programas donde los estudiantes puedan hacer uso del speaking ahí como ya decía nosotros hacemos bastante lo que es descripciones puede ser | tomando en cuenta eso de que ellos no se quedan únicamente en el Ecuador que salen Por ende hay que ayudarle a los estudiantes en el uso de la lengua extranjera | Ecuador is not a country that contribute to develop English language acquisition | No appropied context for speaking |

de la institución de la ciudad así del Ecuador nosotros hacemos concursos donde los estudiantes tengan oportunidades de hablar de demostrar lo que ellos van aprendiendo hasta solemos hacer puede ser una vez al mes en mi institución nos ponemos de acuerdo entre todos los docentes del área y damos así la facilidad para que el estudiante pueda expresarse ya entonces **podríamos decir que incluso el hecho de estar en un contexto de extranjeros en el medio y incide incita o motiva a que se realice siempre actividad que en el que el estudiante al produzca oralmente al final lo**

	que aprendido y sea más fácil para el vivir algo real un contexto Real del uso del inglés exacto porque estamos conscientes de que los estudiantes no solamente necesitan para desarrollarse en la ciudad de Otavalo sino que los estudiantes viajan mucho al extranjero Y por eso nosotros tenemos que prepararles para la vida para que se enfrenten al mundo tomando en cuenta eso de que ellos no se quedan únicamente en el Ecuador que salen Por ende hay que ayudarle a los estudiantes en el uso de la lengua extranjera			
5R	Porque bueno la mayoría de	bueno la mayoría de los cursos que no no no sobrepasan los los 20	Difficul to apply activities to develop speaking skill in class with a lot of studnets	Class size

cursos que no no no sobrepasan los los 20 estudiantes Entonces ahí es ahí se hace grupos como les acabe de decir a este grupo de trabajo o en pares si se trata de hacer cosas heee planificar cosas dinámicas como la dramatizaciones y esas cosas para que mejoren de speaking pero en los cursos grandes es un poco más complicado por el espacio primeramente y porque son muchos son muchos en curso tengo como 40 estudiantes y es un poquito más complicado Sí pero también si se ha aplicado esta de estrategias que que menciona sobre todo el grupo y trabajar en grupo y en parejas	estudiantes heee planificar cosas dinámicas como las dramatizaciones y esas cosas para que mejoren de speaking		

	sobre todo la parte de grupos y parejas para el desarrollo de feedback o para darlos feedbacks a los estudiantes es un poco más favorable a inclusive se puede trabajar inclusive concursos grandes o pequeños podemos dar feedback de individuales o grupales y creo que es más fácil manejarlos no			
6 U	El hecho de que tenga estudiantes antes bilingües los estudiantes bilingües tiene una una capacidad de entender el idioma de un nivel diferente y son utilizó como una ventaja dentro de mis clases mi apoyo n2 por ejemplo para a veces incluso a introducir frases de	El hecho de que tenga estudiantes antes bilingües los estudiantes bilingües tiene una una capacidad de entender el idioma de un nivel diferente y son utilizó como una ventaja dentro de mis clases	The fact that some students speak two languagues help that they develop a third one	Bilingualism

quichua palabras de quichua para ver cómo está nuestro idioma que proviene del quechua que se formó en el chichón hecho pasa están en español esto y en inglés es así pues la cultura me determina que el quichua culturalmente nos nos nos nos cambian nuestro español estas formas y culturalmente el americano el australiano el británico hace esto entonces del contraste de esas culturas del introducir la cultura de mis estudiantes bilingües y a través de ahí y entender los idiomas es lo que a mí me ha favorecido con mis chicos ya entonces podríamos decir hay			

	estudios que que que lo dice que el hecho de trabajar ya con personas que hablan mínimo dos idiomas va ayudar en el desarrollo de un tercero y los otros idiomas que puedan aprender esto es una fortaleza para ti si es una ventaja yo hice mi tesis acerca de eso y encontré puntos específicos en los que el quichua ayuda al inglés a nivel fonético a nivel sintáctico nivel incluso utilizar eso a favores es una de las cosas que me he enfocado			
7U	En el sector Urbano mayormente se tiene una incidencia positiva se tiene una incidencia positiva porque como	En el sector Urbano mayormente se tiene una incidencia positiva se tiene una incidencia positiva porque como decía tenemos algunos recursos que nos favorece entonces como que el aprendizaje a	In the rural área the context is relatively positive to develop speaking skill	Open charater

	decía tenemos algunos recursos ==que nos favorece entonces como== ==que el aprendizaje a pesar de ser== ==bajo si es más alto que acá que== ==en lo rural== entonces influyen de manera más positiva el hecho de ==contar con más oportunidad de== ==exposición al lenguaje por== ==ejemplo eso ayuda al desarrollo== ==de speaking==	pesar de ser bajo si es más alto que acá que en lo rural contar con más oportunidad de exposición al lenguaje por ejemplo eso ayuda al desarrollo de speaking		
8R	Incide en ==que los estudiantes== ==son pocos, es una fortaleza== heee por ejemplo en el story telling los chicos pueden pasar al frente y los demás al mismo tiempo está escuchando y pueden compartir la historia no es como cuando es bastante en las aulas pequeñas, entonces lo	que los estudiantes son pocos, es una fortaleza estamos viendo que hay una colaboración en el aprendizaje el uno el que está hablando y el otro que está escuchando	In rural áreas there are few number of stuents	Few number of students

estudiantes (RISA) el que está contando su historia está ahí solito prácticamente hablando porque los demás están entonces molestándose, jugando y utilizando ahora que la tecnología está a flor de piel y utilizando el celular ni caso le hacen entonces no no generamos una haaa..una actividad para mejorar el speaking o el listening y tenemos una actividad de compartir esta actividad. En cambio en el sector rural como son pocos los estudiantes están ahí escuchando y sobre todo tenemos la lo lo que los chicos son un poco más tímidos se podría decir no son			

muy abiertos para estar realizando estas actividades extras entonces como los estudiantes están en el sector un poquito más hee cohibidos sociablemente entonces están ahí escuchando lo que el otro dice inclusive como hablaba hace un momento para el aspecto de burlarse de la otra persona están ahí como más pendientes haber en donde se equivoca este chico para…. Para poder después burlarme inclusive eso podríamos tomarle como un aspecto positivo porque el chico está poniendo atención inclusive se.. se.. suelta para tratar de pronunciar bien	

	las palabras mientras está realizando la actividad y los otros que le están escuchando están atentos y dicen no esa palabra no se pronuncia así, entonces ahí <mark>estamos viendo que hay una colaboración en el aprendizaje el uno el que está hablando y el otro que está escuchando</mark>				
9R	El entorno Sí sí ayuda para que los estudiantes aprendan utilizando este tipo de estrategias <mark>porque hay espacio suficiente de afuera del colegio hay espacio suficiente para para poder utilizar estrategias para poder ayudarles con el speaking a los estudiantes</mark> entonces heee ,	porque hay espacio suficiente de afuera del colegio hay espacio suficiente para para poder utilizar estrategias para poder ayudarles con el speaking a los estudiantes	There is not an adequate physcal condition to apply speaking strategies	Lack of physical codition

	yo creo que sí el espacio en el colegio también en el colegio si hay momentos en los que se presta para haaa utilizar el speaking heee yy lo he tratado de hacer por ejemplo en los minutos cívicos o hay heee casas abiertas que me han ayudado haaa a que los estudiantes puedan o tengan un espacio para que puedan utilizar su ingles mediante de alguna estrategia en speaking			
10R	Cómo como decía Maribel <mark>al ser peguche de pronto algo un lugar turístico en donde algunas veces tenemos visitas En dónde vienen extranjeros Entonces ahí sí incide bastante</mark> porque el	al ser peguche de pronto algo un lugar turístico en donde algunas veces tenemos visitas En dónde vienen extranjeros Entonces ahí sí incide bastante Cuando tenemos Los visitantes cuándo nos visitan estudiantes de otros países si nos ayuda bastante Entonces ahí es	Contact with strange people	Bilingualism

	momento que ya tengo extranjeros en la institución siento que ya tengo quee trata de que los estudiantes apliquen todo lo que han venido haciendo durante esos días entonces Pongo aquí Formen diálogos contesten con ellos Sí sí ayudas <mark>Cuando tenemos Los visitantes cuándo nos visitan estudiantes de otros países si nos ayuda bastante Entonces ahí es cuando yo aprovecho tomó la ventaja de que ya tienen que hablar tienen que aplicar tienen que practicar Entonces el momento de la toma de decisión de planificación sí incide cuando se que ya llegan extranjeros</mark> ya llegan entonces	cuando yo aprovecho tomó la ventaja de que ya tienen que hablar tienen que aplicar tienen que practicar Entonces el momento de la toma de decisión de planificación sí incide cuando se que ya llegan extranjeros		

	trato de por decir he planificado writing entonces Tratamos de ajustar para tomar ventaja de las visitas porque no siempre están los extranjeros ahí también entonces trato de que si es writing en ese instante los estudiantes escriban una carta y en speaking que tenga una conversación porque quisiera que ellos copien la pronunciación de ellos para que tengan un buen acento también		

UTN IBARRA - ECUADOR | Instituto de Posgrado

UNIVERSIDAD TÉCNICA DEL NORTE
INSTITUTO DE POSTGRADO

Dear Teacher,

This research survey looks to gather information for the investigation of Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura. Please read the instructions very carefully before responding to each question and provide answers as accurate as possible. if you have any doubts about any of the questions/items, please contact me at 062546 -736 or 0995654758. Alternatively, you could reach me at dmespinozac1@utn.edu.ec

1. Part I

Your school type *
○ Rural
○ Urban

2. The typical size of each class you teach in terms of student numbers *
○ 10 - 15
○ 15 - 20
○ 20 - 25
○ 25 - 30
○ 30 - 35
○ more than 35

3. Have you taken courses in English language teaching strategies in the last 5 years? *
○ Yes
○ No

4. If your answer to question 3 is yes, please specify

Escriba su respuesta

5. PART II: Teaching Strategies

Please read the following items carefully and classify them according to the level of importance for you.

Implementing Teaching Strategies to develop Speaking skills in students is essential. Starting from this, according to your experience how do you consider the speaking activities that you apply helps to develop oral skills in your students. (order of most important (first) to the least (end) *

Create confidence

Create positive attitude

Provide opportunity for self-expression

Provide new vocabulary

Reinforce new pronunciation

Provide the opportunity for individual feedback

Special mention of using standard usages and words

6. How often do you use the following activities to develop Speaking skills? *

Tiempo estimado para completar: 7 min

Para aumentar la tasa de respuesta, dé a los usuarios una idea sobre el tiempo que tardarán en completar la encuesta. Le recomendamos que agregue esta información al subtítulo.

Entendido | Agregar

6. How often do you use the following activities to develop Speaking skills? *

	Always	Often	Rarely
Role play	○	○	○
Story telling	○	○	○
Debates	○	○	○
Discussion	○	○	○
Sharing experience	○	○	○
Dramatization with simple plot	○	○	○
Short speech	○	○	○

7. What do you consider is the level of impact of the following English-speaking activities in your students´ language production? *

	High	Medium	Low
Short speech	○	○	○
Story telling	○	○	○
Sharing experience	○	○	○
Discussion	○	○	○
Debates	○	○	○
Role play	○	○	○
Dramatization with simple plot	○	○	○
English Speaking pair making	○	○	○
Imaginary interviews	○	○	○

8. If others, please specify here:

Escriba su respuesta

9. Considering your experience as an English teacher, how do you think the speaking strategies below help to develop the speaking sub-skills (fluency, vocabulary, grammar, and pronunciation)? *

	A lot	Little	Nothing
Role play	○	○	○
Debates	○	○	○
Story telling	○	○	○
Discussion	○	○	○
Sharing experience	○	○	○
Dramatization with simple plot	○	○	○
Short speech	○	○	○
English Speaking pair making	○	○	○
Imaginary interviews	○	○	○

Tiempo estimado para completar:
7 min

Para aumentar la tasa de respuesta, dé a los usuarios una idea sobre el tiempo que tardarán en completar la encuesta. Le recomendamos que agregue esta información al subtítulo.

Entendido Agregar
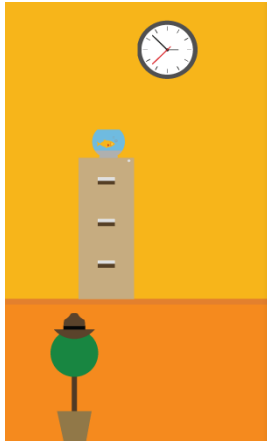
10. PART III: Contextual Factors

Please read the following items carefully

11. Please select how difficult it is for you to develop English_speaking activities in big size classrooms? *

	Difficult	Medium	Easy
Story telling	○	○	○
Role play	○	○	○
Debates	○	○	○
Sharing experience	○	○	○
Delivering short speech	○	○	○
Dramatization with simple plot	○	○	○

11. Please select how difficult it is for you to develop English_speaking activities in big size classrooms? *

	Difficult	Medium	Easy
Story telling	○	○	○
Role play	○	○	○
Debates	○	○	○
Sharing experience	○	○	○
Delivering short speech	○	○	○
Dramatization with simple plot	○	○	○
English Speaking pair making	○	○	○
Imaginary interviews	○	○	○
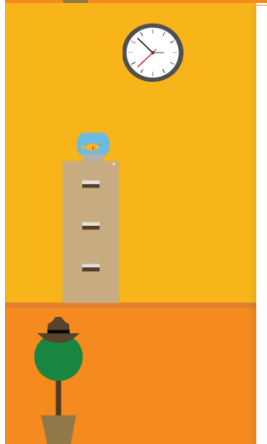
12. Please order the following factors according to their importance for English teachers` performance in class speaking activities *

School location
Size of students numbers
Teacher training
Materials and equipments
Students proficiency
Students and parents attitude
Language of instruction

UNIVERSIDAD TÉCNICA DEL NORTE
INSTITUTO DE POSTGRADO

| 10 Respuestas | 16:51 Tiempo medio para finalizar | Activo Estado |

Ver resultados

Abrir en Excel

1. Part I Your school type
Más detalles

- Rural — 5
- Urban — 5

2. The typical size of each class you teach in terms of student numbers
Más detalles

- 10 - 15 — 0
- 15 - 20 — 1
- 20 - 25 — 2
- 25 - 30 — 4
- 30 - 35 — 2
- more than 35 — 1

3. Have you taken courses in English language teaching strategies in the last 5 years?
Más detalles

- Yes — 7
- No — 3

5. PART II: Teaching Strategies Please read the following items carefully and classify them according to the level of importance for you. Implementing Teaching Strategies to develop Speaking skills in students is essential. Starting from this, according to your experience how do you consider the speaking activities that you apply helps to develop oral skills in your students. (order of most important (first) to the least (end))
Más detalles

Clasificación	Opciones
1	Create confidence
2	Create positive attitude
3	Provide new vocabulary
4	Provide opportunity for self...
5	Reinforce new pronunciation
6	Provide the opportunity for...
7	Special mention of using st...

Primera opción ... Última opción

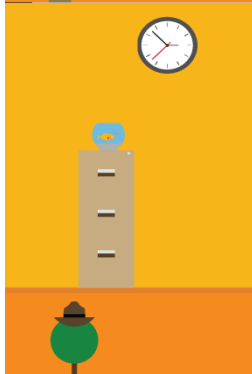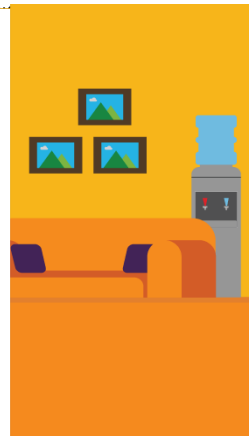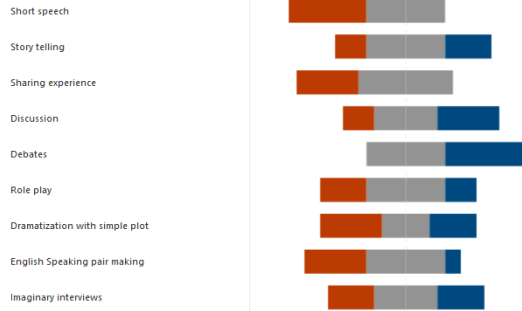6. How often do you use the following activities to develop Speaking skills?
Más detalles

Always ▪ Often ▪ Rarely

Role play
Story telling
Debates
Discussion
Sharing experience
Dramatization with simple plot
Short speech

100% 0%

7. What do you consider is the level of impact of the following English-speaking activities in your students´ language production?
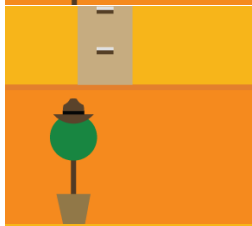Más detalles

■ High ■ Medium ■ Low

- Short speech
- Story telling
- Sharing experience
- Discussion
- Debates
- Role play
- Dramatization with simple plot
- English Speaking pair making
- Imaginary interviews

8. If others, please specify here:
Más detalles

1
Respuestas

Respuestas más recientes
**

9. Considering your experience as an English teacher, how do you think the speaking strategies below help to develop the speaking sub-skills (fluency, vocabulary, grammar, and pronunciation)?
Más detalles

■ A lot ■ Little ■ Nothing

- Role play
- Debates
- Story telling
- Discussion
- Sharing experience
- Dramatization with simple plot
- Short speech
- English Speaking pair making
- Imaginary interviews
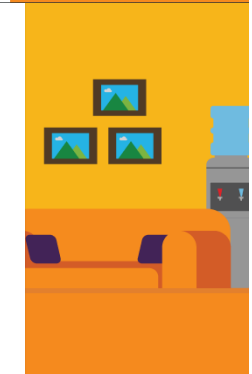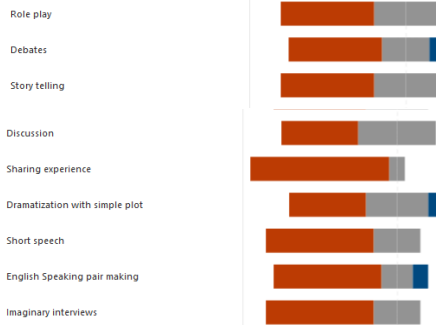
10. PART III: Contextual Factors Please read the following items carefully
Más detalles

11. Please select how difficult it is for you to develop English_speaking activities in big size classrooms?
Más detalles

■ Difficult ■ Medium ■ Easy

- Story telling
- Role play
- Debates
- Sharing experience
- Delivering short speech

11. Please select how difficult it is for you to develop English_speaking activities in big size classrooms?

Más detalles

■ Difficult   ■ Medium   ■ Easy

Story telling

Role play

Debates

Sharing experience

Delivering short speech

Dramatization with simple plot

English Speaking pair making
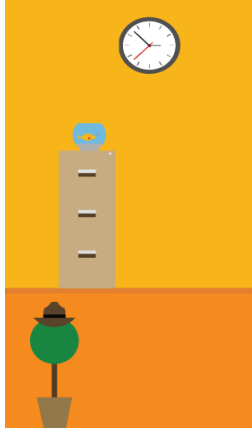
Imaginary interviews

100%   0%   100%
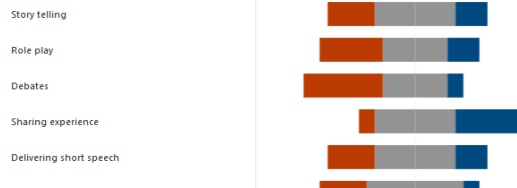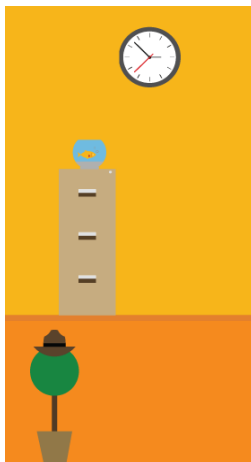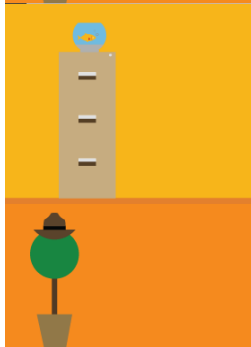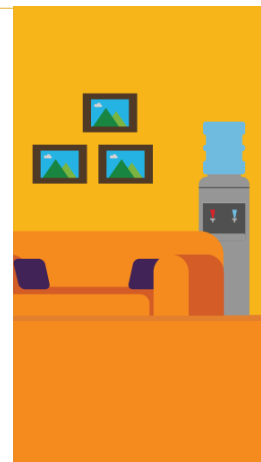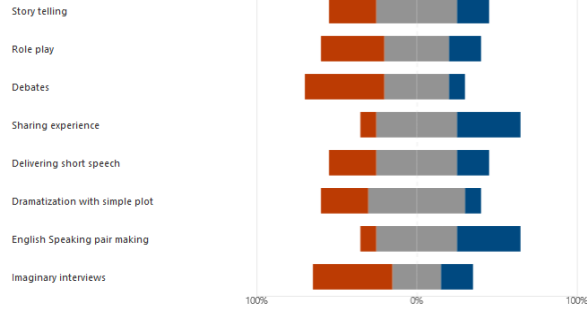
12. Please order the following factors according to their importance for English teachers´ performance in class speaking activities

Más detalles

Primera opción ■ ■ ■ ■ ■ ■ Última opción

Clasificación	Opciones
1	Teacher training
2	Materials and equipments
3	Size of students numbers
3	Students proficiency
4	Language of instruction
5	Students and parents attitu...
6	School location

DATA INSTRUMENTS VALIDATION

Theme: "Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura"

General objective: Identify how contextual factors such as the urban or rural character of the schools relate to foreign language teaching strategies to develop speaking skills.

Author: Dany Maribel Espinoza Calderón

Judge: MSc. Fernando Flores A

Academic tutor: PhD. Lorena Toro Mayorga

> **Data instrument collection:**   **Questionnaire**

Use a check mark ☑

Scale:

Nothing	Low	Middle	High
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the questionnaire have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with related to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the questions clear and concise?				X

ID: 1002188470

Signature:

Questionnaire

Dear Teacher,

This research survey looks to gather information for the investigation of **Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura**. Please read the instructions very carefully before responding to each question and provide answers as accurately as possible. If you have any doubts about any of the questions/items, please contact me at 062546 -736 or 0995654758. Alternatively, you could reach me at dmespinozac1@utn.edu.ec

PART I: Please tick one appropriate answer or provide written answers.

1.   Your school type

Urban ☐   Rural ☐

2.   The typical size of each class at you teach in terms of student numbers

10-15 ☐   15-20 ☐   20–30 ☐   30–40 ☐   above 40 ☐

3.   Have you taken any courses in English language Teaching strategies the last 5 years?

Yes ☐   No ☐

If yes, please specify_____

PART II: Teaching Strategies

Please read the following items carefully and tick (✔) the one that suits you best.

Implementing Teaching Strategies to develop Speaking skills in students is essential. Starting from this, according to your experience how do you consider the speaking activities that you apply helps to develop oral skill in your students. (order of most important (first) to the least (end)

Create confidence	↓ ↑
Create positive attitude	↓ ↑
Provide opportunity for self-expression	↓ ↑
Provide new vocabulary	↓ ↑
Reinforce new pronunciation	↓ ↑
Provide the opportunity for individual feedback	↓ ↑
Special mention of using standard usages and words	↓ ↑

How often do you use the following activities to develop Speaking skills?

	Always	Often	Rarely
Role play			
Story telling			
Debates			
Discussion			
Dramatization with Simple plot			
Short speech			

What do you consider is the level of impact of the following English-speaking activities in your student`s language production?

	High	Medium	Low
Short speech			
Story telling			
Sharing experience			
Discussion			
Debates			
Role play			
Dramatization with simple plot			
English Speaking pair making			
Imaginary interviews			

If others, please specify here:

_____

Considering your experience as an English teacher, how do you think the speaking strategies below help to develop the speaking sub-skills (fluency, vocabulary, grammar, and pronunciation)?

	A lot	A little	Nothing
Role play			
Debates			
Story telling			
Discussion			
Sharing experience			
Dramatization with Simple plot			
Delivering short speech			
English Speaking pair making			
Imaginary interviews			

PART III: Contextual Factors

Please read the following items carefully.

Please select how difficult it is for you to develop English-speaking activities in big size classrooms?

	Difficult	Medium	Easy
Role play			
Debates			
Story telling			
Discussion			
Sharing experience			
Dramatization with Simplot plot			
Delivering short speech			
English Speaking pair making			
Imaginary interviews			

Please order the following factors according to their importance for English teachers´ performance in class speaking activities

School location	↓ ↑
Size of students numbers	↓ ↑
Teacher training	↓ ↑
Materials and equipment	↓ ↑
Students proficiency	↓ ↑
Students and parents attitude	↓ ↑
Language of instruction	↓ ↑

Link with the virtual version of the present survey.

https://forms.office.com/Pages/DesignPage.aspx?fragment=FormId%3DtB9s2maOy0eBDNMsZ-namwTvQVvCBFVBtxboBK80yG5UNVhKNFFTWUVPVzRPMUFNTTNNWE9QQ1RUTS4u%26Token%3D7f52308f70634eb5b5e682c56badda59

UNIVERSIDAD TÉCNICA DEL NORTE
INSTITUTO DE POSTGRADO

DATA INSTRUMENTS VALIDATION

Theme: "Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura"

General objective: Identify how contextual factors such as the urban or rural character of the schools relate to foreign language teaching strategies to develop speaking skills.

Author: Dany Maribel Espinoza Calderón

Judge: MSc. Fernando Flores A.

Academic tutor: PhD. Lorena Toro Mayorga

Data instrument collection: **Interview**

Use a check mark ☑

Scale:

Nothing	Low	Middle	High
1	2	3	4

Evaluation parameters	Criteria	1	2	3	4
Belonging	Does the interview have a logical relation with the thesis objective?				X
Importance	What is the instrument level importance with relation to the investigation?				X
Organization	Is there a logical organization with the questions display?				X
Writing organization	Are the questions clear and concise?				X

ID: 1002188470

Signature:

NTERVIEWEE TEACHER

Dear Teacher,

This research interview looks to gather information for the investigation of **Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura**. Please feel comfortable responding to each question and provide answers as accurately as possible. If you have any doubts about any of the questions/items, please contact me at 062546-736 or 0995654758. Alternatively, you could reach me at dmespinozac1@utn.edu.ec.

Estimado docente,

El propósito de esta entrevista es el poder recolectar datos que ayuden en la investigación sobre el tema **Teaching Strategies to develop Speaking skills concerning Contextual Factors a Comparison between Urban and Rural School Teachers from Imbabura.** Va a ser de gran ayuda las respuestas que usted pueda proporcionar. Por favor siéntase tranquilo en responder con la mayor precisión que le sea posible ya que sus respuestas serán anónimas. Si tiene alguna duda o pregunta, por favor contáctese al 062546-736, 0995654758 o escribe a dmespinozac1@utn.edu.ec

Themes / Tema	Interview questions/prompts / Preguntas
Contextual factors **Factores contextuales**	1. Describa brevemente el entorno-contexto-lugar o ambiente donde trabaja/as dando da/as clases de inglés. 2. ¿Considerando las condiciones del contexto donde trabaja/as, cómo estas condiciones le/ te contribuyen a desarrollar sus / tus estrategias de speaking? ¿Cómo le / te aporta? 3. ¿Qué aspectos del contexto dificultan desarrollar sus/tus estrategias de la enseñanza del inglés?
Speaking skill **Destreza oral**	1. Cuáles son las estrategias que más usa/ as para desarrollar habilidades de speaking en sus/tus estudiantes 2. En qué orden tienen prioridad el desarrollo de habilidades en el idioma (speaking, Reading, writing, listening) 3. Cómo incide el entorno del que hablábamos al inicio con las estrategias para desarrollar speakilg skills particularmente.

Interview ending: Thanking the interviewee.

REFERENCE

Ahmadi, A., & Derakhshan, A. (2016). EFL teachers' perceptions towards textbook evaluation. Theory and Practice in Language Studies, 6(2), 260-267.

Akareem, H. S., & Hossain, S. S. (2016). Determinants of education quality: what makes students' perception different? *Open review of educational research*, *3*(1), 52-67.

Akbari, Z. (2015). Current challenges in teaching/learning English for EFL learners: The case of junior high school and high school. Procedia-Social and Behavioral Sciences, 199(3), 394-401.

Aldavero, V. A. (2008). Drama in the development of oral spontaneous communication. Encuentro, 17(1), 40-43.

Al-Maini, Y. H. (2011). Using technology in EFL in Saudi Arabia. Literacy Information and Computer Education Journal (LICEJ), 2(3), 477-480.

Al-Shammakhi, F., & Al-Humaidi, S. (2015). Challenges facing EFL teachers in mixed ability classes and strategies used to overcome them. World Journal of English Language, 5(3), 33.

Amaratunga, D., Baldry, D., Sarshar, M. and Newton, R. (2002), "Quantitative and qualitative research in the built environment: application of "mixed" research approach," Work Study, Vol. 51 No. 1, pp. 17-31. https://doi.org/10.1108/00438020210415488

Arifin, S. R. M. (2018). Ethical considerations in qualitative study. International Journal of Care Scholars, 1(2), 30-33.

Arvind Kr. Gill 1, Ph. D. & Kusum 2, Ph. D. Teaching Approaches, Methods and Strategy, Scholarly Research Journal for Interdisciplinary Studies

Aye, M. Z. (2018). Creative and effective strategies to encourage learners speaking skill in large classrooms. People: International Journal of Social Sciences, 4(3).

Bahanshal, D. A. (2013). The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools. English Language Teaching, 6(11), 49-59.

Basal, A. (2015). The implementation of a flipped classroom in foreign language teaching. Turkish Online Journal of Distance Education, 16(4), 28-37.

Braun, Clarke, Boulton, E., Davey, L., & McEvoy, C. (2020). The online survey as a qualitative research tool. International Journal of Social Research Methodology, 1-14.

Brinkmann, S. (2014). Unstructured and semi-structured. The Oxford handbook of qualitative research, 277-299.

Calderón, M., Slavin, R., & Sanchez, M. (2011). Effective instruction for English learners. The future of children, 103-127.

Calderón, M., Slavin, R., & Sanchez, M. (2011). Effective instruction for English learners. The future of children, 103-127.

Cangelosi, J. S. (2013). Classroom management strategies: Gaining and maintaining students' cooperation. John Wiley & Sons.

Chen & Goh, 2011; Drew, Oostdam & Toorenburg et al., 2007; Li 1998; Peng, 2007; Wu, 2001; Yeh, 2010; Yu, 2001; Zheng & Davison, 2008). Shehdeh (2010)

Cohen, A. D., Weaver, S. J., & Li, T. Y. (1996). The impact of strategies-based instruction on speaking a foreign language. Center for Advanced Research in Language Acquisition.

Cooper, J. L., & Robinson, P. (2000). Getting started: informal small-group strategies in large classes. New directions for teaching and learning, 2000(81), 17-24.

Creswell, J. W. (1998). Qualitative inquiry and research design: Choosing among five traditions. Sage Publications,

Csaba, K. (2018). EFL teachers' motivation and motivational impact in corporate contexts. Journal of Adult Learning, Knowledge and Innovation, 2(1), 33-47.

Destiny Rahmawati, M. P. The effectiveness of using dialogue and prose passage techniques improving speaking ability of the students at muhammadiyyah university Tangerang.

Diazibarra, D. M. (2016). Measuring student attitudes towards philosophical chairs versus traditional discussion to promote argumentation in the science classroom. California State University, Long Beach

Drew, I., Oostdam, R., & Van Toorenburg, H. (2007). Teachers' experiences and perceptions of primary EFL in Norway and the Netherlands: a comparative study. European Journal of Teacher Education, 30(3), 319-341.

Duarte, A. M., Cabrito, B., Figueira, A. I., & Monge, J. (2015). Teaching practices for passive and active learning in rural and urban elementary teachers. *Sisyphus—Journal of Education*, *3*(2), 134-154.

Esser, F., & Vliegenthart, R. (2017). Comparative research methods. *The international encyclopedia of communication research methods*, 1-22.

Fabre Merchan, P., Boroto Carrasco, J., & Soto, S. T. (2015). Approaches to EFL teaching: curriculum, instruction, assessment, & technology

Felder, R. M., & Brent, R. (2007). Cooperative learning.

Fleming, J., & Zegwaard, K. E. (2018). Methodologies, Methods and Ethical Considerations for Conducting Research in Work-Integrated Learning. International Journal of Work-Integrated Learning, 19(3), 205-213.

Gill, P., Stewart, K., Treasure, E., & Chadwick, B. (2008). Methods of data collection in qualitative research: interviews and focus groups. British dental journal, 204(6), 291-295.

Goh, C. C., & Burns, A. (2012). *Teaching speaking: A holistic approach*. Cambridge University Press.

Hawkins, M. R. (2010). Socio-cultural approaches to language teaching and learning. English as an additional language: Approaches to teaching language minority students, 97-107.

Heldenbrand, B. (2003). Drama techniques in English language learning. Korea TESOL Journal, 6(1), 27-37.

Holguín, B. R., & Morales, J. A. (2016). English language teaching in rural areas: A new challenge for English language teachers in Colombia. Cuadernos de Lingüística Hispánica, (27), 209-222.

Iliya, A., & Ifeoma, L. G. (2015). Assessment of Teacher Motivation Approaches in the Less Developed Countries. Journal of Education and Practice, 6(22), 10-17.

İpek, H., & Kanatlar, M. (2018). Factors affecting EFL teacher motivation. Eğitimde Nitel Araştırmalar Dergisi – Journal of Qualitative Research in Education, 6(2), 25 - 41. DOI:10.14689/issn.2148 - 2624.1.6c2s2m

Karpilovich, N. (2019). MARKET ENTRY PLAN Case: Vape Oy.

Khattri, N., Riley, K. W., & Kane, M. B. (1997). Students at risk in poor, rural areas: A review of the research.

Killen, R. (2006). Effective teaching strategies: Lessons from research and practice. Cengage Learning Australia

Legault, L. (2016). Intrinsic and Extrinsic Motivation. Encyclopedia of Personality and Individual Differences. doi:10.1007/978-3-319-28099-8_1139-1.

Mathers, N. J., Fox, N. J., & Hunn, A. (1998). Surveys and questionnaires. NHS Executive, Trent.

Mathers, N. J., Fox, N. J., & Hunn, A. (1998). *Surveys and questionnaires*. NHS Executive, Trent.

Mercer, N., & Littleton, K. (2007). Dialogue and the development of children's thinking: A socio-cultural approach. Routledge.

Mou, M. J. (2008) Factors behind EFL Learners' Low Proficiency Level: tertiary-level EFL Learners' Perceptions.

Moulton, J. (2001). Improving education in rural areas: Guidance for rural development specialists. Washington, DC, The World Bank.

Moustakas, C. (1994). Phenomenological research methods. Sage publications.

Oakes, J. (2002). Education inadequacy, inequality, and failed state policy: A synthesis of expert reports prepared for Williams v. State of California.

O'Neill, R. (1982). Why use textbooks. ELT Journal, 36(2), 104-111.

Peiser, G., & Jones, M. (2014). The influence of teachers' interests, personalities and life experiences in intercultural languages teaching. *Teachers and Teaching*, *20*(3), 375-390.

Polly, D., Allman, B., Casto, A. R., & Norwood, J. (2018). Socio-cultural perspectives of learning. Foundations of Learning and Instructional Design Technology.

Ponce, J., Vos, R., Rosero, J., & Castillo, R. (2018). Is Latin America's rise of the middle classes lasting or temporary? Evidence from Ecuador. In *Regionalism, Development and the Post-Commodities Boom in South America* (pp. 25-46). Palgrave Macmillan, Cham.

Richards, J. C. (2010). Competence and performance in language teaching. RELC Journal, 41(2), 101-122.

Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The flipped classroom: An opportunity to engage millennial students through active learning strategies. Journal of Family & Consumer Sciences, 105(2), 44-49.

Salmons, J. (2014). Qualitative online interviews: Strategies, design, and skills. Sage Publications.

Sampsel, A. (2013). Finding the effects of think-pair-share on student confidence and participation.

Setiawan, R., & Wahyuni, N. C. (2017). English Talk Class-Based Telegram (E-talk Castel): An Innovative and Creative Strategy to Stimulate Students' Speaking Skill. In English Language and Literature International Conference (ellic) Proceedings (Vol. 1, pp. 195-199).

Shah, S. R., Hussain, M. A., & Nasseef, O. A. (2013). Factors Impacting EFL Teaching: An Exploratory Study in the Saudi Arabian Context. Arab World English Journal, 4(3).

Skaalvik, E. M., & Skaalvik, S. (2010). Teacher self-efficacy and teacher burnout: A study of relations. Teaching and teacher education, 26(4), 1059-1069.

Soiferman, L. K. (2010). Compare and Contrast Inductive and Deductive Research Approaches. *Online Submission*.

Sultana, S., & Ashrafuzzaman, M. (2016). Teachers efficiency in using materials in English classrooms: Cases from elementary grades of Bangladesh. The Online Journal of New Horizons in Education, 6(4), 211-222.

Tehseen, S., & Hadi, N. U. (2015). Factors influencing teachers' performance and retention. *Mediterranean Journal of Social Sciences*, *6*(1), 233.

Tje, T. F. (1996). Teaching speaking through dialogs and role-play to SMU students (Doctoral dissertation, Widya Mandala Catholic University Surabaya).

Tudor, I. (2001). The Dynamics of the language classroom. Cambridge: CUP.

Tziava, K. (2003). Factors that motivate and demotivate Greek EFL teachers' 2004-05-04T07:55:38Z

Usman, A. H. (2015). Using the think-pair-share strategy to improve students' speaking ability at Stain Ternate. Journal of Education and Practice, 6(10), 37-45.

Van Damme, W., Aguerrondo, I., Burgos, C. C., & Campos, M. R. (2015). A story of change: How Ecuador seeks to sustain its development agenda through large scale educational reform. In UKFIET International Conference on Education and Development– Education and Development post.

Wilkinson, S., Joffe, H., & Yardley, L. (2004). Qualitative data collection: interviews and focus groups. Research methods for clinical and health psychology, 39-55.

ELECTRONIC REFERENCES

Information recovered from: https://www.projectclue.com/education/project-topics-materials-for-undergraduate-students/the-impact-of-teacher-motivation-on-the-academic-performance-of-students-in-mathematics

Information recovered from: https://www.edutopia.org/article/framework-whole-class-discussions

PROPOSAL REFERENCES

Outeiral, A. M. C. (2014). Assessment of young language learners: Using rubrics to bridge the gap between praxis and curriculum. *Bellaterra Journal of Teaching & Learning Language & Literature*, *7*(1), 52-77.

Shores, R. E., Gunter, P. L., & Jack, S. L. (1993). Classroom management strategies: Are they setting events for coercion? Behavioral disorders, 18(2), 92-102.

Hakim, M. A. R., Anggraini, N., & Saputra, A. (2019). Gallery Walk Technique in Improving Students' Speaking Skill. Journal of Linguistic and English Teaching (Script Journal), 4(1), 26-37.

Csaba, K. (2018). EFL teachers' motivation and motivational impact in corporate contexts. *Journal of Adult Learning, Knowledge and Innovation*, *2*(1), 33-47.

Bahanshal, D. A. (2013). The Effect of Large Classes on English Teaching and Learning in Saudi Secondary Schools. *English Language Teaching*, *6*(11), 49-59.

Shores, R. E., Gunter, P. L., & Jack, S. L. (1993). Classroom management strategies: Are they setting events for coercion?. *Behavioral disorders*, *18*(2), 92-102.

Zerin, S. (2009). Classroom management: Seating arrangements in ESL classroom.

Outeiral, A. M. C. (2014). Assessment of young language learners: Using rubrics to bridge the gap between praxis and curriculum. *Bellaterra Journal of Teaching & Learning Language & Literature*, *7*(1), 52-77.

VIDEO NEEDED FOR THE TRAINING COURSE

Develop Your English Skills (14, Agosto,2020) How to teach speaking, Teaching Method, English didactic, video file recovery from https://www.youtube.com/watch?v=7d-BcRoabT0, How to teach speaking

Teachings in Education (23 November 2018) Classroom Arrangement Styles: Pros, Cons, & Analysis, video file recovery from https://www.youtube.com/watch?v=2rjsPP-T7zQ

Reading Rockets (29, August, 2013) Think-Pair-Share, video file recovery from https://www.youtube.com/watch?v=-9AWNl-A-34 Think-Pair-Share

TeachLikeThis,(6, October,2013) How to do a Think Pair Share – TeachLikeThis, video file recovery from https://www.youtube.com/watch?v=vxMOl2Vnw54

Achariya tv(5, December, 2018) Dramatization Method, Teaching Methodology file recovery from https://www.youtube.com/watch?v=8xFDxT-Wy3M

Edutopia (20, September, 2016) Oracy in the Classroom: Strategies for Effective Talk file recovery from https://www.youtube.com/watch?v=2ADAY9AQm54

k20 center (august 3, 2016) gallery walk - learn strategy video file recovery from https://www.youtube.com/watch?v=dPLk_aVhYwg&t=26s

ILLUSTRATION

 Sneider0325 (2013) Food Vocabulary, recovery from en.islcollective.com/English-esl-worksheets/vocabulary/food

Galimberti A. (26, November, 2014) recovery from, reeeltresources.blogspot.com/2014/11/vocabulary-prepositions-of-place-places.html
N/ Name: Recovery from www.ultimatemovierankings.com/getting-to-know-philhof17/. Movie Genre

MULTIMETER ACTIVITY LINK

https://www.mentimeter.com/s/2f042f1f63cf055d28347531cf7fbd32/1a6746e3b742.   Code 17044606

https://www.mentimeter.com/s/e072cb2d016a1ab629b4e315314f8c02/04ecf57bc0d5. code 8672981

LINKS OF AUTONOMOUS WORK VIDEOS

English TV, (March 7, 2015) Teaching Speaking Conversational English - Learning English episode 2 part 2/3, video file recovery from https://www.youtube.com/watch?v=Jkn64MpvYbw&t=915s

English TV, (March 6, 2015) Teaching Speaking Conversational English - Learning English episode 1 part 1/3, video file recovery from https://www.youtube.com/watch?v=d7ORqejF2Wc

English TV, (March 7, 2015) Teaching Speaking Conversational English - Learning English episode 1 part 3/3, video file recovery from https://www.youtube.com/watch?v=VLAr3d-JlJc&t=539s

Teachings in education, (11, August, 2019), Classroom Management, https://www.youtube.com/watch?v=z_XR6dy69f4&t=337s

Teachings in education, (23, November, 2018) Classroom Arrangement Styles: Pros, Cons, & Analysishttps://www.youtube.com/watch?v=2rjsPP-T7zQ

AUTONOMOUS WORK LINK

Https://forms.office.com/Pages/responsepage.aspx?Id=tb9s2maoy0ebdnmsz-namwtvqvvcbfvbtxbobk80yg5uqzzgsuw4q0gym1hqsjjom0jfrffhrlzawi4u

Https://forms.office.com/Pages/responsepage.aspx?Id=tb9s2maoy0ebdnmsz-namwtvqvvcbfvbtxbobk80yg5uoevjqlc3tuvdqkm2mkdwnvayujlfulzuwc4u

Https://forms.office.com/Pages/responsepage.aspx?Id=tb9s2maoy0ebdnmsz-namwtvqvvcbfvbtxbobk80yg5umutbqzc4qze5s1fxtlg1quswoufuutfhuc4u

Https://forms.office.com/Pages/responsepage.aspx?Id=tb9s2maoy0ebdnmsz-namwtvqvvcbfvbtxbobk80yg5uqzjgt1fwvknssefjneo0n1lmnlq4skg4ti4u

Https://forms.office.com/Pages/responsepage.aspx?Id=tb9s2maoy0ebdnmsz-namwtvqvvcbfvbtxbobk80yg5umkcwwdrfwu1nsu1qr0drrvywtlpoukreri4u

SLIDES RURAL PRESENTATION LINKS

FIRST DAY SPEAKING AND CLASSROOM MANAGEMENT

https://www.canva.com/design/DAEcsIk878U/share/preview?token=POX1NwLt6pCys6TEFZNdvg&role=EDITOR&utm_content=DAEcsIk878U&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

SECOND DAY THINK-PAIR-SHARE

https://www.canva.com/design/DAEctaem7es/share/preview?token=1UTB_8kJ3MUl2Dtxjhknlw&role=EDITOR&utm_content=DAEctaem7es&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

THIRD DAY DRAMATIZATION

https://www.canva.com/design/DAEcuFTsv7w/share/preview?token=mLdPxk9BF_vfOmDbczrevQ&role=EDITOR&utm_content=DAEcuFTsv7w&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

FOURTH DAY DIALOGUE

https://www.canva.com/design/DAEcuf90_ik/share/preview?token=yIvpWSf9lvb5a-iyqU72Ug&role=EDITOR&utm_content=DAEcuf90_ik&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

FIFTH DAY GALLERY WALK

https://www.canva.com/design/DAEcvCTvYzk/share/preview?token=HaGmJytei8ONOCn2jB1IuA&role=EDITOR&utm_content=DAEcvCTvYzk&utm_campaign=designshare&utm_medium=link&utm_source=sharebutton

SLIDES URBAN PRESENTATION LINKS

FIRST DAY SPEAKING AND CLASSROOM MANAGEMENT

https://www.canva.com/design/DAEcsIk878U/share/preview?token=POX1NwLt6pCys6TEF
ZNdvg&role=EDITOR&utm_content=DAEcsIk878U&utm_campaign=designshare&utm_m
edium=link&utm_source=sharebutton

SECOND DAY GALLERY WALK

https://www.canva.com/design/DAEcuFTsv7w/share/preview?token=mLdPxk9BF_vfOmDb
czrevQ&role=EDITOR&utm_content=DAEcuFTsv7w&utm_campaign=designshare&utm_
medium=link&utm_source=sharebutton

THIRD DAY E-CASTEL STRATEGY

https://www.canva.com/design/DAEc5n3r88A/share/preview?token=_4qBd0S46KJ2-
eoRg78V3w&role=EDITOR&utm_content=DAEc5n3r88A&utm_campaign=designshare&ut
m_medium=link&utm_source=sharebutton

FOURTH DAY DRAMATIZATION STRATEGY

https://www.canva.com/design/DAEcvCTvYzk/share/preview?token=HaGmJytei8ONOCn2j
B1IuA&role=EDITOR&utm_content=DAEcvCTvYzk&utm_campaign=designshare&utm_
medium=link&utm_source=sharebutton

FOURTH DAY DIALOGUE

https://www.canva.com/design/DAEcuf90_ik/share/preview?token=yIvpWSf9lvb5a-
iyqU72Ug&role=EDITOR&utm_content=DAEcuf90_ik&utm_campaign=designshare&utm_
medium=link&utm_source=sharebuttom