



**PENÍNSULA OF SANTA ELENA  
STATE UNIVERSITY**

**FACULTY OF EDUCATION AND LANGUAGES**

**ENGLISH TEACHING CAREER**

**“A CONVERSATIONAL CLUB TO IMPROVE ENGLISH  
SPEAKING SKILLS TO STUDENTS OF NINTH BASIC YEAR  
AT UNIDAD EDUCATIVA “SANTA ELENA”, PROVINCE OF  
SANTA ELENA 2015-2016”.**

**RESEARCH PAPER**

As a prerequisite to obtain a:

**BACHELOR´S DEGREE IN ENGLISH**

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**ADVISOR: MSc. VERÓNICA VERA VERA**

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CARRERA DE LICENCIATURA EN INGLÉS**

**TEMA**

**“A CONVERSATIONAL CLUB TO IMPROVE ENGLISH  
SPEAKING SKILLS TO STUDENTS OF NINTH BASIC YEAR  
AT UNIDAD EDUCATIVA “SANTA ELENA”, PROVINCE OF  
SANTA ELENA 2015-2016”.**

**TRABAJO DE TITULACIÓN PREVIO A LA OBTENCIÓN DEL TITULO  
DE  
LICENCIADO EN INGLÉS**

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**2015**

**La Libertad, December 8<sup>th</sup> 2015.**

**ADVISOR'S APPROVAL**

In my role as Advisor of the research paper under the title "A conversational club to improve the Speaking Skills at "Unidad Educativa Santa Elena" for Ninth basic year students in the School Year 2015 – 2016" prepared by ALEXI TATIANA QUINDE VILLÓN undergraduate student of the English Teaching Career, Faculty of Education and Languages at Península of Santa Elena State University, I declare that after having oriented, studied and reviewed the project, I approve it in its entirety, because it meets the requirements and is sufficient for its submission to the evaluation of the academic tribunal.

**Sincerely**

.....

**Msc. Verónica Vera Vera.**

**La Libertad, December 7th 2015**

**STATEMENT OF AUTHORSHIP**

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## **DEDICATION**

I dedicate this work to my beloved sons Alex and Sebas, and my darling husband who encouraged me every day to finish this research and all people who have supported me throughout this process.

To my mother who gave me the necessary support and love during her life, without her, none of this would be possible.

I also dedicate it to all those teachers who work strongly to provide a better education.

**Alexi.**

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A special recognition to my ADVISOR Msc. Verónica Vera Vera for her support and guidance in this learning process.

**Alexi**

THE CONTENT OF THE FOLLOWING GRADUATION WORK  
IS MY RESPONSIBILITY; THE INTELLECTUAL PROPERTY  
BELONGS TO PENÍNSULA DE SANTA ELENA STATE  
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ALEXI TATIANA QUINDE VILLÓN



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**FACULTY OF SCIENCES OF EDUCATION AND LANGUAGES.**  
**ENGLISH CAREER.**

**“ A CONVERSATIONAL CLUB TO IMPROVE ENGLISH SPEAKING SKILLS TO STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA “SANTA ELENA”, PROVINCE OF SANTA ELENA 2015-2016 “.**

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**ABSTRACT**

The basis of this research is to improve the English teaching-learning process through new strategies. Speaking is important to develop communicative skills, and speaking a foreign language represents one of the essential requirements of today's society, communication plays an important role in the acquisition of a language. Nowadays, education demands new strategies to teach. Some strategies are innovation, and technology. They are applied in the curriculum. The application of educational programs, such as the conversational club to support the learning process is another option for applying innovation in a class. The purpose of this research is to boost the learning process of the English language, to combine communicative strategies and the Conversational club. This research is focused on the importance of speaking skills and the usage of new strategies through the Conversational club, teachers have other options to teach to the new generation of students. This research will try to optimize teaching strategies for speaking skills and the development and construction of knowledge applying the Conversational club in students of ninth grade at Unidad Educativa “Santa Elena” in school year 2015-2016.

**Keywords:** New Strategies, Learning process, Speaking skills, Conversational club.

## INTRODUCTION

Innovation has become an important tool for educators and the Ecuadorian Government supports it. Furthermore, educational programs are used for several purposes and one of them is the improvement of the English skills. Speaking is a difficult skill that people need to practice in order to develop it correctly. A good strategy to practice speaking for teenagers is to create an enjoyable environment where they can talk with their friends developing communicative skills in real situations because they love new activities.

“The Conversational club” was created to improve the speaking skills and it is the opportunity for teachers and learners to apply new strategies with an educational goal. This research was structured in five chapters, which are divided in:

Chapter I, The Problem, describes the problem statement, significance of research, critical analysis, and objectives, whose purpose is to become a successful research.

Chapter II, Literature Review, gives details about research preview, philosophical, sociological and legal basis and hypothesis about this research.

Chapter III, Methodology, explains methodological strategies in order to get a successful research. This chapter contains levels of research, population, sample, techniques and instruments, data collection with the respective analysis and interpretation, conclusion and recommendations.

Chapter IV, The Proposal, expresses the solution of the problem and analyses the outcomes of this research. Chapter V, Administrative Framework, details the timetable, resources and budget of this research.

## **CHAPTER I**

### **THE PROBLEM**

#### **1.1. Title**

**“ A CONVERSATIONAL CLUB TO IMPROVE ENGLISH SPEAKING SKILLS TO STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA “SANTA ELENA”, PROVINCE OF SANTA ELENA 2015-2016 “.**

#### **1.2 Statement of the problem.**

The main reason to learn English is because it is one of the languages which is spoken around the world, and understand it provide good opportunities for people who speaks it. And this useful language has four abilities: listening, reading, writing and speaking, each one is important, but the speaking skill has an important role in the communication process, because speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information, therefore it is necessary to engage the attention in speaking activities to develop skills in our students.

In Ecuador most of the schools have problems to encourage students to learn a foreign language as English, most of the issues are especially focused in the speaking skill, students cannot communicate with their teachers and the educators have a hard work to

improve it giving a change to the traditional method as the best way to teach speaking, public elementary schools in Ecuador do not include English in the curriculum; as a result, students do not master contents, practice and abilities, when they start the high school they do not have the basic knowledge and they have difficulties to understand English because it is not easy to learn a new language.

At Unidad Educativa Santa Elena, there are many issues with the students of ninth basic year related to the speaking skill, the learners do not want to talk because of their mistakes and even though teachers motivate them, they feel afraid to talk, making hard to develop this skill because they only practice at their English classes for forty minutes a day, and they do not have enough opportunities to develop the language. The creation of the conversational club for ninth basic year students will allow them to have more opportunities to use and increase their pronunciation, intonation, fluently, accuracy, vocabulary and also their knowledge through topics that engage them to talk, improving their speaking skill the pupils are going to increase their English level in many areas such as education, business, technology, tourism, vocabulary and others.

### **1.2.1 Context.**

The necessity to increasing the English speaking skill in students of ninth basic year at Unidad Educativa Santa Elena is the reason to develop the Conversational Club because through it, the scholars can expand their abilities to communicate in English and improve their learning process. Unidad Educativa “Santa Elena” is located in Santa Elena, and one of the inconveniences in the students is that they cannot communicate in English, and most of them feel disappointed about their English.

The reason could be that the learners do not have other options to develop their English skills, they do not have enough didactic material such as: audiovisuals, flashcards, technological resources and activities related with the speaking skill such as: role plays, dialogues, videos, debates and new resources, considered as appropriate options to increase their abilities. The education and innovation have to act together for developing speaking on students. The use of technology at the classroom is necessary to engage students for learning through different applications or programs that internet offers.

Nowadays, the learning process is changing, education demands new options in the learning process, and teachers have to be updated through training, seminars, congress and the institutions have to support them, the teaching process has to be better each day through the innovation that the globalized world offers for all fields, specially

Education, for that reason the author considers a good alternative for the students and also teachers the Conversational club to develop the English skills, improving the teaching- learning process of English as a foreign language.

### **1.2.2 Critical Analysis.**

There are many difficulties for learners when they want to speak English or improve their skills, as a result they feel unmotivated to continue with their learning process, they think it is impossible to speak English fluently and, as a consequence, they rarely speak English. At “Unidad Educativa Santa Elena” students have problems to communicate in English. They feel discouraged about the English language because they do not understand when the teacher or other person speaks to them fluently, as a result they cannot communicate, they are confused with the meaning of words in context, they do not know enough vocabulary to understand the main ideas.

These are some of the reasons why students feel uncomfortable about the English language, it is because they do not have enough time to practice speaking exercises in class, they do not have activities that engage their attention or new resources to motivate them, as a consequence the students cannot obtain the level B1.2 according to the Common European Framework, (EDUCACION, NATIONAL CURRICULUM GUIDELINES, 2014) as the government requires to accomplish from them and there

are many students who when finish high school cannot have a basic conversation in English.

In the English classes there are many teachers that need the supported activities to improve the development of the English skills, through innovating strategies as Education demands these days. For that reason it is important to express that the conversational club will offer interesting strategies for those students who wish to develop their abilities to speak the English language fluently. Nowadays innovation and English applied in the curriculum are essential, this motivates students giving them the opportunity to speak a foreign language, increases their interest, opens their minds in the process of learning, and acquisition of skills.

### **1.2.3 Problem formulation.**

1. - How will the conversational club influence in the development of the speaking skill in the students of ninth basic year at Unidad Educativa Santa Elena in the province of Santa Elena?.
2. - What is the English speaking level of the students of ninth basic year at Unidad Educativa Santa Elena in province of Santa Elena?.
- 3.- What will be the strategies to develop the English speaking skill in the students of ninth basic year at Unidad Educativa Santa Elena in the province of Santa Elena?.

4.-What would be the activities to develop the English speaking skill in the students of ninth basic year at Unidad Educativa Santa Elena in province of Santa Elena?.

#### **1.2.4 Guiding questions.**

What is a conversational club?

Is it necessary to develop a conversational club to improve the speaking skill of the ninth grade students from Unidad Educativa Santa Elena?

How important is speaking in the English language?

How does a conversational club influence on the English language learning process?

How does a conversational club influence in the future of a student's life?

#### **1.2.5 Research Delimitation Object.**

This research is focused in Education, specifically in the English Language and there are many reasons to express the importance to develop it.



<b>FIELD</b>	Education
<b>AREA</b>	English
<b>ASPECT</b>	Speaking skill using a conversational club.
<b>TITLE</b>	A conversational club to improve English speaking skills to students of ninth basic year at “Unidad Educativa Santa Elena”, Santa Elena, province of Santa Elena 2015-2016.
<b>PROBLEM</b>	Can the speaking skill improve with the implementation of a conversational club from Nine basic year students at Unidad Educativa Santa Elena?
<b>TIME LIMITATION</b>	The research will be held during the academic year 2015-2016.
<b>POPULATION LIMITATION</b>	Ninth Basic year students from Unidad Educativa Santa Elena
<b>SPACE LIMITATION</b>	Unidad Educativa Santa Elena

### 1.3 Justification

There are many reasons why this research is important in the field of education and innovation. In all educational levels the English speaking practice is essential because it is connected with the other skills, its correct development increases communication practice, and students should have enough communicative practice in the learning process to develop their abilities. The application of innovation through the

conversational club will help teachers to find other ways to teach speaking. First, a conversational club will increase the English level, and develop student's skills, by improving their fluency, intonation, accuracy, expand their vocabulary and increasing their confidence.

Those are some reasons why the conversational club will help to develop skills in students. Second, the application of this will not only help students, but it will be an alternative for teachers due to nowadays, it is common that people do not enjoy talking to each other to exchange information, because most of them have access to the internet and all the social networks that are useful for most people especially teenagers and it influences directly in the speaking ability that the students need to improve and expand their awareness. It is important to recognize that the ability to communicate is indispensable for people and obviously students, because they are in a learning process, the learners need to increase this ability to expand their knowledge in different areas. It is important to point out that the conversational club will offer an alternative system, due to it offers many new activities to engage learners in a different environment, for the people who wish to continue learning and improve their English skills.

The researcher will apply a communicative approach for the enhancement of the speaking skills of the students in the classroom, because it is necessary to create learning environments to allow students to develop their communicative skills, to help learners have an adequate and positive process according to their necessities, the

purpose is to focus on the processes involved in the conversational interaction of students, so conducting activities in the classroom which allow the students to be able to use the appropriate language given in a social context. Finally, in order to develop student's abilities, teachers will find an alternative by applying the conversational club at Unidad Educativa Santa Elena.

## **1.4 Objectives**

### **1.4.1 General.**

To develop the speaking skill through the creation of a conversational club in the students of ninth year at Unidad Educativa Santa Elena at Canton Santa Elena.

### **1.4.2 Specific:**

- To determine the appropriate strategies and methodology of the research to apply in the conversational club according to the necessities of ninth basic students from Unidad Educativa Santa Elena.
- To establish communicative activities for the conversational club in order to develop speaking skills of ninth basic students from Unidad Educativa Santa Elena.

- To design communicative activities to apply in the conversational club in ninth basic students from Unidad Educativa Santa Elena.
- To apply the conversational club to improve speaking skill of ninth basic year students at Unidad Educativa Santa Elena.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1 Previous research

English is an international communication language, this is supported by many organizations and university students, and it is reflected in the education system.

A research about job offers for the tourism sector published by the ABC and “El País” newspapers from Spain, Maldonado, S. (2011) analyzes the needs of the labor market, resulted in a 79% of ads in search of knowledge of the English language requirement as indispensable. These results argue that English is the language of global communication and that the majority of people around the world speak English.

Ecuador is a tourist country with many foreign visitors from different continents from Europe and North America, English is an important language of communication for future professionals in our country increasing the development as a country.

For Bailey and Savage ( 1994 ) Speaking is an “activity that require the integration of many subsystems, all these factors combine to make speaking a second or foreign language a formidable task for language learner, yet for many people, speaking is seen as the central skill” (p.6-7).

Human communication is a complex process, which requires of many systems and develop skills because the speaking skill is important for people, in this case, the students increase their abilities. They have a better communication with their community, partners, coworkers and friends. There are numerous situations in daily life where people need to communicate face to face, answer questions, ask for directions, phone calls, etc. In other words, people spend parts of their life and their time interacting with other people, and each situation requires a different use of language according to the circumstances.

López, N. (2011) in her research “Implementación de un club de conversación como una estrategia para incrementar la producción oral de los estudiantes de Inglés básico I-B2”, cites” Within the dynamics of acquiring a foreign language, it is necessary the use of strategies that lead to a significant learning of the language and that include specific aspects of the oral production to optimize the conversational aspects of the language.”

The author agrees with this opinion because it is important and necessary to use strategies to improve the teaching- learning process, to motivate and engage students attention to practice a new language increasing their communicative skills and the author Nataly López through her research proves that the conversational club is helpful for students and teachers. In this research is focused to develop in the communicative competence and real life situations through interaction.

Maldonado, S. (2011) in her research, cites “The linguistic skills and communication represent a central element in the training of future professionals, in particular in the case of English as an international language. Therefore, it is worth defining the characteristics of the language that professionals need to improve their training “. The author agrees with this opinion that the English language is an International language that every day is more spoken around the world, it means that a person who is able to speak English has some advantages such as: improve their opportunities to learn, travel around the world and find a better job.

The speaking skill has an important role in a second language acquisition process. According to Harmer, J. (1994).He said that: “When speaking, we construct words and phrases with individual sounds, and we also use pitch change, intonation, and stress to convey different meanings”. This skill is complex because the speaker does not have to interpret only the message that the other person tries to express and his words can vary their stress and intonation, and these factors can contribute the listener to show what the speaker says something more relevant and can interact face to face. And also the people in real life interaction can use a whole range of facial expression, body language to help to convey the message use their original way to communicate with others.

Fajri, M.( 2012) cites that “when someone can speak a language it means that he/she can carry on a conversation reasonably competently. In addition, he states that the

benchmark of successful acquisition of language is almost always the demonstration of an ability to accomplish pragmatic goals through an interactive discourse with other language speakers”. The capability to speak skillfully offers the speaker numerous advantages, such as expand their professional opportunities and aspirations, the speaker can demonstrate in any social environment, what they can do with the foreign language. The speaker can have a conversation reasonably, expressing his or her ideas in different ways, expanding his or her knowledge and showing abilities to accomplish own social development using the interaction to communicate, sharing and learning something new about speaker’s peer.

### **2.1.1 National Curriculum**

The Ministry of Education, in agreement with Richards and Rogers, (Educacion, 2014) distinguishes that the main objective of the English Curriculum design is to develop the student’s communicative skills through the consideration of the following principles: Language is a structure for the conveyance of meaning and expression. The main functions of language are communication and interaction. The language structures reflect functional and communicative uses.

The author agrees with The Ministry of Education objectives through the National curriculum, it is focused in the betterment of students skills, and also the Ministry considers the communication development through correct and important principles to



accomplish their purpose, which is support the learning -teaching process, given students tools and opportunities, so the scholars can build their own knowledge.

### **2.1.2 Reference Levels in the Ecuadorian Educational System**

According to the Common European Framework, (Educacion, National Curriculum Guidelines, 2014) the exit profile level for the ninth grade EGB students, states that they will have reached the communicative competence for an A1 proficiency level (basic user), hence the learners will be able to: Comprehend and use basic phrases and familiar daily expressions, for example, directions, habits, personal information and basic vocabulary, introduce themselves and others.

According to the proficiency level, the author considers, based in her experience as a public English teacher, that learners need help to improve their English level, so, the research considers that the application of the conversational club at Unidad Educativa Santa Elena, is a good option for the betterment of the English level, because the learners can develop their skills through the innovation based in the Communicative Approach, which is currently the most recognized method in the field of language teaching and learning worldwide, according to the Ministry of Education.

### **2.1.3 Communicative Approach**

The Communicative approach focuses on a stability between fluency and accuracy and is the most appropriate for those learners whose goal is to improve confidence in speaking and conversational abilities. However, according to Temerová, L. (2007) “Speaking in a foreign language has often been observed as the most demanding of the four skills”.

The Communicative approach is focused in students, this method helps learners to develop skills and abilities, in each class students are encouraged to practice the English language in context, with all their skills, this approach promotes students abilities integration through communicative interaction.

### **2.1.4 Communicative Activities**

To develop the communicative approach, every speaking lesson is based on communicative activities which perform important advances in the language as the learning process needs. These activities encourage students to get the target language improving students’ knowledge and it helps learners prepare for real-life language use, using the four skills to communicate. To accomplish the main objective which is communication, it requires the interaction of students, and another factor related to the language acquisition, point out in all the skills, which are connected to develop efficiently the language.

Speaking is a productive skill, to produce a spoken language, it always present difficulties for English learners, for that reason the author thinks the four skills are important, because each one has a role in the language production, using the Communicative approach the learners develop their skills focused in speaking as a way to improve their communication and knowledge, important factors in the human development.

#### **2.1.5 Conversational Club**

According to the Ministry of education, (Educacion, clubes para el buen vivir, 2014) the club is designed to accomplish some objectives, such as: “give students the necessary tools to innovate, help the learners in their integral development through activities to contribute, discover and improve abilities, capabilities and strengths that each student has, respecting their preferences, interest, and individual differences.

The conversational club is a strategy that the author can develop in different places according to the students level, age, preferences, and the environment, where the pupils have different practices such as conversational performance with the main objective to improve the language level. This resource is oriented to improve the student’s communicative competence in different situations in which the learner develops all the English skills focused on the speaking.

On the other hand, a conversational club is a different way in which students learn to develop their skills, they work with the communicative approach for the enhancement of speaking skills for the learners through interaction in the classroom.

The innovation in education is an important fact and using it in the classroom work is important to develop skills in the students. The implementation of the conversational club provides tools in a new environment that teachers can use to motivate students to speak English and increase their abilities.

## **2.2 Philosophical basis**

Some linguists and authors express their opinion about learning a language.

Vygotsky said (Psicopedagogia, 2012), "Learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function". Vygotsky considers that learning is indispensable for human development and his theory is based on the sociocultural learning of each individual and therefore in the environment in which he or she develops. He considers learning as one of the fundamental mechanisms of the development. The author agrees with Vygotsky's theory about the cognitive development results from an internalization of language and the best teaching is that which anticipates the development. The social interaction becomes the engine of development.

According to Aguirre, B. (2010), in his work “Motivating students to learn”, he said: “The term motivation is a theoretical construct that is used today to explain the initiation, direction, intensity and persistence of behavior especially that oriented toward the specific goals”. The author agrees with this point of view because motivation is an important factor in the educative field, when students are motivated, they have an excellent development focused in present and future goals, and these are benefits for them and for society. In the classroom teachers have to use some motivation strategies to encourage students to learn the English language with a positive attitude.

Chomsky (1996) said that “Language is a process of free creation; its laws and principles are fixed, but the manner in which the principles of generation are used is free and infinitely varied. Even the interpretation and use of words involve a process of free creation”. The author considers the knowledge acquired through speaking skill can act, in the same way, the learners can develop their language as a free creation, and they build their own learning through vocabulary, accuracy, grammar, intonation, and others can develop other abilities. Teachers know that it is also necessary the development of all student’s skills, but they understand that it is necessary the application of a conversational club that complements other skills and focus in speaking skill because the students need to have an effective communication.

David Graddol (Graddol, s.f.) said:

Across the world, English is being made a central component of a general educational reform. English is losing its position in the foreign languages curriculum, where it was taught mainly to teenagers and has been reinvented as one of the basic skills which you need to learn when you first go to school. Textbooks and audiovisual materials, methods of teaching and expected outcomes are already being transformed.

Nowadays education and the globalized world demand of some changes and English is a central component of communication around the world and obviously in the more important fields, as Education, there are some benefits because every day English becomes spoken by more and more people around the world, for these reasons is important to improve English skills in students through activities to support their learning process in positive ways.

According to Arias, W. (2002) "The educational innovation is the attitude and the process of finding new ideas, proposals and contributions, carried out in a collective manner, for the solution of problem situations of practice, which will involve a change in the contexts and the institutional practice of education". Innovation is an important tool in Education, teachers will build upon the best alternative; one of them is the education program like an efficient tool in the learning process. However, teachers should choose the best option to apply the program correctly. Youth is the future of

our society, therefore parents teachers and students are involved in this process, all have the responsibility to seed knowledge in our teenagers.

### **2.2.1 Sociological basis**

The sociological foundations, according to Hinojal, A. (2012)" Education is not a social fact either, the role of education is the integration of each person in the society, as well as the development of their individual potential, converts it into a social central fact with the sufficient identity and idiosyncrasy as to constitute the object of a specific sociological thought. Sociology education is the influence of education in the society; in which education accomplishes an important role in human society.

Innovation in the education system grows so fast, and we lean on them to become a better society. The process of learning involves different features that influence the development of the society such as cultural changes, the organization of learning, analysis of the educational situation, family, society relationship, and personality.

Temerová, L. said (2007):

“At present, speaking a foreign language represents one of the essential requirements of today’s society. Besides other skills and knowledge, it is considered as one of the most influencing factors while applying for a job or sustaining in a particular work position under the condition of advancing the language level”.

The base of each society is communication, for this reason, the author considers that this research offers many benefits not just for the students who are part of the

conversational club, but also for the whole institution, because they are the present and future of it and with the help of the English language, the student can be easily integrated to any social group, because students are competitive and capable of developing themselves in any employment area.

Speaking is an important skill in the English language, and if a school applies innovation in programs, students will increase their skills especially in communication. Nowadays, the Education process is changing each day. Then, when students develop skills, they project for future applications in the society. It is so important because we rely on the growth of the society. In conclusion, the changes for the development of a new society requires a way to educate using innovation appropriately.

### **2.2.2. Pedagogical basis**

Harmer, J. (1995) said, “While listening and reading involve the ability to correctly receive messages and are therefore referred to as receptive skills, speaking and writing, on the other hand, involve language production and are referred to as productive skills.” (Harmer 1995, 16). The communication goal depends on many factors, for example, the speaker needs to develop all their skills, receptive and productive, for that reason each one is important and connected to learn a language. Many educators agree that the greatest way to acquire speaking skill is through the classroom interaction because it is an educational strategy to enrich abilities.



Communicative language teaching is focused on interaction through communication, the teacher has to create an environment in the classroom similar as real life situations, where the students can develop all their English skills, improving their communication process and increase their knowledge, through topics of their own life that engaged their attention, giving them opportunities to practice the target language with their classmates.

According to Kagan, L. (2002) for “English Language Learning students especially, cooperative learning promotes language acquisition by providing comprehensible input in developmentally appropriate ways and in a supportive and motivating environment”. Kagan, L. (1995). Cooperative Learning is the learning activity in groups, this is organized so the learners are responsible of their own learning, and they are motivated to increase the learning of their groups, working in pairs or groups facilitate the communication more deeply and frequently between the learners.

The constructivist method transfers the teaching importance to the learning. It is the learner the one who interacts with his or her environment. Learners construct their own conceptualization and find solutions to problems, mastering autonomy, and independence. According to this method, learning is the result of individual mental construction. For the constructivism, teaching is not a simple transmission of knowledge, it is the change of the organization of methods to support and allow the students to build their own knowledge. (Modelos Pedagógicos, s.f.).

The collaborative learning helps students in the language acquisition because they can improve the communicative competences through the collaboration of their classmates, they can share each other knowledge and ideas that help them to solve problems, work in small groups help students to contribute, so they can share significant ideas. (Searching for learner-centered, constructivist, and sociocultural Components of Collaborative Educational Learning Tools, s.f.).

### **2.2.2.1 Types of Speaking Performances**

Brown, J. (2004) describes six categories of speaking skill area. Those six categories are as follows:

#### **a. Imitative**

The imitative category includes the ability to practice intonation and focusing on some particular elements of language form, such as reproducing a word, phrase or sentence. Pronunciation is the central thing here. Drilling is used by the educator in the teaching-learning process because the learners get an opportunity to listen and to repeat some words orally.

#### **b. Intensive**

It is developed by the students when they do the task in pairs or group work, for example, read a paragraph aloud, dialogue in pairs or smalls groups, read general or

specific information, etc. This is based in the students' speaking performance while they practice some grammatical and phonological language aspects.

**c. Responsive**

The responsive performance consists of interaction and text comprehension but at the limited level of very short activities, such as conversation, greetings and small talk, simple comments and request, it is a kind of short answers to a teacher or student initiated comments or questions, giving directions. These responses are meaningful and sufficient.

**d. Transactional (dialogue)**

It is carried out for the purpose of conveying or exchanging specific information. For example conversations done in pairs work.

**e. Interpersonal (dialogue)**

The forms of interpersonal speaking performance are conversations, discussions, role play, interview, and games. The interpersonal category is popular and useful. It is

developed for the purpose of maintaining social relationships than for the transmission of information and facts.

**f. Extensive (monologue)**

The teacher provides students prolonged monologues in the form of oral summaries, reports, short speeches and storytelling, for the students have practice in class.

Based on Brown's theory, these categories should be considered in assessing speaking. The students need to know at least the vocabularies, pronunciation, and language functions that they are going to use. When the students are organized and prepared for the activity, they can use the language appropriately.

**2.2.2.2 Classroom Speaking Activities.**

According to Jeremy Harmer (University of Nevada (Nevada, 2006), these are some good classroom speaking activities.

**a. Information gap**

Each popular kind of speaking activity involves an information gap. This is called "information gap" activity. The pupils have diverse information or material. The students work in a pair or group that possesses information that the other students do

not have or do not know, and they have to solve a problem by exchanging details to bridge the information gap between them, they use their imagination in this activity.

### **b. Discussion**

Discussion activities will involve the pupils in talking a speaking practice about a variety of topics which engage their interests, opinions, experiences, and histories.

This activity can provide perfect opportunities for speaking and important opportunities for developing positive fluency aspects.

### **c. Role-play**

This is a popular way to develop speaking activities, by using role-plays and simulations. Most of the students find comfortable to use it in all these cases the students are using the vocabulary learned in order to participate in the activity rather than the other way round, they can use a simulated environment, playing the role with their own creativity.

### **d. Simulations**

Simulations are similar to role-plays, but the differences are focused because simulations are more elaborate. In this activity, students can bring objects to the class to create a real environment. For example, if a student is acting as a singer, he or she brings a microphone to sing.

### **e. Brainstorming**

In this activity, the teacher gives any topic, the students produce ideas in a limited time. It depends on the context, either individual or group brainstorming is effective and learners produce ideas freely and quickly. The positive characteristics of brainstorming activities allowed to open student's minds by sharing new ideas, for this reason the learners enjoy starting classes with this technique.

### **f. Storytelling**

Storytelling consists in an activity in which the students can briefly summarize a story or tale, they heard from somebody previously, or they may also create their own stories to tell and share with their classmates. Storytelling develops student's creativity while they are thinking to create their own story.

### **g. Interviews**

Students can conduct interviews on specific topics with different people. The teacher can provide a rubric to students, and also the students can prepare their own interview questions, with this activity, the students have a chance to practice their speaking ability not only in class but also outside and helps them to develop in any social environment.

### **h. Story Competition**

This is an entertaining, whole-class, free-speaking activity, the students have to sit in a circle. To develop this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the last student stopped. Each pupil is supposed to add some sentences. Students can add new events, characters, actions, or other descriptions.

### **i. Reporting**

Before the class, students are asked to read a magazine or newspaper and, in class, they report to their classmates what they find as the most interesting news. Scholars can also talk about their own and new experiences, giving details after the class.

### **j. Picture describing**

Picture describing is another way to develop a speaking activity, the students choose or the teacher gives them one picture and having them describe what it is in the picture, giving details. For this activity, students can form groups or work in pairs, Students discuss the picture with their couple or groups, and one volunteer describes the picture to the whole class. This activity develops the creativity and imagination of the learners as well as their public speaking skills, showing their abilities.

### **2.2.3 Legal basis**

The legal basis of this research is based in The Constitution of Ecuador (2008) (INOCAR, 2008) and the Organic Law of Intercultural Education (LOEI) that express: The Constitution of Ecuador give emphasis to important articles:

According to the Article 26, it refers that “The Government of Ecuador has the duty to promote Education as a fundamental right of Ecuadorians. Education in Ecuador is an important area in the public policy and government investment, in order to have good living conditions. All Ecuadorians have the right and responsibility to take part in the process of education”<sup>1</sup>, then all members of society have an important role in Education. It means that Education is a right for any person based in the Constitution of our country, to develop life conditions of Ecuadorian people, they need to prepare for the future through education that the government provides them.

In Article 27 of the Ecuadorian Constitution, “ Education in Ecuador will focus on human beings and assure their equity development of human rights and democracy; it will be participatory, compulsory, intercultural, democratic, nondiscriminatory and varied; it will promote values; stimulate critical thinking, art and physical education, in order to develop students’ skills and abilities. Education is necessary for increasing knowledge, exercise of rights, and constructing a sovereign country,



and it is a strategic area for national development. “According to article 27 of the Ecuadorian Constitution, the actors of the education are the education are people, point out in their rights and focus on values and democratic participation of each one to accomplish with the education goal that is to promote and develop abilities and capabilities of each member of the society.

The Organic Law of Intercultural Education (LOEI) emphasizes important articles: According to the Article 2.u., “Establish research, construction and permanent development of knowledge as a guarantee of promoting in creativity and knowledge production, developer of research and experimentation for educational innovation and scientific training”<sup>2</sup>and according to the Article 6.j., “Ensure digital literacy and the use of technology of information and communication in the educational process, and facilitate the binding of teaching with productive or social activities.”<sup>3</sup>

And in literal m., “Promote science, technology and research innovation, artistic creation, the practice of sport, protection and conservation of cultural heritage, nature, and environment, and cultural diversity and linguistic”<sup>4</sup>

In conclusion, according to The Constitution of Ecuador and LOEI, education is a right of people to develop skills, and the use of innovation in the classroom is important in the development and construction of knowledge. It means that the

education is a right of each person and a government obligation, they have to provide all the resources to improve the education process, giving new resources and the best tools that the learners need to be the actors of their own knowledge.

### **2.3 Fundamental categories**

**2.3.1 Club.**-It is a group of persons organized for a social, literary, or another purpose, this organization that suggest its subscribers certain benefits, as in the case of the Conversational club offers to develop students skills, focus on the speaking

**2.3.2 Conversation.**-It is the informal interchange of thoughts, information, etc., by spoken words; oral communication between persons; it is considered the ability to talk socially with others.

**2.3.3 Speaking.**-Speaking is "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (Chaney, 1998, p. 13). Speaking is a productive skill in an oral way, this like the other skills involves a series of associated factors that implies its complexity. It is a crucial part of second language learning and teaching.

**2.3.4 Skill.**-It is a special ability in a task, sport, it is something that require special training or manual proficiency.

**2.3.5 Ability.**-It is a possession of the qualities required to do something; necessary skill, competence, or power, considerable proficiency; natural capability.

**2.3.6 Speech.**-It is the speaking ability; something that is communicated orally, something that is spoken. Speech can flow naturally from one person to another in the form of dialogue.

**2.3.7 Language.**-It is a non-verbal method of human expression or communication, either spoken or written, consisting of the use of words in a structured and conventional way; it is also a system of communication used by a particular country or community.

**2.3.8 Fluency.**-It is the ability to speak or write a particular foreign language easily and accurately. Fluency refers to overall smoothness, continuity, and naturalness of the student's speech, as opposed to pauses for rephrasing sentences.

**2.3.9 Strategy.**-A plan of action designed to achieve a long-term or overall aim.

**2.3.10.Cooperative.**-Involving mutual assistance in working towards a common goal, it could be an organization which is owned and run jointly by its members, who share the profits or benefits.

**2.3.11 Method.**-A particular procedure for accomplishing particular procedure for accomplishing or approaching something, especially a systematic or established one, it is also the quality of being well organized and systematic in thought or action.

**2.3.12 Collaborative.**-Produced by or involving two or more partners working together.

**2.3.13 Communication.**-It is the process of interpersonal interaction and requires the knowledge of social conventions, it is the knowledge of rules about proper ways to communicate with people.

**2.3.14 Oral language skill.**-It constitutes the basic way of linguistic interaction, which normally is developed in a spontaneous way, unforeseeable, contextualized and informal.

**2.3.15 Knowledge.** - Facts, information, and skills acquired through experience or education; the theoretical or practical understanding of a subject.

**2.3.16 Improvement.** - Develop or increase in mental capacity by education or experience.

**2.3.17 Accuracy.**-It is the state of being exact or correct; the ability to do something skillfully without making mistakes.

**2.3.18 Techniques.**-A way of carrying out a particular task, especially the execution or performance of an artistic work or a scientific procedure.

**2.3.19 Interaction.**-Reciprocal action or influence.

**2.3.20 Intonation.**-The rise and fall of the voice in speaking.

**2.3.21 Dialogue.**-A conversation between two or more people as a feature of a book, play.

## **2.4 Hypothesis**

### **General hypothesis**

The application of a conversation club will increase the speaking skill in the students of ninth basic year at Unidad Educativa Santa Elena in canton Santa Elena in the province of Santa Elena?

## **2.5 Variables of the study**

### **2.5.1 Independent variable**

Conversational club.

### **2.5.2 Dependent variable**

Speaking skill

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Investigative approach**

The purpose of this research is based on quantitative and qualitative methodology, these methods allowed to obtain specific results about the improvement of the speaking skill of the ninth basic year students from the Unidad Educativa Santa Elena. The methodological strategies are instruments in which the researcher sets for a situation until accomplish with her goal and depending on the author to combine several approaches properly in the process of a research to find the same objective.

##### **3.1.1. Quantitative Method**

The quantitative method was applied for this project in order to collect data related to the implementation of a conversational club by the ninth basic year Students from the Unidad Educativa Santa Elena. Through surveys and assessments, this method measures the students' needs and it allow to have future solutions in the learning process applied in the program of a Conversational club to improve the speaking skill.

##### **3.1.2. Qualitative Method**

This project used the qualitative method, in order to collect information about the use of strategies to teach speaking, the researcher interviewed several specialists

and professionals: the principal, teachers, and students.

Nowadays, education is focused on how to improve English skills in a major scale, therefore, improve speaking skill in students. This method focuses on society and the current circumstances of education; in order to improve the Speaking skill of students of ninth grade at “Unidad Educativa Santa Elena”. It performances to plan a new way to teach using innovation through a Conversational club.

### **3.1.3. Inductive-deductive Method**

This paper used both methods inductive and deductive. For the deductive method first of all the needed information about application of a conversational club to teach speaking was gathered, studied, analyzed, contrasted between authors and the results respectively, it also, interprets and concludes the best way to apply the “conversational club” in a program to develop speaking skills and finally simplified for the project.

In contrast to the inductive method, the researcher started with observations to make assumptions about the improvement of the speaking skills of the ninth basic year students from the “Unidad Educativa Santa Elena”. Similarly, through this method, the researcher inquires; possible reasons of the problem and emits possible hypothesis to find solutions in speaking skill difficulties. For these reasons, the author considers that both methods are a complement to develop this research.

#### **3.1.4. Scientific Method**

This method is allowed to show the real improvement of the speaking skills of the ninth basic year students from the “Unidad Educativa Santa Elena” applying a conversational club. The author considers that through the different strategies to develop the English skills in students, applied in the conversational club, the learners are going to improve their communication increasing their abilities.

The scientific method was utilized to pick up and analyze information, using theories and methods to develop the observation, to have results to analyze and interpret them. The researcher created questions and looked for answers, which were proved with the students, whose were observed in the speaking English skill development.

#### **3.1.5. Observation Method**

This method helped to find out detailed information about causes and effects of the problem related to the use of a conversational club to improve the speaking skills of the ninth basic year students from the “Unidad Educativa Santa Elena”, through the observation of the English classes of the students and the development of the teacher’s role in the classroom.

Synthesis and analysis are two cognitive processes that complete as an important function in a research. In this research, the analysis acts as a mental procedure in which students develop speaking strategies and combine previous knowledge. The



synthesis establishes coherence and discovers the essential combination of different ideas in a speaking. The analysis acts as a mental procedure in which students develop speaking strategies and combine previous knowledge.

The synthesis takes place on the base of the consequences obtained previously in the analysis of results. It facilitates the systematization in the knowledge in students of ninth grade at “Unidad Educativa Santa Elena”, for these reasons the author considers that the research has both methods.

### **3.1.6 Analysis – Synthesis**

## **3.2. Level of investigation**

According to the necessities of the researcher, this work was categorized as:

### **3.2.1 Field research**

This research occurred in ninth basic year students at “Unidad Educativa Santa Elena”, and the aim was to identify the possible problems and solutions in the speaking skill using a conversational club. It was important the use of the strategies in the English teaching process to improve the English skills regarding the implementation of a conversational club during the next school year 2015. It was applied in the students who show the consequences and weakness involved in the problem.

### **3.2.2. Bibliographic Research**

It allowed to search and select scientific-theoretical foundations on the subject of the investigation; the significant topics are related to the uses of a conversational club in the basic education were established using this level of research.

### **3.2.3. Applied research**

This research explores possible solutions to increase speaking skills using innovation. The conversational club provides several strategies and tools that can contribute that students to increase their English skills and main other abilities such as communication. This type of research allowed the application of a conversational club in order to improve the speaking skills of the ninth basic year students from the “Unidad Educativa Santa Elena”.

### **3.2.4. Technological Research**

Using technology, students have the ability to develop better their skills in other fields. Nowadays, the curricular suggests the use of technology in class or as an autonomous work, then the application of educational technology complements to educational programs in the learning process.

### **3.3 Type of investigation**

#### **3.3.1. Correlational Research**

This method will measure the degree of connection between the stated problem (speaking skill of the ninth basic year students from the Unidad Educativa Santa Elena) and the proposal (implementation of a conversational club). For that reason, the author considers that this research is correlational, because through the implementation of the conversational club, students are going to expand their abilities in the English language.

#### **3.3.2 Qualitative research**

Using the quality method for data collection, the researcher presents authentic explanation about the possible problems and solutions about the speaking skill at “Unidad Educativa Santa Elena”.

#### **3.3.3. Quantitative method.**

Using the quantitative methods for the data collection, the researcher developed surveys for students, parents, and authorities from Unidad Educativa Santa Elena.

### **3.4 Population Sample**

The whole population of this research was composed by principal, teachers, parents and students.

### Chart 1.Population

Items	Category	Population
1	Principal	1
2	English teachers	5
3	Ninth basic year students	191
Population		197

Source: Unidad Educativa “Santa Elena”

Author : Alexi Quinde Villón

The population is composed by the principal, teachers and students at Unidad Educativa “Santa Elena” placed in Santa Elena, Santa Elena, province.

#### 3.4.1 Sample

The Sample is a part of population, focused in teachers, students and parents of Unidad Educativa “Santa Elena”.

The calculus of the sample size is determined under the next formula:

$$n = \frac{Z^2 pqN}{e^2(N - 1) + Z^2 pq}$$

Donde:

Datos

n= Tamaño de la Muestra	
N= Población o Universo	191 Students.
e = Margen de error	5 %
z = Nivel de confianza deseado	1.96
p = Probabilidad de que se cumpla la hipótesis	90 %
q= Probabilidad de que no se cumpla	10 %

Students:

$$n = \frac{Z^2 pqN}{e^2(N-1) + Z^2 pq}$$

$n = \frac{Z^2 pqN}{e^2(N-1) + Z^2 pq}$
$n = \frac{1.96^2 * 0.9 * 0.1 * 191}{0.05^2 (191 - 1) + 1.96^2 * 0.9 * 0.1}$
$n = \frac{66,037104}{0,820744} = 80,46$
$n = 80$

The calculus of the sample size for students by the formula determined a sample of 80 students, but the conversational club is an extracurricular activity develop after classes, and it was optional for students contribute in it, for that reason the learners who want participate in the project are show in the next chart.

**Chart 2. Students who participate in the conversational club.**

Items	Category	Population
1	Sample students	80
2	Students to participate in the club	35
3	Total students	35

Source: Unidad Educativa "Santa Elena"  
 Author : Alexi Quinde Villón

### 3.4.2. Sample of teachers

Due to the small number of population of English teachers, the researcher considers the study of entire English staff.

**Chart 3. Population-English teachers**

English teachers at school	Total
English teachers	5

### 3.5 Variable Operation

#### 3.5.1 Independent variable: The application of a Conversational Club.

Chart 4: Independent variable

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
A club is an association of people with common interests that take part in recreational activities, sports or cultural. It is designed to accomplish some objectives, such as: “give students the necessary tools to innovate, help the learners in their integral development through activities to contribute, discover and improve abilities.	Learning strategy  Acquired  knowledge	Innovation application knowledge application Skills tools Methodological Strategies Audio Videos	Do you consider that teachers and students should use innovation to increase their knowledge in the process of learning?  Do you consider that the application of a Conversational club can help to develop speaking skill in students?  Will the use of strategies in the Conversational club improve the speaking skill of the ninth basic year students? Does the teacher apply the right and appropriate teaching methodology in the classroom?	Interview  Survey  Camera  Video-Camera  Observation  Students grades  Lesson plans

Source: Unidad Educativa Santa Elena.

Author: Alexi Quinde Villón

**3.5.2. Dependent Variable:** The speaking skills.

**Chart 5: Dependent variable**

CONCEPTUALIZATION	DIMENSIONS	INDICATORS	ITEMS	TECHNIQUES AND INSTRUMENTS
<p>Speaking is a productive skill in an oral way, this like the other skills involves a series of associated factors that implies its complexity. It is a crucial part of second language learning and teaching.</p>	<p>Teaching Speaking Methodology and Strategies Connection Learning Receptive ability development (Speaking)</p>	<p>The use of strategies Motivation</p>	<p>Are students doing speaking exercises in the class and at home? Does the teacher promote the practice speaking Skills? Will the conversational club improve the Speaking Skills of the Ninth basic year Students from the Unidad Educativa “Santa Elena”?</p>	<p>Lesson Plans Observation Interview Survey</p>

**Source:** Unidad Educativa Santa Elena.

**Author:** Alexi Quinde Villón



## **3.6 Instruments and Techniques**

### **3.6.1 Observation**

The first step of this research is to know about the problem and the observation is an important technique to develop the possible solution and analysis of hypothesis. The researcher used observation to provide important information about the high school, allows the study of High school situation, the behavior of students, teachers, and parents, and analyzes indicator of studies. It will be applied directly to the students of ninth grade from the Unidad Educativa Santa Elena, this technique will allow to observe thoroughly the methodologies and strategies applied in the conversational club.

### **3.6.2 Interview**

This technique was used to obtain direct information from the principal of Unidad Educativa Santa Elena and professionals, from the first interviewed person it was be possible to know the use of strategies to teach English in Unidad Educativa “Santa Elena” and from the professionals, it was possible to compare the teaching learning process with the application of the conversational club to teach english with interviews, the researcher can know about student problems and have a direct contact with them. The interviewer uses questionnaires to gather information about the difficulties in speaking skills and tries to know about reasons for future analysis.

### **3.6.3 Survey**

This technique was applied to collect precise data through direct questions regarding the problem and the proposed solution, it will allow to get results about the necessity and advantages of the implementation of a Conversational club to improve speaking skills to Ninth grade from Unidad Educativa “ Santa Elena”. The survey conducted to English teachers, parents, and students, was designed with numerical values. With surveys, the researcher obtained the quantitative result of data collection.

### **3.6.4 Instruments**

#### **3.6.4.1. Gadgets**

This instrument was used to capture images and videos in order to play have an evidence of the implementation of a conversational club at Unidad Educativa Santa Elena.

#### **3.6.4.2. Notebook**

This instrument was used to take notes of the different activities to develop throughout this research.

### 3.6.4.3. Questionnaire

It is a document with several questions which was elaborated to get information about the stated problem.

### 3.7 Recollection of Information plan

The data collection plan was done according to the surveys and interviews, mathematical calculations and statistical charts in order to present this research paper.

**Chart 6 : Data Collection Plan**

<b>BASIC QUESTIONS</b>	<b>EXPLANATION</b>
1. What for?	To improve the Speaking Skills
2. From which people or objects?	The Nine basic year Students from Unidad Educativa “Santa Elena”
3. About what aspects?	Implementation of a Conversational club.
4. Who?	Undergraduated (English Teacher: Alexi Quinde V.)
5. To Whom?	Students, Teachers, Principal and Professionals
6. When?	2015 - 2016.
7. Where?	Unidad Educativa “Santa Elena”
8. How many times?	Once a year during the academic year 2015 - 2016.
9. How?	Individually
10. What data collection techniques?	Interviews, and Surveys
11. With what?	Lists, an activity guide and cameras.

**Author:** Alexi Quinde Villón.

### 3.8 Processing of information plan

**Chart 7 : Data Processing Plan**

<b>DETERMINATION OF A SITUATION</b>	<b>DATA SEARCH</b>	<b>DATA COLLECTION AND ANALYSIS</b>	<b>DEFINITION AND FORMULATION</b>	<b>STATEMENT OF SOLUTIONS</b>
<p>The low scores speaking practice and the use of innovation was determined through surveys directed to Nine basic year Students and English teachers from Unidad Educativa “SANTA ELENA”, the implementation of the a Conversational club to improve the speaking skills of students was justified.</p>	<p>Once the problem was discovered the investigator started looking for related information at: Books, articles, internet, among others. Besides an interview with the principal of Unidad Educativa “Santa Elena” and the Specialists.</p>	<p>Once the problem was confirmed in the Unidad Educativa “Santa Elena”, surveys and interviews were made (survey for students and English teachers and interviews for principal, and specialists), these were analyzed in order to develop a proposal to solve the stated problem.</p>	<p>Using all the collected data that proved the low scores in speaking practice of ninth basic year from Unidad Educativa “Santa Elena”, it was important to involve the principal and English teachers in the incoming process in order to improve the speaking skills in each student.</p>	<p>Implementing a Conversational club to ninth basic year Students from Unidad Educativa “Santa Elena” will improve their speaking skills.</p>

### 3.9 Analysis and interpretation of results.

#### 3.9.1. Results of the classroom observation

**Chart 8: Classroom observation**

N°	DESCRIPTION	YES	NO	PARTIALLY
<b>Introduction and Classroom interaction</b>				
1	Teacher establishes the objectives of the speaking lesson.	x		
2	Teacher introduces the topics appropriately.		x	
3	Is students attention and interest maintained?		x	
4	The teacher provides students opportunities to speak.		x	
5	Does the teacher use translation or the native tongue in teaching?			x
6	Is accuracy or fluency the focus of activities?		x	
7	Are the opportunities provide for real communication in classroom?		x	
8	Are the task interesting and challenging for students?		x	
<b>Methodology</b>				
8	Teacher applies teaching strategies which lead and motivate students to learn speaking.		x	
<b>Didactic Resources</b>				
9	Teacher uses didactic and technological materials to teach speaking.		x	
10	Teacher utilizes didactic material correctly.			x
11	Teacher encourages students to practice speaking with the didactic and technological material.		x	
12	The use of didactic material promotes the students' motivation to learn speaking.			x
13	The use of didactic resources provides students opportunities to produce the English speaking.			x
14	The use of didactic resources stimulates the participation of all students into the speaking lesson.		x	
<b>Evaluation</b>				
15	Teacher verifies the results of speaking learning through the application of feedback activities.			X
16	Teacher evaluates the students.		x	

Source: Classroom observation

Author: Alexi Quinde Villón.

The classroom observation carried out shows that the teachers of the Unidad Educativa Santa Elena do not apply strategies and they do not use didactic and technological resources to teach speaking, In addition the educators do not provide

students enough opportunities for use real communication in classroom, as a result the students are not motivate in their English classes having a reduced development of the speaking skill in the ninth basic years of GBE in Unidad Educativa Santa Elena.

### **3.9.2 Interview directed to principal from “Unidad Educativa Santa Elena”**

**Question 1:** What kind of institutional strategies are applied the Unidad Educativa Santa Elena to promote the English language learning?

#### **Interpretation**

The principal said that through the teachers planning, they focused it with all the English skills to promote the language learning and as an internal strategy for the Institution anniversary, all the areas including the English area has to make a presentation to show students abilities, in this year they presented The First Music and Dance Fest, activity in which the students from High Schools around Santa Elena province, were encouraged to win the first place through their abilities in English music and also dance, because teenagers enjoy learning with fun, through activities that they like to do, it was a innovate event which has good acceptance for the students increasing their English skills through the music.

**Question 2:** Which kind of scholars projects are been implemented at Unidad Educativa Santa Elena?

### **Interpretation**

The principal said at Unidad Educativa Santa Elena, elaboration of chairs based on used tires, development of bitumen to base-peel banana, development of portfolios and backpacks from recycled yarns, making furniture with recycled materials, construction of family gardens, the idea of this projects are build innovate things that can be productive for the community and show students abilities with the contribution of the teachers.

**Question 3:** What are the project advantages implement for Unidad Educativa Santa Elena?

### **Interpretation**

The principal said that there are several advantages of the projects, but basically he considers that they increase the students interest, because through the innovation that the projects offer, the learners can discover new things and it means that they can enjoy their learning process, which is the teacher and also Institution goal.

**Question 4:** Which do you think would be the advantages for the students to implement a conversational club at Unidad Educativa Santa Elena?

**Interpretation**

The principal said that there are many advantages of implementing the conversational club, for example, the students can improve their English level, specially their speaking abilities, through the application of the conversational club, because it is a new alternative to teach English, and it can be a support for the teaching- learning process that requires a language, but he thinks that the students can increase their communicative skills in other areas, too.

He also thinks that another advantage of being able to speak the English language, is that the learners can increase their opportunities to develop in many area because communication is the base of knowledge.

**Question 5:** How would you support the implementation of a conversational club at “Unidad Educativa Santa Elena”?

**Interpretation**

The principal expressed that he agrees with this implementation of a Conversational club at Unidad Educativa Santa Elena to improve the speaking skills in the students. He also expresses that he can support this project, giving the facilities to apply it in the English area for all the students from Unidad Educativa Santa Elena.



### 3.9.3 Survey directed to students

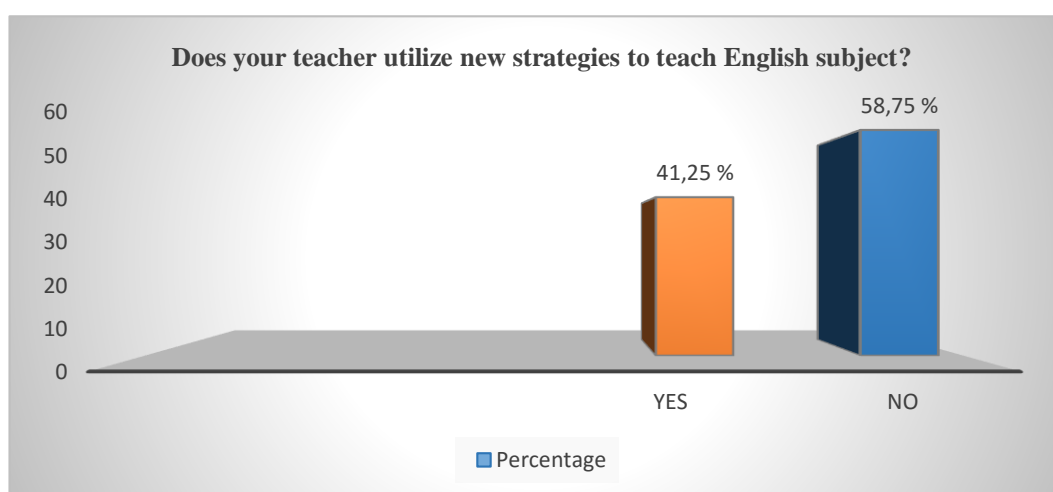
**Question 1:** Does your teacher utilize new strategies to teach English subject?

**Objective:** To determine if the teacher uses new strategies to teach the English subject.

**Chart 9: Use of new strategies**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	33	41,25%
No	47	58.75%
Total	80	100%

**Graph 1: Use of new strategies**



Source: Survey Directed To Students  
Author: Alexi Quinde Villón.

### Interpretation

Through this question is demonstrated that the teacher does not use new strategies, because, most of the students express it in the survey, for that reason it is necessary to implement the conversational club to provide teachers and students new strategies to motivate the learners.

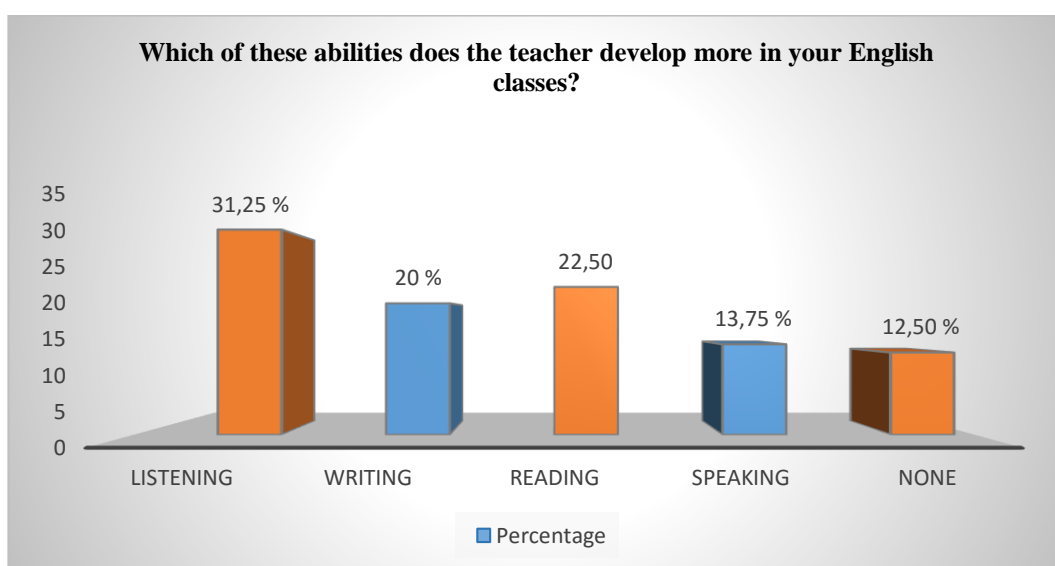
**Question 2:** Which of these abilities does the teacher develop more in your English classes?

**Objective:** To determine which ability is more developed for the teacher in the English subject.

**Chart 10: Ability more developed**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Listening	25	31.25%
Writing	16	20%
Reading	18	22.50%
Speaking	11	13.75%
None	10	12.50%
Total	80	100%

**Graph 2: Ability more developed**



Source: Survey Directed To Students

Author: Alexi Quinde Villón.

### Interpretation

According to the results, speaking is the less developed ability in the English subject and some students express that the teacher does not develop any ability, that is because the author considers that the application of a Conversational club is an educational strategy, that give students opportunities to develop their abilities, principally the speaking skill.

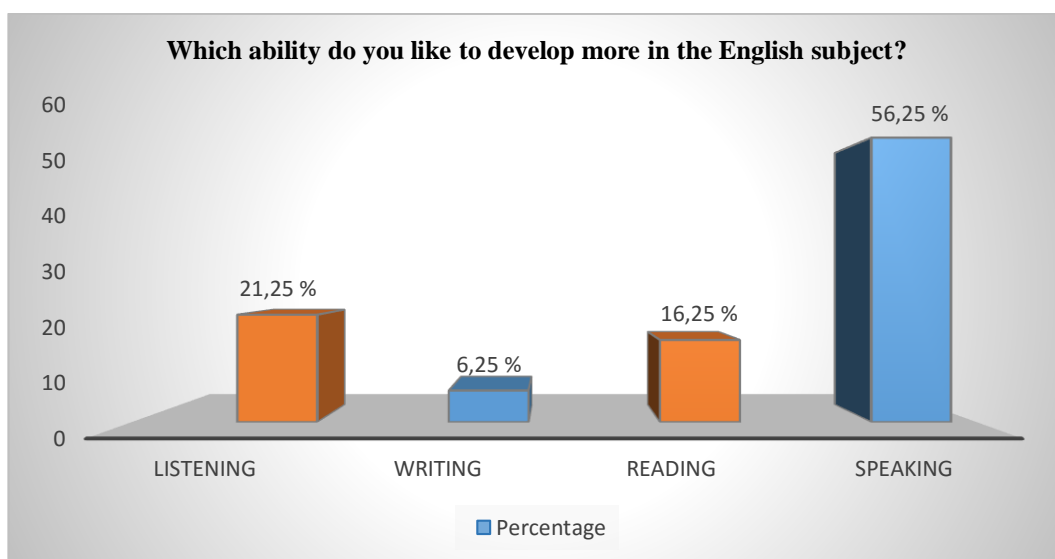
**Question 3:** Which ability do you like to develop more in the English subject?

**Objective:** To determine the ability that students want to develop more in the English subject.

**Chart 11: Ability that students want to develop**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Listening	17	21.25%
Writing	5	6.25%
Reading	13	16.25%
Speaking	45	56.25%
Total	80	100%

**Graph 3: Ability that students want to develop**



Source: Survey Directed To Students

Author: Alexi Quinde Villón.

### **Interpretation**

According to this question, the purpose of this research is supported by students, because most of the pupils prefer to develop the speaking ability in the English subject, and this is the objective of the conversational club, because through it learners can have more opportunities to practice speaking activities to improve their abilities to communicate in English.

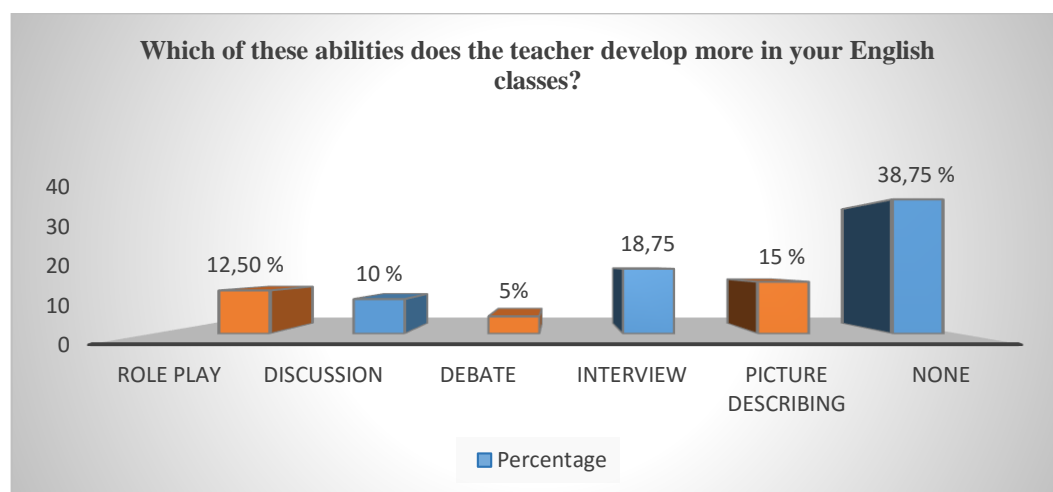
**Question 4:** Which of these activities does the teacher apply in the English classes?

**Objective:** To determine which are the activities applied by the teacher in the English subject.

**Chart 12: Activities apply in the English classes**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Role play	10	12.50%
Discussion	8	10%
Debate	4	5%
Interview	15	18.75%
Picture describing	12	15%
None	31	38.75%
Total	80	100%

**Graph 4: Activities apply in the English classes**



Source: Survey Directed To Students

Author: Alexi Quinde Villón.

### Interpretation

According to the students opinions, they express that the teachers applies some speaking activities, such as interview, picture description, role play, but some students said that the teacher does not apply any speaking activity, this is another reason to support the conversational club, because as the students do not have enough speaking practice, they can not develop their abilities to communicate.

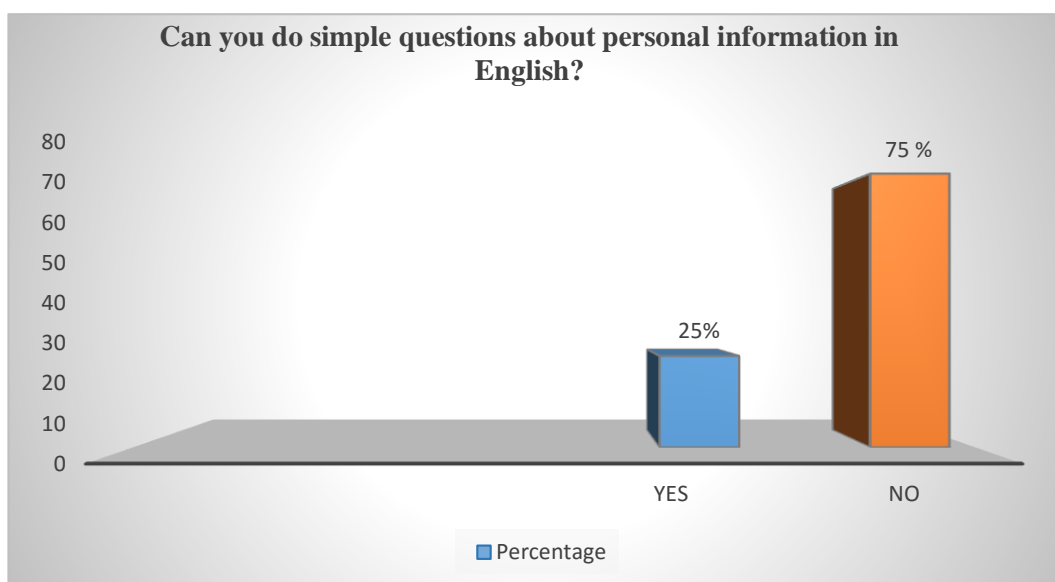
**Question 5:** Can you ask simple questions about personal information in English?

**Objective:** To determine if the students are able to ask questions about personal information in English.

**Chart 13: Students abilities to ask simple question**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	20	25%
No	60	75%
Total	80	100%

**Graph 5: Students abilities to ask simple question**



Source: Survey Directed To Students

Author: Alexi Quinde Villón.

### **Interpretation**

Most of the students expressed that they can not do simple questions about personal information in English, and this is basic according to the level that students from ninth grade have according to the common European framework, it means that the learners need some activities to support their learning process in the English language.

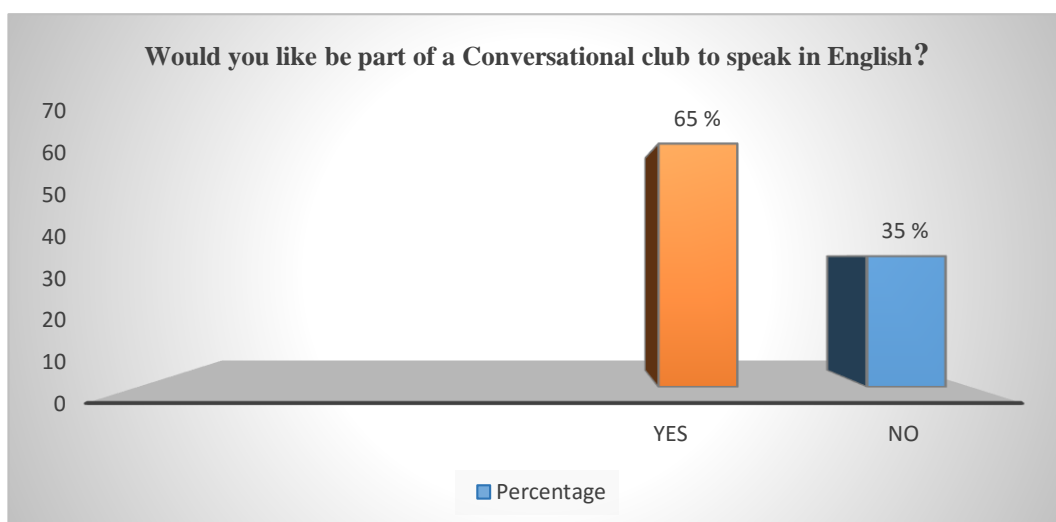
**Question 6:** Would you like to be part of a Conversational club to speak in English?

**Objective:** To determine if the students like to be part of a Club to speak in English.

**Chart 14: Students who like to be part of a Club**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	52	65%
No	28	35%
Total	80	100%

**Graph 6: Students who like to be part of a Club**



Source: Survey Directed To Students

Author: Alexi Quinde Villón.

### **Interpretation**

This question supports the research, because students express their opinion about the conversational club, and most of the learners said that would like to be part of a club to speak in English, because it is new in their high school and also they want to improve their English level, through new strategies that the club offers them.

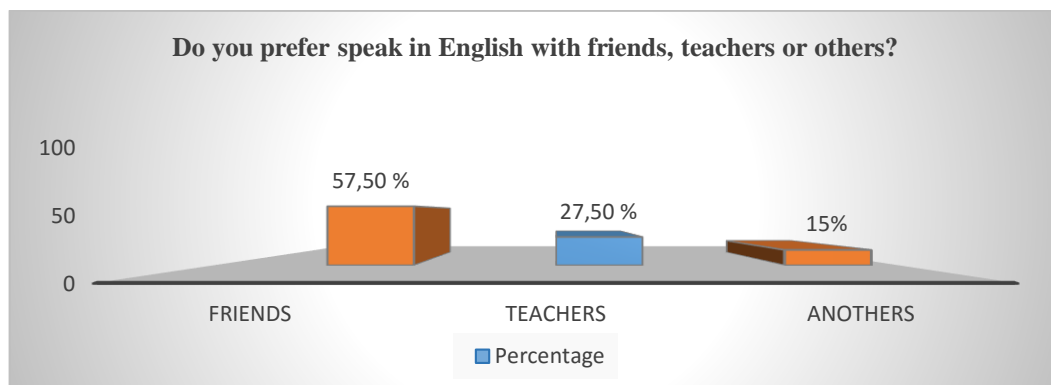
**Question 7:** Do you prefer to speak English with friends, teachers or others?

**Objective:** To determine which people that make students feel more confidence to talk.

**Chart 15: People that make students feel more confidence**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Friends	46	57.50%
Teachers	22	27.50%
Others	12	15.0%
Total	80	100%

**Graph 7: People that make students feel more confidence**



Source: Survey Directed To Students  
Author: Alexi Quinde Villón

### **Interpretation**

Through this question the author can demonstrate that most of the students prefer to speak English with their friends, and this is a good strategy for them, because if the learners prefer talk with their friends, maybe one of the reasons are, for example: because they feel more confidence and this is positive for the learning environment, the pupils can learn better and enjoy the speaking activities with their friends in the conversational club.

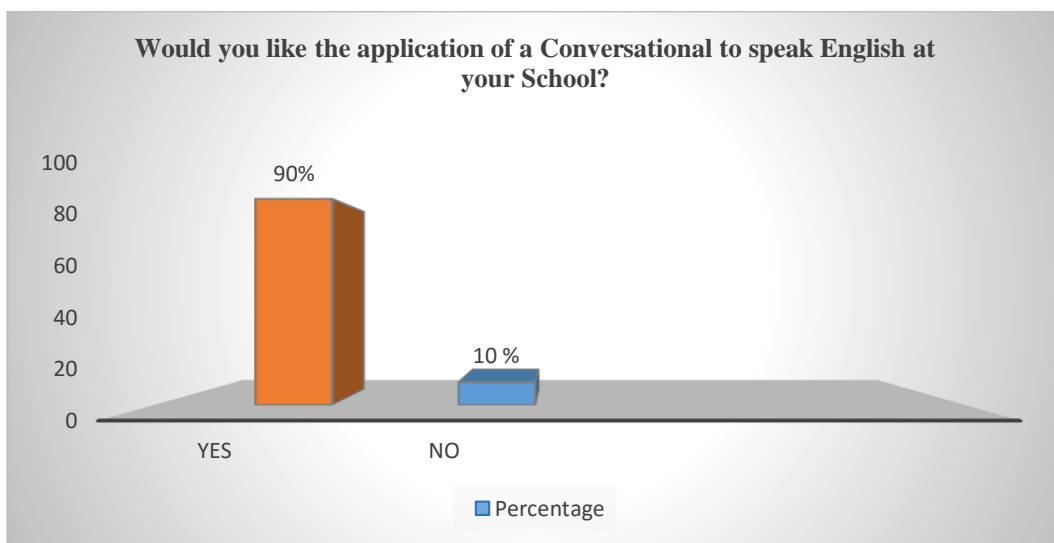
**Question 8:** Would you like the application of a conversational club to speak English at your School?

**Objective:** To determine if the students like the application of a Conversational to speak English at Unidad Educativa Santa Elena.

**Chart 16: Students who like the application of a club**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	72	90%
No	8	10%
Total	80	100%

**Graph 8: Students who like the application of a club**



Source: Survey Directed To Students

Author: Alexi Quinde Villón

### Interpretation

This question is really important, because is necessary to support the application of the conversational club, for people that are part of it, and most of the students express that would like the application of a Conversational club to speak English at Unidad Educativa Santa Elena, if the learners agree with it, is a good support for this educational program.



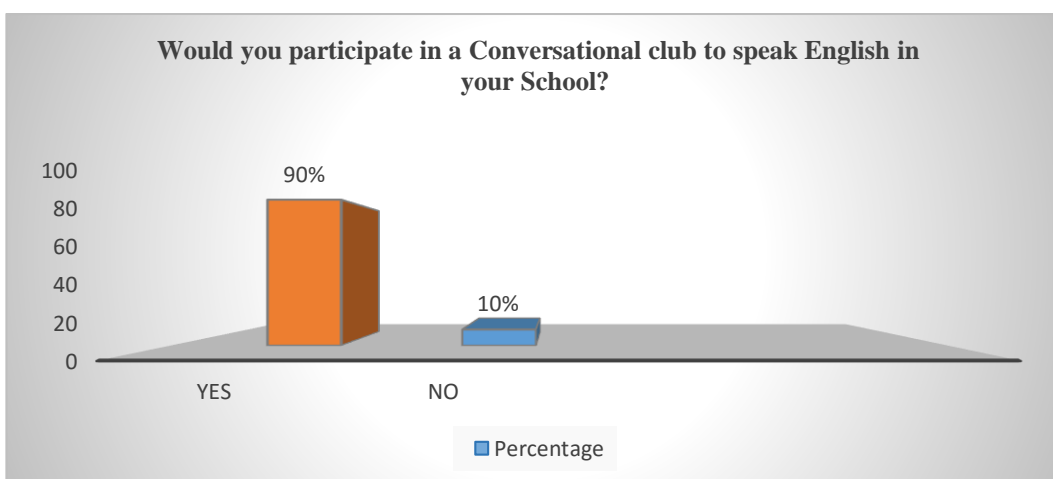
**Question 9:** Would you participate in a conversational club to speak English in your school?

**Objective:** To determine if the students would like participate in a conversational club to speak English at Unidad Educativa Santa Elena.

**Chart 17: Students who like participate in a club.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	72	90%
No	8	10%
Total	80	100%

**Graph 9: Students who like participate in a club.**



Source: Survey Directed To Students

Author: Alexi Quinde Villón

### **Interpretation**

This question supports the application of the conversational club, because the club is applied for the betterment of the students speaking skill, and is necessary to know if students agree with it, and most of them express that would like to participate in a conversational club to speak in English at Unidad Educativa Santa Elena, because this is a new strategy for the institution and also for them.

### 3.9.4 Survey directed to English Teachers.

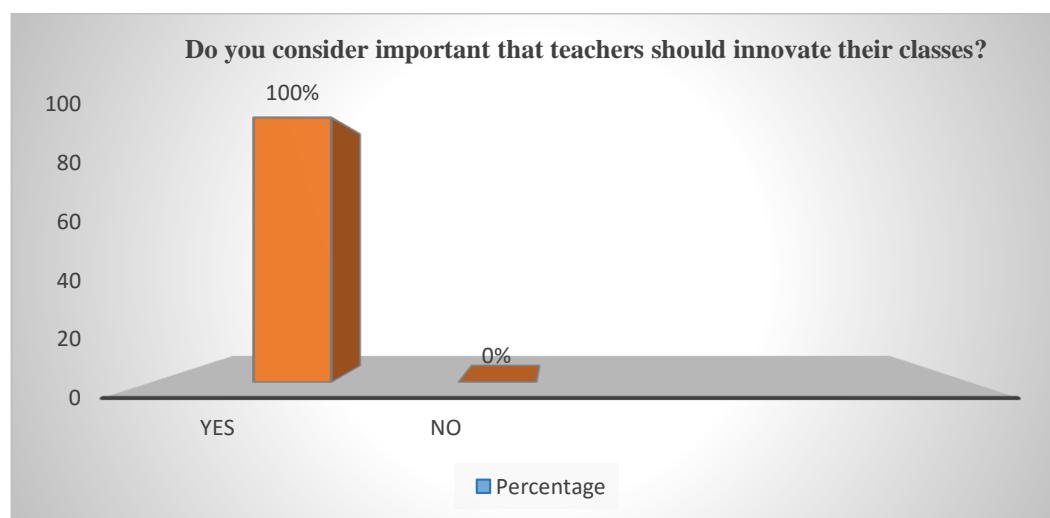
**Question 1:** Do you consider important that teachers should innovate their classes?

**Objective:** To determine the English teacher opinions about the importance of innovate their classes.

**Chart18: The importance of innovate classes.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	5	100%
No	0	0%
Total	5	100%

**Graph 10: The importance of innovate classes**



Source: Survey Directed to English Teachers  
Author: Alexi Quinde Villón

### Interpretation

According to the results, all the English teachers considered that is important to innovate their classes, it is relevant for the support of the conversational club that the teachers totally agree with the importance of innovating their classes, because this strategy is new and needs the support of the English teachers.

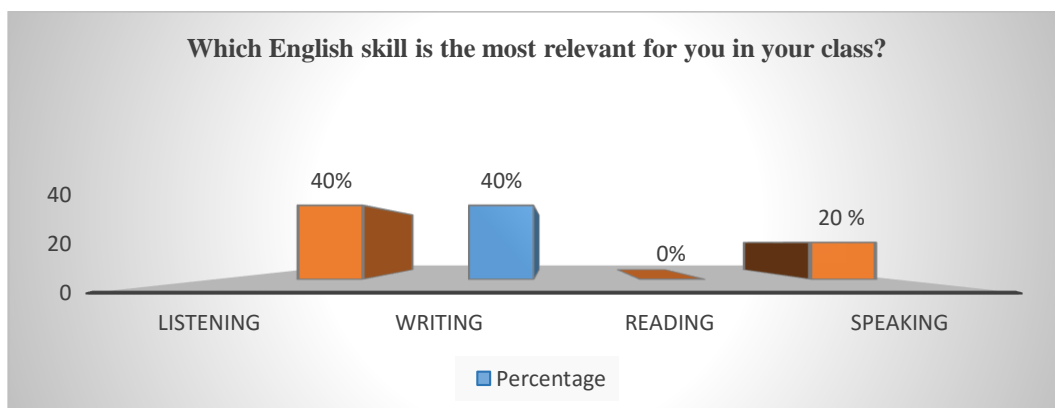
**Question 2:** Which English skill is the most relevant for you in your class?

**Objective:** To determine which is the most relevant English skill in the classes according to the English teachers opinions.

**Chart 19: Most relevant English skill.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Listening	2	40%
Writing	2	40%
Reading	0	0.0%
Speaking	1	20%
Total	5	100%

**Graph 11: Most relevant English skill.**



Source: Survey Directed to English Teachers  
Author: Alexi Quinde Villón

### **Interpretation**

This question is relevant because it is necessary to know which skill is more relevant for the teacher to show the importance and development of each skill.

According to the teacher's opinion, the more relevant skills are Listening and Writing, but Speaking is the least relevant, it supports the research because the learners need to develop more speaking skills and it could be possible through the application of the Conversational club.

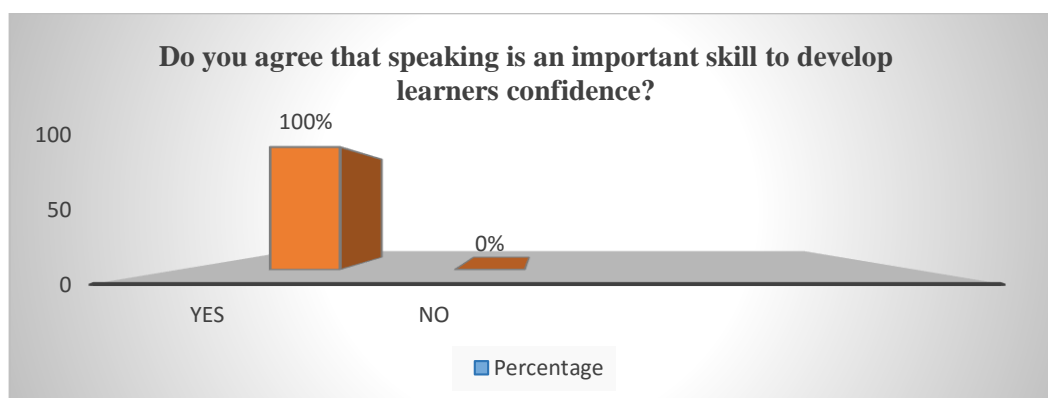
**Question 3:** Do you agree that speaking is an important skill to develop learners confidence?

**Objective:** To determine if speaking is an important skill to develop learners confidence, according to the English teachers opinions.

**Chart 20: Important skill to develop learners confidence**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	5	100%
No	0	0%
Total	5	100%

**Graph 12: Important skill to develop learners confidence**



Source: Survey Directed to English Teachers  
 Author: Alexi Quinde Villón

### Interpretation

It is important the confidence in the human development and obviously in the learning process, and also is essential that educators give students all the opportunities to improve their capabilities, and all the English teachers considered that speaking is an important skill to develop learners confidence, and the conversational club is a good strategy to help learners to be more sureness because they could have several opportunities for their personal development through the communication.

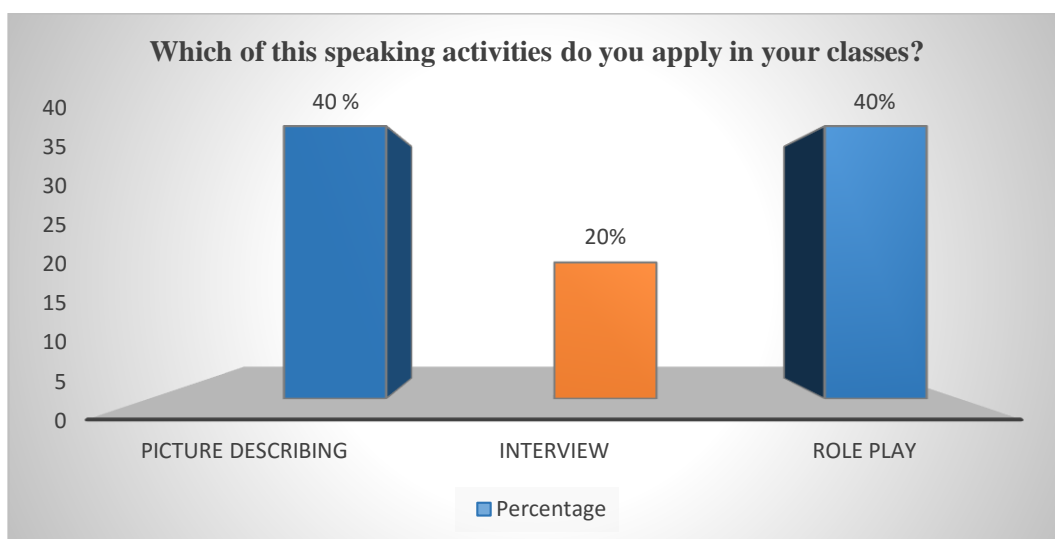
**Question 4:** Which of these speaking activities do you apply in your classes?

**Objective:** To determine the speaking activities that the teacher apply in their classes.

**Chart 21: Speaking activities apply in classes.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Picture describing	2	40%
Interview	1	20%
Role play	2	40%
Total	5	100%

**Graph 13: Speaking activities apply in classes**



Source: Survey Directed to English Teachers

Author: Alexi Quinde Villón

### **Interpretation**

Through this question is showed that the speaking activities more developed by the teachers in their classes are: Picture describing, Role play and Interview, but any teacher applies new activities to motivate students to learn English language, for this reason is necessary that the educative community participates in the conversational club to improve the teaching learning process in the English subject.

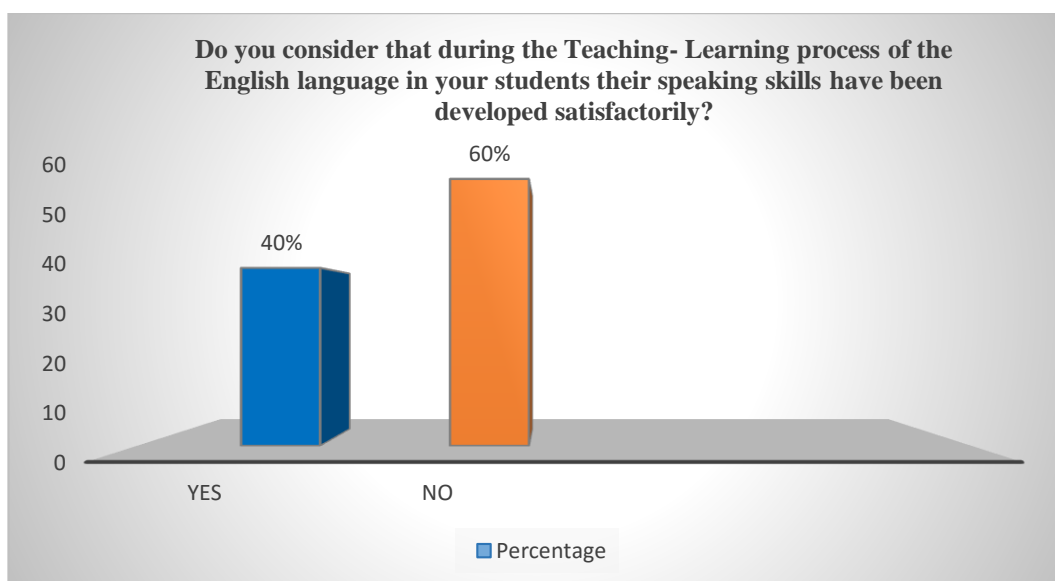
**Question 5:** Do you consider that during the Teaching- Learning process of the English language in your students their speaking skills have been developed satisfactorily?

**Objective:** To determine if during the Teaching learning process the speaking skill has been developed satisfactorily in the students.

**Chart 22: Development of speaking skill.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	2	40%
No	3	60%
Total	5	100%

**Graph 14: Development of speaking skill.**



Source: Survey Directed to English Teachers

Author: Alexi Quinde Villón

### Interpretation

Through this question the author can demonstrate through teacher's opinion that most of them consider that during the teaching learning process of the English language their students speaking skills did not develop satisfactorily, and it is another support for the conversational club, because it is necessary to implement new programs that contribute to the learning process of the students in English.

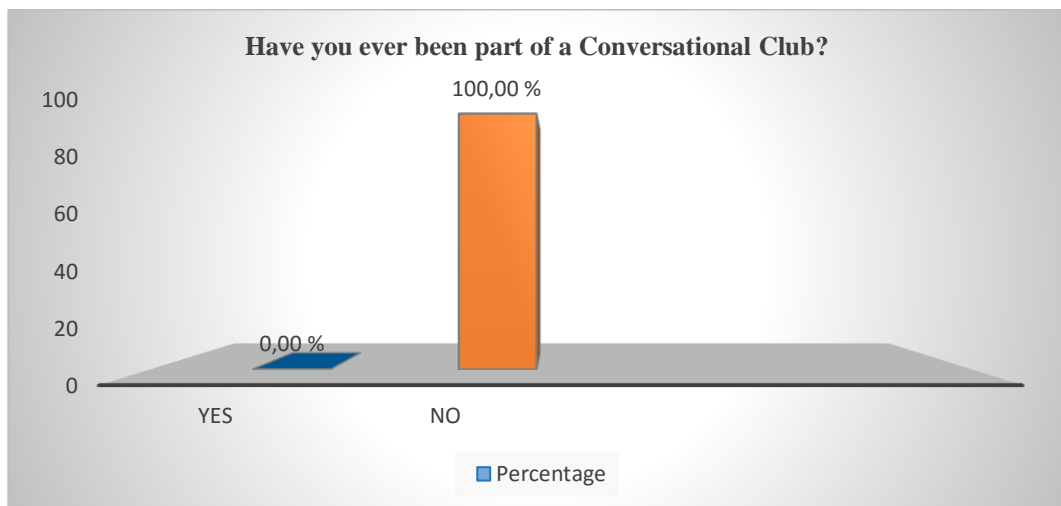
**Question 6:** Have you ever been part of a Conversational Club?

**Objective:** To determine if the English teacher were participate in a conversational club.

**Chart 23: Participation in a club.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	0	0%
No	5	100%
Total	5	100%

**Graph 15: Participation in a club.**



Source: Survey Directed to English Teachers

Author: Alexi Quinde Villón

### **Interpretation**

It is necessary that the author considers if the teachers have any idea about the conversational club, and as all the teacher express that they never are part of a conversational club, it demonstrates that the educator needs new programs that contribute them in the teaching process, as the Conversational club is for them and also for students.

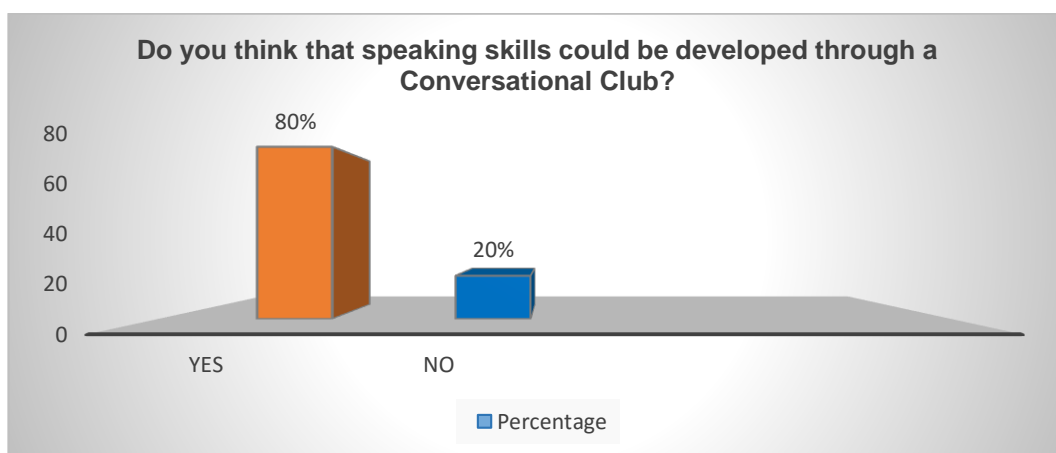
**Question 7:** Do you think that speaking skills could be developed through a Conversational Club?

**Objective:** To determine if the speaking skill could be developed through a conversational club.

**Chart 24: Speaking skill developed through a club.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	4	80%
No	1	20%
Total	5	100%

**Graph 16: Speaking skill developed through a club.**



Source: Survey Directed to English Teachers

Author: Alexi Quinde Villón

### **Interpretation**

Though this question the author can show that most of the English teachers consider that the speaking skill could be developed through a conversational club, it is a support for the application of this program, because the teachers have an important role in the learning process of their students.



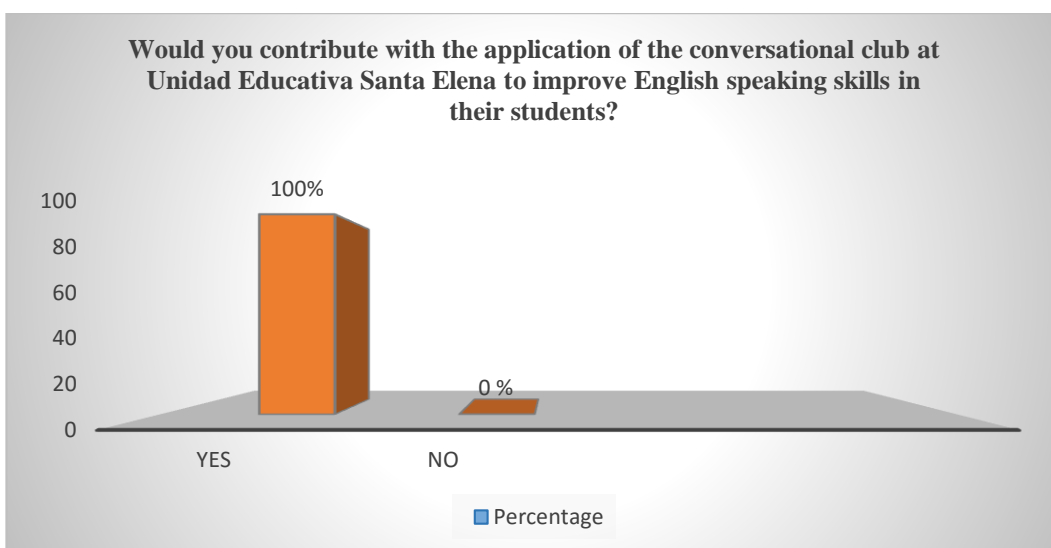
**Question 8:** Would you contribute with the application of the conversational club at Unidad Educativa Santa Elena to improve English speaking skills in their students?

**Objective:** To determine if the English teachers contribute to the application of a Conversational club.

**Chart 25: Contribution to application of a club.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	5	100%
No	0	0%
Total	5	100%

**Graph 17: Contribution to application of a club**



Source: Survey Directed to English Teachers  
 Author: Alexi Quinde Villón.

**Interpretation**

To implement this program the teacher’s opinion is important and all the educators express that they would like to contribute with the application of a conversational club, it is a support for this educational project, because teachers have to motivate students, in this way the pupils will have more advantages in their learning process.

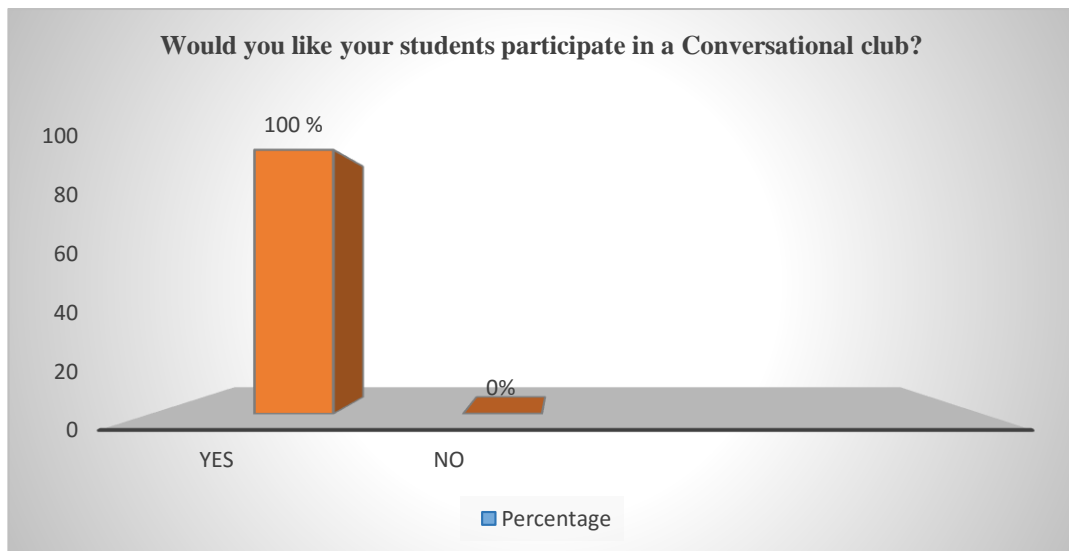
**Question 9:** Would you like your students participate in a conversational club?

**Objective:** To determine if the English teachers would like the participation of their students in a Conversational club.

**Chart 26: Participation of students in a club.**

ALTERNATIVES	FREQUENCY	PERCENTAGE
Yes	5	100%
No	0	0%
Total	5	100%

**Graph 18: Participation of students in a club.**



Source: Survey Directed to English Teachers  
Author: Alexi Quinde Villón.

### **Interpretation**

Through this question, the author can demonstrate that all teachers express that they would like that their students participate in a conversational club, and it is a support for this program because teachers through their experiences in education knows the importance of offering new strategies to motivate students to learn.

### 3.9.5 Analysis of results chart- students

**Chart 27: Survey directed to students**

N°	QUESTIONS	YES		NO		TOTAL	
		Q	%	Q	%	STU	%
1	Does your teacher utilize new strategies to teach English subject?	33	41,25%	47	58,75%	80	100
2	Which of these abilities does the teacher develop more in your English classes?	LISTENING		25	31,25%	80	100
		WRITING		16	20,00%		
		READING		18	22,50%		
		SPEAKING		11	13,75%		
		NONE		10	12,50%		
3	Which ability do you like to develop more in the English subject?	LISTENING		17	21,25%	80	100
		WRITING		5	6,25%		
		READING		13	16,25%		
		SPEAKING		45	56,25%		
4	Which of these activities does the teacher apply in the English classes?	ROLE PLAY		10	12,50%	80	100
		DISCUSSION		8	10,00%		
		DEBATE		4	5,00%		
		INTERVIEW		15	18,75%		
		PICTURE DESCRIBING		12	15,00%		
NONE		31	38,75%				
5	Can you do simple questions about personal information in English?	20	25,00%	60	75,00%	80	100
6	Would you like be part of a Club to speak in English?	52	65,00%	28	35,00%	80	100

7	Do you prefer speak in English with friends, teachers or others?	FRIENDS		46	57,50%	80	100
		TEACHERS		22	27,50%		
		ANOTHERS		12	15,00%		
8	Would you like the application of a Conversational club to speak English at your School?	72	90,00%	8	10,00%	80	100
9	Would you like participate in a Conversational club to speak English in your School?	72	90,00%	8	10,00%	80	100

Source: Survey Directed To Students

Author: Alexi Quinde Villón.

### 3.9.6 Analysis of results chart- English teachers

**Chart 28: Survey directed to English teachers**

N°	QUESTIONS	YES		NO		TOTAL	
		Q	%	Q	%	TEA C	%
1	Do you consider important that teachers should innovate their classes?	5	100,00%	0	0,00%	5	100
2	Which English skill is the most relevant for you in your classes?	LISTENING		2	40,00%	5	100
		WRITING		2	40,00%		
		READING		0	0,00%		
		SPEAKING		1	20,00%		
3	Do you agree that speaking is an important skill to develop learners confidence?	5	100,00%	0	0,00%	5	100
4	Which of these activities do you apply in the English classes?	PICTURE DESCRIPTION		2	40,00%	5	100
		INTERVIEW		1	20,00%		
		ROLE PLAY		2	40,00%		
5	Do you consider that during the Teaching-Learning process of the English language in your students their speaking skills have been developed satisfactorily?	2	40,00%	3	60,00%	5	100
6	Have you ever been part of a Conversational club?	0	0,00%	5	100,00%	5	100

7	Do you think that speaking skill could be developed through a conversational club?	4	80,00%	1	20,00%	5	100
8	Would you contribute with the application of the Conversational club at UESE to improve English speaking skills in their students?	5	100,00%	0	0,00%	5	100
9	Would you like your students participate in a Conversational club?	5	100,00%	0	0,00%	5	100

Source: Survey Directed To Students

Author: Alexi Quinde Villón.

### **3.9.7 Analysis of results**

The analysis of results validated the proposal, for example according to the question one, all the teachers agree that is important innovate their classes, but most of them do not use new strategies, and the students need to enjoy English classes, using new strategies to improve their English level, even they can learn better in a new environment through the activities that the club offers them. And also question two shows that speaking skill almost is not develop in the English classes, because teachers consider more relevant to increase other skills, but educators know the importance and advantages that speaking offers students.

In the other hand, according to the questions three, the result shows that English teachers consider that speaking skill is very important during the teaching – learning process of their students, because through this skill the students can develop better their confidence in themselves, and the students want to boost their speaking skill, they want to be able to speak English, for this reason the author considers relevant the application of the Conversational club.

The results of question four, demonstrated that students need extra activities such as speaking tasks to improve their skills in English language, because some students said that teachers do not develop speaking activities, and if they have not enough practice they can develop their skills, as a result the students express that they cannot ask and answer question about personal information in English, and according to the Nine grade level, they have to be able to use personal information

to ask and answer question and also teachers consider that during the Teaching learning process of the English language in the students their speaking skills have not been developing satisfactorily.

According question seven, students mentioned that they prefer practice their English language with friends, because it makes them fell more confidence and it is good for their learning process, and this is possible through the application of the Conversational club, and also teachers agree that the speaking skill could be developed through this educative program, because it offers the innovation that the learners need to fell more motivated to learn English language.

Finally, students and English teachers consider that the application of a conversational club will contribute to boosting the speaking skills, and they support the application of the Conversational club, because they agree that through it, the students can be beneficiated improving the learning process, and another support that the author considers as important is that the students would like to participate in the Conversational club, because it is a new strategy to learn English language.



### **3.10 Conclusions and recommendations**

#### **3.10.1 Conclusions**

- Speaking skills in the ninth basic students from “Unidad Educativa Santa Elena” can have a betterment through the application of a conversational club in English subject.
- Speaking skills in the ninth basic students from “Unidad Educativa Santa Elena” can be improved through the application of different strategies implemented by teachers to teach English subject.
- Through the development of this research are designed activities that allow the development of speaking skills of the students in conversation club.
- The implementation of a conversational club will be a useful tool to improve the speaking skills in Ninth year Students from Unidad Educativa Santa Elena.

### **3.10.2 Recommendations**

- It is recommended to apply a conversational club in the English subject to have a betterment in speaking skills in the ninth basic students from “Unidad Educativa Santa Elena”.
- It is recommended to apply strategies to improve the speaking skills in Ninth year students at Unidad Educativa Santa Elena.
- To apply the design activities that allow the development of speaking skills of the students from ninth basic year at Unidad Educativa Santa Elena in conversation club.
- It is necessary to implement the conversational club where students from Unidad Educativa Santa Elena” will improve the speaking skills, having fun through the new activities that engage they to learn and help them in their learning process of the English language.

## **CHAPTER IV**

### **THE PROPOSAL**

#### **4.1. Informative Data.**

##### **Title of proposal**

“ A CONVERSATIONAL CLUB TO IMPROVE ENGLISH SPEAKING SKILLS TO STUDENTS OF NINTH BASIC YEAR AT UNIDAD EDUCATIVA “SANTA ELENA”, PROVINCE OF SANTA ELENA 2015-2016 “

##### **Institution**

Unidad Educativa “SANTA ELENA”

##### **Beneficiaries**

Ninth year students at Unidad Educativa Santa Elena.

##### **Location**

The Santa Elena city, Province of Santa Elena.

##### **Estimated time for execution**

3 Months

##### **Responsible**

**Author:** Alexi Quinde Villón

**Advisor:** MSc. Verónica Vera

## **4.2. Proposal background**

English is one of the most used language around the world, for this reason it is useful in many fields such as education, sciences, business, media world. Nowadays, in the globalized world communication is indispensable in a foreign language, and it is proved that speaking English is a positive factor for personal and professional success.

Therefore, learning a foreign language has to be direct fundamentally to the development of the communicative interaction (Williams and Burden, 1999) seeing the interaction and communication constitute essential language functions (Richards y Rodgers).

Language must then be conceived as a tool that facilitates interaction and communication with native speakers from other countries. Many specialists and teachers agree that the students can learn interacting, focused in the communication process through topics that they use in their daily language and having the necessary practice to improve their English level, giving it the facilities to communicate not just with their community with native speakers too.

Some approaches are useful for this aim, these are: Communicative language teaching and collaborative learning, because the Communicative language teaching is focused on real life situation, which is indispensable for the communication and also the

students are encourage to learn because the new knowledge is use for them in their daily life and with the collaborative learning, the teacher and students can create a classroom environment in which the learners can enjoy and improve their communicative skills, through real situations using activities in which the pupils have to work in collaborative groups, to improve their learning process.

### **4.3. Significance**

This proposal is a significant goal in education with the implementation of a Conversational club to improve speaking skills in students.

The conversational club is useful with many advantages, one of them is the students can have more practice through speaking activities in the English language. This project is particularly aimed at Ninth basic year from Unidad Educativa Santa Elena.

This proposal solves a deficit that students have the speaking skills where they will be part of the Conversational club and improve that skill through selected activities and strategies, interviews, role plays, debate, songs and video activities .

Nowadays in Ecuador as and another countries, to speak English helps students to get an opportunity to study at a foreign university and also Ecuador is a touristic place where is a good opportunity speak English to have better opportunities of personal development in the near future of the students. So if Unidad Educativa Santa Elena

students are motivated and develop the English speaking skills, they will be great citizens who contribute to Santa Elena community.

#### **4.4. Objectives**

##### **4.4.1. General Objective**

To implement a Conversational club using the Communicative method in order to improve the English level, focus in the speaking skill the ninth grade students from Unidad Educativa “SANTA ELENA”.

##### **4.4.2. Specific Objectives**

- To identify the appropriate activities for the conversational club according to the necessity ninth grade students from Unidad Educativa Santa Elena.
- To establish strategies for the conversational club in order to develop speaking skills to Ninth grade students from Unidad Educativa Santa Elena.
- To develop communicative activities offered by the application of the conversational club in ninth grade students from Unidad Educativa Santa Elena.

- To implement the conversational club to improve speaking skills for Ninth grade Students from Unidad Educativa Santa Elena.

#### **4.5. Design and development of the Proposal**

The application of a conversational club is an important tool in the development of speaking skills of the ninth Grade Students from Unidad Educativa “SANTA ELENA”, city of Santa Elena, academic year 2015-2016, this project will help students to improve their speaking skills.

This conversational club is based on previously selected activities to interact with the students. They will develop speaking activities in a different environment.

##### **4.5.1. What is a CLUB?**

Club is an association of people with common interests that take part in recreational or cultural activities.

According the Ecuadorian Ministry of education, the club is designed to accomplish some objectives, such as: “give students the necessary tools to innovate, help the

learners in their integral development through activities to contribute, discover and improve abilities, capabilities and strengths that each student has, respecting their preferences, interest, and individual differences.

#### **4.5.2 Advantages of be part of the conversational club**

##### **1. New friends**

One of the best benefits of joining a club is that the person can make a lot of new friends. Clubs have a considerable number of members.

##### **2. Increase knowledge**

If you want to get into a new activity, joining a club gives you the opportunity to learn a lot about the English subject. Imagine that you are interested in any topic, but have no idea about that. The club community will have members who've been know some information and you will be only too happy to share their.

##### **3 Events**

- ✓ Role plays
- ✓ Games
- ✓ Dialogues
- ✓ Interviews
- ✓ Discussions



**Ninth Grade Students English Club.**

**Illustration # 1: Students decorating the audiovisuals room**  
Source: Alexi Quinde Villón



**Illustration # 2: Students decorating the audiovisuals room**  
Source: Alexi Quinde Villón



#### **4.5.3. Where will the conversational club be hold?**

At audiovisuals room at Unidad Educativa Santa Elena. The easiest place to hold an English Club is in a spare classroom at a school. After classroom hours, most schools remain open for an hour or two so that teachers can prepare for their classes. This is also a convenient location because some or all of the members will already be in the school and will have no excuses for missing a club meeting. You will also have access to materials and other technology equipment.

#### **4.5.4. When and how often should we meet for the conversational club?**

**About once a week.**

The conversational club meetings are develop once a week for about two hours after the classes. From 12:45 to 14:45.

**Illustration # 3. Model of a conversational club.**



Source:[https://www.britishcouncil.ro/sites/default/files/english-for-children-and-teenagers\\_0.jpg](https://www.britishcouncil.ro/sites/default/files/english-for-children-and-teenagers_0.jpg)

#### 4.5.5 Speaking activities for the club.

**Chart 29. Speaking activities for the club.**  
**Author: Alexi Quinde Villón.**

Activities	Topics
<b>Presentation</b>	➤ Diagnostic test
<b>Dialogues</b>	<ul style="list-style-type: none"> <li>➤ We can practice</li> <li>➤ Talk about daily routines.</li> <li>➤ Talk my favorite place</li> <li>➤ Talk about leisure activities.</li> </ul>
<b>Interview</b>	<ul style="list-style-type: none"> <li>➤ Friends abilities</li> <li>➤ Daily routines</li> <li>➤ Classmates activities on weekends</li> <li>➤ Locations and favorite place.</li> <li>➤ My house.</li> <li>➤ My first day of classes.</li> <li>➤ Occupations.</li> </ul>
<b>Games</b>	<ul style="list-style-type: none"> <li>➤ Talk about abilities-memory games.</li> <li>➤ Find someone who...</li> <li>➤ Mystery word</li> </ul>
<b>Roleplays</b>	<ul style="list-style-type: none"> <li>➤ Daily routine</li> <li>➤ Occupations</li> </ul>
<b>Discussions</b>	<ul style="list-style-type: none"> <li>➤ Animals abilities</li> <li>➤ Actions that people are doing in pictures.</li> </ul>
<b>Songs</b>	<ul style="list-style-type: none"> <li>➤ Daily routine song</li> <li>➤ Lemon tree song</li> <li>➤ Set fire to the rain.</li> </ul>

#### **4.5.6 English club at Unidad Educativa Santa Elena**

The conversational club is a strategy that the author developed in the audio visuals room at Unidad Educativa Santa Elena, because it has the technological tools and the space, and the lighting and ventilation to allow students learn in an informal environment different of the formal classes, it can be decorated according to students preferences.

The conversational club is develop two days after classes, is an extra activity and the learners have the permission of their parents and despite the sample obtained from Ninth basic students, no all participate in the conversational club, just thirty five students decided to sacrifice their time to improve their oral skills in the English subject.

On another hand, the contents that students are going to reinforce in the conversational club are taken from the English book level two from the Ministry of Education, book that they use during this year, but the activities are focused with the communicative approach for the enhancement speaking skills for the learners through the interaction in the club.

The innovation in education is an important fact and use it in the classroom work is important to develop skills in the students. The implementation of the Conversational

Club provides tools in a new environment that teachers can use to motivate students to speak English and increase their abilities.

### **Students of Ninth Grade.**



**Illustrarion # 4: A group of students in the conversational club.  
Author: Alexi Quinde Villón**

#### **4.5.7 Goals for the conversational club.**

- a. Improve the speaking skill
- b. Enhance communication and collaboration.
- c. Foster creativity and innovation.

- d. Encourage autonomous learning.
- e. Create an atmosphere of ease and relaxation.
- f. Cultivate good hobbies and habits.
- g. Make new friends.

#### **4.5.8 Evaluation**

Students started with a low level it was reflected at the beginning in the diagnostic test take by the teacher through a basic interview about topics that they studied last year.

## WORKSHOP N. 1

**Name:** We can practice.



**Illustration 5:** Students talking with the teacher to start the conversational club.

**Author:** Alexi Quinde Villón.

**Objective:** To talk about abilities and talents.

Number of students: 40

**A) Pairs Activity:** Read and practice the conversation.

**Mary:** Oh, look at. There's a talent

show on Sunday. Let's participate.

**Andrew:** I can't enter a talent show.

But, What can I do?

**Mary:** ohhh, You can sing very well.

**Andrew:** Oh! Thank you... But you can, too. You have a lot of talent

**Mary:** Well, no. I can't sing at all- but I

Can play the guitar.

**Andrew:** So maybe we can participate in the show.

**Mary:** Sure. Why not?

**Andrew:** Ok. Let's start to practice tomorrow!

Maybe, we can win the talent show.

**B) Individual Activity.** Write sentences using can or can't according to the cues.

**Ex: A horse/ dance**

**A horse can't dance**

1. A teacher/ speak English \_\_\_\_\_

2. A doctor/build houses \_\_\_\_\_

3. A chef/cook delicious \_\_\_\_\_

4. A engineer/help sick people \_\_\_\_\_

5. A driver/play football \_\_\_\_\_

**C) Small group activity:** Discuss each statement. Then circle yes or no.

Activity		
1. Some birds can't fly	Yes	No
2. Tigers can't swim	Yes	No
3. Kangaroos can walk	Yes	No
4. An octopus can change color	Yes	No



**D) Group Activity.** Play a memory game with five classmates.

Ex: A: I can play the guitar

B: Caren can play the guitar. I can speak English.

C: Caren can play the guitar, Jessy can speak English. I can swim.

D: Caren can play the guitar, Jessy can speak English. Jose can swim.

**E) Autonomous work.** Make an interview to 5 people in your house or neighbor about their abilities. Finally report your answers to your classmates

Can you....?	Dance	Play the guitar	Whistle	Cook a dessert	Speak English	Write a poem
Ex: Pepito	✓		✓	✓		

## WORKSHOP N.2

**Name:** Let's Sing

**Objective:** To talk about daily routines.

**Number of students:** 40

**A) Pairs Activity.** Listen and sing the song.



**Source:** <https://www.youtube.com/watch?v=eUXkj6Ezw>



**Illustration 6:** Students doing a role play in the conversational club.

**Author:** Alexi Quinde Villón.

**B) Group work.** " Find someone Who", use Yes/ no questions to find information.

Make an interview in the classroom.

STUDENTS NAMES:

Get up at 5:30 A.M. ....

Take a shower every morning .....

Have breakfast at 6:15 .....

Arrive school at 6:45 .....

Do homework at 3:00 P.M. ....

Go to bed at 8:00 P.M. ....

**C) Pairs Activity.** Tell a friend about your daily routine.

**D) Individual Activity.** Make an interview to any person in your house or neighbor using the information from the chart.

Name of the person	Gets up	Has breakfast	Goes to school or work	Comes home	Has dinner	Go to bed
<b>Ex: Pepito</b>	6:00 a.m.	7:00 a.m.	7:30 a.m.	14:00 p.m.	20:00 p.m	22:00 p.m

**E) Group work.** Make a role play about your daily routine.

## WORKSHOP N.3

Name: Let's listen



**Illustration 7: Students watching a video the conversational club.**  
Author: Alexi Quinde Villón.

**Objective:** To use Adverbs of frequency to talk about daily routine.

Number of students: 35

**A) Pairs Activity.** Listen to the sentences. Underline the words that you hear and write the sentence changing the expression to adverb of frequency.



12 Unknown Track 12.wma

<u>1 Morning</u>	mornings	6 Time	times
2 Year	years	7 Night	nights
3 Year	years	8 Month	months
4 Day	days		
5 Day	days		

Ex: I go to work every morning .

I always go to work.

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**B) Group work.** Let's play. Find someone who does each activity below? Report to the whole class their answers.

**Ex: Who arrive late to School?**

Amy, Joseph and Kiara

1 **Usually** speak English in the class?

---

2 **Always** sings in the shower?

---

3 **Often** gets hungry during the class?

---

























4 **Never** arrives late to School?

---

5 **Seldom** plays sports?

---

**C) Individual Activity.** Complete the sentences in the chart. Use the Adverbs of frequency from the box.

	<i>sometimes usually often never seldom rarely always</i>						
	Sun.	Mon.	Tues.	Wed.	Thurs	Fri.	Sat.
1. Mary <u>always</u> drinks coffee.							
2. Dan _____ drinks coffee.							
3. Mary _____ drinks coffee							
4. Amy _____ drinks coffee							
5. Josua _____ drinks coffee							
6. Sebas _____ drinks coffee							
7. Taty _____ drinks coffee							

**D) Pair work.** Let's talk. What do your classmates do on weekends?. Check the boxes to describe their activities and report for the class.

	ALWAYS	USUALLY	OFTEN	SOMETIMES	SELDOM	NEVER
Eat in a restaurant				✓		
Go to the cinema						
Go to the beach						

Go shopping						
Listen to music						
Speak English						
Chatting on Facebook or what's up						
Go parties						
Travel to any place						
Study hard						

Ex: Mary sometimes eat in a restaurant on weekends. She usually goes to the  
cinema.....

.....

**E) Pair work.** Talk about how often you do these activities.

**How often do you.....?**

Dance	Walk to school	Go to cinema
Call your grandparents	Surf the internet	Do exercises
Call your friends	Go concerts	Study
Go to bed early	Speak English	Dance
Help in the kitchen	Sing in the shower	Go to parties

## WORKSHOP N.4

**Name: Where is the library?**



**Illustration 8: Students working in groups in the conversational club.**  
**Author: Alexi Quinde Villón.**

**Objective:** To use Prepositions of location to talk about directions.

Number of students: 40

Previously the teacher introduce the vocabulary of prepositions of locations.

**A) Individual Activity.** Look at the map and complete the sentences with the prepositions of location of the box.

\*on the corner of   \* behind   \*across from   \*next to   \* on   \* in fron of   \*between





Source: [http://www.englishexercises.org/makeagame/my\\_documents/my\\_pictures/2008/may/map\\_4.jpg](http://www.englishexercises.org/makeagame/my_documents/my_pictures/2008/may/map_4.jpg)

1. The bank is ..... Rosa Silva avenue and Santos Dumont street
2. The toy store is ..... the music store and the restaurant.
3. The school is ..... Rosa Amelia Street.
4. The fast food restaurant is ..... the school.
5. The pet shop is ..... the supermarket

**B) Pairs activity.** Let's practice. Look at the map again. Ask about the location of each place.

**Ex: A: Where's the bank?.**

**B: The bank is in front of the Flower shop**

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**C) Individual Activity.** Circle the correct preposition of location according to the picture.

<p>1.</p>  <p>on the corner of / behind</p>	<p>2.</p>  <p>behind / across from</p>
<p>3.</p>  <p>in front of / across from</p>	<p>4.</p>  <p>behind / on the corner of</p>
<p>5.</p>  <p>in front of / between</p>	<p>6.</p>  <p>next to / between</p>

Source:[http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English\\_Book\\_2-Student.pdf](http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf)

**D) Pairs activity.** Draw a map or take photos of your School. Talk about where are these places?

Library	Computer Room 2	Vice principal office	Bar
Teachers Room	Audiovisuals Room	I.B. office	Principal office
Chemistry Lab	Computer Room 1	V .I. P. room	D.E.C.E

**E) Autonomous work.** Draw a big map of your neighborhood or your favorite place and tell your classmates about it.

Ex: This map is from my neighborhood, the Supermarket is on the Main Street, the Cyber is in front of El Manaba Restaurant.

## WORKSHOP N. 5

Name: My favorite place.



**Illustration 9: Students playing the mystery word in the conversational club.**

Author: Alexi Quinde Villón.

Objective: To talk about places.

Number of students: 40

**A) Pairs Activity.** Find the words from the box in the puzzle.

Mall	movie theater	Bus stop	museum	bank
Bookstore	drugstore	post office	supermarket	restaurant

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

Source:[http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English\\_Book\\_2-Student.pdf](http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf)

**B) Individual Activity.** Write the correct place from each picture bellow, according

and describe each place.

Ex: A restaurant is a place where the people go when they want to eat.



1.           *mall*          



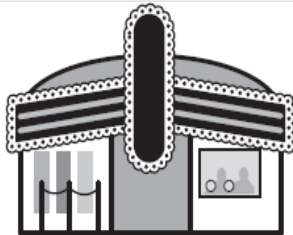
2. \_\_\_\_\_



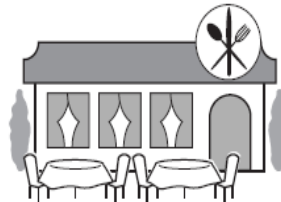
3. \_\_\_\_\_



4. \_\_\_\_\_



5. \_\_\_\_\_



6. \_\_\_\_\_



7. \_\_\_\_\_



8. \_\_\_\_\_

Source: [http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English\\_Book\\_2-Student.pdf](http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf)

**C) Group activity: Let's play. "Mystery word".** A student choose a card with any place, he has to describe that place The other group has to guess what place is he describing?



**SHOPPING MALL**

Source:[https://www.google.com.ec/search?hl=es419&tbm=isch&q=shopping+picture+&oq=&gs\\_l=](https://www.google.com.ec/search?hl=es419&tbm=isch&q=shopping+picture+&oq=&gs_l=)

Ex: I usually go ..... with my mother, because she has to buy lot of things for our home.....

**D) Individual Activity.** Let's talk. Think about your favorite place. Draw it and tell to your classmates. Why do you like it?

Ex: My favorite place is the Restaurant, because in that place I can share time with my family and enjoy some delicious food that it offers us.....

**E) Pairs Activity.** Interview a partner about his/her favorite pace, report your interview to the class.

## WORKSHOP N. 6

Name: I enjoy go to the parties.



Illustration 10: Students making a presentation in the conversational club.

Author: Alexi Quinde Villón

**Objective:** To talk about leisure activities.

Number of students: 40

A) **Individual activity.** Let's listen. Look at the ads and listen to the conversation and answer the following question:

1. Where do the kids want to go? Circle the ad.



36 Pista 36.wma

Source: [http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English\\_Book\\_2-Student.pdf](http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf)

Listen again the conversation and underline the people, events and places which, kids and mom talk about.

Rolling stone concert	Black Eyed Peas concert	An outdoor movie	Seaquarium	Zoo
Shakespeare festival	Vicent van Gogh	Picasso exhibit	Planetarium	Beach

**B) Pair work:** Let's talk. In pairs discuss the following questions..

- ✓ Do you have any leisure activity, which is it?
- ✓ What do you do on weekends?
- ✓ How do you spend your time in holydays?
- ✓ Which are the most popular leisure activities in Ecuador?
- ✓ Which is your best friend leisure activity?

**C) Individual Activity.** Name the pictures with their correct activity.

**\*Eat out \*Hang out with fries \*Go to a party \*Watch a DVD\* Visit grandparents**







Source: [http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English\\_Book\\_2-Student.pdf](http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf)



**D) Individual work.** Choose one of the following activities in the pictures of leisure activities. Explain your answers.



Source:[http://amepdl.net.au/sites/default/files/attachments/ht/res\\_ht\\_post10\\_leisure\\_leisureactivities\\_10628.pdf](http://amepdl.net.au/sites/default/files/attachments/ht/res_ht_post10_leisure_leisureactivities_10628.pdf)

**E) Autonomous work.** Write and tell a paragraph about your LEISURE ACTIVITY.

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## WORKSHOP N. 7

Name: I'm taking to you.



Illustration 11: Students and teacher working in the conversational club.  
Author: Alexi Quinde Villón

**Objective:** To use Present continuous to say what's happening right now.

Number of students: 40

**A) Individual Activity.** Let's sing. Listen and watch the video, sing LEMON TREE SONG. Write the actions verbs that you listen in the song.



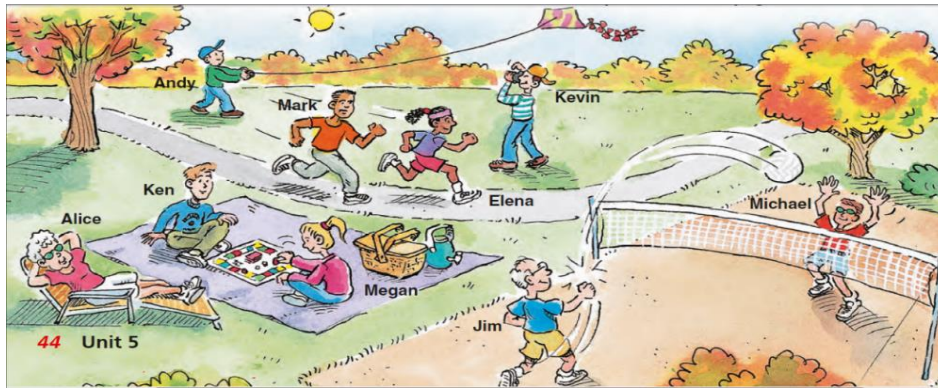
Source: [https://www.youtube.com/watch?v=cV\\_yOSXVm4k](https://www.youtube.com/watch?v=cV_yOSXVm4k)

Ex: sitting

.....

**B) Pair work.** Discuss What are the people doing in the picture? Ask Yes? /no questions.

Ex: Is Kevin swimming? –No, he isn't. He is taking a picture.



Source:[http://educacion.gob.ec/wpcontent/uploads/downloads/2013/09/English\\_Book\\_3-Student](http://educacion.gob.ec/wpcontent/uploads/downloads/2013/09/English_Book_3-Student)

**C)Pair work activity.** Complete these sentences. Then compare with a partner.



My name is Daniel. I'm sitting on  
The Sofia. I'm \_\_\_\_\_ soda  
And \_\_\_\_\_ chips. I'm \_\_\_\_\_  
TV, but I'm \_\_\_\_\_ studying



My name Amy. I'm having my  
Guitar lesson. So, I \_\_\_\_\_  
The guitar. Miss Vera, my teacher  
\_\_\_\_\_ me some tips to  
Play well the guitar.



My name is sebas. I'm having fun \_\_\_\_\_  
 With my family, because we \_\_\_\_\_  
 To Ambato. My father \_\_\_\_\_  
 Picture of a mountain. My mother is talking.  
 With me. We are \_\_\_\_\_ of this wonderful.



My name is Sara. I'm working in a  
 Restaurant. I \_\_\_\_\_ some  
 Soup for a client. He \_\_\_\_\_  
 To me. Karen, friend \_\_\_\_\_  
 With me.

Source: <http://www.educacion.gob.ec/wp-content/uploads/downloads/2013/09/INT-STUDENTS-BOOK-4.compressed.pdf>

**D) Group work.** Guess what activity is in progress? Use actions verbs in the perform.

**E) Autonomous work.** Write and sent a message using present continuous.

Kenny: Hi. What are you doing?  
 Mary: I'm listening pop music. And you?  
 Kenny: \_\_\_\_\_  
 Mary: \_\_\_\_\_

## WORKSHOP N. 8

Name: This is my house.



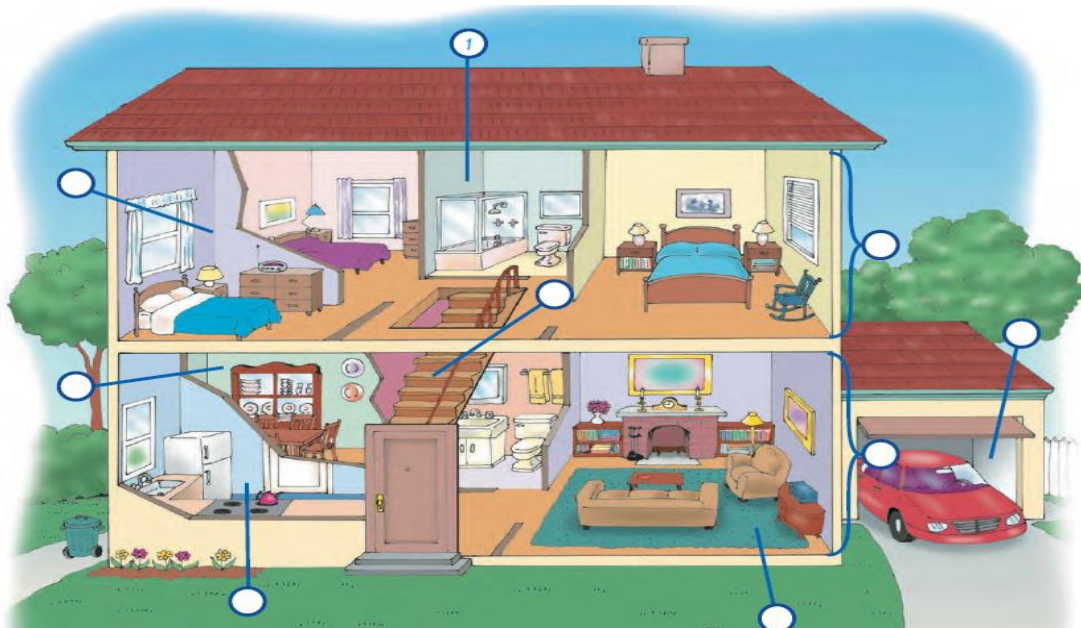
**Illustration 12: Student doing a presentation in the conversational club.**  
Author: Alexi Quinde Villón

**Objective:** To talk about your house and favorite places in it.

Number of students: 40

**A) Individual Activity.** Unscramble the letters and write the parts of the house and label them using the numbers.

- |                        |                 |                        |       |
|------------------------|-----------------|------------------------|-------|
| 1. th r o m b o a      | <u>bathroom</u> | 6. s t r a p u s I     | _____ |
| 2. n e r g a d         | _____           | 7. e a r g a g         | _____ |
| 3. m o d r o b e       | _____           | 8. r a s t i s         | _____ |
| 4. g l i n v i m o r o | _____           | 9. s w a n s t r o i d | _____ |
| 5. g i n d i n r o m o | _____           | 10. c h i k e n t      | _____ |



Source:[http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English\\_Book\\_2-Student.pdf](http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf)

**B) Individual activity.** Draw a picture of your house, describe it and tell your classmates using your own words.



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**C) Pair work.** Let's talk: Interview.

What is your favorite room in your house?

What are there?

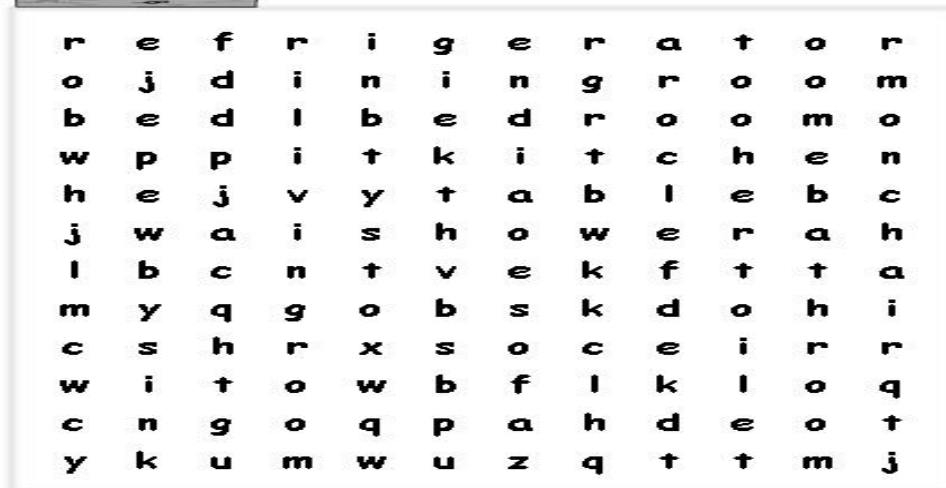
Why do you like it?

Which activities do you do in that room or place?

Is it special for you? Why?

**D) Individual activity** Find the words below in the puzzle.

## In a House



living room    dining room    kitchen  
bedroom    bathroom    chair  
sofa    TV    sink    toilet    bed  
shower    table    refrigerator



Source: [http://bogglesworldesl.com/files/easy\\_wordsearch\\_house.jpg](http://bogglesworldesl.com/files/easy_wordsearch_house.jpg)

**E) Autonomous work.** Surf on internet about different kinds of house around the world. Choose your favorite and tell details to your class.



## WORKSHOP N. 9

**Name:** Did you have a good weekend?



**Illustration 13:** Student working in groups in the conversational club.  
**Author:** Alexi Quinde Villón

**Objective:** To talk about past events.

Number of students: 40

**A) Individual Activity.** Classify the following verbs in regular and irregular

Travel	Watch	Say	do	Pay	Listen	make	Like
Go	Study	Be	cook	ride	Speak	play	Wear

REGULAR		IRREGULAR	

**B) Individual Activity.** Listen to the sentences and underline the verbs in past you listen.



35 Unknown Track 35.wma

- |           |         |               |
|-----------|---------|---------------|
| 1. Play   | plays   | <u>played</u> |
| 2. Play   | plays   | played        |
| 3. Watch  | watches | watched       |
| 4. Enjoy  | enjoys  | enjoyed       |
| 5. Watch  | watches | watched       |
| 6. Ask    | asks    | asked         |
| 7. Answer | answers | answered      |
| 8. Listen | listens | listened      |
| 9. Like   | likes   | liked         |
| 10. Work  | works   | worked        |

Source:<http://es.slideshare.net/gabrielamarchiano7/basic-englishgrammar-27757670?related=1>

**C) Pair work.** Write the past tense of the following verbs.

Ex: Invite     invited

Talk _____	Work _____	Study _____
Smile _____	Stop _____	Watch _____
Cook _____	Enjoy _____	Listen _____



Now, use some verbs above to write sentences in past.

Ex: Alex invited me for his party last night.

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**D) Group work.** Let's play. Find someone who:

Studied English yesterday. ....

Didn't take a bath today. ....

Played basketball last week. ....

Travel to Quito last year .....  
.....

Kissed somebody yesterday. ....

Didn't have breakfast today. ....

Watched a movie last weekend .....  
.....

Cried for his or her boyfriend or girlfriend last month. ....

**E) Let's sing.** Complete the song changing the verbs in the parentheses in simple past tense. [http://www.letraseningles.es/letrascanciones/traduccionessAC/Adele-](http://www.letraseningles.es/letrascanciones/traduccionessAC/Adele-SetfirerainTraducida.html)

[SetfirerainTraducida.html](http://www.letraseningles.es/letrascanciones/traduccionessAC/Adele-SetfirerainTraducida.html)

♥ **SET FIRE TO THE RAIN BY ADELE**

I let it fall, my heart  
And as it fell, you rose to claim it  
It \_\_\_\_\_ (be) dark and I \_\_\_\_\_  
(be) over  
Until you \_\_\_\_\_ (kiss) my lips and  
you \_\_\_\_\_ (sav) me  
My hands, they \_\_\_\_\_ (be) strong,  
but my knees \_\_\_\_\_ (be) far too  
weak  
To stand in your arms without falling to  
your feet.

But there's a side to you that I  
never \_\_\_\_\_ (know),  
never \_\_\_\_\_ (know)  
All the things you'd say, they \_\_\_\_\_  
(be) never true, never true  
And the games you'd play, you would  
always win,  
always win...  
But I set fire to the rain  
\_\_\_\_\_ (Watch) it pour as I  
\_\_\_\_\_ (touch) your face  
Well, it \_\_\_\_\_ (burn) while I  
\_\_\_\_\_ (cry)  
'Cause I heard it screaming out your  
name, your name.

When laying with you I could stay there  
Close my eyes, feel you here forever  
You and me together, nothing is better.

'Cause there's a side to you that I never  
knew, never \_\_\_\_\_ (know),  
All the things you'd say, they \_\_\_\_\_  
(be) never true, never true

And the games you's play, you would  
always win,  
always win...

But I set fire to the rain

\_\_\_\_\_ (Watch) it pour as I  
\_\_\_\_\_ (touch) your face  
Well, it \_\_\_\_\_ (burn) while I  
\_\_\_\_\_ (cry)  
'Cause I heard it screaming out your  
name, your name  
I set fire to the rain  
And I threw us into the flames  
When we fell, something \_\_\_\_\_ (die)  
'Cause I knew that that was the last time,  
the last time.

Sometimes I wake up by the door  
That heart you caught must be waiting  
for you  
Even now when we're already over  
I can't help myself from looking for  
you.

I set fire to the rain, I set fire to the  
rain...  
\_\_\_\_\_ (Watch) it pour as I touch  
your face  
Well, it \_\_\_\_\_ (burn) while  
I \_\_\_\_\_ (cry)  
'Cause I heard it screaming out your  
name, your name  
I set fire to the rain  
And I threw us into the flames  
When we fell, something  
\_\_\_\_\_ (die)

## WORKSHOP N. 10

Name: Let's talk about famous people.



Illustration 14: Student doing a presentation in the conversational club.  
Author: Alexi Quinde Villón

Objective: To talk about the past using the simple past of be.

Number of students: 40

A) Individual Activity. Match and label the following pictures.



1. The Beatles **were** an English pop and rock group.
2. Thomas Edison **was** an American inventor.
3. Frida Kahlo and Diego Rivera **were** Mexican painters.
4. Albert Einstein **was** a German scientist.
5. Pierre and Marie Curie **were** French scientist.
6. Mother Teresa **was** a Yugoslavian nun.

[http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English\\_Book\\_2-Student.pdf](http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf)

**B) Small group Activity.** Listen to the conversation. Practice the conversation with a classmate changing the underline parts with the words from the box.

PAST TIM EXPRESSIONS		ADJECTIVES	
Last night	Last year	terrific	Incredible
Yesterday	Last Friday	awful	Amazing
2 days ago	Last week	fantastic	Horrible



08 Pista 8.wma

A: Were you at Mike's party last night?

B: Yes, I was.

A: How was it?

B: It was awesome. I loved it.

C: Not me. I thought it was awful. The food was really bad.

B: You're right about that. But the music was great.

C: That's true. It was fantastic.

Source:<http://www.educacion.gob.ec/wp-content/uploads/downloads/2013/09/INT-STUDENTS-BOOK-4.compressed.pdf>

**C) Individual Activity.** Write sentences about the people from the pictures. You can add more sentences about other famous people.



Source:[http://www.cecyltebc.edu.mx/hd/archivos/guias\\_didacticas/ingles\\_ii\\_2010-12.pdf](http://www.cecyltebc.edu.mx/hd/archivos/guias_didacticas/ingles_ii_2010-12.pdf)

Ex: Cristiano Ronaldo is a famous soccer player. He was born in 1985 in the USA.

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**D) Pair work Activity.** Interview your classmate about the first day of class.

You can consider the following questions and you can add another questions.

Were you shy?

Were you happy?

Were you polite with the teachers?

Were you talkative?

Were you lost in the School?

**E) Autonomous work.** Describe a good, bad, amazing or embarrassed experience and tell your classmates.

## WORKSHOP N. 11

Name: I went to the cinema.



Illustration 15: Student doing a presentation in the conversational club.

Author: Alexi Quinde Villón

**Objective:** To talk about the past using the simple past of irregular verbs.

Number of students: 40

**A) Pairs Activity.** Change the sentences from present to past.

Ex: I go to School every day.

A: I go to School every day. I went School yesterday.

Ex: Mary gets mails from house every week.

B: Mary gets mails from house every week. Mary got mail from house last week.


Partner A	Partner B
1. I go to School every day.	1. Mary gets mails from house every week.
2. We had lunch every day.	2. They go shopping every day.

3. Erick runs two kilometers every morning.	3. I talk with my friends every day.
4. Alex does his homework every day.	4. I have English classes every day.
5. We wear jeans every morning.	5. Camila reads a new book every month.
7. I buy some candies every day.	6. I eat breakfast in the cafeteria every morning.


**B) Individual Activity.** Look at the verb in the box and tell your sentences in past to your class.

**IRREGULAR VERBS**


PRESENT	PAST	PRESENT	PAST
Be am/is/are	Was / were	Pay	Paid
Bring	Brought	Read	Read
Become	Became	Ride	Rode
Buy	Bought	Run	Ran
Come	Came	Say	Said
Do	Did	See	Saw
Drive	Drove	Sell	Sold
Eat	Ate	Sing	Sang
Feel	Felt	Steal	Stole
Fly	Flew	Sit	Sat
Get	Get	Speak	Spoke
Give	Gave	Swim	Swam
Go	Went	Take	Took
Have	Had	Teach	Taught
Know	Knew	Think	Thought
Leave	Left	Understand	Understood
Make	Made	Wear	Wore
Meet	Met	Write	Wrote



I went shopping last month.



He stole the bank last night



Last summer, they swam in the lake

Source: [http://www.cecyltebc.edu.mx/hd/archivos/guias\\_didacticas/ingles\\_ii\\_2010-12.pdf](http://www.cecyltebc.edu.mx/hd/archivos/guias_didacticas/ingles_ii_2010-12.pdf)

**C) Individual Activity.** Imagine you and your family went to an exciting trip.

What did you do there? Create a story and tell your class.




**D) Pairs Activity.** Ask your best friend



What he/she did or didn't do last weekend?

**E) Autonomous work.** Read the following sentences and choose a verb from the box on the right and fill in the blanks.

Yesterday evening, I \_\_\_\_\_ to the cinema.  
I \_\_\_\_\_ a very good film.  
It \_\_\_\_\_ Robert de Niro.  
It \_\_\_\_\_ about a gangster.  
He \_\_\_\_\_ another gangster in the head and killed him.  
After the cinema, I went to MacDonald's and \_\_\_\_\_ a hamburger.  
I also \_\_\_\_\_ a milk shake.  
I \_\_\_\_\_ to bed quite late.  
However, I \_\_\_\_\_ up early this morning.  
I \_\_\_\_\_ dressed quickly  
and \_\_\_\_\_ at work early.  
I \_\_\_\_\_ the first person to arrive at work.  
It \_\_\_\_\_ very calm and peaceful.  
I \_\_\_\_\_ me eyes for a few moments.  
And \_\_\_\_\_ back to sleep again!  
When everybody else \_\_\_\_\_.  
I \_\_\_\_\_ up.  
My boss \_\_\_\_\_ very happy with me.  
Because he \_\_\_\_\_ I had worked all night!  
He \_\_\_\_\_ me a bonus.



WENT (3),  
SAW (1), WAS  
(4), THOUGHT  
(1) WOKE (1),  
ARRIVED (2),  
GOT (2),  
CLOSED (1),  
HAD (2),  
STARTED (1),  
SHOOT (1)



Source:[http://www.cecyltebc.edu.mx/hd/archivos/guias\\_didacticas/ingles\\_ii\\_2010-12.pdf](http://www.cecyltebc.edu.mx/hd/archivos/guias_didacticas/ingles_ii_2010-12.pdf)



## WORKSHOP N. 12

Name: I want to be....



Illustration 16: Student doing a role play in the conversational club.

Author: Alexi Quinde Villón

**Objective:** To talk about occupations.

Number of students: 40

**A) Individual Activity.** Look at the pictures bellow. Read the definitions and complete the crossword puzzle

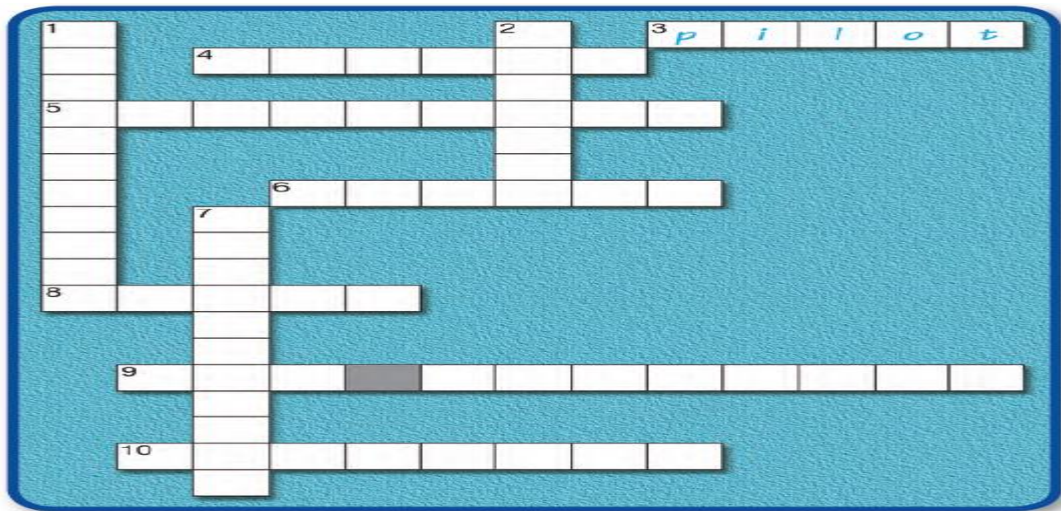


### ACROSS

3. operates aircraft.
4. drives cars and trucks.
5. makes things out of wood.
6. treats sick people.
8. assists doctors.
9. creates websites.
10. fixes cars.

### DOWN

1. connects and repairs electrical equipment.
2. cleans and treats people's teeth.
3. cuts and styles hair



[http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English\\_Book\\_2-Student.pdf](http://educacion.gob.ec/wp-content/uploads/downloads/2013/03/English_Book_2-Student.pdf)

**B) Groups activity.** In small groups discuss the following questions:

Would you like to have a job in your free time?

What are some of the popular occupations in your City?

What do you think about the occupations of your parents?

Why do you think is important for people love their occupations?

Which occupation do you think is more important for the society?

**C) Individual activity.**

Talk about your favorite occupation.

Share your ideas with your class.

**D) Group activity.**

In groups make a role play about occupations

**E) Autonomous work.** Make an interview for a family member or neighborhood about his/her occupation and report to your class through a video.

## 4.5.9 Results

### 4.5.9.1 Diagnostic test results

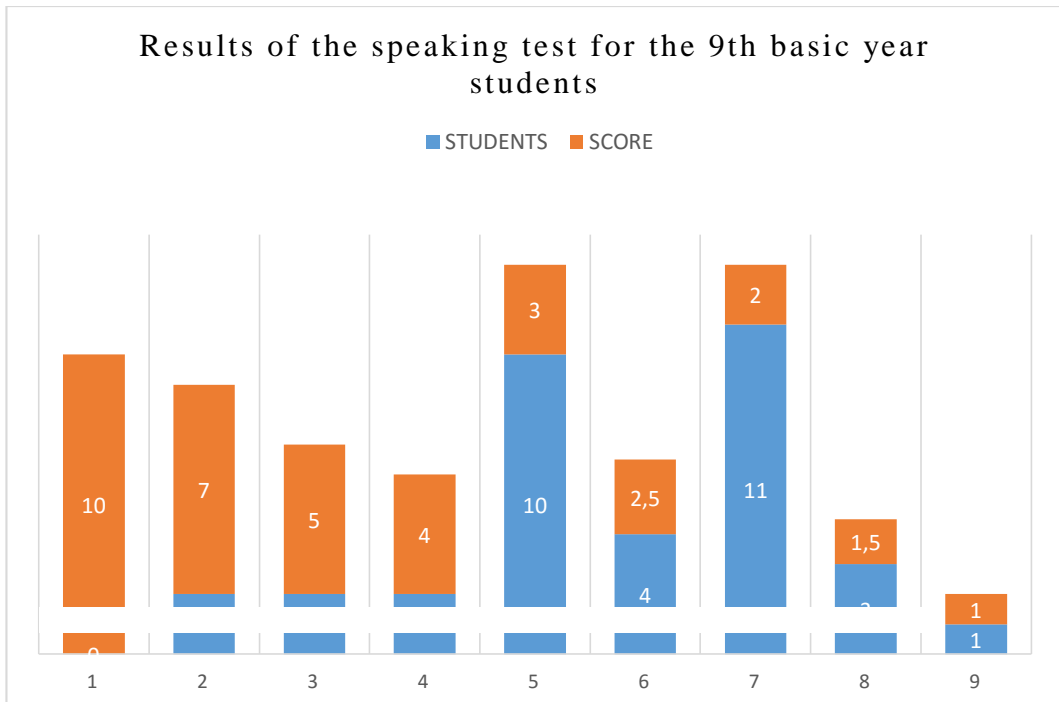
Ninth basic students participated in the project and the diagnostic test indicates the deficit in the speaking skill in them.

Nº	NAMES	SCORE
1	ARIAS PINCAY JENNIFER LILIANA	3
2	AVILÉS MUÑOZ MARÍA FERNANDA	3
3	BAIDAL TOMALÁ JOSÉ VICENTE	3
4	BARBA DIAZ ANDRES JULIAN	2,5
5	CATUTO TOMALA LADY KARINA	3
6	FLORES FLORES JEFFERSON ALEXANDER	2
7	GÓMEZ TOMALÁ ALEX DAVID	2,5
8	GUERRERO APOLINARIO GEOVANNA KARELYN	1
9	HERRERA MARTINEZ MARCOS ULISES	3
10	MATEO ORDÓÑEZ JONATHAN ANDRÉS	5
11	MÉNDEZ GONZÁLEZ JEREMY YONAYQUE	2
12	MÉNDEZ GONZÁLEZ KEYLA DANIELA	2
13	ORRALA TOMALA GEORGE ALEXANDER	5
14	ORTIZ SORIANO JUAN CARLOS	7
15	PALLASCO TOMALÁ ODALYS CORAIMA	2
16	PANCHANA RODRÍGUEZ IVAN ANDRÉS	2
17	PLUA PÉREZ LUIS GIAMPIERRE	4
18	PLUA PÉREZ SANDRA CECILIA	2,5
19	POZO PRUDENTE FERNANDO ANDRES	2
20	PRUDENTE TOMALÁ GINA JAMILEX	2
21	QUIROZ BRIONES MARCK ANTHONY	2,5
22	REYES GONZÁLEZ JEAN CHRISTOPHER	3
23	REYES INDIO RONNY ROGER	7
24	REYES PRADO LAURA STEFANÍA	3
25	RIVERA FLORES WILMER EMILIO	2
26	RODRÍGUEZ SOLÍS DAVID ISRAEL	4
27	SÁNCHEZ YAGUAL BRYAN ALEXANDER	3
28	SIGUENCIA DEL PEZO DARIEN JOSEPH	3
29	TIVILLÍN GUTAMA DILIA MERCEDES	3
30	VEGA REYES ANGIE ROSEMARY	2
31	WALSH RICARDO MORELIA GUADALUPE	1,5
32	YAGUAL SUÁREZ JIMMY JAVIER	1,5
33	YAGUAL SUÁREZ MILTON WILLIAM	2
34	YAGUAL YAGUAL GRACE ROMINA	2
35	ZHUNI CASTILLO AGEDA MICHELLE	1,5

**Chart # 30: Diagnostic test scores**  
**Author: Alexi Quinde Villón**

Results of the speaking test for the 9th year of GBE	
STUDENTS	SCORES
0	10
2	7
2	5
2	4
10	3
4	2,5
11	2
3	1,5
1	1

**Chart # 31: Results of diagnostic test scores**  
**Author: Alexi Quinde Villón**



**Graph 19: Results of speaking test**  
**Author: Alexi Quinde Villón**

#### 4.5.9.2. Results of the Speaking test of the ninth basic year students.

This graphic shows that the majority of students in the ninth basic year in the Unidad Educativa Santa Elena has a deficient speaking skill development.

#### 4.5.9.3. Global scores per activity

Chart # 32: Global scores per activity

ACTIVITIES	GRADE SCORE
DIALOGUES	8,1
INTERVIEWS	9,07
ROLE PLAYS	9,40
DISCUSSIONS	8,1
<b>TOTAL</b>	<b>8,86</b>

Author: Alexi Quinde Villón  
Source: Taken from English conversational club.

#### 4.5.9.4 Comparison between the diagnostic test and final results.

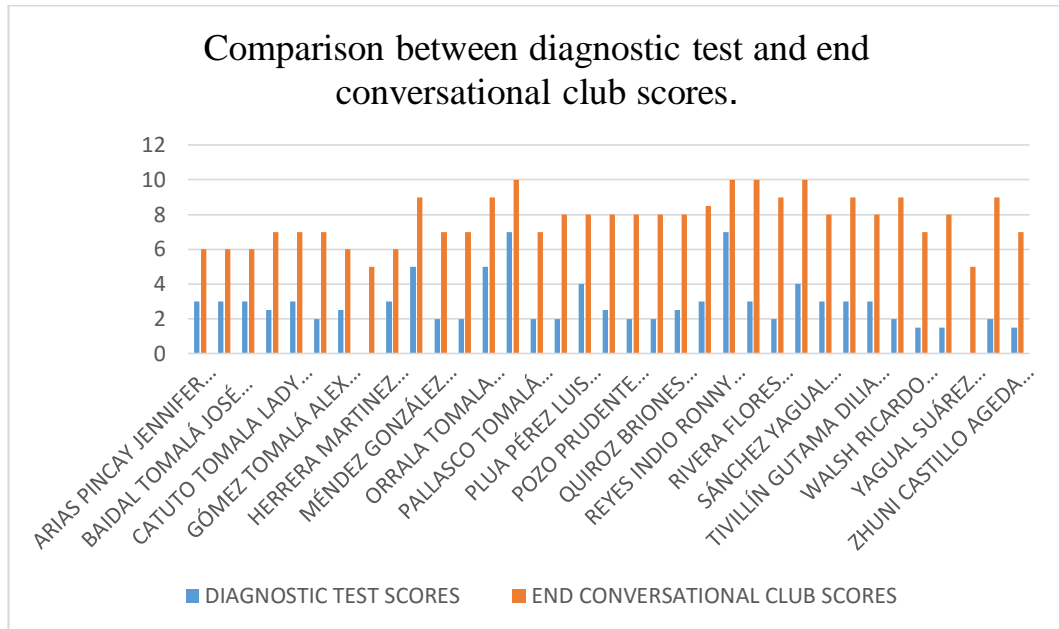
Chart # 33: Comparison between the diagnostic test and end conversational club results

Nº	NAMES	DIAGNOSTIC TEST SCORES	END CLUB SCORES	IMPROVEMENT PERCENTAGE
1	ARIAS PINCAY JENNIFER	3	6	30%
2	AVILÉS MUÑOZ MARÍA	3	6	30%
3	BAIDAL TOMALÁ JOSÉ	3	6	30%
4	BARBA DIAZ ANDRES J	2,5	7	45%
5	CATUTO TOMALA LADY	3	7	40%
6	FLORES FLORES JEFFERSON	2	7	50%
7	GÓMEZ TOMALÁ ALEX	2,5	6	35%
8	GUERRERO APOLINARIO G.	0	5	50%
9	HERRERA MARTINEZ M.	3	6	30%
10	MATEO ORDÓÑEZ J.	5	9	40%
11	MÉNDEZ GONZÁLEZ JEREMY	2	7	50%
12	MÉNDEZ GONZÁLEZ KEYLA	2	7	50%
13	ORRALA TOMALA GEORGE	5	9	40%
14	ORTIZ SORIANO JUAN	7	10	30%
15	PALLASCO TOMALÁ O.	2	7	50%
16	PANCHANA RODRÍGUEZ I.	2	8	60%
17	PLUA PÉREZ LUIS	4	8	40%
18	PLUA PÉREZ SANDRA	2,5	8	55%
19	POZO PRUDENTE FERNANDO	2	8	60%
20	PRUDENTE TOMALÁ GINA	2	8	60%
21	QUIROZ BRIONES MARCK	2,5	8	55%
22	REYES GONZÁLEZ JEAN	3	8,5	55%
23	REYES INDIO RONNY ROGER	7	10	30%
24	REYES PRADO LAURA	5	10	50%
25	RIVERA FLORES WILMER	2	9	70%
26	RODRÍGUEZ SOLÍS DAVID	4	10	60%
27	SÁNCHEZ YAGUAL BRYAN	3	8	50%
28	SIGUENCIA DEL PEZO D.	3	9	60%
29	TIVILLÍN GUTAMA DILIA	3	8	50%
30	VEGA REYES ANGIE	2	9	70%
31	WALSH RICARDO MORELIA	1,5	7	55%
32	YAGUAL SUÁREZ JIMMY	1,5	8	65%
33	YAGUAL SUÁREZ MILTON	2	5	30%
34	YAGUAL YAGUAL GRACE	2	9	70%
35	ZHUNI CASTILLO AGEDA	1,5	7	55%

Author: Alexi Quinde Villón  
Source: Taken from conversational club.

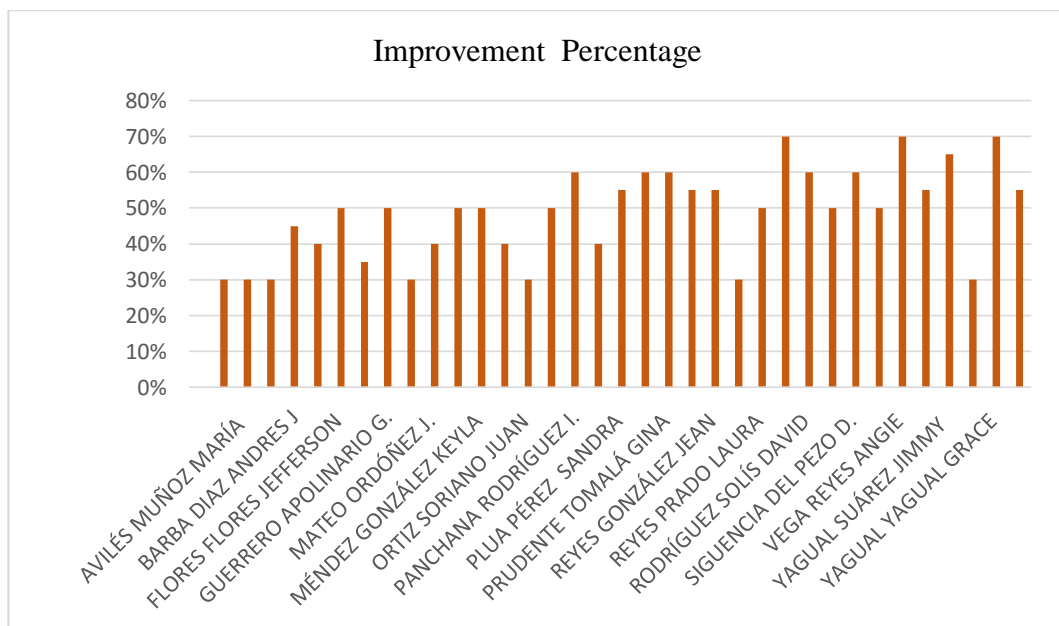
#### 4.6. Analysis of the students' results

**Graph 20: Comparison between diagnostic test and end conversational club scores**



**Source: Taken from conversational club**

**Graph 21: Improvement percentage**



**Source: Taken from conversational club**



## 4.7. Strategies of improvement

**Chart # 34: Strategies of Improvement**

BEFORE THE PROPOSAL	AFTER THE PROPOSAL
<ul style="list-style-type: none"><li>• Classes without new didactic resources.</li><li>• Traditional English classes.</li><li>• Low level of speaking activities.</li></ul>	<ul style="list-style-type: none"><li>• Students acquire competences on the use of new didactic resources.</li><li>• Modern English classes using didactic and technological resources.</li><li>• Increase level of speaking activities.</li></ul>

**Author: Alexi Quinde Villón**

## 4.8 Conclusions and recommendations.

### 4.8.1 Conclusions

- It is relevant the application of a conversational club for Ninth grade students, considered as a significant factor in the English learning process to improve the speaking skills in the classroom.
- The Conversational club can be implemented in other subjects such as: Literature, Social Science, Arts, Entrepreneurship and Citizen Education to improve communicative skills in their students.

- The students have a significant development in their communicative skills, they can speak fluently, because of the Conversational club supports in their learning process.
- Through the develop of the research, the author found interesting activities to practice speaking in the students from Ninth grade.
- The workshops applied have dydactic and success to demonstrate the effectiveness of the Conversational club.
- English area teachers do not have learning environments to improve the English teaching process using new strategies and methodology.

#### **4.8.2 Recommendations**

- The conversational club should be applied for all students at Unidad Educativa Santa Elena, considered as a significant factor in the English learning procces to improve the speaking skills in the classroom.

- The Conversational club should be implemented in other subjects such as: Literature, Social Science, Arts, Entrepreneurship and Citizen Education to improve communicative skills in their students.
- The students should be part of the conversational club to boosting the development of their English communicative skill.
- The activities found during the research to practice speaking have to be applied in all the English level of Unidad Educativa students.
- The workshops have to be innovated to catch the student attention and for the betterment of their learning process through the Club.
- English area teachers should create new learning environments to improve English teaching process using different strategies and methodology.

## CHAPTER V

### ADMINISTRATIVE FRAMEWORK

#### 5.1. Resources

##### 5.1.1. Institutional

DESCRIPTION	UNIT COST	TOTAL COST
Internet per month	\$ 30.00	\$ 180.00
<b>TOTAL</b>		<b>\$ 180.00</b>

##### 5.1.2. Materials

Quantity	DESCRIPTION	UNIT COST	TOTAL COST
1	Ream Paper	\$3.50x2	\$7.00
300	Prints	\$ 0.10x300	\$ 30.00
60	Color copies	\$ 0.30	\$ 18.00
	<b>TOTAL</b>		<b>\$ 55.00</b>

##### 5.1.3. Technology

DESCRIPTION	UNIT COST	TOTAL COST
Computer	\$ 1100.00	\$1,100.00
<b>TOTAL</b>		<b>\$ 1,100.00</b>

#### 5.1.4. Economic

<b>Quantity</b>	<b>DESCRIPTION</b>	<b>UNIT COST</b>	<b>TOTAL COST</b>
100	Transportation	\$ 0.35	\$ 35.00
50	Lunch and snacks	\$ 2.00	\$ 100.00
1	Unforeseen expenses	\$ 100.00	\$ 100.00
	<b>TOTAL</b>		<b>\$ 235.00</b>
	<b>TOTAL</b>		<b>\$ 1,570.00</b>

## 5.2 Timetable

ACTIVIDADES	JUNE				AUGUST				SEPT				OCTOBER				NOV				DEC				JAN				FEBR		
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3
Approval of Proporsal Project																															
Designation of Tutor																															
Meeting with Tutor																															
Meeting with Graduates																															
1st. Tutorial of Graduation Research Work																															
Development of Chapters I – II																															
Checking and Correction																															
2nd. Tutorial of Graduation Research Work																															
Identification of Sample																															
Elaboration and Application of Instruments																															
Collection and Analysis of Result																															
Determination of Conclusions and Recommendations																															
Development of Proposal																															
Checking and Correction																															
Presentation - Reception of the report																															
3rd. Tutorial of the Graduation Research work																															
Elaboration of Chapter V																															
Checking and Correction																															
4th. Tutorial Graduation Research Work																															
Distribution of Members of Tribunal																															
Predefense of the Graduation Research Work																															
Delivery of the Final Report																															
Thesis Defense																															
Graduation																															

Chart 35: Timetable  
 Author: Alexi Quinde Villón

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# Appendix



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**  
**FACULTY OF EDUCATION AND LANGUAGES**  
**ENGLISH LANGUAGE TEACHING CAREER**  
**OBSERVATION GUIDE**



GENERAL INFORMATION			
<b>Observer:</b> Alexi Quinde Villón		<b>Institution:</b> Unidad Educativa “Santa Elena”.	
<b>Observed Teacher:</b> Margarita Garcia		<b>Course:</b> Ninth Basic Year.	
<b>Date:</b> July, 2015	<b>Beginning time:</b>	<b>Finishing time:</b>	
<b>Objective:</b> To evaluate the teacher’s strategies and methodology applied to develop English speaking skills in a daily class.			

Nº	DESCRIPTION	YES	NO	PARTIALLY
<b>Introduction and Classroom interaction</b>				
1	Teacher establishes the objectives of the speaking lesson.			
2	Teacher introduces the topics appropriately.			
3	Is students attention and interest maintained?			
4	The teacher provides students opportunities to speak.			
5	Does the teacher use translation or the native tongue in teaching?			
6	Is accuracy or fluency the focus of activities?			
7	Are the opportunities provide for real communication in classroom?			
8	Are the task interesting and challenging for students?			
<b>Methodology</b>				
8	Teacher applies teaching strategies which lead and motivate students to learn speaking.			
<b>Didactic Resources</b>				
9	Teacher uses didactic and technological resources to teach speaking.			
10	Teacher utilizes didactic material correctly.			
11	Teacher encourages students to practice speaking with the didactic and technological material.			
12	The use of didactic material promotes the students’ motivation to learn speaking.			
13	The use of didactic resources provides students opportunities to produce the English speaking.			
14	The use of didactic resources stimulates the participation of all students into the speaking lesson.			
<b>Evaluation</b>				
15	Teacher verifies the results of speaking learning through the application of feedback activities.			
16	Teacher evaluates the students.			



**PENÍNSULA OF SANTA ELENA STATE UNIVERSITY**  
**FACULTY OF EDUCATION AND LANGUAGES**  
**ENGLISH LANGUAGE TEACHING CAREER**  
**SPEAKING TEST**



**SPEAKING TEST BEGINNER – CONVERSATION MODEL QUESTIONS**

**Listen and answer the following questions.**

1. What's your first name?
2. Can you spell that, please?
3. What's your last name?
4. What's your middle name?
5. What's your nickname?
6. What's your full name?
7. How old are you?
8. What's your address?
9. What's your email address?
10. What's your telephone number?
11. Where are you from?
13. What's your hobby?
16. What's your favorite food?
17. What's your favorite color?
18. What's your favorite band or singer?
19. What's your favorite movie?
20. Do you have brothers or sisters?
21. How many brothers or sisters do you have?

## Unidad Educativa Santa Elena Conversational club Blog.

The image shows a screenshot of a blog post. The main title is "English club at Unidad Educativa Santa Elena" in a white serif font on a dark olive green background. Below the title, the date "viernes, 19 de febrero de 2016" is displayed. The central content area features the "ENGLISH CLUB" logo, which consists of a blue star with the text "ENGLISH CLUB" and "Enjoy speaking!" below it. To the right of the logo is a small photograph of three people in a classroom setting. Below the photo are two text boxes: a pink one with the definition of a club and a green one with information from the Ecuadorian Ministry of Education. On the right side of the page, there is a "Datos personales" section for "Alexi Quinde" with a "Seguir" button and a "Ver todo mi perfil" link. Below that is an "Archivo del blog" section showing "2016 (1)" and "febrero (1)", with a link to a post titled "What is a CLUB? Club is an association of people ...". The entire page is framed by a decorative border of colorful book spines.

### English club at Unidad Educativa Santa Elena

viernes, 19 de febrero de 2016



Club is an association of people with common interests that take part in different activities, as, academic, sports or cultural.

According the Ecuadorian Ministry of education. A club is designed to accomplish some objectives.

Innovation  
Integral development in students  
Social, cultural and academic

#### Datos personales

 Alexi Quinde  
G+ Seguir 3  
Ver todo mi perfil

#### Archivo del blog

▼ 2016 (1)  
▼ febrero (1)  
What is a CLUB? Club is an association of people ...

Source: <http://alexienglishclub.blogspot.com/>



**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CARRER**

**INTERVIEW DIRECTED TO PRINCIPAL FROM “UNIDAD  
EDUCATIVA SANTA ELENA”**

**1:** What kind of institutional strategies are applied the Unidad Educativa Santa Elena to promote the English language learning?

**2:** Which kind of School projects are been implemented at Unidad Educativa Santa Elena?

**3:** What are the advantages of the projects that Unidad Educativa Santa Elena is implementing so far?

**4:** Which do you think would be the advantages of implementing Conversational club for students at Unidad Educativa Santa Elena?

**5:** Would you support the implementation of a conversational club at “UNIDAD EDUCATIVA SANTA ELENA”?

**SOURCE:** Principal of the Unidad Educativa Santa Elena

**AUTHOR:** Alexi Quinde Villón.





**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CARRER**

**SURVEY DIRECTED TO ENGLISH TEACHERS**

1.-Do you consider important that teachers should innovate their classes?

Yes \_\_\_\_\_

No \_\_\_\_\_

2. - Which English skill is the most relevant for you in your class?

Listening \_\_\_\_\_

Writting \_\_\_\_\_

Reading \_\_\_\_\_

Speaking \_\_\_\_\_

3. - Do you agree that speaking is an important skill to develop learner's confidence?

Yes \_\_\_\_\_

No \_\_\_\_\_

4.-Which of this speaking activities do you apply in your classes?

Role play \_\_\_\_\_

Discussion \_\_\_\_\_

Debate \_\_\_\_\_

Interview \_\_\_\_\_

Picture describing \_\_\_\_\_

5. - Do you consider that during the Teaching- Learning process of the English language in your students their speaking skills have been developed satisfactorily?

Yes \_\_\_\_\_

No \_\_\_\_\_

6.-Have you ever been part of a Conversational Club?

Yes \_\_\_\_\_

No \_\_\_\_\_

7.-Do you think that speaking skills could be developed through a Conversational Club?

Yes \_\_\_\_\_

No \_\_\_\_\_

8.-Would you contribute with the application of the conversational club at Unidad Educativa Santa Elena to improve English speaking skills in their students?

Yes \_\_\_\_\_

No \_\_\_\_\_

9.-Would you like your students to participate in a Conversational club?

Yes \_\_\_\_\_

No \_\_\_\_\_

**SOURCE:** English teachers from Unidad Educativa Santa Elena

**AUTHOR:** Alexi Quinde Villón.



**PENINSULA OF SANTA ELENA STATE UNIVERSITY  
FACULTY OF EDUCATION AND LANGUAGES  
ENGLISH TEACHING CARRER**

**SURVEY DIRECTED TO STUDENTS.**

1.-Does your teacher use new strategies to teach the English Subject?

Yes \_\_\_\_\_

No \_\_\_\_\_

2. - Which of these abilities does the teacher develop more in your English classes?

Listening \_\_\_\_\_

Writting \_\_\_\_\_

Reading \_\_\_\_\_

Speaking \_\_\_\_\_

3.- Which ability do you like to develop more in the English subject?

Listening \_\_\_\_\_

Writting \_\_\_\_\_

Reading \_\_\_\_\_

Speaking \_\_\_\_\_

4. - Which of these activities does the teacher apply in the English classes?

Role play \_\_\_\_\_

Discussion \_\_\_\_\_

Debate \_\_\_\_\_

Interview \_\_\_\_\_

Picture describing \_\_\_\_\_

5. - Can you do simple questions about personal information in English?

Yes \_\_\_\_\_

No \_\_\_\_\_

6. - Would you like to be part of a Club to speak in English?

Yes \_\_\_\_\_

No \_\_\_\_\_

7.- Do you prefer to speak in English with?

Friends \_\_\_\_\_

Teachers \_\_\_\_\_

Others \_\_\_\_\_

8.- Would you like the application of a Conversational to speak English at your School?

Yes \_\_\_\_\_

No\_\_\_\_\_

9.- Would you participate in a Conversational club to speak English in your School?

Yes \_\_\_\_\_

No\_\_\_\_\_

**SOURCE:** Students of Ninth Basic year of the Unidad Educativa Santa Elena

**AUTHOR:** Alexi Quinde Villón.



**SANTA ELENA” EDUCATIVE UNIT  
WEEKLY PLAN No. 1  
2015– 2016 SCHOOL YEAR  
NINTH BASIC YEAR**



<b>GROUP:</b> 13-14 years old	<b>DATE:</b> October 1st 2015	<b>TIME:</b> 45’	<b>No. Stud:</b> 40
<b>Recent topic:</b> Introduction yourself	<b>Recent language work:</b> Talk about abilities	<b>Current topic:</b> Can you count?	
<b>Aims:</b> To practice vocabulary, grammar and develop communication skills			
<b>Objectives:</b> To learn the use the verb can to talk about abilities.			
<b>Assessment:</b> Students will play a memory game and report in groups each classmate abilities.			
<b>Materials:</b> Student’s book, board, markers, flash cards, projector, speaker, computer, videos.			
<b>Anticipated problems:</b> Some problems of electric energy and some students need confidence.			

<b>Class stage/Timing</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Success indicators</b>
Warm.up 8:10-8:25 (15min)	The teacher shows students a video about people abilities, after that she asks Who can swim, dance, and play the piano? Raise their hands.	The students have to see the video to recognize some verbs.	The students can use the verb can and other verbs.
Activities 8:25-8:55 (30 minutes)	<p>Explain students the grammar structure of the verb can with some exercises in affirmative and negative statements, Yes/no and information questions.</p> <p>The teacher explains the sound in can and can't, giving some example through an audio.</p> <p>The teacher explains the Memory game and assigns the groups and explains that after the game each student have to report their classmates abilities.</p>	<p>The students have to look a flash card where there are many people doing some activities, they have to write sentences about the picture.</p> <p>The students have to listen the audio and repeat.</p> <p>The students have to talk about their abilities and ask their classmates about their abilities, too.</p>	<p>Students can write sentences using the verb can and describe people abilities.</p> <p>Students can use the verb can affirmative and negative with the correct pronunciation.</p> <p>Students can make a report using the verb can to talk about their and their classmates abilities.</p>
Additional possibilities: Students will develop speaking skills to make their reports.			
Homework / further work: To write a short paragraph about their best friend and their abilities and read to the whole class.			
Observation: Students enjoy work in groups and learn with new resources.			

**TEACHER:**

**Alexi Quinde**



**SANTA ELENA” EDUCATIVE UNIT**  
**WEEKLY PLAN No. 2**  
**2015– 2016 SCHOOL YEAR**  
**NINTH BASIC YEAR**



<b>GROUP:</b> 13-14 years old	<b>DATE:</b> October 2nd 2015	<b>TIME:</b> 45’	<b>No. Stud:</b> 40
<b>Recent topic:</b> Talk about abilities	<b>Recent language work:</b> Daily routines	<b>Current topic:</b> I always get up at six-thirty.	
<b>Aims:</b> To practice vocabulary, grammar and develop communication skills.			
<b>Objectives:</b> To talk about daily routines and activities.			
<b>Assessment:</b> Students will write about their typical day or week using sequence words.			
<b>Materials:</b> Student’s book, board, markers, flash cards, projector, speaker, computer, videos.			
<b>Anticipated problems:</b> Some problems of electric energy and some students need confidence.			

<b>Timing</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Success indicators</b>
Warm.up 7:40-8:55 (15min)	The teacher shows the video and encourages students to sing: Wake up! Daily routines song.	The students have to see the video and sing the Daily routines song.	The students learn vocabulary about daily activities.
Activities 8:55-9:25 (30 min)	The teacher paste some flash cards of daily activities on the board and encourages students to recognize the vocabulary.  The teacher explains the pronunciation of –s and –es. The teacher introduces the sequence words: first, then, after that, next and finally, and she writes her daily routine using sequence words.  The teacher shows students a video of a daily routine role play and encourages students to play the role in groups talking about their routines in an specific day, that the teacher says to each group.	The students have to put the pictures in order according their own day.  The students have to listen the audio and repeat each verb, then students have to listen and circle the verbs with the /Z/ or /IZ/ sound.  The students have to write about their typical day using sequence words.  The students have to make a role play describing activities of a day that the teacher gives them.	Students can make a sequence of the activities that they do every day.  Students can use the verb can use the correct pronunciation of –s and –es endings. Students can write about their typical day using sequence words.  Students can talk about routines.
Additional possibilities: Students will develop speaking skills to make a role play.			
Homework / further work: To read paragraphs about daily routines.			
Observation: Students enjoy work in groups and learn with new resources.			

**TEACHER:**

**Alexi Quinde**



**SANTA ELENA” EDUCATIVE UNIT**  
**WEEKLY PLAN No. 3**  
**2015– 2016 SCHOOL YEAR**  
**NINTH BASIC YEAR**



<b>GROUP:</b> 13-14 years old	<b>DATE:</b> October 3rd 2015	<b>TIME:</b> 45’	<b>No. Stud:</b> 40
<b>Recent topic:</b> Daily routines	<b>Recent language work:</b> Adverbs of frequency	<b>Current topic:</b> I always get up at six-thirty.	
<b>Aims:</b> To practice vocabulary, grammar and develop communication skills.			
<b>Objectives:</b> To use adverbs of frequency to talk about daily routines.			
<b>Assessment:</b> Students will talk about what your classmates do on weekends.			
<b>Materials:</b> Student’s book, board, markers, flash cards, projector, speaker, computer, videos.			
<b>Anticipated problems:</b> Some students need more confidence to talk with their classmates.			

<b>Timing</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Success indicators</b>
Warm.up 7:40-8:55 (15min)	The teacher explains the students the listening activity.	The students have to listen and circle the words that they hear.	The students reinforce listening skills .
Activities 8:55-9:25 (30 min)	The teacher introduce the adverbs of frequency using flash cards to give examples. The teacher explains the game: Find someone who? playing with students.  The teacher reinforces the adverbs of frequency through oral examples relate to students.  The teacher tells to the class what does she do on weekends.	The students have to practice orally the adverbs of frequency. The students have to play the game Find someone who? Does each activity that the teacher ask them. The students have to complete the chart with the correct adverb of frequency.  Students have to talk with a partner about what do they do on weekends.	Students learn expressions and adverbs of frequency. Students practice reinforce their speaking skills through oral games.  To practice adverbs of frequency in sentences.  Students talk about activities that they do on weekends using adverbs of frequency.
Additional possibilities: Students will develop speaking skills through games and speaking practice.			
Homework / further work: Make an interview of a friend or neighborhood.			
Observation: Students enjoy work in groups and learn with new resources.			

**TEACHER:**

**Alexi Quinde**





**SANTA ELENA” EDUCATIVE UNIT**  
**WEEKLY PLAN No. 4**  
**2015– 2016 SCHOOL YEAR**  
**NINTH BASIC YEAR**



<b>GROUP:</b> 13-14 years old	<b>DATE:</b> October 5 <sup>th</sup> 2015	<b>TIME:</b> 45'	<b>No. Stud:</b> 40
<b>Recent topic:</b> Adverbs of frequency	<b>Recent language work:</b> Prepositions of location.	<b>Current topic:</b> Miami a great place to be.	
<b>Aims:</b> To practice vocabulary, grammar and develop communication skills.			
<b>Objectives:</b> To use prepositions of locations to talk about directions.			
<b>Assessment:</b> Students will draw a map and talk about the directions of their neighborhood or favorite place.			
<b>Materials:</b> Student’s book, board, markers, flash cards, projector, speaker, computer, videos.			
<b>Anticipated problems:</b> Some students need extra material to develop better their work in class.			

<b>Timing</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Success indicators</b>
Warm.up 7:40-8:55 (15min)	The teacher asks students for some places in the School and tell their location using prepositions.	Students listen about directions using prepositions.	Students recognizes prepositions of locations.
Activities 8:55-9:25 (30 min)	The teacher introduces prepositions of locations through flash cards.  Teacher draws a map and located some places describing directions with prepositions.  The teacher gives students some examples using prepositions of locations.	Students have to practice orally prepositions of location.  Students have to look at the map and complete the sentences with prepositions.  Students have to draw a map of the School and talk about the location of some places.	Students learn prepositions of locations.  Students use prepositions of locations in sentences to talk about directions.  Students use prepositions of location to talk about directions of different places.
<b>Additional possibilities:</b> Students will develop speaking skills through real situations			
<b>Homework / further work:</b> Talk about the location of their favorite places.			
<b>Observation:</b> Students enjoy work in groups and learn with new resources.			

**TEACHER:**

**Alexi Quinde**



**SANTA ELENA” EDUCATIVE UNIT**  
**WEEKLY PLAN No. 5**  
**2015– 2016 SCHOOL YEAR**  
**NINTH BASIC YEAR**



<b>GROUP:</b> 13-14 years old	<b>DATE:</b> October 6 <sup>th</sup> 2015	<b>TIME:</b> 45’	<b>No. Stud:</b> 40
<b>Recent topic:</b> Prepositions of location.	<b>Recent language work:</b> Places in a town or city.	<b>Current topic:</b> Miami a great place to be.	

**Aims:** To practice vocabulary, grammar and develop communication skills.

**Objectives:** To talk about different places.

**Assessment:** Students will find different places in a puzzle.

**Materials:** Student’s book, board, markers, flash cards, projector, speaker, computer, videos.

**Anticipated problems:** Some students need extra material to develop better their work in class.

Timing	Teacher activities	Students activities	Success indicators
Warm.up 8:55-9:10 (15min)	The teacher shows students a video about different places in the City.	Students have to see the video and after that they try to describe the places.	To describe different places.
Activities 9:10-9:40 (30 min)	The teacher introduces the vocabulary of places using flash cards.	The students have to practice orally the new vocabulary.	To recognize vocabulary about places.
	The teacher shows students some flash cards of places and she describe some pictures.	Find places in the puzzle.	To practice the vocabulary of places.
	The teacher describes some places to the class.	Write the name of each place for some pictures and describe places.	Students describe different places
	The teacher divide the class in two groups and explains the game.	The students have to play the mystery word and guess what place their classmate describe.	Students practice listening and speaking through games.
	The teacher talk about her favorite place.	Students have to talk about their favorite place.	Students talk about their favorite place.

**Additional possibilities:** Students will develop speaking skills through real situations

**Homework / further work:** Talk about their favorite places.

**Observation:** Students enjoy work in groups and learn with new strategies.

**TEACHER:**

**Alexi Quinde**



**SANTA ELENA” EDUCATIVE UNIT**  
**WEEKLY PLAN No. 6**  
**2015– 2016 SCHOOL YEAR**  
**NINTH BASIC YEAR**



<b>GROUP:</b> 13-14 years od	<b>DATE:</b> October 5th 2015	<b>TIME:</b> 45’	<b>No. Stud:</b> 40
<b>Recent topic:</b> Places in a town or city.	<b>Recent language work:</b> My favorite place.	<b>Current topic:</b> Miami a great place to be.	
<b>Aims:</b> To practice vocabulary, grammar and develop communication skills.			
<b>Objectives:</b> Students will talk about favorite places.			
<b>Assessment:</b> Students will make an oral presentation talking about their favorite places.			
<b>Materials:</b> Student’s book, board, markers, flash cards, projector, speaker, computer, videos.			
<b>Anticipated problems:</b> Some students need confidence.			

<b>Timing</b>	<b>Teacher activities</b>	<b>Students activities</b>	<b>Success indicators</b>
Warm.up 8:55-9:10 (15min)	The teacher shows students some flashcards of some amazing places and talk about her favorite place. The teacher introduces the vocabulary of places.	The students have to listen the teacher and think in their favorite place.	Students have to listen description about places.
Activities 9:10-9:40 (30 min)	The teacher explains students the game.  The teacher talk about her favorite place giving details about it using pictures.	The students have to find the vocabulary in the puzzle and describe each place. The students have to play the mystery word in groups.  The students talk about their favorite place describing it.	The students learn vocabulary of places.  The students can play using the new vocabulary.  The students can talk about their favorite place.
Additional possibilities: Students will develop speaking skills talking about their favorite places.			
Homework / further work: To make an oral presentation talking about their favorite place.			

**TEACHER:**

**Alexi Quinde**

